



COX
GREEN
SCHOOL

Committed to Achievement

KS5

Curriculum Booklet

Examinations in Summer 2022

Ethos and Vision

Cox Green aims to make the very most of its students. We do this by providing an education that is both challenging and fulfilling. We offer a full educational diet; not only in the formal curriculum, but also in a wide range of available extra-curricular activities!

School life at Cox Green is full of opportunities for students to learn. We encourage them to grow as individuals and to have a strong sense of community. We expect students to do their best for their own sake and for the sake of others.

We aim for the highest standards of educational achievement and value every student. We expect our students to fulfil their potential academically, personally and socially. To achieve this aim, we want each of our students to develop a sense of **PRIDE**

Passion for learning and a desire to achieve to potential and beyond; to leave Cox Green as confident, well qualified, inspired young people and prepared for any future challenge.

Respect as a core principle of every interaction.

Insight into the needs of others – at a local, national and global level so that each child develops the skills to make a positive contribution to society.

Diligence – the ability to be resilient and persevere; a commitment to make mistakes and to learn from them.

Enjoyment of the opportunities available and to develop a passion for lifelong learning.



Our motto is “Committed to Achievement”
and this embodies our belief that
perseverance, self-discipline and determination
will enable of our students to succeed at school and beyond.



An outstanding education as an entitlement for all embodies all that we do.

We will realise this by adopting the following principles:

- Excellence: exceptional expectations and achievement for all students;
- ‘Whatever it takes’: students, teachers and parents all committed to doing everything needed to ensure that each child succeeds;
- Responsibility and respect: excellent standards of behaviour and conduct in school and the local community at all times;
- Personal development: developing confidence and leadership skills through inspiring teaching and role models, and an extended and enriching curriculum;
- Talented and committed staff: trained and supported to create an academic centre of excellence.

Our Students	thrive in an environment which promotes a passion for lifelong learning and are equipped with the skills, knowledge, values and qualifications to succeed as happy active global citizens.
Our Staff	well-being is at the core of all that we do – everyone feels valued and respected and has every opportunity to develop professionally and personally in collaboration with others.
Our Learning Environment	will be developed and resourced to support and stimulate outstanding learning and achievement.
Our Community	will be one which promotes active participation, challenge and contribution to local initiatives and activities; enabling the development of key skills to ensure future success for all.

‘Our young people are living, learning and negotiating their lives in an increasingly complex and challenging world’ (The Young Foundation). This calls for **empowered** and **resilient** young people who can **play an active role** in navigating their own paths.

By ensuring the core values of **Commitment** (to achievement), **Aspiration** and **Collaboration** are at the centre of everything we do, the 'Education' we provide at Cox Green School will help build our students' competencies, their character and their sense of belonging to the world. We are fully committed to ensure that all our students will leave school with the cultural capital they will need to be successful citizens, now and in the future. Our students will have very strong **personal leadership** to enable them to achieve their goals.

Our specialised Sixth Form programme, aimed at making students '**study ready, work ready, life ready**' will ensure our students have all the skills they will need to flourish in a changing education and social environment, no matter how challenging. We want our students to be ready for study, ready for work, ready for life!

Everything we do at CGS Sixth Form is designed to develop our students as well rounded individuals that are equipped by the time they leave us to face any challenge life might throw at them. Our mantra of 'Study Ready, Work Ready and Life Ready' is how we build our curriculum and community around our students, ensuring that each person receives the individual support they need to enable them to become independent learners and active citizens. We know that professional excellence is a habit and so we build into our curriculum and pastoral provision repeated opportunities for students to shine and be the best they can be in as many different ways as possible.

Our curriculum is designed to promote the high level study skills students need at university, so we spend a lot of time in the first two terms of Year 12 ensuring that students can manage the transition from GCSE to A level effectively. Outside the classroom we challenge our students to think beyond their own needs and to give back to the school and the wider community. Our Enrichment Programme has established many strong links with local primary schools and other institutions enabling our sixth formers to pick up valuable life skills as well as helping others to flourish too. Our student leadership opportunities are vast and valued by us for not only the contribution they make but also the role they play in helping us to collate and implement feedback. This helps us as a community to grow and develop and ensure our school values of PRIDE are well embedded in all we do. It is important to us that not only are we individually the best version of ourselves we can be, but that we all work together to be the best collective version we can be.

Our policy is to ensure that students accepted into the Sixth Form can be placed in appropriate courses where they are likely to succeed and be successful in their future pathways. Cox Green School is also part of a Sixth Form consortium with Desborough Boys School, Newlands Girls School, Furze Platt Senior School(FPSS) and Altwood CoFE College. This enables us to send students to other schools to complete studies in courses that we/they do not run.

Cox Green Sports Academy offers two and three year pathways for students wanting to continue their academic studies, whilst accessing a suite of qualifications and exposure to professional coaches, body conditioning and playing football competitively. The full time training programme replicates that of an elite athlete, whilst successful pathways include professional sport, sport employment, UK universities and international scholarships. The director of the Sports Academy is Ashley Smith and students can participate in a sports academy pathway alongside an A level pathway.

Introduction

Dear Parents,

This booklet is designed to give you and your child information about the range of potential pathways available at Cox Green School Sixth Form.

Cox Green School aims to:

- provide all of our students with a rich and diverse curriculum
- provide learning opportunities that meet the needs and interests of all learners
- to develop each pupil's knowledge, experience, imagination and intercultural understanding, whilst at the same time fostering an awareness of moral values and a capacity for enjoyment which will enable him or her to be an active participant in a global society.

We aim to inspire in our students a love for learning and discovery; perseverance, problem solving and a positive solution focussed outlook – nothing is impossible with the right commitment and focus. We encourage students to develop their own interests and achieve far more than just examination success. The many opportunities to excel, both within and beyond the classroom, provide an environment in which every individual can develop his or her talents to the full

Our curriculum is structured to create as many opportunities for future success and personal leadership development as possible. Students also have the opportunity to engage with our outstanding careers provision.

There are a range of potential pathways available at Cox Green School Sixth Form:

4 A-Levels	3 A-Levels	3 A-Levels and Sports Academy (Football or Personal Training)	2 A-levels and 1 Level 3 BTEC	2 A-levels and 1 Level 3 BTEC and Sports Academy (Football or Personal Training)	1 level 3 BTEC and 1 A-level and Sports Academy (Football or Personal Training)	1 Level 2 BTEC Sport and Sports Academy (Football or Personal Training) Converting to Level 3 BTEC in year 2/3
With /Without EPQ	With /Without EPQ	With /Without EPQ	With /Without EPQ	With /Without EPQ	With /Without EPQ	With /Without EPQ

Students have four hours of timetabled lessons with a specialist teacher and one dedicated study period for each subject of study. For the majority of students this makes 15 hours of dedicated lessons or study periods.

We currently offer:

A Level Subjects	Criteria
Fine Art	Grade 6 in GCSE Art.
Biology	Grade 6 in GCSE Double Science or GCSE Biology, and Grade 5 in GCSE Maths.
Business Studies	Grade 6 Maths and English
Chemistry	Grade 6 in GCSE Double Science or GCSE Chemistry and Grade 6 in GCSE Maths.
Computer Science	Grade 6 in GCSE Computing and a Grade 6 in Maths.
Drama and Theatre Studies	Grade 6 in GCSE Drama and Theatre Studies. 6 in English if not studied GCSE Drama.
English Literature	Grade 6 in both GCSE English Literature and English Language.
French	Grade 6 in GCSE French.
Further Maths	Grade 8 in GCSE Maths. A Grade 7 may be considered in exceptional circumstances.
Geography	Grade 6 in GCSE Geography and a Grade 5 in GCSE Maths.
History	Grade 6 in GCSE History.
Mathematics	Grade 7 in GCSE Maths. A Grade 6 maybe considered in exceptional circumstances.
Media	Grade 6 in GCSE Media and Grade 5 in both English Language and Literature.
Music	Grade 6 in GCSE Music or Associated Board Grade 5 on specialist instrument/voice.
Philosophy	Grade 6 in either GCSE Religious Studies, History, English Lang/Lit and Grade 5 in Maths.
Photography	Grade 6 in GCSE Art or Photography.
Physical Education	Grade 6 in GCSE PE and Biology & a proven commitment to extracurricular sport / coaching.
Physics	Grade 6 in GCSE Double Science or Grade 6 in GCSE Physics, and Grade 6 in GCSE Maths.
Politics	5 Grade 5's and above (Including Grade 6 in History or English Language).
Product Design	Grade 6 at GCSE level in a design subject.
Psychology	Grade 6 in GCSE Maths, English Language/Literature) and Science.
Spanish	Grade 6 in GCSE Spanish.
BTEC/Vocational Subjects	Criteria
BTEC Level 3 National Extended Certificate in Business	5 GCSE's Grade 4 and above and Grade 5 in Maths and English.
BTEC Level 3 Extended Certificate in Health and Social Care	5 GCSE Grade 4's and above (inc Maths and English Lang/Lit)
Level 3 Subsidiary Diploma in Hospitality	5 GCSE Grade 4's and above
BTEC Level 3 National Extended Certificate in ICT	5 GCSE grades Grade 5's and above (inc Grade 5 in Maths and English Language/Literature)
Sports Academy	Criteria
BTEC Level 2 Extended Certificate in Sport	4 GCSE Grade 3's and above inc English or Level 1 related qualification.
BTEC Level 3 Extended Certificate in Sport	5 GCSE Grade 4's and above.
BTEC Level 3 Foundation Diploma in Sport	5 GCSE Grade 5's and above (inc. Grade 5 in English and Maths).

The Extended Project qualification is also offered subject to entry requirements being met.

A Level Biology

Exam Board:

Students study OCR Biology A. (QAN: 601/4260/1).

Form of Assessment and Course Content Description: The modules studied over the two year A Level are:

- Module 1** – Development of Practical Skills in Biology
- Module 2** – Foundations in Biology
- Module 3** – Exchange and Transport
- Module 4** – Biodiversity, Evolution and Disease
- Module 5** – Communication, Homeostasis and Energy
- Module 6** – Genetics, Evolution and Ecosystems

A summary of the topics studied, the full syllabus and past papers can be downloaded at:

<http://www.ocr.org.uk/qualifications/as-a-level-gce-biology-a-h020-h420-from-2015/>

Form of Assessment: Students will sit three examinations at the end of the course as set out below:

Module	Title	Weighting	Assessment Method
H420/01	Biological Processes Section A – Multiple choice questions (15 marks) Section B – Structured questions covering theory and practical skills (85 marks) Module 1, 2, 3 and Module 5 – Communication, homeostasis and energy	37%	2 hour 15 minute written exam
H420/02	Biological Diversity Section A – Multiple choice questions (15 marks) Section B – Structured questions covering theory and practical skills (85 marks) Module 1, 2, 4 and Module 6 – Genetics, evolution and ecosystems	37%	2 hour 15 minute written exam
H420/03	Unified Biology Modules 1 to 6	26%	1 hour 30 minute written exam
H420/04	Practical endorsement in biology		Reported by school Not formally assessed

Higher Education Application: Biology is considered to be a rigorous course which is highly desirable and may give you a considerable advantage over others on Physiology, Medicine, Biochemistry and Homeostatic Mechanisms.

Future Careers Information: Many of our students go onto study related subjects such as Medicine, Veterinary Science, Genetics, Biomedical Sciences, Biochemistry, Physiotherapy and Nursing.

Further Information: If you have any questions regarding any aspect of this course please contact Miss Winchcombe at: l.winchcombe@coxgreen.com

A Level Biology

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1		
Term 2		
Term 3		
Term 4		
Term 5		
Term 6		

A Level Business Studies

Exam Board:

Students study the AQA Business Studies syllabus (QAN: 601/4336/8).

Form of Assessment and Course Content Description: A summary of the topics, the full syllabus & past papers can be downloaded at:

<http://www.aqa.org.uk/subjects/business-subjects/as-and-a-level/business-7131-7132/specification-at-a-glance>

Subject content

1. What is business?
2. Managers, leadership and decision making
3. Decision making to improve marketing performance
4. Decision making to improve operational performance
5. Decision making to improve financial performance
6. Decision making to improve human resource performance
7. Analysing the strategic position of a business
8. Choosing strategic direction
9. Strategic methods: how to pursue strategies
10. Managing strategic change

Module	Title	Weighting	Assessment Method
Paper 1 7132/1	Three compulsory sections: <ul style="list-style-type: none">• Section A has 15 multiple choice questions (MCQs) worth 15 marks.• Section B has short answer questions worth 35 marks.• Sections C and D have two essay questions (choice of one from two and one from two) worth 25 marks each	33.3%	Written exam: 2 hours
Paper 2 7132/2	Three data response compulsory questions worth approximately 33 marks each and made up of three or four part questions.	33.3%	Written exam: 2 hours
Paper 3 7132/3	One compulsory case study followed by approximately six questions.	33.3%	Written exam: 2 hours

Higher Education Application: Business Studies can lead to a wide choice of further and higher education courses as a discrete subject or as a combination with other courses. This subject also has a great deal to offer those who wish to go directly from the Sixth Form to employment as much of the course content is directly relevant to your future employment.

Future Careers Information: University courses that directly link to this course include: Business Studies, Management, Economics, Accounting, Marketing, Tourism, Hospitality courses and Business Law. It may even be your springboard to running your own business.

Further Information: If you have any questions please see or contact Mrs L Friend, Learning Leader – Business on l.friend@coxgreen.com

A Level Business Studies

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1	What is business?	Analysing Position
Term 2	Leadership	Analysing Position
Term 3	Operations	Choosing Strategic Direction Strategic Methods: How to Pursue Strategies
Term 4	HR	Managing Change + Revision
Term 5	Marketing	Revision and Exam Skills
Term 6	Finance	Final Exam

A Level Chemistry

Exam Board: Students study OCR Chemistry A. (QAN: 601/5255/2)

Entry Requirements: Grade 6 in GCSE Double Science or Grade 6 in GCSE Chemistry, and Grade 6 in GCSE Maths.

Form of Assessment and Course Content Description: The modules studied over the two year A Level are:

Module 1 – Development of practical skills in chemistry

Module 2 – Foundations in chemistry

Module 3 – Periodic table and energy

Module 4 – Core organic chemistry

Module 5 – Physical chemistry and transition elements

Module 6 – Organic chemistry and analysis

A summary of the topics studied, the full syllabus and past papers can be downloaded at:

<http://www.ocr.org.uk/qualifications/as-a-level-gce-chemistry-a-h032-h432-from-2015/>

Students will sit three examinations at the end of the course as set out below:

Module	Title	Weighting	Assessment Method
H432/01	Periodic table, elements and physical chemistry Section A – Multiple choice questions (15 marks) Section B – Structured questions covering theory and practical skills (85 marks) Module 1, 2, 3 and Module 5	37%	2 hour 15 minute written exam
H432/02	Synthesis and analytical techniques Section A – Multiple choice questions (15 marks) Section B – Structured questions covering theory and practical skills (85 marks) Module 1, 2, 4 and Module 6	37%	2 hour 15 minute written exam
H432/03	Unified Chemistry Modules 1 to 6	26%	1 hour 30 minute written exam
H434/04	Practical endorsement in chemistry		Reported by school Not formally assessed

Higher Education Application: There are many courses involving Chemistry including Chemistry, Biochemistry, Physiology, Pharmacy, Medicine, Nursing, Veterinary Science, Chemical Engineering, Environmental Science, Agriculture.

Future Careers Information: Chemistry is a shortage subject and therefore there are many opportunities for careers in this subject. However, many Chemistry graduates enter the services industry excelling in finance and the insurance industry. There are many opportunities in the health service and at pharmaceutical companies. There are also many research opportunities.

Further Information: If you have any questions please contact Mr J. Crowther j.crowther@coxgreen.com

A Level Chemistry

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1		
Term 2		
Term 3		
Term 4		
Term 5		
Term 6		

A Level Computer Science

Exam Board:

Students will be studying the OCR Computer Science syllabus (H446)

Form of Assessment and Course Content Description: Students will sit two written papers and a non-exam assessment. A summary of the topics studied, the full syllabus and past papers can be downloaded at: www.ocr.org.uk/alevelcomputerscience

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> • The characteristics of contemporary processors, input, output and storage devices • Software and software development • Exchanging data • Data types, data structures and algorithms • Legal, moral, cultural and ethical issues • Elements of computational thinking • Problem solving and programming • Algorithms to solve problems and standard algorithms <p>The learner will choose a computing problem to work through according to the guidance in the specification.</p> <ul style="list-style-type: none"> • Analysis of the problem • Design of the solution • Developing the solution • Evaluation 	<p>Computer systems (01)</p> <p>140 marks 2 hours and 30 minutes written paper (no calculators allowed)</p>	<p>40% of total A level</p>
	<p>Algorithms and programming (02*)</p> <p>140 marks 2 hours and 30 minutes written paper (no calculators allowed)</p>	<p>40% of total A level</p>
	<p>Programming project 03* – Repository or 04* – Postal or 80 – Carry forward (2018 onwards)*</p> <p>70 marks Non-exam assessment</p>	<p>20% of total A level</p>

Higher Education Application: This course counts towards UCAS points, so it can be used in a variety of IT related courses. It can also be combined and used alongside another subject at University. Skills are transferable so students can choose to study apprenticeships in IT.

Future Careers Information: IT Programming, Software Design, Systems Analysis and Design, Multimedia Production.

Further Information: If you have any questions please contact Ms R Chaudhry – r.chaudhry@coxgreen.com

A Level Computer Science

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1	The characteristics of contemporary processors, input, output and storage devices.	Elements of computational thinking.
Term 2	Software and software development.	Problem solving and programming.
Term 3	Data types, data structures and algorithms.	Algorithms to solve problems and standard algorithms.
Term 4	Legal, moral, cultural and ethical issues.	Exam revision/practice.
Term 5	Exchanging data and initial planning of programming project.	Exam revision/practice.
Term 6	Programming project.	Final Exam.

A Level Drama and Theatre Studies

Exam Board: Students will be studying the AQA Drama and Theatre syllabus (QAN: 500/2307/X)

Entry Requirements: Grade 6 in GCSE Drama and Theatre Studies. If Drama is not studied at GCSE, a Grade 6 is required in English.

Form of Assessment and Course Content Description: A summary of the topics studied, the full syllabus and past papers can be downloaded at:

<http://www.aqa.org.uk/subjects/drama/a-level/drama-and-theatre-7262>

Module	Title	Weighting	Assessment Method
Component 1	<u>Drama and Theatre</u> <ul style="list-style-type: none">Section A: Drama through the ages (Antigone)Section B: 20th and 21st Century (Our Country's Good)Section C: Live Theatre production	40%	3 hour written exam
Component 2	<u>Creating original drama</u> Students must complete two assessment tasks: <ul style="list-style-type: none">Produce an individual Working notebook documenting the devising process (40 marks)Contribute to the final devised, group performance (20 marks)	30%	Marked by teachers and moderated by AQA
Component 3	<u>Making Theatre</u> Explore and interpret three key extracts Students must complete two assessment tasks: <ul style="list-style-type: none">Formally present Extract 3* to an audience (40 marks)Produce an individual Reflective report analysing and evaluating their theatrical interpretation of all key extracts studied.	30%	Marked by AQA

*Extract 1 and Extract 2 form part of the Reflective report.

Higher Education Application: There are many opportunities to study Performing Arts at degree or HND level. Many universities offer degrees based on Performing Arts.

Future Careers Information: Students leave equipped with confidence and advanced communication skills which transfer well to the job market. Many students have developed as freelance performance and/or workshop practitioners.

Careers in the expanding creative industries and in teaching are also applicable.

Further Information: If you have any questions please contact Mrs A. Lane – a.lane@coxgreen.com

A Level Drama and Theatre Studies

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1		
Term 2		
Term 3		
Term 4		
Term 5		
Term 6		

A Level English Literature

Exam Board: Students will be studying the Edexcel English Literature syllabus (QAN: 601/5046/4)

Entry Requirements: Grade 6 in both GCSE English Literature and English Language

Form of Assessment and Course Content Description: A summary of the topics studied, the full syllabus and past papers can be downloaded at: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-literature-2015.html>

Module	Title	Weighting	Assessment Method
Component 1	<p>Drama:</p> <ul style="list-style-type: none"> One Shakespeare play and one other drama from either tragedy or comedy – both texts may be selected from one or both of these categories. Critical essays related to their selected Shakespeare play. Students' preparation is supported by <i>Shakespeare: A Critical Anthology – Tragedy</i> or <i>Shakespeare: A Critical Anthology – Comedy</i>. <p><u>Texts</u> <i>Othello</i>, Shakespeare <i>A Streetcar Named Desire</i>, Tennessee Williams</p> <ul style="list-style-type: none"> Open book – clean copies of the drama texts can be taken into the examination. The Critical Anthology must not be taken into the examination. Total of 60 marks available – 35 marks for Section A and 25 marks for Section B. 	30%	Written exam 2 hrs 15 mins
Component 2	<p>Prose Students study two prose texts from a chosen theme. At least one of the prose texts must be pre-1900.</p> <p><u>Texts</u></p> <ul style="list-style-type: none"> Pre-1900: <i>The Picture of Dorian Gray</i>, Oscar Wilde Post-1900 <i>Beloved</i>, Toni Morrison Open book – clean copies of the prose texts can be taken into the examination. Total of 40 marks available 	20%	Written exam 1 hour 15 mins
Component 3	<p>Poetry Students study poetic form, meaning and language a selection of post-2000 specified poetry (<i>continued overleaf</i>)</p> <p><u>and</u> a specified range of poetry from:</p> <p>either</p> <ul style="list-style-type: none"> a literary period (either pre- or post-1900) <p>or</p> <ul style="list-style-type: none"> a named poet from within a literary period <p><u>Texts</u></p> <ul style="list-style-type: none"> Forward Poems of the Decade - John Donne selected poems, editor Ilona Bell (Penguin Classics 2006) Open book – clean copies of the poetry texts can be taken into the examination. Total of 60 marks available – 30 marks for Section A & 30 marks for Section B 	30%	Written exam 2 hours and 15 minutes.

A Level English Literature

Non-Examination Content	Students have a free choice of two texts to study. Chosen texts: <ul style="list-style-type: none">• Must be different from those studied in Components 1, 2 and 3• Must be complete texts and may be linked by theme, movement, author or period• May be selected from poetry, drama, prose or literary non-fiction.	20%	Students produce one assignment: one extended comparative essay referring to two texts. Advisory total word count is 2500–3000 words
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Higher Education Application: English Literature is a highly regarded A Level by universities and employers alike. Students who work enthusiastically on their studies in this subject will improve not only their personal appreciation of great literary works, but also gain valuable study skills and learn essay writing techniques which will help enormously in other subject areas.

Future Careers Information: In terms of career progression, English Literature is particularly useful in the fields of Law, Media work, Medicine and Journalism.

Further Information: If you have any questions please contact Mrs G LaRocque, Learning Leader for English – g.larocque@coxgreen.com

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1		
Term 2		
Term 3		
Term 4		
Term 5		
Term 6		

A Level Fine Art

Exam Board: Students will be studying the AQA Fine Art syllabus (QAN: 601/4456/7)

Entry Requirements: Grade 6 in GCSE Art.

Form of Assessment and Course Content Description:

A summary of the topics studied, the full syllabus and past papers can be downloaded at:

<http://www.aqa.org.uk/subjects/art-and-design>

The work produced by the end of this first year is not externally assessed but will be internally assessed. During the second year of study students will be expected to submit two units of work as follows:

Module	Title	Weighting	Assessment Method
Component 1: Personal Investigation (7242/C)	This is a student led project based on a topic of their choice. The unit consists of preparatory work and final outcome/s. Students must also submit a written element as part of this project of between 1000 and 3000 words.	60%	Internally assessed and moderated by AQA. Assessment is based upon four assessment objectives and marked out of 96.
Component 2: Externally Set Assignment (7242/X)	Students will be presented with an exam paper as set by AQA containing a selection of possible project titles. They will be required to choose ONE title and complete preparatory work as an investigation into this title. At the end of the preparatory period they will sit for a 15 hour period of supervised time in which they are expected to produce their final outcome/s to the project.	40%	Internally assessed and moderated by AQA. Assessment is based upon four assessment objectives and marked out of 96.

Higher Education Application: Possible courses include: Art and Design Foundation; BTEC National Diploma in Vocational Design or General Art and Design; B.Ed.; BTEC Higher National Diploma; University Degree; Postgraduate Studies, including Postgraduate Certificate in Education.

Future Careers Information: Painting, sculpture, ceramics, print-making, performance, video, computer and holographic art, teaching, arts administration, art therapy, community arts, books and magazines design and illustration, graphic/product/industrial design, architecture, TV graphics, furniture, shop interiors, theatre lighting systems, medical and kitchen equipment, jewellery, fashion wear, typography, package design, computer and video graphics, wallpapers, theatrical costume design, set and prop design for films/TV/theatre, fashion and textile design, sports and leisure wear, interior design, exhibition design, restoration, film and television.

Further Information: If you have queries regarding any aspect of this course please contact Miss Williams, Learning Leader for Art and Photography at: r.williams@coxgreen.com

A Level Fine Art

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1	Introductory drawing and painting workshop	Component 1: Personal investigation
Term 2	Introductory Sculpture and Printing workshop	Component 1: Personal investigation
Term 3	Identity and Portraiture project	Component 1: Personal investigation
Term 4	Identity and Portraiture project	Component 2: Externally Set Assignment
Term 5	The Urban Environment Project	Component 2: Externally Set Assignment
Term 6	Preliminary research period for Component 1: Personal investigation	Course Standardisation and Moderation. All marks submitted to AQA by 31 st May

A Level French

Exam Board: Students study the AQA syllabus (QAN:601/8727/X)

Entry Requirements: Grade 6 in GCSE French.

Form of Assessment and Course Content Description: A summary of the topics studied, the full syllabus and past papers can be downloaded at: <http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652>

Core Content

The course covers three topic areas as well as giving the students a chance to read French literature and watch French film.

The topics are:

- Social issues and trends
- Political and artistic culture
- Grammar

Grammar

All students will be expected to have studied the grammatical system and structures of the language during their course. Knowledge of the grammar and structures specified for GCSE is assumed. In the exam students will be required to use, actively and accurately, grammar and structures appropriate to the tasks set.

Works – study either a French text or film

Students must study **either** one text and one film **or** two texts from an accredited list. Abridged editions should not be used.

[Students will sit three examinations at the end of the course as set out in the table below:](#)

Module	Title	Weighting	Assessment Method
Paper 1 7652/1	Paper 1	50%	Listening, reading and writing exam
Paper 2 7652/2	Paper 2	20%	Writing exam
Paper 3 7652/3T 7652/3V	Paper 3	30%	Speaking exam

Higher Education Application: French is highly regarded by universities and employers alike. Students who work hard on their studies in this subject will improve not only their language skills, but other skills valued by employers. It also opens other opportunities to living and working abroad.

Future Careers Information: This qualification is recognised and valued by all employers due to the wide range of skills the students will gain.

Further Information: If you have any questions please see or contact Miss H Stevenson, h.stevenson@coxgreen.com

A Level French

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1		
Term 2		
Term 3		
Term 4		
Term 5		
Term 6		

A Level Further Mathematics

Exam Board: Students study the Edexcel Mathematics syllabus (Further Maths QAN: 603/1333/X)

Form of Assessment and Course Content Description: A summary of the topics studied, the full syllabus and past papers can be downloaded at:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html>

Module	Title	Weighting	Assessment Method
Paper 1: (9FM0/01)	Core Pure Mathematics 1: Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, , Further vectors, Polar coordinates, Hyperbolic functions, Differential equations	25%	Exam 1h 30 mins
Paper 2: (9FM0/02)	Core Pure Mathematics 2: Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, , Further vectors, Polar coordinates, Hyperbolic functions, Differential equations	25%	Exam 1h 30 mins
Paper 3: (9FM0/3A-3D)	Students take one of the following four options: <ul style="list-style-type: none"> • Further Pure Maths 1 • Further Statistics 1 • Further Mechanics 1 • Decision Maths 1 	25%	Exam 1h 30 mins
Paper 4: (9FM0/4A-4G)	Students take one of the following four options: <ul style="list-style-type: none"> • Further Pure Maths 2 • Further Statistics 1 • Further Mechanics 1 • Decision Mathematics 1 • Further Statistics 2 • Further Mechanics 2 • Decision Mathematics 2 	25%	Exam 1h 30 mins

Higher Education Application: Mathematics is defined as a ‘facilitating subject’, which means it will support you when studying other subjects. The content of most reformed subjects have substantially more mathematics than before. A level Mathematics is useful if you are interested in studying such fields such as Mathematics, Physics, Chemistry, Economics, Engineering, Finance, Computer Science and Actuarial Sciences at university.

Students planning to study Mathematics or Engineering at University will find studying A Level Further Maths a useful choice.

Future Careers Information: There are many careers in which A Level Mathematics, while not essential, may be of advantage, for example, Accountancy, Architecture, Retail Management, Civil Engineer, Software Engineer, Computing.

Further Information: Please contact A.haghazali@coxgreen.com Learning Leader of Maths for any further questions that you might have.

A Level Further Mathematics

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1		
Term 2		
Term 3		
Term 4		
Term 5		
Term 6		

A Level Geography

Exam Board:

Students will be studying the Edexcel syllabus (QAN: 601/8417/6)

Form of Assessment and Course Content Description: A summary of the topics studied, the full syllabus and past papers can be downloaded at:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html>

Module	Title	Weighting	Assessment Method
9GEO/01: Paper 1	<ul style="list-style-type: none"> • Section A: Topic 1 – Tectonic Processes and Hazards. • Section B: Topic 2 – Landscape Systems, Processes and Change: 2B: Coastal Landscapes and Change • Section C: Topic 5– The Water Cycle and Water Insecurity and Topic 6—The Carbon Cycle and Energy Security 	(30%)	Written examination 2 hours 15 minutes
9GEO/02: Paper 2	<ul style="list-style-type: none"> • Section A: Topic 3 – Globalisation and Topic 7— Superpowers • Section B: Topic 4—Shaping Places: 4A – Regenerating Places. • Section C: Topic 8 – Global Development and Connections: 8A Health, Human Rights and Interventions. 	(30%)	Written examination 2 hours 15 minutes
9GEO/03: Paper 3	Sections A, B and C all draw synoptically on knowledge and understanding from compulsory content related to 3 themes; players, actions and futures.	(20%)	Written examination 2 hours 15 minutes
9GEO/04: Coursework	Students must define a question relating to the course content which they will investigate through primary and secondary research. The investigation report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing. Teacher guidance is limited by the exam board so students must be prepared to undertake this with limited support.	20%	Independent Investigation

Higher Education Application: Courses including: Geography, Geology, Archaeology, Development Studies, Urban Planning.

Future Careers Information: Literate and numerate, geographers have versatility which is the envy of other graduates and attractive to employers. The breadth of the subject and its development skills in research and decision making are an excellent basis for administration and business.

Further Information: If you have any questions please contact Miss J. Wick – j.wick@coxgreen.com

A Level Geography

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1	Coastal Landscapes and Change Regenerating Places.	The Water Cycle and Water Insecurity Health, Human Rights and Interventions NEA Homework – 1 hour per week
Term 2	Coastal Landscapes and Change Regenerating Places.	The Water Cycle and Water Insecurity Health, Human Rights and Interventions NEA Homework – 1 hour per week
Term 3	Coastal Landscapes and Change Regenerating Places.	The Water Cycle and Water Insecurity Health, Human Rights and Interventions NEA Homework – 1 hour per week
Term 4	Tectonic Processes and Hazards Globalisation	The Carbon Cycle and Energy Security Superpowers
Term 5	Tectonic Processes and Hazards Globalisation	The Carbon Cycle and Energy Security Superpowers
Term 6	Preparation for NEA Investigation	Final Exams

A Level History

Exam Board: Students will be studying the Edexcel syllabus (QAN: 500/2237/4)

Form of Assessment and Course Content Description: A summary of the topics studied, the full syllabus and past papers can be downloaded at:

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/history-2015.html>

- Year 12: In Search of the American Dream and South Africa and Apartheid.
- Year 13: British Experience of Warfare and Course Work on the Great Depression.

Module	Title	Weighting	Assessment Method
Paper 1	Breadth study with interpretations: <i>In search of the American Dream, the USA: 1917-96</i>	30%	2 hr 15 min exam
Paper 2	Depth study with interpretations: <i>South Africa, 1948-94; from apartheid state to 'rainbow state'</i>	20%	1 hr 30 min exam
Paper 3	Themes in breadth with aspects in depth: <i>The British Experience of warfare: c1790-1918</i>	30%	2 hr 15 min exam
	Student to complete an independently researched enquiry on historical interpretations.	20%	Course work

Higher Education Application: The skills developed in History are highly regarded by universities. Courses include Humanities or Social Science degrees, History, Law, Journalism, Anthropology, Education. Courses requiring students to express a view, research independently, support an argument and analyse critically are all supported by A Level History.

Future Careers Information: By the end of the course students will have learned how to argue effectively, backing their points with evidence; how to evaluate and analyse information and how to weigh up evidence and communicate complex ideas. These skills are recognised and valued by employers, universities and colleges. History remains one of the most respected and valued A Levels. History combines well with arts subjects and the sciences, providing a broad base of qualifications. It also provides an excellent foundation for many popular careers, e.g. Law, Business, Sales, Marketing, Journalism, Media and Film.

Further Information: If you have any questions please contact Mr Burrows, Learning Leader of History – l.clark@coxgreen.com

A Level History

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1		
Term 2		
Term 3		
Term 4		
Term 5		
Term 6		

A Level Mathematics

Exam Board: Students will be studying the Edexcel Mathematics syllabus (QAN 603/1333/X)

Form of Assessment and Course Content Description: A summary of the topics studied, the full syllabus and past papers can be downloaded at:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html>

Module	Title	Weighting	Assessment Method
Paper 1: (9MA0/01)	Pure Mathematics 1 Topics: Proof, Algebra and functions, Coordinate geometry in the (x, y) plane, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Numerical methods, Vectors	33.33%	Exam 2 hours
Paper 2: (9MA0/02)	Pure Mathematics 2 Topics: Proof, Algebra and functions, Coordinate geometry in the (x, y) plane, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Numerical methods, Vectors	33.33%	Exam 2 hours
Paper 3: (9MA0/03)	Statistics and Mechanics Section A-Statistics • Statistical sampling, Data presentation and interpretation, Probability, Statistical distributions, Statistical hypothesis testing Section B- Mechanics • Quantities and units in mechanics, Kinematics, Forces and Newton's laws, Moments	33.33%	Exam 2 hours

Higher Education Application: Mathematics is defined as a 'facilitating subject', which means it will support you when studying other subjects. The content of most reformed subjects have substantially more mathematics than before. A level Mathematics is useful if you are interested in studying fields such as Mathematics, Physics, Chemistry, Economics, Engineering, Finance, Computer Science and Actuarial Sciences at university.

A Level Maths is recommended and sometimes required for subjects like Medicine, Accounting, Biology, Geology, Psychology, Surveying and even Philosophy.

Future Careers Information: There are many careers in which A Level Mathematics, while not essential, may be of advantage, for example, Accountancy, Architecture, Retail Management.

Further Information: Please contact A.haghazali@coxgreen.com Learning Leader of Maths for any further questions that you might have.

A Level Mathematics

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1		
Term 2		
Term 3		
Term 4		
Term 5		
Term 6		

A Level Media Studies

Exam Board:

Students study the WJEC Eduqas Media Studies syllabus (QAN: 603/1149/6)

Form of Assessment and Course Content Description: A summary of the topics studied, the full syllabus and past papers can be downloaded at: <http://www.eduqas.co.uk/qualifications/media-studies/as-a-level/>

Module	Title	Weighting	Assessment Method
Component 1:	<p><u>Media Products, Industries and Audiences</u> Assesses media language, representation, media industries, audiences and media contexts. It consists of two sections:</p> <p>Section A: Analysing Media and Language. Assesses media language and representation in relation to two of the following media forms: advertising, marketing, music video or newspapers.</p> <p>Section B: Understanding Media Industries and Audiences. Assesses two of the following media forms– advertising, marketing, film, newspapers, radio, video games and media contexts.</p>	35%	Exam 2hr 15 minutes
Component 2	<p><u>Media Forms and Products in Depth</u> The examination assesses media language, representation, media industries, audiences and media contexts. It consists of three sections:</p> <p>Section A: Television in the Global Age Section B: Magazines: Mainstream and Alternative Media Section C– Media in the Online Age</p>	35%	Exam 2hr 30 minutes
Component 3	<p><u>Cross– Media Production</u> An Individual cross-media production based on two forms in response to a brief set by the exam board, applying knowledge and understanding of the theoretical framework and digital convergence. Teacher guidance is limited by the exam board so students must be prepared to undertake this with limited support.</p>	30%	Non Exam Assessment Undertaken individually based on a brief that will be set out by the exam board.

Higher Education Application: Many universities and higher education institutions offer degrees and BTEC high level diplomas based on Media Studies.

Future Careers Information: Careers in Journalism and Media, Advertising, Media Production, Museum and Exhibition, Performance, Performance Technicians, Teaching.

Further Information: If you have any questions please contact Miss K Stockwell k.stockwell@coxgreen.com

A Level Media Studies

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1		
Term 2		
Term 3		
Term 4		
Term 5		
Term 6		

A Level Music

Exam Board:

Students study the AQA Music A Level syllabus (QAN: 601/8304/4)

Form of Assessment and Course Content Description: A summary of the topics studied, the full syllabus and past papers can be downloaded at: www.aqa.org.uk/subjects/music/as-and-a-level/music-7272

Module	Title	Weighting	Assessment Method
Component 1: Appraising Music	<p>Section A: Listening</p> <ul style="list-style-type: none"> ▪ 1 set from Area of study 1 – Western Classical Music. ▪ 2 sets of questions from a choice of 5 optional Areas of study. <p>Section B: Analysis Students answer 2 sets of linked questions on extracts from the set works in Area of Study 1 – Western Classical Music. Blank scores and audio excerpts are provided.</p> <p>Section C: Contextual Understanding Students answer one essay question from a choice of two based on their chosen areas of study. Students are assessed on their critical understanding across the genres, styles and traditions of their two Areas of study and must demonstrate their ability to show sophisticated connections between music and its contexts.</p>	40%	Written Exam
Component 2: Performing	<p>Performing Students must demonstrate both technical and expressive control throughout the performance which could include, but is not limited to:</p> <ul style="list-style-type: none"> ○ Accuracy of pitch and rhythm, tone quality, phrasing and articulation, choice of tempo and dynamics. 	35%	Externally assessed performance recorded at school. The performance must be a minimum of 10 minutes long.
Component 3: Composing	<p>Composing Composition 1 is to a brief set by AQA during year 13 and Composition 2 is a free composition Students must demonstrate their ability to develop, extend and manipulate musical ideas using the musical elements as appropriate to their chosen style or genre.</p>	25%	Two externally marked compositions with a combined duration of 4 ½ minutes completed under controlled conditions at school.

Higher Education Application: There are many courses at university level which combine Music with other subjects, for example, Mathematics, Management, Business Studies, English Language or the Arts. There are also specialised courses which lead to Music Teaching, Performing, Music Therapy, Publishing, Work in the BBC, Acoustics and Sound Recording.

Future Careers Information: Studying music can lead to a career in Media, Teaching, Performing, Music Therapy, Publishing, BBC, Acoustics and Sound Recording.

Further Information: If you have any questions please contact Mr McDonough t.mcdonough@coxgreen.com

A Level Music

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1		
Term 2		
Term 3		
Term 4		
Term 5		
Term 6		

A Level Philosophy

Exam Board:

Students study the AQA Syllabus (QAN: 603/0684/1).

Form of Assessment and Course Content Description: A summary of the topics studied can be found below, but the full syllabus and past papers can be downloaded at:

<https://www.aqa.org.uk/subjects/philosophy/as-and-a-level/philosophy-7172>

	Module	Title/topic overview	Weighting	Assessment Method
Paper 1	Epistemology	A study of what is knowledge, with a focus on perception and the source of knowledge. An examination of the differences between direct realism, indirect realism, idealism, innatism and empiricism. An examination of the limits of knowledge. <i>'Is the coke can red or do I just perceive it as red?'</i>	50%	Written exam 3 hours 100 marks Five questions on epistemology and five questions on moral philosophy
	Moral philosophy	A study of meta-ethics; the meaning of good, bad, right, wrong through the examination of normative ethical theories. Students explore utilitarianism, Kantian ethics and Aristotelian virtue ethics applying them to the ethical issues of stealing, simulated killing, eating animals and telling lies. <i>'Do we have a duty to be good?'</i>		
Paper 2	Metaphysics of God	A study of the concept and nature of God, examining the potential incoherence of God and the compatibility of an omniscient God and free human beings. Students explore arguments relating to the existence of God, the challenges caused via the problem of evil and the implications for God talk (Is religious language meaningless?). <i>'Can God create a rock that he is unable to lift?'</i>	50%	Written exam 3 hours 100 marks Five questions on the metaphysics of God and five questions on the metaphysics of mind
	Metaphysics of the mind	A study of what we mean when we say 'mind'. Students examine whether the mind exists separate to or is identical to the body, exploring concepts such as dualism, identity, materialism, and functionalism. <i>'Do I exist or am I just a brain in a vat?'</i>		

Higher Education Application: Any degree including Philosophy, Politics, Economics (PPE), Law, Anthropology, History, Education, Medicine, Criminology, Sociology, Psychology. Philosophy as an A Level complements well the study of Maths and Physics or History and Psychology. It is a suitable third subject for all applicants to Russell Group universities.

Future Careers Information: Many people who study the subject go on to apply their philosophical skills in jobs as diverse as the law, computer programming, management consultancy, film making, journalism, medicine, and all areas in which clarity of thought and expression are essential. Current students are finding that when they go for university interviews, their Philosophical and Ethical study has been a major talking point. It is certainly highly regarded as a valid entrance qualification by universities.

Further Information: If you have any questions please contact Ms K Thompson Deputy KS5 Leader at Cox Green School – k.thompson@coxgreen.com

A Level Philosophy

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1	Epistemology	Metaphysics of God
Term 2	Epistemology	Metaphysics of God
Term 3	Epistemology	Metaphysics of Mind
Term 4	Moral Philosophy	Metaphysics of Mind
Term 5	Moral Philosophy	Revision
Term 6	Moral Philosophy	Exams

A Level Photography

Exam Board: Students study the AQA Photography syllabus (QAN: 600/4456/7)

Form of Assessment and Course Content Description: A summary of the topics studied, the full syllabus and past papers can be downloaded at: <http://www.aqa.org.uk/subjects/art-and-design>

The work produced by the end of this first year is not externally assessed but will be internally assessed. During the second year of study students will be expected to submit two units of work as follows:

Module	Title	Weighting	Assessment Method
Component 1: (7206/C)	Personal Investigation This is a student led project based on a topic of their choice. The skills learned in the first year should provide a strong foundation for this unit and students are expected to develop a personal response to their theme.	60%	The unit consists of preparatory work and final outcome/s. Students must also submit a written element as part of this project of between 1000 and 3000 words.
Component 2: (7206/X)	Students will be presented with an exam paper as set by AQA containing a selection of possible project titles. They will be required to choose ONE title and complete preparatory work as an investigation into this title.	40%	At the end of the preparatory period they will sit for a 15 hour period of supervised time in which they are expected to produce their final outcome/s to the project.

Higher Education Application: Possible courses include: Art and Design Foundation; BTEC National Diploma in Vocational Design or General Art and Design; B.Ed.; BTEC Higher National Diploma; University Degree; Postgraduate Studies, including Postgraduate Certificate in Education.

Future Careers Information: Painting, sculpture, ceramics, print-making, performance, video, computer and holographic art, teaching, arts administration, art therapy, community arts, books and magazines design and illustration, graphic/product/industrial design, architecture, TV graphics, furniture, shop interiors, theatre lighting systems, medical and kitchen equipment, jewellery, fashion wear, typography, package design, computer and video graphics, wallpapers, theatrical costume design, set and prop design for films/TV/theatre, fashion and textile design, sports and leisure wear, interior design, exhibition design, restoration, film and television.

Further Information: If you have queries regarding any aspect of this course please contact Miss Williams, Learning Leader for Art and Photography at: r.williams@coxgreen.com

A Level Photography

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1		
Term 2		
Term 3		
Term 4		
Term 5		
Term 6		

A Level Physical Education

Exam Board:

Students study the AQA Physical Education syllabus (QAN: 500/2639/2).

Form of Assessment and Course Content Description: A summary of the topics studied, the full syllabus and past papers can be downloaded at: <http://www.aqa.org.uk/subjects/physical-education/as-and-a-level/physical-education-7582>

Module	Title	Weighting	Assessment Method
Paper 1	This is divided up into three sections which will be taught each week throughout the first year of the course: <ul style="list-style-type: none">• Applied Exercise Physiology• Skill Acquisition• Sport in Society	35% of A-Level 105 marks	Written Exam Externally Assessed
Paper 2	This is divided up into three sections which will be taught each week during the second year of the course: <ul style="list-style-type: none">• Anatomy and Physiology and Biomechanics• Sport Psychology• Sport and society and Technology in sport	35% of A-Level 105 marks	Written Exam Externally Assessed
Coursework	Apply knowledge and understanding of theories, concepts, principles and methods to physical activity and performance. Evaluate performance in physical activity and sport, applying relevant knowledge and understanding.	15% of A-Level 45 marks	Internal Assessment External moderation
Practical	Students assessed as a performer or coach in the full sided version of one activity. Plus a written and verbal analysis of performance.	15% of A-Level 45 marks	Internal Assessment External moderation

Higher Education Application: Possible courses include: in Sports Studies, Sports Science, Sport Psychology, Sport Therapy, Physiotherapy, Leisure Management, Recreational Management or Teacher Training.

Future Careers Information: After higher education there are many fulfilling career opportunities such as Coaching and Teaching, Physiotherapy and working in Sports or Leisure Centres.

Further Information: If you have queries regarding any aspect of this course please contact Mr Gullick, Director of PE, Sport and Health, at: m.gullick@coxgreen.com

A Level Physical Education

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1	Structure of the heart; Pre-Industrial Britain; Cardiac Conduction System; Characteristics of a Skill; Impact of PA on the Conduction System; Athletics; Cardiac Values of the Heart; Skill Continua; Impact of PA on Health; Cardiovascular Drift; Post World War 2; Transfer of Learning; Oxyhaemoglobin Dissociation Curve; Industrial Revolution/Transport; Cardiovascular System; Redistribution of Blood; Influence of the Church; Mechanics of Breathing; Stages of Learning; Lung Volumes; The British Empire; Gaseous Exchange	Achievement Motivation; Aerobic System; Concepts of Physical Activity; ATP PC System; PRIDE Day; Anaerobic Glycolytic System; Coursework; Confidence in Sport; Energy Continuum; EPOC; Development of Elite Performers; Leadership; Organisations; Lactate Accumulation; NGB's; Stress Management
Term 2	Regulation of Pulmonary Ventilation; Public Provision/Rational Recreation; Type of Muscle Fibres; Methods of Presenting Practice; Motor Unit; Public Provision/Rational Recreation; Strength of Contraction; Methods of Presenting Practice; PNF; Amateurism/Professionalism; Types of Joints; Types of Practice; Planes and Axis; Types of Muscular Contraction; Types of Practice; Macronutrients; Association Football/Lawn Tennis; Micronutrients; Purposes and Types of Feedback; Dietary Supplements; Commercialism/Media/Sponsorship; Dietary Supplements; Learning Plateaus	Talent Development; Stress Management; Specialist Training Methods; WCPP; Attribution Theory; Types of Injury; Ethics in Sport; Information Processing; Injury Prevention Methods; Violence in Sport; Injury Rehab Methods; Drugs in Sport; The Memory System; Recovery Methods; Sport and The Law
Term 3	Lab Testing Key Terms; Social Media; Warm up and Cool Down; Methods of Guidance; Principles of Training; Sociology; Periodisation; Theories of Learning – Op Cond; Training Methods; Barriers to Participation; Training Methods; Theories of Learning – Observ L; Newtons Laws; Theories of Learning – Social Learn; Measurement Used in Linear Motion; Sport England; Stability; Theories of Learning – Insight Learn; Levers; The Role of Technology; Theories of Learning	Vectors and Scalars; Impact of Commercialisation; Schema Theory; The Role of Technology; Response Time; Forces Acting on a Performer; Coursework/Practical Assessment; Characteristics of a Skill; Skill Continua; Transfer of Learning; Methods of Presenting Practice; Impulse and Momentum
Term 4	Personality; Coursework and Practical; Motivation; Attitudes; Social Facilitation and Inhibition; Arousal; Anxiety; Cohension on Sport; Aggression	Angular Motion; Pre-Industrial Britain/Athletics; Stages of Learning; Purposes and Types of Feedback; Moment of Inertia; Industrial Revolution/Transport; Learning Plateaus; Methods of Guidance; Angular Momentum; Influence of the Church/The British Empire; Theories of Learning; Projectile Motion; Public Provision/Rational Recreation; Motivation; Social Facilitation and Inhibition; Projectile Motion; Amateurism/Professionalism; Group Dynamics; Cohesion in Sport; Dynamic Fluid Force; Association Football/Lawn Tennis; Goal Setting; Achievement Motion
Term 5	Motivation; Concepts of Physical Activity; Cardiovascular System; Goal Setting; Respiratory System; Concepts of Physical Activity; Neuromuscular System; Goal Setting; Musculoskeletal System; Development of Elite Performers; Biomechanics; Achievement Motivation; Energy Systems; Organisations; Aerobic System; Anaerobic System; NGBs; ATP PC System; Achievement Goal Theory	The Bernoulli Principle; Commercialism/Media/Sponsorship; Confidence in Sport; Leadership; Past Papers; Social Media/Sociology; Stress Management; Attribution Theory; Barriers/Sport England; Information Processing; The Memory System; Technology; Schema Theory; Response Time
Term 6	Energy Systems; Talent Development; Energy Continuum; Confidence in Sport; EPOC; WCPP; Ethics in Sport; Home Field Advantage; Violence in Sport; Leadership; Drugs in Sport; Leadership; Sport and the Law; Stress Management.	Past Papers; Revision Final Exams

A Level Physics

Exam Board:

Students study OCR Physics A. (QAN code: 601/4743/X)

Form of Assessment and Course Content Description: A copy of the specification can be downloaded from <http://www.ocr.org.uk/qualifications/as-a-level-gce-physics-a-h156-h556-from-2015/>

The modules studied over the two year A Level are:

Module 1 – Development of practical skills in physics

Module 2 – Foundations of physics

Module 3 – Forces and motion

Module 4 – Electrons, waves and photons

Module 5 – Newtonian world and astrophysics

Module 6 – Particles and medical physics

Students will sit three examinations at the end of the course as set out in the table below.

Module	Title	Weighting	Assessment Method
H556/01	Modelling physics Section A – Multiple choice questions (15 marks) Section B – Structured questions covering theory and practical skills (85 marks) Module 1, 2, 3 and Module 5	37%	2 hour 15 minute written exam
H556/02	Exploring physics Section A – Multiple choice questions (15 marks) Section B – Structured questions covering theory and practical skills (85 marks) Module 1, 2, 4 and Module 6	37%	2 hour 15 minute written exam
H556/03	Unified physics Modules 1 to 6	26%	1 hour 30 minute written exam
H556/04	Practical endorsement in physics		Reported by school Not formally assessed

Higher Education Application: Physics is essential for Engineering and good for other scientific degrees too. You can of course study Physics itself in many different ways at university, including but not limited to Physics, Mathematics, Geophysics, Astrophysics, Meteorology, Sound Engineering, Astronomy.

Future Careers Information: Physics is used in engineering of all types; in Medicine, Archaeology, Police Work, Environmental Science, Aerospace etc. Many Physics graduates are employed in industry, business, management and finance.

Further Information: If you have any questions please contact Ms Steele at s.steele@coxgreen.com

A Level Physics

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1		
Term 2		
Term 3		
Term 4		
Term 5		
Term 6		

A Level Politics

Exam Board:

Students study the AQA Politics syllabus (QAN: 500/2480/2)

Form of Assessment and Course Content Description: A summary of the topics studied, the full syllabus and past papers can be downloaded at: <http://www.aqa.org.uk/subjects/government-and-politics/as-and-a-level/politics-7152/>

Module	Title	Weighting	Assessment Method
Paper 1: Government & Politics of the UK.	Participation & voting behaviour, Political parties and the Electoral Systems Pressure Groups & Protest Movements The EU, the British Constitution and the Core Executive Parliament and the judiciary	33.3%	2 hour exam
Paper 2: USA & Comparative politics	Political parties, the Electoral Process & Direct Democracy Voting behaviour, Pressure Groups and the Constitutional Framework of Government Judiciary: The Supreme Court, Congress and The Executive Comparing the UK and the USA	33.3%	2 hour exam
Paper 3: Political Ideas	Liberalism, Conservatism, and Socialism Plus a further optional unit: Nationalism, Feminism or anarchism.	33.3%	2 hour exam

Recommended reading:

Students are required to buy their own course book for this subject. Information about which one to buy will be passed directly to the students. The course book has yet to be printed.

Lessons at Desborough:

This course is likely to be studied at Desborough College where students attend lessons on;

*Tuesday: P1 and 2 (Week 2 – P3)

*Thursday: P4 and 5

Students are required to make their own way to Desborough College on Tuesday and travel home from Desborough College on Thursday. All other transport to and from Cox Green is arranged and paid for by the school.

Higher Education Application: Government and Politics gives you an excellent basis from which to embark on a wide variety of potential degree subjects, including: History, Politics, English, Law, Languages, Sociology, Teaching, Economics and many more. It is also an excellent complement to History A Level.

Future Careers Information: Career opportunities include Marketing, Sales and Advertising, Management Trainees, Education Professionals, Business and Financial Professionals, International Manager, Financial Crimes Investigation, IT, Web project Officer, Police Officers, Foreign Office, Civil Service, Politician, Social and Welfare Professionals.

Further Information: If you have any questions please contact Mr A Morris KS5 Achievement Leader at Cox Green School – a.morris@coxgreen.com or Mrs Cath Murphy: cathmurphy@desborough-college.net

A Level Politics

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1		
Term 2		
Term 3		
Term 4		
Term 5		
Term 6		

A Level Product Design

Exam Board: Students study the AQA Product Design syllabus (QAN: 500/2215/5)

Form of Assessment and Course Content Description: A summary of the topics studied, the full syllabus and past papers can be downloaded at:

<http://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level/design-and-technology-product-design-7552>

Module	Title	Weighting	Assessment Method
Component 1	Design and Technology in the 21st Century Students will study materials and their applications. They will complete a written examination that will assess the students' knowledge and understanding of the following areas: <ul style="list-style-type: none">• Classification of materials.• Methods of investigating testing• Performance characteristics of papers and boards• Performance characteristics of wood, metal and polymers.• Modern and smart materials• Composites.	50%	Written examination: 3 hours
Component 2	Design and make project Students must undertake a substantial design and make task and produce a final prototype based on a context and design brief developed by the student. The context of the task will be set by AQA. With reference to the context, students will develop a specific brief that meets the needs of a user, client or market. The brief must be of an appropriate level of complexity and contain a degree of uncertainty of the outcome so that students can engage in an iterative process of designing, making, testing and evaluating. Students must produce a final prototype based on the design brief they have developed, along with a written or digital design folder or portfolio.	50%	Non-exam assessment: approximately 80 hours

Higher Education Application: There are many universities offering exciting courses that link with product design, such as: Graphic Design, Product Design, 3D Contemporary Crafts and Products, Furniture design and construction, Architecture, Interior Architecture and Design, 3D computer Generated Imagery, to name a few.

Future Careers Information: After higher education there are many fulfilling career opportunities such as: Architecture, Product Design & Innovation, Building & Construction, Interior Design, Materials Scientist, Mechanical Engineer, Industrial Design, Graphic Design, to name a few.

Further Information: If you have any questions please contact s.rapsey@coxgreen.com or Mr Shields a.shields@coxgreen.com

A Level Product Design

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1		
Term 2		
Term 3		
Term 4		
Term 5		
Term 6		

A Level Psychology

Exam Board:

Students study the Edexcel Psychology syllabus (QAN: 500/2646/X)

Form of Assessment and Course Content Description: A summary of the topics studied, the full syllabus and past papers can be downloaded at: <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/psychology-2015.html>

Module	Title	Weighting	Assessment Method
Paper 1:	Foundations in Psychology (Social, Cognitive, Learning, Biological Psychology and Issues and Debates)	35%	Written paper. 2 Hours
Paper 2:	Applications in Psychology (Clinical and Criminal Psychology)	35%	Written paper. 2 Hours.
Paper 3:	Psychological Skills (Review of Methods, Studies and Issues and Debates)	30%	Written paper. 2 Hours.

Higher Education Application: Many students go on to study Psychology at university and take up careers linked to the subject such as Child/Educational or Clinical Psychology, Psychiatry, Social Work etc.

Future Careers Information: Other related careers are: Human Resources, Probationary Work, Social Work, Teaching, Marketing, Advertising and the legal professions. The course teaches many of the skills required for further study.

Further Information: Please be aware that this is a new specification when buying support material for this subject. Text books available online may not suit the new specification. Please speak to Mrs Olmos before investing in course material.

If you have any questions about the course please contact Mrs Olmos, Learning Leader for Psychology m.olmos@coxgreen.com

A Level Psychology

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1	Social Psychology	Clinical Psychology
Term 2	Cognitive Psychology	Criminal Psychology
Term 3	Learning Psychology	Review of Methods, Studies and Issues and Debates
Term 4	Biological Psychology	Review of Methods, Studies and Issues and Debates
Term 5	Issues and Debates	Review of Methods, Studies and Issues and Debates
Term 6	Issues and Debates	Final Exam

A Level Spanish

Exam Board:

Students study the AQA syllabus (QAN: 500/2214/3)

Form of Assessment and Course Content Description: A summary of the topics studied, the full syllabus and past papers can be downloaded at:

<http://www.aqa.org.uk/subjects/languages/as-and-a-level/Spanish-7692>

Core Content

The course covers three topic areas as well as giving the students a chance to read Spanish literature and watch Spanish film.

The topics are:

- Social issues and trends
- Political and artistic culture
- Grammar

Grammar

All students will be expected to have studied the grammatical system and structures of the language during their course. Knowledge of the grammar and structures specified for GCSE is assumed. In the exam students will be required to use, actively and accurately, grammar and structures appropriate to the tasks set.

Works – study either a Spanish text or film

Students must study **either** one text and one film **or** two texts from an accredited list. Abridged editions should not be used.

Students will sit three examinations at the end of the course as set out in the table below:

Module	Title	Weighting	Assessment Method
Paper 1 7692/1	Paper 1	50%	Listening, reading and writing exam
Paper 2 7692/2	Paper 2	20%	Writing exam
Paper 3 7692/3T 7692/3V	Paper 3	30%	Speaking exam

Higher Education Application: Spanish is highly regarded by universities and employers alike. Students who work hard on their studies in this subject will improve not only their language skills, but other skills valued by employers. It also opens other opportunities to living and working abroad.

Future Careers Information: This qualification is recognised and valued by all employers due to the wide range of skills the students will gain.

Further Information: If you have any questions please see or contact Miss H Stevenson – h.stevenson@coxgreen.com

A Level Spanish

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1		
Term 2		
Term 3		
Term 4		
Term 5		
Term 6		



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BTEC/Vocational Courses

BTEC Extended Certificate in Business

Exam Board: Students will be studying the Edexcel syllabus (QAN: 601/7159/5)

Entry Requirements: 5 GCSE's Grade 4 and above and Grade 5 in Maths and English.

Form of Assessment and Course Content Description: Equivalent in size to one A Level.

Module	Title	Weighting	Assessment Method
Unit 1:	Exploring Business Mandatory	120 credits 33%	Internally Assessed Coursework
Unit 2	Developing a Marketing Campaign Mandatory Synoptic	90 credits 25%	External A three hour task set and marked by Pearson and completed under supervised conditions. Learners will be provided with a case study two weeks before a supervised assessment period in order to carry out research. Written submission.
Unit 3	Personal and Business Finance Mandatory	90 credits 25%	External Written examination set by Pearson. 2 hours 100 marks
	Plus one optional unit		
Unit 8	Recruitment and Selection Process	60 credits	Internally assessed coursework

Higher Education Application: This course counts towards UCAS points, so it can be used in a variety of IT related courses. It can also be combined and used alongside another subject at University. Skills are transferable so students can choose to study apprenticeships in IT.

Future Careers Information: Marketing executive, accountant, financial advisor, business manager, HR consultant.

Further Information: If you have queries regarding any aspect of this course please contact Mrs L Friend, Learning Leader Business on l.friend@coxgreen.com

BTEC Extended Certificate in Business

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1	Unit 1: Exploring Business (Coursework)	Unit 2: Marketing (Controlled Assessment)
Term 2	Unit 3: Finance (Exam)	Unit 8: Recruitment
Term 3	Unit 1: Exploring Business (Coursework)	Unit 2: Marketing (Controlled Assessment)
Term 4	Unit 3: Finance (Exam)	Unit 8: Recruitment
Term 5	Unit 1: Exploring Business (Coursework)	Revision and Exam Skills
Term 6	Unit 3: Finance (Exam)	Final Exam

BTEC Level 3 National Extended Certificate Health and Social Care

Exam Board:

Students will be studying the Edexcel syllabus (QAN: 601/7197/2)

Form of Assessment and Course Content Description: Equivalent in size to one A Level. The aim of this course is to provide an introduction to the sector. It is for learners who are interested in learning about the Health and Social Care sector.

Module	Title	Weighting	Assessment Method
Mandatory Units and Synoptic (Applying learning to complete a defined vocational task)	Human Lifespan Development	58%	1 hour 30mins exam.
	Working in Health and Social Care		1 hour 30mins exam.
	Meeting Individual Care and Support Needs		Internal Assessment
Optional Units	Sociological Perspective Psychological Perspective Supporting Individuals with Additional Needs Physiological Disorders and Their Care	42%	All Internally Assessed

Higher Education Application: This course counts towards UCAS points, so it can be used in a variety of related courses.

Future Careers Information: The Health and Social Care sector is a major employer in the UK and worldwide. This course would support applications to study nursing, midwifery, physiotherapy, occupational therapy, social work and paramedic science as well as many other related careers.

Further Information: If you have queries regarding any aspect of this course please contact Mr M Gullick in the first instance, at: m.gullick@coxgreen.com

Level 3 Subsidiary Diploma in Hospitality

Exam Board:

Students will be studying the Edexcel syllabus (QAN: 500/8197/4)

Form of Assessment and Course Content Description: A summary of the topics studied, the full syllabus and past papers can be downloaded at: https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Hospitality/2010/Specification/9781446934616_BTEC_90c_L3_Hospitality_Iss3.pdf

Module	Title	Weighting	Assessment Method
Mandatory Unit	The Hospitality Industry	10 credits	All units are internally assessed
Mandatory Unit	Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism	2 credits	
Mandatory Unit	Providing Customer Service in Hospitality	8 credits	
Optional units	Financial Control in Hospitality	10 credits	
Optional units	Supervisory Skills in the Hospitality Industry	8 credits	
Optional units	Food and Drinks Service	10 credits	
Optional units	Alcoholic Beverage Service	10 credits	
Optional units	The Principles of Food Safety Supervision for Catering	3 credits	
Optional units	Food Service Organisation	10 credits	
Optional units	European Food	10 credits	
Optional units	Asian Food	10 credits	
Optional units	Contemporary World Food	10 credits	
Optional units	Advanced Skills and Techniques In Producing Desserts & Petit Fours	13 credits	
Optional units	Environment and Sustainability in Hospitality	10 credits	
Optional units	Principles of Nutrition for Healthier Food and Special Diets	3 credits	
Optional units	Hospitality Business Enterprise	10 credits	
Optional units	E-business for Hospitality	10 credits	
Optional units	Marketing for Hospitality	10 credits	
Optional units	Personal Selling and Promotional Skills for Hospitality	10 credits	
Optional units	Human Resources in Hospitality	10 credits	
Optional units	Events Organisation in Hospitality	10 credits	
Optional units	Planning and Managing a Hospitality Event	10 credits	
Optional units	Accommodation Operations in Hospitality	10 credits	
Optional units	Front Office Operations in Hospitality	10 credits	
Optional units	Personal and Professional Development in Hospitality	10 credits	
Optional units	Industry-related Project in Hospitality	10 credits	

Higher Education Application: This course counts towards UCAS points & supports a range of related courses at University. The skills obtained in this course are beneficial for vocational pathways and are transferable for apprenticeships in the Hospitality & Catering Industry.

Future Careers Information: Clinical Dietetics, Food and Nutrition Management, Public Health Nutrition, Education and Research, Consultant/Private Practice, Related Health Professionals (e.g. M.D., PA, etc.), Business and Industry, Media and Food Journalism.

Further information: If you have queries regarding any aspect of this course please contact Ms Jessop, Teacher of Food & Hospitality and Catering: p.jessop@coxgreen.com

BTEC Extended Certificate in Information Technology

Exam Board:

Students will be studying the Edexcel syllabus (QAN: 601/7575/8)

Form of Assessment and Course Content Description: Equivalent in size to one A Level.

Module	Title	Weighting	Assessment Method
Unit 1:	Information Technology Systems Learners study the role of computer systems and the implications of their use in personal and professional situations.	30%	External 2 hour exam. Learners will be assessed on their understanding of computer systems and the implications of their use in personal and professional situations. The number of marks for the unit is 90. The assessment is in January and/or May/June each year.
Unit 2	Creating Systems to Manage Information Learners study the design, creation, testing and evaluation of a relational database system to manage information.	25%	External This unit is externally assessed through a task set and marked by Pearson. The set task will be completed under supervised conditions for 10 hours in a one-week period set by Pearson, which can be arranged over a number of sessions.
Unit 3	Using Social Media in Business Learners explore how businesses use social media to promote their products and services. Learners also implement social media activities in a business to meet requirements.	25%	Internally assessed coursework
Unit 6:	Website Development	20%	Internally assessed coursework

Higher Education Application: This course counts towards UCAS points, so it can be used in a variety of IT related courses. It can also be combined and used alongside another subject at University. Skills are transferable so students can choose to study apprenticeships in IT.

Future Careers Information: IT Programming, Software Design, Systems Analysis and Design, Multimedia Production.

Further Information: If you have queries regarding any aspect of this course please contact Ms Chaudhry, Learning Leader for Information Technology, at: r.chaudhry@coxgreen.com

BTEC Extended Certificate in Information Technology

Term	Topics Studied Year 12	Topics Studied Year 13
Term 1	Unit 2: Creating Systems to Manage Information	Unit 1: Information Technology Systems
Term 2	Design, creation, testing and evaluation of a relational database system.	The role of computer systems and the implications of their use in personal and professional situations.
Term 3	Unit 6: Web Development – Investigate website development principals.	Unit 1: Exam and Resits
Term 4	Design and develop a website using Dreamweaver.	Unit 3: Using social media in Business. Explore how businesses use social media to promote their products.
Term 5	Develop a website to meet client requirements.	Implement social media activities in a business.
Term 6	Organise and submit Web Development project.	Final exam.



COX GREEN SPORTS ACADEMY

Cox Green Sports Academy offers young people with a passion for SPORT, pathways into professional sport industry or further education. We are committed to creating a vibrant learning environment to allow student athletes to be successful, both in and out of the classroom.

We offer both A Level and/or BTEC pathways whilst undertaking one of the following:

Football Academy

Full time football programme alongside academic pathways developing aspiring footballers with up to 8 hours a week of professional coaching sessions including technical, tactical, position, conditioning preparing for regional and national competitive fixtures. Since 2016 we have developed a partnership with Windsor FC, allowing players the opportunity to compete at senior level.

The student athletes also undertake the FA Level 1 Award in Coaching, with opportunities for voluntary and paid roles with our partners.

In 2018/19 some of our success stories include:

- * Outstanding BTEC grades
- * U18 Berks & Bucks representation
- * US Scholarships
- * Graduation to universities & apprenticeships
- * Full time employment in the sports industry

Personal Training Academy

Our Personal Training Academy offers both boys and girls the opportunity to gain worldwide industry qualifications alongside their chosen academic pathways up to 8 hours a week. The students will undertake:

- *Active IQ Level 2 - Fitness Instructing

Students will also be encouraged to develop experience within the fitness industry.

BTEC Sport – Level 2 Extended Certificate (Year 1)

Exam Board: Students study the Edexcel syllabus (QAN: 600/6820/6)

Entry Requirements: 4 GCSEs at Grade 3 and above, including English or Level 1 related qualification.

Form of Assessment and Course Content Description:

<https://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.html#tab-2>

Year	Module	Title	Assessment Method
	Unit 1: Anatomy & Physiology	This unit looks at physical and skill-related fitness components and why they are important for successful sports performance, the training principles, different fitness training methods, and how fitness testing is used to determine and interpret fitness levels.	External Examination
	Unit 2: Practical Sports Performance	This unit looks at rules, regulations, scoring systems, skills, techniques and tactics for performance in a range of different sports, allowing learners to participate practically in selected sports and review their own performance.	Internal Assessment
	Unit 14: Carrying out a Sports-related Project	This synoptic unit requires learners to bring together the knowledge, skills and understanding they have gained from other units of study and explore a sports-related project topic of interest to them.	Internal Assessment
	Unit 3: The Mind and Sports Performance	This unit explores the important role sports psychology plays in the production of optimal sports performance.	Internal Assessment
	Unit 4: The Sports Performer in Action	This unit explores how the body systems respond and adapt to exercise and how the different energy systems are used during sports performance.	Internal Assessment
	Unit 5: Training for Personal Fitness	This unit looks at how to design, implement and review a personal fitness training programme, and the importance of exercise adherence factors and strategies for continued training success.	Internal Assessment
	Unit 7: Anatomy and Physiology for Sports Performance	This unit looks at the structure and function of the musculoskeletal system and cardiorespiratory system, and how these body systems work during sports performance.	External Assessment

Higher Education Application: You could take a degree in Sports Studies, Sports Science, Sport Psychology, Sport Therapy, Physiotherapy, Leisure Management, Recreational Management or Teacher Training.

Future Careers Information: After higher education there are many fulfilling career opportunities such as Development, Coaching and Teaching, Physiotherapy and working in Sports or Leisure Centres.

Further Information: If you have any questions please see or contact Mr Ashley Smith – a.smith1@coxgreen.com

BTEC Sport – Level 3 National Diploma

Exam Board: Students study the Edexcel syllabus QAN code (603/0460/1)

Equivalent: 2 A Levels

Form of Assessment and Course Content Description:

<https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html#tab-Diploma>

Year	Module	Title	Weighting	Assessment Method
YEAR 1	Unit 1 - Anatomy and Physiology	The Muscular System, Skeletal System, Cardiovascular System, Respiratory System and the Energy Systems	32 points	External Examination
	Unit 2 - Fitness Training and Health Programming	Positive and Negative lifestyle factors, Lifestyle factor strategies, Dietary requirements, Training methods.	32 points	External Examination
	Unit 3 - Careers in Sport	Going on work experience and comparing to another type of work place placement.	16 points	Internal Coursework
	Unit 4 -Sports Leaders	Skills, qualities, characteristics of a leader. Psychological factors effecting sports leaders. Sports Leader practical	16 points	Internal Coursework
YEAR 2	Unit 7 – Practical Sports Performance	Rules and regulations of 2 sports. Understand the skills, techniques and tactics required for the sport, with personal performance being assessed. Formal review section of the practical sports performance.	16 points	Internal Coursework
	Unit 8 – Coaching for Performance	Develop coaching skills, knowledge, qualities and best practices. Explore different practices that could be used to develop sports performance. Demonstrate your ability to coach a session to improve the performance of the athletes and then reflect on your impact as a coach.	16 points	Internal Coursework
	Unit 18 – Work Experience	Creation of a work experience action plan, setting personal and work-related aims and outcomes, which you will work, towards a placement. Select a suitable placement in active leisure, matching your skills and sports interests to a specific job. During your placement you will apply technical skills and knowledge developed throughout the BTEC.	16 points	Internal Coursework
	Unit 22 – Business in Sport	Investigate industry trends, changes and other developments to explore how they can affect a business. Make recommendations on how a business should adapt and develop to take full advantage of market opportunities.	16 points	External Examination
	Unit 23 – Skill Acquisition	Examine how sports performers are able to take information from their environment, then process this information so that they can produce a response in the form of a skilled movement. You will explore the key theories of how individuals learn skills and how new skills can be presented, using different strategies to facilitate their learning.	24 points	Internal Coursework

Higher Education Application: You could take a degree in Sports Studies, Sports Science, Sport Psychology, Sport Therapy, Physiotherapy, Leisure Management, Recreational Management or Teacher Training.

Future Careers Information: After higher education there are many fulfilling career opportunities such as Development, Coaching and Teaching, Physiotherapy and working in Sports or Leisure Centres.

Further Information: If you have any questions please see or contact Mr Ashley Smith – a.smith1@coxgreen.com

BTEC Sport – Level 3 Extended Diploma

Exam Board: Students study the Edexcel syllabus (603/0459/5)

Entry Requirements: 5 GCSE Grade 5's and above (inc. Grade 5 in English and Maths).

Equivalent: 3 A Levels

Form of Assessment and Course Content Description:

<https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html#tab-ExtendedDiploma>

Module	Title	Weighting	Assessment Method
Unit 1 - Anatomy and Physiology	The Muscular System, Skeletal System, Cardiovascular System, Respiratory System and the Energy Systems	0-32 points 22%	External Examination
Unit 2 - Fitness Training and Health Programming	Positive and Negative lifestyle factors, Lifestyle factor strategies, Dietary requirements, Training methods.	0-32 points 22%	External Examination
Unit 3 - Careers in Sport	Going on work experience and comparing to another type of work place placement.	0-16 points 11%	Internal Coursework
Unit 4 -Sports Leaders	Skills, qualities, characteristics of a leader. Psychological factors effecting sports leaders. Sports Leader practical	0-16 points 11%	Internal Coursework
Unit 5-Fitness Testing	Principles of training, fitness testing procedures and analysis of test results.	0-16 points 11%	Internal Coursework
Unit 6- Sports Psychology	Internal and external psychological factors, performance of leadership, sociograms and group formation.	0-16 points 11%	Internal Coursework
Unit 10-Event Organisation	Event management, provisions in sport, proposal and delivery of chosen events.	0-16 points 11%	Internal Coursework

Higher Education Application: You could take a degree in Sports Studies, Sports Science, Sport Psychology, Sport Therapy, Physiotherapy, Leisure Management, Recreational Management or Teacher Training.

Future Careers Information: After higher education there are many fulfilling career opportunities such as Coaching and Teaching, Physiotherapy and working in Sports or Leisure Centres.

Further Information: If you have any questions please see or contact Mr Ashley Smith – a.smith1@coxgreen.com