



THE ADEYFIELD ACADEMY

SIXTH FORM CURRICULUM BOOKLET 2027-2029

Learning Without Limits



INVITATION TO THE SIXTH FORM OPEN EVENING

THURSDAY 15 OCTOBER 2026, 5.00PM

Dear Students,

We would like to welcome you to the next stage of your education. Making the right choices at Post 16 is crucial in ensuring the best possible future prospects. At The Adeyfield Academy we pride ourselves on providing a breadth of opportunities to help you achieve your success in the future.

We offer a range of subjects and personalised pathways, tailored towards your aspirations, strengths and abilities to help you shape your future. We are proud of our Sixth Form, and the warm, welcoming atmosphere which allows students to be themselves and to be successful.

Students are guided and supported throughout the transition into Sixth Form and beyond, whether that be to attend university, to gain apprenticeships or to enter employment.

On the evening there will be an opportunity to find out more about the wide range of subjects that we offer. There will also be opportunities to hear from current sixth form students and subject leaders about each of the subjects that are offered.

The subjects that you choose will allow you to benefit from the breadth of staff experience and expertise and be given the opportunities to develop confidence and leadership skills which are so essential for future success.

We look forward to your attendance at our Open Evening and look forward to welcoming you into our Sixth Form in September.

Yours sincerely,



Mr G Cook

Head of Sixth Form

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DATE	EVENT
Thursday 15 th October 2026	Sixth Form Open Evening
December 2026	Sixth Form Taster Day
December 2026	Application Deadline
January 2027	Applicant Interviews
July 2027	Sixth Form Transition Day



QUALIFICATION NEEDED	OPPORTUNITIES AFTER YEAR 11	PROGRESSION	
LEVEL 3: ACADEMIC	COURSE ENTRY REQUIREMENTS - A LEVELS Minimum academic entry requirements to study A Levels are: Students must have achieved at least 40 GCSE points, calculated as follows, from their best 8 GCSE results: Grade 9 or 8=8 points, Grade 7=7 points, Grade 6=6 points, Grade 5=5 points etc. See individual subject requirements for entry grades to study A Levels. Full time programme. You study 3 A Level options	• Employment • Degree course at university • Apprenticeship	
	COURSE ENTRY REQUIREMENTS - BTECS Minimum academic entry requirements to study BTECS are: Students must have achieved at least 36 GCSE points, calculated as follows, from their best 8 GCSE results: Grade 9 or 8=8 points, Grade 7=7 points, Grade 6=6 points, Grade 5=5 points etc. See individual subject requirements for entry grades to study BTECS. Full time programme. You study 3 BTEC options		
	LEVEL 3: VOCATIONAL		
	LEVEL 3: VOCATIONAL & ACADEMIC		Students can study a combination of A Level and Vocational subjects if they have achieved at least 36 GCSE points.
All students will continue to study Maths and / or English if they do not achieve Grade 4 or above at GCSE.			

SUBJECT	ENTRY REQUIREMENT
Art & Design (A Level)	Grade 5 in Art GCSE.
Biology	Grade 6-6 or higher in combined Science or GCSE Biology. At least a Grade 5 (preferably 6) in GCSE English Language and Mathematics.
Business	Grade 4 or higher in GCSE English Language or Level 2 Merit in BTEC Business.
Chemistry	Grade 6-6 or higher in combined Science or GCSE Chemistry. At least a Grade 5 (preferably 6) in GCSE English Language and Mathematics.
Core Maths	A strong Grade 4 or higher in GCSE Mathematics.
Criminology	Grade 5 in GCSE English.
Design & Technology	Grade 6 in GCSE Maths, Science and DT.
Economics	Grade 6 in GCSE English and Maths
English Literature	A strong Grade 4 (preferably Grade 5) or higher in GCSE English Language and GCSE English Literature.
Extended Project Qualification (EPQ)	A Grade 4 or higher in GCSE English language.
Forensics	Grade 4 in GCSE English & Maths. Grade 5/5 in Combined Science or 5/4/4 in GCSE Biology , Chemistry & Physics (any combination).
Geography	Grade 5 in GCSE Geography and English Literature or Language.
History	Grade 5 in GCSE English Language or Literature and Grade 5 in History. If History was not taken at GCSE; Grade 6 in GCSE English Language or Literature.
Mathematics	Grade 7 in GCSE Mathematics
Media	Grade 4 in English Language.
Music	Grade 5 in English or Maths and Music or an equivalent subject.
Performing Arts (Acting or Dance)	Grade 5 in English or Maths and Performing Arts.
Physical Education (P.E.)	Grade 5 in GCSE English or a Grade 6 in GCSE PE or an equivalent subject.
Physics	Grade 6-6 or higher in combined Science or GCSE Physics. At least a Grade 5 (preferably 6) in GCSE English Language and Mathematics.
Politics	Grade 5 in GCSE English Language. Grade 5 in a GCSE Humanities subject.
Psychology	Grade 5 in GCSE English Language and Mathematics.
Religion, Ethics & Philosophy (REP)	Grade 6 in GCSE R.E. and English Literature or English Language
Sociology	Grade 5 in GCSE English Language.
Sport	Grade 4 in GCSE English Language or Level 2 Distinction in WJEC Sport Coaching Principles or equivalent.



**Some subjects may be taught as part of the Ambition Education Trust at one of our partner schools: St Albans Girls' School, Sandringham School, Ridgeway Academy or Verulam School.*

AIM OF COURSE:

By studying Art & Design at A level students aim to develop their intellectual, imaginative, creative and intuitive capabilities. Through their own independent research and experimentation they are able to develop practical skills and knowledge within the formal elements through a more in depth study of art. The course should allow students to nurture their interest and enthusiasm for art. Building on from GCSE students continue to experience working with a broad range of media.

We aim to understand the relationships between art, craft and design processes and bring an awareness of the contexts in which they operate and how they fit with real-world contexts and, where appropriate, links to the creative industries.

COURSE CONTENT:

Students begin with workshops in a broad range of specialist areas within Art & Design and allows them to explore. Students will create samples in response to workshops and record their research and insights in response to a selected theme.

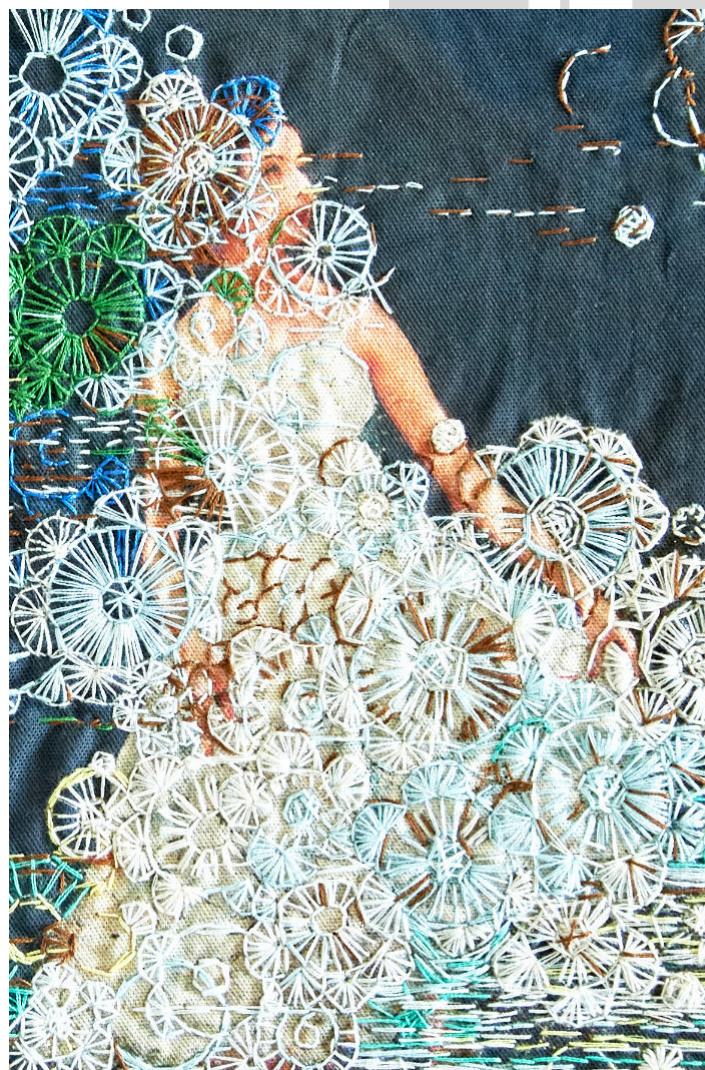
In the Spring term they then begin to work on their Personal Investigation (Component 1), which comprises practical work and a written piece (1,000 – 3,000 words). Their project explores a theme through practical work; referring to artists and inspirations and provide context for their ideas. They will complete their project with a final outcome or series of outcomes which is personal to them and responds to their theme.

In year 13 students also complete an Externally Set Assignment (Component 2). Students follow a similar process to that of Component 1 to structure a project which responds to a topic set by the Examination Board. Students create preparatory studies in class

and independently with support and guidance from tutors. The final outcome or series of outcomes, is created in 15 hours supervised time under examination conditions.

MODE OF ASSESSMENT:

Both components make up the final grade within Art. The work is first marked internally before being moderated externally. Component 1 (Practical and Written work integrated into a whole) is worth 60% of the final grade and Component 2 being worth 40%. Both units are worth 96 marks each.



AIM OF COURSE:

A-level Biology helps you explore the science of life – from cells and genes to ecosystems and evolution. Whether you're fascinated by the human body or the environment, this course gives you a strong foundation in biological science.

COURSE CONTENT:

Year 1

- Biological molecules
- Cells
- Exchange of substances
- Genetics and variation

Year 2

- Energy transfers
- Responses to internal/external changes
- Evolution and ecosystems
- Gene expression control

MODE OF ASSESSMENT:

A-level: 2 years long with 3 exams (2 hours each) at the end of the second year.

No coursework, but your practical skills are assessed and make up at least 15% of your final grade.

PRACTICAL WORK

You'll get hands-on experience with:

- Microscopes and cell division

- Dissections (plant or animal systems)
- Microbial growth (using aseptic techniques)
- Investigating cells, animal behaviour, and ecosystems

These practicals build your confidence and prepare you for university-level lab work.

CAREER PATHS:

A-level Biology opens doors to amazing careers like:

- Doctor or Dentist
- Vet
- Marine Biologist
- Research Scientist
- Pharmacologist
- Teacher
- Conservation Officer
- Geneticist

ADDITIONAL INFORMATION:

For more details, visit: aqa.org.uk/science

Let Biology spark your curiosity – it's the science of life, and it could be the start of a brilliant future!

AIM OF COURSE:

The AQA A Level Business courses aim to give students a solid grounding in the workings of Businesses. Whether they aspire to entrepreneurship or a successful career in any industry, students will learn academic and life skills to help them achieve.

The advantage of a Business course is the range of valuable transferable skills and knowledge that will apply to and complement any subjects or career choice.

- Learning about money helps students to develop skills in budgeting and financial awareness.
- Studying people management helps build leadership skills, while looking at recruitment gives an insight to what prospective employers are looking for.
- Operations management allows students to consider design, functionality and production of products.
- Marketing helps students make sense of the wave of marketing messages they will be exposed to every day, the value of Social Media, whilst building insight in Market Research to collect, sample and analyse data.
- Strategy and decision making - preparing students for leadership and management opportunities by analysing organisations, the competitive and economic environment and building a vision to ensure any Business or Organisation they are involved in can succeed.

Of course, we also inspire our students to achieve fantastic academic results in their A Level courses alongside understanding Business and building skills for life.

COURSE CONTENT:

There are 10 units covered:

1. What is business?
2. Managers, leadership and decision making
3. Marketing
4. Operations
5. Financial
6. Human Resources
7. Analysing the strategic position of a business
8. Choosing strategic direction
9. Strategic methods: how to pursue strategies
10. Managing strategic change

MODE OF ASSESSMENT:

A level Business (AQA) Assessment is terminal and will be at the end of Year 13. Papers 1, 2 and 3 cover all material, 2 hours & 100 marks each.



AIM OF COURSE:

Imagine a world without anaesthetics, detergents, painkillers, dyes for fabrics, shampoos and anti-oxidants in jams and fruit squashes, PVC insulation for copper electrical wiring, bleaches, fuels, insecticides... unthinkable and undesirable in equal measure. At The Adeyfield Academy our approach to the teaching of Chemistry is to present it as a dynamic, exciting and intellectually stimulating subject, whilst at all times paying full attention to the demands of the relevant examination specifications. Attention to detail and academic rigour have become by-words for these courses.

Students study Chemistry in order to gain entry to careers in medicine, dentistry, pharmacy and many other fields not involving Chemistry directly, but in which students benefit from having been exposed to the intellectual discipline and logic of the subject.

Our teaching style attempts to combine the best aspects of traditional and modern approached enhanced by numerous teacher demonstrations which are in addition to the practical work which is undertaken by the student. Chemistry - like classical music - is an acquired taste and it is our belief that successful, fulfilled students of the subject are those who enjoy their Chemistry rather than endure it. We do everything possible to promote this feeling amongst the students we teach. Our Chemistry team make the maximum possible use of past paper questions as the basis for worked examples, regular written homework assignments and, most important of all, timed tests which are staged regularly. In addition, full scale trial examinations are set at the appropriate times of the academic year.

COURSE CONTENT:

- Physical Chemistry
- Inorganic Chemistry
- Organic Chemistry



2 hours
105 marks
35% of A level

Physical
Inorganic
Practical Skills



2 hours
105 marks
35% of A level

Physical
Organic
Practical Skills



2 hours
90 marks
30% of A level

Any Content
Practical Skills

COMPONENT	MARKS	DURATION	WEIGHTING
Physical Inorganic Practical Skills	105	2 Hrs	35%
Physical Organic Practical Skills	105	2 Hrs	35%
Any Content Practical Skills	90	2 Hrs	30%

AIM OF COURSE:

This is a new qualification that is based on the higher tier GCSE. All pupils should be able to continue their love of maths; it is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. The use of real life scenarios will appeal to students who prefer a less academic approach and appreciate the value of everyday maths and problem -solving skills. It is a qualification that:

- is relevant to real life
- is modern
- is accessible to students
- applies to all careers

The course can be adapted to the students that sit it and their interest in real life mathematics

COURSE CONTENT:

There are 4 compulsory areas of study:

- 3.1 Analysis of data - Students will be expected to understand apply the statistical techniques, interpreting data and drawing conclusions in the solution of problems. Including; sampling data techniques, mean and averages, standard deviation.
- 3.2 Maths for personal finance - Students will be expected to find solutions to problems relating to personal finance. Including; interest rates, repayments and the cost of credit, taxation.
- 3.3 Estimation - Students will learn about the modelling cycle and Fermi estimation.
- 3.4 Critical analysis of given data and models -

Students will learn about critical analysis and logical and reasoned arguments.

OPTIONAL CONTENT:

- 3.5 The normal distribution
- 3.6 Probabilities and estimation
- 3.7 Correlation and regression
- 3.8 Critical path and risk analysis
- 3.9 Expectation
- 3.10 Cost benefit analysis
- 3.11 Graphical methods
- 3.12 Rates of change
- 3.13 Exponential functions

Based on the students, we can decide together what they would like to study.

MODE OF ASSESSMENT:

This course is assessed only through written examinations. There are two exams. Both of which are 100% calculator allowed. The first exam is the compulsory component of the course and is 1.5 hours long. The second exam is a choice of 3, each is 1.5 hours long.

- 2A Statistical techniques: 3.4, 3.5, 3.6, 3.7
- 2B Critical path and risk analysis: 3.4, 3.8, 3.9, 3.10
- 2C Graphical techniques: 3.4, 3.11, 3.12, 3.1

AIM OF COURSE:

Not all types of crime are alike. What different types of crime take place in our society? How do we decide what behaviour is criminal? What is the difference between criminal behaviour and deviance? How do we explain why people commit crime? What happens to those who commit a crime? Why and how do we punish people? What organisations do we have in our society to control criminality?

An understanding of criminology is relevant to many job roles within the criminal justice sector, including police officers, probation and prison officers, and social workers. With their critical thinking, analytical and communication skills, criminology graduates are also attractive to employers outside the criminal justice sector in areas such as social research and politics.

The WJEC Level 3 Diploma in Criminology has been designed to provide learners with underpinning knowledge, understanding and skills to progress to further study and training. It offers exciting and interesting experiences that focus learning for 16-19 year-old learners and adult learners through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system.

- In Changing Awareness of Crime, learners develop an understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported. Knowing about the wide range of different crimes and the reasons people have for not reporting such crimes provides an understanding of the complexity of behaviours and the social implications of such crimes and criminality.
- Criminological Theories enables learners to gain an understanding of why people commit crime,

drawing on what they have learned in Unit 1. Learners explore the difference between criminal behaviour and deviance and the theories behind why people commit crime.

- Crime Scene to Courtroom provides learners with an understanding of the criminal justice system from the moment a crime has been identified to the verdict. They develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.
- In Crime and Punishment, learners apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.

UNIT	TITLE	ASSESSMENT	GLH
1	Changing Awareness of Crime	Internal	90
2	Criminological Theories	External	90
3	Crime Scene to Courtroom	Internal	90
4	Crime and Punishment	External	90

AIM OF COURSE:

A Level Design and Technology is an exciting and practical course which opens the door to a wide range of careers in the creative and manufacturing industries including architecture, interior design, engineering, furniture, graphic or product design. It is also excellent preparation for careers in many other fields e.g. medicine, law and computer science. The knowledge and skills that students learn, particularly those concerned with rapidly developing technologies, will be extremely valuable. Students will also develop skills, such as teamwork and time management which are highly prized by employers. The aim of the course will be to immerse students in the design world, linking practical experience of live design projects, with the theoretical aspects which underpin them. This course encourages students to be innovative and creative thinkers who will be fully equipped to take to Higher or Further Education.

COURSE CONTENT:

Unit 1: Design Project

Students will produce a substantial design, make and evaluate project which consists of a portfolio and a prototype. The portfolio will contain approximately 40 sides of A3 paper (or electronic equivalent). There are four parts to the assessment:

- Part 1: Identifying and outlining possibilities for design Identification and investigation of a design possibility, investigation of client/end user needs, wants and values, research and production of a specification
- Part 2: Designing a prototype Design ideas, development of design idea, final design solution, review of development and final design and communication of design ideas

- Part 3: Making a final prototype Design, manufacture and realisation of a final prototype, including tools, equipment, quality and accuracy
- Part 4: Evaluating own design and prototype Testing and evaluation

Unit 2: Theory

- Materials
- Performance characteristics of materials
- Processes and techniques
- Digital technologies
- Factors influencing the development of products
- Effects of technological developments
- Potential hazards and risk assessment
- Features of manufacturing industries
- Designing for maintenance and the cleaner environment
- Current legislation
- Information handling, modelling and forward planning topic
- Further processes and techniques

MODE OF ASSESSMENT

The Pearson Edexcel Level 3 Advanced GCE in Design and Technology (Product Design) consists of one externally-examined written paper and one non-examined assessment component. Each component is 50% of the qualification. Component 1 Principles of Design and Technology (Paper code: 9DT0/01) - 2.5 hours exam (120 marks).

AIM OF COURSE:

The curriculum enables students to understand and engage with the increasingly complex business world in which we live and to empower them to become informed and confident consumers, employees and gain entrepreneurial skills.

In Economics the aim is to develop students' understanding of how the local, national and global economy works through analysing economic issues, problems and institutions that affect everyday life. In Business our aim is to inspire students with a life-long interest in business and current economic affairs and equip them with a greater understanding of the world around them and develop their employability complemented by extra-curricular opportunities to develop enterprise skills.

COURSE CONTENT:

Why are some people rich and others poor? Why do we worry about unemployment, inflation, the balance of payments, economic growth, the rate of interest and the value of sterling? Should the government interfere with the activities of businesses? What is globalisation? Why do millions of children in less economically developed countries die of malnutrition and preventable diseases? Why are the world's rainforests disappearing at the rate of one acre per second? These questions are the focus of much national and international debate. To truly understand them a basic grounding in economics is essential. Economics is the study of the forces within human society that lead to the creation of material wealth and the problems of scarcity of resources. It explains how these forces work to benefit mankind and why sometimes why necessary to control them.

MODE OF ASSESSMENT

Exam Board: EDEXCEL



The ethos of this course is investigation. Students are expected to show initiative and apply the ideas and theories discussed in class to economic and business events going on in everyday life. In class, students are expected to take part in activities such as researching, discussion, listening and note taking. In addition they will be asked to give presentations to the whole group, take part in simulations and interrogate computer databases.

Paper 1 9ECO/01 Markets and business behaviour:

- Paper 1 will assess microeconomics and questions will be drawn from Themes 1 and 3.

Paper 2 9ECO/02 The national and global economy:

- Paper 2 will assess macroeconomics and questions will be drawn from Themes 2 and 4.

Paper 3 9ECO/03 Microeconomics and macroeconomics will both be examined in this paper:

- Paper 3 will assess content from all 4 themes.

CAREER PATHS:

Students with A Level Economics have developed transferable skills, including analysing and evaluating Business and Economic information from different sources, developing written communication and presentation skills and learning how to solve problems. Such skills are in great demand and are recognised by employers, universities and colleges. This subject leads to university courses in areas such as Law, Business, Accounting, Geography, Management, Economics or Politics. Although the A Level does not require a high level of competence in Mathematics, some universities will require a student studying a degree in Economics to have taken an A Level in Maths.

AIM OF COURSE:

The aim of the course is to enable students to gain a solid understanding of how texts can be connected and how they can be interpreted in multiple ways so that students can arrive at their own interpretation and become confident, autonomous readers. Students are then not only equipped with the knowledge and skills needed for both exams and non-exam assessment, but also experience a rich challenging and coherent approach to English Literature that fosters a love and passion for the subject and that also provides an excellent basis for studying the subject at university.

Paper 1 - Drama

- Section A is based on the reading of one Shakespeare play.
- Section B is based on reading a further play of the same genre.

Paper 2 - Prose

Students study two prose texts from a chosen theme. At least one text must be pre-1900.

Paper 3 - Poetry

- Students study a selection of post 2000 specified poetry.
- A named poet from within a literacy period.

Non-exam assessment

One 2500-3000 word assignment based on the reading of two prose texts.

MODE OF ASSESSMENT:

Paper 1 - Drama

Written exam: 2 hours 15 mins. Open book. 30% of A Level.

Paper 2 - Prose

Written exam: 1 hour. Open book. 20% of A Level.

Paper 3 - Poetry

Written exam: 2 hours 15 mins. Open book. 30% of A Level.

Non-exam assessment

20% of A Level.



AIM OF COURSE:

To achieve the Level 3 Extended Project Qualification (EPQ) learners undertake a self-directed project.

Students choose and design a project under the guidance of a supervising teacher. They choose to produce either a research essay on a topic of interest to them or create an artefact (for example a painting, a short film, a piece of music, a fashion item, an event or a computer program) which they research, design and make.

MODE OF ASSESSMENT

On completing the project, learners give a presentation to a non-specialist audience using media that is appropriate of the type of project.

Students are also required to write up their project and throughout the course will complete a log which is also assessed.

For the research essay students are required to write 5,000 words. If students produce an artefact they will produce an accompanying report of between 1,000 and 5,000 words.

ADDITIONAL INFORMATION:

The course supports students to become more independent in their learning. Students will develop and apply problem-solving skills. They are encouraged to demonstrate creativity, initiative and enterprise.

The extended project is valued highly by employers and universities alike.



AIM OF COURSE:

This Diploma in Forensic Investigation is to provide learners with the core scientific knowledge, practical laboratory skills, and investigative methodologies required to pursue higher education and when combined with other qualifications could provide them with entry level requirements into employment in forensic science, law enforcement, and related sectors.

MODE OF ASSESSMENT:

A mixture of units assessed externally through examinations and others that will be assessed in school through coursework.

COURSE CONTENT:

Everyone taking this qualification will study four mandatory units, two of which are externally assessed and a further two optional units. The four mandatory units are:

- Unit 1 - Principles and Applications of Science (Externally Assessed)
- Unit 2 - Scientific Procedures and Techniques
- Unit 3 - Science Investigation Skills (Externally Assessed)
- Unit 4 - Forensic Investigation Procedures in Practice.

Learners choose two optional units from a group that has been designed to support progression to a range of sector-related courses in higher education and to link with relevant occupational areas. The optional units offer breadth and depth of topic areas that are relevant to the forensic investigation sector. These include forensic traffic collision investigation and forensic photography.

ENTRY REQUIREMENTS:

- GCSE Biology, Chemistry or Physics 5/4/4 in any combination
- OR Combined Science – 5/5
- GCSE English – 4
- GCSE Maths - 4



“Geography is a subject which holds the key to our future” (Michael Palin)

AIM OF COURSE:

The Edexcel A-Level Geography course combines physical and human topics like Tectonic Processes and Globalisation, focusing on complex, contemporary global issues. Students will develop independent thinking, research, and analytical skills, engaging with data, fieldwork, and current affairs to understand environmental and societal challenges.

In the specification content, students are required to study case studies and examples. Case studies are broader in context and require greater breadth and depth of knowledge and understanding. Examples are more focused on a specific event or situation, are smaller in scale and do not cover the same degree of content.

COURSE CONTENT:

Year 1

You will complete the following topics:

- Area of study 1, Topic 1: Tectonic Processes and Hazards
- Area of study 2, Topic 3: Globalisation
- Area of study 1, Topic 2: Landscape Systems, Processes and Change & Coastal Landscapes
- Area of study 2, Topic 4: Shaping Places & Regenerating Places

Year 2

You will complete the following topics:

- Area of study 3, Topic 5: The Water Cycle and Water Insecurity
- Area of study 4, Topic 7: Superpowers
- Area of study 3, Topic 6: The Carbon Cycle and Energy Security
- Area of study 4, Topic 8: Global Development and Connections & Health, Human Rights and Intervention

MODE OF ASSESSMENT:

There are three exams:

- Physical geography: 2:15 minutes, 30% of the A-Level
- Human geography: 2:15 minutes, 30% of the A-Level
- Synoptic Themes: 2:15 minutes, 20% of the A-Level

You hand in ONE 4000-word independent investigation. This is worth 20% of the A-Level.



AIM OF COURSE:

Edexcel History is a widely respected A Level choice with a variety of transferable skills that prepare students effectively for further study at university or for entering a range of jobs. The course explores a range of issues affecting different countries in times of change, focusing on the development of Fascism and Dictatorship in Europe in the 20th Century and the changing political, economic and social landscape of Europe. In the second year of the course students move on to study the Russian Revolution of 1917 as their research based coursework, which familiarises students academic works and prepares them for extended research based writing. Students also study Rebellion and Disorder under the Tudors which focuses on the difficulties the Tudor monarchs faced controlling a nation undergoing huge social, economic and religious change.

The new A Level course builds effectively on written and analytical skills that students will find invaluable in a range of subjects at A Level and beyond. Students will develop critical reasoning skills, plan and conduct research effectively, learn to effectively analyse evidence, think creatively to solve problems and to construct an argument which can be delivered persuasively. Students will also engage with historical problems and gain the confidence to undertake independent learning which will further prepare them for study or work after sixth form. The study of History also allows students the opportunity to investigate other cultures and the development of the world to better understand the current climate in international relations and the culture of the state we live in. History often leads students into careers including: journalism, law, education, civil service, publishing, archaeology, archiving and heritage, business, politics, marketing and advertising.



COURSE CONTENT:

- Paper 1: Germany and West Germany, 1918-1989
- Paper 2: The Rise and Fall of Fascism in Italy, 1911-1946
- Paper 3: Rebellion and Disorder under the Tudors
- Coursework: Student choice

MODE OF ASSESSMENT:

- Paper 1: Germany, 1918-89. 1x 2hr15 exam, 3 essay questions, 30% of the A Level
- Paper 2: Italy, 1911-46. 1 x 1hr30 exam, 1 source question, 1 essay question, 20% of the A Level
- Paper 3: Britain, 1780-1939. 1x 2hr15 exam, 1 source question, 2 essay questions, 30% of A Level
- Coursework: Topic of choice; 4000 word research based essay, 20% of the A Level.

All exams to be sat at the end of Year 2.



AIM OF COURSE:

In all new specifications for Mathematics, the emphasis is on providing a strong foundation for progress to further study. Importance is placed on representing situations mathematically, using models to investigate problems in context and being able to justify solutions. The enjoyment of tussling successfully with a complex mathematical problem cannot be underestimated.

Many of the topics studied in the course link to other subjects, such as forces in Physics, correlation in Geography and genetic probability in Biology.

The skills gained from this course are sought after for entry to a wide range of university courses, not just Mathematics or Accountancy. The Russell group universities feel that it is a sound basis for all their courses and look favourably on applicants with A Level Maths. The analytical side of the subject is recognised as useful in many areas of employment too. It is a good stepping stone to the next life stage whatever you choose to do.

COURSE CONTENT:

There are three main areas of study; core mathematics, mechanics and statistics. The core elements build on knowledge and skills gained at GCSE such as algebra, graphs and trigonometry. Topics from Mechanics include Newton’s laws, friction and moments. In Statistics, work is based around a large data set, for example weather data from a number of weather stations. Diagrams, statistical tests, analyses and inferences are covered in the context of the data and there is an expectation that the statistical functions of both the calculator and spreadsheet software will be utilised effectively.

MODE OF ASSESSMENT:

The course is assessed only through written examinations. There are three exams, each of which is two hours long.

Exam board: Edexcel

AIM OF COURSE:

With a track record built over 30 years of learner success, BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. What’s more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels.

MODE OF ASSESSMENT:

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

Units are assessed using a grading scale of:

Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U).

COURSE CONTENT:

The content of this qualification has been developed in consultation with employers and professional bodies to ensure that it is appropriate for those interested in working in the sector. In addition, higher education representatives have been involved to ensure that the qualification fully supports entry to the relevant range of specialist degrees. There are two mandatory units, which cover the following aspects of digital film and video production:

- Film production (fiction)
- Digital media skills

In addition to the mandatory content, learners take three optional units:

- Scriptwriting
- Editing techniques
- Stop-Motion Animation

QUALIFICATION	SIZE & STRUCTURE	SUMMARY
Pearson BTEC Level 3 National Extended Certificate in Film and Video Production	• 360 GLH (480 TQT) • Equivalent in size to 1 A Level • Mandatory content (50%) External assessment	This qualification is designed to provide a technical introduction to digital film and video production. This qualification is for post 16 learners who are looking to progress to higher or degree apprenticeships, employment or to further education and training.

AIM OF COURSE:

The BTEC Level 3 Extended Certificate gives you an understanding of and training in the skills needed to succeed in the Music industry. You will study four different units which will develop an understanding of musical performance, exploring both solo and ensemble practices.

Music theory and harmony is a compositional element, underpinning an in depth understanding of the building blocks to all styles of music. The course is taught with a vocational context, with a whole unit dedicated to practices within the industry. The course consists of three mandatory units and one optional unit.

All units consist of both practical and theory work.

COURSE CONTENT:

- Unit 1: Practical Music Theory and Harmony
- Unit 2: Professional Practice in the Music Industry
- Unit 3: Ensemble Music Performance

Optional unit studying either: Composing Music, Music Performance Session Styles, Solo Performance, Improvising Music.

MODE OF ASSESSMENT:

Units 2 and 3 are externally set tasks which are marked by the examination board.

Unit 1 and the optional unit are internally assessed through the centre.

ADDITIONAL INFORMATION:

This course is ideal for students who have a keen interest in performing and developing their instrument/vocals to a more advanced level. Individual instrumental/vocal lessons are highly recommended.

The course is the equivalent of one A level. This course will provide you with the level of skill required to pursue practical Music at a higher level, as well as a greater understanding of the Music industry as a whole.



AIM OF COURSE:

With the Pearson BTEC Level 3 National Extended Certificate in Performing Arts, students can choose either the **Acting or Dance** pathway.

The Extended Certificate is for learners who are interested in learning about the performing arts sector alongside other fields of study, with a view to progressing to a wide range of higher education courses.

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. All the content of this qualification is mandatory, with two units which focus on:

- Practical skills and techniques in a range of performing arts disciplines
- Critical analysis skills and contextual understanding of practitioners work.

Learners will gain a taste and an appreciation of performing arts, through knowledge and experience of the performance process. Learners will also have the opportunity to develop a range of skills, techniques and personal attributes which will be valuable across all areas of future study and work.

COURSE CONTENT:

- Unit 1: Investigating Practitioners' Work
- Unit 2: Developing Skills and Techniques for Live Performance
- Unit 3: Group Performance Workshop
- Optional Unit: (Dance pathway) Studying either - Ballet, Tap, Jazz, or Street Technique. OR (Acting

pathway) Studying either - Acting styles, developing voice for character, improvisation, movement for performance or interpreting classical text for performance.

MODE OF ASSESSMENT:

The course consists of 4 units, of which 3 are mandatory and 2 are external. All units consist of both practical and theory work.



AIM OF COURSE:

This course aims to develop the students knowledge of a range of factors associated with physical activity and sports performance. This includes areas such as anatomy and physiology, biomechanics, sports psychology, and the role of sport in modern society.

The A-level in physical education is an attractive course for those students aiming to progress into higher education to study courses such as physiotherapy, sports therapy and sports science.

COURSE CONTENT:

The course covers a broad and thorough range of topics during the course.

- Applied anatomy and physiology
- Skill acquisition
- Sport and society
- Exercise physiology
- Biomechanical movement
- Sport psychology
- Sport and society and the role of technology in physical activity and sport

MODE OF ASSESSMENT:

Students must complete two externally assessed exams. Both exams are 2 hours and have a maximum of 105 marks totalling 35% each of the overall a-level. Both papers comprise of multiple choice, short answer and extended writing questions.

Paper 1: Factors affecting participation in physical activity and sport

- Section A: Applied anatomy and physiology (35 marks)
- Section B: Skill acquisition (35 marks)
- Section C: Sport and society (35 marks)

Paper 2: Factors affecting optimal performance in physical activity and sport

- Section A: Exercise physiology and biomechanics (35 marks)
- Section B: Sport psychology (35 marks)
- Section C: Sport and society and technology in sport (35 marks)

Practical performance in physical activity and sport:

All students must be assessed as a performer or coach in a full sided version of one activity and also complete a written / verbal analysis of performance.

This section is internally assessed and externally moderated and totals 90 marks which is 30% of the overall A-level.

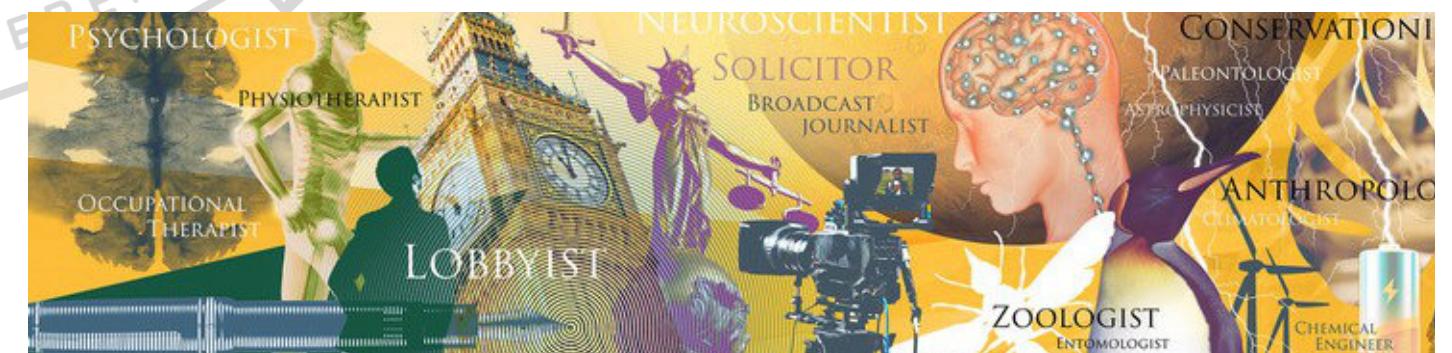


AIM OF COURSE:

Physics AQA is a course designed for people who have an interest in problem solving, how the world works and those who relish a practical approach to their studies. At The Adeyfield Academy, the teaching of Physics enables students to study diverse topics from Medical Physics to the entire Universe, each covering key skills and concepts.

By studying Physics, students will learn to think in an analytical way, learn how to structure logical argument, develop their powers of expression both orally and on paper. The subject provides an excellent opportunity for students to gain experience dealing with unfamiliar instrumentation and further enhance their mathematical and IT skills. Teaching Physics involves a wide variety of techniques to help all students of all abilities gain the necessary skills. The delivery of a comprehensive practical endorsement programme ensures pupils learn about managing uncertainties in experiments and methodologies of improving experiments to yield accurate and precise results.

People with Physics qualifications are found in a wide variety of occupations. Physics is used in engineering (aeronautical, civil, electronic, electrical and mechanical), medical areas such as optics and scanners, meteorology, geo-physics, computing, aerospace, alternative energy, development of new materials and more.



COURSE CONTENT:

- Module 1: Measurements and their errors
- Module 2: Particles and radiation
- Module 3: Waves
- Module 4: Mechanics and materials
- Module 5: Electricity
- Module 6: Further mechanics and thermal physics
- Module 7: Fields and their consequences
- Module 8: Nuclear physics
- Module 9: Optional topic: Astrophysics

MODE OF ASSESSMENT:

Students will need to undertake a practical endorsement and the department is required to ensure that these skills are developed..

Paper 1 (Modules 1-5): 34%

Paper 2 (Modules 7-8): 34%

Paper 3 (Astro Physics): 32%





AIM OF COURSE:

Politics enables students to develop knowledge of an informed understanding of contemporary political structures, both within the United Kingdom (UK) and globally. The course simultaneously allows students to develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes as well as an understanding of the influences and interests which have an impact on decisions in government and politics. Students cover a wide range of topical and engaging areas within politics to develop knowledge and an understanding of the rights and responsibilities of individuals and groups to foster an interest in, and engagement with contemporary politics. There are several avenues of further education open to students with an A Level in Politics from law, journalism, politics, teaching, psychology and other social sciences. If you like asking questions of the answers, then this course is for you.

COURSE CONTENT:

Component 1: UK Politics - 33.3% of A Level, 2 hour written paper

- Political Participation: democracy and participation, political parties, electoral systems, voting behaviour and the media
- Core Political Ideas: conservatism, liberalism, socialism

Component 2: UK Government - 33.3% of A Level, 2 hour written paper

- UK Government: the constitution, parliament, Prime Minister and executive, relationships between the branches
- Optional Political Ideas: one idea from the following: anarchism, ecologism, feminism, multiculturalism and nationalism

Component 3: Global Politics- 33.3% of A Level, 2 hour written paper

- State and globalisation, global governance, power and developments, regionalism and the EU.

Exam Board: EDEXCEL

AIM OF COURSE:

Have you ever wondered why people do things they don't really agree with just because friends do? Or why some people seem to find it easy to make friends and have happy relationships while others always struggle? Maybe you are interested in how your memory works or the cause and treatment of psychological illnesses. These are just some of the questions that psychology tries to answer in a scientific manner and we begin to think about them in the first year of the A Level course.

Psychology is the scientific study of human behaviour, mind and experience. It aims to discover truths by carrying out objective, systematic and verifiable research and it takes a number of different perspectives. For example, behaviour can be explained at the most basic level by considering its biological basis or from a much wider perspective by considering how we function in social groups. Because it is a science, all psychology courses involve a substantial portion of study of research methods; it also involves precise learning, the application of facts and the development of essay writing and evaluation skills.

Students may study psychology because they want to follow a career which is directly related to it, such as clinical or counselling psychology, educational psychology or operational psychology. Others find it useful as a basis for a career in human resources, probation work or advertising and the media. Still

more students study psychology just because it is interesting and because it helps to develop a range of transferable skills which are useful in any future career.

COURSE CONTENT:

- Social Influence
- Memory
- Attachment
- Psychopathology
- Approaches in Psychology
- Biopsychology
- Research Methods
- Issues and Debates
- Relationships
- Schizophrenia
- Addiction

MODE OF ASSESSMENT:

The four units are assessed by external examination consisting of a mixture of short and long answer questions at the end of the second year.

COMPONENT	MODULES	MARKS	DURATION	WEIGHTING
Introductory Topics in Psychology	1,2,3 and 4	96	2 hrs	33.3%
Psychology in Context	5,6 and 7	96	2 hrs	33.3%
Issues and Options in Psychology	8,9,10 and 11	96	2 hrs	33.3%

AIM OF COURSE:

To succeed in the study of Religious Studies students must enjoy asking complex questions. An inquisitive mind and an interest in challenging concepts is expected of our students at Sixth Form level. Students must attend all lessons fully prepared to engage in class discussions and to contribute to the learning of others. Students will be given reading tasks every week and will be expected to complete these in their own time.

Debates play an integral role in the learning of REP at A Level. Skills of analysis and evaluation, as well as speaking and listening, are developed through the examination of arguments in group discussion. Essay writing skills are developed in class, self-study and through rigorous teacher and peer assessment. Extensive reading is promoted throughout the course and students are encouraged to link their learning with other subjects such as Science, History, Literature or Psychology. Additional learning methods offered to students are Philosophy for Children/Communities (P4C), opportunities to prepare lessons for others, group work, use of ICT and other media sources and investigations of the extensive books, journals and resources in the department and the school library.



COURSE CONTENT:

There are 3 units studied, these are:

- Philosophy of Religion H573/01
- Religion and Ethics H573/02
- Development in Christian Thought H573/03

MODE OF ASSESSMENT:

The A Level Course will comprise of 3 x 2 hour exams on each module at the end of Year 13. Each exam is worth 33.3% of the A2 and are 120 marks each.

CAREER PATHWAYS:

Religious Studies provides an excellent grounding for further study in Philosophy, Politics, Economics, Law, Medicine, Education, History, Journalism, Sociology, Cultural Studies, Theology, Business and Management. The subject enables students to develop skills of evaluation, analysis and critical thinking while encouraging independent thought. REP also provides a good opportunity for students to improve speaking and listening skills which will benefit any further study



AIM OF COURSE:

Sociology is the study of Society and how people interact with each other. It builds knowledge and a critical understanding of the social pressures and structures in the world, as well as an appreciation about the different theories and concepts of how people view life. Studying Sociology enables students to reflect their own experience of life in an academic concept.

Throughout the course students will be able to develop their reasoning and analytical skills and will be able to think critically about the institutions of society such as families and the criminal justice system. Studying Sociology produces students with a wide range of transferable skills for careers including law, social work, journalism, politics and counselling.

COURSE CONTENT:

- The core themes of study are:
- Socialisation, Culture and Identity
- Social Differentiation, Power and Stratification
- Social Structure and Social Mobility
- The Sociological Approach
- Social Processes

- Social Issues
- The Role of Values
- Research Methods

The structure of the course is broken into three equally weighted papers of 2 hours each. They are:

- Paper 1: Education with Theories and Methods
- Paper 2: Families and Households and Media
- Paper 3: Crime and Deviance with Theories and Methods

MODE OF ASSESSMENT:

All 3 papers are worth 80 marks each and each represent one third of the total marks. All questions are a mixture of short answer questions plus extended answers.

Students are tested on their ability to be able to do the following:

- Demonstrate knowledge with evidence
- Apply sociological theories to issues
- Present arguments, make judgement, evaluate and make conclusions

Exam board: AQA

AIM OF COURSE:

You will study the course for two years. This will give you the equivalent of an A Level. The Edexcel Level 3 BTEC Extended Certificate in Sport comprises of 360 guided learning hours (GLH) for the complete qualification.

Students will study four units over the two-year course. These units are:

COURSE CONTENT:

There are 4 units studied over 2 years:

Component	Assessment	Guided Learning Hours
Anatomy and Physiology	Exam	120 GLH
Fitness and Training and Programming for Health, Sport and Well-being	Exam	120 GLH
Professional Development in the Sports Industry	Coursework	60 GLH
Fitness Testing	Coursework	60 GLH

MODE OF ASSESSMENT:

Unit 1: Anatomy and Physiology -

- This will be assessed by a written exam with short and long answer questions assessing understanding of anatomy and physiology and how different systems of the body can affect sports performance.

Unit 2 - Fitness Training and Programming for Health, Sport and Well-being

- This is a Pre Release task. Students will interpret lifestyle factors and health screening data to create and justify a fitness training programme for a client. This will be externally assessed.

All other units (Unit 3 and Unit 5) will be assessed through the completion of assignments in the second year. As you complete each unit you will be given a pass, merit or distinction grade.

Exam board: EDEXCEL.

ADDITIONAL INFORMATION:

This qualification is aimed at learners looking to progress to employment in the sports sector. It is designed for entry to roles such as gym instructor or fitness instructor, and is appropriate for progression to Level 3 Personal Trainer qualification or degree programmes.

If you decide to go to university or college you could take a degree or BTEC Higher National in subjects such as Personal Training, Teacher Training and Fitness Programming.

AIM OF COURSE:

You will study the course for two years. This will give you the equivalent of 2 A Levels. The Edexcel Level 3 BTEC Extended Certificate in Sport comprises 720 guided learning hours (GLH) for the complete qualification.

Students will study nine units over the two-year course. These units are:

COURSE CONTENT:

Component	Assessment	Guided Learning Hours
Anatomy and Physiology	Exam	120 GLH
Fitness and Training and Programming for Health, Sport and Well-being Professional Development in the Sports Industry	Exam	120 GLH
Sports Leadership	Coursework	60 GLH
Skill Aquisition in Sport	Coursework	90 GLH
Investigating Business in Sport & Active Leisure Industry	Exam	90 GLH
Fitness Testing	Coursework	60 GLH
Coaching for Sporting Performance	Coursework	60 GLH
Research Project in Sport	Coursework	60 GLH

MODE OF ASSESSMENT:

Unit 1: Anatomy and Physiology - This will be assessed by a written exam with short and long answer questions assessing understanding of anatomy and physiology and how different systems of the body can affect sports performance

Unit 2 - Fitness Training and Programming for Health, Sport and Well-being - This is a Pre Release task. Students will interpret lifestyle factors and health screening data to create and justify a fitness training programme for a client. This will be externally assessed.

Unit 22 - Investigating Business in Sport & Active Leisure Industry - This is a Pre Release task. Students will investigate industry trends, change and other developments such as technology, to explore how they can affect performance and success of businesses.

All other units (Unit 3, 4, 5, 8, 11, 23,) will be assessed through the completion of assignments in the second year. As you complete each unit you will be given a pass, merit or distinction grade.

Exam board: EDEXCEL.

ADDITIONAL INFORMATION:

This qualification is aimed at learners looking to progress to employment in the sports sector. It is designed for entry to roles such as gym instructor or fitness instructor, and is appropriate for progression to Level 3 Personal Trainer qualification or degree programmes. If you decide to go to university or college you could take a degree or BTEC Higher National in subjects such as Personal Training, Teacher Training and Fitness Programming.

AIM OF COURSE:

You will study this Edexcel course for two years. This will give you the equivalent of 3 A Levels. The Edexcel Level 3 BTEC Extended Certificate in Sport comprises 1080 guided learning hours (GLH) for the complete qualification..

Students will study 14 units over the two-year course. These units are:

COURSE CONTENT:

Component	Assessment	Guided Learning Hours
Anatomy and Physiology	Exam	120 GLH
Fitness and Training and Programming for Health, Sport and Well-being	Exam	120 GLH
Professional Development in the Sports Industry	Coursework	60 GLH
Sports Leadership	Coursework	60 GLH
Practical Sports Performance	Coursework	60 GLH
Research Methods in Sport	Coursework	60 GLH
Development of provision of sport & physical activity	Exam	120 GLH
Investigating Business in Sport & Active Leisure Industry	Exam	90 GLH
Skill Aquisition in Sport	Coursework	90 GLH
Fitness Testing	Coursework	60 GLH
Coaching for Sporting Performance	Coursework	60 GLH
Research Project in Sport	Coursework	60 GLH
Rules, Regulations & Officiating in Sport	Coursework	60 GLH
Technical & Tactical Demands of Sport	Coursework	60 GLH

MODE OF ASSESSMENT:

Unit 1: Anatomy and Physiology - Written exam with short and long answer questions assessing understanding of anatomy and physiology and how different systems of the body can affect sports performance

Unit 2 - Fitness Training and Programming for Health, Sport and Well-being - Pre Release task. Students will interpret lifestyle factors and health screening data to create and justify a fitness training programme for a client. This will be externally assessed.

Unit 19 - Development & Provision of Sport and Physical Activity - Pre Release task. How sports development influences the provision of sport, the agencies in sports development and their aims to increase participation, develop talent and promote inclusion for all.

Unit 22 - Investigating Business in Sport & Active Leisure Industry - Pre Release task. Students will investigate industry trends, change and other developments such as technology, to explore how they can affect performance and business success.

All other unit (Unit 3, 4, 5, 7, 8, 9, 11, 23, 25 & 26) will be assessed through the completion of assignments in the second year. pass, merit or distinction grades ae awarded.

ADDITIONAL INFORMATION:

This qualification is aimed at learners looking to progress to employment in the sports sector. It is designed for entry to roles such as gym instructor or fitness instructor, and is appropriate for progression to Level 3 Personal Trainer qualification or degree programmes. If you decide to go to university or college you could take a degree or BTEC Higher National in subjects such as Personal Training, Teacher Training and Fitness Programming.



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