



# 2024

## Sixth Form Course Booklet

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# ***Fine Art***

**Subject Leader: Miss S Watson**

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## ***Choosing this Course***

If after A Levels, you want to go onto Art College, e.g. a Foundation Course and a degree course, then you should choose this course. You would then be qualified to take up any career involving Art.

## ***Course Content***

This course provides a broad based introduction to Fine Art studies, focusing on thematic enquiry, expressive studies, an externally set assignment (component 2), contextual studies, problem solving, and an independent study.

### **Year 1**

The first year's focus is about developing technical ability and pushing the boundaries. The students are introduced to conceptual ideas in themes as well as developing good observational drawing skills. At the start of the year they complete a series of workshops where they explore different ways of manipulating the material and representing a common theme. This project is then concluded in personal directions.

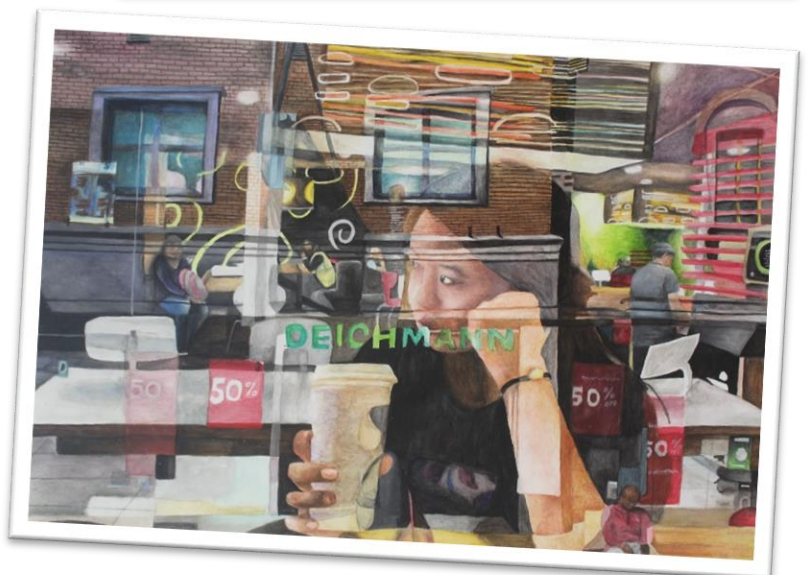
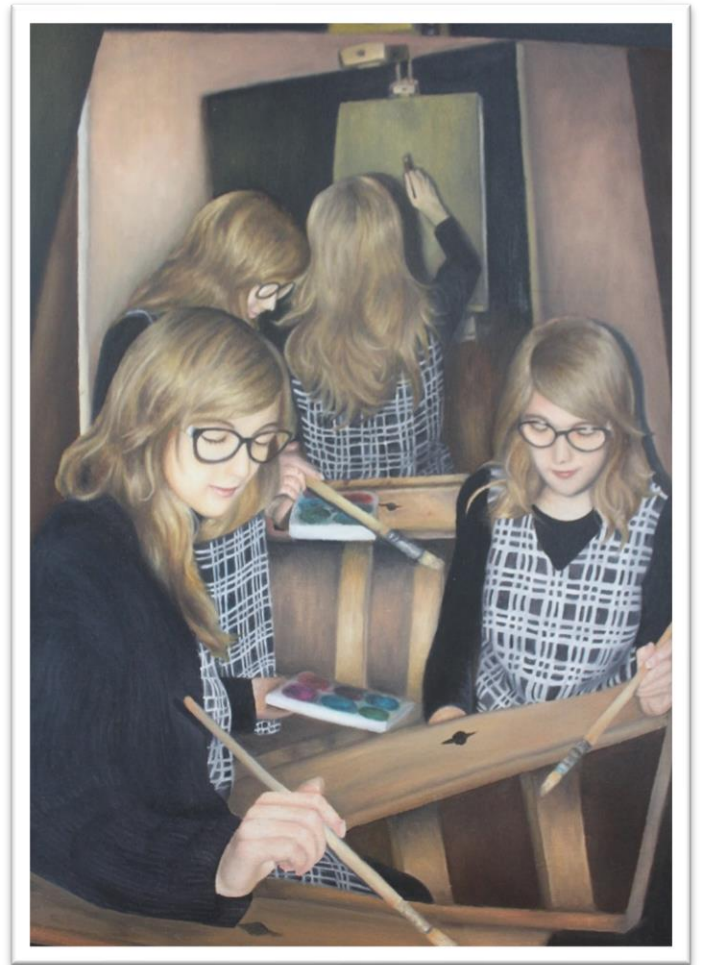
### **Year 2**

This year develops the theory behind the work through component 1. The students develop a project based on a question of their own. They are encouraged to dig deep on this topic and develop visual responses. During this investigation students will be expected to pause and reflect on their findings and develop further, scratching beyond the surface.

It is vital that students are willing to visit galleries and collect resources independently. Students will be required to provide some basic art materials.

## ***Career Opportunities***

With an A Level in Art, students may go onto a one year Art Foundation Diploma which can then be followed by a wide range of degree level courses at University. The creative industries are varied but potential careers include: Graphic Designer, Stylist, Painter, Illustrator, Architect, Animator, Fashion Design, Interior Design, Product Designer, Jewelry designer, Textile Designer, Fine Art Photographer, Visual Merchandiser.



# ***Business***

**Subject Leader: Mr A Todd**

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## ***Choosing this Course***

Whatever you do in your professional life, the chances are that it will involve some 'Business'. Scientists, engineers, even artists, will inevitably have to understand at least the basics of business, and probably a lot more. A Business A Level gives students the opportunity to study business through primary research by way of off-site visits with the aim of completing investigations into certain aspects of business. In addition to this, students will learn the theory and skills needed to complete external examinations.

## ***Course Content***

The content of this Business course enables candidates to develop a broad understanding of business principles and takes an in depth look at national and international companies' operations. During Year one students will study two units of theory and a further two in the second year. At the end of year two students will sit three exams, two of these exams are worth 35% each and the third is worth 30%.

### **Year 1**

- 1. Marketing and People**
- 2. Managing Business Activities**

### **Year 2**

- 1. Business Decisions and Strategy**
- 2. Global Business**

## ***Career Opportunities***

A level Business will introduce you to a wide array of employment opportunities, provide you with qualifications you need for further education and help you decide what you want to do with the rest of your life. You will be provided with the technical skills needed to accomplish an extensive range of jobs such as accountancy, marketing, management, teaching, and sales.



# ***Computer Science***

**Subject Leader: Mrs M Ononogbu**

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## ***Choosing this Course***

The Computer Science course is designed for students who are interested in a range of IT topics. The qualification is designed for learners who can put computational thinking at its core, helping them to develop the skills to solve problems, design systems and understand human and machine intelligence. This course allows you to apply your academic principles learned in the classroom to real world systems in an exciting and engaging manner. It will give a clear progression into higher education, as the course was designed after consultation with members of BCS, CAS and Universities.

## ***Course Content***

This Computer Science course is an intensely creative subject that combines invention and excitement and can look at the natural world through a digital outlook. This course will have a focus on programming, building on the GCSE Computing with an emphasis on the importance of computational thinking. You will need to have an expanded maths focus, much of which will be embedded within the course.

The main areas that you will study in this course are: The characteristics of contemporary processors, input, output and storage devices. Software and software development, programming, exchanging data, data types, data structures and algorithms. There is also an element of legal, moral, ethical and cultural issues. The project approach is a vital component of 'post-school' life and is of particular relevance to Further Education, Higher Education and the workplace. You will also study the elements of computational thinking and problem solving. The course will be assessed by:

Computing principles (01) - Written paper

Algorithms and problem solving (02) - Written paper

Programming project (03) - Coursework

## ***Career Opportunities***

There are many opportunities for students who want a career in Computer science. From the use of computer science to solve problems; from medical research, education, the logistics of moving products around the world, to the world of business and securing and managing the vast levels of data, security and transmission, programming consultants, game designing, software Developers, database and network engineers.

# Dance

**Subject Leader: Mrs Grant**

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## ***Choosing this Course***

This course is designed to provide students with the skills, knowledge and experience to succeed in a career in dance, through both practical training in technique and choreography as well as through studying professional dance artists and their works. You will be required to attend theatre trips and conduct your own personal research into professional choreographers and their works.

## ***Course Content***

### **YEAR 1**

#### **Component 1: Performance and choreography:**

- Pupils choreograph and perform a solo linked to a specific practitioner.
- Pupils will begin to learn a quartet demonstrating excellent performance skills.
- Pupils will also start to explore choreographic skills in creating a duo/trio, building on prior knowledge and extending their understanding of choreography.

#### **Component 2: Critical engagement**

Pupils articulate their understanding of one of the two areas of study (including analyses of key practitioners and professional works) and demonstrate a contextual understanding of Genre and Style through Dance History.

### **YEAR 2**

#### **Component 1: Performance and choreography**

- Pupils refine and perform the highly technical solo linked to a specific practitioner.
- Pupils refine and perform the highly technical quartet.
- Pupils will choreograph a group performance for 3-5 dancers based on a selected AQA question.

#### **Component 2: Critical engagement**

Pupils articulate their understanding of the second area of study (including analyses of key practitioners and professional works) and demonstrate a contextual understanding of its place in Dance History. The written examination entails both short answer questions and 3 essays on the compulsory and selected set work within the area of study.

## ***Career Opportunities***

Students can continue their studies at degree level at University or a specialised vocational school. Alternatively, it can lead to a career in the following: Teaching, Performing, Arts Administrator, Choreographer, among many more.

# ***Drama and Theatre Studies***

**Subject Leader: Mrs L Cullum-Cargill**

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## ***Choosing this Course***

A Level Drama and Theatre Studies is an exciting course that allows students to perform, watch and write about theatre. At Glenthorne we expose students to a range of venues to watch a plethora of plays to support students with the course whilst feeding their passion for the subject. In school, students will have the opportunities to perform plays as part of a group such as Frantic Assembly's 'Things I Know To Be True'. They will also perform monologues from plays such as Shelagh Stephenson's 'Five Kinds of Silence'. Students will also have the chance to create a unique devised performance in the style of practitioner *Splendid Productions*. They will also practically and theoretically explore Polly Stenham's 'That Face' and Georg Büchner's 'Woyzeck'.

## ***Course Content***

### *Component 1: Devising*

#### *Practical assessment*

#### *40% of the qualification- 80 marks*

- Devise an original performance piece.
- Use one key extract from a performance text and a theatre practitioner as stimuli.
- A written Devising Portfolio.

### *Component 2: Text in Performance*

#### *Practical assessment*

#### *20% of the qualification- 60 marks*

- A group performance/design realisation of one key extract from a performance text.
- A monologue or duologue performance/design realisation from one key extract from a different performance text.

### *Component 3: Theatre Makers in Practice*

#### *Written examination: 2 hours and 30 minutes*

#### *40% of the qualification- 80 marks*

- Live theatre evaluation–choice of performance.
- Practical exploration and study of a complete performance text–focusing on how this can be realised for performance.
- Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be reimaged for a contemporary audience.

## ***Career Opportunities***

Many students continue their studies in Drama and Theatre studies at University, Drama School or conservatoires. Students can go on to become actors, playwrights, theatre critics, directors, theatre managers, teachers- the list is endless. Studying Drama and Theatre can also lead to work in television, marketing and personnel. This course will give students the confidence to articulate themselves, work with others and be creative in any career path.

# ***Economics***

**Subject Leader: Mr A Todd**

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## ***Choosing this Course***

The content of this Economics course enables candidates to develop a broad understanding of Economics principles and takes an in depth look at national and international economies. During Year one students will study two units of theory and a further two in the second year. At the end of year two students will sit three exams, each of which are worth 33.3%

## ***Course Content***

The content of this Economics course enables candidates to develop a broad understanding of economic principles and takes an in depth look at national and international companies' operations. During Year one students will study two units of theory and a further two in the second year. At the end of year two students will sit three exams, each of which are worth 33.3%

Paper 1: Markets and market failure

Paper 2: National and International economy

Paper 3: Economic principles and issues

## ***Career Opportunities***

A level Economics will introduce you to a wide array of employment opportunities, provide you with qualifications you need for further education and help you decide what you want to do with the rest of your life. You will be provided with the technical skills needed to accomplish an extensive range of jobs such as accountancy, law, analysts and consultants.



# English Literature

Subject Leader: Mrs Y Kannides

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## **Choosing this Course**

The aim of the course is to promote an understanding of texts, drawing on a variety of authors throughout the history of English Literature. It will improve reading, writing and communication skills which will be valuable for any area that you decide to pursue later on. It is an academic discipline and leads to a respected qualification recognised by employers and universities. The course is particularly well matched to be studied alongside other subjects such as Drama, Media Studies, Humanities and Modern Foreign Languages.

## **Course Content**

### **Outline – ‘Love Through the Ages and WW1 and its Aftermath’**

The aim of this topic area is to encourage students to explore aspects of a central literary theme as seen over time, using unseen material and set texts. Students are prepared for ‘Love through the ages’ by reading widely in the topic area, reading texts from a range of authors and times. In ‘Texts in shared contexts’, students explore texts written within a narrower and clearly defined time period: WW1 and its aftermath. The non-exam assessment (coursework) element offers students the freedom to compare texts either diachronically or synchronically.

The four Shakespeare plays on offer allow students to study Shakespeare's representations of love in a range of different dramatic genres: tragedy, comedy, problem play or late play. The AQA Anthologies of Love Poetry through the Ages allow students to encounter a range of different types of poem as they study representations of love over time. Aspects of WW1 and its aftermath explored include the following: imperialism and nationalism; recruitment and propaganda; life on the front line; responses on the home front; pacifism; generals and soldiers; slaughter; heroism; peace and memorials; writers’ inaction and writers looking back; the political and social aftermath; different and changing attitudes to the conflict; impact on combatants, non-combatants and subsequent generations as well as its social, political, personal and literary legacies.

**Year 1:** Students will study: *The Great Gatsby*, William Shakespeare’s *Othello*, *The Wipers Times* and, the AQA Pre-1900 Anthology of love poetry, including unseen poetry, Wilfred Owen’s Poetry anthology and read *A Doll’s House* and *A Woman of No Importance* in preparation for their coursework.

**Year 2:** Coursework: 2500 words; a comparative critical study of two texts. 50 marks in total, 20% of overall A-level qualification. Students will also study *Regeneration* and WW1 Unseen Prose. Students will revisit the set texts from year 1 and sit two exams, which are worth 80% of the overall award.

## **Career Opportunities**

Many students continue their studies to degree level. The qualification may lead to a broad range of vocational and academic areas for the future. Employers are always impressed with an English related qualification

# ***Extended Project***

Subject Leader: Ms J Prosbik

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## ***Choosing this Course***

This course is aimed at developing students' skills in research, time management, critical thinking and presentation. Students will produce an independent research project designed to widen perspectives, broaden skills and deepen understanding.

## ***Course Content***

Students choose to complete one of the following units: Dissertation, Investigation/Field Study, Performance or Artefact. Over two terms students will choose an area of study, plan and carry out their research, synthesise all their research into an appropriate project and evaluate their work in the form of a Q+A presentation. Students will work to a very high standard and the course is good preparation for study at university. There is no examination, and the qualification is worth up to 28 UCAS points.

## ***Career Opportunities***

Students will leave the course well prepared for study at university. They will develop and use the skills that they will need to carry out independent research and plan their time carefully. These skills are also very sought after in the workplace, and success on this course will show that students can work autonomously, creatively and to tight deadlines.

# ***Film Studies***

**Subject Leader: Mr N Go**

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## ***Choosing this Course***

Film Studies is designed to enrich your existing appreciation and enjoyment of film. It offers you the opportunity to engage with a wide range of different films and gain confidence with a range of critical approaches to film, learning to 'read' a film, and to consider the nature of the relationship between an audience and a film. You will choose some of the films you study with your teacher. You will create your own short films as part of your coursework.

## ***Course Content***

In Year 1, students will look at the history of Hollywood film, from the Classical era through to films from the 1960's to the modern day. There will also be a comparison between the big studio films produced and how this is different to lower-budget independent films that are made. Students will also begin to produce a 4-5 minute practical short film or screenplay as the practical piece of their course.

In Year 2, students will continue to work on their short film and will evaluate the work they have completed. Students will then look to expand their understanding of different forms of cinema by looking at different film movements such as German Expressionism, documentary film, short film and other films from across the world.

## ***Career Opportunities***

Many students continue their studies at degree level. There are clear opportunities in academic and vocational areas. There are a wide variety of careers in the film industry including film production, film journalism and screenwriting or in areas such as Advertising, Marketing, Public Relations, Arts Administration and Management.

Film Studies combines well with English, Humanities and Drama.

# Geography

**Subject Leader: Mr M Saunders**

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## ***Choosing this Course***

This course will appeal to those students who are inquisitive about the world around them and want to understand the processes creating our natural environment along with the big issues facing the global economy and society. The course will challenge perceptions and stimulate your investigative and analytical skills. Good reading and writing skills are essential as well as strong numeracy skills. Students who want a subject that looks at topical issues and who enjoy fieldwork will find Geography very suitable.

## ***Course Content***

This course gives you a chance for a more in-depth look at the key issues facing our world today. The course is split into human and physical geography and the topics covered are:

### **Human Geography:**

- Global systems and global governance
- Changing places
- Population and the Environment

This exam will focus on ideas surrounding globalisation, interdependence, the problems facing global cities and focus on people's engagement with places, their experience of them and the qualities they ascribe to them which are of fundamental importance in their lives.

### **Physical Geography:**

- Water and carbon cycles
- Coastal systems and landscapes
- Hazards

This exam will build on the foundations set at GCSE but you will gain a greater understanding of the physical processes involved in a variety of dynamic environments which will be related to real life examples.

Field work is a compulsory part of the course and you will be expected to take part in four days of fieldwork at the end of year 12. On the field trip you acquire a range of mathematical, ICT, and literacy skills necessary for the exams. It will also form the base for your coursework essay.

**Assessment:-** Two exams of 150 minutes each involving extended essay questions. This forms 80% of the A Level. 20% is in the form of a 4,000 word coursework essay based on an issue investigated during fieldwork.

## ***Career Opportunities***

Geography is seen as one of the facilitating subjects and is looked on favourably by employers. Employers value the mix of numerical, literacy and practical skills developed. There are a number of careers where geographical knowledge has a direct relevance e.g. Conservation, Environmental Management, Leisure and Tourism, Town Planning, Retail Marketing. However, virtually all careers will benefit from the wide range of skills that Geography students develop.

# History

**Subject Leader: Mrs N Seymour**

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## ***Choosing this Course***

History is an exciting and stimulating subject which gives you the chance to develop a variety of skills including analysis, reasoning and communication. You will need to be able to study independently and as part of a group. Good reading and writing skills are essential.

## ***Course Content***

### **Year 1**

The first year focuses on the common theme of a search for rights, freedoms and greater equality during the twentieth century. In the USA, the quest for political, social and economic advancement mainly looked to reform existing structures. In South Africa, this quest led to more radical outcomes, leading to the apartheid regime. Studying two different countries allows you to develop a greater understanding of both similarities and differences in the search for greater rights, freedoms and equality in the twentieth-century world.

### **Year 2**

You will study a volatile and important part of the evolution of modern democracy in Britain 1780-1928. The topic addresses the ways in which protest and agitation can bring about change, whilst at the same time giving you the opportunity to explore whether or not change would have come about without protest. You focus on the ultimate power of the state and so on the importance of governance being with the consent of all the people. You will also write a piece of coursework. Most students study the Unification of Italy in the 1860s, but there is an option for more able students to pick their own topic. Up until 1860 Italy was a collection of independent states, but in 1860 these states unified to form the country of Italy. What factors made this happen and what historical research has been done on the subject?

### **Assessment**

- Paper 1: In search of the American Dream: USA, c1917–96. 2h 15min exam focusing on essay writing and analysing interpretations of historians.
- Paper 2: South Africa, 1948–94: from apartheid state to 'rainbow nation'. 1h 30min exam focusing on essay writing and analysing primary sources in History.
- Paper 3: Protest, agitation and parliamentary reform in Britain, c1780–1928. 2h 15min exam focusing on essay writing and analysing primary sources in History.
- Coursework: 4000 word essay on Italian Unification, focusing on extended writing skills and analysing interpretations of historians.

## ***Career Opportunities***

Many students continue their studies at degree Level at University. History is a very academic and highly respected subject which teaches a variety of skills that will be good for further study or in work. Possible careers include advertising, broadcasting, journalism, law, marketing, the police, public relations and teaching.



# Languages - French

Subject Leader: Mr T Chiriatti

0208 644 6307

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## **Choosing this Course**

An A Level in French is a prestigious qualification. Students move beyond the 'grounding' of a GCSE and attain a high level of language proficiency. Students would be able to work and live in France with a good A level grade. This course, therefore, offers the exciting opportunity to gain near fluency in a foreign language and to study and immerse oneself in a foreign culture. Due to the high levels of language proficiency students attain, the minimum requirement for entry is a grade 7 at GCSE.

## **Course Content**

Students will follow the Edexcel course in French and are assessed through speaking exams at the end of year 1 and year 2. Students also take a paper that assesses their writing, listening and reading skills at the end of each year. The A Level French course covers the following topics within the general areas of Social issues and trends, political and artistic French Culture, Immigration and multiculturalism in France and The Nazi Occupation and Resistance.

### **Year 1:**

- **Social Issues and Trends**
  - Changing family structures
  - Education
  - Work
- **Artistic French Culture**
  - Music
  - Media
  - Festivals and traditions
- **Literature**
  - Un Sac de Billes, Joffo, 1972

### **Year 2:**

- **Immigration and Multiculturalism**
  - Integration and multiculturalism
  - Rise of the fascist far-right
- **The Occupation and Resistance**
  - Life in occupied France
  - Anti-Semitism
  - Collaboration
- **Film**
  - La Haine, Kassovitz, 1992

## **Career Opportunities**

Wider range of job opportunities:

Marketing, Law, Journalism and Advertising, Banking, Tourism, Education and Public Relations. Many students have continued to study a language at degree level or as part of their degree course for example: Law or European Studies.

# Languages - Spanish

Subject Leader: Mr T Chiriatti

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## Choosing this Course

An A Level in Spanish is a prestigious qualification. Students move beyond the 'grounding' of a GCSE and attain a high level of language proficiency. Students would be able to work and live in Spain with a good A level grade. This course, therefore, offers the exciting opportunity to gain near fluency in a foreign language and to study and immerse oneself in a foreign culture. Due to the high levels of language proficiency students attain, the minimum requirement for entry is a grade 7 at GCSE.

## Course Content

Students will follow the Edexcel course in Spanish and are assessed through three exams papers: listening/reading/translation into English (paper 1), written response to works and translation into Spanish (paper 2) and speaking (paper 3). As part of the speaking exam, students will also complete an independent research project on a topic of their choice relating to the Spanish and Hispanic culture. The A Level Spanish course covers the following topics within the general areas of social issues and trends, political and artistic Spanish culture, immigration and multiculturalism in Spanish and the Franco dictatorship and democracy.

### Year 1:

- **Social Issues and Trends**
  - Changing family structures
  - Impact of tourism
  - Work
  
- **Artistic Spanish Culture**
  - Music
  - Media
  - Festivals and traditions
  
- **Literature**
  - Students will study a novel
- **Film**
  - Students will study a film – *La Casa de Bernarda Alba*

### Year 2:

- **Immigration and Multiculturalism**
  - The positive impact of immigration on Spanish society
  - The challenges of immigration and integration
  - Public and social reaction
  
- **The Franco Dictatorship**
  - Civil war
  - Rise of Franco
  - The Transition to democracy
  
- **Literature**
  - Students will study a novel
- **Film**
  - Students will study a film – *El Laberinto del Fauna*

## Career Opportunities

Marketing, Law, Journalism and Advertising, Banking, Tourism, Education and Public Relations. Many students have continued to study a language at degree level or as part of their degree course for example: Law or European Studies.

# Mathematics

Subject Leader: Mr A Tully

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## **Choosing this Course**

A level Mathematics builds on many of the topics studied at GCSE by increasing students' depth of knowledge and understanding. In addition, students will meet new topics and contexts where they can apply their skills and techniques. An essential part of this course is the challenge of analysing and solving a problem using skills that have been learnt during both independent study and lessons. Students will need to be able to communicate well in written work to explain their solutions. Consequently, the minimum requirement for entry is a 7 at GCSE.

## **Course Content**

Over the two-year linear course, students will study Pure mathematics and will learn to apply their knowledge within Statistics and Mechanics. The Pure mathematics units develop work covered at GCSE in Trigonometry and Algebra as well as introducing new ideas such as Calculus. Within Statistics, students will learn how to analyse and summarise numerical data as well as extend their knowledge of GCSE probability problems. Mechanics is an excellent complement to physics and involves students' resolving forces, kinematics and working with vectors.

Students will be expected to prepare for lessons by reading notes from the previous lesson and completing any Flipped Learning tasks set for the lesson. Pro-active study is crucial during this course as students will be expected to revise topics once they have been taught in lessons to prepare them for future lessons with inter-linked topics and internal and external assessments.

## **Assessment**

There is no coursework element and the full assessment takes place at the end of the two-year course. There will be 2 Pure Papers ( $66\frac{2}{3}\%$ ) and 1 Statistics and Mechanics Paper ( $33\frac{1}{3}\%$ ). Each paper is 2 hours and out of 100 marks.

## **Career Opportunities**

A level Mathematics is a much sought-after qualification for entry to a wide variety of full time courses in higher education. Mathematical skills learned at AS and A Level, such as logical thinking, problem solving, and statistical analysis are considered very desirable in the workplace. Careers aided by an A Level in Maths include: Economics, Accountancy, Engineering, Architecture, ICT, Medicine and Teaching.

# ***Further Mathematics***

**Subject Leader: Mr A Tully**

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## ***Choosing this Course***

Further Mathematics is a course for those who get great enjoyment from studying mathematics in depth. It provides students with the opportunity to study a much greater range of topics compared with those who study A level Mathematics only. The students will be able to prove concepts and discover how they are derived. Independent study is crucial to this course as students will need to apply your learning to challenging problem solving during lessons. Consequently, the minimum requirement for entry is an 8 at GCSE.

## ***Course Content***

There are 3 elements to Further Maths:

- **Core Pure** - This includes complex and imaginary numbers and matrices as well as extending current skills in sequences and coordinate geometry.
- **Further Mechanics** - This broadens the mechanics knowledge included in A level Mathematics and complements those who have chosen A-level physics
- **Decision Mathematics** - The study of algorithms and how these can be used in conjunction with graph theory to help businesses make decisions which goes well with those studying Computer Science.

Students will be expected to prepare for lessons by reading notes from the previous lesson and completing any Flipped Learning tasks set for the lesson. This majority of this course entails applying the skills that have been learnt to new unseen problems, so students will need to focus on their problem-solving skills.

## ***Assessment***

There is no coursework element and the full assessment takes place at the end of the two-year course. There will be 2 Core Pure Papers (50%), 1 Further Mechanics Paper (25%) and 1 Decision Mathematics (25%). Each paper is 1 hour and 30 minutes and out of 75 marks.

## ***Career Opportunities***

Careers aided by an A Level in Further Maths include: Actuarial Science/Studies; Aeronautical Engineering; Biochemistry; Biomedical Sciences (including Medical Science); Chemical Engineering; Chemistry; Computing; Dentistry; Electrical/Electronic Engineering; Engineering (General); Mathematics; Mechanical Engineering; Optometry (Ophthalmic Optics); Physics; and Veterinary Science. Mechanical Engineering; Optometry (Ophthalmic Optics); Physics; and Veterinary Science.

# ***Core Maths (Maths in Context)***

**Subject Leader: Mr A Tully**

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## ***Choosing this Course***

The AQA 1 year Mathematics in Context course has the purpose of consolidating and building on students' mathematical understanding, and developing further mathematical understanding and skills in the application of mathematics to authentic problems. It aims to build a broader base of mathematical understanding and skills in order to support the mathematical content in other Level 3 qualifications, for example GCE A Level Biology, Business Studies, Geography, Psychology and IT as well as prepare students for the range of varied contexts that they are likely to encounter in vocational and academic study, future employment and life. The course was created in 2014 to address a void in Mathematical skills the workforce and Government felt existed – in keeping with the present “Fit for FEET” scheme. The minimum requirement for entry is a 6 at GCSE.

## ***Course Content***

The course is divided into four main content areas: application of statistics, Financial Maths through percentages, sequences and growth. Statistics and probability will build on what the students have learnt at GCSE and will include some of the techniques used in A-level Mathematics. Sequences and growth are an interesting area of mathematics that students will have met before and should enjoy expanding their knowledge of. The percentages work focuses on when students will encounter percentages in everyday life; such as calculating Tax, National Insurance, Student Loan Repayments etc.

Students will be expected to prepare for lessons by reading notes from the previous lesson and completing any Flip Learning tasks set for the lesson.

## ***Career Opportunities***

Mathematics in Context will develop competence in the selection and use of mathematical methods and techniques, develop confidence in representing and analysing authentic situations and build skills in mathematical thinking, reasoning and communication. These skills are all highly desirable for employers, apprenticeship schemes and Universities alike so can give students the edge over others who may have given up mathematics at GCSE. Careers aided by an A Level in Mathematics in Context include: Accountancy, Architecture, ICT, and Primary School Teaching.



# Media Studies

Subject Leader: Mr N Go

0208 644 6307

Email: [ngo@glenthorne.sutton.sch.uk](mailto:ngo@glenthorne.sutton.sch.uk)

## ***Choosing this Course***

Students will follow the Eduqas specification. The course is ideal for those who have an appreciation and enjoyment of existing media texts and will focus on how media theory can be applied to these texts. The media explored for the course is broad, with students asked to engage with 8 different media formats. Students will complete one piece of practical work that will generally be print-based and need to be completed individually.

## **Course Content**

In Year One, students will explore how media products are used by media institutions to construct different representations and how media audiences interpret these products. Case studies include *Assassin's Creed*, front cover of *The Times* and the marketing for *Straight Outta Compton* and *I, Daniel Blake*.

In Year Two, students will continue with their coursework and in addition to this they will explore and analyse the ideas and arguments from debates about the media, especially in terms of the changes in television consumption and the contrast in mainstream and alternative magazines.

Students will focus on the changing media landscape, mostly through examples of texts in television drama.

## ***Career Opportunities***

Many students continue their studies at degree level at university. There are clear opportunities in academic and vocational areas. The course may lead to a career path in the Media or Film Industry or in areas such as Advertising, Marketing, Public Relations, Arts Administration and Management. Media Studies combines well with English, Humanities and Drama.

# Music

**Subject Leader: Mrs E Waterworth**

**0208 644 6307**

**Email: [ewa@glenthorne.sutton.sch.uk](mailto:ewa@glenthorne.sutton.sch.uk)**

## ***Choosing this Course***

This course follows the Edexcel specification and is designed to develop an all-round musician, expanding practical and theoretical knowledge covered at GCSE. You will be working to improve your performing skills by working towards an end of year recital which takes place at an external venue. This will be developed in one to one tuition with an instrumental teacher and you will be provided with part-funding to support you with the costs of being a musician.

You will learn how to compose your own music to a given brief and develop understanding of how to write for certain instruments and within certain styles. You will develop your knowledge of music and how other composers create masterpieces.

## ***Course Content***

### **Component 1: Performing Music**

This unit provides students an opportunity to showcase their performing skills on their main instrument. They will have to do a performance that lasts for 8 minutes and will have to be at Grade 6 standard and above.

### **Component 2: Composing**

This unit encourages students to develop their composition skills leading to the creation of a piece which is a free composition inspired by their own instrument. Students will also have to complete a composition technical brief provided by the exam board.

### **Component 3: Appraising**

This unit focuses on listening to familiar and unfamiliar music and understanding how it works. Set works from the anthology provide the focus of the exam, through listening and studying scores. They must be able to identify musical features through listening and write coherent essays about specific composers that they have studied throughout the course.

## ***Career Opportunities***

Students can continue their studies at degree level at university. Alternatively, it may lead to the following careers: Teaching, Music Therapy, Arts Administration, Performer, Composer, Arranger, Media and many more.

# Photography

Subject Leader: Miss S Watson

0208 644 6307 x 278

Email: [swn@glenthorne.sutton.sch.uk](mailto:swn@glenthorne.sutton.sch.uk)

## ***Choosing this Course***

The A level Photography course is ideal for any students who have strong interests in developing advanced skills in this very flexible area of Art and Design. This course will be of particular benefit to students who have developed a fascination with any area of the media and the analysis of the narrative image. This course would be well matched with other media orientated subjects such as Media Studies, Sociology and Art and Design.

## ***Course Content***

This course provides a broad based introduction to Photography Studies, focusing on thematic enquiry, expressive studies, an externally set assignment (component 2), contextual studies, problem solving, and an independent study.

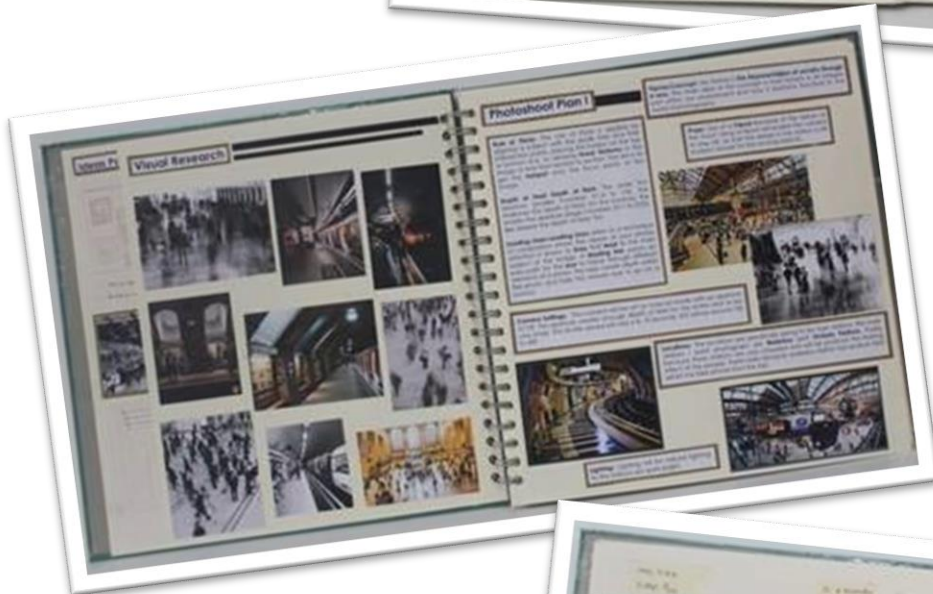
**Year 1** - The first year's focus is about developing technical ability and pushing the boundaries. The students are introduced to conceptual ideas to themes as well as good composition skills. At the start of the year they complete a series of workshops where they explore the formal elements and consider how these can be represented in digital and dark room photography. This project is then concluded in personal directions.

**Year 2** - This year develops the theory behind the work through component 1. The students develop a project based on a question of their own. Students will study theoretical aspects of photography through practical explorations, individual research and written work. They are encouraged to dig deep on this topic and develop visual responses. During this investigation students will be expected to pause and reflect on their findings and develop further.

It is vital that students are willing to visit galleries and collect resources independently. Students will be expected to cover some of the costs of materials and it would be to their advantage to own a 35mm camera and a digital camera.

## ***Career Opportunities***

Many avenues are available for students who continue their studies to degree level. A Foundation Diploma in Art is also an option to develop skills further in preparation for degree. It is important to be aware that for 1 term you would be expected to explore all areas of Art before being able to focus on your chosen area. There are clear and varied opportunities in practical and academic career paths, such as Advertising, Marketing, Art Teacher, Photographer (fashion/political/Fine Art), Film Assistant, Director, and any career that has visual elements like Magazine Editor.



# ***Physical Education***

Subject Leader: Mr D Castle

0208 644 6307

Email: [dca@glenthorne.sutton.sch.uk](mailto:dca@glenthorne.sutton.sch.uk)

## ***Choosing this Course***

This course has been designed to provide progression from GCSE PE and to provide a sound grounding for higher education. This course is ideal for students passionate about Health, Physical Activity and Sport. Students must play club level at least, in one sporting activity.

## ***Course Content***

### **Year 1:**

1. Physiological factors affecting performance
  - Applied Physiology, biomechanics and Exercise Physiology.
2. Psychological and socio cultural themes in physical education.
  - Skill Acquisition and Sport Psychology including classifications of skill and theories of information processing.
3. Performance in physical education (1 sport performance/coaching and Evaluation and analysis of performance for improvement).

### **Year 2:**

1. Physiological factors affecting performance (2 hour exam) **30%**
  - Applied Physiology, biomechanics and Exercise Physiology including Energy systems.
2. Psychological factors affecting performance (1 hour exam) **20%**
  - Skill Acquisition and Sport Psychology including aggression and theories of personality
3. Socio-cultural issues in physical activity and sport (1 hour exam) **20%**
  - Physical Activity, Modern Technology, History and origins of the Olympics, drugs and violence in sport.

Performance in physical education (1 sport performance/coaching and Evaluation and analysis of performance for improvement). **30%**

## ***Career Opportunities***

You will have access to a wide range of possible careers and higher education opportunities. You will learn and use a variety of transferable skills throughout the course. These skills are in great demand and are recognised by employers, universities and colleges as being of great value. The course provides an excellent foundation for students intending to pursue Higher Education in Sports Science and careers in Teaching and Coaching in the Leisure Industry, Recreation Management, the Health and Fitness industry and Professional Sport.



# Politics

**Subject Leader: Mrs N Seymour**

**0208 644 6307**

**Email: [nse@glenthorne.sutton.sch.uk](mailto:nse@glenthorne.sutton.sch.uk)**

## **Choosing this Course**

A Level Politics is a subject that, more than any other, explains the society in which we live. It is a vibrant and exciting subject because it is always changing, and it is relevant to almost every aspect of the world around us. This course gives you the opportunity to understand the processes and institutions at the heart of politics in the UK and beyond. We follow the Edexcel specification, and through this course you will gain and develop your skills in communication, debate, analysis and evaluation. Independent study and an interest in the news and current affairs are vital to success in this course. This course is well-matched with an A Level in History or English.

## **Course Content**

**Year 1** - The first year focuses on the system of governance in the UK. We study UK Politics, which includes topics such as democracy and participation, political parties, electoral systems, voter behaviour and the impact of the media. We also study UK Government which focuses the UK constitution, Parliament, the Prime Minister and the executive, and evaluating the relationship between the three branches of government. We also look at political theories: Conservatism, Liberalism, Socialism, and one other theory. The students are introduced to examination questions and techniques, and see Politics in action with a visit to Parliament and meetings with local MPs.

**Year 2** – The second year of the course builds on the skills and understanding students have developed in the first year. This year focuses on Comparative Politics. Students are encouraged to develop their analysis and evaluation by drawing links between the US system of the government and the UK; making connections, analysing differences, and drawing in new developments to reinforce their arguments. In both years of the course, students are encouraged to be critical of what they read, and by understanding a range of opinions, to form their own well-researched conclusions.

### **Assessment:**

All three papers are 2 hours and each is worth 33.3% of the A Level qualification.

**Paper 1** – UK Politics and Core Political Ideas

**Paper 2** – UK Government and Non-Core Political Ideas

Paper 1 and 2 follow the same structure:

1 x 30-mark source-based question (from a choice of two), 1 x 30-mark question (from a choice of two), 1 x 24-mark question on ideologies (from a choice of two)

**Paper 3** – Comparative Politics — US Politics

1 x 12-mark question (from a choice of two), 1 x 12-mark question (no choice, using a comparative theory), 2 x 30-mark question (from a choice of three)

**What do the exams assess?** All three exams assess three assessment objectives.

AO1 - **Demonstrate knowledge and understanding** of political institutions, processes, concepts, theories, issues.

AO2 - **Analyse** aspects of politics and political information, including relation to parallels, connections, similarities, differences.

AO3 - **Evaluate** aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions.

## **Career Opportunities**

Many students decide to extend their knowledge of politics by taking a university degree in the subject, or in a related area such as international relations, or a combined degree. This could then lead you to become involved in politics in a practical way – by working for a political research organisation, as an assistant to an MP, or even by seeking election to local government or parliament. If not, the skills you learn can be applied to a wide range of situations and disciplines. Selecting and analysing information, discriminating between viewpoints and making a strong arguments are all essential skills in career paths such as law, journalism, the media, teaching, and the civil service, as well as marketing, researching, public relations and public services such as the police force.

# ***Product Design***

**Subject Leader: Miss H Frater**

**0208 644 6307**

**Email: [hfr@glenthorne.sutton.sch.uk](mailto:hfr@glenthorne.sutton.sch.uk)**

## ***Choosing this Course***

This creative and thought-provoking qualification gives students the practical skills and theoretical knowledge to succeed in a number of careers. Especially those in the creative industries. They will investigate influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing prototypes of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

## ***Course Content***

This course provides students the opportunity to learn about contemporary technologies, materials and processes, as well as established practices. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

### **Year 1**

The first years focus is about developing students' understanding of Technical Principles and Design & Make Principles. Students will look at materials, production processes and the impact of cost and design. In 'Learning through Designing and Making' you will produce a portfolio of your own design using a range of materials and media.

### **Year 2**

In the second year, students will sit their exams and begin the NEA – Non-Exam Assessment focusing on practical application of technical principles, designing and making principles. Students produce a written or digital design portfolio and final prototype.

## ***Career Opportunities***

Design skills and the ability to visualise new ideas can be useful in many job families such as Marketing, Sales and Advertising, Arts & Design, Broadcast Media and Performing Arts, Journalism and Publishing, Construction, as well as Architecture, Engineering and Manufacturing.

# Psychology

Subject Leader: Mrs L Chau

0208 644 6307

Email: [lca@glenthorne.sutton.sch.uk](mailto:lca@glenthorne.sutton.sch.uk)

## ***Choosing this Course***

Psychology is the scientific study of the mind and behaviour. The aim of this course is to introduce you to the wide range of theory and research that make up the subject. It will also give you the opportunity to develop the skills of analysis, interpretation and evaluation.

The course will teach you to keep an open-mind and will appeal to anyone with an interest in learning why humans behave as they do and then understanding how psychologists apply their theories to real life.

## ***Course Content***

A-Level Psychology introduces students to the fascinating world of psychology, covering a variety of different approaches, issues and debates. Students will learn how psychologists conduct their research and about the applications of their work to the real world. Topics covered are:

Social Influence	Memory
Attachment	Psychopathology
Approaches in Psychology	Biopsychology
Research methods	Issues and debates
Schizophrenia	Cognition and development
Aggression	

## ***Career Opportunities***

Besides working as a professional psychologist, the following careers are also possible: social work, advertising, marketing, personnel management, teaching, nursing, physiotherapy, police service and sports management.

# Religious Studies

**Subject Leader: Mrs N Seymour**

**0208 644 6307**

**Email: [nse@glenthorne.sutton.sch.uk](mailto:nse@glenthorne.sutton.sch.uk)**

## **Choosing this Course**

You do not need to have studied Religious Studies at GCSE to choose this challenging and exciting option at A-Level!

Religious Studies is the study of ultimate truths and exploration of morality- what is truth? What is right and wrong? How should we live our lives and should religion or a belief in God affect that?

We cover a variety of life's big issues including the existence of evil, the existence of God and the exploration of key philosophers such as Plato, Socrates, Descartes, Nietzsche and William Paley. We also tackle issues including abortion, euthanasia and animal testing. The topics covered are not only relevant to what is happening in the world today but also foster a mature and thoughtful attitude that leads to academic success, self-awareness and an understanding of the very real world we live in.

Religious Studies is one of the country's fastest growing A-Level options. Colleges and Universities have reported favourably on students with qualifications in Religious Studies as it demonstrates an ability to handle and understand controversial issues competently and present ideas coherently and maturely.

## **Course Content**

The school follows the AQA A Level Religious Studies syllabus

### **Modules studies:**

**Unit 1- Philosophy of Religion and Ethics-** Philosophy of religion including arguments for and against the existence of God and assessing different ethical theories and their perspectives on ethical issues such as abortion, euthanasia and debating issues such as free will and moral responsibility.

**Unit 2- Study of Religion and Dialogues-** The study of Christianity including ultimate reality, life after death, the challenge of science, religious identity and sources of wisdom and authority.

### **Career Opportunities:**

All universities, including Oxford and Cambridge, highly regard RS as one of the traditional and highly academic subjects accepted for any University course, particularly Theology, Philosophy, Sociology, History, PPE, Politics, Psychology and Law. RS lends itself to many careers with its focus on people and functioning within society; careers include Media, Teaching, Care and Counselling, Business, Law and Politics.

# Science – Biology

Subject Leader: Miss P Holliday

0208 644 6307

Email: [pho@glenthorne.sutton.sch.uk](mailto:pho@glenthorne.sutton.sch.uk)

## **Choosing this Course**

If you want to know more about animals, plants and the human body, then our A Level Biology course will interest you. Find out about living cells and how main systems of the body work. Discover causes of many diseases and how the body's immune system fights back. Studying Biology opens up careers in scientific research or in the medical and caring professions.

## **Course Content**

We follow the OCR A Biology A-level course and the specification is divided into topics, each covering different key concepts of biology. Teaching of practical skills is integrated with the theoretical topics and they are assessed through the written papers.

Year 1	Year 2
Development of practical skills in Biology.	Development of practical skills in Biology.
Foundations in Biology.	Foundations in Biology.
Exchange and Transport.	Communication, Homeostasis and Energy.
Biodiversity, Evolution and Disease.	Genetics, Evolution and Ecosystems.

Practical activities are embedded within the learning outcomes of the course which contribute to the achievement of the Practical Endorsement as well as enhancing learners' understanding of biological theory and practical skills. Students studying Biology will develop a wide range of skills – mathematical skills, ICT, graphical and literacy skills.

## **Career Opportunities**

Medicine, Research Scientist, Nurse, Radiographer, Veterinary Surgeon, Paramedic, Teacher, Marine Biologist



# Science - Chemistry

Subject Leader: Miss G Funnell

0208 644 6307

Email: [gfu@glenthorne.sutton.sch.uk](mailto:gfu@glenthorne.sutton.sch.uk)

## **Choosing this Course**

Is it possible to discover a cure for cancer? How can we prevent global warming? What innovative new materials may we develop in the future? If these world changing questions have you thinking, then Chemistry A-Level is the course for you. Chemistry A-Level is highly valued by admissions tutors at all Russell Group Universities and is the perfect qualification to enable you to study Science at degree level or move into many other professional fields. By studying chemistry you will acquire a wide range of transferable skills and learn about ideas and concepts which address all the important questions in modern science.

## **Course Content**

The specification is divided into six units, each covering different key concepts of chemistry. Teaching of practical skills is integrated with the theoretical topics and they're assessed both through three written papers at the end of Year 13.

Year 1	Year 2
<b>Module 1</b> Development of Practical Skills in Chemistry	<b>Module 5</b> Physical Chemistry and Transition Elements
<b>Module 2</b> Foundations in Chemistry	<b>Module 6</b> Organic Chemistry and Analysis
<b>Module 3</b> Periodic Table and Energy	
<b>Module 4</b> Core Organic Chemistry	

Practical activities specified by the exam board are embedded throughout the course and contribute to the achievement of the Practical Endorsement as well as enhancing learners' understanding of chemical theory and practical skills.

## **Career Opportunities:**

Chemistry A-Level opens doors to many careers in the chemical industry, from research into green fuels to defense research with the Ministry of Defense. An understanding of Chemistry is essential for medicine, dentistry, veterinary science, forensic science, pharmacy, pharmacology, biochemistry, geology and archaeology.

# Science – Physics

Subject Leader: Mr D Scott

0208 644 6307

Email: [dsc@glenthorne.sutton.sch.uk](mailto:dsc@glenthorne.sutton.sch.uk)

## **Choosing this Course**

The course that we follow is the OCR Physics A course. If you want to know more about how the world and the universe works, then Physics is the course for you. It is designed to reflect Physics as it is practised and used today and give you a firm foundation for all physical science courses at university. Studying Physics gives you the opportunity to go into a wide variety of careers and if studied beyond A Level, will increase your earning potential significantly and make you a great problem solver.

## **Course Content**

Module 1 – Development of practical skills in physics

Module 2 – Foundations of physics – general numerical and analytical skills in physics.

Year 1	Year 2
Practical Skills	Practical skills
Foundations of physics	Foundations of physics
Module 3 – Forces and motion	Module 5 – Newtonian world and astrophysics
Module 4 – Electrons, waves and photons	Module 6 – Particles and medical physics

Modules 1 and 2 are embedded within the course of study over the 2 years. Practical skills are now a stand-alone pass/fail Practical Endorsement qualification where students build up a portfolio of practical work they have done over the 2 years.

Modules 1 and 2 are now examined within the context of modules 3-6 in all the written papers.

## **Career Opportunities**

Engineering, Medicine, Physics Research, Radiographer, Veterinary Surgeon, Teacher, Finance industry, IT industry, Accountancy.

# ***Sociology***

**Subject Leader: Mr N Go**

**0208 644 6307**

**Email: [ngo@glenthorne.sutton.sch.uk](mailto:ngo@glenthorne.sutton.sch.uk)**

## ***Choosing this Course***

If you have ever wondered why people act in the ways that they do, in the ways that they treat other people, in the opinions and values that they have then Sociology is the course for you. Sociology aims to explain why individuals and groups of people act in the different ways that they do, focusing on different perspectives of how society is structured.

## ***Course Content***

Sociology A-Level gives students an opportunity to study the world and people around them. The course introduces them to concepts and theories that demonstrate the unusual pattern of human behaviour and cultures that we see in our daily lives and around the world. Topics covered include:

- Education with theory and methods (Year One)
- Families and Households (Year One)
- Crime and Deviance with theory and methods (Year Two)
- The Media (Year Two)

Choosing to study Sociology at A-Level opens many doors to opportunities both in further study and going into the world of work. It is particularly well suited for those students wishing to continue to study at University in areas such as Sociology, Psychology, Social Science, Religious Studies, Theology, Philosophy, PPE and Anthropology.

## ***Career Opportunities***

Sociology is useful in a variety of careers as it centres upon people; it is useful where you will be working with others. Careers which welcome Sociology are Business, Teaching, Care Industries, Leisure, Law and Politics. Sociology is also recognised by all universities for a wide variety of studies including degrees in Law, History, Business and Psychology.

# ***Textiles***

**Subject Leader: Miss H Frater**

**0208 644 6307**

**Email: [hfr@glenthorne.sutton.sch.uk](mailto:hfr@glenthorne.sutton.sch.uk)**

## ***Choosing this course***

This course is designed to provide students with the skills, knowledge and experience to design and make textile/fashion products or garments. Students are given the opportunity to conduct independent research, whilst experimenting with media and techniques, culminating in a final outcome. This course is ideal for students who want to pursue a career in the creative industries in particular textiles or fashion or students who want to progress on to Art College to study for a foundation course in Art & Design or alternatively fashion/textiles.

## ***Course Content***

The course provides a broad based introduction to textile and fashion design. You will learn about the design cycle and how to design and develop a textile/fashion based product or garment from start to finish.

Year 1 -The first year will act as a foundation for the course. Students will be focusing on developing technical skills and knowledge such as pattern cutting and textiles printing. They will be introduced to a variety of new textiles techniques and processes through a series of workshops throughout the year. Students will then use this knowledge to explore their own personal creative path, culminating in a final project at the end of the year.

Year 2 – Students will use their prior knowledge and experience from year 1 to conduct independent research exploring their own chosen concept or theme. The basis of research will take the form of primary observational studies, contextual research into artists and designers as well as experimentation with various media's and techniques, culminating in a final piece. In addition to the above, you will also be expected to produce a body of research that will go towards an externally set assignment at the end of the year.

## ***Career Opportunities***

Students can continue their studies at degree level at University or an Art College. Alternatively, it can lead to a career in the following: fashion buying and merchandising, fashion design, garment technology, fashion forecasting, fashion journalism or indeed any creative path a student may choose to follow.

# ***Applied Business***

## **BTEC Level 3 National Extended Certificate**

**Subject Leader: Mr A Todd**

**0208 644 6307**

**Email: [ato@glenthorne.sutton.sch.uk](mailto:ato@glenthorne.sutton.sch.uk)**

### ***Choosing this Course***

A foundation diploma in Business is the equivalent to one A level and students can achieve a pass, merit, distinction or distinction \*; this will prepare them for a career in almost any organisation. Throughout the course students will gain a broad understanding of how businesses function and the activities in which they engage. This will range from how businesses advertise and market products to how they raise and manage their finances.

### ***Course Content***

The foundation diploma will introduce students to a wide range of business fields such as marketing, finance, recruitment and start-up. Over the two years students will complete 4 units which will develop their business skills and knowledge. Students completing their BTEC Subsidiary Diploma in Business will be aiming to go on to employment, often via the stepping stone of higher education. Therefore, this qualification was developed in close collaboration with experts from professional bodies, businesses and universities. Students will study a wide range of business areas and specialisms. Some units are compulsory and some are optional; the units are listed below, these may alter slightly throughout the course. Two of these units are examined externally and the remaining two are examined internally and are coursework based.

#### **Year 1**

Unit 2: Developing a Marketing Campaign: Synoptic External Assessment

Unit 3: Personal and Business Finance: Examination

#### **Year 2**

Unit 1: Exploring Business

Unit 8: Recruitment and Selection Process: Coursework

### ***Career Opportunities***

Following on from the qualification students may progress into business related careers such as marketing, management, accounting and finance, administration, customer services, IT or sales.

# ***The Dance Academy***

## **BTEC Level 3 Extended Certificate in Performance**

**Subject Leader: Mrs C Grant**

**0208 644 6307**

**Email: [cgr@glenthorne.sutton.sch.uk](mailto:cgr@glenthorne.sutton.sch.uk)**

### ***Choosing this Course***

This is a vocational 2-year course offering students the opportunity to work with professional dance practitioners who are currently working within the industry. This course is aimed at students who wish to embark upon a career in dance and performing arts and wish to apply to Dance Conservatoires or Universities. Places are granted through an audition.

### ***Course Content***

Compulsory units:

#### **Unit 3 Group Performance Workshop**

*You will be required to interpret and respond to a stimulus for a group performance.*

*You will need to apply personal management and collaborative skills to a group performance workshop process and then apply performance skills to communicate creative intentions during performance workshops. You will be required to review and reflect on the effectiveness of the working process and the workshop performance.*

#### **Unit 34 Developing Skills and Techniques for Performance**

*You will learn the role and skills of a performer, develop performance skills and techniques for live performance and apply performance skills and techniques in the jazz dance style.*

Optional units. These can include:

#### **Unit 10 Jazz Dance Technique**

#### **Unit 11 Street Dance Technique**

#### **Unit 12 Contemporary Dance Technique**

#### **Unit 22 Movement in Performance**

*You will develop skills and techniques in these styles. You will need to apply skills and techniques of these styles to a performance and review your personal development.*

Practical classes are led by Dance teachers and industry professionals who have trained at top dance degree schools such as London Contemporary Dance School and The Laban Centre, to West End performers, and RAD professionals.

### ***Career Opportunities***

Previous students have gone on to study dance at Roehampton, Chichester and Bath Spa, and at vocational dance schools such as London Contemporary Dance and the Laban Centre. It can also lead to a range of careers including: Teaching, Performing, Arts Administrator, Choreographer.



# ***Applied Health & Social Care***

## **BTEC Level 3 National Extended Certificate**

**Subject Leader: Mrs M Dale**

**0208 644 6307**

**Email: [mda@glenthorne.sutton.sch.uk](mailto:mda@glenthorne.sutton.sch.uk)**

### ***Choosing this Course***

This Level 3 course, which is equivalent in size to one A level, enables you to develop a broad understanding of health and social care sectors, principles and job roles. As well as classroom-based experience, you will attend regular work placements in local settings. You will also benefit from visits to different practice environments and practitioners will come into school to speak. Although broad in nature, the course is particularly suitable if you are interested in developing a career within health or social care services.

The National Health Service and social care sector provide more jobs than any other sector in the United Kingdom.

### ***Course Content***

This course is made of a combination of mandatory externally assessed units (58%), mandatory internally assessed units and two optional units.

**1** Human Lifespan Development External

**2** Working in Health and Social Care External

**5** Meeting Individual Care and Support Needs Synoptic Internal

**14** Physiological Disorders and their Care Internal

### ***Career Opportunities***

The course, in conjunction with other study, forms an entry route to a wide range of university courses, such as nursing, midwifery, social work, radiography, social sciences and primary teaching. It can also lead into a higher-level apprenticeship or straight into employment. Following this course does not tie you into the health and social care sectors; it gives transferable skills which are relevant to a varied range of courses and careers.

# ***Applied ICT***

## **BTEC Level 3 National Extended Certificate**

**Subject Leader: Mrs M Ononogbu**

**0208 644 6307**

**Email: [mon@glenthorne.sutton.sch.uk](mailto:mon@glenthorne.sutton.sch.uk)**

### ***Choosing this Course***

An extended certificate in Information Technology is the equivalent to one A Level and students can achieve a pass, merit, distinction or distinction \*; this will prepare them for a career in almost any organisation. This qualification is designed for learners who are interested in exposure to a range of IT topics in a two-year, fulltime course that meets all or part of the entry requirements for a course in IT related study in higher education.

### ***Course Content***

You will develop a common core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, computer systems in the modern world, managing and processing data to support business, using IT to communicate and share information, and the principles of designing and developing websites.

The objective of this qualification is to give learners the opportunity to develop their knowledge and skills in information technology systems, systems management and social media in business and programming. This will enable learners to progress to further study in the IT sector or other sectors.

Pupils who opt to take this course will study the following units:

Unit 1 – Information Technology Systems

Unit 2 – Creating Systems to Manage Information

Unit 3 – Using Social Media in Business

Unit 6 – Website Development

### ***Career Opportunities***

A distinction\* is the equivalent to an A\* grade whilst studying A-levels. There are many opportunities for students to continue their education after studying this course including studying at HND or HNC level. Students could also enter employment qualified to the level of an effective ICT user.

# ***Applied Media***

## **BTEC Level 3 National Extended Certificate**

**Subject Leader: Mr N Go**

**0208 644 6307**

**Email: [ngo@glenthorne.sutton.sch.uk](mailto:ngo@glenthorne.sutton.sch.uk)**

### ***Choosing this Course***

The Edexcel Level 3 BTEC National Extended Certificate in Media is a qualification which will extend a student's theoretical knowledge but mainly aims to provide a vocational emphasis to learning. The course is especially suitable for those students who have a strong enthusiasm for the media, and are especially eager to produce video work. Students will need to do considerable amounts of independent research and planning alongside practical work. The National Foundation Diploma is equivalent to 1 A Level. There is one exam unit and one timed externally assessed coursework.

### ***Course Content***

There are 4 units which are covered over the two years:

Unit 1 Media Representations (exam)

Unit 4 Pre-Production Portfolio

Unit 8 Responding to a Commission (timed external assessment)

Unit 10 Film Production

Unit 10 will lead to a short film, with the other units focusing on understanding the theory and planning skills that are needed to produce excellent pieces of practical work.

### ***Career Opportunities***

Career options could include being involved in the production and distribution for different media sectors, but this will also provide the opportunity for students to further specialise at higher education.

# ***Applied Music Technology***

BTEC Level 3 National Extended Certificate (Sound Engineering)

Subject Leader: Mrs E Waterworth

0208 644 6307

Email: [ewa@glenthorne.sutton.sch.uk](mailto:ewa@glenthorne.sutton.sch.uk)

## ***Choosing the course:***

This is a vocational music tech course that is ideal for anyone who enjoys recording and creating music or is looking to have a career in the music industry. It is a practical based syllabus, which develops students composing, listening, and music technology skills. This course is for students who want to know more about how Music is recorded, how sound can be manipulated and how Music technology has developed over time.

All students have the opportunity to have part-funded instrumental lessons which are taught by professionals.

## ***Course content:***

This course is equivalent to 1 A level qualifications where students can achieve the grades pass, merit, distinction and distinction\*.

Over the two years, students will complete 5 units.

- Unit 1- Live Sound
- Unit 2- Studio Recording Techniques
- Unit 6- DAW production
- Unit 13- Mixing and Mastering Techniques
- Unit 18- Working and developing as a Production Team

## ***Career Opportunities***

With this course, students will be equipped with the skills to gain entry onto a Degree course studying Music. Equally students may be equipped with the skills to enter into industry. Past students have gone on to study Music at the Institute of Contemporary Music, Bath Spa, Southampton, Chichester, Portsmouth, De Montfort, the Academy of Contemporary Music (ACM), Brighton Institute of Modern Music (BIMM) and many more.

# ***The Drama Academy***

## **BTEC Level 3 Extended Certificate in Performance**

**Subject Leader: Mrs L Cullum-Cargill**

**0208 644 6307**

**Email: [lcu@glenthorne.sutton.sch.uk](mailto:lcu@glenthorne.sutton.sch.uk)**

### ***Choosing this Course***

This is a vocational 2 year course offering students the opportunity to work within a semi-professional industry setting. This course is aimed at students who wish to embark upon a career in industry, apply to Drama School or study Acting or the Performing Arts at Higher Education Level. Places are granted through an audition process.

### ***Course Content***

**Unit 1- Investigation into Practitioners Work:** A written unit which explores the contrasting style of two different theatre companies – ‘Splendid Productions’ and ‘Frantic Assembly’.

**Unit 2- Developing Skill for Live Performance:** A practical unit which allows you to work as an ensemble to perform a scripted piece of theatre (Mark Ravenhill’s ‘Citizenship’) – During this time you will track and evaluate your development as a performer.

**Unit 3- Group Performance Workshop:** A practical unit where you will be provided with a stimulus by the examination board and will be expected to devise a piece of theatre based on that stimuli. You will be required to track your progress at three intervals along the process.

**Unit 19 -Acting Styles:** A practical unit where you will explore the work of three different theatre practitioners (Brecht, Stanislavski and Berkoff). You will perform monologues, duologues or group performances in the style of each practitioner. During this time you will track and evaluate your development as a performer.

### ***Career Opportunities***

With a Level 3 National Extended Certificate in Performing Arts, students will be equipped with the skills to apply to Drama School or gain entry onto a Degree course studying the Performing Arts, Musical Theatre or Drama. Equally students may be equipped with the skills to enter into the industry. Past students have gone on to study Drama at Exeter University, Chichester University, Rose Bruford Drama School and The Guildford School of Acting.

# ***Applied Sport***

## **BTEC Level 3 National Extended Certificate**

**Subject Leader: Mr H Griffin**

**0208 644 6307**

**Email: [hgr@glenthorne.sutton.sch.uk](mailto:hgr@glenthorne.sutton.sch.uk)**

### ***Choosing this Course***

The Edexcel Level 3 BTEC Extended Certificate in Sport is a qualification which can extend a learner's programme of study and provide vocational emphasis. This course is especially suitable for those students who have prior knowledge of physical education course, including GCSE PE and other vocational courses. Students will be expected to work with enthusiasm and effort throughout the two year course and be committed to completion of independent research. The assignments will be linked very closely to the theoretical knowledge gained in lessons which will be both classroom based and practical. The Extended Certificate is equivalent to 1 A Level. There is an exam on the topic of Anatomy and Physiology and Fitness Training and programming as well as practical coursework which needs to be sent off to be assessed.

You are expected to have a passion for Sport as well as gaining good results at both English and Science at GCSE. GCSE PE is a favourable requirement.

### ***Course Content***

There are **FOUR** units which are covered over the two years. Three out of the four units are mandatory, with two of these being examined externally.

#### ***Unit 1 and Unit 2 are examined externally***

Unit 1, Anatomy and Physiology.

Unit 2, Fitness Training and Programming for health, sport and well-being.

Unit 3, Professional Development in Sports Industry, is linked to careers and job opportunities in the sporting sector.

#### ***Other Units***

Unit 7, Practical Sports Performance

### ***Career Opportunities***

Career options could include working in sports centres, gymnasium or activities centre as well as coaching and instructing sports/activities. Past students have gone on to study Sports Science at Portsmouth, St Marys and Brunel universities.