



# BROOKE WESTON ACADEMY SIXTH FORM PROSPECTUS



**THINK  
AGAIN**

A valued member of the

**Brooke Weston Trust**





"Students are at the heart of Brooke Weston Academy. Every aspect of what we do is focussed on maximising their potential and opening up a lifetime of opportunities."

**Shaun Strydom,**  
Principal

## Dear Prospective Sixth Former,

I am delighted that you are considering spending the next two years studying in our Sixth Form at Brooke Weston Academy.

I am very aware of the wide range of choices available to you as you consider your options. Different types of institution, course and subjects make this a hugely important time.

**As you make the exciting decision of where to study next, the following questions are critical:**

Do I want to join an outstanding Sixth Form?

Do I want to join a Sixth Form with a history of outstanding results?

Do I want to study in excellent facilities?

Do I want to join a Sixth Form with outstanding pastoral care?

Do I want a Sixth Form experience that prepares me for University life?

I believe Brooke Weston Academy provides the answers to all of these questions and I wanted to highlight some of the benefits of choosing to study here.

Students are at the heart of Brooke Weston Academy. Every aspect of what we do is focussed on maximising their potential and opening up a lifetime of opportunities. We have been incredibly successful at achieving this over nearly 30 years. Our grading of Outstanding by Ofsted and our leadership of the Brooke Weston Academy Teaching School all reflect the commitment of this Academy to academic success.

There is no doubt that, should you choose to study at Brooke Weston Academy, you will work hard, but you will be supported every step of the way by a dedicated team of teachers, staff and tutors, all working together to make sure you exceed your potential.

I know that moving from school to a different Sixth Form can be daunting but here at Brooke Weston Academy you will be supported and receive a highly effective induction into both the Sixth Form and post-16 study.

**Shaun Strydom**  
Principal





**Firstly, thank you for considering Brooke Weston Academy for your Sixth Form journey. We hope you find the information outlined here helpful in supporting you over these next few months while you make your post-16 choices.**

We are incredibly proud of our Sixth Form provision here at Brooke Weston. With over 20 course options available, delivered by staff who are experts in their field, we are confident that studying with us will open a multitude of doors for you, whatever your chosen path may be.

Should you choose Brooke Weston for your Sixth Form education you can be sure that your teachers will set the bar high for you, pushing

you to achieve excellence in both your academic and extra-curricular endeavours. In return, you can be sure that your wellbeing and achievement are at the heart of everything we do here, we are truly committed to providing you with a well-rounded experience that fully prepares you for your next steps.

**Caity Brennan**  
Director of Sixth Form



# THE BROOKE WESTON TRUST

Proven track record: 30 years of making a difference



## Brooke Weston Academy is a valued member of the Brooke Weston Trust

The mission of the Trust is 'to transform educational performance in the communities where we work, to improve student achievement by removing the barriers to learning and providing opportunities for personal development.'

Brooke Weston Trust was established in 2018 and is led by our CEO, Dr Andrew Campbell. BWT is a family of schools,

each with its own unique character. However, we all share a culture of high expectations and ambition for all – this is 'The BWT Way'.

Our schools, primary and secondary, are based in Northamptonshire and Cambridgeshire. As a family, we regularly collaborate with each other to drive towards providing the best educational

opportunities and life chances for our young people. This means that staff and students from across BWT work together to support each other, share best practice and try new ideas.

Over each academic year there are many opportunities for students from all our schools to meet, compete and celebrate success together.







# WHY CHOOSE US?

Our Sixth Form is a key part of Brooke Weston Academy and although we do things a bit differently, compared to others, it is clearly successful with outstanding results being achieved year after year...

Over 80 per cent of our Sixth Formers go onto University with the rest entering high quality apprenticeships or the world of work. Every year our Sixth Formers join a range of exciting courses at high quality Universities, including Russell Group Universities. We have a fantastic track record of supporting students to Oxford or Cambridge. Whatever your goal, ambition or dream Brooke Weston Academy and its committed Sixth Form Team is determined to help you achieve it.

Our facilities are outstanding with a dedicated Sixth Form study area, well-equipped library and extensive IT, sporting, dance, drama and learning facilities. All of this is set in a fantastic campus near Corby. We have an extensive bus network that serves the surrounding area.

We offer a wide range of A Levels and vocational courses and feel strongly that the Sixth Form is about more than just academic study. This is an Academy with a heart and soul. Our extensive IEC programme helps you develop skills, characteristics and experiences that will help you succeed at University. Opportunities include

triathlon training, placements in local primary schools and work experience. Extra-curricular activities take place after school every day and we have a wide range of exciting trips, expeditions and enrichment opportunities for the Sixth Form. These include trips to far flung destinations which have included Peru, Africa and Borneo.

"Students make outstanding progress because of consistently high-quality teaching, teachers' exemplary use of assessment, rigorous tracking, sharply focused interventions and excellent support and guidance."

Ofsted



# STUDYING AT BROOKE WESTON

At Brooke Weston Academy we work hard to ensure that the transition from Year 11 into the Sixth Form enables our students to develop the specific skills they need to achieve their target grades and broaden their experiences.

Sixth Form students will enjoy more independence in their learning. We recognise that students have many demands on their time and we will work with them to ensure that they are able to experience a range of activities alongside their academic studies.

Students joining us in Year 12 visit the school individually with their parents as part of the application process. Following the publication of GCSE results, they will be invited to a special

familiarisation day prior to the main Sixth Form induction day. Here they will meet other new students and have the opportunity to get used to the building, choose their options and adjust to the expectations at Brooke Weston Academy.

## Career guidance and support

Careers education and guidance is provided as part of the curriculum and we have our own on-site advisor who can guide on all matters relating to the world of work. This includes information on career opportunities,

university courses, personal statements, educational references and preparing CVs and job applications, apprenticeships and substantial one-to-one support for those seeking employment. All services are delivered impartially in line with Government requirements.

Tutors, the of Sixth Form Team and the careers advisor are all available to assist students in making choices for universities and they will be guided and helped through the UCAS application process at every stage.





# COURSES WE OFFER

Look below to see the range of A Level courses we offer to find one that's right for you.

## Art

A Level Fine Art

## Business

A Level Business

Cambridge Technical Level 3 Extended Certificate in Business

## Design Technology

A Level Design & Technology: Product Design 3D

## English

A Level English Language

A Level English Literature

A Level Media Studies

## Humanities

A Level Geography

A Level History

A Level Politics

A Level Psychology

A Level Religious Studies

A Level Sociology

## ICT

A Level in Computer Science

Cambridge Technical Level 3 Extended Certificate in IT

## Mathematics

A Level Mathematics

A Level Further Mathematics

Core Mathematics – Mathematical studies

## Modern Languages

A Level French

## Performing Art

A Level Dance

A Level Drama

## Physical Education

Cambridge Technical Level 3 Extended Certificate in Sport and Physical Activity

Cambridge Technical Level 3 Extended Certificate in Health & Social Care

## Science

A Level Biology

A Level Chemistry

A Level Physics

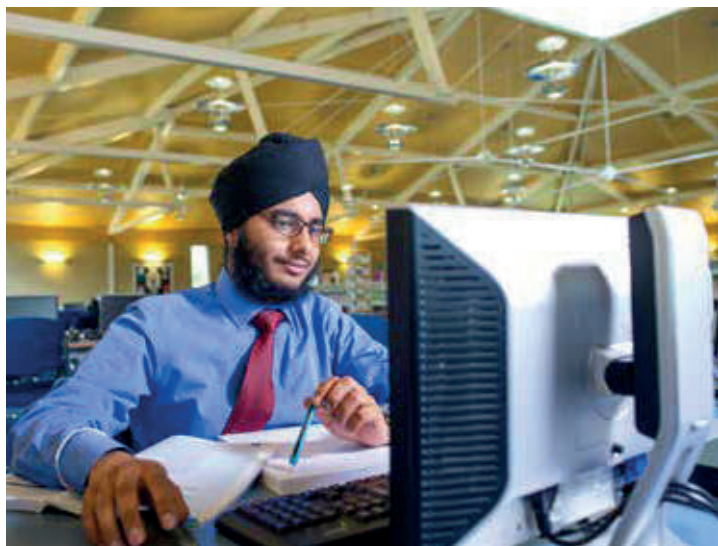
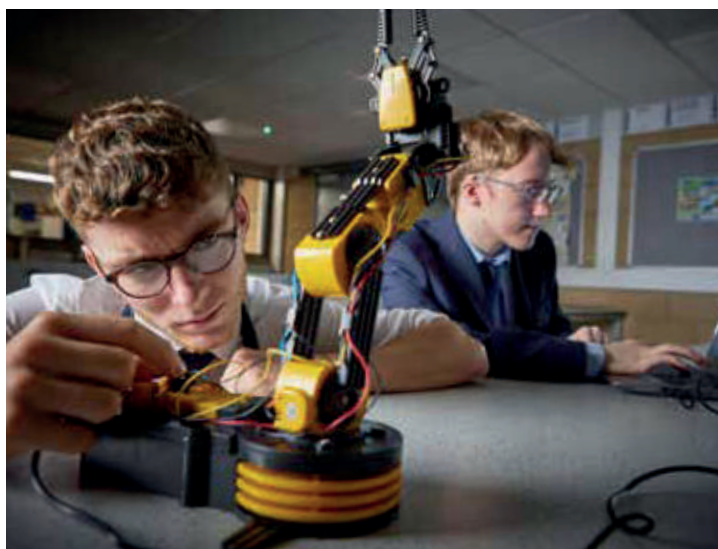
Cambridge Technical Level 3 Extended Certificate in Science





"We have state-of-the-art science laboratories, an electronics studio, wood and metal workshops, dedicated textile and cookery rooms, a drama studio, a dance studio, a music technology suite and music practice rooms."

# OUR FAC







# FACILITIES

## WORKING ENVIRONMENT

**W**e are very proud of our building and facilities, which are constantly refurbished and kept in pristine condition and visitors are usually surprised that the building is 30 years old. Everyone benefits from working in a clean and cared-for environment.

Brooke Weston Academy is set in acres of well-maintained grounds that are invaluable for both sports and nature study. The building is also exceptional and built in a pentagon around a central courtyard. Each two-storey section is connected by a glass link block.

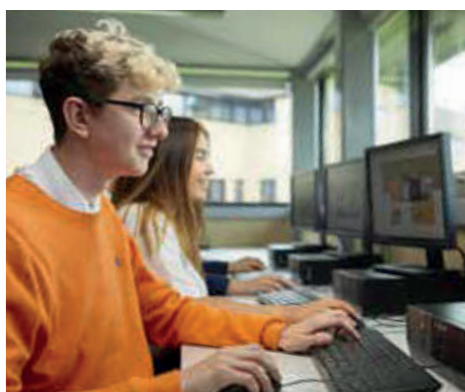
Each department has a designated corridor and contains a study area with computers and soft seating.

Specialist facilities are excellent. We have state-of-the-art science laboratories, an electronics studio, wood and metal workshops, dedicated textile and cookery rooms, a drama studio, a dance studio, a music technology suite and music practice rooms.

The Newman Library has a stunning location within BWA and offers a calm environment conducive to



learning, with over 20,000 resources including fiction and non-fiction books, newspapers, magazines and journals, DVDs and web subscriptions, as well as 72 computers available to students and staff. We also have a 300-seater theatre, a smaller lecture theatre and a boardroom.



Sports facilities are also excellent. The indoor sports hall has all the usual facilities and equipment that you would expect. There are also all-weather sports pitches, plus cricket nets and other grass pitches which are used by both students during the day and by the community at evenings and weekends.

Our restaurant provides a wide choice of delicious breakfasts and lunches although students can bring their own food in if they wish.



# INSPIRATION, ENDEAVOUR & COMMUNITY

## IEC PROGRAMME

The IEC was developed in response to an increasing demand by universities and employers for students with 'employability' skills such as leadership, organisation and management skills alongside their academic qualifications.

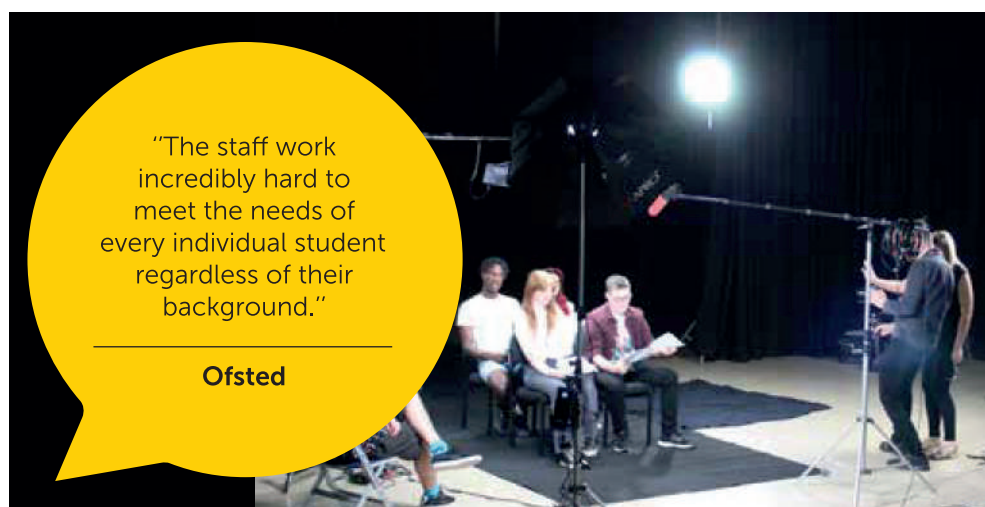
Inspiration is any activity that allows a student to display creativity around

the arts, music and performance. Endeavour can include participation in individual and team sports, taking part in expeditions and involvement in local or international projects. Community is involvement in helping others and includes voluntary work.

Activities on offer on our IEC enrichment programme include:

Professional Placement; Primary School Placement; Lower School Mentoring; Community and Volunteer Work; Duke of Edinburgh's Award Scheme; Sports Teams; Charity Fundraising Team; Engineering Education schemes; Library Internship and a lively Debate Team.

Activities offered are subject to student and teacher commitment and may be subject to change.





## Year 12 students appointed as new student leaders for BWA

Congratulations to our Year 12 students who have been appointed as the Brooke Weston Academy student leaders for the coming year;

Jack-Brent Thomas, Head Student; Marcus Ciobanu, Academic Leader; Michelle Mushipe, Diversity Leader; David Obembe, Charity Leader and Inez Kubiarczyk, Wellbeing Leader.

The initial application process involved a written letter of application in response to the job descriptions of their chosen role as well as producing a narrated PowerPoint presentation sharing their vision for BWA. Members of the Senior Leadership team interviewed the successful applicants who were selected to progress from the initial applications.

Jack-Brent and Marcus, who both joined Brooke Weston in Year 7, are hoping to make a real difference to school life.

Jack-Brent, who is studying English Language, Business and Geography, said, 'Head Student was always the goal for me, but I really didn't expect to be selected given that everyone else competing was so strong. I knew it would be challenging and something very different as well as a fantastic opportunity to make new friends and be part of a team. During my time as Head Student, I would like to become a friendly face around the school and someone people can trust and rely on to get things done. I want to have a genuine impact and ensure that everyone feels happy, safe and educated. I would encourage anyone who would like to apply to be a student leader in the future to go for it.'

Marcus, who has ambitions to study Mathematics at Cambridge University and pursue a career in the Finance sector, is currently studying Maths, Further Maths, Physics and Computer Science. He said, 'I felt that I would be

a good fit for the Academic Leader role because of my own academic achievements so far. My main goal is to help others achieve their academic goals and make sure the school is doing all they can to enable students in doing so. Alongside this, helping the other members of the student leadership teacher goals and getting feedback from students through student voice is important. There is already a big focus on academics in BWA and the ethos around hard work, dedication and diligence definitely creates an environment that is great for studying and achieving grades to back that up.

Mitchelle, David and Inez, all joined BWA relatively recently at the start of Year 12. Mitchell, who is planning to study medicine at University, is currently studying Maths, Biology and Chemistry.

She said, 'I applied for the role of Diversity Leader because I value the act of inclusivity. When I found out I had been selected, I was overwhelmed and excited. I believe that the role will help me to form one community at BWA where everyone feels safe, welcomed and are free to be who they are. I hope to be able to host events and assemblies that will promote diversity and make a change during the time that I am Diversity Leader. You are surrounded with a lot of support at BWA, and you never feel like you are on your own.'

David, who intends to pursue a career as a software engineer, is studying Maths, Business and Computer Science.

He said, 'I decided to apply for the Charity Leader role because I am passionate about contributing to the betterment of my local community. The role also allows me to develop my public speaking skills and further develop my organisational skills.

I was very excited, and felt honoured to have been selected. I have three main goals, which are to solidify an ethos of social responsibility, build more partnerships with local charities and foster a culture of volunteerism. I am ready to start working with the rest of the team and to start implementing impactful initiatives to make a significant difference in school and within the community.'

Inez, who is studying Art, Design & Technology and Psychology, plans to study Architecture or Interior Design at university.

She said, 'I decided to apply for the role of Wellbeing Leader as I have gained an understanding on the subject through studying Psychology. I was delighted and excited to be selected, and I am eager to raise awareness around Mental Health issues. I hope to make all our students feel welcome and safe in the school environment and a place that our students will look forward to attending.'

Science teacher and Lead of Culture, Ethos & Wellbeing at BWA, Sammy Hallybone, said, 'It is always a very difficult position to decide which students have demonstrated the high-level personal attributes to gain a student leadership role, but this year the calibre of application was exceptional! I am so proud of the students and excited about what they can do as a team. They are eloquent, accomplished beyond their years, and most of all passionate about BWA and what it can become with their help. The new student leaders will be introducing themselves in assemblies and hitting the ground running letting BWA students know about further improvements that have been made as a result of their wonderful engagement in student voice.'

## LOOKING FORWARD TO MEETING YOU!



Our Sixth Form team comprises Director of Sixth Form **1. Caity Brennan** Director **2. Dave Clarke**. Post-16 Co-Curriculum Co-ordinator **3. Louise Hegarty** and Senior Student Support Officer **4. Mandy Cheatley**, who are all highly experienced, approachable professionals with the best interests of our students at heart.

They look after all aspects of your Sixth Form experience at Brooke Weston Academy to ensure that your time here is a happy and productive one.



The Art department offers two exciting Post 16 courses. Students are encouraged to experiment with ideas and materials within a nurturing environment which promotes maturity. The support of subject specialist teachers enables students to reach a new breadth of creativity in their work.

The department contains a variety of specialist equipment including: oil and acrylic paints; print making; a kiln for firing ceramics, a darkroom for processing traditional black and white photography, digital SLR cameras and a photography studio for students' use.



#### **Courses offered in Art:**

- ▶ A Level Fine Art

## **A Level Fine Art**

### **Exam Board**

AQA

### **Assessment**

Coursework and Examination

### **Overview**

Students are required to work in one area of fine art: drawing; painting; mixed media; illustration; print making. Four Units will be studied over a two year period; three units will make up the coursework component 1 and one unit will be the controlled externally set component 2. Students will explore a number of resources, workshops and materials during the first term to give a firm basis in the techniques and expectations involved at A Level. The study of artists will aid understanding of the art world and we expect students to visit various art galleries independently during the course.

Evidence of research and development of ideas that link their work in a meaningful way to relevant critical /contextual materials are expected in their portfolio of work. Research and experimentation will culminate in the creation of a major final piece reflecting the journey they have taken through their assignment. At the end of each year students' work will be displayed in the school's annual Art exhibition open to the public. Students can choose to specialise in photography.

### **Units studied**

**Component 1:** Coursework and 1000-3000 word Dissertation  
(60% of the total A2 marks)

**Component 2:** Controlled assignment  
(40% of the total A2 marks)

### **Future pathways**

There are a wealth of career opportunities following art-based A Levels in the creative industries at higher education. Including: artist, art therapist, interior decorator, architect, art teacher, print maker, illustrator, fashion designer, gallery curator, graphic designer, layout designer, website designer, set designer, theatre designer and costume designer amongst many others.





The Business department consists of specialist Business teachers who plan and deliver lessons in a number of dedicated ICT suites, each containing up-to-date equipment including PCs, scanners, laser printers and interactive whiteboards.

The department also has an extensive library of software ranging from word processing, spreadsheet, presentation and database applications to audio visual, animation and desk top processing. This allows students a wide range of choice in how to produce work in order to satisfy learning outcomes.



#### **Courses offered in Business:**

- ▶ A Level Business Studies
- ▶ Cambridge Technical Level 3 Extended Certificate in Business
- ▶ Certificate in Financial Studies

## **A Level Business**

### **Exam Board**

Edexcel

### **Assessment**

100% Externally-set written examination

### **Overview**

This is a two year course which enables students to gain a broad understanding of business and how businesses operate in the wider world. Students will develop skills of analysis and evaluation as well as applying their knowledge to a variety of case study situations.

### **Units studied**

#### **Paper 1**

Marketing, people and global business  
(35% of the total A2 marks)

#### **Paper 2**

Business activities, Discussions and Strategy  
(35% of the total A2 marks)

#### **Paper 3**

Investigating business in a competitive environment  
(30% of the total A2 marks)

### **Future pathways**

There are many university courses which give students the opportunity to specialise in one particular area of business, such as marketing or marketing and finance. Business students have a wide range of career opportunities available to them, from financial management to marketing and commerce and human resources management.

# Cambridge Technical Level 3 Extended Certificate in Business

**Exam Board**  
OCR

## **Assessment**

50% Coursework and 50% External Examinations

## **Overview**

This course offers students the opportunity to explore the world of business with the completion of five units, created in collaboration with leading businesses. The qualification explores all aspects of the business world including practical activities – ideal for a wide range of learning styles.

## **Units studied**

**Unit 1:** Business environment (Exam – Double weighting)

**Unit 2:** Working in business (Exam)

**Unit 4:** Customers and communication (Coursework)

**Unit 5:** Marketing and research (Coursework)

**Unit 8:** Introduction to Human Resources

## **Future pathways**

Students of Business go on to study a range of subjects at degree level. Many university courses offer Business modules which this course would support Business is a valuable subject over a range of careers. A Level Business provide students with an understanding of the way that businesses and organisations operate and could therefore be applied to virtually any career.







The Design & Technology department has two well-equipped workshops; a specialist electronics room; excellent ICT facilities that include CAD/CAM; and a dedicated textiles suite and fully equipped Food Technology room which gives our students access to a wide variety of manufacturing and catering processes.

**Courses offered in Design Technology:**

- ▶ A Level Design & Technology: Product Design - 3D

## A Level Design & Technology: Product Design - 3D

**Exam Board**  
Edexcel

### Assessment

The Subject Content for Design and Technology has been put together by the DfE, which worked with major stakeholders including Dyson, the Design and Technology Association (DATA) and the Royal Academy of Engineering. The content is split into three sections:

- ▶ Core technical principles
- ▶ Core design and making principles
- ▶ Specialist knowledge

The A Level subject content has a new requirement to include maths and science knowledge, skills and understanding. At least 15% of the written examination must assess mathematical skills at GCSE level (for example, ratios, number, percentages and geometry). Science skills required include Newton's laws of motion, Hooke's law and Ohm's law as appropriate to the designed product.

### Overview

Coursework is now known as Non-Examined Assessment. There has been a reduction in weighting from 60% to 50% of the qualification. All students need to produce a design and make project at A Level, • a final prototype(s) based on a design brief developed by the Learner

### Units studied

**Component 1:** Principles of Design and Technology. Written exam, externally assessed • 2 hours 30 minutes • 50% of qualification • 120 marks. The paper includes calculations, short open and open response questions, as well as extended-writing questions focused on: • Analysis and evaluation of design decisions and outcomes, against a technical principle, for prototypes made by others • Analysis and evaluation of wider issues in design technology, including social, moral, ethical and environmental impacts. • Students must answer all questions. • Students must have calculators and rulers in the examination. Content is Topics 1 - 12

**Component 2:** Independent Design and Make Project. • Non-examined assessment, internally assessed and externally moderated • 50% of qualification • 120 marks.

### Future pathways

Students have progressed onto further degree / HND courses that span Architecture; Interior Design; Industrial & Product Design; Engineering and Computer Aided Design. Students have also successfully gained places on prestigious apprenticeships that include BAE Systems.



The ability to communicate effectively in both speech and writing is a necessity for everyone in all aspects of life, not just for those students who are considering reading English at university. A Levels in English and Media Studies encourage students to explore the different ways in which we communicate meaning. Our courses enable students to develop their critical and analytical reading and research skills.

We view A Levels as an opportunity for students to become independent learners who have the courage and conviction to have individual views. We challenge our students to be creative thinkers and active participants and speaking and listening skills are an essential aspect of all the A Levels we offer.



#### **Courses offered in English:**

- ▶ A Level English Language
- ▶ A Level English Literature
- ▶ A Level Media Studies

## **A Level English Language**

### **Exam Board**

AQA

### **Assessment**

Coursework and Examination

### **Overview**

This A Level English Language specification will enable students to build on the skills they've developed at GCSE by engaging creatively and critically with a wide range of texts and discourses. The course will enable development of a range of different skills such as data analysis, discursive essays, directed writing, original writing and research-based investigative writing. The skills taught include critical reading, data analysis, evaluation, the ability to develop and sustain arguments and a number of different writing skills which are invaluable for both further study and future employment. It is important for students considering this option to understand that the course is considered a social science with accompanying theory and discussion.

### **Units studied**

**A2 Paper 1: Language, the Individual and Society** – written exam of 2 hours 30 minutes which is worth 40% of the A Level grade.

**A2 Paper 2: Language Diversity and Change** – written exam of 2 hours and 30 minutes which is worth 40% of the A Level grade.

**A2 Non-exam assessment – Language in Action** – assessed by teachers and moderated by AQA. It is 20% of the A Level.

### **Future pathways**

This course is particularly suitable for those students who wish to study English Language, Linguistics or English Studies in higher education. An A Level qualification in English Language is useful for students aiming to pursue a career in publishing, teaching, journalism and the media. Some areas which have traditionally attracted English Language students include advertising, marketing and PR, arts administration, library and information management, the legal profession and speech therapy.





## A Level English Literature

### Exam Board

AQA Lit A

### Assessment

Coursework and Examination

### Overview

This two year course encourages students to develop interest in and enjoyment of English Literature, through reading extensively and widely, as well as critically and independently – across centuries, genre and gender. Students are expected to purchase numerous books and critical material over the course and also see a range of dramatic performances to enhance their experience of the texts and contexts in which the works were conceived or adapted. Students will be given audits per term of tasks to complete and a comprehensive reading list which they are expected to read, either with their teacher or as independent study.

### Units studied

**A2 Paper 1: Love through the Ages** – Poetry and Prose 3 hour written exam which is worth 40% of the A Level grade.

**A2 Paper 2B: Modern Times** – Literature from 1945 to the Present Day – Poetry, Prose and Drama – 2 hour 30 minute written exam which is worth 40% of the A Level grade.

**A2 Non-exam assessment: Independent Critical Study** – Texts across Time – Assessed by teachers and moderated by AQA, which is worth 20% of the A Level.

### Future pathways

Students of English literature go on to study a wide range of subjects at degree level including English literature, English language, performing arts, history, journalism, philosophy, law, sociology and media studies. Many students find that their A Level in English Literature helps them to gain a career in publishing, teaching, journalism, and literary criticism. Some areas which have traditionally attracted English Literature students include advertising, marketing and PR, arts administration, library and information management, the legal profession and the media.

## A Level Media Studies

### Exam Board

OCR

### Assessment

Coursework and Examination

### Overview

With a focus on innovation, creativity and enterprise, this two year course seeks to ensure that students have a full understanding of the new media which dominate the contemporary landscape by enabling students to use and produce such media in their coursework.

### Units studied

#### Unit 1:

Media Messages (35% of total A Level grade) Written exam of 1 hour 45 minutes. This paper tests your knowledge of newspapers, magazines, print and online advertisements and music videos.

#### Unit 2:

Evolving Media (35% of total A Level grade) Written exam of 2 hours. This paper tests your knowledge of radio, video games, film audiences and industry practices.

#### Unit 3/4:

Making Media (30 % of total A Level grade). Coursework based on a brief set by OCR.

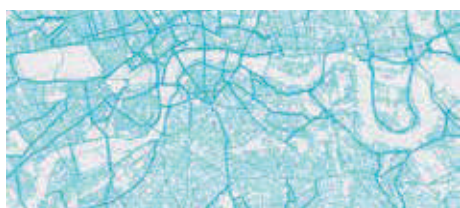
### Future pathways

Students of Media Studies go on to study a wide range of subjects at degree level including: Media and Communication, English, Cultural Studies, History, Film Studies, Film Production, Journalism, Marketing and more. An A Level in Media Studies opens up many opportunities to gain a career in advertising, marketing, web design, journalism, radio, TV and new media.



The Humanities department offers a range of humanities and social science subjects at GCE A Level. The A Level subjects taught in the department are traditional subjects which are held in high regard as academic disciplines and are, therefore, looked upon very favourably by both employers and universities.

All Humanities subjects focus on human behaviour and experience and through studying them you will gain knowledge and understanding of different cultures and beliefs and a better understanding of current world issues. They also develop essential study skills, such as critical and creative thinking, debating and evaluating.



#### Courses offered in Humanities:

- ▶ A Level Geography
- ▶ A Level History
- ▶ A Level Politics
- ▶ A Level Psychology
- ▶ A Level Philosophy and Ethics
- ▶ A Level Sociology

## A Level Geography

### Exam Board

AQA

### Assessment

Externally set examination and coursework

### Overview

This course encourages students to develop an interest in and enjoyment of the world around them, challenge perceptions and stimulate investigative and analytical skills. The course is varied and includes a residential experience and day field trips to a variety of locations. Please note that the field trips, including the residential, are mandatory and will incur a cost.

### Units studied

Students study a breadth of units which span both the physical and human aspects of the subject. Physical geography units focus on:

- ▶ **Hazards** – by exploring the origin and nature of lithospheric and atmospheric hazards, students engage in the relationships between people and the environments they occupy. Seismic activity, volcanicity, storms and fires in nature form the basis of the unit.
- ▶ **Coastal environments** – the dynamic environments of coastal zones are explored to develop an appreciation of the beauty, diversity and importance of coasts. Coastal processes, landforms and the management of the coast allows enquiring minds to develop and offers opportunities for fieldwork data collection
- ▶ **Water and carbon cycles** – this core unit focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. The fundamental interactions between people and the balance within these stores allows for the implications of flooding and climate change to be understood. Further opportunities for fieldwork are offered in this unit.

### Human units focus on:

- ▶ **Contemporary urban environments** – the ubiquitous processes of urban growth and change are examined in order to understand issues associated with them. Engaging with these themes allows for an appreciation of diversity, the importance of environmental sustainability as well as social cohesion. Further opportunities for fieldwork are offered in this unit.



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► **Changing Places** – as a core human unit, Changing Places focuses on people's engagement with places and their experiences. Factors and processes which impact upon how places change and develop over time are studied and two areas in places of contrasting economic development, demographic and cultural background and political and economic organisation form the basis of much of the unit which, again, offers further opportunities for fieldwork.

► **Global Systems and Global Governance** – this core unit focuses on globalisation and the factors considered to be the driving forces behind change in recent decades. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them. Issues studied include, but are not restricted to, those which are linked to unequal flows of people, development, conflicts and power relations.

Students also complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student and is assessed through the completion of an extended investigation write up, marked by teachers and moderated by AQA. This element of the course contributes 20% of the overall grade achieved.

## Future pathways

Geography students go on to study a wide range of subjects at University as geography is seen as both a science and an arts subject. Qualifications in geography allow students to gain a career in many professional areas. Geographers are highly prized by employers as they have scientific, written and verbal skills.

They have the ability to research, work independently and develop arguments. Traditional areas which have attracted geographers are, architecture, oceanography, biogeographical fields, climatology, resource management, engineering, cartography including GIS, retail management, town planning, countryside management and journalism.

## A Level History

### Exam Board

AQA

### Assessment

Coursework and Examination

### Overview

This two year course focuses on Tudor England and Weimar and Democracy and Nazism – Germany 1918-1945. There is also an opportunity to study another historical period for the coursework unit.

### Units studied

**Component 1:** Breadth Study – The Tudors: England 1485-1603 (40% of the total A Level marks)

**Component 2:** Democracy and Nazism – Germany 1918-1945 (40% of the total A Level marks)

**Component 3:** Historical Investigation – A personal study based on a topic of the student's choice. (20% of the total A Level marks)

### Future pathways

History is useful for students planning to take higher education courses in history, American studies, international relations and law. It is also recognised as important for developing research skills. History A Level develops skills that can help students enter many careers, some of which directly relate to history but many of which do not. These include law, journalism, broadcasting, the civil service, teaching, the police force, publishing, personnel work, banking, management, social work, insurance and accountancy.



## A Level Politics

### Exam Board

AQA

### Assessment

The course is assessed by 100% exam. There will be 3 examination papers to be sat, one for each module. Each paper will be marked out of a possible 77 marks and will each be 2 hours in length.

### Overview

Lively, relevant, controversial... there are many ways to describe A-level Politics. There's no denying that it's one of the most interesting and engaging qualifications you can choose. Covering news and current affairs from the UK and US, it helps you understand how the UK country is run and develops research, written communication and debate skills. It also helps grow your confidence. It's ideal if you're considering studying politics, sociology, ethics, advertising or journalism at university and is highly regarded by employers in industries including politics, international organisations, the media, government and the civil service.

### Units studied

**Unit 1:** Government and politics of the UK

**Unit 2:** Government and politics of the USA and comparative politics

**Unit 3:** Political ideas

### Future pathways

The course develops a variety of transferrable skills which will be truly suited to a variety of careers and future pathways such as studying politics, sociology, history, international relations, ethics, advertising or journalism at university and is highly regarded by employers in industries including politics, international organisations, the media, government and the civil service.

## A Level Psychology

### Exam Board

AQA

### Assessment

Externally Set Examination

### Overview

In this two year course, students will develop a broad knowledge and understanding of the core areas of psychology through a range of topics chosen for their accessibility and popularity.

### Units studied

**Unit 1:** Introductory topics in psychology. (33.3% of the total A Level marks). This includes social influence, memory, attachment and psychopathology.

**Unit 2:** Psychology in context. (33.3% of the total A Level marks). This includes approaches in psychology, biopsychology and research methods.

**Unit 3:** Topics in psychology (33.3% of the total A Level marks). This includes issues and debates in psychology and three optional studies relationships, forensic psychology and schizophrenia.

### Future pathways

Students of psychology go on to study a wide range of subjects at degree level including clinical psychology, forensics, counselling, health, occupational, sport and exercise, teaching and research. The majority of chartered psychologists specialise in clinical but counselling and forensic psychologists are increasing in popularity. Most of these careers tend to involve working with clients on a one-to-one basis whilst others are more research based.

## A Level Philosophy and Ethics

### Exam Board

OCR

### Assessment

Externally Set Examination

### Overview

Philosophy, Ethics, Development in Christian thought  
This is an extremely interesting yet rigorous course in which students study a range of different philosophical, ethical and theological ideas and theories. The students will develop a greater understanding and appreciation for Christian beliefs and teachings, as well as the disciplines of ethics and philosophy. Units include ancient philosophical influences such as Plato, Aristotle and Aquinas as well as more contemporary works; the application of ethical theories to contemporary issues, such as euthanasia and workplace practices; and Christian beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world.

### Units studied

**Unit 1:** Philosophy of religion (33.3% of the total A2 marks)

**Unit 2:** Religious ethics (33.3% of the total A2 marks)

**Unit 3:** Development in Christian thought (33.3% of the total A2 marks)

### Future pathways

Students completing philosophy and ethics papers in religious studies can go on to study a wide range of subjects at degree level, including English literature, history, philosophy, law, sociology and anthropology as well as theology and religious studies. An A Level in religious studies is highly valued in personnel work, law, medicine, education, librarianship, media and social services, including the police force. As with any subject in the area of humanities, students acquire a great range of skills such as analysis, interpretation, critical thinking and the ability to produce extended evaluative pieces of writing

## A Level Sociology

### Exam Board

AQA

### Assessment

Externally Set Examination

### Overview

Sociology is the study of societies and the way that they shape people's behaviour; beliefs, and identity. This two year course has been designed so that students will acquire a knowledge and understanding of central aspects of sociological thought and methods, together with the application of a range of skills that may be applied in other subject areas.

### Units studied

**Unit 1:** Education with Theory and Methods (33.3% of the total A Level marks)

**Unit 2:** Topics in Sociology - Families and households and mass media (33.3% of the total A Level marks)

**Unit 3:** Crime and Deviance with Theory and Methods (33.3% of the total A Level marks)

### Future pathways

Sociology is accepted for admission to a wide range of university degree courses in the social sciences (e.g. social policy, social work and education), the arts, humanities and business studies. It is also accepted for training courses in health and social care, human resource management, leisure and tourism, journalism, the police and legal professions. Sociology A Level can lead directly to a career in social work, nursing, the police force or other professions where an understanding of people is an asset. The skills it develops are also valued for a variety of professions from human resource management to journalism.





The ICT department consists of a number of dedicated ICT suites, each containing up-to-date equipment including PCs, scanners, laser printers and interactive display boards. The department also has an extensive library of software ranging from word processing, spreadsheet, presentation and database applications to audio visual, animation and desk top processing.

This allows students a wide range of choice in how to produce work in order to satisfy learning outcomes. We have also invested in a number of digital still and video cameras in addition to green screen capabilities allowing for special effects to be created. In addition open study areas, the library and a wireless network allows students to access their work both in and out of lessons.

#### Courses offered in ICT:

- ▶ A Level in Computer Science
- ▶ Cambridge Technical Level 3 Extended Certificate in IT

## A Level in Computer Science

### Exam Board

OCR

### Assessment

1 exam and 2 controlled assessments

### Overview

The Computer Science qualification is relevant to the modern and changing world of computing. The course focuses on programming and emphasises the importance of computational thinking as a discipline. The qualification has an expanded maths focus, much of which is embedded within the course and has computational thinking at its core. This helps students to develop the skills to solve problems, design systems and understand human and machine intelligence.

### Units studied

The Computer Science A Level covers a range of core skills in Units 1 and 2. The optional units offered to complete this qualification are ones which, based on past experience, students find highly motivating.

**Unit 1:** Computer Systems – Exam

**Unit 2:** Algorithms and programming – Exam

**Unit 3:** Programming project – Internally assessed and externally moderated controlled assessment coursework. Within the project candidates will be expected to investigate and solve a problem using programming techniques.

### Future pathways

Students of Computer Science can go on to study a range of subjects at degree level. Many university courses offer Computer Science degrees which this course would support and lead on from. Computer Science is a valuable subject over a range of careers including web development, computer programming and software development. There are very few careers for which Computer Science would not be a useful supporting qualification.

## Cambridge Technical Level 3 Extended Certificate in IT

### Exam Board

OCR

### Assessment

3 exam and 2 Coursework units

### Overview

The Cambridge Technical Level 3 Extended Certificate in IT encapsulates a wide range of theoretical and vocational skills and is an ideal foundation for learners entering the workplace. It is delivered using real-world examples in which learners can apply the relevant theory using case studies. The extended certificate is equivalent to one A Level.

### Units studied

The theory that is covered in the three core units (1, 2 and 3) cover a wide spectrum of subjects and include computer hardware, software and applications, information storage and how organisations use information, cyber threats, vulnerabilities and risks for both individuals and organisations.

**Unit 1:** Fundamentals of IT – Exam

**Unit 2:** Global Information – Exam

**Unit 3:** Cyber Security – Exam

**Unit 8:** Project Management – Internally assessed externally moderated

**Unit 9:** Project Management – Internally assessed externally moderated

### Future pathways

Students of ICT go on to study a range of subjects at degree level. Many university courses offer ICT modules which this course would support. Other students are given opportunities on apprenticeships or within employment for a range of organisations. ICT is a valuable subject over a range of careers and there are very few careers for which ICT would not be a useful supporting qualification.



The Mathematics Department gives students the opportunity to study A Level Mathematics and Further Mathematics. Maths is a facilitating subject, which means it is more frequently required for entrance to University degrees and, as such, leaves students with a wide array of options when leaving post 18 studies.

The study of Mathematics develops a range of logic, problem solving and thinking skills that are transferable to many different subjects and contexts. If you would like to study Mathematics at degree level it is recommended that you also complete a Further Maths A Level.

#### Courses offered in Maths:

- ▶ A Level Mathematics
- ▶ A Level Further Mathematics
- ▶ Core Mathematics – Mathematical Studies

## A Level Mathematics

### Exam Board

Edexcel

### Assessment

Examination at the end of Year 2

### Overview

The two year course provides students with a thorough grounding in Pure Mathematics, Mechanics and Statistics. The course is split into three main sections: Pure Maths (2/3 of the content), Statistics (1/6 of the content) and Mechanics (1/6 of the content).

### Units studied

**Pure Maths:** Proof, algebra and functions, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, numerical methods and vectors.

**Statistics:** sampling, data presentation and interpretation, probability, statistical distributions and statistical hypothesis testing.

**Mechanics:** Quantities and units, kinematics, forces and Newton's laws and moments.

### Future pathways

Problem solving, analytic and data interpretation skills mean that Mathematicians are suitable for a range of jobs in Finance, HR, Science, Engineering and Computing. Students of A Level Mathematics also go on to study a wide variety of subjects at degree level, ranging from law to engineering. It is recommended that students wishing to study Sciences at university have at least an AS Level qualification in Mathematics.





# MATICS

## A Level Further Mathematics

### Exam Board

Edexcel

### Assessment

Examination at the end of Year 2

### Overview

The two year course provides students with the opportunities to study some wider aspects of Mathematics. It will develop critical thinking and non-routine problem solving skills alongside the ability to adapt to different situations and contexts. Matrices and complex numbers are just two areas which are investigated on this course. The applied units studied are designed to develop logical problem solving through the use of algorithms.

### Units studied

**Pure:** Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors, Polar coordinates, Hyperbolic functions, Differential equations.

**Further Pure 1:** Further trigonometry, Further Calculus, Further differential equations, Coordinate systems, Further vectors, Further numerical methods and Inequalities.

**Decision 1:** Algorithm and graph theory, Algorithms on graphs, Critical path analysis and Linear programming.

### Future pathways

Further mathematics is a highly desirable qualification for students who wish to study Mathematics or Engineering at university and is recommended for Maths applicants at Oxford and Cambridge. Further Maths is a facilitating subject and can lead to a wide array of degree courses. Furthermore it is seen as very useful in jobs in Finance, HR, Science, Engineering and Computing.

## Core Mathematics – Mathematical Studies

### Exam Board

Edexcel

### Assessment

This course is assessed with two exam papers at the end of Year 12.

### Overview

This course helps to develop students' mathematical skills and thinking and supports courses such as A Level Psychology, Sciences, Business and Geography as well as technical and vocational qualifications.

You will study personal finance.

### Entry Requirements

This course is open to students who have gained a grade 5 or above in GCSE mathematics

### Units studied

Students sit two papers. Paper 1 is compulsory for all students. Students then sit one of three paper 2s:

We have chosen paper 2A – Statistical Techniques.

### Future pathways

This course is aimed at students who are not taking A Level mathematics but who wish to develop their mathematical skills beyond GCSE with a view to perhaps taking a degree course or apprenticeship that would benefit from recent exposure to mathematics.



Success in a Modern Foreign Language is becoming more and more important due to the rich and diverse culture around us. Having a language will improve students' chances of getting a good job and a place at a top university.

The languages department encourages students to work independently in preparation for Higher Education and will provide them with learning opportunities that enable them to showcase their talents. The department offers A Level courses in French and Spanish and is fortunate in having experienced staff, including native speakers.

The department also has the support of language assistants, who are able to give additional help with spoken language and conversation in their respective languages.



#### Courses offered in MFL

- ▶ A Level French
- ▶ A Level Spanish

# MODERN FOREIGN LANGUAGES

## A Level French or Spanish

### Exam Board

AQA

### Assessment

Externally-set Examination

### Overview

This course seeks to extend and develop the four skills learned at GCSE, namely Reading, Listening, Speaking and Writing. At the same time, and equally importantly, students are expected to develop their grammar skills and their knowledge of the societies in those countries where these languages are spoken and their understanding of the problems and challenges that these societies face. In this context, students will find themselves discussing such diverse cultural topics as:

- ▶ 1. Social issues and trends
- ▶ 2. Political and artistic culture
- ▶ 3. Grammar

### Units studied

**Unit 1:** Reading, Writing and Listening 50%

**Unit 1:** Writing 20%

**Unit 1:** Speaking 30%

### Future pathways

In an increasingly globalised world, employers value not only the linguistic and communication skills, which are the backbone of the A Level course, but also the ability to understand other cultures and alternative ways of thinking, which are an integral part of language study. Modern Languages give graduates highly marketable skills and languages graduates develop careers in many sectors of the economy, including marketing, business and commerce, finance and banking, advertising, public relations, communications and transport.





# PERFORMING ARTS

## A Level Dance

### Exam Board

AQA

### Assessment

Coursework and external Examination

### Overview

This course reflects both historical and current dance practices and inspires a lifelong passion and appreciation for dance. A range of styles and sources are studied for choreography and performance, with students given the choice to perform and choreograph in a style of their choice for the group work, providing it meets the assessment criteria.

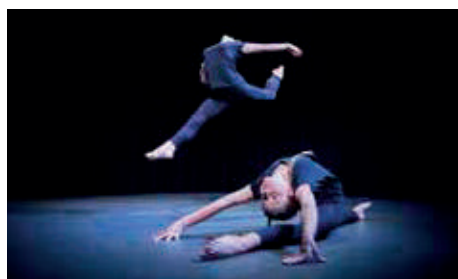
### Units studied

**Topic 1:** Practical Exam (50% of A2 Marks)

**Topic 2:** Written Exam (50% of A2 Marks)

### Future pathways

A Level Dance is a dynamic qualification which encourages students to develop their creative, performance and theoretical knowledge and ability alongside transferable skills such as team working, communication and problem solving. All of these are sought after skills by higher education providers and employers, and will help young people to stand out in the workplace, whatever their choice of career.



## A Level Drama

### Exam Board

Edexcel

### Assessment

Coursework and external Examination

### Overview

An A Level in Drama and Theatre studies allows students to develop a variety of dramatic and theatrical skills – including performing, directing and critical evaluation – alongside an understanding and appreciation of drama and theatre in a social, cultural and historical context.

The course is taught through a practical and theoretical context which allows students to develop their understanding of the origins of Theatre and develops their practical skill.

### Units studied

**Component 1:** Devising 40% of qualification

**Component 2:** Text in Performance 20% of qualification

**Component 3:** Theatre Makers in Practice 40% of qualification

### Future pathways

A Level Drama and Theatre Studies will allow students to successfully develop strong analytical and creative skills, gain a thorough understanding of drama and theatre and have an ability to communicate effectively with others.

All of these are sought after skills by higher education and employers and will help young people to stand out in the workplace whatever their choice of career.

A qualification from the Performing Arts Department demonstrates total commitment to a particular study or hobby. Performers will have spent many hours on their own, and in groups, rehearsing to improve their skills. If students wish to teach dance, drama or music or else to perform, it is a vital course.

Performing arts develop transferable skills: students' listening skills will enhance the aural perception needed in languages; their performing skills develop confidence in performing to an audience, which is very useful when planning a career in law or media; and the arts also provide an excellent discussion point in interviews. Through devising and creating personal work, students' abilities to sensitively critique, evaluate and act upon feedback to improve will be expanded; giving life skills essential for all career paths.

All performing arts students are exposed to national professional performances, broadening their outlook and offering experiences to enable them to become a well-rounded individual. If students are creative and looking for an A Level to express themselves, which offers practical opportunities to devise and compose, then they should consider a performing arts qualification at Key Stage 5.

### Courses offered in Performing Arts

- ▶ A Level Dance
- ▶ A Level Drama



The Physical Education department has a wide range of resources that fully meet the needs of students studying physical education at both core and examination level.

In practical areas, students have access to a fully equipped sports hall, dedicated fitness equipment, two AstroTurf pitches, a high quality rugby pitch, a high quality football

pitch, five tennis courts, three netball courts and access to theatre for dance activities.

Work in the classroom is supported by the latest technology to ensure the curriculum is developed to meet the learning needs of all our students. The curriculum is also supported by visits to performance level facilities at local Universities, local sports facilities and professional clubs.

#### Courses offered in Physical Education:

- ▶ Cambridge Technical Level 3 Extended Certificate in Sport and Physical Activity
- ▶ Cambridge Technical Level 3 Extended Certificate in Health & Social Care

## Cambridge Technical Level 3 Extended Certificate in Sport and Physical Activity

### Exam Board

OCR

### Assessment

Coursework and External Assessment

### Overview

A Cambridge Technical is a vocational qualification at Level 3 that is the equivalent of one A Level and provides a sound basis for those wishing to follow a career in sport. This two year course provides an introduction to a wide range of areas within the sporting sector. The course is taught through a practical and theoretical context and is suited to students looking to build a career in sport or to progress to Higher Education.

### Units studied

**Unit 1:** Body systems and the effects of physical activity

**Unit 2:** Sports coaching and activity leadership

**Unit 3:** Sports organisation and development

A further two or three units will be selected from optional units in Year 13. Mandatory units make up 240 guided learning hours. 360 are needed for the qualification in total.

### Future pathways

The OCR Cambridge Technical in Sport will help students gain a career in all sports related vocational fields including exercise and fitness, coaching and teaching, sports development and sports and leisure management. Students of sports studies go on to study a wide range of subjects at degree level including, physical education, recreation management, sport science, teaching and social science.

## Cambridge Technical Level 3 Extended Certificate in Health and Social Care

### Exam Board

OCR

### Assessment

Coursework and Examination

### Overview

A Cambridge Technical is a vocational qualification at Level 3 that is the equivalent of one A Level and provides a sound basis for those wishing to follow a career in health, social care or child care. The course develops skills and understanding that are directly relevant to these careers.

### Units studied

**Unit 1:** Building positive relationships in health and social care (Coursework)

**Unit 2:** Equality, diversity and rights in health and social care (Exam)

**Unit 3:** Health, safety and security in health and social care (Exam)

**Unit 4:** Anatomy and physiology for health and social care (Exam)

**Unit 9:** Learning difficulties (Coursework)

**Unit 10:** Nutrition (Coursework)

### Future pathways

Students who achieve this qualification will be prepared to enter a variety of HND or degree level courses in health, social care and early years care-related subjects. For example, a student achieving a Cambridge Technical Level 3 Introductory Diploma in Health and Social Care, supported by a suitable A Level subject, and wishing to progress to further qualifications in the health sector, may undertake a qualification in one of the following areas: professions allied to medicine; complementary healthcare; sports health or dietetics.





# SCIENCE

A Level science is extremely popular at Brooke Weston Academy with a large proportion of students going on to study science-based degrees at university including medicine, dentistry and veterinary science. Students are taught by subject specialists, many of whom began their careers working in industry.

Within all three sciences students will be given the opportunity to work with some sophisticated equipment such as that required in Biology for Gel Electrophoresis; within chemistry

students will produce and analyse aspirin using thin layer chromatography and in physics they will use a Rubens tube for demonstrating standing waves in musical instruments.

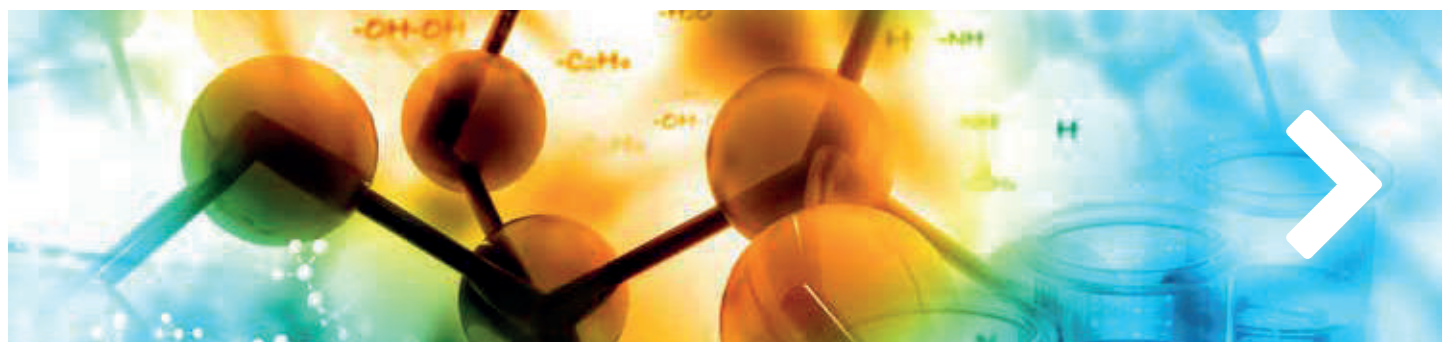
We further develop students' spectroscopy skills through our work with the Royal Society of Chemistry and Leicester University, plus their biological knowledge by entering students into the British Biology Olympiad. We also study particle physics at CERN, Geneva in addition to the 'Sciences in Action' conferences held at Warwick University.

Biology, Chemistry and Physics are very popular choices amongst students at A Level. All three subjects adopt an applied approach, where every topic is set in the context of a real life situation. Students are encouraged to apply their knowledge and use it in context, a skill which is valuable in many careers.

Students completing these courses will also have developed high levels of practical skills suitable for use in any type of laboratory work.

## Courses offered in Science:

- ▶ A Level Biology
- ▶ A Level Chemistry
- ▶ A Level Physics





## A Level Biology

**Exam Board**  
OCR

### Assessment

Externally set examination alongside practical endorsement

### Overview

The course provides an exciting, innovative approach to teaching and learning biology. It achieves this by developing ideas and concepts which are taught through contemporary topics, designed to motivate students, in the context of real life applications of biology. Examples of the use of basic biological principles are taken from the contexts of health and everyday living, technology and the environment. Students will have opportunities to use relevant apparatus and techniques to develop and demonstrate specific practical skills.

These skills will be built through a minimum of 11 identified practical activities and are integrated with the theoretical topics and they are assessed through the written papers. The assessment outcomes will be reported separately on students' certificates alongside the overall grade for the qualification.

### Units studied

**Module 1:** Development of practical skills in biology

**Module 2:** Foundations in biology

**Module 3:** Exchange and transport

**Module 4:** Biodiversity, evolution and disease

**Module 5:** Communication, homeostasis and energy

**Module 6:** Genetics, evolution and ecosystems

### Future pathways

Biology is often an essential requirement for higher education courses in medicine, dentistry, agricultural sciences, anatomy, animal sciences, biochemistry, biological sciences, biotechnology, ecology, genetics, food science, microbiology, natural sciences, occupational therapy, physiotherapy and veterinary science.



## A Level Chemistry

**Exam Board**  
OCR

### Assessment

Externally set examinations alongside practical endorsement

### Overview

The course provides an exciting, innovative approach to teaching and learning chemistry. It achieves this by developing chemical ideas in the context of real-life applications of chemistry. The specification relates modern-day applications of chemistry and current research to the concepts needed for the study of chemistry at A Level.

The chemical ideas and skills are developed by means of a Chemical Storyline, leading laboratory practical work, research activities and data analysis. The course has been designed to build up understanding of chemical ideas in a gradual way and in a range of different contexts. The students will have opportunities to use relevant apparatus and techniques to develop and demonstrate specific practical skills.

The students will have opportunities to use relevant apparatus and techniques to develop and demonstrate specific practical skills.

### Units studied

**Module 1:** Development of practical skills in chemistry

**Module 2:** Foundations in chemistry

**Module 3:** Periodic table and energy

**Module 4:** Core organic chemistry

**Module 5:** Physical chemistry and transition elements

**Module 6:** Organic chemistry and analysis

### Future pathways

Chemistry is an essential requirement for higher education courses in medicine, dentistry, agricultural sciences, animal sciences, biochemistry, biological sciences, biotechnology, chemical engineering, chemical physics, earth sciences, geology, human sciences, materials science, ecology, genetics, food science, microbiology, natural sciences, pharmacology, occupational therapy, physiotherapy, pharmacy and veterinary science.





## A Level Physics (OCR-A Salters Horners Advanced Physics)

### Exam Board

OCR

### Assessment

Externally assessed examination alongside practical endorsement

### Overview

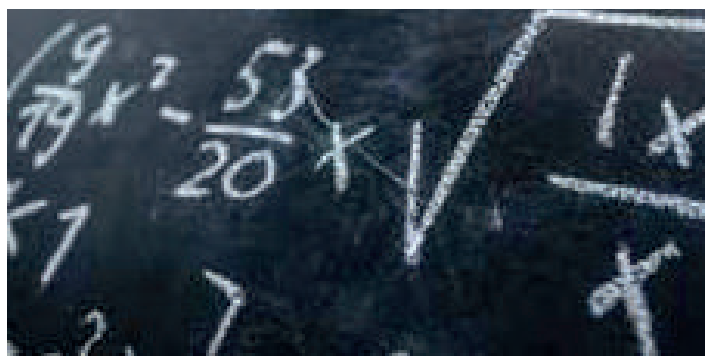
Physics in the sixth form is both exciting and challenging. Invaluable skills such as problem solving, practical work, communication of ideas, mathematical application and self-study are all developed due to the variety of activities and teaching methods used. OCR A provides a wide topic base which begins with building on fundamental ideas of forces and motion, and electrons and waves. In year 13 these concepts are developed further to study exciting fields such as astrophysics, nuclear physics, medical physics, and electromagnetism.

### Units studied

- ▶ Module 1: Development of practical skills in physics
- ▶ Module 2: Foundations of physics
- ▶ Module 3: Forces and motion
- ▶ Module 4: Electrons, waves and photons
- ▶ Module 5: Newtonian world and astrophysics
- ▶ Module 6: Particles and medical physics

### Future pathways

Physics can be extremely useful for architecture, all engineering fields, computer science, a range of medical fields, material science, communications and technology.



## Cambridge Technical Level 3 Extended Certificate in Science

### Exam Board

OCR

### Assessment

Coursework and Examination

### Overview

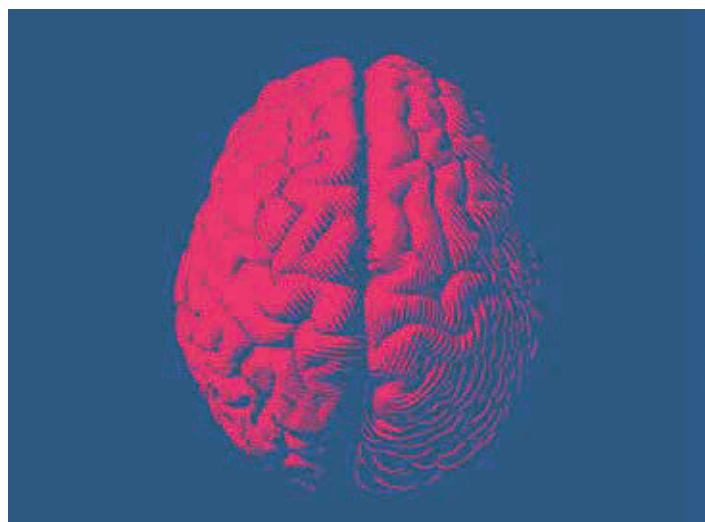
This is a two year course, designed to provide the underpinning knowledge, understanding and skills to progress into further education, or into vocational science careers. The course covers the fundamentals of science in biology, chemistry and physics, as well as more specialised topics such as microbiology. The course is assessed by a combination of examinations and coursework.

### Units studied

- ▶ Science Fundamentals (Exam)
- ▶ Laboratory Techniques (Exam)
- ▶ Control of Hazards in the Laboratory (Coursework)
- ▶ Microbiology (Coursework)
- ▶ Product Testing Techniques (Coursework)

### Future pathways

Completing this applied science course leads to students being able to study a wide range of subjects, including forensic science, nursing, sport science and environmental science.





**Q Will all the courses listed in this booklet take place?**

We hope to be able to offer all the courses listed in this booklet. However, if there are insufficient numbers to allow a course to run then we will endeavour, where possible, to offer an alternative. There may also be some changes to the offering as a result of staffing and timetabling constraints and changes made to specifications by the Awarding Bodies.

**Q Is it possible to select two subjects from the same option block?**

Lessons in the same option block take place at the same time so it is not possible to, for example, take two subjects in option block A. Where possible, we try to construct the blocks to maximise the choice and to suit the largest proportion of students. Unusual combinations of subject can result in a "clash" in this way.

**Q When will I have to make my final option choices?**

Your final choices do not have to be made until you have your GCSE results. You will get the opportunity to attend a fifteen minute consultation session with your parent/guardian and a senior member of staff to ensure the choices made are the most appropriate for you and your future aspirations.

**Q How do my parents get a message to me?**

If anyone needs to contact you during the day, they should ring the main reception and leave a message. Your name will appear on the screen so you can collect the message. If the message is urgent, a member of the administration staff will attempt to locate you if you are timetabled to be in a lesson.

**Q How often will my parents be informed of my progress?**

You will receive an interim report twice a year. In addition to this, you will get a tutor report once in each year. We hold a parents' consultation evening during the course of the academic year.

**Q Are Sixth Formers allowed to leave during the day?**

It is not possible to leave during the day unless you have a medical appointment or driving lesson. In both cases, a note from your parent/guardian will need to be shown to your tutor and reception in order to gain exit. These should not be arranged during timetabled lessons (including structured study lessons).





The Post 16 options day will allow you to attend subject presentations by departments to give you a feel for the subjects you are considering.

**Q Is it possible to use my own laptop or tablet on the internal network?**

It is possible to use your own laptop on our network. There is a requirement to sign up to a set of terms and conditions to allow this to happen. Certain restrictions will be placed on what you are able to do. We reserve the right to remove this facility at any time in order to maintain the security of the network.

**Q What ICT facilities are available to me when I am not in lessons?**

The first point of call should be the library where there are banks of computers dedicated for Sixth Form use. Laptops can also be borrowed for use around the building on the wireless network. Study areas can also be used for work.

**Q How will I access the ICT facilities?**

You will be issued with a unique username and password. This will give you access to our network, filtered Internet access and to your personal email account.

**Q Who do I go to if I have a problem?**

Curriculum issues should be addressed to your teacher or to the Head of Department. Pastoral issues should be referred to your tutor. The Sixth Form Team is also able to help with any issues you might have.

**Q What happens if I am unhappy with my subject choices after a short period of time?**

If you decide early during the first term of Year 12 that you may have made the wrong choices, you should discuss this initially with your subject teachers, tutor and Director of Sixth Form. In most cases, you will be able to change course without too much difficulty although, of course, you would need to catch up on work missed from the new course.

**Q What is the Russell Group of Universities?**

The Russell Group is an organisation of Oxford, Cambridge, the University of Birmingham, the University of Bristol, Cardiff University, the University of Edinburgh, the University of Glasgow, Imperial College London, King's College London, the University of Leeds, the University of Liverpool, the London School of Economics & Political Science, the University of Manchester, Newcastle University, The University of Nottingham, Queen's University Belfast, the University of Sheffield, the University of Southampton, University College London and the University of Warwick.

The aims and objectives of The Russell Group are to promote the interests of Universities in which teaching and learning are undertaken within a culture of research excellence and to identify and disseminate new thinking and ideas about the organisation and management of such institutions. [www.russellgroup.ac.uk](http://www.russellgroup.ac.uk)



## **"A CARING AND HIGHLY SUCCESSFUL ACADEMY"**

Shaun Strydom, Principal

### **APPLICATIONS PROCESS**

To apply for a place at Brooke Weston Academy, please apply via our website. Join our Sixth Form – Brooke Weston Academy.

Our admissions policy can be found on our website.

 @BWAcademy2016  
[www.brookeweston.org](http://www.brookeweston.org)

