



**AMBITION  
ENDEAVOUR  
SUCCESS**

# HEADTEACHER'S WELCOME

Many thanks for considering Forge Valley Sixth Form for the next phase of your education. I am confident that our Sixth Form will provide you with an amazing educational experience and that you will flourish both academically and as an individual.

Forge Valley Sixth Form is founded on the principles of ambition, endeavour and success. Our students are encouraged to have high aspirations and develop the belief that resilience and hard work will deliver success. The quality of our provision is measured not only in terms of our consistently "Good" Ofsted grading, but also the number of our students who go onto the UK's top universities.

We offer both a highly academic and vocational curriculum. Our range of subjects and qualifications enable students to access a very broad range of professions in areas such as finance, medicine and health care, sport and leisure, the arts, engineering, and social science-based careers. You will be taught and supported by highly qualified, enthusiastic and experienced subject specialists.

Beyond our core curriculum we offer excellent opportunities for students to develop as individuals. To mention a few, the school offers work experience to all students, many of our students complete the Duke of Edinburgh Gold Award and our scientist visit CERN facility in Switzerland. Our students are immersed in the life of the wider school, for example, leading debates across the school, helping to provide supervision, academic support and mentoring to our lower school pupils.

It is very important for me to mention here, that above all, as a student at Forge Valley, you will be seen and known as an individual. Students have a dedicated tutor and sessions to track progress and to develop their understanding of how to keep themselves safe and healthy.

*I really hope that you choose Forge Valley for the next part of your journey. I can assure you of a wonderful Sixth Form experience.*

*- Dale Barrowclough*





# SUPPORTING YOU TO BE YOUR BEST

- BE KNOWN AS AN INDIVIDUAL ON A UNIQUE JOURNEY
- TAKE ADVANTAGE OF HIGHLY QUALIFIED SUBJECT SPECIALISTS AND SMALL CLASS SIZES
- CHOOSE FROM A RANGE OF BOTH CONTRASTING AND COMPLEMENTARY COURSES IN ORDER TO ACCESS THE UK'S TOP UNIVERSITIES
- STUDY WITH A HIGHLY ACADEMIC COHORT
- ACCESS ADVICE TO SUPPORT YOUR PERSONAL SUCCESS AND GROWTH
- GET GREAT RESULTS FOR YOUR FANTASTIC FUTURE
- HAVE THE FREEDOM TO DEVELOP

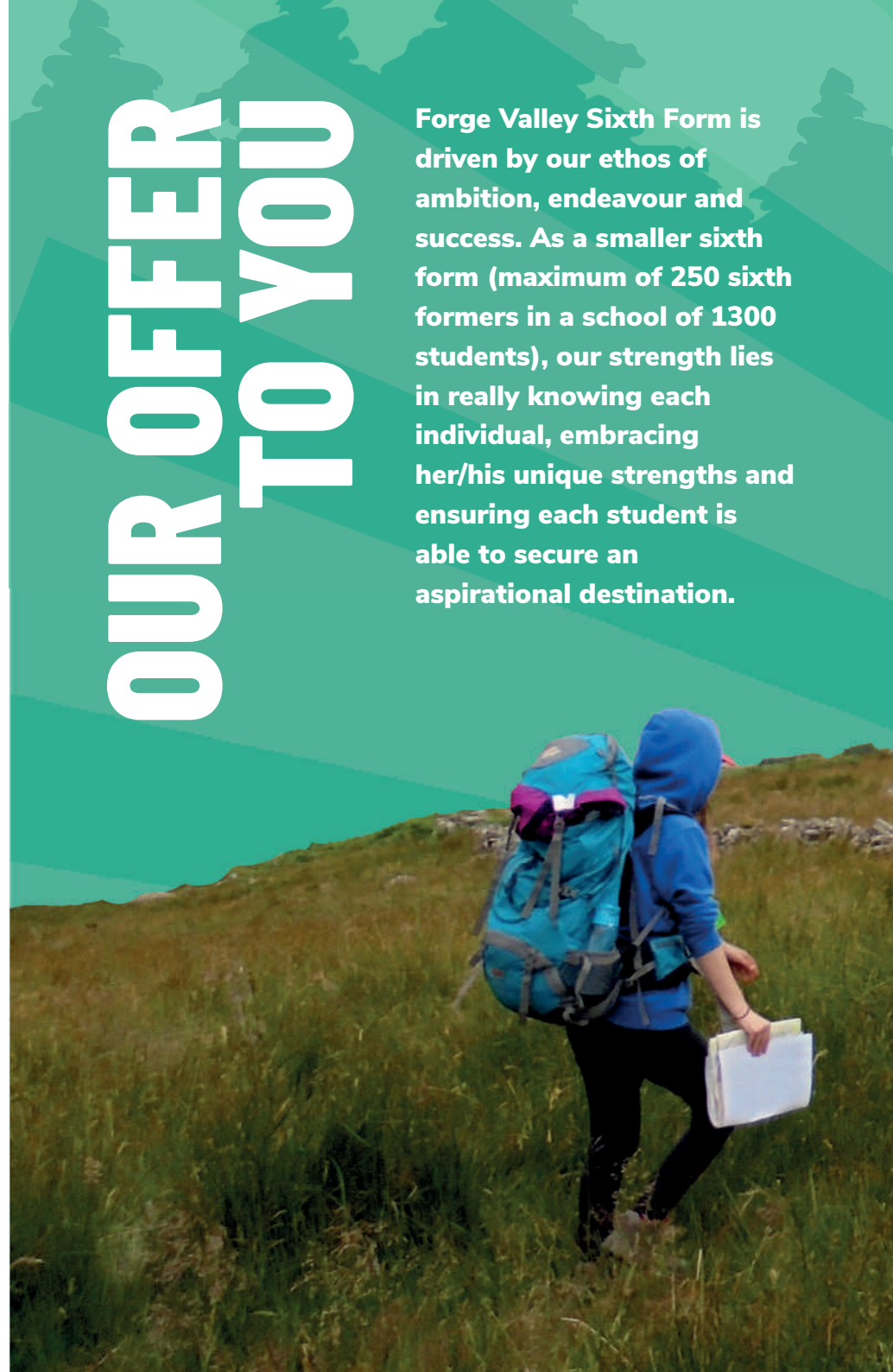


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# OUR OFFER TO YOU

**Forge Valley Sixth Form is driven by our ethos of ambition, endeavour and success. As a smaller sixth form (maximum of 250 sixth formers in a school of 1300 students), our strength lies in really knowing each individual, embracing her/his unique strengths and ensuring each student is able to secure an aspirational destination.**





Choosing the right A Levels is a significant decision. We always find the following to be helpful principals to think about as you determine these key next steps:

**Embrace independence:** Know what you are good at. This is your personal journey and therefore your subject choices must reflect your strengths as an individual.

**Seek out motivation:** Know what you enjoy. Intrinsic motivation is the key motivating factor as you take on the challenge of A Levels. Keen interest and enthusiasm for further study around your subject choices is a great indicator for what you should study.

**Secure needed outcomes:** Know what you need to do. Make sure you are clear on what grades you must secure in order to pursue your chosen courses.

We offer a supportive and thorough interview process that supports students into challenging and appropriate pathways. We will work together to explore your strengths, passions and ambitions to ensure you are on the right study programme studying subjects that complement each other. Our taster day will further enable you to make informed decisions about your final subject choices.

*- The Sixth Form Team*



# SUPPORT & FACILITIES

Forge Valley Sixth Form is environment where students are equipped to achieve their personal goals. We support and guide students, both academically and pastorally, in building their confidence and to develop as an individual.

As well as the informal support and guidance that happens on a day to day basis, we designate time to activities and opportunities that seek to enable students to make wise decisions, discuss career plans, assess their own progress and seek help if problems arise.

We ensure up-to-date information, advice and guidance are readily available to our students in relation to post-18 opportunities. Careers Education covers issues relevant to all students, including university, degree and higher-level apprenticeships, gap years and employment.

Alongside having our own café area (Café Six), the Sixth Form centre is at the heart of the school just opposite our impressive open library. We have a hub of designated rooms that include the Sixth Form office, common room and study room. There is plenty of room for independent study when students are not in lessons. All of these facilities are available for use from 7.30am until 6pm, Monday to Friday during term time.







# FURTHER OPPORTUNITIES IN THE SIXTH FORM

As part of our Raising Aspirations programme we work in partnership with a wide range of organisations including:

- Nuffield
- Social Mobility Foundation
- National Citizenship Service
- Duke of Edinburgh
- National Health service (Work experience)
- Realising Opportunities for access to top universities
- Sheffield University Discover Programme
- Brightside Journalism Mentoring
- Uptree for work experience with competitive law, financial and IT firms
- Camp International

Other Super and Extra-Curricular Activities include:

- Access to the IRIS Research Project
- Charity and fundraising
- Lead Learner (passionate advocate for subject)
- Work Experience
- Volunteering in the community
- Student Leadership team
- Academic and Pastoral Mentoring with lower school students
- Sport, Music and Drama events
- Departmental visits
- University Subject Days

There are also many more opportunities throughout the school over the course of the year.

# STUDENT VOICE

Everyone has a mature attitude and wants to learn. In general, I feel as though we are more trusted as Sixth Form students and are expected to be more self-motivated than before.







# **SUBJECT INFORMATION**



# ART & DESIGN

## CREATIVITY TAKES COURAGE. HENRI MATISSE

If you have the courage to follow a creative path, A Level Art at Forge Valley is the ideal stepping stone to a degree or further education study within this exciting industry. Do you enjoy visiting art galleries? Working with a range of new media and techniques? Exploring new artists and craftspeople to influence your own practice? If so, A Level Art will allow you to develop as a creative, supporting your future in creative arts. As well as offering opportunities to visit Art Galleries within the UK and a trip to Paris in Year 12.

## CONTENT

A Level Art is based around developing skills learnt at GCSE and applying these at a higher level. Pupils can work to their strengths whilst also developing new skills and techniques.

Each pupil will create an individual and unique portfolio, showcasing a selection of thoughtfully presented artwork that demonstrates the extensive range of research, development, outcomes and techniques applied throughout the course. This should also demonstrate the pupils' ability to sustain work from an initial starting point to realisation. Including evidence of researching and developing ideas and linking work in a meaningful way to relevant critical and contextual materials.

Techniques and skills include, but are not limited to; drawing in a range of media, batik, felt making, etching, clay, wire, and plaster casting. We will also support any techniques that pupils may research outside of the course.

## ENTRY REQUIREMENTS

FIVE OR MORE GCSES GRADE 9-4 OR EQUIVALENT, INCLUDING ENGLISH. MINIMUM OF GRADE 4 IN ART.

## ASSESSMENT

YEAR 12 – One unit of sustained work throughout the year and a trial exam based on the coursework.

YEAR 13 – One non exam assessment project, including a written journal of 1000 words (60%) and one controlled exam project at the end of the year (40 %).

## FUTURE OPPORTUNITIES

Consider the world you live in. So much has been through the hands of someone trained in one of the numerous areas of Art and Design. Whether it's Architecture, Fashion, Product Design, Interiors, Textile Design, Theatre and Stage, Make-up, Advertising, Graphics or film, the list is long and growing and needs courageous new talent to develop the creative future.



# BUSINESS

A Level Business Studies is a very relevant and interesting subject, which covers a wide range of issues of topical concern to students who are consumers, will in the future be employees (and employers!) and to those who are interested in the welfare of society generally. Business organisations vary in size, in ownership, in objectives and most certainly in how they go about achieving those objectives. The business environment in which firms operate, is increasingly complex and fiercely competitive having a huge effect on us all - Sometimes for the better, sometimes for the worse! The course helps students understand the background to the business decision making process, encouraging them to establish informed opinions and views.

## CONTENT

The course provides an interesting, relevant and current insight into a range of issues and activities affecting organisations in the modern business environment. Issues including the impact of globalisation, the importance of environmental and ethical objectives and the pace of technological development are a key focus for discussion.

The subject helps develop in students an understanding of business organisations, the markets they serve and the process of adding value. In looking at this from the perspective of different stakeholders, a range of different disciplines are employed, taking an integrated approach in analysing the complexity of decision making.

Study gives students the opportunity to develop a range of skills including analysis, problem solving, decision making and interpreting data in a variety of formats.

## ENTRY REQUIREMENTS

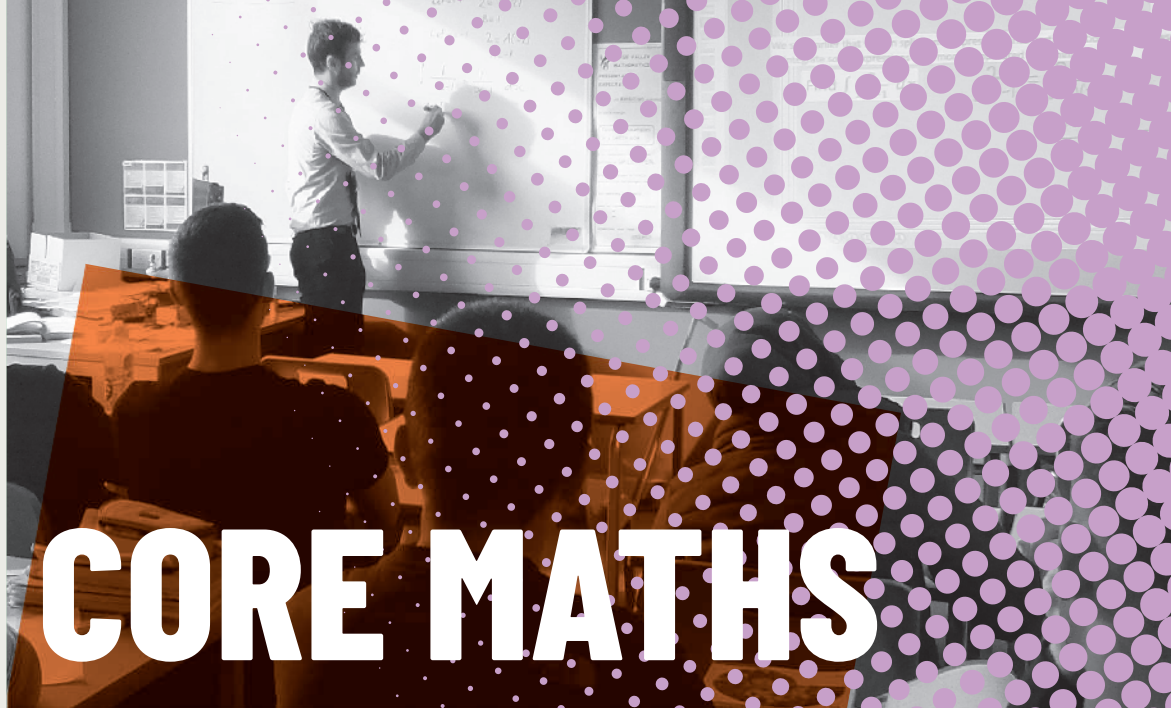
FIVE OR MORE GCSES GRADE 9-4 OR EQUIVALENT, INCLUDING ENGLISH AND MATHEMATICS. GRADE 4 IN BUSINESS IF STUDIED.

## ASSESSMENT

There are 3 exam papers at A Level, all lasting 2 hours. Each paper is worth a third of the total A Level. All three papers consist of a variety of question types and can assess any of the information studied over the two-year period.

## FUTURE OPPORTUNITIES

Students with an A Level in Business Studies have access to a wide range of possible careers and higher education opportunities. You learn and use a variety of transferable skills throughout the course. These include collecting and analysing financial and other economic information from different sources, development of written communication skills and development of problem solving and evaluation skills. These are in great demand and are recognised by employers, universities and colleges as being of great value. Universities have many discreet Business Courses as well as Foundation Business Courses which can lead to specialisms, such as Accounting, Personnel Management and Marketing.



# CORE MATHS

Core Maths is designed for students who want to learn to apply quantitative and analytical skills from GCSE Maths to real-world situations, but who have not chosen to study AS or A level Mathematics. It differs from other maths courses in its emphasis on applications to real problems you'll meet in study, work and life.

This qualification would be taken over 1 year and is equivalent to an AS level in terms of UCAS points.

## CONTENT

The mathematical content of this qualification is from a range of GCSE areas, together with 20% drawn from beyond the GCSE syllabus. Mathematical areas covered are:

- Applications of statistics
- Probability
- Linear programming
- Sequences and growth

These skills will be used to investigate problems and analyse data from a range of different contexts, including social media, sport, finance & economy, health, environment, engineering and more.

## ENTRY REQUIREMENTS

FIVE OR MORE GCSES GRADE 9-4 OR EQUIVALENT WITH A MINIMUM OF GRADE 4 IN MATHS.

## ASSESSMENT

Edexcel "Mathematics in Context"

Students will take 2 exams at the end of 1 year of study:

- Paper 1: Comprehension (40% of qualification)

Based on source information released prior to the exam

- Paper 2: Applications (60% of qualification)

Based on unseen information

## FUTURE OPPORTUNITIES

This course is valuable preparation for the quantitative and analytical skills needed for many degree courses, particularly subjects such as psychology, geography, business-related courses, sports and social sciences, and natural science courses that do not require AS/A level Mathematics.

A qualification in Core Maths shows you are able to perform critical analysis and use statistics effectively, skills that are directly transferable to many different workplaces.



# CRIMINOLOGY

This course will give learners a core understanding of the criminal justice system, the psychology and sociology of crime and the different types of crime we observe in society. An understanding of criminology is relevant to many job roles within the criminal justice sector, social and probation work and sociology and psychology.

This is an Applied General qualification. This means it is designed primarily to support learners progressing to university. It has been designed to offer exciting and interesting experiences that focus learning for sixth form through applied learning.

The applied purpose demands learning related to authentic case studies. It also requires learners to consider how the use and application of their learning impacts on themselves, other individuals, employers, society and the environment.

## CONTENT

In learning, students will cover the following units of work;

1. **Changing Awareness of Crime.**
2. **Criminological Theories.**
3. **From the Crime Scene to the Courtroom.**
4. **Crime and Punishment.**

## ENTRY REQUIREMENTS

FIVE OR MORE GCSES GRADE 9-4 OR EQUIVALENT, INCLUDING ENGLISH.

## ASSESSMENT

Students are assessed through a combination of Internal controlled assessment and external examinations.

- Unit 1 and 3 are assessed through summative controlled assessment.
- Unit 2 and 4 are assessed through external examinations.

Each unit is worth 25% of the diploma, and are graded A-E.

## FUTURE OPPORTUNITIES

This course compliments progression into higher education, onto courses with a criminological, sociological, psychological or law element.

Alternatively, the qualification allows learners to gain the required understanding and skills to be able to consider employment within some aspects of the criminal justice system, e.g. the National Probation Service, the Courts and Tribunals Service or the National Offender Management Service.



# ECONOMICS

## ENTRY REQUIREMENTS

A MINIMUM OF GRADE 4 IN ENGLISH LANGUAGE  
AND 5 IN MATHS

We live in a world where resources are scarce. Money is scarce, luxury items are scarce and, in some countries, basic needs such as food is scarce. Economics looks to solve the problem of how scarce resources are allocated.

Economics is the social science that studies how individuals, businesses, countries, and even societies decide how to allocate scarce resources. Scarce resources are those things that are not easily reproducible or in limited supply like labour, natural resources, land, and raw materials.

## CONTENT

The specification is split into two main sections, the first section introduces students to microeconomic issues and the second section covers mainly macroeconomic issues. However, students should appreciate that microeconomics and macroeconomics are not entirely distinct areas of study. For example, microeconomic principles often provide fundamental insights into understanding aspects of the macroeconomy. Similarly, economic issues and problems often contain both a microeconomic and macroeconomic dimension.

Students will be expected to acquire competence in quantitative skills that are relevant to the subject content and be familiar with the various types of statistical and other data which are commonly used by economists. They should be able to make relevant calculations from economic data and be able to interpret data presented in the form of index numbers. Examples of other relevant quantitative skills include: the construction and use of graphs and the application of statistical measures such as the mean, median and relevant quantiles.

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## ASSESSMENT

Students will be assessed through three examination papers. The first paper will examine mainly the topics that are outlined in Section 4.1 of the specification but economic principles included in Section 4.2 of the specification may also enrich a student's response to some questions. Similarly, the second paper will examine mainly the topics that are outlined in Section 4.2 of the specification but may draw on economic principles from Section 4.1. The third paper will include topics from both sections of the specification and students, particularly when answering questions linked to the case study, will be expected to recognise when it is appropriate to use microeconomic and/or macroeconomic models.

Students will be expected to acquire competence in quantitative skills that are relevant to the subject content and be familiar with the various types of statistical and other data which are commonly used by economists. They should be able to make relevant calculations from economic data and be able to interpret data presented in the form of index numbers. Examples of other relevant quantitative skills include: the construction and use of graphs and the application of statistical measures such as the mean, median and relevant quantiles.

## FUTURE OPPORTUNITIES

Economics graduates are in high demand and potential jobs for a well-qualified economist are:  
**Economist, Financial risk analyst, Data analyst, Financial planner, Accountant, Economic researcher, Financial consultant, Investment analyst, Actuary, Public sector roles.**

# ENGLISH LANGUAGE

**LANGUAGE EXERTS HIDDEN POWER,  
LIKE THE MOON ON THE TIDES.** RITA MAE BROWN

English Language A Level is your chance to investigate just how powerful the English Language is. How can it be used to manipulate you? How does it reflect societal values? How does it control our views on topics such as gender, race and identity?

You will analyse a range of texts, investigating contexts, meanings and representations and also get the opportunity to produce your own original writing in the style of your choice. Remember how 'Macbeth' appeared to be written in a foreign language? You will explore how language has changed and is still continuing to do so, and look at how it is used differently across the world.

Your language use is as unique as your fingerprint. You will learn how you mastered the use of language from the day you were born and investigate factors that affect your language use, such as: age, gender, occupation, where you live, your social life, etc. In addition to studying what linguists have to say, you will conduct an investigation on a research question of your own choice- excellent preparation for your undergraduate dissertation which will be valued by universities. In addition, the ability to debate, interrogate and challenge accepted ideas and opinions are vital to success. If you have a curious mind, this course is for you.

## CONTENT

The course provides you with an opportunity to study the English Language in more depth. You build on analytical skills from GCSE enabling you to interpret the work of others and develop your own writing skills. You will also study how a child develops their use of language and investigate how and why people use language differently.

### Topics:

1. Textual variations and representations
2. Children's language and development
3. Language diversity and change
4. Language discourses
5. Writing skills
6. Language investigation
7. Original Writing

## ENTRY REQUIREMENTS

FIVE OR MORE GCSE GRADES 9-4 OR EQUIVALENT, INCLUDING MINIMUM OF GRADE 5 IN GCSE ENGLISH LANGUAGE.

## ASSESSMENT

**Paper 1:** Language, the individual and society (2 hours 30 mins)

- Textual variations and representations
  - Children's language development
- } **40% of A Level**

**Paper 2:** Language diversity and change (2 hours 30 minutes)

- Language diversity and change
  - Language discourses
  - Writing skills
- } **40% of A Level**

**Non-exam assessment:** Language in Action, 3500 word count that covers:

1. A language investigation
  2. A piece of original writing and commentary
- } **20% of A Level**

## FUTURE OPPORTUNITIES

Move on to a host of courses at university including English, politics, humanities or social sciences. English develops the skills you need to succeed in a wide range of careers and fits alongside most other courses.



# ENGLISH LITERATURE

Do you enjoy reading books and studying different forms of literature? Are you interested in how texts relate to history and social development? Are you fascinated by how authors shape their writing to suit audiences? Do you want to improve your knowledge, experience and appreciation of novels, drama and poetry? If so, English Literature A Level could be perfect for you. Join us as we travel through different genres, exploring a variety of texts and evaluating their impact on audiences across time.

Alongside the exploration you shall be taught vital skills including how to analyse texts and how to construct formal essays. Both of these skills are highly desirable both to universities and employers. In addition, the ability to communicate and discuss opinions and aspects of the course are vital to success: all ideas are welcome!

## CONTENT

The course enables you to study a variety of different texts including prose, drama and novels. These will encompass different genres and periods of history and you will also be expected to select texts yourself for wider reading outside of lessons.

It is important that you have a passion for reading a range of literature and that you have a creative, open mind to explore new areas of study and different ways of thinking.

At Forge Valley, you will study the following components from the AQA English Literature B Specification (7717):

- **Literary genres : Aspects of tragedy**
- **Texts and genres: Elements of political and social protest writing**
- **Non-exam assessment: Theory and independence**

## ENTRY REQUIREMENTS

FIVE OR MORE GCSE GRADES 9-4 OR EQUIVALENT, INCLUDING MINIMUM OF GRADE 5 IN GCSE ENGLISH LITERATURE.

## ASSESSMENT

Assessed through 2 written exams and one non-exam coursework element.

### Paper 1: Literacy Genres

- **Aspects of Tragedy**- Study of three texts: one Shakespeare text; a second drama text and one further text, of which one must be written pre-1900.

### Paper 2: Texts and Genres

- **Elements of Political and Social Protest Writing** - Study of three texts: one post-2000 prose text; one poetry and one further text, one of which must be written pre-1900
- Examination will include an unseen passage.
- Non-exam Assessment: Theory and Independence - Study of two texts: one poetry and one prose text, informed by study of the Critical Anthology

Two essays of 1250 -1500 words, each responding to a different text and linking to a different aspect of the Critical Anthology. One essay can be re-creative. The re-creative piece will be accompanied by a commentary.

## FUTURE OPPORTUNITIES

Move on to a host of courses at university including English, politics, humanities or social sciences. English develops the skills you need to succeed in a wide range of careers and fits alongside most other courses.

# GEOGRAPHY

**GEOGRAPHY EXPLAINS THE PAST, ILLUMINATES THE PRESENT AND PREPARES US FOR THE FUTURE... WHAT COULD BE MORE IMPORTANT THAN THAT?** MICHAEL PALIN

The Guardian view on geography: **'It's the must-have A Level: In a world that increasingly values people who can work across the physical and social sciences, geography's all the rage!'**

Geography is one of the most wide-ranging subjects you can choose to study. It involves developing knowledge of both the physical and human world and understanding how they impact on each other.

It looks at how and why the world we live in has changed and how people need to look towards a more sustainable future. Geography allows students to explore theoretical ideas and concepts such as plate tectonics, and apply them to real life situations in an attempt to explain past events and prepare or prevent future natural disasters. When will the next super volcano erupt? Why is there a constant famine in parts of Africa? Can you work out a sustainable solution? Can you change the future of the Earth?

## LINKS WITH OTHER SUBJECTS

Geography is uniquely placed as a subject that bridges the Arts and Sciences. It enables you to maintain a broad education if taken with either Arts or Science based subjects. It is complementary in terms of content e.g. Biology and Economics and/or in skills e.g. Mathematics and English.

## CONTENT

### Physical Systems:

- 1) Landscape Systems – Glaciated Landscapes
- 2) Earth's Life Support Systems

### Human Interactions:

- 1) Changing Spaces: Making Places
- 2) Global Systems – Global Migration; Human Rights

### Geographical Debates:

- 1) Disease Dilemma's
- 2) Hazardous Earth

## ENTRY REQUIREMENTS

FIVE OR MORE GCSES GRADE 9-4 OR EQUIVALENT, INCLUDING ENGLISH. GRADE 4 IN GEOGRAPHY IF STUDIED.

## ASSESSMENT

**Physical Systems** - 1 hour 45 minute written exam (24%)

**Human Interactions** - 1 hour 45 minute written exam (24%)

**Geographical Debates** - 2 hours 30 minute written exam (32%)

**Investigative Geography** - A written report (20%)

Geographical Skills will be assessed in all three written exam papers.

Fieldwork is required to be undertaken for at least four days throughout the A Level course. This will include a residential visit to the Cranedale Centre in North Yorkshire as-well-as local based visits.

## FUTURE OPPORTUNITIES

Geography can be studied as a BA or BSc. Geography forms the core of a wide range of specialised and often vocational degree courses such as Environmental Management and Town Planning. Many of the qualities developed on the course e.g. carrying out individual research, evaluating conflicting arguments and working in teams are qualities that are highly regarded by employers.



# HEALTH AND SOCIAL CARE: BTEC LEVEL 3 DIPLOMA & EXTENDED DIPLOMA

These courses will prepare you for a range of related occupations without limiting your choices too early. It allows a flexible approach to learning through coursework, placements and exams to prepare you for your chosen career. You will put the theory you have learned into practice by carrying out a range of activities and doing your own research. The skills you gain will prepare you for employment or further study at university or college. Previous students have gone on to university to study adult nursing, child nursing, childhood studies and mental health nursing.

## BTEC LEVEL 3 DIPLOMA IN HEALTH AND SOCIAL CARE

**This course is equivalent to 2 A Levels.**

As part of the course you will have the opportunity to take part in Health and Social Care related work experience. Previous students have taken part in placements with the NHS, in education and with the prison service.

### CONTENT

You will study 8 units over the course: Human lifespan development, Working in Health and Social Care, Current research into Health and Social Care, Meeting individual care and support needs, Principles of safe practice in Health and Social Care, Promoting public health, Physiological disorders and their care, Nutritional Health.

### ENTRY REQUIREMENTS

FIVE OR MORE GCSEs GRADE 9-4 OR  
EQUIVALENT, INCLUDING ENGLISH.  
MINIMUM OF A GRADE 4 OR EQUIVALENT  
IF YOU HAVE PREVIOUSLY STUDIED  
HEALTH AND SOCIAL CARE.

### ASSESSMENT

Over the two-year course you will have 3 external assessments (2 exams and 1 synoptic task). The remaining 5 units are assessed internally through coursework.



# BTEC LEVEL 3 EXTENDED DIPLOMA IN HEALTH AND SOCIAL CARE

**This course is equivalent to 3 A Levels.**

## CONTENT

**BTEC Level 3 Extended Diploma Health and Social Care**

You will study 13 units over the course. These will include all 8 units from the Diploma (see over) and the following:

- Anatomy and physiology in Health and Social Care
- Work Experience
- Infection prevention and control

A further two units will be delivered, taking into account the needs and preferences of the learners who have chosen the course. These can be in Psychological perspectives, Sociological perspectives, caring for people with dementia, mental wellbeing, complementary therapies and many more.

## ENTRY REQUIREMENTS

FIVE OR MORE GCSEs GRADE 9-4 OR EQUIVALENT, INCLUDING ENGLISH. MINIMUM OF A GRADE 4 OR EQUIVALENT IF YOU HAVE PREVIOUSLY STUDIED HEALTH AND SOCIAL CARE.

## ASSESSMENT

Over the two-year course you will have 4 external assessments (3 exams and 1 synoptic task). The remaining 9 units are assessed internally through coursework.

## FUTURE OPPORTUNITIES

After successfully completing this course (alongside your other Level 3 qualifications), you could gain entry to higher education and Degree courses relating to areas of medicine, childcare, healthcare, nutrition and social care.

With training, you could go into a job related to Health and Social Care such as a Nurse, Midwife, Dietician, Teacher or areas of Social Work, or many other Health Care related careers.



# HISTORY

Are you fascinated by the past and the influence it has on our life today? The study of history is said to have a civilising influence on our society as we learn from the mistakes of the past. Studying history will show you how our current political, social and ethical ideals were shaped and developed.

## CONTENT

There are **three components** to the A Level History Course.

### **Component 1: Breadth Study: Stuart Britain and the Crisis of Monarchy, 1603–1702**

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How far did the monarchy change?
- To what extent and why was power more widely shared during this period?
- Why and with what results were there disputes over religion?
- How effective was opposition?
- How important were ideas and ideology?
- How important was the role of key individuals and groups and how were they affected by developments?

### **Component 2: Depth Study: The American Dream: reality and illusion, 1945–1980**

This option provides for a study in depth of the challenges faced by the USA at home and abroad as it emerged from the Second World War as a Superpower. For many Americans, post-war prosperity realised the 'American dream' but the prosperity was not shared by all and significant problems at home and abroad challenged the extent to which the 'American dream' was a reality. It explores concepts and ideas such as American identity at home and abroad, anti-communism, social equality, ethnic identities and federal versus states' rights.

### **Component 3: Non-British Historical Investigation (Changing China 1875–1985)**

The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification. Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work by using primary sources and interpretations on Chinese history focusing on the end of the Qing Dynasty up until the leadership of Deng Xiaoping and communicate on aspects of continuity and contrast as well as analysing and assessing the evidence researched first-hand.

## ENTRY REQUIREMENTS

FIVE OR MORE GCSEs GRADE 9-4 OR EQUIVALENT, INCLUDING ENGLISH. GRADE 5 IN HISTORY IF STUDIED.

## ASSESSMENT

A Level - 2 external exams and non - exam assessment.

**Component 1:** Breadth Study  
Time: 2 hour 30 mins } **40% of A Level**

**Component 2:** Depth Study  
Time: 2 Hour 30 mins } **40% of A Level**

**Component 3:** A personal study based on Modern China 4500 words } **20% of A Level**

## FUTURE OPPORTUNITIES

This qualification could prepare you for further study in this area or would complement other humanities-based courses. It also provides you with many skills you will need to study further such as discussion, research skills and essay writing.

History is useful to those wanting to study a range of courses at university. This could include courses such as history, archaeology, law or medicine.



# IT: BTEC LEVEL 3 EXTENDED CERTIFICATE & LEVEL 3 DIPLOMA

This qualification provides candidates with high quality, industry-relevant qualifications geared to the specific requirements of key sectors. It is a vocationally-related qualification that provides valuable opportunities for individuals to develop skills and gain underpinning knowledge and understanding which will support entry into work or progression to further studies through further education or higher education.

## BTEC LEVEL 3 EXTENDED CERTIFICATE IN IT

**This BTEC course is studied alongside 2 or 3 A Levels and is a course highly regarded for those wanting to progress onto a degree.**

### CONTENT

#### Core Units:

Information Technology Systems, Creating Systems to Manage Information, Using Social Media in Business

#### Option Units:

Data Modelling, Website Development

#### Edexcel BTEC Level 3 Extended Certificate – 60 credits

The BTEC Level 3 Extended Certificate extends the specialist work-related focus of the BTEC Level 3 Certificate and covers the key knowledge and practical skills required in the appropriate vocational sector. It is broadly equivalent to one GCE A Level.

### ENTRY REQUIREMENTS

FIVE OR MORE GCSEs GRADE 9-4 OR EQUIVALENT, INCLUDING ENGLISH.  
MINIMUM OF A GRADE 4 OR EQUIVALENT IF YOU HAVE PREVIOUSLY STUDIED ICT/COMPUTER SCIENCE.

### ASSESSMENT

External exam and written assignments, practical activities such projects, observations and presentations.

### FUTURE OPPORTUNITIES

The qualifications provide progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions and employment opportunities.

IT is useful to all students, not just those who wish to follow a future career in an IT related industry. It provides high level skills in areas that are very attractive to future employers.



# BTEC LEVEL 3 DIPLOMA IN IT

This BTEC course is equivalent to 2 Advanced Levels. Generally, this would be studied alongside 1 or 2 other A Levels and is a course highly regarded for those wanting to progress onto a degree.

## CONTENT

### Core Units:

Programming, IT Project Management, Cyber Security and Incident Management

### Option Units:

Mobile Apps Development, Computer Games Development, Digital 2D and 3D Graphics, Digital Animation and Effects, The Internet of Things, Enterprise in IT

### Edexcel BTEC Level 3 Diploma in IT – 120 credits

The BTEC Level 3 Diploma in IT extends the specialist work-related focus of the BTEC Level 3 Diploma and covers the key knowledge and practical skills required in the appropriate vocational sector. The course includes masterclasses at Sheffield Hallam University and links with IT industries. It is broadly equivalent to two GCE A Level.

## ENTRY REQUIREMENTS

FIVE OR MORE GCSEs GRADE 9-4 OR EQUIVALENT, INCLUDING ENGLISH. MINIMUM OF A GRADE 4 IN COMPUTER SCIENCE OR A WILLINGNESS AND INTEREST TO LEARN PROGRAMMING SKILLS.

## ASSESSMENT

External exam and written assignments, practical activities such projects, observations and presentations.

## FUTURE OPPORTUNITIES

This in-depth study of IT will set you up well for similar or related study at university. When moving to a professional working environment this qualification is desirable to employers.





# MATHEMATICS

Mathematics is a challenging and rewarding A Level that will really develop both your academic skills and personal qualities. There are four reasons why you should consider it:

## 1) Directly transferable skills

A Level Mathematics content is directly transferable to many different disciplines and specialisms, whether at university or in the workplace. Mathematical modelling is one of the overarching themes in the new A Level because it's used so widely in the real world.

## 2) Analytical thinking

A Level Mathematics is your chance to prove on your CV that you can “reason like a problem-solver” and you can “communicate your thinking clearly and precisely”. You are training your brain to develop the most sought-after thinking skills and universities/employers know that success in A Level Mathematics is brilliant evidence of this. If you enjoy the satisfaction of solving a difficult problem that has made you persevere, A Level Mathematics is for you!

## 3) Increased earning potential and employment opportunities

By the age of 34, those with A Level Mathematics can expect to earn approximately 11% more on average than students of other A Levels (Adkins and Noyes, Reassessing the Economic Value of A Level Mathematics, 2016). Don't miss out!

## 4) Mathematics is an incredibly rich subject that is rewarding in its own right

There is great beauty in mathematics! The more of it you learn, the greater its potential to astonish you.

## CONTENT

You will study pure and applied mathematics in a ratio of 2:1. Pure mathematics includes algebra, trigonometry, geometry and calculus. The applied mathematics is a combination of statistics and mechanics.

## ENTRY REQUIREMENTS

FIVE OR MORE GCSEs GRADE 9-4 OR EQUIVALENT, INCLUDING ENGLISH. THE **MINIMUM** MATHEMATICS GRADE REQUIRED IS **6**.

Although it is very difficult, it is possible to get a good grade at A Level from a GCSE grade 6. If that might be you, ask yourself: a) are you prepared to put the extra-long hours in? (The most confident students will be doing 5+ hours per week of independent study, you will probably need considerably more); and b) do you like algebra? (Algebra is even more important at A Level than GCSE; if you don't like algebra, it's not for you).

## ASSESSMENT

Board: Edexcel

A level: Paper 1 (2 hours, 100 marks) Pure Mathematics, Paper 2 (2 hours, 100 marks) Pure Mathematics, Paper 3 (2 hours, 100 marks) Applied Mathematics – a combination of Mechanics and Statistics.

## FUTURE OPPORTUNITIES

A Level Mathematics is considered essential for many university courses and employment opportunities and is very highly valued across the board. Those considering careers in science, engineering, economics, business, accountancy or banking – to name only a few – will benefit greatly from studying A Level Mathematics.

# FURTHER MATHEMATICS

***THE PURE MATHEMATICIAN, LIKE THE MUSICIAN, IS A FREE CREATOR OF HIS WORLD OF ORDERED BEAUTY."***

BERTRAND RUSSELL

Students who are especially keen on mathematics will really enjoy studying Further Mathematics.

It is a demanding qualification which both extends and deepens students' knowledge and understanding beyond the standard A Level. Students who intend to study something mathematical at a top University should give it serious consideration.

## CONTENT

Further Mathematics is designed to be learnt alongside Mathematics. You will study Core Pure Maths which covers proof, complex numbers, matrix algebra and extensions of content covered in Mathematics. You will also study two elective modules (two from decision maths, statistics, mechanics and additional pure). Everyone will study the same two elective modules but the preferences of students will be taken into consideration wherever possible. At A Level in year 13 you shall build upon the content learnt in the first year and develop the skills introduced.

## ENTRY REQUIREMENTS

FIVE OR MORE GCSEs GRADE 9-4 OR EQUIVALENT, INCLUDING ENGLISH.

GRADE 7 IN MATHEMATICS AND TO HAVE CHOSEN MATHS A LEVEL AS ANOTHER OPTION.

## ASSESSMENT

Board: Edexcel.

Y13 A Level: Four 90-minute exams (two for pure and one for each of the elective modules).

## FUTURE OPPORTUNITIES

Any student planning to take a mathematics-rich degree will benefit enormously from taking Further Mathematics. This covers a very wide range of academic areas: Engineering, Sciences, Computing, Finance/Economics etc. as well as Mathematics itself.

Students who are not planning to study for mathematics-rich degrees but who are keen on Mathematics will find Further Mathematics a very enjoyable course and having a Further Mathematics qualification identifies students as having excellent analytical skills, whatever area they plan to study or work within.



# MEDIA STUDIES

Media Studies is a vast subject area which includes studying media disciplines both new and old.

A level Media Studies will introduce you to many different media and encourages theoretical considerations across all platforms studied. Media language, audience reception, representation and media industries are just some of the theories you will learn about.

A level Media Studies allows you to question the validity of the information you receive on a daily basis and to be aware of bias within the media so that by the end of the two-year period you should have an even better understanding of the world we live in.

You will also have the opportunity to consolidate your learning into a creative cross-media project within your chosen media platform.

## CONTENT

You will study a wide range of different media which include **Advertising and Marketing, Newspapers, Film Industry, Radio, Video Games, Music Videos, TV, Print and Online Magazines and On-line media.**

A level Media Studies centres around applying an analytical framework (media language, audience, representation and context) which you learn through discussion, analysis and debating.

You will develop a range of technical skills required for both constructing and deconstructing media products.

You will be expected to think independently and to develop your own voice, and you will be encouraged to expand your knowledge outside of the classroom through reading and through engaging with a wide range of Media texts.

## ENTRY REQUIREMENTS

FIVE OR MORE GCSES GRADE 9-4 OR EQUIVALENT. MINIMUM OF GRADE 5 IN ENGLISH LANGUAGE OR LITERATURE. IT IS AN ESSAY-BASED SUBJECT AND SUITS STUDENTS WHO HAVE FLOURISHED IN SUBJECTS LIKE ENGLISH LITERATURE OR HISTORY.

A STRONG AND CRITICAL INTEREST IN THE MEDIA IS ESSENTIAL FOR DOING WELL IN A LEVEL MEDIA STUDIES BUT IT IS NOT NECESSARY TO HAVE STUDIED MEDIA AT GCSE.

## ASSESSMENT

**Two written exams (2 hours each) – 70% of the A Level**

**Coursework – creating a cross-media production – 30% of the A Level**

## FUTURE OPPORTUNITIES

A level Media Studies students can go onto study Media, TV or Film at University as a practical degree, a theoretical degree or a combination of the two. This can lead to a very broad range of professions in media, film and journalism.

Media studies can lead to a very broad range of professions in media, film and journalism.

Media Studies can also develop a wide range of transferable skills including analysis, visual communication, problem solving, as well as communication, presentation and organisational skills.



# PEARSON BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN PERFORMING ARTS

The extended certificate is for learners who are interested in learning about the performing arts sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in performing arts.

It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels and is equivalent in size to one A Level.

## CONTENT

The course is made up from 4 units, of which 3 are mandatory, 2 are externally assessed. Optional units that could be offered include Contemporary Dance Techniques, Acting Styles and Musical Theatre Techniques.

**Mandatory units include:**

- **Unit 1 Investigating Practitioners** - Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.
- **Unit 2 Developing Skills and Techniques for Live Performance** - Learners explore technical performance skills with a focus on developing skills and techniques in at least two performance styles.
- **Unit 3 Group Performance Workshop** - Learners explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus.

## ENTRY REQUIREMENTS

STUDENT APPLYING FOR THE COURSE SHOULD HAVE EITHER A BACKGROUND IN PERFORMANCE, AS EITHER AN ACTOR, SINGER OR DANCER OR THEY COULD HAVE STUDIED GCSE DRAMA, DANCE OR HAVE A BTEC TECH AWARD LEVEL 1 OR LEVEL 2 IN ACTING, DANCE OR PERFORMING ARTS. IF THEY HAVE NOT STUDIED THESE SUBJECTS AT KS4 THEY COULD HAVE BEEN PART OF A PERFORMANCE GROUP, YOUTH THEATRE COMPANY, DANCE GROUP, MUSICAL THEATRE GROUP OR CHOIR IN PREVIOUS YEARS. STUDENTS WILL BE REQUIRED TO PERFORM AS PART OF THE COURSE. IF THEY HAVE NO PREVIOUS PERFORMANCE EXPERIENCE THEY WILL BE REQUIRED TO AUDITION FOR A PLACE ON THE COURSE.

## ASSESSMENT

Dependent on the unit completed assessment will be external, through set tasks or assessed performances, or internal, with tasks completed and marked internally.

## FUTURE OPPORTUNITIES

BTEC Nationals are widely recognised by higher education and the industry of performing arts as a signature vocational qualification. They provide progress to a higher level of study or work placements within the performing arts sector.

# RELIGIOUS STUDIES (PHILOSOPHY AND ETHICS)

Religion, Philosophy and Ethics is an academic discipline which promotes an enquiring, critical and sympathetic approach to the study of ethical and philosophical issues from a religious and non-religious point of view. The course is both challenging and demanding, enabling students to develop analytical, critical and interpretation skills at a high level. The emphasis is on developing individual reasoned argument rather than a uniform response. This course leads to a qualification in A Level Religious Studies and is appropriate for students of any religious persuasion or none.

## CONTENT

The two year course is made up of three modules with equal weighting: Philosophy, Ethics and Religion. The modules chosen build on knowledge gained at GCSE Level, both Full and Short courses, but is not dependant on previous experience.

### Philosophy of religion

- Ancient Greek influences on philosophy of religion, specifically looking at Plato and Aristotle.
- The nature of the soul mind and body
- Arguments for the existence and non-existence of God.
- Issues in religious language
- The nature and impact of religious experience.
- The problem of evil and suffering and its challenges to belief.
- Ideas about the nature and attributes of God.

### Religion and Ethics

- Normative ethical theories such as Kantian ethics, natural law and situation ethics.
- The application of ethical theory to euthanasia and business ethics.
- Ethical language and thought.
- Debates surrounding conscience and free will.
- Sexual ethics and the influence of ethical thought on developments in religious belief.

### Developments in religious thought

- Connections between beliefs, values and teachings both historically and in the contemporary world.
- Sources of religious wisdom and authority.
- The relationship between religion and society and how this is changing in the modern world.
- Christianity and Marxism.
- Feminist Theology
- Christian attitudes towards other faiths

## ENTRY REQUIREMENTS

5 IN ENGLISH LANGUAGE.

While some GCSE Religious Studies topics will be revisited, the strong emphasis on the contribution of scholars means that it is not necessary to have studied Religious Studies at GCSE level. If you have studied it, a 5 is required. An open and enquiring mind is essential.

## ASSESSMENT

Assessment is entirely by written examination.

At A Level there is one 2 hour paper **per unit** each comprising 33.3% of the total marks. Students are required to answer three essay questions from a choice of four.

## FUTURE OPPORTUNITIES

A Level Religious Studies and in particular, the Philosophy and Ethics options followed at Forge Valley, is a skills based subject. The emphasis on problem solving, the rigorous examination of evidence and development of sustained well supported arguments required to succeed in this subject makes it a highly respected academic discipline that combines well with both arts and science A Levels. Furthermore, it is highly regarded by admissions tutors. While it is a perfect choice for students hoping to apply to related degrees in Philosophy, Theology or Religious Studies, it is also particularly useful for students considering careers in medicine, social work, personnel management, education, public relations, the police force, journalism and the legal profession.

Religious Studies is not considered to be a soft option; rather it features on the Russell Universities higher tier of preferred subjects at A Level



# POLITICS

This is a fascinating and highly relevant course which deals with issues which affect everyone. The first year focuses on British politics and the second year focuses on American politics and Political Ideologies. Students are not expected to have any prior knowledge but an interest in current affairs is essential. During Y12 there will be a residential trip to London which will include a visit to the Houses of Parliament.

## CONTENT

This is a highly relevant course which deals with issues which affect everyone. Areas of study include:

- Parliament - is it just a lot of shouting?
- Prime Minister and Cabinet - who runs the country?
- Elections - do they really change anything?
- Constitutional Reform - does the system need changing?
- Europe - do we need it?
- Political parties - what do they believe in?
- Democracy - is it important?
- The United Kingdom - how united is it?
- Is Socialism the cure to social inequality?
- Does Conservative allow the best and brightest to succeed?

## ENTRY REQUIREMENTS

FIVE OR MORE GCSEs GRADE 9-4 OR EQUIVALENT, INCLUDING A 5 AT ENGLISH.

## ASSESSMENT

Three exams at the end of the second year.

## FUTURE OPPORTUNITIES

Politics A Level is accepted on a very wide range of degree courses. It develops the skills of enquiry and analysis as well as the ability to debate and issue and construct a balanced argument. These skills provide an excellent foundation for degree level study across a variety of subjects. Politics is a good preparation for a wide range of careers, for example; teaching, banking, personnel work, civil service, public affairs and administration and management.

# PRODUCT DESIGN

**DESIGN IS CONCERNED NOT JUST WITH MAKING AN OBJECT... BUT AS IMPORTANTLY WITH MAKING CHOICES, WITH CHOOSING WHAT WE USE, CHOOSING HOW TO LIVE.'** DAVID MELLOR

Design Technology is an inspiring rigorous and practical subject. The course creators worked closely with higher education and industry to ensure that the direction of the qualification supports progression beyond A Level.

There is a focus on ensuring the content reflects authentic practice, giving an insight into the ways the creative manufacturing industries function.

## CONTENT

During the two-year course, you will study a range of materials. You will develop a technical understanding of how products function and how they are made to appropriately support the design and manufacture of your own design solutions. You will learn about wider design principles and the effect of design on users and the world we live in.

You will identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes/products. You will develop your subject knowledge, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture.

You will develop a critical mind through enquiry and problem solving, exploration, creation and evaluation of iterative designs. We encourage freedom in approaches towards designing and making so as not to limit the possibilities of project work or the materials and processes being used.

The course content requires you to apply mathematical and scientific knowledge, understanding and skills. This content reflects the importance of Design and Technology as a pivotal STEM subject.

## ENTRY REQUIREMENTS

FIVE OR MORE GCSEs GRADE 9-4 OR EQUIVALENT, INCLUDING ENGLISH AND MATHS. MINIMUM OF GRADE 5 IN DESIGN TECHNOLOGY GCSE OR EQUIVALENT LEVEL 2 QUALIFICATION.

## ASSESSMENT

**Exam: 26.7% of A Level (1hr 30 minutes - written paper)**

Analyse existing products, demonstrate their technical knowledge of materials, product functionality, manufacturing processes and techniques, demonstrate applied mathematical skills, demonstrate their understanding of wider social, moral and environmental issues that impact on design/manufacturing industries.

**Problem Solving: 23.3% of A Level (1hr 45 minutes - written paper)**

Apply their knowledge, understanding and skills of designing and manufacturing prototypes and products, demonstrate their higher thinking skills to solve problems and evaluate situations and suitability of design solutions.

**Iterative Design Project: 50% of A Level (Approx. 65 hrs Non-Examined Assessment)**

The 'Iterative Design Project' requires learners to undertake a substantial design, make and evaluate project centred on the iterative processes of explore, create and evaluate. Learners identify a design opportunity or problem from a context of their own choice and create a portfolio of evidence in real time through the project to demonstrate their competence.

## FUTURE OPPORTUNITIES

You will gain skills that are useful in a wide range of jobs, in further study of design or engineering and in your personal life develop decision making skills, including the planning and organisation of time and resources when managing a project

You will build and develop on your knowledge and understanding from GCSE whilst also having the freedom to focus in more depth on areas of design and technology that most interests you. This allows access to a range of future career aspirations in the design and engineering industries, leading to future careers in product design, engineering, architecture, fashion and graphic design; it will develop your design and thinking skills that open up a world of possibility, providing the tools to create the future.

# STUDENT VOICE

Being able to study what I like, certain additional freedoms such as more sociability and choices in general. I also enjoy the challenging aspects of my subjects.





# PSYCHOLOGY

Psychology is the most rapidly developing subject of the 21st Century. We pursue a better understanding of human behaviour by unravelling the biological, cognitive, social and cultural influences that underpin what we do and say, and why people think and behave the way they do. From the atrocities of war and inequality to the wondrous process of child development; from 'broken minds', aggression, stress and the effect of child abuse to intelligence, memory and 'normality', the reach of psychology pervades all aspects of humanity. Psychology debates the extent to which we have freewill, how influential nurture is and to what extent every individual is unique.

## CONTENT

### **Paper 1: Introductory topics in Psychology**

This covers four of the major areas of psychology, namely social influence (which covers topics such as obedience and conformity), memory, attachment (which covers the relationship between a child, its mother and other caregivers, such as the impact upon the child of attending nursery) and psychopathology (which covers the application of psychological theory to the explanation and treatment of mental health problems).

### **Paper 2: Psychology in Context**

This covers the major approaches in psychology (for example the work of the behaviourists, Freudian psychology, etc). It also covers the importance of biopsychological ideas to explaining human behaviour. The research methods commonly used in psychology is also a focus of this paper, although students should note that the theme of research runs through all areas of the course.

### **Paper 3: Issues and options in Psychology**

This covers issues and debates in psychology, such as the nature v nurture debate and the gender/cultural biases present in psychological research and theory. It also covers three options, one from each of three categories. At present, we are planning to cover gender, schizophrenia and forensic psychology.

## ENTRY REQUIREMENTS

FIVE OR MORE GCSES GRADE 9-4 OR EQUIVALENT,  
INCLUDING AT LEAST GRADE 5 IN ENGLISH LANGUAGE OR  
ENGLISH LITERATURE AND; GRADE 4 IN MATHEMATICS.

## ASSESSMENT

**Paper 1:** Introductory topics in Psychology: Written Examination (33.3%)

**Paper 2:** Psychology in Context: Written Examination (33.3%)

**Paper 3:** Issues and Options in Psychology: Written examination (33.3%)

All exams comprise of Multiple Choice, Short Answer and Extended Response Questions

## FUTURE OPPORTUNITIES

Many of our students will go on to study Psychology or a closely-related undergraduate course at University. A degree in Psychology is broadly useful for many post-graduate opportunities in Employment, Education or Training and is increasingly desirable owing to the widely applicable skills and knowledge that Psychologists use in their work.

Examples of vocational courses and academic subjects that our students have pursued at degree level include Mental Health Nursing, Counselling, Occupational Therapy, Language Therapy, Psychology, Neuroscience, Education, Business, Politics and History (as well, of course, as the ever-popular Criminology and Forensic Psychology courses that attract high numbers of university applicants each year).





The word biology is derived from the Greek words bios meaning life and logos meaning study and is defined as the science of life and living organisms. Aspects of biological science range from the study of molecular mechanisms in cells, to the classification and behaviour of organisms, how species evolve and interaction between ecosystems.

Biology often overlaps with other sciences; for example, biochemistry and toxicology with biology, chemistry, and medicine; biophysics with biology and physics; stratigraphy with biology and geography; astrobiology with biology and astronomy.

## CONTENT

You will cover a wide range of topics and lessons will be a mixture of theory and practical.

### Year 1

- Module 1: Biological Molecules
- Module 2: Cells
- Module 3: Organisms exchange substances with their environment
- Module 4: Genetic information, variation and relationships between organisms

### Year 2

- Module 5: Energy transfers in and between organisms
- Module 6: Organisms respond to changes in their internal and external environments
- Module 7: Genetics, populations, evolution and ecosystems
- Module 8: The control of gene expression

## ENTRY REQUIREMENTS

FIVE OR MORE GCSEs GRADE 9-4, INCLUDING ENGLISH. GRADE 66 IN COMBINED SCIENCE OR GRADE 6 IN BIOLOGY **PLUS** GRADE 5 IN MATHS.

## ASSESSMENT

Your understanding and learning will be assessed through written exams at the end of Y13. There will be three papers which test your knowledge as well as your practical skills. You will also have your practical abilities assessed by your teacher which will be reported on your final certificate as the Practical Endorsement for Biology.

**Paper 1:** 2 hours 35% of Grade **Paper 2:** 2 hours 35% of Grade **Paper 3:** 2 hours 30% of Grade

## FUTURE OPPORTUNITIES

A Level Sciences are still widely revered as an indication of students' higher level academic abilities by employers and educational providers.

Biology provides a solid background for most Natural Science degree programmes and is also ideal for those thinking about a career in the caring professions. A Level Biologists have a wide variety of options when choosing what to study at university. Although Biology A Level is not a direct prerequisite for Medicine and Biomedical studies, it is advisable to study.

## ADDITIONAL INFORMATION

We recommend that students consider selecting Chemistry and/or Psychology A Levels to complement their studies in Biology. However, Biology can also be taken as a separate Science subject as part of a broader curriculum.



# SCIENCES: CHEMISTRY

A good grade in A Level chemistry is a requirement of many science degree courses including medicine, dentistry and veterinary science and is thought of highly by employers by providing good indicators of academic ability, logical thinking, mathematical skills and conceptual aptitude. The course is a fascinating exploration of atomic structure, chemical bonding, and reactions of organic and inorganic chemicals and builds on key concepts from GCSE chemistry.

The chemistry team at Forge Valley has a proven record at A Level. Mr Barradell has successfully taught the previous Nuffield course for the last 5 years. Mr So has recently added his vast wealth of experience from All Saints Catholic High School where he has taught A Level chemistry for nearly 10 years enabling many students to leave with A\*s and helping them to enter top universities. At Forge Valley we pride ourselves on providing a caring and supportive environment in which pupils can engage with the demands of the course and build up the skills they need to succeed in further education.

## CONTENT

We will be following the AQA Specification. The course content contains the foundations of chemistry before branching out into the 3 disciplines of organic, physical and inorganic chemistry. Specific subjects include biochemistry, kinetics, equilibria and energetics.

Running throughout A Level chemistry there will be 12 required practical experiments in which students' skills are tested and recorded. These skills are developed in preparation for this through many other opportunities for investigation work.

## ENTRY REQUIREMENTS


FIVE OR MORE GCSES GRADE 9-4 OR EQUIVALENT, INCLUDING ENGLISH GRADE 66 IN COMBINED SCIENCE OR GRADE 6 IN CHEMISTRY **PLUS** GRADE 5 IN MATHS.

## ASSESSMENT

Your understanding and learning will be assessed through written exams at the end of Y12 and/or Y13. There will be three papers which test your knowledge as well as your practical skills. You will also have your practical abilities assessed by your teacher which will be reported on your final certificate as the Practical Endorsement for Chemistry.

## FUTURE OPPORTUNITIES

Chemistry opens up opportunities to pursue a host of courses at university including biomedical science, pharmacy, medicine and engineering. These courses are especially attractive to prospective employers as they seek to fill the demand in areas such as the pharmaceutical industry or non-scientific careers such as finance. The skills provided in chemistry will be useful for many career pathways. For a medical degree, an A Level in chemistry is an absolute requirement.



# SCIENCES: PHYSICS

Physics is the study of the whole range of science dealing with matter and energy and the relationship between them. Physics is used in practically every aspect of our lives from when we put on toiletries in the morning to switching on our laptops to use the internet in the evening. Unlike other sciences, it really has no limits. From why the sky is blue, raindrops are round or the mysteries of space, physics covers it all. Even why your toast lands buttered side down can be answered by physics!

## CONTENT

You will cover a wide range of topics including particles, electricity, rectilinear and non-linear motion, waves, particles and quantum phenomena. Lessons will be a mixture of theory and practical sessions exploring the theoretical aspects of physics, laws of physics and links to applications of physics around the world.

The A Level modules include:

**Module 1:** Development of practical skills

**Module 2:** Foundations of physics. Includes: Physical quantities and units, Scalars and vectors, Measurements

**Module 3:** Forces and motion. Includes: Motion, Forces in action, Work, energy and power, Materials, Newton's laws of motion and momentum.

**Module 4:** Electrons, waves, and photons. Includes: Charge and current, Energy, power and resistance, Electrical circuits, Waves, Quantum physics.

**Module 5:** Newtonian world and astrophysics. Includes: Thermal physics, Circular motion, Oscillations, Gravitational fields, Astrophysics.

**Module 6:** Particles and medical physics – Includes: Capacitors, Electric fields, Electromagnetism, Nuclear and particle physics, Medical imaging.

## ENTRY REQUIREMENTS

FIVE OR MORE GCSEs GRADE 9-4, INCLUDING ENGLISH.  
GRADE 66 IN COMBINED SCIENCE OR GRADE 6 IN  
PHYSICS **PLUS** GRADE 5 IN MATHS.

## ASSESSMENT

Your work will be assessed through written exams. You will also have your practical abilities assessed by your teacher.

At A Level: Three exams, assessing content from Modules 1-6.

## FUTURE OPPORTUNITIES

Due to the demands of physics it is a subject that relatively few study, but as such it is a qualification that is extremely highly sought after by a range of employers in areas from accountancy to engineering. Therefore, it is a useful qualification to have when applying for a range of university courses. Some students go on to study physics at university. This may lead to a career in research and development, either in a university or in industry. High temperature semiconductors, a better understanding of subatomic particles and more efficient ways of storing energy for cars are just three areas of research being pursued at the moment.

Perhaps the majority of those who study A Level Physics do so in order to apply their physics knowledge in another subject area at university. Examples of this are the many branches of engineering, electronics and meteorology. For these careers, A Level Physics is essential.



# SOCIOLOGY

Sociology is about the study of societies, how they work and how they change. You will learn how societies shape people's ideas and behaviour and how in turn, people interact and shape their societies. You will also have the chance to consider your own experience of the world around you and develop the knowledge and skills needed to play a part within the community.

**Qualities required:** Students need an open and enquiring mind, an interest in current affairs and the social issues of today.

**Links with other subjects:** Sociology is a Social Science and therefore combines well with both Science and Arts based subjects. For example, students have combined Maths, Chemistry and Sociology or English, History and Politics, along with various other permutations.

## CONTENT

1. Education with Theory and Methods,
2. Crime and Deviance with Theory and Methods
3. One of: a) Culture and Identity b) Families and Households c) Health d) Work, Poverty and Welfare
4. One of: a) Beliefs in Society b) Global Development c) The Media d) Stratification and Differentiation

## ENTRY REQUIREMENTS

5 OR MORE GRADE 9-4 AT GCSE OR EQUIVALENT, INCLUDING ENGLISH. GRADE 4 IN SOCIOLOGY (IF STUDIED).

## ASSESSMENT

A Level:

**Paper 1:** 2 hours (Education with Theory and Methods)

**Paper 2:** 2 hours (Topics in Sociology)

**Paper 3:** 2 hours (Crime and Deviance with Theory and Methods).

## FUTURE OPPORTUNITIES

Many students go on to Higher Education and have followed diverse ranges of degrees, Maths, Social Sciences, Law, Business, Medicine, Media, English, Criminology, Education, Biology, etc.

Students are better equipped to express their views, present balanced arguments and have an analytical, evaluative mind. Other students who have pursued a career at 18 have gone to work in Insurance, Law, Admin, Police, etc.



# SPANISH

**ONE LANGUAGE SETS YOU IN A CORRIDOR FOR LIFE. TWO LANGUAGES OPEN EVERY DOOR ALONG THE WAY.**

FRANK  
SMITH

Are you passionate about learning a language? Do you love communicating? Do you want to widen your knowledge of world issues and different cultures? If so, A Level Spanish is the course for you!

Through studying Spanish, you will not only develop your language skills but you study key themes and issues from the Hispanic world such as racism, equality, immigration and human rights. The course also offers the opportunity to study a film and a book, so strong English skills are required to make a success of the course.

There are opportunities to practise your language in Spain and experience typical Spanish life with an **optional exchange visit**.

A Foreign Language is seen as one of the most academically challenging A Level courses, and as such, sets students apart from the rest when applying for University. Spanish can be studied at university as a single honours course or combines well with many other subjects, including History, Law and Politics.

## CONTENT

The course builds on the foundation laid at GCSE to become a confident independent speaker of Spanish and develops skills required to write extended pieces on topics e.g. media, popular culture, health and well-being, family and relationships. Receptive skills – Listening and Reading, will be greatly developed through work in lessons and at home.

An understanding of grammatical concepts and structures will be developed through a critical consideration of current issues relating to Spain. Students will learn how to apply newly acquired vocabulary and linguistic structures in a range of contexts to enhance written and spoken work as well as analyse, explain and evaluate current issues relating to the country.

## ENTRY REQUIREMENTS

FOUR OR MORE GCSES GRADE 9-4 OR EQUIVALENT, PLUS A MINIMUM OF GRADE 4 IN GCSE ENGLISH LANGUAGE. MINIMUM GRADE 6 AT GCSE IN SPANISH.

It is vital that you have a keen interest in current European and political affairs and a desire to understand and research the position of Spain in the world today, as many of the topics involve discussion of current affairs and the recent history of Spain.

## ASSESSMENT

**Paper 1:** Listening, reading and writing, 2 hours 30 minutes, 100 marks, 50% of A Level

**Paper 2:** Writing, 2 hours – two essays, 80 marks in total, 20% of A Level

**Paper 3:** Speaking, 21–23 minutes (including 5 minutes preparation time) – your Individual Research Topic and general conversation, 60 marks in total, 30% of A Level

## FUTURE OPPORTUNITIES

Languages clearly can take you into a range of jobs, where your languages skills will directly be used including teaching, translation, international business, journalism or law. However, the skills acquired through studying a language and how well languages link with a whole range of other subjects mean that language students can enjoy successful careers in almost any professional setting.

# BTEC LEVEL 3 NATIONAL CERTIFICATE/EXTENDED CERTIFICATE IN SPORT

The Pearson BTEC National Certificate / Extended Certificate in Sport are qualifications for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the sport sector. The Certificate qualification is equivalent in size to 0.5 of an A Level, and is delivered as a one-year programme, studied alongside other Level 3 qualifications. The Extended Certificate effectively 'tops-up' work done in year one, with an additional year (2 years total) and is equivalent to one A Level.

Both qualifications are vocational courses and therefore learners will be taught using a variety of methods, many of which directly relate to working within the sports industry.

## CONTENT

### BTEC Level 3 National Certificate in Sport

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being

### BTEC Level 3 National Extended Certificate in Sport

In addition to the units covered above:

- Unit 3: Professional Development in the Sports Industry

Learners will also choose one optional unit from a range which has been designed to support choices in progression to sport courses in higher education, and to link with relevant occupational areas. The optional units would be selected based on the interests and skills of the group, with a possibility of different units being completed by different learners, if necessary, to suit the needs of individuals.

## ENTRY REQUIREMENTS

FIVE OR MORE GCSES GRADE 9-4 OR EQUIVALENT, INCLUDING ENGLISH.

It would be an advantage to have studied BTEC Sport at Level 2 although this is not an essential requirement. Level 2 Pass will be required if BTEC Sport has been studied. GCSE grade 4 if GCSE PE has been studied. Learners should ideally be involved in sport through regular club and/or extracurricular participation.

## ASSESSMENT

**BTEC National Certificate.** The course is assessed using two methods: external (exam) and synoptic (controlled assessment).

## FUTURE OPPORTUNITIES

BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include; the ability to learn independently, the ability to research actively and methodically, being able to give presentations and being active group members.

The qualifications carry UCAS points and are recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of study. They combine well with a large number of subjects and support entry to higher education courses in a very wide range of disciplines. For learners who wish to study an aspect of sport in higher education, opportunities include:

- BA (Hons) in Sport Studies and Business, if taken alongside A Levels in Business and Maths
- BSC (Hons) in Sport Psychology, if taken alongside a BTEC National Extended Certificate in Applied Science and A Level in Psychology
- BA (Hons) in Sports Education and Special and Inclusive Education, if taken alongside an A Level in English Language and a BTEC National Extended Certificate in Performing Arts
- BA (Hons) in Sport and Exercise Science, if taken alongside a BTEC National Diploma in Applied Science.

# STUDENT VOICE

I feel any of my teachers  
would be more than happy to  
help me, even if it meant going  
out of their way to do so.





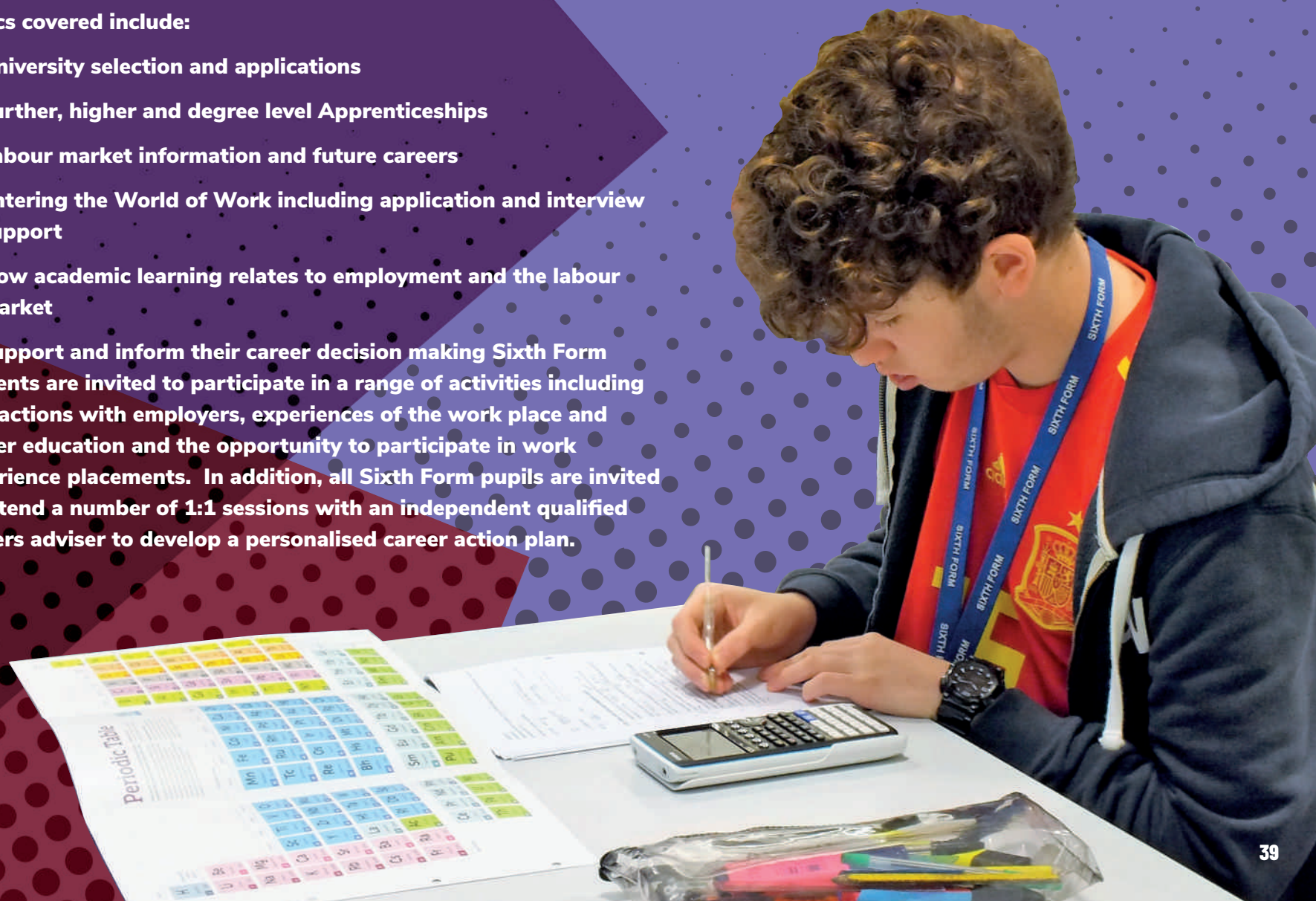
# CAREERS

Forge Valley Sixth Form offers a full and relevant careers programme to all post 16 students. Following the Gatsby Benchmarks of Good Careers Education we ensure that students have the opportunity to explore all their future options, ensuring they make supported, well informed and positive career decision about their post 18 journey and future careers.

Topics covered include:

- University selection and applications
- Further, higher and degree level Apprenticeships
- Labour market information and future careers
- Entering the World of Work including application and interview support
- How academic learning relates to employment and the labour market

To support and inform their career decision making Sixth Form students are invited to participate in a range of activities including interactions with employers, experiences of the work place and higher education and the opportunity to participate in work experience placements. In addition, all Sixth Form pupils are invited to attend a number of 1:1 sessions with an independent qualified careers adviser to develop a personalised career action plan.







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