



Course Guide 2023-2024

Striving for Excellence

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Requirements with for A Level & Vocational Courses



To study the minimum of three A Level subjects: Five GCSEs at grade 5 plus a grade 6 in a written subject. In this table 'Subject' means a GCSE grade in that subject, for example in French you must have at least a 5 in French at GCSE. If no letter is indicated, then there is no requirement for a grade in this subject. When two grades are given for English this means in both Language and Literature. When only one grade is given, this means Language.

The 6th Form reserves the right to review course entry criteria at enrolment.

COURSES	BLOCK	A Level and Vocational Entrance Requirements				
		English	Maths	Subject	Science	Other Written Subject
Art	C	5	4	6		
Biology	A or B or D	5	5	6	6 6	
Business Studies	D	5	5			6
Chemistry	A or B or C	5	5	6	6 6	
Computer Science**	C	6	6	6		
Drama	B	5		6*		
Economics	A	5	6			6
English Literature	C	6 in Lit				6
French	B	5		5		
Further Mathematics**	D & E			9		
Geography	D	5	5	5	5 5	6
Graphics	C	5	5	5		
History	A	5		5		6
Mathematics	A or B or C			7		
Media Studies	D	5		5*		6
Music***	D	5	5	5		
Physics	A or C	5	6	6	6 6	
Politics	B	5				6
Psychology	B or D	6 in Lang or Lit	5		5 5	6
Religious Studies****	A	5				6
Sociology	A or C	5				6
Spanish	B	5		5		
Applied Business (AQA Lvl 3 Certificate)	C	4	4			4
Applied Science (AQA Lvl 3 Certificate)	D	4	4	4	4 4	
Cambridge Technicals in IT (Lvl 3 Extended Certificate)	B	4	4			5
Health and Social Care (BTEC Lvl 3 National Diploma)	A & B^^	4	4			4

*Candidates will be accepted without subject specific entry requirements as long as all other entry requirements have been met. **Five GCSEs at grade 6 and those that have not completed Computer Science must have grade 7 in Maths. ***Music Grade 5 or equivalent on a musical instrument. ****You will be considered with GCSE English Language Grade 4 if you also have Religious Studies/Education at Grade 6. ** **Further Maths** - Students complete A Level Mathematics in Year 12 and Further Mathematics, A Level in Year 13. ^^ Those with higher than the minimum entry requirements may be able to combine their Applied subjects with other A level subjects. ^^ **Health and Social Care** is the equivalent of two courses and runs in block A and B together. You will need to choose a third subject from block C or D.

Art & Design

Introduction - Fine Art, this is a two year course where students are introduced to a variety of experiences that explore a range of fine art media, processes and techniques. Students should be using a variety of methods and media on a variety of scales. Students may use sketchbooks/ workbooks/ journals. Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples.

This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

Year 12 CONTENT IN COMPONENT 1, SEPTEMBER - END OF JANUARY.

Students produce an extended collection of work that exemplifies aspects of their developing knowledge, skills and understanding. It should provide evidence of research, the development of ideas, making skills and critical/contextual understanding. It should demonstrate the student's ability to sustain work from an initial starting point to a realisation. Work should include some of the following: drawings, illustrations, life drawing, animation and artists' research for assessment.

IN COMPONENT 1, SET ASSIGNMENT FEBRUARY – MAY (internally set examination)

Students respond to a stimulus, provided by the Graphics Department, to produce work which provides evidence of their ability to research and develop ideas and to make clear the link between their own and others' work within specified time constraints. Culminating in a 10 hour examination in response to the theme.

Year 13 COMPONENT 2, EXTERNALLY SET EXAM FEBRUARY - MAY

Students develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artists, designers, photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words which supports the practical work.

Students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes. Culminating in a 15 hour examination in response to the theme.

ASSESSMENT OBJECTIVES (AO)

- AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Progression Opportunities

After this course students are encouraged to apply for either foundation studies in art and design or degree courses from fine art, advertising, fashion and textiles, filmmaking, sculpture, to architecture, three dimensional design and product design.

Progression Opportunities After this course

Students are encouraged to apply for either foundation studies in art and design or degree courses such as: Graphic design and communication, Animator, Motion graphics, Interior design, advertising, fashion and textiles, filmmaking, fashion journalism, illustration, to architecture, marketing and product design.

Exam Board: AQA



Biology

Introduction

This is an interesting subject offering students the opportunity to learn about living organisms, how they work and interact with each other. There are four theory units and two practical skills units. Specification structure as follows:

Year 12 Content

Module 1: Development of Practical Skills in Biology

Module 2: Foundations in Biology

Module 3: Exchange and Transport

Module 4: Biodiversity, Evolution and Disease

Year 13 Content

Module 5: Communication, Homeostasis and Energy

Module 6: Genetics, Evolution and Ecosystems

Year 13 Assessment

(includes assessment of Year 12 Content)

Three written exams, covering material from Year 12 and Year 13:

Biological Processes (37%) - modules 1, 2, 3 and 5

Biological Diversity (37%) - modules 1, 2, 4 and 6

Unified Biology (26%) - all six modules

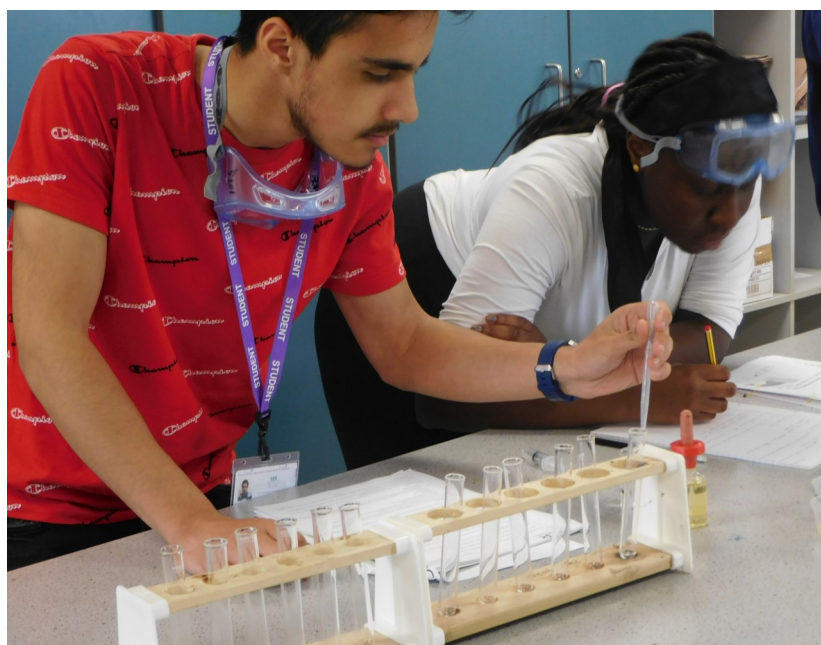
Practical Endorsement

Practical skills will be continuously assessed throughout the course, with successful students receiving a separate result for this. This is a non exam assessment.

Progression Opportunities

After this course students can study Biology and Pure and Applied Sciences at University. For example: Medicine, Dentistry, Pharmacy or Veterinary Science. With major advances occurring in the in the fields of Microbiology, Biotechnology, and Genetics there are also increasing job opportunities.

Exam Board : OCR



Business Studies

Introduction

This course is suitable for students interested in the business world, the course looks at different forms of business and the purpose of a business. The course focuses into how a business is affected by the environment it is in and how this impacts on management and leadership styles. The units go into depth into areas of marketing, finance and operational management.

Year 12

1. What is business?
2. Managers, leadership and decision making
3. Decision making to improve marketing performance
4. Decision making to improve operational performance
5. Decision making to improve financial performance
6. Decision making to improve human resource performance

Year 13

1. Analysing the strategic position of a business
2. Choosing strategic direction
3. Strategic methods: how to pursue strategies
4. Managing strategic change

Assessment

At A- level, you will be assessed on all Year 12 and 13 content above, through three papers, each comprising of 33.3% of the A-level. You will be assessed through multiple choice questions, essays and an extensive case study.

All three papers will draw on material from the whole course.

Progression Opportunities

Students can progress to Business related courses at University such as Business Management, International Business and Business Law. Careers can range a wide variety of fields from Human resources to Accounting and Finance.

Exam Board : EdExcel

Chemistry

Introduction

Chemistry is a dynamic and stimulating subject. As well as learning subject skills, students develop their problem solving, mathematical, research and practical skills. The course develops essential knowledge and understanding of Chemistry and the practical skills necessary for Science-based university courses. Specification structure as follows:

Year 12 Content

Module 1 Development of Practical Skills in Chemistry
Module 2 Foundations in Chemistry
Module 3 Periodic Table and Energy
Module 4 Core Organic Chemistry

Year 13 Content

Module 5 Physical Chemistry and Transition Elements
Module 6 Organic Chemistry and Analysis

Assessment

Three written exams at the end of the second year covering material from Year 12 and Year 13:
Periodic Table, Elements and Physical Chemistry (37%) - modules 1, 2, 3 and 5
Synthesis and Analytical Techniques (37%) - modules 1, 2, 4 and 6
Unified Chemistry (26%) - all six modules

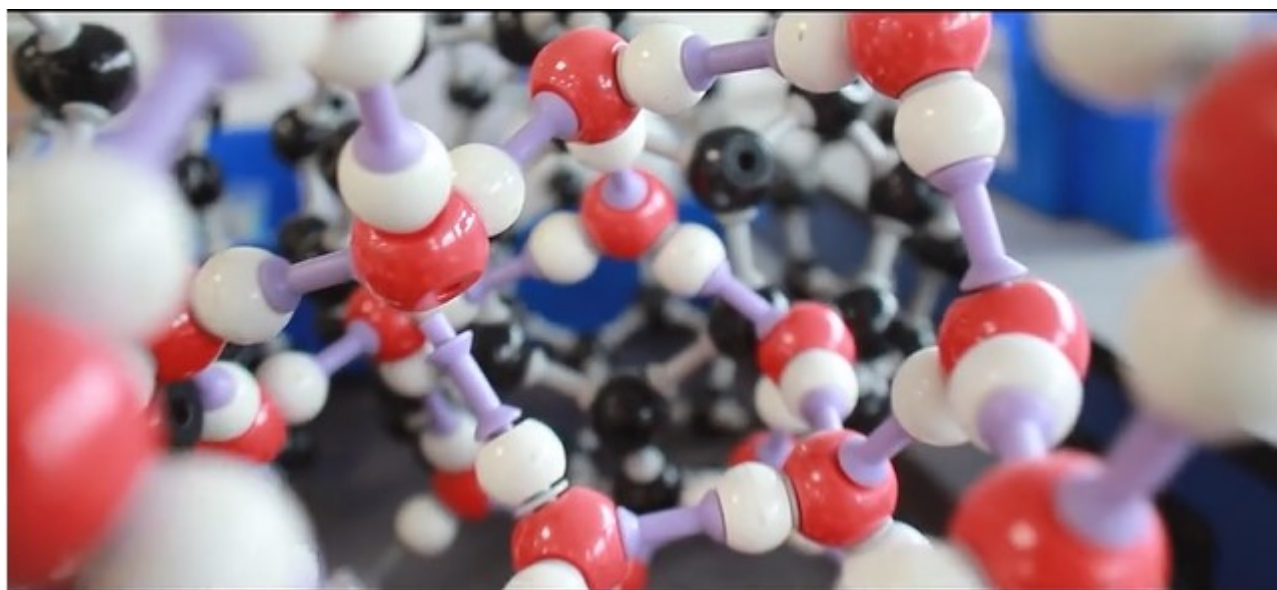
Practical Endorsement (PAGs)

Practical skills will be continuously assessed throughout the course, with successful students receiving a separate result for this. This is a non exam assessment.

Progression Opportunities

The course is very relevant for entry into the fields of Medicine, Dentistry, Veterinary Science, Engineering and Pure Sciences

Exam Board : OCR



Computer Science

Introduction

This A level course encourages candidates to develop their knowledge and understanding of computer systems, the principles of computing (including programming) and how these are applied to the solution of problems.

The aims of this qualification are to enable learners to develop:

- An understanding and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation
- The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so.
- The capacity to think creatively, innovatively, analytically, logically and critically.
- The capacity to see relationships between different aspects of computer science and mathematical skills.

Learners must take three components

Unit 1: Computer System

The characteristics of contemporary processors, input, output and storage devices

Software and software development

Exchanging data

Data types, data structures and algorithms

Legal, moral, cultural and ethical issues

Unit 2: Algorithms and Programming

- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms

Unit 3: Programming Project

The learner will choose a computing problem to work through according to the guidance in the specification.

- Analysis of the problem
- Design of the solution
- Developing the solution
- Evaluation

Assessment:

This is a two year course. All assessments will be taken at the end of year 13.

- Unit 1: Computer Systems – 2 hours 30 mins written examination - 40%
- Unit 2: Algorithms and Programming - 2 hours 30 mins written examination - 40%

Progression Opportunities

The qualification is suitable for learners intending to pursue any career in which an understanding of technology is needed. The qualification is also suitable for any further study as part of a course of general education. It will provide learners with a range of transferable skills which will facilitate personal growth and foster cross curriculum links in areas such as maths, science and design and technology. Computer Science is a very creative subject and skills such as problem solving and analytical thinking will all be refined and explored as learners progress through the learning and assessment programme.

Exam board: OCR

Drama & Theatre Studies

Introduction

This subject requires you to study and perform play scripts, attend theatrical performances, write play reviews, analyse the creation of Drama and Theatre as well as rehearse and create your own work.

Year 12 Content

Component 1 Devising Mock

- Develop performance skills required to devise and perform your own work.
- Write a portfolio analysing and evaluating your process and performance.
- Conduct research concerning lead theatre practitioners and the historical, cultural and social movements that informed their work.

Component 2: Text in Performance

- Mock Monologue/ Duologue and group piece to explore how to approach a text for performance.

Component 3 Theatre Makers in Practice

- Section A: Live Theatre Evaluation.
- You will visit the theatre and evaluate the performance techniques used to communicate the writer's intentions.
- Section B: Page to Stage:
- You will practically explore Dario Fo's Accidental Death of An Anarchist.

Year 13 Content

Component 1: Devising

- Devise an original piece of theatre
- One key extract from text + one practitioner as stimuli.
- Performed to an audience
- Written Portfolio

Component 2: Text in Performance

- Group Performance of ONE KEY EXTRACT from ONE TEXT
- Monologue OR Duologue of ONE KEY EXTRACT from a DIFFERENT TEXT

Component 3: Theatre Makers in Practice

- This unit consists of one written paper of 2 hours and 30 minutes
- Section A: Live Theatre Evaluation.
- Section B: Page to Stage. Unseen extract from a studied text
- Section C: Interpreting Performance Text. The production concept, influence of a practitioner and the original performance conditions for a set text.

Assessment

- Component 1: Practical performance and written/ verbal portfolio which include evaluative comments, internally assessed and externally moderated. Worth 40% of the qualification.
- Component 2: Practical Performance, externally moderated. Worth 20% of the qualification
- Component 3: Written Examination. Worth 40% of the qualification.

Progression Opportunities

You can study for a B.A. in Drama and Theatre, Directing, Acting, Theatre Design, Media or Literature at University. Specialised vocational training courses in all aspects of Theatre are available through Drama Schools and Colleges.

Exam Board : Edexcel

Economics

Introduction

This course is an introduction to economics and it will cover the issues confronting the UK economy. The course looks at the macroeconomic decisions made by a government in relevance to the modern world. It looks free markets and the need for government intervention.

Year 12

This course covers microeconomics and macroeconomics. Micro economics will cover how the market allocates resources in our modern and competitive world. It covers the imperfections in our markets and how governments need to provide goods and systems to maintain standard of living and order. Macroeconomics look to understand how the economy functions in the UK.

Year 13

The above is taken into depth and discussed within themes and is delivered in a more synoptic way to allow students develop their understanding of economics, giving them the ability to make critical decisions and apply knowledge to different contexts.

Assessment

At A- level, you will sit three papers combining the knowledge of two years each comprising of 33.3% of final A level. You will sit a paper on markets and market failure, national and international economy, and economic principles in general.

Progression Opportunities

Economics is a good path to any university course or work place. The course provides students with skills which can be adapted to any pathway. Economics students find that they secure university places not only in Economics but also in Accounting, Finance and Management, Engineering, Law or Humanities. Employment is available in areas such as Finance, Investment Banking, at the Treasury, Teaching or Management.

Exam Board: EdExcel



English Literature

Introduction

The course will enable students to develop a literary and theoretical exploration of literature through time, exploring literature's function in society and the ways in which it reflects the world, past and present. Students are encouraged to challenge and even attack critical viewpoints, using evidence and other views to support their findings. This critical approach is reflected in speaking and listening opportunities and discussion in class as well in written work. It is integral to the curriculum to provide a range of opportunities for all, which enable and promote high expectations and establish both challenge and a love of learning

Students will develop the following skills and knowledge:

To articulate creative, informed and relevant responses to literary texts using coherent and accurate written expression.

To examine texts closely and demonstrate a critical understanding of the ways in which form, structure and language shape meanings.

To explore the connections and comparisons between literary texts, informed by interpretations of other readers.

To explore the significance and influence of context in which literary texts are written and read

Year 12 Content

Component 01 Shakespeare, Drama and Poetry pre-1900:

We will study a play by Shakespeare, a second play and pre-1900 Poetry.

Component 02 Comparative and contextual Study.
This involves a close reading of two texts within a set topic.

Component 03 Study of Literature post-1900:
This involves the study of three post-1900 literary texts (prose, poetry, drama), one of which must have been first published or performed in 2000 or later.

Year 13 Assessment:

Component 01 Is assessed by written examination in June (40% of total A Level)

Component 02 Is assessed by written examination in June (40% of total A Level)

Component 03 is coursework, which is submitted by March (20% of total A Level)

Progression Opportunities

This subject is valuable for students seeking careers in Law, Media, Journalism, Publishing, Teaching, Advertising, Business and Drama as well as, of course, English and Languages. They also complement Medicine and Dentistry by demonstrating strong communication skills.

Exam board : OCR

Further Maths

Introduction

At Preston Manor we want to give students the chance to achieve the highest grade possible at Maths and Further maths. As a result we ask all our Further Maths students to sit the full A Level Maths exams at the end of year 12 (see Mathematics A level Course Details) and use this as a basis for the Further Maths course they undertake in year 13.

Year 12 Content

see Mathematics A level Course Details)

Year 13 Assessment:

In year 13 this allows to amend their choices depending on their ability:

A level Further maths (grade A/A* at A level Maths)

Repeat A level maths to ensure a higher grade (B or below at A level Maths)

Further Mathematics has become an increasingly popular subject for keen and gifted mathematicians. Students wishing to apply for the very best universities, especially for courses in Mathematics and Engineering, will have a greater chance of gaining a good offer if they have studied Further Mathematics. Once at university, students also find that they cope much better with these courses having had some prior experience of the extension topics. The Further Maths A Level introduces Pure Maths topics beyond those covered by A level Mathematics, including Complex Numbers, Matrices, Proof, Polar Coordinates and Differential Equations. There are also Applied modules available, which extend students' knowledge of the statistics and mechanics modules studied in A Level Mathematics. The option modules will be chosen at the discretion of the classroom teacher and Key Stage 5 Maths Coordinator.

Assessment:

The course consists of four modules:

Further Pure 1 – Proof, complex numbers, matrices, further algebra and functions, further vectors

Further Pure 2 – Complex numbers, Further algebra and functions, Further calculus, Polar coordinates, Hyperbolic functions, Differential equations

Further Maths Option 1 -

Students take one of the following four options:

3A: Further Pure Mathematics 3

3B: Further Statistics 1

3C: Further Mechanics 1

3D: Decision Mathematics 1

Further Maths Option 2 -

Students take one of the following seven options:

4A: Further Pure Mathematics 4

4B: Further Statistics 1

4C: Further Statistics 2

4D: Further Mechanics 1

4E: Further Mechanics 2

4F: Decision Mathematics 1

4G: Decision Mathematics 2

The modules are assessed by a 90 minute examination and all modules are of equal value.

All exams take place at the end of year 13 based upon successful completion of year 12.

Enrichment opportunities:

UKMT senior maths challenge (compulsory), UKMT team challenge, Cypher challenge, MAT/STEP support high profile universities, Maths mentoring opportunities within school, running of extra-curricular maths activities for younger year groups.

Exam board : OCR

Geography

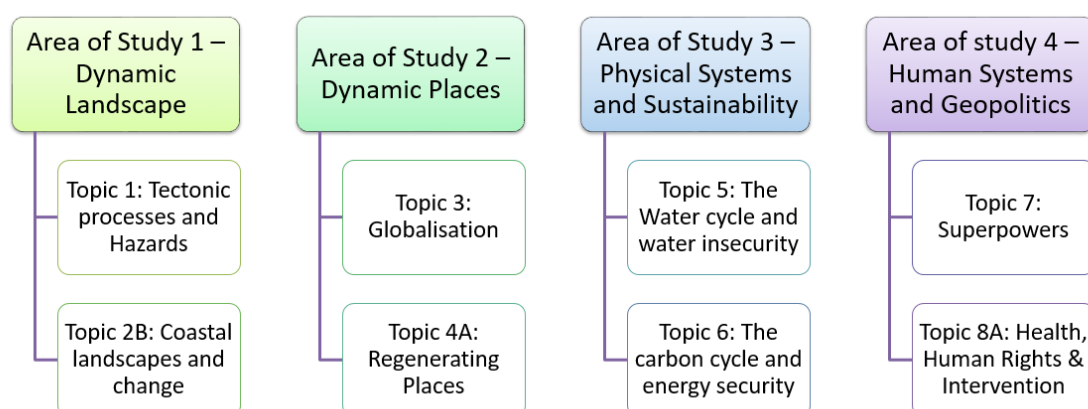
Introduction

Geography A level equips students with knowledge about diverse places, people, resources and the complexity of interactions between natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Students' growing knowledge will help them to deepen their understanding of the world and their place in it.

Students will develop skills that are valuable to Higher Education institutions and potential employers including critical analysis, reflective thinking and independent research. Students will explore a range of issues and examine potential solutions to them. The course will also have a high Maths and ICT content, including the use of GIS software. The course complements Biology, Maths, Government and Politics, Economics and Physics.

There are opportunities to attend lectures and to do a variety of fieldwork including 4 days of compulsory fieldwork on a residential trip.

Course Content



Final Assessment

Paper 1 **Physical Systems and Sustainability** 2 hours and 15 minutes (30% of full A-Level)

Paper 2 **Human Systems and Geopolitics** 2 hours and 15 minutes (30% of the full A-Level)

Paper 3 **Synoptic Assessment** 2 Hours and 15 minute written examination (20% of the full A-Level)

NEA Independent Investigation (Coursework) – (20% of the full A-Level grade) A written report based on fieldwork data and research. We will begin this in year 12 and students are expected to produce complete drafts over the summer holiday ready for year 13.

Progression Opportunities

The study of both human society and scientific systems in Geography leads to degree courses in either Sciences, Engineering or Humanities. It can be an additional A Level to support Science degrees including Medicine, provides support of analytical skills for Law and can lead to IT based Geography degrees opening opportunities to work in the field of Geographical Information Systems (GIS systems include Google Earth, Google Maps and ArcGIS.) Students develop the skills of analysis and interpretation which are highly respected in a variety of careers where effective communication skills are essential, such as business management, and Global Development Planning.

Exam Board: Edexcel

Graphics

Introduction

Students are introduced to a variety of experiences that explore a range of graphic communication, media, processes and techniques. They are made aware of both traditional and new mediums. Students explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students may use sketchbooks/workbooks/journals where appropriate. Students explore iconic graphics designers and illustrators who have shaped our society. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles. They should be able to work in one or more areas of graphic communication, such as those listed below.

They may explore overlapping areas and combinations of areas:

- **Interactive media (including web, app and game design)**
- **Advertising**
- **Packaging design**
- **Promotional materials**
- **Design for print**
- **Illustration**
- **Communication graphics**
- **Branding**
- **Animation**

Year 12 CONTENT IN COMPONENT 1, SEPTEMBER - END OF JANUARY.

Students produce an extended collection of work that exemplifies aspects of their developing knowledge, skills and understanding. It should provide evidence of research, the development of ideas, making skills and critical/contextual understanding. It should demonstrate the student's ability to sustain work from an initial starting point to a realisation. Work should include some of the following: drawings, illustrations, life drawing, animation and artists' research for assessment.

IN COMPONENT 1, SET ASSIGNMENT FEBRUARY – MAY (internally set examination)

Students respond to a stimulus, provided by the Graphics Department, to produce work which provides evidence of their ability to research and develop ideas and to make clear the link between their own and others' work within specified time constraints. Culminating in a 10 hour examination in response to the theme.

Year 13 COMPONENT 2, EXTERNALLY SET EXAM FEBRUARY - MAY

Students develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artists, designers, photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words which supports the practical work.

Students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes. Culminating in a 15 hour examination in response to the theme.

ASSESSMENT OBJECTIVES

Assessment objectives (AOs) are the same across A-level Art / Graphics.

Progression Opportunities After this course

Students are encouraged to apply for either foundation studies in art and design or degree courses such as: Graphic design and communication, Animator, Motion graphics, Interior design, advertising, fashion and textiles, filmmaking, fashion journalism, illustration, to architecture, marketing and product design.

Exam Board: AQA

History

Introduction

The History A Level Course has been designed to help students understand the significance of historical events, the role of individuals in history and the nature of change over time. This qualification will help students to gain a deeper understanding of the past through political, social, economic and cultural perspectives. The course will build on the understanding of the past taught at GCSE level through a balanced course of study.

Year 12 Content

Two units are studied in Year 12:

Unit 1 British period study and enquiry: From Pitt to Peel: Britain 1783–1853 (Enquiry topic: Peel and the Age of Reform 1832–1853). Students will learn about the political developments in Britain during this period, for example the impact of the French Revolution on Britain and the growth of radical protest movements. Students will study the movements for the right to vote and moves towards equality for religious groups in Britain. They will also look at the effects of the wars with France and Napoleon on British politics. The unit will examine the expansion of the right to vote in 1832 and the rise of the Chartist movement. The age of reform will then be studied looking at the effects of the Industrial Revolution on the way people lived and worked in this period.

Unit 2 Non-British period study: Russia, 1894-1941 Students will learn about the rule of the last Tsar: Nicholas II. They will then study the two revolutions in Russia in 1917. They will examine the roles of Lenin, Trotsky and the Bolsheviks and how they established the Communist Soviet Union after 1917. After studying Lenin, students will learn about Stalin and the dictatorship he established in the USSR.

Year 13 Content

Two further units are studied in Year 13:

Unit 3 Thematic study and historical interpretations: Civil Rights in the USA 1865–1992.

Students will study the Black Civil Rights movement from 1865 to 1992 including the roles of Martin Luther King, Malcolm X and the Black Panthers. They will also learn about the movements for workers' rights, such as the trade union movement. They will also study the Native American peoples and their campaigns for civil rights. The unit will be concluded by an examination of the women's rights movement.

Unit 4 Topic based essay (coursework)

Assessment (Year 12)

Unit 1 – 1 hour 30 minutes source-based exam (25% of full A Level)

Unit 2 – 1 hour 30 minutes essay paper (15% of full A Level)

Assessment (Year 13) Year 12 content will be re-assessed in Year 13.

Unit 1 – 1 hour 30 minutes source-based exam (25% of full A Level):

Unit 2 – 1 hour essay paper (15% of full A Level):

Unit 3 – 2 hour 30 minutes paper (40% of full A Level): one essay and one source-based essay

Unit 4 – Coursework completed during Year 13 (20% of full A Level)

Learners will complete a 3000–4000 word essay on a topic of their choice, which will arise out of content studied elsewhere in the course. This is an internally assessed 3000–4000 word essay.

Progression Opportunities

Students develop the skills of analysis and interpretation, and the ability to develop logical arguments. These skills are highly respected in a range of careers and professions where communication is vital, for example law, journalism, accountancy, business management, civil service, administration and teaching.

Exam : Board OCR

Mathematics

Introduction:

Maths A Level builds on the skills learnt at GCSE level and introduces new concepts and their applications. A significant part of the course is focussed on Pure Maths which is mainly expressed in Algebra. Mechanics is the application of mechanical concepts and techniques in the physical world, while statistics plays a crucial role in judging how well a mathematical model describes a real-world problem

Assessment

The A Level course consists of three modules:

Paper 1 - Pure Mathematics 1

Proof, algebra and functions, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration and vectors

Paper 2 - Pure Mathematics 2

Further investigation of the topics found in paper 1

Paper 3 - Statistics and Mechanics

Statistical sampling, data presentation and interpretation, probability, statistical distributions, statistical hypothesis testing, kinematics, forces, Newton's laws and Moments.

All modules are assessed by a 90 minute examination and all modules are of equal value.
Exams take place at the end of year 13.

Enrichment opportunities

UKMT senior maths challenge (compulsory), UKMT team challenge, Cypher challenge, MAT/STEP support high profile universities, Maths mentoring opportunities within school, running of extra-curricular maths activities for younger year groups.

Exam board : Edexcel/Pearson

Media Studies

Introduction

This course is designed to offer students the opportunity to develop in depth critical awareness and understanding of a range of media forms, their technical and genre elements, and their contexts. Throughout the course, students analyse and interpret a wide variety of Media products and theories, engaging with Media both familiar and unfamiliar, and learning how they communicate with audiences. Students also gain key practical production skills, applying creativity to produce an effective Media product.

The course is aimed at those who have already achieved GCSE level in English, English Literature, but not necessarily in Media Studies. Media Studies provides a range of perspectives in understanding the Media and society, and complements the study of many other analytical subjects, including Sociology and English Literature, but also creative disciplines like Art and Design. In addition, the course provides an excellent foundation for further study in media-related courses at Higher Education.

Course Content

Throughout the first year of the course, students will develop an in depth knowledge, understanding and ability to analyse Media products through study of the key concepts of Representation, Audiences, Media Language, and Institutions, as well as the essential social, cultural, economic, historical and political contexts in which these products are made. All Media forms (and a wide range of related examples) will be studied and sophisticated knowledge of the media and its meanings for audiences will be developed through specific in depth studies of TV Drama, Newspapers, Music Videos, Minecraft, Advertising, Radio 1, Magazines, and the Jungle Book films. Appreciation, recognition and ability to utilise the key technical elements, genre conventions and features of different Media forms will also be established and evaluated through a series of relevant practical production tasks.

Paper 1

An in depth knowledge, understanding and ability to consider, analyse and argue key issues and debates in the media will be developed, with reference to the topic of British Newspapers in print and online, magazines, advertising, and music videos. Sophisticated knowledge of the media and its significance for audiences will be established and assessed through the use of specific in depth studies of Media theories, to produce discursive written exam answers.

Paper 2

As a result of consistent studies of a wide range of Media products throughout the course, in depth knowledge, understanding and ability to analyse Media products will be assessed, relating to TV Drama, as well as a grasp of appropriate and relevant contexts in which these products are made. The exam will expect students to refer to their own discussion and analysis of specific in depth Media studies on TV Drama programmes, Minecraft, The Radio 1 Breakfast Show, and The Jungle Book films and contrasting perspectives on these products in order to show how ideas, representations and meanings are communicated to audiences.

Non-Exam Assessment: Creating a Media Product

Working in one of a series of set briefs, linking to a theme, students will research, plan and create a media product in a particular form, to communicate a specific meaning for an intended audience. This unit assesses practical skills, technical understanding and creativity.

Assessment

Paper 1 is assessed through one 2 hour written exam (35% of A Level).

Paper 2 is assessed through one 2 hour written exam (35% of A Level).

Non-Exam Assessment is assessed by teachers and moderated by the exam board (30% of A Level).

Progression Opportunities

Students can progress onto a range of higher education course, offering academic or production-related qualifications. Additionally, there are numerous career opportunities within the media industry: radio production, advertising and marketing, journalism, copy-writing, digital filmmaking and audience research to name a few.

MFL French/Spanish

Introduction

Languages are all around us; they are used in so many situations whether at work, on holiday or just casually in day-to-day life - we live in a multilingual global society. Choosing an A-level language is a really smart move if you want a fascinating subject that offers you a range of career possibilities and are a lot of fun along the way. A-level language courses are interesting and varied subjects to study and give you a broad range of knowledge and skills.

Course Content

The specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills, including communication, critical thinking and creativity, which are valuable to the individual and society. The content has been designed to be of relevance to students of all disciplines. Students will develop their understanding of themes relating to the society and culture of the countries where French/ Spanish is spoken, and their language skills; they will do this by using authentic spoken and written sources in French/ Spanish. The approach is a focus on how French/ Spanish-speaking society has been shaped, socially and culturally, and how it continues to change.

Paper 1: Listening, reading and writing

Aspects of French/Spanish-speaking society • Artistic culture in the French/Spanish-speaking world • Multiculturalism in French/Spanish-speaking society • Aspects of political life in French/Spanish-speaking society • Grammar .

Paper 2: Writing

One text and one film or two texts from the list set in the specification • Grammar.

Paper 3: Speaking

Individual research project • One of four sub-themes ie Aspects of French/Spanish-speaking society or Artistic culture in the French/Spanish-speaking world or Multiculturalism in French/Spanish-speaking society or Aspects of political life in French/Spanish-speaking society.

Assessment

Paper 1:Written exam: 2 hours 30 minutes • 100 marks • 50% of A-level.

Paper 2: Written exam: 2 hours • 80 marks in total • 20% of A-level.

Paper 3: Oral exam: 21–23 minutes (including 5 minutes preparation time) • 60 marks in total • 30% of A-level.

Non-Exam Assessment is assessed by teachers and moderated by the exam board (30% of A Level).

Progression Opportunities

The course provides students with the opportunity to study a language degree at university or to study a language as part of a combined course at university. Combining with for instance Science subjects, Business, Law, Maths or Economics will add a new dimension to students' future job prospects.

Exam Board: AQA

Music

Introduction

This course demands a balance of practical and intellectual skills. It aims to develop well-rounded, knowledgeable musicians, confident in a range of styles from Classical to Pop and Jazz, and suited to a wide range of careers in Music and the Performing Arts.

Course Content

Component 1 – Performing. Students have specialist tuition in their principal study and perform regularly as part of a group and solo, including potential performances of their own compositions.

Component 2 – Composition. There are a range of briefs covering a wide range of styles from which candidates may choose.

Component 3 – Appraising. Students study music chosen from a wide range including Instrumental, Popular, Film, Vocal and World music.

Assessment

Component 1 – (30%) A recording of an 8 minute solo recital which must be recorded between March and April in the year of examination.

Component 2 – (30%) A six minute portfolio of two compositions to a set brief.

Component 3 – (40%) A written examination based on questions about music heard on a CD and music from the set works.

Progression Opportunities

Music can lead to specialist courses in Music or Music Technology, or the wider Performing Arts, and eventually to careers in the Music and Entertainment industries.

Exam board: Edexcel

Physics

Introduction

Physics is the science which explains the fundamental forces of nature, and spans everything from how the universe began through to the sub-atomic world of the particles which make up matter. The content is split into six teaching modules, which can be summarised as follows:

Year 12 Content

Module 1 Development of Practical Skills in Physics
Module 2 Foundations of Physics
Module 3 Forces and Motion
Module 4 Electrons, Waves and Photons

Year 13 Content

Module 5 Newtonian World and Astrophysics
Module 6 Particles and Medical Physics

Practical Endorsement

Practical skills will be continuously assessed throughout the course, with successful students receiving a separate result for this. This is a non exam assessment.

Progression Opportunities

A level Physics is a highly respected qualification, leading to a range of university degree and employment options. Many of the top highest earning degree courses either require or desire A Level Physics, for example Chemical Engineering, General Engineering, Mechanical Engineering, Aeronautical and Manufacturing Engineering, Physics and Astronomy, Dentistry, Medicine and Mathematics.

Exam Board: OCR

Politics

Introduction

Studying Politics at A Level provides students a unique insight into the world in which they live by developing their understanding of how and why political decisions affect their lives. They will be able to debate and discuss contemporary political developments and extend their skills of argument, analysis and evaluation. Our Social Science Debate Club provides an excellent forum for students to hone their ability to put forward arguments. Students will also have the opportunity to attend lectures and conferences at Universities and by Edexcel. Politics at Preston Manor is an extremely popular subject and many of our students go on to study Politics at University. With the level of debate surrounding young people's involvement in politics, there is not a more exciting time to study Politics at A Level.

Course Content

Unit 1 UK Politics

A look at how democracy functions within the UK, what political parties stand for, how do we vote and the role of the media in elections and voting behaviour.

Unit 2 UK Government

An in-depth analysis of the UK Constitution, the role of Parliament and the relationships between the branches of the UK political system. Students will also study the impact of one political ideology.

Unit 3 Comparative Politics- US Politics

Students study the US Constitution, Congress, Presidency, Supreme Court and will use this knowledge to analyse comparative theories/systems between the UK and the US.

Assessment

Unit 1- 2 hour exam, 2x 30 mark questions and 1x 24 mark question

Unit 2- 2 hour exam, 2x 30 mark questions and 1x 24 mark question

Unit 3 – 2 hour exam, 2x 12 mark questions and 2x30 mark questions

Progression Opportunities

Politics combines well with any of the other social science and humanity subjects when preparing for University courses in areas such as Business, Economics, Law, Media, Philosophy, International Relations and, of course, Politics. The content of A Level Politics is particularly useful for careers in Journalism, Law, the Civil Service, Local Government and Business.

Exam Board: Pearson/Edexcel

Psychology

Introduction

This qualification offers an engaging and effective introduction to Psychology. Students will learn the fundamentals of the subject and develop skills valued by Higher Education (HE) and employers, including critical analysis, independent thinking and research. This course introduces students to the theories and methods of psychology. It offers them the opportunity to look at some of the explanations psychologists provide in trying to understand humans and their interactions with the world. It will investigate both psychological and physiological explanations for our behaviour. Psychology is a Science. It is important to have excellent scientific knowledge, skills and enthusiasm for the scientific method.

The course further aims to develop students' descriptive and analytical skills. Students will be introduced to new concepts, theories and approaches based on psychological research. The students will need to critically evaluate theories and implications of such research. Students will explore how research studies are created by learning about how to design, conduct research as well as analysing and interpreting data. Statistical testing will be taught to carry out data analysis. Students will also look at the human body functions such as the role of the Endocrine system, as well as studying the brain. For example students will need to be able to identify specific areas of the brain and explain the role each location, understand Central Nervous System and much more. Due to high links to Maths and Biology prospectus students are required to have good knowledge and skills in both subjects.

This course is suitable for those wanting to develop their interest in psychological skills and knowledge, their interest in biological functioning related to behaviour, and their ability to critically evaluate research and theory. To be successful on this course you must have good Science and Maths skills and advanced writing skills! You will have to write extensive essays using theory and research to back up evaluative comments.

Please note that significant reading and writing outside of class will be expected of students.

Course Structure

The Psychology AQA course is a linear course, which means the course will be taught over two years and therefore students can only achieve the full A-Level Psychology qualification at the end of the second year of teaching.

The A-level qualification is made up of three papers (2 hours each) which will examine students on the material covered in Years 12 and 13. The teaching and learning will be split into 2 parts. Part 1 will be taught in the first year, which consists of Paper 1 and Paper 2 content and Part 2 will be taught in the second year which consists of the Paper 3 content. (See in table below)

Paper 1 Introductory topics to Psychology:	Paper 2 Psychology in context	Paper 3 Issues and options in Psychology:
<i>Part 1: Taught in Year 1</i>	<i>Part 1: Taught in Year 1</i>	<i>Part 2: Taught in Year 2</i>
4 Topics to be studied for this paper: Social influence, Memory, Attachment and Psychopathology	3 Topics to be studied for this paper: Approaches to Psychology, Biopsychology and Research Method	4 Topics to be studied for this paper: Issues and debates in Psychology, Relationships, Schizophrenia and Aggression
Examination: 2 hours	Examination: 2 hours	Examination: 2 hours

Religious Studies

Philosophy, Ethics and Developments in Religious Thought

Introduction

This course offers an introduction to the main ideas and issues in philosophy of religion, religious ethics, and developments in religious thought. It is suitable for students who enjoy considering new ideas, and are keen to explore different theories, beliefs and opinions. Students are introduced to various academic approaches to issues in philosophy, ethics and religion, using the views of a range of scholars, and making reference to sources of wisdom and authority.

Course Structure

Component 1: Philosophy of Religion

This will focus on the study of some important ideas from Christian philosophers, and the challenges made by agnostic / atheist philosophers. This will include: arguments which try to prove the existence of God; religious experiences; the problem of evil; the nature of God; issues with the use of different types of language to communicate beliefs about God.

Component 2: Religion and Ethics

This will focus on ethical theories and ideas, including secular approaches, as well as ideas that have been influenced by Christianity. We will analyse and evaluate ethical theories which aim to provide moral guidance, and also study practical ethics issues, e.g. euthanasia; business ethics. We will consider different religious and secular understandings of the conscience and its role in moral decision making.

Component 3- Study of Religion- Islam

Students will have the opportunity to delve into a deep enquiry into Islam, focusing on history, belief, custom and tradition. There will be opportunities to look at sacred texts to discern meaning as well as the chance to investigate current topics of interest, including Islam and Women, Islam and the State and plurality within Islam.

Assessment

Each component is assessed by a two hour exam, in which students write three essays. Each component is worth one third of the final grade.

Progression Opportunities

Religious Studies helps students to develop a number of useful transferable skills, including logical reasoning, use of evidence, analysis, verbal and written communication, and evaluation. This course is a useful preparation for a range of subjects, including philosophy, law, medicine, the humanities and social sciences.

Exam Board: OCR

Sociology

Introduction

This qualification offers an engaging and effective introduction to Sociology. Students will learn the fundamentals of the subject and develop skills valued by Higher Education (HE) and employers, including critical analysis, independent thinking and research. This course introduces students to the theories and sociological explanations for some of the key areas of society. The course further aims to develop students' descriptive and analytical skills. Students will be introduced to new concepts, theories and approaches based on sociological research. The students will need to use this research to critically evaluate theories and practice. Please note that significant reading and writing outside of class will be expected of students.

Course content

between different social groups and religious/spiritual organisations and movements, beliefs and practices. Students will also examine the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.

The A-level qualification is made up of three papers (2 hours each) which will have a mixture of multiple choice, short answer and extended writing that focus on the following:

Paper 1 Education with Methods in Context: Here students will look at the role of the Education system and its relationship to the economy and class structure. They will study differences in educational achievement of social groups by social class, gender and ethnicity in contemporary society. Students will gain knowledge of the relationships and processes within schools and analyse the significance of educational policies.

Paper 2 Research Methods and Topics in Sociology: Here students will examine quantitative and qualitative methods of research and research design. They will evaluate sources of data and make a distinction between primary and secondary data. They will examine the relationship between sociological methods and the theoretical, practical and ethical considerations influencing the research process.

Paper 3: Crime and Deviance with Theory and Methods

Here students will look at the sociological study of crime and deviance. They will look at the reasons why people commit crime and act in a deviant manner. In addition to this they will look at the ways in which sociologists study crime and deviance and evaluate the methods used to punish criminals and tackle deviance. Students will gain knowledge about the social distribution of crime as well as the globalisation of crime.

Section A: Families and Households: Students will study the relationship of the family to social structure and change, with particular reference to the economy and state policies. They will examine and evaluate changing patterns of marriage, cohabitation, divorce etc. The course will examine changing gender relationships and the nature of childhood, along with demographic trends in the UK since 1900.

Section B: Beliefs in Society: Here students will examine ideology, science and religion and the relationship between social change and social stability and religious beliefs, practices and organisations. They will study religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice along with the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices. Students will also examine the significance of religion and religiosity in the contemporary world, includ-

The course will examine globalisation and crime in contemporary society and aspects of crime control.

This paper will also consist of studying theory and methods, focusing on methods and design of research. Students will study sources of data and the theoretical, practical and ethical considerations influencing the research process. There will be debates about subjectivity, objectivity and value freedom. Students will also evaluate the relationship between Sociology and social policy.

This course is suitable for those wanting to develop their interest in sociological skills and knowledge. To be successful on this course you must have advanced writing skills and be prepared to conduct extra reading on sociological issues outside of the teaching hours.

Exam Board: AQA

BTEC Lvl 3 National Diploma in Health and Social Care

Introduction

The Pearson BTEC Level 3 National Diploma in Health and Social Care is equivalent in size to two A-Levels. The diploma provides essential, transferable, knowledge and skills that prepare learners for progression to university. Alongside work experience placements, students will develop:

- the ability to learn independently, with essential time management skills;
- the ability to actively research and critically analyse evidence;
- their presentation skills and ability to work in a group.

The Level 3 course includes assessment of units through external exams and coursework. There are six mandatory units, of which three are essay and case-study based external exams. The other three mandatory units, and further two optional units, provide assessment through differentiated coursework.

Course content

Mandatory Units (600 GLH)

1. Human Lifespan Development
2. Working in Health and Social Care
3. Enquiries into Current Research in Health and Social Care
4. Meeting Individual Care and Support Needs
5. Principles of Safe Practice in Health and Social Care
6. Promoting Public Health

Optional Units (120 GLH)

Choice of two out of a possible six units, including:

- Psychological Perspectives
- Nutritional Health
- Supporting Individuals with Additional Needs

Assessment

Three exams, one of which is synoptic. Two exams completed at the end of Y12, with re-sit options in Y13.

Coursework in the form of essays & case study analysis.

Progression Opportunities

The qualification carries UCAS points, and supports access to a range of higher education courses in Health and Social Care disciplines such as Nursing, Midwifery and Social Work.

Exam board Pearson

AQA Lvl 3 Certificate in Applied Business

Introduction

This course is suitable for students interested in business, the course looks at different forms of business and the purpose of a business. The course focuses into how a business is affected by the environment it is in. It looks at areas such as people in business and developing a business plan. The units go into depth into areas of marketing, finance and enterprise.

Year 12 Content

1. Financial planning and analysis (External exam)
2. Business Dynamics (coursework)
3. Entrepreneurial opportunities (External exam)

Year 13 Content

1. Managing and leading people (External exam)
2. Developing a business proposal (Coursework)
3. One other optional unit (Coursework)

Assessment

The first year comprises of one piece of coursework (33%) and two external exams.

The second year comprises of two pieces of coursework and one external exam (33%).

Progression Opportunities

Students can progress to Business related courses at University such as Business Management, International Business and Marketing. A wide of employment opportunities are available in Finance, Management to Marketing.

Exam board : AQA

AQA Lvl 3 Certificate in Applied Science

Introduction

The Applied Science course provides a high-level of academic education combined with the development of a wide range of practical skills and allows opportunities for students to apply their subject knowledge to real-world situations. As well as being ideal for students seeking a broad background in Science, it also suits those entering this vocational area for the first time.

Year 12 Content (Level 3 Certificate)

Unit 1 Key Concepts in Science
(externally assessed written examination)
Unit 2 Applied Analytical Techniques
(internally assessed assignments)
Unit 3 Science in the Modern World
(internally assessed assignments)

Year 13 Content (Level 3 Extended Certificate)

Unit 1 Human Body
(externally assessed written examination)
Unit 2 Investigating Science
(internally assessed assignments)
Unit 3 Microbiology
(internally assessed assignments)
In both years, students will learn important scientific skills.

Students Enjoy:

- Understanding Science by experiencing it in the real world.
- The vocational nature of the qualification.
- Being able to choose particular topics of interest and looking at these in-depth.
- Getting credit for what they can do as well as what they know and understand.
- the emphasis on written communication.
- the freedom to express interests and vocational aspirations in Science.
- the fact that it is a great basis on which to build future lifelong scientific learning.

The knowledge/skills gained:

- Understanding of the Science that affects nearly every aspect of our lives
- The ability to plan, work and think independently through portfolio work.
- Written communication skills.
- The ability to apply knowledge and skills in appropriate vocational contexts.
- Practical skills, including the ability to plan, carry out and evaluate investigative work.
- Analytical and synoptic skills.

Progression Opportunities

The Level 3 Applied Science course is a good choice for students considering higher education in any Science-based course, including: Biochemical Sciences, Chemistry, Food Technology, Human Physiology, Nursing, Sports Science, Materials Science, and Medical Physics.

Career opportunities for students who study Applied Science include: the chemical industries, healthcare, medical and laboratory-based Science, sports and leisure sectors and food and catering industries.

Exam board: AQA

OCR Lvl 3 Cambridge Technicals in IT Extended Certification

Introduction

The Cambridge Technicals in IT aims to develop students' knowledge and understanding of the principles of IT and Global Information Systems. Students will gain an insight into the IT sector as they investigate the pace of technological change, IT infrastructure, and the flow of information on a global scale and the importance of legal and security considerations.

The Cambridge Technicals provide students with the solution they need in order to give them the options within their study programme, at the same time as making sure they have a recognised qualification designed to take them to university or apprenticeship.

Course Content

Unit 1 - Fundamentals of IT - Mandatory

A sound understanding of IT technologies and practices is essential for IT professionals. Information learnt in this unit will create a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how businesses use IT.

Unit 2 – Global Information - Mandatory

The purpose of this unit is to demonstrate the uses of information in the public domain, globally, in the cloud and across the Internet, by individuals and organisations. Student will discover that good management of both data and information is essential and that it can give any organisation a competitive edge.

This unit will provide you with a greater understanding of how organisations use information sources both internally and externally and the types of information you will encounter.

Unit 3 – Cyber Security - Mandatory

The need for secure digital systems is more crucial than ever before. We rely on computerised systems and networks to collect, process, store and transfer vast amounts of data and to control critical systems such as water and power supplies.

This unit has been designed to enable you to gain knowledge and understanding of the range of threats, vulnerabilities and risks that impact on both individuals and organisations. You will learn about the solutions that can be used to prevent or deal with cyber security incidents resulting from these challenges.

You will be able to apply your knowledge and understanding of cyber security issues and solutions by reviewing and making recommendations for ways to best protect digital systems and information.

You will complete two optional units from the list below:

Unit 8 - Project Management

This unit will provide you with the opportunity to understand and use various project planning skills and techniques, thereby enabling you to become more effective in the workplace.

Unit 9 - Product Development

The purpose of this unit is to prepare you to undertake product development activities. You will learn about different product design methodologies and the role of the product development life cycle. In addition, you will discover the factors that influence product developments.

OCR Lvl 3 Cambridge Technicals in IT Extended Certification

Unit 10 - Business Computing

Businesses and organisations are driven by the information that they gather, process and provide. This involves computers, networks, and databases. In this unit you will gain an understanding of how information technology and computer-based systems facilitate the needs of business and how businesses use information. You will learn about the skills and attributes needed by people working in data analysis and gain practical experience of editing and manipulating a variety of different forms of information before applying these skills to solve a specific problem.

Unit 17 - Internet of Everything

This unit is about the use of the Internet and how it is impacting people and society. You will learn about the Internet of Everything and how it is used. Using your knowledge you'll carry out a feasibility study for a potential idea. You will pitch your idea to potential stakeholders and use their feedback to revise your proposal.

This is a two year course, however, Units 1 and 2 are examined at the end of year 12.

Assessment

Mandatory Units:

Unit 1 – Externally assessed - Examined at the end of year 12
Unit 2 - Externally assessed - Examined at the end of year 12
Unit 3 – Externally assessed - Examined at the end of year 13

Optional Units

Unit 8 – Internally assessed - Completed at the end of year 13
Unit 9 – Internally assessed - Completed at the end of year 13
Unit 11 – Internally assessed - Completed at the end of year 13
Unit 17 – Internally assessed - Completed at the end of year 13

Progression Opportunities.

Cambridge Technicals provide a strong base for progression to university, apprenticeships or work and are recognised for UCAS tariff points.

Exam board: OCR



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