

SANDBACH SCHOOL SIXTH FORM

DEVELOPING OUTSTANDING PEOPLE

PROSPECTUS

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WELCOME FROM THE DIRECTOR OF SIXTH FORM

Welcome to Sandbach School Sixth Form. We are a growing and dynamic sixth form enrolling boys and girls from 16-19. Many of our Year 11 students continue their studies at Sandbach Sixth Form and each year we also welcome a growing number of external students from other schools. The Sixth form at Sandbach School has a tradition of supporting outstanding young people and maximising their potential. With over 200 years of tradition underpinning the sixth form, we offer a unique blend of academic excellence, extracurricular opportunities and student leadership challenges.

When you join our community, you are entering into a partnership and together we will ensure that the next stage of your education successfully prepares you for life beyond the classroom. Our experienced teaching staff have a track record of delivering academic excellence and supporting students to achieve their potential and rise to the challenges of post-16 education.

One of the great strengths of a Sixth Form of our size is the personal advice and guidance program that we can deliver. Join us and you won't get lost in the crowd. Our 'open door' pastoral policy means that whenever you require support it will be there for you and your family, ensuring that you make the best possible decisions along the way.

Achievement at Sandbach School goes beyond the academic excellence that we all strive for. As you will see in the following pages, students in our sixth form continue to develop as well-rounded individuals. Our broad range of extra-curricular opportunities and student leadership programme helps to ensure that students leave us possessing many of the skills that Universities and Higher Level Apprenticeship Providers find desirable. Whether you are successful in getting onto the Head Boy and Girl Team, or work as a learning mentor for younger students, you will be supported in your own personal leadership goals.

As a prospective student, or parent, I hope you will find this prospectus useful as you make your choices.

We look forward to welcoming you into our sixth form!

Nell Johnson,
Director of Sixth Form



YOUR KEY INFORMATION

Support with Transition and Induction

We understand that it is a big 'step-up' from GCSEs to Level 3 study. This can be a daunting prospect, particularly for external students who are new to the school. As such, we offer a bespoke induction programme to all of our external students which includes a mentor from the year above and regular meetings with the sixth form team.

Sixth Form facilities

As a student at Sandbach School Sixth Form, you will have access to Sandbach House; a designated sixth form building which is completely separate from the main site. A number of subjects are taught at Sandbach House, including; Criminology, Digital Media, Law and Psychology. Sandbach House also has large study hub as well as a kitchen area. Sandbach House first opened its doors to the Sixth Form in May 2019 and our current students really do enjoy the freedom this historic town building provides.

On the main site our Sixth Form students also have full access to the LRC, which is now a supervised sixth form study area equipped with a bank of laptops and PCs.

Student leadership opportunities

Central to our philosophy of developing outstanding young people is providing them with the opportunities to develop their leadership potential. You will be given the choice of a number of activities through which you can do this in order to maximise your potential. This leadership program enhances your chances of success in university and employer applications by enabling you to demonstrate successful behaviours. Below is a list of just some of the opportunities you could find yourself involved in:

- Head Boy and Girl Team
- Prefect
- Learning Mentor
- Student Curriculum Leader
- Senior House Captain / House Ambassador
- Sports Captain
- Maths/Reading/Pastoral Buddy
- Lower school Sports Mentor / Coach
- Club/society leader
- Student Ambassador
- Student Senator / Representative
- Wellbeing Ambassador

Leading the School Forward

Each year ten students are successful in being appointed to the Head Boy and Girl Team, the apex of which involves being Head Boy/Girl or Deputy. Positions on the Head Boy and Girl Team are highly sought after and represent a fantastic opportunity to take a lead role in the running of the school and the sixth form. The positive implications for this in terms of skills development and career preparation are far-reaching hugely satisfying for those students who are successful in this programme.

Other Activities & Experiences

Employers and universities place a high value on your extra-curricular experiences, and at Sandbach School Sixth Form we are passionate about offering you a range of opportunities that compare well with the very best schools nationally. In recent years students in our sixth form have been on trips to places such as New Zealand, Canada, Borneo, South Africa and Barcelona.

They have also played in major sporting finals at a regional and national level, put on nationally acclaimed theatre productions and won major awards for music. Many of our sixth form students successfully complete the Duke of Edinburgh Gold Award and an even higher number partake in the National Citizenship Service. These opportunities are just some of those available to students in our sixth form.

Sixth Form Clubs and Societies

We have a network of clubs and societies to provide students the opportunity to broaden their horizons. These range from the formal sporting clubs that have run successfully for many years, to more recent additions such as the Debating Society, Medical / Dentistry Society, and many others. These clubs and societies provide further opportunity for you to develop as an individual by taking a leadership role within them.

Support for Your future

At Sandbach School Sixth Form, we believe that the support you receive is vital to your progression to the next stage of your life. This personalised support is a consistent feature which underpins our entire ethos. You will be guided through the difficult parts of your studies by skilled academic tutors who understand your needs.

When it comes to university and apprenticeship applications, we have an outstanding application guidance process allowing you to make the right decisions and get the right place for you. You will be encouraged to develop independent study and learning skills that will enable you to make informed decisions about your academic journey.



ENTRY REQUIREMENTS

The entry requirements for Sandbach Sixth Form are 5 GCSEs at grade 5 or above. As A Levels have become increasingly challenging in recent years, some subjects also have specific entry requirements. We will, however consider all applications on an individual basis

Curriculum Offer

- 3 x A Levels
- A mixture of A Levels and L3 Courses (3 in total)
- L3 BTEC Sport and Exercise Science (Extended Diploma)
- L3 BTEC Sport Coaching Development and Fitness (Extended Diploma)
- L3 BTEC Business (Extended Diploma)

Plus

Additional Qualification

- EPQ
- Core Maths
- Specialist Music Course
- Sandbach Soccer Coaching and Development Programme

Plus

Enrichment Choice

- D of E Gold
- Mentoring
- Volunteering
- Sports Teams
- National Citizenship Service

Core Maths

A new Level 3 Mathematics qualification, half the size of an A-Level, with end-of-course examinations. The content is based around the new GCSE Mathematics Higher Tier, with around 20% taken from other qualifications, for example A-Level Mathematics Level 3 Mathematical Studies (Core Mathematics) is a new qualification designed for students who have achieved a grade 5 or above at GCSE and who are not taking Mathematics in the Sixth Form.

It helps to develop students' mathematical skills and thinking and supports courses such as A-level Psychology, Sciences and Geography, as well as technical and vocational qualifications.

The Extended Project Qualification (EPQ)

The EPQ is an independent research project that can be based on any subject of interest, providing that it does not overlap with the syllabuses that you are already studying. The qualification is equivalent to 50% of an A Level and is completed during the Lower Sixth year. Although students formulate their own projects and titles, they are helped and guided by a Supervisor in school. The EPQ is highly regarded by many universities and Higher-Level Apprenticeship providers due to its independent nature and the broad skills that students develop as a result.

Example EPQ titles

"Can you Buy Premiere League Success?"

'Is the Legal Profession Representative of the General Population?'
'Did King Arthur Exist?'

"Is Science advanced enough to implement Embryonic stem cells into Medical Practices?"

"Are there ethical barriers within this type of treatment that should not be crossed?"



ART & DESIGN - EDUQAS (WJEC)

Why Choose Art?

This course is ideal if you are looking for a practical, challenging and creativity-focussed A level.

You will have opportunity to experience a range of media and techniques and enable you to build a comprehensive portfolio of creative work. Such as painting, drawing, print, textiles and photography. The emphasis of the course is geared towards exploration of ideas, materials and concepts which can then be directed through a selected specialist pathway of study. It is suitable for anyone who would like to progress to Higher Education, or a view to pursuing a career in the industries within Art and Design.

Course Content

(Condensed information from the spec. including a breakdown of components/modules – coursework, exams, controlled assessments).

- **Unit 1:** Personal Creative Enquiry internally assessed In the initial stage of Unit 1, learners will have the opportunity to explore and cultivate fundamental skills, knowledge and understanding through a variety of experiences. These may include guided use of sources to gather visually rich research. The learning programme will also provide opportunities for experimentation using a wide range of materials and processes, collaboration, creative decision-making and innovation, as well as activities to help learners develop analytical skills, from which personally significant creative enquiries can be generated as the course progresses.

- **Unit 2:** Personal Investigation (60% of A level), internally assessed, externally moderated. The development of a broad skills base through an exciting unit based on visits to urban environments where students may use galleries, museums and other sites and experiences to inform their work. Emphasis is placed upon students working independently with a focus on showing an awareness of the work of others through critical analysis.

- **Unit 3:** Externally Set Assignment (40% of A level), internally assessed, externally moderated.

Lesson Structure

Lessons can be delivered in a variety of ways - students are encouraged to take responsibility for their progress and are supported through whole class sessions, one-to-one tutorials and target setting exercises.

Methods of teaching, learning and assessment

Lessons can be delivered in a variety of ways - students are encouraged to take responsibility for their progress and are supported through whole class sessions, one-to-one tutorials and target setting exercises.

Assessment takes place formatively throughout the course. Learning is supported through the use of detailed briefs and starting points which allow for differentiated learning outcomes. Tutorials are key to assessing current student progress and identifying how to progress further. The units are formally assessed internally at the end of the year and marks submitted to the exam board. The work is then moderated by an exam board representative.

They will also have a series of work-related presentations to help develop personal portfolios and their understanding of the creative industries.

Opportunities for learning outside of the classroom

Students have opportunities to work with artists in residence as part of the development of their skills, understanding and awareness of the work of others. The course includes a series of visits to tie in with personal projects recent trips have included Media City Broadcasting tour, working with professional screen printers at their studio plus visits to a variety of galleries and museums both in the UK or abroad.

Quotes from current/ex-students

"I think that art is good as it allow you to unlock your inner creativity"
- Clayton Lord

"I like the freedom and independence of choosing how I work, rather than subjects where there is a "right or "wrong answer"
- Sean Hodgkinson



ART GRAPHICS - EDUQAS (WJEC)

Why Choose Art Graphics?

This course is ideal if you are looking for a practical, challenging and creativity-focussed A level. You will have opportunity to experience a range of media and techniques and enable you to build a comprehensive portfolio of creative work. Such as painting, drawing, print, textiles and photography.

The emphasis of the course is geared towards exploration of ideas, materials and concepts which can then be directed through a selected specialist pathway of study. It is suitable for anyone who would like to progress to Higher Education, or with a view to pursuing a career in the Creative Industries.

Course Content

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Quotes from current/ex-students

"I enjoy art graphics because it enables me to bring out my creative side. It's where I feel most comfortable and concentrate most"
- **Mitch Fuller**

"It allows endless possibilities - you can edit your ideas and make them great" - **Joe Skellern**



BIOLOGY - AQA

Why Choose Biology?

Biology is the study of life itself, A level Biology explores the theories and principles involved in living systems, in all their intricate beauty. Topics you will learn about include: lifestyle, transport, genes and health, plants and the environment, the natural environment and species survival, energy, exercise and co-ordination, as well as practical biology and research skills.

You will gain an understanding of how society makes decisions about scientific issues, as well some of the ways in which the scientific community contributes to the success of the economy and society.

Career Opportunities

Biology provides an excellent foundation for careers in a variety of professions and occupations in the areas of molecular and cellular biology, physiology, industrial microbiology and biotechnology, medicine, human genetics, forensic science, health education, plant pathology, oceanography, herpetology, animal behaviour, ecology, environmental studies, entomology, parasitology, botany, mammalogy and postgraduate education.

Course Content

Year 1:

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms

Year 2:

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

Practical's

Practical work is at the heart of biology, so we have placed it at the heart of the Biology course. Students will be required to complete lots of practical work including the following:

- Calculating the rate of enzyme-controlled reactions.
- Examining root tips undergoing mitosis.
- Dilution series and water potential practical.
- Investigating the permeability of cell membranes.
- Dissection of a heart.
- Investigating the affect of antibiotics on bacteria.

Exams

A level Examinations

Sat in June of second academic year. 3 examinations, each of 2 hour in length. The following explains the content of each paper:

Paper 1

Content: Section 1-4 + practical skills
91 marks
35% of A-level

Paper 2

Content: Section 5-8 + practical skills
91 marks
35% of A-level

Paper 3

Content: Section 1-8 + practical skills
78 marks
25 mark will be based on an essay question which must cover a wide range of topics covered in A – level Biology
30% of A-level

Methods of teaching, learning and assessment

A range of taught theory lessons and practical lessons. This will include formal teaching, small group work, problem solving tasks, research.

There are 12 required practical's and these will be assessed and recorded. Successful completion and passing the associated competencies entitle you to gain an A-Level in Biology 'with practical endorsement' - which is a requirement for most universities. Mini assessments for each topic will be used to monitor progress, and more formal review assessments that cover all content taught up to that point will be as per 6th form policy.

Opportunities for learning outside of the classroom

In Year 12 you will be offered a unique residential trip Malham Tarn field studies centre in the Yorkshire dales. Whilst on this trip you will work mainly outside of the classroom and will complete a large part of the ecology elements of the Biology course. In addition to this trip there will be further opportunities to investigate the effects of human activity on the ecosystem around the school.

Quotes from current/ex-students

"This truly is the most interesting thing I have learned in School"
- **Alex Bishop**

"It's been hard but I've really enjoyed it" - **Shaun Hanley**

Entry Requirements

(GCSE Science Double Award 7,7, or a 7 in Biology plus one other Science) , Chemistry (GCSE Science Double Award 7,7, or a 7 in Chemistry plus one other Science) Further Maths (Grade 8 in GCSE Maths), Physics (GCSE Science Double Award 7,7, or a 7 in Physics plus one other Science), Maths (Grade 7 in Maths).

BUSINESS STUDIES - EDEXCEL

Why Choose Business Studies?

Through Business A-level, you'll engage with the world of business through the context of current business developments and real business situations. You'll learn how management, leadership and decision-making can improve performance in marketing, operational, financial and human resources.

GCE Business leads into many different pathways, from apprenticeships with multi-national corporations to degree courses in Business Management, Accountancy, Economics, etc.

Course Content

Theme 1: Marketing and People

Students will develop an understanding of:

- Meeting customer needs
- The market
- Marketing mix and strategy
- Managing people
- Entrepreneurs and leaders

Theme 2: Managing Business Activities

Students will develop an understanding of:

- Raising finance
- Financial planning
- Managing finance
- Resource management
- External influences

Theme 3: Business Decisions and Strategy

This theme develops the concepts introduced in Theme 2.

Students will develop an understanding of:

- Business objectives and strategy
- Business growth
- Decision-making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change

Theme 4: Global Business

This theme develops the concepts introduced in Theme 1. Students will develop an understanding of:

- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies (multinational companies)

Methods of teaching, learning and assessment

Assessment Pattern

A level Examinations

May/June of second academic year, three exams, each 2 hours in length.

Paper 1

Content: Themes 1 and 4, 100 marks, 35% of A level

Paper 2

Content: Themes 2 and 3, 100 marks, 35% of A level

Paper 3

Content: Themes 1-4 based on a pre-released context, 100 marks, 30% of A level

Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, understand that business behaviour can be studied from a range of perspectives and challenge assumptions.

It is an academically rigorous subject, drawing on a range of different disciplines –economics, finance, law, psychology, strategy.

Opportunities for learning outside of the classroom

Career Paths: Consultancy, Recruitment, HR, Accountancy, Banking and Finance.

University Opportunities:

Rank	University	A Level Requirement	Course	% of graduates Employed
4	Loughborough	AAA	Business, Management & Marketing	90%
8	Lancaster	AAB	Business, Management & Marketing	88%
25	Oxford Brookes	BBB	Business, Management & Marketing	78%

Apprenticeships in Business:

Career Zone	Employers	Programme	Salary	Grades
Accountancy	Unilever	Accounting	£18-21K	3 A levels
Advertising & Marketing	Google	Digital Marketing	Competitive	3 A Levels – BBC
Banking & Finance	J.P Morgan	Financial Services	£21,000	3 A Levels

Quotes from current/ex-students

"Applying to Study Business/Spanish at Liverpool 'Business is something I have always been interested in, I have enjoyed the last 2 years understanding the finer details businesses have to make when making decisions. I would definitely recommend taking the subject for A Level'" - **Anna Woods**

"Applying to Study Business at University of Liverpool, 'Business is a very relatable subject and is seen every day in the news. The cross over links with Economics and Politics have helped improve my learning around the subject'" - **Miles Derbyshire**

CHEMISTRY

- AQA

Why Choose Chemistry?

Chemistry, like all sciences, is a practical subject. Throughout the course you will carry out practical activities including:

- Measuring energy changes in chemical reactions
- Tests for identifying different types of compound
- Different methods for measuring rates of reaction
- Studying electrochemical cells
- Preparation of organic solids and liquids
- An advanced form of chromatography for more accurate results.

Career Opportunities

Studying an A-level Chemistry related degree at university gives you all sorts of exciting career options, including:

- Analytical chemist
- Chemical engineer
- Clinical biochemist
- Pharmacologist
- Doctor
- Research scientist (physical sciences)
- Toxicologist
- Chartered certified accountant
- Environmental consultant
- Higher education lecturer
- Patent attorney
- Science writer
- Secondary school teacher.

Course Content

Physical Chemistry

Atomic structure, Amount of substance, Bonding, Energetics, Kinetics, Chemical equilibria, Le Chatelier's principle and K_c , Oxidation, reduction and redox equations, Thermodynamics (A level only), Rate equations (A level only), Equilibrium constant K_p for homogeneous systems (A level only), Electrode potentials and electrochemical cells (A level only), Acids and bases (A level only).

Inorganic Chemistry

Periodicity, Group 2 - the alkaline earth metals, Group 7(17) - the halogens, Properties of Period 3, (A level only), Transition metals (A level only), Reactions of ions in aqueous solution (A level only).

Organic Chemistry

Introduction to organic chemistry, Alkanes, Halogenoalkanes, Alkenes, Alcohols, Organic analysis, Optical isomerism (A level only), Aldehydes and ketones (A level only), Carboxylic acids and derivatives (A level only), Aromatic chemistry (A level only), Amines (A level only), Polymers (A level only), Amino acids, proteins and DNA (A level only), Organic synthesis (A level only), Nuclear magnetic resonance spectroscopy (A level only), Chromatography (A level only).

Methods of teaching, learning and assessment

A range of taught theory lessons and practical lessons. The practical's you will complete include making aspirin and Separation of species by thin-layer chromatography.

There are 12 required practicals and these will be assessed and recorded. Successful completion and passing the associated competencies entitles you to gain an A-Level in Chemistry 'with practical endorsement' - which is a requirement for most universities. Mini assessments for each topic will be used to monitor progress, and more formal review assessments that cover all content taught up to that point will be as per 6th form policy.

Final exams

Year 1

Paper 1: (50% of year 1): Relevant physical chemistry and inorganic chemistry topic. Written exam: 1 hour 30 minutes (65 marks of short and long answer questions/15 marks of multiple choice questions)

Paper 2: (50% of year 1): Relevant physical chemistry and organic chemistry topics. Written exam: 1 hour 30 minutes (65 marks of short and long answer questions/15 marks of multiple choice questions)

Year 2

Paper 1: (35% of A level): Relevant physical chemistry and inorganic chemistry topics. Written exam: 2 hours (105 marks of short and long answer questions)

Paper 2: (35% of A level): Relevant physical chemistry and organic chemistry topics. Written exam: 2 hours (105 marks of short and long answer questions)

Paper 3: (30% of A level): Any content. Written exam: 2 hours (40 marks of questions on practical techniques and data analysis, 20 marks of questions testing across the specification and 30 marks of multiple choice questions)

Opportunities for learning outside of the classroom

During the course students will have the opportunity to visit the RSC chemistry exhibition in London, along with opportunities to experience some of the experiments we cannot do in a school laboratory. Examples of this include spectroscopy in a suitcase, a workshop in which an analytical chemist will allow students to experience the hands on nature of the work undertaken by analytical chemists in industry.

Quotes from current/ex-students

"Chemistry has allowed me to develop my problem-solving skills which will be useful for later careers" - **Josh Price**

"Although it was really challenging at times, I learned a lot and really enjoyed it" - **George Higginson**



COMPUTER SCIENCE - OCR

Why Choose Computer Science?

This is the top tier qualification for students who are looking to further a career in IT or related fields such as mathematics, engineering and science. The skills learned on the course will suit a wide range of career pathways such as application/software developer, data analyst, cyber security, and many more.

Jobs in computer science related careers are currently plentiful, very high paid and hugely under-subscribed. Industry is crying out for the brightest and best minds to train to solve the problems of tomorrow and top firms are looking far and wide to recruit the top talent.

The course has a proud history of excellence with learners from the school performing in the top 10% of schools in the country. Many past students have gone on to study computer science in Russell Group universities and have been able to pursue lucrative careers in the industry.

Course Content

Component 1

Written Paper: 2 hours 30 minutes, Weighting: 40% of total A level marks) – Hardware, software, system architecture, functions of the OS, programming techniques, databases, networks, storage and transmission, number systems, logic, working methodologies, advanced web development, programming paradigms, stages of compilation.

Component 2

(Written Paper: 2 hours 30 minutes, Weighting: 40% of total A level marks) – computational thinking, problem solving, algorithms, programming structures, methodologies and testing, concurrency and parallelism.

Component 3

(Non-Exam Assessment - internally marked and externally moderated. Weighting 20% of total A level marks) – a significant software development project of the candidate's choosing. Students can make a mobile app, database drive desktop application, code a game, build a dynamic website, investigate robotics or machine learning, or submit any other suggestion.

Methods of teaching, learning and assessment

Students will be in computer rooms for the full course. The learning will involve a mixture of theoretical and practical activities. Students will be expected to complete assignments out of the classroom using a variety of virtual learning tools.

During the course learners will be creating personalised notes of theory topics and will have lots of opportunities to test knowledge and application with real exam questions with detailed written feedback. The programming workshops consists of a wide range of environments including C#, MySQL, HTML, CSS, JavaScript, PHP

and there is the potential to learn others. Previous practical projects have been written in Java, C, C++, Swift and some more esoteric choices.

There will be homework and extended learning assignments that build on the knowledge gained during class sessions and students will be expected to independently practice their skills using a combination of constructed exercises and open ended development tasks.

Opportunities for learning outside of the classroom

Many previous students have found work experience placements at software houses during the summer of Year 12. Once skills are learned, students are free to develop independently and there are opportunities for freelance employment.

With the internet as a resource, the limits of learning are boundless and every technology has a learning pathway readily available should students wish to explore further. The department can provide additional reading resources for those that wish to look beyond A Level and into the content for higher education.

Quotes from current/ex-students

"No other A level will make you as employable as Computer Science. Working with software, cyber security or web servers are some of the most in demand professions at the moment, and its by far the most reliable way to shoot for a 6-digit salary." - **Joe Sweeney**

"Studying Computer Science is an opportunity that teaches you more than just how to use Word or PowerPoint. It teaches you how to develop Word or PowerPoint." - **Andrew Beattie**



CRIMINOLOGY - WJEC

Entry Requirements - Grade 6 in English

Why Choose Criminology?

You will develop an understanding of the theoretical explanations of why people commit crime. You will learn about the sociological, psychological and biological theories of crime and be able to use these explanations to analyse criminal situations. You will also gain an understanding of the criminal justice system.

The way society defines crime and deviance is also explored during the course in conjunction with ways of finding out about crimes, including crimes that tend to be under-reported. In addition, you will also examine the reporting of crime in the media to see the impact this has on public perceptions of crime.

Course Content

Year 1

Changing Awareness of Crime

You will understand how crime reporting affects the public perception of criminality. You will then go on to realise how campaigns are used to elicit change and then plan a campaign for change relating to crime.

Criminological Theories

You will understand social constructions, theories and causes of criminality. This will then lead to a knowledge of the causes of policy change.

Year 2

Crime Scene to Courtroom

You will gain an understanding of the process of criminal investigations. You will then go onto the prosecution of suspects and be able to review criminal cases.

Crime and Punishment

You will learn about the different processes of the criminal justice system and the role of punishment and social control measures in England & Wales.

Assessment

You will be assessed by a combination of internally-assessed controlled assignments (units 1 and 3) and externally-set and marked assessments (units 2 and 4).

Methods of teaching, learning and assessment

Criminology is the study of the reasons why individuals commit crimes. By understanding why a person commits a crime, we can develop ways to control crime or rehabilitate the criminal. This means there are lots of debated and controversial theories that try to explain the reasons for criminality which the course will explore.

Some attribute crime to the individual, who makes a conscious choice whether or not to commit a crime. Others believe it is the community's responsibility to ensure that their citizens do not commit crimes. This course will enable you to use theories of criminality to analyse criminal situations and make recommendations for policy. You will also develop the knowledge and skills to research policy in practice, assess campaigns for changes in awareness and examine information to review verdicts in criminal cases.

Opportunities for learning outside of the classroom

We will take visits to courts to see cases in action and have external speakers from the police to discuss theories of crime with students.



DRAMA & THEATRE - WJEC EDUQAS

Why Choose Computer Science?

Theatre Studies is suitable for anybody with an interest in Drama, Theatre, Literature, Politics and History. The subject can be studied either from an acting or technical perspective. The course is highly relevant to students who want to pursue a career in the creative industries, in writing or journalism, in historical research or any field of employment which requires you to be confident in front of people, creative or to show leadership and management skills.

Course Content

Component 1: Theatre Workshop- 20% of qualification

Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by WJEC. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.

Learners must produce:

- A realisation of the performance or design
- A creative log

Component 2: Text in Action- 40% of qualification

Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC:

1. A devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Component 1)
2. An extract from a text in a different style chosen by the learner. Learners must realise their performance live for the visiting examiner. Learners choosing design must also give a 5-10 minute presentation of their design to the examiner. Learners produce a process and evaluation report within one week of completion of the practical work.

Component 3: Written examination: 2 hours 30 minutes- 40% of qualification

Sections A and B

Two questions, based on two different texts, one written pre-1956 and one written post-1956.

Pre-1956: Hedda Gabler, Henrik Ibsen

Post-1956: Saved, Edward Bond

Section C A question based on a specified extract from: The Curious Incident of the Dog in the Night-Time, Mark Haddon, adapted by Simon Stephens.

Methods of teaching, learning and assessment

Lessons are lively and engaging and mix practical workshops with written reflection. Lessons will feature the exploration of the practical working methods of theatre Practitioners and Directors, exploring classical and contemporary scripts and analysing the social, historical and cultural impact of plays. Learners will be required to research the history of theatre and be able to apply performance features of various dramatic genres. Assessment is based on practical and written work. Marks will be awarded for acting or technical design in performance and for the written reflection of practical work. The written exam requires the study of five plays and questions will be based around design, stagecraft, acting methodology and technique and the analysis of character and plot.

Opportunities for learning outside of the classroom

Theatre Studies students become part of Sandbach School Theatre and will be involved in running the school's annual Senior School Production. There are trips to the Theatre to see a variety of productions to inspire work in the classroom. Sandbach School Theatre regularly takes part in festivals and performances such as National Connections. Theatre Studies students are also expected to play a leading role in lower school performances and the House Drama competition.

Quotes from current/ex-students

"I really enjoyed the opportunity to play a leading role in Sandbach School Theatre going to the Lowry with National Connections and taking on the main part in a school production. The work in class has really helped me to develop my acting skills." - **Ruaridh Walker**

"I was pleased to see how widely accepted Theatre Studies is as one of my courses by the leading Universities in the country. Combining this practical and engaging subject with my two facilitating subjects has given me a wide range of skills and a varied timetable." - **Will Hopton**



ECONOMICS - EDEXCEL

Why Choose Economics?

Economics asks the question “how can we make the best use of our scarce resources?” It has a theoretical component, but the subject is driven by a need to explain the real world. It is a social science, halfway between the arts and the sciences.

A Level economics is highly respected by all universities for a wide range of courses, including Manchester and Liverpool (Economics, Economics with Finance).

Employment opportunities where your economics skills will be particularly valued include business management and consultancy, journalism, media, the law, marketing, the civil service, and politics. You will enjoy this course if you want to study a subject that:

- Focuses on real world issues and problems;
- Places emphasis on independent research and the logical and systematic analysis and evaluation of information;
- Is an education for life!

Course Content

Examinations are a mixture of multiple choice, short-answer and data response questions and essays.

Paper 1: Markets and business behaviour (35% of A Level), 2 hours, 100 marks Tests Themes 1 and 3.

Paper 2: The national and global economy (35% of A Level), 2 hours, 100 marks Tests Themes 2 and 4.

Paper 3: Microeconomics and macroeconomics (30% of A Level), 2 hours, 100 marks Tests all four Themes.

Theme 1: Introduction to markets and market failure

This theme focuses on microeconomic concepts. Students will develop an understanding of:

- The nature of economics
- How markets work
- Market failure
- Government intervention

Theme 2: The UK economy – performance and policies

This theme focuses on macroeconomic concepts. Students will develop an understanding of:

- Measures of economic performance
- Aggregate demand and supply
- National income and economic growth
- Macroeconomic objectives and policy

Theme 3: Business behaviour and the labour market

This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics:

- Business objectives and growth
- Revenues, costs and profits
- Market structures
- Labour market

Theme 4: A global perspective

This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of:

- International economics
- Poverty and inequality
- Emerging and developing economies
- The financial sector

Methods of teaching, learning and assessment

Lessons will follow a varied pattern of seminar style and group-based sessions aimed at ensuring all students can take an active part in the learning experience.

Opportunities for learning outside of the classroom

Rank	University	A Level Requirement	Course	% of graduates Employed
5	Leeds	A*AA	Economics	87%
36	Liverpool	AAB	Economics	89%
34	Coventry	BBB	Economics	83%

Degree Apprenticeships:

Career Zone	Employers	Programme	Salary	Grades
Accountancy	BDO	Business Services & Outsourcing	Competitive	3 A levels
Law	M&S	Solicitor Apprenticeship	£20,000	3 A Levels – ABB
Science & Research	Nationwide	Data Analyst	£154,379	112 UCAS Points

Quotes from current/ex-students

Applying to University of Leeds to study Economics/Business. “Economics has been my most enjoyable subject this year, the links to real world examples make lessons interesting and discussion based. It is a subject that covers many different subject areas and keeps my options open. I would definitely say it was a great decision taking Economics for A Level.” - **Harvey Maher**

Applying to University of Leeds/Sheffield to study Economics - “Since taking Economics for A Level I have started to see how much Economics impacts everyday life. It also helped me with the skills and research needed when gaining an A* in my EPQ (How parental alcoholism effects children) It has also linked well with my other subjects e.g. French where we look at the French Economy.” - **Emma Baker**

ENGLISH LANGUAGE - AQA

Why Choose English Language?

Do men swear more than women? Would you call it a roll, a bap or a barmcake? How do you feel about people with Scouse, Brummie or Geordie accents? What happens to the language development of children who are raised by animals? English Language is interesting, stimulating and allows you a chance to actively engage with everyday language and understand how it works.

A Level English Language is completely different to English Language at GCSE. A Level English Language allows you to discover how language is so easily manipulated, and to participate in debates around attitudes to different accents, dialects, genderlect stereotypes, and whether technology has had a positive or negative impact on English.

Language is everywhere. With A Level English Language, you will explore and examine how spoken and written language is adapted, as well as the impressions we create through our choice of words.

Course Content

Unit 1- Language Diversity

Analysing use of language in the world. We consider attitudes to various accents and dialects, look at rules of conversation, and consider how ethnicity, age, gender, social groups and technology impact our language choices.

Unit 2 - Textual Variations and Representations

Learning various methods of language analysis, along with analysis of spoken language and transcriptions. We examine how language is used to convey meaning in different ways.

Unit 3 - Language Change

Explore how language has changed over time. We consider how words and meanings have developed, and some of the attitudes around language changing – e.g. was there a ‘golden age’ for the English language? Are changes to language good or bad? We consider social attitudes and debates around language change.

Unit 4 - Child Language Development

Understand how children learn spoken and written language. We look at the functions of children’s language, stages at which they learn words and grammar, and theories and research around language development. We also consider the big questions: do children need to be taught how to speak, or is it an innate function?

Coursework 1: Language Investigation

A 2,000 word research project for you to enjoy! You select an area you’re interested in (e.g. regional dialect, gendered talk, use of language in the media, changes in language over time) and conduct your own research around it. This equates up to 10% of your A Level grade!

Coursework 2: Original Writing

A total of 1,500 words (750 words of original writing and a 750-word commentary). You will use a style model and create your own piece of writing based on the same style. You will then evaluate the style model. This equates up to 10% of your A Level grade!

Methods of teaching, learning and assessment

Classroom teaching

- Lecture days
- Independent reading
- Student presentations
- Seminar-style lessons
- Spoken language transcription
- Interviewing people
- Research on language use

Opportunities for learning outside of the classroom

- Lecture days in Manchester
- Practical application of language research



ENGLISH LITERATURE - EDEXCEL

Why Choose English Literature?

If you enjoyed looking at poetry, prose, drama texts in the contexts which they were produced for and have wondered why Priestley wrote *An Inspector Calls* when he did and what issues he was trying to reflect in post-war Britain or what London looked like to William Blake in the eighteenth century, this is the course for you.

Whilst a love of reading and literature per se is a must, so is an ability to interrogate a text and offer perceptive, thoughtful comments about a writer's meaning!

Course Content

Unit 1- Drama

Majoring in the Tragedy genre, students study aspects of the form via two plays: *Hamlet* and *A Streetcar Named Desire*.

Unit 2- Prose

Students study two prose texts side by side and are asked to write a comparative essay on the pair in timed conditions. At present, the department have selected texts from the Supernatural genre.

Unit 3- Poetry

A selection of contemporary poetry from the Forward Anthology is studied in depth as preparation for a comparative essay. In addition, students are expected to explore a collection of Romantic verse and the contexts in which these poems were produced.

Unit 4- Coursework

A 2,500- 3,000 word comparative essay on a student's selected pairing of literary texts. You chose both the texts and the question for up to 20% of your A Level grade!

Methods of teaching, learning and assessment

Classroom teaching

- Stage productions/ filmic versions of studied texts
- Theatre/ Gallery visits
- Lecture days
- Independent reading/ research tasks
- Student presentations
- Seminar-style lessons

Opportunities for learning outside of the classroom

- Theatre/ gallery visits to venues showing related productions/ exhibitions
- Lecture days in Manchester
- National Theatre Live screenings

Quotes from current/ex-students

"Studying Literature is an invigorating experience that I didn't expect. Since starting the course, I have found the different texts rather enjoyable- I even got fulfil my ambition of starring in a Streetcar!"

- Tom Fisher

"The subject is thought-provoking and intriguing. Every book has a hidden meaning, just waiting to be discovered and analysed. At a young age I didn't enjoy reading but after picking Literature, my opinions have altered because of the subject!"

- Kyle Brandreth



FRENCH - AQA

Why Choose French?

Language learning is about communication and students will participate in group discussions, make presentations and will have opportunities to develop I.T. skills. The study of a major European language complements any other subject. You will become more knowledgeable about the culture and issues relation to the country such as political and environmental issues.

Course Content

1. Social issues and trends
2. Political and artistic culture
3. Grammar Options
4. Works: Literary texts and films

Paper 1: Listening, reading and writing

2 hours 30 minutes • 100 marks • 50% of A level

- Listening and responding to spoken passages from a range of contexts and sources. All questions are in French, to be answered with non-verbal responses or in French (30 marks).
- Reading and responding to a variety of texts written for different purposes. All questions are in French, to be answered with non-verbal responses or in French (50 marks).
- Translation into English; a passage of minimum 100 words (10 marks).
- Translation into French; a passage of minimum 100 words (10 marks).

Paper 2: Writing

2 hours • 80 marks in total • 20% of A level

- Either one question in French on a set text from a choice of two questions and one question in French on a set film from a choice of two questions or two questions in French on set texts from a choice of two questions on each text. Students are advised to write approximately 300 words per essay.

Paper 3 Speaking

21-23 minutes including 5 minutes preparation time
60 marks in total • 30% of A level Questions

- Individual research project. One of four themes. Aspects of French speaking society: current trends, Aspects of French-speaking society: current issues, Artistic culture in the French-speaking world, Aspects of political life in the French speaking world.

- Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks).
- Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks).

Methods of teaching, learning and assessment

Teaching will be in small groups. All lessons will include development of all four language learning skills but will also provide opportunities to develop ideas and viewpoints relating to the world we live in. We have access to laptops to enable students to conduct independent research. There will be 3 assessment points in each year Lower 6th and Upper 6th.

Opportunities for learning outside of the classroom

Students will have the opportunity to work with a foreign language assistant to help develop their speaking skills.

Quotes from current/ex-students

“Learning a language helps to develop an understanding and an appreciation of different cultures.”

“Studying A level French made me realise that I could conduct everyday conversations. It helped me to gain a better understanding of my own country as I was able to draw comparisons between France and England.”



FURTHER MATHS - EDEXCEL

Why Choose Further Maths?

If you choose Further Maths you will be studying for two A levels in Maths. This could mean that you spend two thirds of your time at school doing Maths. You have to really enjoy the subject. It is highly recommended if you are considering studying a degree in Maths, Physics, Engineering or Economics at one of the best universities.

The A level is made up of both Pure and Applied Maths. These extend the skills from A level maths and introduce decision mathematics (which includes networks, algorithms and sorting).

Further Maths is a challenging qualification, which both extends and deepens students' knowledge and understanding beyond the standard A level Mathematics. This also enhances a student's understanding of the A2 Mathematics course, strengthening their mathematical ability.

Any student planning to take a mathematics-rich degree, (such as Engineering, Sciences, Computing, Finance/Economics, etc., as well as Mathematics itself) will benefit enormously from taking Further Mathematics. You will study more maths that's relevant to your university course, which will help you to hit the ground running. Some prestigious university degree courses now require a Further Maths qualification, and many university courses prefer students who have studied Further Maths, even as a fourth A level.

Course Content

Year 1

Core Mathematics

- Complex numbers
- Algebra and series
- Matrices
- Vectors

Applied Mathematics: Decision Mathematics

- Algorithms and Graphs
- Graphs and Networks
- Critical Path Analysis
- Linear Programming

Year 2

Core Mathematics

- Complex numbers
- Series
- Integration and Differentiation
- Differential Equation

Applied Mathematics: Further Statistics

- Discrete Random Variables
- Hypothesis Testing and Association Testing

Exams

There are four equally weighted exams at the end of the two years for A-level, all of which are 90 minutes long and require a graphical calculator (we recommend the Casio FX9860G-II which can be used for A2 Maths too):

Paper 1: Core Mathematics

Paper 2: Core Mathematics

Paper 3: Further Statistics

Paper 4: Decision Mathematics

Methods of teaching, learning and assessment

Lessons will be delivered in a variety of ways - students are encouraged to take responsibility for their progress and are taught through some whole class teaching, one-to-one explanations, small group work and investigative exercises. The class sizes are much smaller and students are expected to work more independently in Further Mathematics.

The Mathematics Department is well resourced with knowledgeable, qualified and experienced staff. Students will have two teachers for their Further Mathematics course and this allows for both the Applied and Pure areas to be taught in parallel.

Outside of lessons the department provides extra support for students including access to MyMaths and Kerboodle online to support their learning at home in addition to all students being invited to attend Maths Clinic each week after school; a drop-in session run by A level Further Maths teachers which is brilliant for helping with home learning.

There will be regularly set homeworks and assessments that will be marked with detailed feedback by the Teacher.

Opportunities for learning outside of the classroom

Maths Inspiration to Manchester RNCM Concert Hall - One of the largest Maths enrichment programmes for sixth formers and motivated year 11's to experience the UK's most inspiring Maths speakers live, in big venues, presenting mathematics in the context of exciting, real-world situations. Each talk is delivered by mathematicians, engineers or statisticians, so this is an ideal STEM experience that can open students' minds to careers they may not have considered before.

Bletchley Park – ‘Home of the Cypher’ a trip to inspire and get the opportunity to look at coding and maths in action.

Sum Buddies – Intervention and support for lower school pupils who find Mathematics demanding.

Gifted & Talented – to support students in year 9 and 11 to stretch and challenge the most able students and be positive role models.

These are both excellent opportunities to get an understanding of how different students process mathematics and looks great on your UCAS application.

We offer support with Step materials so that students can apply to any university, including Cambridge.

GERMAN - AQA

Why Choose German?

Language learning is about communication and students will participate in group discussions, make presentations and will have opportunities to develop I.T. skills. The study of a major European language complements any other subject. You will become more knowledgeable about the culture and issues relation to the country such as political and environmental issues.

Course Content

1. Social issues and trends
2. Political and artistic culture
3. Grammar Options
4. Works: Literary texts and films

Paper 1: Listening, reading and writing

2 hours 30 minutes • 100 marks • 50% of A level

- Listening and responding to spoken passages from a range of contexts and sources. All questions are in German, to be answered with non-verbal responses or in German (30 marks).
- Reading and responding to a variety of texts written for different purposes. All questions are in German, to be answered with non-verbal responses or in German (50 marks).
- Translation into English; a passage of minimum 100 words (10 marks).
- Translation into German; a passage of minimum 100 words (10 marks).

Paper 2: Writing

2 hours • 80 marks in total • 20% of A level

- Either one question in German on a set text from a choice of two questions and one question in German on a set film from a choice of two questions or two questions in German on set texts from a choice of two questions on each text. Students are advised to write approximately 300 words per essay.

Paper 3 Speaking

21-23 minutes including 5 minutes preparation time
60 marks in total • 30% of A level Questions

- Individual research project. One of four themes. Aspects of German speaking society: current trends, Aspects of German-speaking society: current issues, Artistic culture in the German-speaking world, Aspects of political life in the German speaking world.

- Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks).

- Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks).

Methods of teaching, learning and assessment

Teaching will be in small groups. All lessons will include development of all four language learning skills but will also provide opportunities to develop ideas and viewpoints relating to the world we live in. We have access to laptops to enable students to conduct independent research. There will be 3 assessment points in each year Lower 6th and Upper 6th.

Opportunities for learning outside of the classroom

Students will have the opportunity to work with a foreign language assistant to help develop their speaking skills.

Quotes from current/ex-students

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“Studying A level French made me realise that I could conduct everyday conversations. It helped me to gain a better understanding of my own country as I was able to draw comparisons between France and England.”



GEOGRAPHY - EDEXCEL

Why Choose Geography?

Geography is a dynamic subject and is at the forefront of understanding many of the world's current events. It enables students to make sense of the world around them, as well as the forces that shape it. It is unique in bridging the social sciences with the natural sciences and allows students to investigate the links between people and their environment on both a local and global scale. Geography encompasses the natural processes that shape the world, the cultural diversity of its inhabitants, and issues of environment, development and globalisation.

Geography students tend to be good team workers, have the ability to think analytically and critically, and are highly computer literate. Ultimately, geography students will develop a global mind-set – they will understand different cultures and how industries work across borders. This global awareness will help students to succeed in an increasingly global world and is a very desirable characteristic according to top employers.

Geography is highly valued by Universities as an A level choice. The Russell Group report published names Geography as a key facilitating subject therefore will keep more options open to you at University. Geographers are employed in a wide range of sectors, including the public sector, education, commerce, industry, transport and tourism. It is a myth that geographers can only do certain types of jobs.

Employers include: Meteorologist; geologist; mineral surveyor; oceanographer; Ordnance Survey; environmental consultant; ranger; forestry; National Trust; charity worker; urban development; local council; radio and television broadcaster; reporter; aviation & air traffic control; Police Service; Ministry of Defence; Royal Navy; RAF; airplane pilot; lawyer; politician; investment banker; estate agent.

Course Content

Physical geography -

Dynamic Landscapes and Physical Systems and Sustainability. In Year 1 you will study The Water Cycle & Insecurity and Coastal Systems, Processes & Change. In Year 2 you will study Tectonic Processes & Hazards and The Carbon Cycle & Energy Security.

Human Geography -

Dynamic Places and Human Systems and Geopolitics. In Year 1 you will study Globalisation and Diverse Places. In Year 2 you will study Superpowers and Migration, Identify and Sovereignty Synoptic Investigation of a Contemporary Geographical Issue - Based on a geographical issue within a place-based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas.

Independent Investigation (coursework) -

A student-defined question or issue, relating to the compulsory content. The investigation will incorporate fieldwork data and own research and/or secondary data.

Methods of teaching, learning and assessment

Geography is taught by a friendly, well-qualified and experienced teaching team. We offer regular 1:1 and small group support, with a focus on exam technique to help ensure that all students achieve to their full potential. Students will have the opportunity to take part in fieldtrips, both locally and globally. Students will also gain practical experience and develop key skills which enhance their employability such as numeracy, literacy, environmental awareness and problem solving.

Assessment Pattern

Unit 1: 2 hour 15 minutes written paper – 30% of A level

Unit 2: 2 hour 15 minutes written paper – 30% of A level

Unit 3: 2 hour 15 minutes written paper – 20% of A level

Unit 4: 3000-4000 word Investigation (Non Examination Assessment) - 20% of A level

Opportunities for learning outside of the classroom

Fieldwork is fundamental to the study of geography – it makes the subject come alive, promotes enthusiasm for geography and motivates students. Fieldwork is the means by which students can engage and develop a deep understanding of geographical processes and enquiry.

All students will spend one day visiting North Wales to study Coastal Systems, Processes & Change and one day visiting Manchester to investigate Diverse Places. There will be a further day of field work to complete fieldwork data collection to support the Independent Investigation.

The department is also planning an enrichment trip to Iceland in October 2020. The trip will be an exciting once in a lifetime experience for any pupil studying geography at A Level. Iceland's geothermal springs, dramatic glaciers and lava fields provide students with a unique opportunity to appreciate how the geological power of the earth has shaped the country's landscape. You must register an interest in this trip by the end of November 2019.

Quotes from current/ex-students

"Taking Geography as one of my A level subjects was an easy decision. Having developed a passion for the subject in GCSE, the opportunity to further my understanding and knowledge was one I couldn't miss. Throughout the course, the variety of content available was a constant source of interest. Topics ranging from the geopolitics of today's superpowers (and the implications this has on potential water and energy security to areas) to tectonic hazards, kept me continually engaged. Additionally, the commitment of the teaching staff in ensuring my understanding of the topic was of the highest standard. This proved vital in enabling me to achieve an A* in the subject and also resulted in me winning the subject prize for the year. Geography has shaped me into someone passionate for the field and I will continue to be interested in learning more about it in years to come."

HISTORY - OCR

Entry Requirements - Grade 5 in History (but will accept Grade 5 in English Literature if not taken History GCSE)

Why Choose History?

History is an exciting and insightful discipline and is taught at Sandbach School to inspire a student's curiosity of the past. We look for students to engage with our independent learning ethos.

Studying history creates a depth of understanding of the significance of events in the past and allows students to gain a deeper understanding of social, religious, economic and cultural issues in the present day. Students also develop a range of cross-curricular skills that are invaluable as they prepare for their next steps in life, be it high level study or employment.

Course Content

Examinations will follow the linear model and there will be a coursework element that will focus on developing key skill elements for the exam units.

Year 1

The Early Stuarts, Origins of the Civil War and the execution of Charles I 1603–1660 (25% of A level). Exam unit, 1 essay question from a choice of 2 plus 1 sources based question.

Topic Based Essay – Choice of 5 questions about the 1st Crusade (20% of A Level) – Traditional taught course, followed by independent research and coursework write up.

The American Revolution 1740-1796 (15% of A level). Exam unit, 2 essay questions from choice of 4. (Units 1 and 2 in Year 12).

Year 2

China and its Rulers 1839-1989 (40%) Exam unit, 2 essay questions from choice of 3 plus interpretations question.

The American Revolution 1740-1796 (15% of A level) Exam unit, 2 essay questions from choice of 4 (Units 3 and 4 in Year 13).

Methods of teaching, learning and assessment

A mixture of traditional taught lessons, group work, independent research and seminars. Students develop a range of skills particularly making an argument and debating. The exam focuses on analysis, evaluation and justifying of points.

Opportunities for learning outside of the classroom

The department organises a trip to Washington DC in the USA for History and Politics students which involves visits to Congress, The Supreme Court, The National Archives, The Smithsonian Museums and Mount Vernon (George Washington's house). This trip complements both History and Politics A Level courses as well as broadening horizons of all who make the trip.

Trips are also organised to lecture days around the North-West to supplement the content taught in lessons.

We also are keen for A Level Students to become involved in the School Museum, carrying out research into the history of the School and the artefacts we have on display.

Quotes from current/ex-students

"My time as a history student at Sandbach was as memorable as it was enjoyable, and I would highly recommend studying A Level History. I enjoyed the China Unit tremendously – as a result I've altered my options for the history part of my degree to incorporate Chinese history!" - **Luke Cronin**

"The work we did during history coursework at Sandbach proved invaluable experience and has made my life a lot easier (during my 1st year at University). It was quietly satisfying to see everyone on my course struggling over things that now feel automatic to me." - **Luke Pickles**



LAW - AQA

Why Choose Law?

Whether you want a career in the law or in other areas like education, human resources, finance or business, A level Law can open doors for you. Lots of GCE Law students also study Business Studies, Sociology, Psychology, Government & Politics, History, English, Critical Thinking and Philosophy. A level Law can be a great asset if you wish to study Law at University.

Course Content

This course allows students to develop their knowledge and understanding of the law in England, Wales and Northern Ireland.

It develops an understanding of legal methods, the ability to communicate legal arguments and conclusions as well as the ability to think logically and analyse and solve problems through the application of legal rules.

The course has been designed to cover topics such as procedures in the criminal courts, the magistrates and jury system, the offences of murder, manslaughter and GBH and concepts such as justice and morality.

Methods of teaching, learning and assessment

5 hours per week of structured lessons.

Paper 1

Criminal Law and the English Legal System
(For example the roll of the jury and the magistrates).

Paper 2

Tort and The English Legal System
(For example the process of suing someone for personal injury).

Paper 3

Human Rights and The English Legal System
(Understanding the rights people have such as the right to a fair trial).

Opportunities for learning outside of the classroom

Visiting speakers such as University Law students and magistrates as well as visits to local Crown and Magistrates' Courts.

Quotes from current/ex-students

"The course was thoroughly informative and enjoyable."
- **Luke Cronin**

"When I chose A Level Law, I was not thinking about a degree in Law. I am now studying Law at University with a view to becoming a solicitor. Law A Level has helped me enormously in my first year at University". - **Laura Tulley**



MATHS - EDEXCEL

Entry requirements - Grade 7 or above at GCSE Maths. Students with a Grade 6 will be considered on the completion of a Bridging Course.

Why Choose Maths?

The study of mathematics can satisfy a wide range of interests and abilities. The strongest reason for studying mathematics to an advanced level is that it is interesting and enjoyable. People like its challenge, its clarity, and the fact that you know when you are right. The solution of a problem has an excitement and a satisfaction. The course emphasises how Mathematics can be applied to find solutions to not only theoretical models but real-life problems as well.

According to the Russell Group informed choices guide, Maths is a 'facilitating' subject, which means that it will help you to study many other subjects and pursue lots of different careers. Maths helps support the study of subjects like Physics, Chemistry, Engineering, IT, Economics, Business and Biology which can also help with your Maths revision. But studying Maths alongside an essay subject like English or History can help keep your options open for more jobs and university courses.

Finally, maths A level can lead to just about everything! People with Maths degrees and other qualifications can go into: accounting, medicine, engineering, forensic pathology, finance, business, consultancy, teaching, IT, games development, scientific research, programming, civil service, design, construction and astrophysics to name a few... It's not surprising that Maths is a popular A level choice at Sandbach School!

David Willetts MP, when speaking as the Secretary of State for Business, Innovation and Skills said:

"In terms of future jobs and career opportunities, A-level Maths scores more highly than just about anything else."

Develops Transferable skills:

- **Analytical Skills** – clear thinking, attention to detail, ability to follow complex reasoning, ability to understand and construct logical arguments.
- **Communication skills** – ability to answer questions clearly and to communicate an argument precisely and logically, both orally and in written form.
- **Investigative Skills** – knowing where and how to find information.
- **Learning Skills** – ability to understand difficult concepts and apply them to a problem.
- **Problem Solving Skills** – being able to present a solution clearly, take a flexible approach, tackle a problem with confidence and appreciate when to seek help.

Self-management – thorough approaches to work, time management, ability to work independently, determination. These are all skills that employers are looking for and so help when you are applying for jobs and are filling in the personal statement on your UCAS form.

Course Content

Year 1:

- Algebra, Polynomials/Binomial Theorem, Trigonometry, Differentiation, Integration, Exponentials and Logarithms, Vectors, Statistics & Mechanics.

Year 2:

- Algebra, Sequences, Trigonometric Identities, Differentiation, Integration and Differential Equations, Numerical Methods, Statistics & Mechanics.

Exams

There are three equally weighted exams at the end of the two years for A-level, all of which are two hours long and require a Classwiz Casio FX-991EX calculator:

Paper 1: Pure Maths

Paper 2: Pure Maths

Paper 3: Statistics and Mechanics

Methods of teaching, learning and assessment

Lessons will be delivered in a variety of ways - students are encouraged to take responsibility for their progress and are taught through some whole class teaching, one-to-one explanations, small group work and investigative exercises.

The Mathematics Department is well resourced with knowledgeable, qualified and experienced staff. Students will have two teachers for their Mathematics course and this allows for both the Applied and Pure areas to be taught in parallel.

Outside of lessons the department provides extra support for students including access to MyMaths and Kerboodle online to support their learning at home in addition to all students being invited to attend Maths Clinic each week after school; a drop-in session run by A level teachers which is brilliant for helping with home learning. There will be regularly set homeworks and assessments that will be marked with detailed feedback by the Teacher.

Opportunities for learning outside of the classroom

Maths Inspiration to Manchester RNCM Concert Hall - One of the largest Maths enrichment programmes for sixth formers and motivated year 11's to experience the UK's most inspiring Maths speakers live, in big venues, presenting mathematics in the context of exciting, real-world situations. Each talk is delivered by mathematicians, engineers or statisticians, so this is an ideal STEM experience that can open students' minds to careers they may not have considered before.

Bletchley Park – 'Home of the Cypher' a trip to inspire and get the opportunity to look at coding and maths in action.
Sum Buddies – Intervention and support for lower school pupils who find Mathematics demanding.

Gifted & Talented – to support students in year 9 and 11 to stretch and challenge the most able students and be positive role models. These are both excellent opportunities to get an understanding of how different students process mathematics and looks great on your UCAS application.

MEDIA STUDIES - AQA

Why Choose Media Studies?

This course helps you develop three relationships with the media. As a 'consumer you'll become more aware of the many ways in which media messages are presented to us, as well as discovering how the institutions which produce and distribute media products are trying to reach you. And if you want a career in media, producing and evaluating your own media productions will give you a real hands-on understanding of both how media messages are created and what they are aiming to do.

Media Studies helps you develop a number of skills:

- An ability to analyse how media products are constructed
- How to produce media products across different platforms - either on your own or as part of a team
- How to do individual research
- How to evaluate your own media

Media studies naturally leads to careers in journalism, marketing, advertising or public relations. But an awareness of how the world of media works can also support other careers, such as social work, law, medicine and education. By knowing how the media operates you'll be able to decode messages more skilfully, and engage with topics that interest you.

Course Content

Examination and Non-exam Assessment

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Paper One (2 hours, 84 marks, 35% of A-level)

There will be a range of questions relating to an unseen source and Close Study Products. Section A will focus in Media Language and Media Representations. Questions in this section will test the following forms:

- Advertising and marketing
- Music video

Section B will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms:

- Radio
- Newspapers
- Film (industries only)

Paper Two (2 hours, 84 marks, 35% of A-level)

Questions will focus on the in-depth media forms of television, magazines and online, social and participatory media/video games.

Non-exam Assessment (NEA) (60 marks, 30% of A-level)

Students must produce a statement of intent and cross-media products made for an intended audience.

Students choose from one of six annually changing briefs set by AQA. Students are assessed on their application of knowledge and understanding of the theoretical framework and their ability to create media products.

Assessment Objectives - Required Skills and Knowledge

AO1: Demonstrate knowledge and understanding of the theoretical framework of media and contexts of media and their influence on media products and processes.

AO2: Apply knowledge and understanding of the theoretical framework of media to analyse media products, evaluate academic theories, make judgements and draw conclusions.

AO3: Create media products for an intended audience, by applying knowledge of the theoretical framework of media to communicate meaning.

Methods of teaching, learning and assessment

Students will work in a variety of ways, depending on the learning activity. This will include group work, formal teaching sessions, practical workshops, independent research, investigation, planning and production work.

Students will be expected to undertake significant amounts of research around and viewing of core specified texts outside of the classroom. This will include whole seasons of several TV series, films, games and elements of social media.

Opportunities for learning outside of the classroom

Students will be encouraged to experience a wide range of media products outside of the classroom. There may be group screenings of specified film or TV texts. There may also be trips to Media City and film screenings. In addition to this, students may well choose production locations off-site for their projects.

Quotes from current/ex-students

"I love the discussions we have in class." - **Rob Kelly**

"Of my three subjects, it's certainly the one I look forward to." - **Calvin Hughes**

MUSIC

- AQA

Entry Requirements - Grade 5 in Music

Why Choose Music?

A level Music is exciting and rewarding, unique in its combination of academic study and creative opportunity.

The course is based around developing three key skills; performing, composing and listening, and appraising. You build on your knowledge of musical theory, gain a solid understanding of the basic principles of performance, refine your practical skills, study and practise composition, and expand your knowledge of music history through listening and appraisal.

Course Content

Component 1 - Appraising Music (Exam paper with listening and written questions using excerpts of music. 40% of A level Marks)

- Listening
- Analysis
- Contextual understanding

Component 2 - Music Performance (Externally assessed. 35% of A level marks)

Solo and/or ensemble performing as an instrumentalist, or vocalist and/or music production (via technology).

A minimum of ten minutes (no more than twelve minutes) of performance is required

Component 3 - Composition (Externally assessed. 25% of A level marks)

Composition 1: Composition to a brief (25 marks)

Composition 2: Free composition (25 marks)

A minimum of four and a half minutes (no more than six minutes) of music is required

Methods of teaching, learning and assessment

- Listening and appraisal skills for component 1 will be taught through research, performance and aural practice of styles in each Area of Study. Students will keep an online file of all the styles studied including audio excerpts and practice questions. Component 1 will be assessed through regular homework tasks which will include: research, analysing suggested works, extended listening questions and essays.
- Composing for component 2 will be taught practically through singing and performance. Short exercises will be approached in lessons with homework tasks supporting the development into the briefed and free composition tasks.

- Performance will be regularly done throughout the course through the study in both components 1 and 2 but additionally students will be expected to have peripatetic 1 to 1 lessons with an instrumental tutor throughout the course. Students will prepare a programme for the component 3 module which will be supported by classroom workshops and mock performance recitals.

Opportunities for learning outside of the classroom

Success at A Level Music is enhanced greatly by ensemble playing at extra-curricular groups. Therefore, A level music students will be expected to be part of the senior music groups we offer at Sandbach School. Additionally there will be opportunities to visit concert venues like the Bridgewater Hall, RNCM and attend workshops to enhance all three skills of listening, composing and performing. Students would have the opportunity to perform in the very busy and rich concert schedule we offer, taking advantage of performing with professional musicians who visit us every year. We also run a concert tour each summer term where destinations have been Italy, Belgium and Paris in previous years.

Quotes from current/ex-students

"Music is really enjoyable and rewarding, it is not only challenging but it is satisfying." - **Alex Thomson**

"A level music isn't just a subject, whilst it is academic, the life skills it teaches you are invaluable." - **Catherine Potter**



CHESHIRE SPECIALIST MUSIC COURSE - AQA

Why Choose the Cheshire Specialist Music Course?

This A-Level course is aimed at musically-gifted Year 11 students of Grade 7/8 standard who are aiming towards a future in which music plays a significant part. The course is open to young musicians and vocalists from all over Cheshire, its focus is to facilitate the progression from A-Level to university or conservatoire.

Students will take part in a wide variety of performing opportunities, with regular chamber music forming part of their timetable alongside a range of School based and external performances.

Participants work with high calibre staff and receive top-up lessons from tutors at Manchester's world-renowned Royal Northern College of Music (RNCM). The course itself covers a wide range of musical skills, both academic and practical, and includes the compulsory A-Level in Music and, in some cases, the Diploma of the Associated Board of the Royal Schools of Music (Dip. ABRSM).

Course Content

Examination and Non-exam Assessment

Component 1 - Appraising Music (Exam paper with listening and written questions using excerpts of music. 40% of A level Marks)

- Listening
- Analysis
- Contextual understanding

Component 2 - Music Performance (Externally assessed. 35% of A level marks)

Solo and/or ensemble performing as an instrumentalist, or vocalist and/or music production (via technology).

A minimum of ten minutes (no more than twelve minutes) of performance is required

Component 3 - Composition (Externally assessed. 25% of A level marks)

Composition 1: Composition to a brief (25 marks)

Composition 2: Free composition (25 marks)

A minimum of four and a half minutes (no more than six minutes) of music is required

The additional timetabled hours (10 hours) for specialist music students include: CSMC Choir, Chamber Music, Keyboard Harmony & Aural. The total number of timetabled sessions 20 (the equivalent time of two A levels)

In addition to A-Level music, all CSMC students generally take an additional two subjects.

Methods of teaching, learning and assessment

- Listening and appraisal skills will be taught through research, performance and aural practice of styles in each Area of Study. Students will keep an online file of all the styles studied including audio excerpts and practice questions. Component 1 will be assessed through regular homework tasks which will include: research, analysing suggested works, extended listening questions and essays. The additional Aural and Chamber choir lessons will give extra practice on identifying key musical features and devices through a practical approach.
- Composing for component 2 will be taught practically through singing and performance. Short exercises will be approached in lessons with homework tasks supporting the development into the briefed and free composition tasks. The additional keyboard harmony lessons will be practically taught in a specialist music room.
- Performance will be regularly done throughout the course through the study in both components 1 and 2 but additionally students will be expected to have peripatetic 1 to 1 lessons with an instrumental tutor throughout the course. Students will prepare a programme for the component 3 module which will be supported by classroom workshops and mock performance recitals. The additional chamber music lessons will give students the chance to work on challenging repertoire in small groups.

Opportunities for learning outside of the classroom

Through the partnership between the RNCM and Love Music Trust, students have fantastic opportunities to attend masterclasses with distinguished musicians, benefitting from constructive criticism. Recent masterclasses include Allen Vizzutti (trumpet), George Shelby (saxophone), Craig Ogden (guitar), Sally Wigan (piano), Adrian Spillett (percussion), and the Northern Chamber Orchestra (strings). Students would be regularly performing in chamber music concerts - Sandbach Concert Series - Love Music Trust concerts - Cheshire concert societies and clubs - Charity events. The RNCM is a world-leading conservatoire located in the heart of Manchester, with a reputation for attracting talented students, teachers, conductors and composers from all over the world. CSMC students will regularly be invited to the College to observe or participate in RNCM events including a range of festivals, instrument-specific performance days and concerts.

Quotes from current/ex-students

"Hooked is an understatement. Since leaving Sandbach School, I have gone on to perform, write and record regularly. Due to my development under the staff at Sandbach School, I was one step ahead when starting my higher education, and I have enjoyed all the music I've been involved with since." - **Josh Savage**

"The wealth of opportunities at Sandbach School within the Music department, gave me a truly inspirational start to my musical career. Concerts found us playing alongside some of the UK's top session musicians; tours led us to the Edinburgh Fringe, Boston, New Zealand, Singapore and time spent rehearsing with like-minded, passionate and creative peers has created memories, friendships and connections to last a life time. Jamie Sharp and connections to last a life time." - **Jamie Sharp**

PHILOSOPHY - AQA

Why Choose Philosophy?

Philosophy combines with almost any other subject but particularly Politics, History, Business Studies and Law. It gives students the opportunity to develop key skills such as communication, independent research and working with others.

A level philosophy allows students to develop an ability to identify arguments, analyse and evaluate these arguments. It also helps students to refine their writing skills, demonstrating the ability to be precise, concise and accurate.

Courses involving the study of philosophy and ethics are highly regarded by universities and are a popular choice for study beyond sixth form, for example when combined with politics and economics (PPE). A Philosophy A level is great for those who want to move on to areas such as law, medicine, journalism and management. It is a subject that teaches skills which employers' value.

Course Content

Epistemology:

- What is knowledge?
- The Limits of human knowledge

Moral Philosophy:

- The meaning of good, bad, right and wrong
- Ethical Theories; Utilitarianism, deontological ethics and virtue ethics

Metaphysics of God:

- Arguments against the existence of God
- The problem of Evil and Suffering
- Is there a place for God/ religion in a modern society?

Metaphysics of the Mind

- Differences between mind and body
- What happens after death?
- Mental states of human beings including behaviourism

2 x 3 hour exams

100% of A level

Methods of teaching, learning and assessment

- Formal teaching and teacher led discussion
- Individual research
- Group research
- Presentations
- Individual tutoring, developing students' own strengths

Much responsibility lies with students with a heavy emphasis on discussions, debates and individual presentations

Opportunities for learning outside of the classroom

The course will include lectures and visiting speakers. We also have career seminars led by people working within the field.

Quotes from current/ex-students

"Philosophy has helped me to develop a love of asking questions, debating and forming an argument which states my opinion clearly." - **Kieron Murphy**

"Since studying Philosophy I have gone on to study Law and Philosophy at University which I hadn't considered before enjoying the A level." - **Kieron Murphy**



PHYSICAL EDUCATION - OCR

Why Choose Physical Education?

Open up the World of Sport –

They encourage students to immerse themselves in the world of sports and PE with the chance to perform or coach a sport (through the non-exam assessment component), and delve into the how and why of physical activity and sport.

An Excellent Platform –

Students receive a well-rounded and full introduction to the world of PE, sport and sports science. This complete grounding in the subject provides a fantastic base from which to build when they move on to higher education, employment or further training.

Skills for a Modern World –

Students can develop a range of practical skills, including communication using appropriate language, dealing with pressure, split second decision-making, analysing and evaluating performance, and more.

This specification will create confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team – all skills that will enable them to stand out and effectively promote themselves as they progress through life.

Course Content

The content is divided into four components. Each component is further sub divided into topic areas and the detailed content associated with those topics.

Component 1: Physiological Factors Affecting Performance

- 1.1 Applied Anatomy and Physiology
- 1.2 Exercise Physiology
- 1.3 Biomechanics

Component 2: Psychological Factors Affecting Performance

- 2.1 Skill Acquisition
- 2.2 Sports Psychology

Component 3: Socio-cultural Issues in Physical Activity and Sport

- 3.1 Sport and Society
- 3.2 Contemporary Issues in Physical Activity and Sport

Component 4: Performance in Physical Education (NEA)

- 4.1 Performance or Coaching of an Activity, taken from the approved lists*
- 4.2 The Evaluation and Analysis of Performance for Improvement (EAPI)

Methods of teaching, learning and assessment

Students can develop a range of practical skills, including communication using appropriate language, dealing with pressure,

split second decision-making, analysing and evaluating performance, and more. This specification will create confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team – all skills that will enable them to stand out and effectively promote themselves as they progress through life.

Assessment Pattern

Physiological factors affecting performance (01)*
90 marks 2 hour paper 30% of total A level
Psychological factors affecting performance (02)*
60 marks 1 hour paper 20% of total A level
Socio-cultural issues in physical activity and sport (03)*
60 marks 1 hour paper 20% of total A level
A level Performance in physical education (04)*
60 marks** Non-exam assessment (NEA)

- Performance or Coaching
- Evaluation and Analysis of Performance for Improvement (EAPI)
30% of total A level

* Indicates inclusion of synoptic assessment

** Examination is weighted up to 90 marks to equal the total marks combined for the two tasks. Learners who are retaking the qualification may carry forward their result for the non-exam assessment component

Opportunities for learning outside of the classroom

- Field based study trips to leading Universities offering Sport & Exercise Science:
- Currently the Department visit bot Loughborough University & Nottingham Trent University for both field and laboratory-based study.
- External Speakers together with performance pathway players present within the course.
- The Department offers a broad and extensive extracurricular programme which Advanced Level Physical Education students are expected to take full advantage of.
- Friendly and competitive fixtures are offered at local, regional and national level.
- Students will also be supported throughout their performance pathway and will have privileged access to the schools Fitness Suite.

Quotes from current/ex-students

“The course and teaching team challenged me to develop a wide range of knowledge and study skills. The subject gave me the opportunity to develop myself both inside and outside of the classroom. Staff were excellent at supporting me as I studied and balanced my pursuit of the performance pathway.” - **Alex Bishop**

“I found the course units that we studied really engaging and I enjoyed the challenge of the scientific aspects of the course. As a keen and committed performer I was able to link much of what we were studying to my own performance and training in swimming. I particularly enjoyed the field trip-based trips to the Sport & Exercise Science Departments at the top sports universities.” - **Josh Wilson**



PHYSICS - AQA

Why Choose Physics?

Physicists explore the fundamental nature of almost everything we know of. They probe the furthest reaches of the earth to study the smallest pieces of matter. Join them to enter a world deep beneath the surface of normal human experience.

You will develop problem solving skills, analytical skills and mathematical skills. Students with an A-Level in Physics are highly regarded by both Universities and future employers. Possible degrees to consider after studying A-Level Physics include: Mathematics, Physics, Mechanical Engineering, Computer Science, Civil Engineering, Economics and Business.

Studying A-level Physics offers an infinite number of amazing career opportunities including: Geophysicist/field seismologist, Healthcare scientist, medical physics, Higher education lecturer, Radiation protection practitioner, Research scientist (physical sciences), Scientific laboratory technician, Secondary school teacher, Meteorologist, Structural engineer, Acoustic engineer, Product/process development scientist, Systems developer, Technical author.

You can also move into engineering, astrophysics, chemical physics, nanotechnology, renewable energy and more, the opportunities are endless.

Course Content

Year 1:

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and energy
- Electricity
- Further Mechanics (periodic motion)

Year 2:

- Further mechanics continued and thermal physics
- Fields
- Nuclear physics
- Astrophysics

Practicals

Physics, like all sciences, is a practical subject. Throughout the course you will carry out practical activities including:

- Investigating interference and diffraction of laser light
- Measuring acceleration due to gravity
- Investigating systems that oscillate
- Investigation of the links between temperature, volume & pressure
- Safe use of ionising radiation
- Investigating magnetic fields

Exams

There are three exams at the end of the two years for A-level, all of which are two hours long. At least 15% of the marks for A-level Physics are based on what you learned in your practicals.

Paper 1: (34% of A level): Sections 1 to 5 and 6.1 (Periodic motion)
Written exam: 2 hours, 85 marks: 60 marks of short and long answer questions and 25 multiple choice questions on content.

Paper 2: (34% of A level): Sections 6.2 (Thermal Physics), 7 and 8, Assumed knowledge from sections 1 to 6.1)
Written exam: 2 hours, 85 marks: 60 marks of short and long answer questions and 25 multiple choice questions on content.

Paper 3: (32% of A level):
Section A Compulsory section: Practical skills and data analysis
Section B: 9. Astrophysics

Written exam: 2 hours, 80 marks: 45 marks of short and long answer questions on practical experiments and data analysis (Section A). 35 marks of short and long answer questions on Astrophysics (Section B).

Methods of teaching, learning and assessment

A range of taught theory lessons and practical lessons. There are 12 required practicals and these will be assessed and recorded. Successful completion and passing the associated competencies entitles you to gain an A-Level in Physics 'with practical endorsement' - which is a requirement for most universities. Mini assessments for each topic will be used to monitor progress, and more formal review assessments that cover all content taught up to that point will be as per 6th form policy.

Opportunities for learning outside of the classroom

In Year 12 you will be offered a unique residential trip to Geneva in Switzerland to visit CERN. Here, a large particle accelerator is buried deep underground, and is so large it extends around into France before circling back around into Switzerland. We visit this venue and receive a lecture on particle physics as well as a tour of the facilities. On occasion we are lucky enough to go down underground to see the Large Hadron Collider itself.

Quotes from current/ex-students

"The course is interesting and challenging – I love it!"

"I really like the mixture of practical hands on work with the theoretical side of physics. Learning about particles has been a real eye opener."

POLITICS - EDEXCEL

Why Choose Politics?

This is the most dynamic and fast moving A Level option by some way. Due to the fast paced nature of UK and US Politics, lessons are often dictated by the changing events in real time. Staff are forced to adapt their teaching to the historic political events of our times and find the balance between theory and events.

It certainly makes for an exciting course as the examples needed for exams are happening in front of your eyes in the news and on social media in Westminster and Washington.

Course Content

Our politics course is structured into three parts:

- How people vote and engage in politics, and the ideas of the three main political parties
- The organisations and structures governing the UK; a study of Anarchism and how that relates to UK politics.
- The politics of the USA

Year 1

Paper 1

- Democracy and participation
- UK Elections and Voting
- Political parties
- Voting Behaviour and Media
- The ideas of the three main political parties: Conservatism; Socialism; Liberalism

Paper 2

- The Constitution
- UK Prime Minister and Cabinet
- Parliament
- Relations between Institutions
- Nationalism

Year 2

Paper 3

- US Democracy and Participation
- The US Constitution
- The US Presidency
- US Congress
- Federalism
- Comparisons to the UK

Methods of teaching, learning and assessment

Lessons are a mixture of traditional taught style, group work, independent research and seminars.

Students develop their ability to make written arguments as well as their debating and discussion skills. They learn to analyse and evaluate political ideas and to make comparisons across time and different political systems.

Opportunities for learning outside of the classroom

The department organises a trip to Washington DC in the USA for History and Politics students which involves visits to Congress, The Supreme Court, The National Archives, The Smithsonian Museums and Mount Vernon (George Washington's house). This trip complements both History and Politics A Level courses as well as broadening horizons of all who make the trip.

Students are also offered the chance to visit Westminster and tour the Houses of Lords and Commons. In 2019, students were able to attend a debate in the Commons, meet Fiona Bruce, MP and even had a private meeting with Speaker John Bercow for a question and answer session.

Quotes from current/ex-students

"It is the excellent teaching of the staff and the diverse and enjoyable course that inspired me to study Politics at University"
- **Luke Cronin**

"It was hard to keep up at times, but that was what made it all so exciting – Politics at Sandbach, a great course!" - **Max Clayton**



PRODUCT DESIGN - AQA

Entry Requirements - Minimum Grade 5 in GCSE Design and Technology/Equivalent Engineering for externals

Why Choose Product Design?

Do you like problem solving? Can you plan effectively and enjoy rising to a challenge? Are you investigative and forward thinking?

You will continue work completed at GCSE, including modelling, investigating material, CAD/CAM, production methods, materials, manufacturing processes and designing for a client.

Course Content

Examinations

Paper 1: Technical Principles Written exam, 2.5 hours, 30% of A level, 120 marks Mixture of short answers and extended responses.

Paper 2: Designing and Making Principles Written exam 1.5 hours, 20% of A level, 80 marks Mixture of short answer and extended response questions.

Section A: Product Analysis 30 marks, up to 6 short answers based on visual stimulus of product(s).

Section B: Commercial Manufacture 50 marks, mixture of short and extended style questions.

Non-exam Element (Coursework): Practical application of technical principles, design and making principles and specialist knowledge. How is it assessed? Substantial design and make task. 100 marks, 50% of A level.

Evidence: Written or digital design portfolio and photographic evidence of final prototype.

Methods of teaching, learning and assessment

The subject is taught through a series of projects and stand alone theory lessons which cover the examination content.

Regular assessment keeps track of pupil performance and regular feedback is given to ensure pupils understand what they need to do to improve and how they can achieve this.

Opportunities for learning outside of the classroom

Visit to local industry, universities and world renown companies such as Siemens and Bentley where you will be able to find out about the various roles available and learn more about the application process and what makes a good Designer or Engineer.

Quotes from current/ex-students

"I really like the relaxed nature of the Product Design course. Although it's challenging, many of the lessons are informal and we're able to produce work at our own pace and given lots of help along the way. I like the way we have to think about designing for different people and the needs of the user during each project." – **Sid Smith**

"The course is enjoyable and we're never quite sure what sort of lesson we're coming to. There's lots of practical and this ties in well with the theory and we get to plan our own projects and have lots of freedom." – **Thomas Brown**



PSYCHOLOGY - RBA

Why Choose Psychology?

This course introduces you to psychology well by studying the work of many famous psychologists in a variety of different subject areas.

You will have the opportunity to carry out your own research experiments and you will learn many of the key principles that underpin 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.

Course Content

Our politics course is structured into three parts:

Introductory Topics in Psychology

- Social Influence
- Memory
- Attachment
- Psychopathology

Psychology in Context

- Approaches in Psychology
- Biopsychology
- Research Methods

Issues and Options in Psychology

- Issues and Debates in Psychology
- Gender
- Schizophrenia
- Forensic Psychology

Methods of teaching, learning and assessment

5 hours per week of taught classroom sessions. Sessions will build upon previous lessons as well as reading that will be set before the lesson allowing for seminar style sessions. Students will be expected to keep an up to date folder and also an Independent learning log.

Assessment Pattern

A two year linear course with written exams that will assess your understanding as follows:

Paper 1: 2 hours
Introductory Topics in Psychology

Paper 2: 2 hours
Psychology in Context

Paper 3: 2 hours
Issues and Options in Psychology

Opportunities for learning outside of the classroom

We visit the Freud museum in London and watch court cases at the Old Bailey. There are several visiting speakers each year that come into school and we have ample opportunities to conduct research around the school and in the wider community.

Quotes from current/ex-students

"The course was really interesting and not like anything I had studied before at GCSE. I was so glad I picked to do Psychology and I can't wait to study it at university" - **Ben Savage**



BTEC IN BUSINESS - EDEXCEL (LEVEL 3)

National Extended Diploma

Why Choose BTEC Business?

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:

1. Cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
2. Interpersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
3. Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development

There are also specific requirements in some units for assessment of these skills where relevant. For example, where learners are required to undertake real or simulated activities.

BTEC Business leads into many different pathways, from apprenticeships with multi national corporations to degree courses in Business Management, Accountancy, Economics, etc.

Course Content

Mandatory units There are seven mandatory units, four external and three internal. Learners must complete and achieve at Near pass grade or above for all mandatory external units and achieve a Pass or above in all mandatory internal units.

Unit Number	Unit Title	GLH	Type	How Assessed
Mandatory Units - Learners complete & achieve all units				
1	Exploring Business	90	Mandatory	Internal
2	Developing a Marketing Campaign	90	Mandatory	External
3	Personal & Business Finance	120	Mandatory	External
4	Managing an Event	90	Mandatory	Internal
5	International Business	90	Mandatory	Internal
6	Principles of Management	120	Mandatory	External
7	Business Decision Making	120	Mandatory & Synoptic	External

Some Optional Units include:

- Unit 8:** Recruitment and Selection Process
- Unit 9:** Team Building in Business
- Unit 13:** Cost and Management Accounting
- Unit 15:** Investigating Retail Business
- Unit 16:** Visual Merchandising
- Unit 17:** Digital Marketing
- Unit 18:** Creative Promotion
- Unit 27:** Work Experience in Business

Opportunities after Sandbach School

What could this qualification lead to?

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements to many relevant courses, for example:

- BSc (Hons) in Business and Management
- BA (Hons) in Business and Finance
- BA (Hons) in Business with Human Resource Management
- BA (Hons) and BSc (Hons) in Business Studies
- BSc (Hons) in International Management
- BSc (Hons) or BA (Hons) in Marketing
- BSc (Hons) in Retail Management

Apprenticeships in Business

Career Zone	Employers	Programme	Salary	Grades
Accountancy	Unilever	Accounting	£18-21K	3 A levels
Advertising & Marketing	Google	Digital Marketing	Competitive	3 A Levels – BBC
Banking & Finance	J.P Morgan	Financial Services	£21,000	3 A Levels



DIGITAL MEDIA - OCR (LEVEL 3)

Cambridge Technical Extended Certificate

Why choose Creative Digital Media?

The course is suitable for anybody who wishes to pursue a career in TV, film and other creative areas. It is an ideal foundation course for those wishing to study creative media further at University or apply for apprenticeships. The two-year course provides learners with the opportunity (through applied learning) to develop the core specialist knowledge, skills and understanding required in the digital media sector. Areas studied include TV & film, web, radio, computer games, newspapers and magazines. The qualification is designed to be taken as part of a study programme alongside other vocational qualifications or A Levels, such as English, Art & Design and Performing Arts.

Course Content

Learners will take between five and seven units, three mandatory and between two and four optional units. Learners will study the following mandatory units:

- Media products and audiences (exam in year 1)
- Pre-production and planning (exam in year 2)
- Create a media product (internally assessed and externally moderated)

These units will give learners an understanding of how different media institutions operate to create products that appeal to specific target audiences. They'll gain knowledge and understanding of the pre-production, planning and production processes and go on to create their own media product(s).

The optional units provide learners with the opportunity to broaden their knowledge, understanding and skills in areas like scriptwriting and advertising. The optional, internally assessed units are:

- Advertising media
- Plan and deliver a pitch for a media product
- Scripting for media products
- The creation and use of sound in media

Methods of teaching, learning and assessment

Lesson time will be split between developing knowledge and understanding of the mandatory units and creating media products in a vocational setting. You will work with subject specialists and have opportunities to develop links with industry and work with creative practitioners. Work related learning and relevant visits / trips will also inform your work.

The course is a combination of externally and internally assessed projects, the former by exams and the latter by the production of coursework. Each unit specifies a number of skills which students must develop, and which can be demonstrated at Pass, Merit or Distinction level. Learning is driven by assignments which allow

these skills to be demonstrated. The exams comprise short answer questions and some that require a little more of an extended response. The coursework is assessed internally and a sample is externally moderated.

Learners will develop transferable skills such as planning, communication, adaptability, working in a team and leadership. The Extended Certificate can be studied alongside other A Levels including English and the creative Arts subjects. You will have access to resources and equipment that will enable you to explore new and exciting ways of working and which will enable you to move towards level 4 courses or employment / apprenticeships.

Opportunities for learning outside of the classroom

Students on the course will be given the opportunity of visiting Media City in Salford as well as other creative Arts institutions to develop their own creativity. They are also taught by industry experts.

Quotes from current/ex-students

"When I started my Creative Media and Performance classes at Salford University, I felt I was a step ahead of everybody else because of what I'd learnt on the course at Sandbach School."

- Georgia Parker- Aiken

"Creative Digital Media opened up opportunities and experiences I never thought I'd have access to. The course allowed me to develop my skills both in front of and behind the camera but, most importantly, it was a lot of fun!" - George Benning



DIGITAL MEDIA - OCR

Cambridge Technical: Video Games and Interactive Products

Entry Requirements - Open to any who have met the minimum requirements to enter the 6th form. This course is not a programming heavy course but some experience in this area will be an advantage.

Why Choose Digital Media – Video Games and Interactive Products?

This course offers a chance to learn some high-end creative skills and is aimed at candidates looking to further a career in interactive media. The skills learned on the course will suit a range of career paths such as video games developer / tester, asset producer, web-designer, mobile app designer.

Interactive media is everywhere in our daily lives. The video games industry is worth more globally than the film, television and music industries all put together and there is no signs of its' growth slowing! Life without accessing the web either through a browser or smart devices is unthinkable for most and those with the skills to design and create them are in high demand.

This course offers an excellent, creative, learning journey that focusses on the outcome of beautiful products, engaging games and meeting the needs of industry.

Course Content

Units:

Media Skills

A core unit taken with other members of the Digital Media cohort. Learners are taught the basic concepts of working with media such as audience, representation, narrative and marketing.

Creating a Media Product

Earners will be tasked with producing an audio-visual media product. This could be a game teaser trailer, in-game cut scene, an advertisement or any other audio-visual product.

Create an Interactive Product

Learners will delve into the field of web development to create a website from the ground up learning about modern web development design techniques including responsive design, flat design and dynamic page creation.

Game Development

Learners will plan, design and make a video game using the latest in game building technologies. The game can be for desktop, mobile and even virtual reality!

Sound

Students will learn practical sound production skills and will generate sound effects for game environments.

Graphic design

Skills with Photoshop will be taught or built upon from previous years. This will be in the context of creating assets for game production.

Media pitch

Media is business like any other and the skills taught on this unit will allow students to formulate arguments to sell their product to industry professionals.

Methods of teaching, learning and assessment

The course will be a mixture of classroom, computer room and media lab. During the practical units, learners are encouraged to be self-sufficient and build independently (with teacher support) alongside formal teacher led sessions. Students can use research skills to find additional components and pathways to add to the media products and the knowledge and understanding of the environments will grow exponentially.

The units are assessed practically through coursework submissions with the exception of the core media units which are examined.

Opportunities for learning outside of the classroom

Many previous students have found work experience placements at software houses during the summer of Year 12. Once skills are learned, students are free to develop independently and there are opportunities for freelance employment.

There are countless tutorial series available online. All a student needs to do is find some time, plug in some headphones and follow along and skills can grow at a fantastic rate.



FOOD SCIENCE & NUTRITION - WJEC

Why Choose Food Science and Nutrition?

Do you like working in a kitchen? Do you enjoy planning dishes and food styling? This subject is ideal for those who have successfully completed GCSE Food Preparation and Nutrition and want to continue to improve their knowledge of food safety, nutrients and food commodities as well as perfecting those practical skills. You may be interested in a career in hospitality or want to become a chef or work in the food industry.

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates.

Course Content

You will continue work completed at GCSE, including consolidating food safety and understanding food poisoning, understanding nutrients and their relationship with the human body, planning and cooking complex dishes. You will also develop the skills needed to plan, carry out and present a research project on current issues linked to food science and nutrition. This could be from the perspective of a consumer, food manufacturer, caterer and/or policy-making perspective.

- Unit 1:** Meeting the Nutritional Needs of Specific Groups - Internal and External Assessment - Mandatory
- Unit 2:** Ensuring Food is Safe to Eat - External Assessment - Mandatory
- Unit 3:** Experimenting to Solve Food Production - Internal Assessment - Optional
- Unit 4:** Current Issues in Food Science and Nutrition - External Assessment - Optional

Methods of teaching, learning and assessment

Unit 1: will enable the learner to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through on-going practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals.

Unit 2: allows learners to develop their understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience. Studying one of the two optional units allows learners the opportunity to study subjects of particular interest or relevance to them, building on previous learning and experiences.

Students will learn the skills required for independent learning and development.

- A range of generic and transferable skills
- The ability to solve problems
- The skills of project based research, development and presentation
- The fundamental ability to work alongside other professionals, in a professional environment
- The ability to apply learning in vocational contexts

Opportunities after Sandbach School

As this is the first year of teaching it is envisaged that we will offer opportunities for students to plan and execute events in the new Staff Room / Restaurant area of the new build. Offer Catering services for other department exhibitions as GCSE students have done in the past. Eventually we would like to look at offering study trips but this may not be in the first few years. It may also be possible to arrange placements in working environments.



MUSIC TECHNOLOGY - RSL

Subsidiary Diploma

Why Choose Music Technology?

The music industry is a very wide field, encompassing an enormous number of different career paths, most of which are not that of the performing musician. Roles such as Producer, Studio Engineer, Studio Assistant, Arranger, Media Composer, etc. all directly require the skills developed in Music Technology.

Outside of the music industry; the skills developed as part of the course such as teamwork, project management, creative thinking and technical skills are all valuable to a wide variety of pathways and would open up opportunities in many industries.

Course Content

The course comprises of:

- 2 core units: 'Planning a Career in the Music Industry' and 'Live Sound Recording'
- A selection of optional units. These are selected based on the skills and interests of the cohort each year but typically will include:
 - Understanding Recording Studio Design
 - Music Production
 - Podcast Production
 - Music Promotion
 - Event Management
 - Studio Recording and Mixing

Methods of teaching, learning and assessment

The course must be taken for two years, since no qualification can be awarded for part completion. There is an option to increase the size of qualification to 'Extended Diploma' for those who wish to study in additional hours, this must be approved by music department before embarking on this pathway.

Lesson Structure

Lessons are delivered through whole class sessions for practical music production and for the start of new assessment briefs. Students also work independently and are expected to take responsibility for their learning and monitor their progress throughout assessment tasks.

Assessment Pattern

The course is completed almost entirely through the production of coursework. Each unit specifies a number of skills which students must develop, and which can be demonstrated at Pass, Merit or Distinction level. All learning is driven by assignments, which allow these skills to be demonstrated. Where a skill is not initially evident at a minimum pass level, further assignments can be undertaken.

Opportunities for learning outside of the classroom

Fieldtrip to a professional recording studio is arranged annually in addition to a number of industry experts who are visitors to the school to give guest lectures.

The school's busy extra-curricular ensembles provide opportunities for Music Tech students to work in a variety of settings around the school site in order to support live performance and studio recordings.

Quotes from current/ex-students

"Studying Music Tech gave me great opportunities to gain practical skills in recording and learn lots that I'll use in my future music making" - **Mark Wheeler**

"Music Tech is a really varied course, learning about the music industry, developing technical skills and being creative as part of a team have all been really enjoyable parts of my course" - **Alex Thomson**



SPORT FOOTBALL - LEVEL 2

Why Choose Level 2 Sport?

- Great way to progress onto a Level 3 programme
- Practical and theoretical units
- Unique partnership between Sandbach School, Sandbach United Football Club and Challenger Sports USA
- You have a passion for football and sport in general
- You want to do study an academic programme that can prepare you for the sports industry
- Future opportunity to work/study in the USA and a guaranteed interview to work as a summer camp coach for Challenger Sports
- UEFA Qualified coaches
- Fully Qualified teaching staff
- FA Qualifications
- Gives you a fascinating insight into many aspects of football and a range of other sports
- Guest speakers, trips & visits
- Ideal for students looking for a career in the sports industry or wishing to progress into higher education
- Possible future pathway to get a scholarship to play and study in America
- You want to progress into areas or further courses such as Sports Coaching, Physical Education (QTS), Sports Development, Business in Football, Youth Work, Sports Nutrition and any other sports-related courses, apprenticeships and employment

Course Content

Course delivery is mainly through the medium of Football, the course consists of a mixture of units including Practical Sport, Leading Sports Activities, Training for Personal Fitness, Lifestyle and Well-Being, Injury and the Sports Performer and Profiling Sport Performance.

Methods of teaching, learning and assessment

Students will be taught by staff with an expertise in teaching and football industry experience. Assessment methods include internal coursework, practical observations and testing, presentations and interviews.

This requires students to develop basic skills in research to complete the work. In a practical environment students will be expected to develop their planning and delivery styles as the course progresses.

Opportunities after Sandbach School

Student will have the opportunity to visit and experience coaching at the highest level. All students will be encouraged to undertake work experience/volunteer within the local community. Students will have the opportunity to represent the school and Sandbach United Football Club. They will also be able to officiate and coach within the school's extra-curricular programme to gain valuable experience for future job applications or apprenticeships following completion of the course.

Progression

Students can gain a place on the 2-year BTEC level 3 Coaching, Development and Fitness course, full-time employment in the sports industry or apply for apprenticeships. There will be opportunities to work as a summer camp coach in the USA for Challenger Sports when students are 18 years of age.



EXTENDED DIPLOMA SPORT - BTEC

Exercise Science (Level 3)

Why Choose BTEC Extended Diploma in Sport and Exercise Science?

BTEC Nationals Sport and Exercise Science is a vocational type of course. It is linked to the specific area of Sport and Exercise Science industry.

The course will provide opportunities to learn various industry specific skills that will allow you to move towards further study at university level or into the Sport and Exercise Science industry. The course is nationally recognised and attracts points on the NQF Framework in the same way as A level qualifications.

Course Content

(Condensed information from the spec. including a breakdown of components/modules – coursework, exams, controlled assessments).

The course runs over 2 years and is the equivalent of 3 A levels. To pass the course students must complete 13 units, 7 of which are mandatory and 4 are externally assessed. Of the external assessments 2 take the form of extended pieces of writing, and the other 2 take the form of traditional exam papers.

Mandatory Units

Unit Title	Unit Size	How is the unit Assessed?
Sport and Exercise Physiology	120	Externally
Functional Anatomy	90	Externally
Applied Sport and Exercise Psychology	120	Externally
Field and Laboratory Based Fitness Testing	90	Internally
Applied Research Methods in Sport and Exercise Science	90	Internally
Coaching for Performance and Fitness	90	Internally
Nutrition for Sport and Exercise Performance	120	Externally

Optional Units

Unit Title	Unit Size	How is the unit Assessed?
Sports massage	60	Internally
Specialised Fitness Training	60	Internally
Technology in Sport and Exercise Science	60	Internally
Physical Activity for Individual and Group-based Exercise	60	Internally
Sociocultural Issues in Sport and Exercise Science	60	Internally
Sports Injury and Assessment	60	Internally

Methods of teaching, learning and assessment

Students will be taught by a variety of staff within the PE department for each unit, this will allow the department to use its range of expertise to ensure that pupils receive the best teaching for each unit. Assessment for the internal assessments will generally be completed online and comes in the format of a report or presentation. This requires pupils to develop skills in research to complete the work and also the confidence to be able to report their findings vocally back to their peer group and teaching staff.

Opportunities for learning outside of the classroom

Students will have the opportunity to visit a number of different university sites during the 2 year course. This will enable them to complete units such as “Field and Laboratory Based Fitness Training” in a practical setting but will also allow them to get a taste for what university has to offer them and aspire to return as students after completion of the course.

Student will also have the opportunity to visit and experience coaching at the highest level, this will assist in completing the “Coaching for Performance” unit but will also give them valuable experience to further their coaching skills.

Students will also have the opportunity to perform at a high level across a number of sports including football, hockey and rugby through the school's extensive extra-curricular programme. They will also be able to officiate and coach within the school's extra-curricular programme to gain valuable experience for university applications or apprenticeships following completion of the course.

Quotes from current/ex-students

“I really enjoyed the course, it enabled me to take a place at Bath University. I don't think this route would have been available to me if I had taken A-Levels. The course gave me skills that prepared me for university and allowed me to develop my skills as a footballer to ensure I could play football at a high standard whilst at university”

- Jake Monks

EXTENDED DIPLOMA SPORT - BTEC

Coaching Development & Fitness (Level 3)

Why Choose BTEC Extended Diploma in Sport Coaching Development & Fitness?

- Great alternative to A-Level Physical Education and is the equivalent of 3 A levels
- Unique partnership between Sandbach School, Sandbach United Football Club and Challenger Sports USA
- You have a passion for football and sport in general
- You want to do study an academic programme that can prepare you for university, apprenticeships or employment whilst learning about football coaching, development and fitness
- Opportunity to work/study in the USA on completion of the course. Guaranteed interview to work as a summer camp coach for Challenger Sports
- UEFA Qualified coaches
- Fully Qualified teaching staff
- The course provides a fascinating insight into many aspects of football and a range of other sports
- Guest speakers, trips & visits
- FA Qualifications
- Ideal for students looking for a career in the sports industry or wishing to progress into higher education
- Possible pathway to achieving a scholarship to play and study in America
- You want to progress into areas such as Sports Coaching, Physical Education (QTS), Sports Development, Business in Football, Youth Work, Sports Nutrition and any other sports-related courses, apprenticeships and employment
- Full kit package

Course Content

The course consists of 18 units in total, 9 will be studied in each year of this 2-year course. Units include: Fitness Testing, Fitness training and Programming, Sports Leadership, Investigating Business in Sport, Anatomy and Physiology, Sports Coaching, Sports Development, Massage, Sport injuries, Research Project, Work Experience etc.

Methods of teaching, learning and assessment

Students will be taught by staff with an expertise in teaching and with football industry experience. There will be two external assessments in exam conditions but the overwhelming majority of assessment is via internal coursework, practical observations, presentations and interviews. Internal assessments will generally be completed online and come in the format of a report or presentation. This requires students to develop skills in research to complete the work and also the confidence to be able to report their findings verbally back to their peer group and teaching staff. In a practical environment students will be expected to develop their planning and delivery styles as the course progresses.

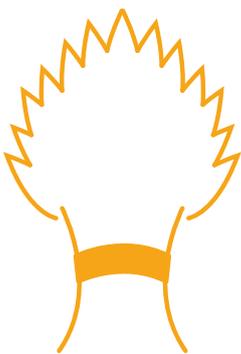
Opportunities for learning outside of the classroom

Student will have the opportunity to visit and experience coaching at the highest level. All students will be expected to undertake work experience and are encouraged to do this within the local community. Students will have the opportunity to represent the school and Sandbach United. They will also be able to officiate and coach within the school's extra-curricular programme to gain valuable experience for university applications or apprenticeships following completion of the course.

Progression

Students can gain places on degree courses in Sports Development, Sports Coaching, Youth Work, Physical Education (QTS), Business in Football, Sports Nutrition and other sports-related degrees. Other students can choose to enter into full-time employment in the sports industry or apply for apprenticeships. There will be opportunities to work as a summer camp coach in the USA for Challenger Sports.





SANDBACH SCHOOL SIXTH FORM

CREWE ROAD, SANDBACH, CHESHIRE, CW11 3NS

T: 01270 758 970 - E: sixthform@sandbachschool.org - W: sandbachschool.org