

COUNTY UPPER
Sixth Form

Bury St Edmunds

All-Through Education:



**Course Year Booklet
Sixth Form
2020-2021**

GCE A level Art and Design

Edexcel 9AD01

Further educational or potential career outcomes

An A Level in Art and Design can provide a basic grounding for a foundation course at college which can lead to a degree in many different disciplines e.g. interior design, jewellery design, product design, textiles, sculpture, printmaking, furniture, fashion etc. The qualification can also combine with other subjects to provide a student with the necessary requirements for courses at university such as architecture, car design, structural engineering, art therapy, environmental development and landscape design.

Course content

The course aims to:

- Further develop in candidates an understanding of the nature of visual thinking and its appropriate language and to develop the capacity for creative thought and action whereby the candidate is able to innovate, initiate and make effective personal responses.
- Develop an awareness of the relationship between intuitive value judgements and those derived from cognitive and analytical processes.
- Continue encouraging experience in the use of materials, their limits and the effect that this might have on the nature of visual imagery.
- Provide the experience by which candidates discover where their talents and interests lie.
- Enable candidates to relate their own work to that of other artists and designers.
- Develop an understanding of the holistic nature of Art and Design activity.
- Increase understanding of cultural change and the importance of Art and Design in a multicultural society.

Teaching and learning styles

- The course will include 'Process and Procedures'.
- Project based thematic enquiry and response.
- Sequential development, which aims at an accumulation of specific skills. Knowledge and understanding over a fixed period of time.
- Expressive response.
- Structured discussion, critical appraisal and analysis.
- Designing.
- Visual research, analysis, observation and recording.
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A Level	Personal Investigation & personal study (written element).	60%
	Externally set assignment. (Work journal and preparatory studies and a 15 hour practical examination)	40%

AQA A-level Biology

Further educational or potential career outcomes

As a science qualification, students passing this subject will be considered favourably in many unrelated careers. In addition to this biology provides a sound basis for higher education where it can lead to medicine, veterinary science, dentistry, teaching and an increasingly wide variety of science degrees such as biochemistry, micro-biology, pathology, forensic science, immunology, plant biology, environmental science and marine biology.

Course content (A-level biology)

Eight units are taught over two years. The course aims to develop students' knowledge and understanding of the key concepts of biology. Students also develop an understanding of scientific methods and become aware of advances in technology relevant to biology. A number of required practical activities are an integral part of the course; some of these are assessed in written examinations. Students are encouraged to recognise the value and responsible use of biology in society. The areas studied include: biological molecules, cells, how organisms exchange substances with their environment, genetic information and variation, energy transfers in and between organisms, how organisms respond to changes in their environment, genetics and populations, the control of gene expression.

Teaching and learning styles

The course has a substantial theoretical element that requires formal teaching to support the development and understanding of difficult biological concepts. Discussions, practical work, student presentations and research tasks feature frequently in lessons. Tests will be set regularly to monitor progress and to develop examination technique.

Assessment (A-level biology)

Paper 1 Written exam: 2 hours	35% of A-level
What's assessed	
<ul style="list-style-type: none">• any content from topics 1–4, including relevant practical skills• a mixture of short answer, long answer and extended response questions	
Paper 2 Written exam: 2 hours	35% of A-level
What's assessed	
<ul style="list-style-type: none">• any content from topics 5–8, including relevant practical skills• a mixture of short and long answer questions and a comprehension question	
Paper 3 Written exam: 2 hours	30% of A-level
What's assessed	
<ul style="list-style-type: none">• any content from topics 1–8, including relevant practical skills• structured questions, including practical techniques, critical analysis of given experimental data, one essay from a choice of two titles	

Level 3 Technical Extended Certificate in Business

Cambridge OCR 05835

This, combined with other qualifications, will provide learners with the skills, knowledge and understanding to progress into Higher Education (HE) on a business-related programme such as Business, Business Management, Marketing, Business and Finance, Business and Economics and Accounting. It will also allow them to choose non-business-related degree programmes or take them into employment where they would continue to study.

What are the benefits of this qualification to students? It will provide learners with the opportunity through applied learning to develop the core specialist knowledge, skills and understanding required in the business sector through applied learning. Students will develop transferable skills that are valued by HE and employers such as:

- communication
- planning
- teamwork
- research
- analysis

What does this qualification cover? Students will study five units to include:

- The business environment – This will give students an understanding of the wider external contexts in which businesses operate and of internal business functions and their interdependencies. The unit will allow them to appreciate how legal, financial, ethical and resource constraints can affect business behaviour and the influence that different stakeholders can have and how businesses must respond.
- Working in business will provide students with an understanding of the type of critical skills needed when working in business, such as organisation, prioritisation and effective communication. The unit will allow them to learn how to use different business documents and about organisational protocols that most businesses would expect employees to follow.
- Customers and communication - Customers and communication, will allow students to appreciate how vital customers are to the success of a business. It will give them an understanding of how important it is for businesses to know their customers and what influences customer behaviour.

Grading

The Level 3 Extended certificate in Business is the same size as one GCE A level. This allows for the study of other, supporting, technical awards or A-Levels.

- The units are graded Pass, Merit or Distinction
- The overall qualification is graded as P, M, D and D*
- Pass (16 UCAS pts) = D at A level; Merit (32 pts) = C at A level; Distinction/Distinction* (48/56 pts) = A/A* at A level.

Unit	Assessment type
The business environment	*Written examination 33% of the total marks
Working in business	*Written examination 16.7% of the total marks
Customers and communication	Internal assessment 16.7% of the total marks
+ two further units	Internal assessment 16.7% of the total marks each

*Students can re-sit an examined unit once before they complete this qualification.

GCE A Level Chemistry

AQA Chemistry (7405)

Higher education or potential career outcomes

Chemistry is a challenging subject which enables students to develop a wide range of skills. There are a number of degrees for which chemistry is a requirement and many others for which it is considered desirable; these include medicine, pharmacy, veterinary science, chemistry, biochemistry, forensic science, pharmacology, and physiotherapy. Graduate chemists are widely sought for their excellent mathematical and analytical skills as well as their ability to think things through and solve problems, useful skills in any profession.

Course content

The course aims to convey the excitement of contemporary chemistry, exploring the frontiers of research and applications of the subject, relating them to the concepts required. The course is divided into six modules; two covering ideas on physical chemistry, two on inorganic chemistry and two on organic chemistry. Practical work is at the heart of all good science teaching, and the required practical activities provide students with the opportunity to embed their skills and knowledge. Regular and relevant assessments provide teachers and students with an indication of understanding and progress, and prepare students for the final exams.

Teaching and learning styles

Students study fundamental topics early in the course that underpin the rest of the content and build on ideas explored at GCSE so that they are well prepared for the more challenging but interesting concepts. A range of activities to support the learning and application of theory are used, including practical work, teacher demonstrations, question and answer sessions, IT work, molecular modelling and group presentations.

Assessment Overview

	Physical Chemistry	Inorganic Chemistry	Organic Chemistry
Year 12	Atomic structure Amount of substance Bonding Energetics Kinetics Equilibria Redox	Periodicity Group 2 Group 7	Alkanes Alkenes Halogenoalkanes Alcohols Organic analysis
Year 13	Thermodynamics Kinetics Equilibria Electrochemical cells Acids, bases and buffers	Periodicity Transition metals Inorganic compounds in aqueous solutions	Isomerism Carbonyl group Aromatic chemistry Amines Polymers Amino acids Organic synthesis Chromatography Structure determination
Paper 1	Inorganic and physical chemistry (35%)	15 multiple choice 65 short and long answer questions	
Paper 2	Organic and physical chemistry (35%)	15 multiple choice 65 short and long answer questions	
Paper 3	All content and skills (30%)	105 short and long answer questions	
Practical Endorsement	Pass/fail, (reported separately)		

OCR A level Computer Science

The programming language used throughout the course is Python 3. Practical work will also involve Assembly level programming, SQL, HTML, CSS and Javascript. Learners will have the opportunity to work with both the Windows and Linux operating systems. Raspberry Pi micro-controllers will be used to teach networking.

The emphasis of the course is on computational thinking and problem solving. There is a considerable mathematical content in this course. Students are also required to write extended essays performing their own research into the legal, moral, ethical and cultural issues.

A level students take three components which further extend the content introduced at AS level.

Computer Systems Processors, input, output and storage Software Development Exchanging data Data types, data structures and algorithms Legal, moral, cultural and ethical issues	40% of total A level 2 ½ hour written paper
Algorithms and programming Computational thinking Problem solving and programming Algorithms to solve problems and standard algorithms	40% of total A level 2 ½ hour written paper
Programming project Analysis of the problem Design of the solution Developing the solution Evaluation	20% of total A level

Pre-requisites: Students should have a Computer Science GCSE and Maths GCSE at grade 6 or above. All students taking Computer Science at A level should also be studying Mathematics at A level.

GCE AS and A Level Drama and Theatre Studies

Eduqas

Further educational or potential career outcomes

Theatre studies is accepted by universities and colleges as of the same value as other subjects such as English and Media Studies. It is particularly valuable for anyone interested in taking up further studies or a career in any aspect of the theatre and other performance media.

Course content

Candidates will study the A level course over 2 years. The course allows students to experience practical performances in schools and theatres. We offer the opportunity to produce a Theatre in Education piece which is performed in a local school; replicating the experience of touring theatre. A festival of student drama is produced and performed at a local professional theatre, allowing students the opportunity to act or be part of the technical side of a public performance.

Students learn practically and gain an understanding of a range of theatre practitioners and techniques; including those of Frantic Assembly, Stanislavski, Brecht, Berkoff and more. Further to this students read and study five contrasting scripts for written and practical exam, gaining a valuable insight into acting techniques, stage design, directing and technical theatre.

Live theatre is an integral part of the course, to this end we organise various theatre trips, including visits to local and national theatres. Transferable skills such as presenting, researching, working in teams, working to deadlines, organising projects and taking responsibility for others are essential tools which move students forward into varied careers.

The theatre studies course is a great foundation for further study or careers in: Theatre, Technical theatre, media, acting, directing, producing, teaching counselling and drama therapy, the creative arts or arts admin. It aids confidence and social skills and gives students the opportunity to express themselves creatively.

Assessment

It is proposed that the GCE specification will be 60% non-exam assessment (internal and external assessment) 40% exam.

Component 1			Overall A level %
1		Component 1: Theatre Workshop Non-exam assessment: internally assessed, externally moderated 20% of qualification Learners will be assessed on either acting or design.	
2		Component 2: Text in Action Non-exam assessment externally assessed, by a visiting examiner 40% of qualification	
3		Component 3: Text in Performance Written examination: 2 hours 30 minutes 40% of qualification	100%

A Level Economics

AQA

Further Educational and Career Opportunities

Economics is a challenging subject which promotes logical thinking and enables students to connect their learning to the wider world. The subject is well respected by universities and employers alike and provides a good foundation for further study or careers in finance or business as well as complementing humanities subjects such as politics, philosophy and history.

Entry Requirements

No prior knowledge of business or economics is required to study A Level economics, but a good understanding of mathematics is a necessity since demonstration of quantitative skills makes up a significant proportion of the overall A Level grade. For this reason, students wishing to study economics at A Level will need to have achieved a grade 5/6 at GCSE in mathematics. As essay writing is also required, students must have achieved a grade 5/6 in GCSE English language.

Course Content

The economics course is split into micro and macroeconomics. In microeconomics, students will learn about individual firms and markets, whereas in macroeconomics they will investigate the wider economy from a national and international viewpoint.

Micro Economics	Macro Economics
Individuals, firms, markets and market failure Economic methodology and the economic problem Individual economic decision making Price determination in a competitive market Production, costs and revenue Perfect competition, imperfectly competitive markets and monopoly The labour market The distribution of income and wealth: poverty and inequality The market mechanism, market failure and government intervention in markets	The national and international economy The measurement of macroeconomic performance How the macroeconomy works: the circular flow of income, AD/AS analysis, and related concepts Economic performance Financial markets and monetary policy Fiscal policy and supply-side policies The international economy

Assessment

Paper 1: Markets and Market Failure	Paper 2: National and International Economy	Paper 3: Economic Principles and Issues
Written exam: 2 hours 80 marks 33.3% of A-level	Written exam: 2 hours 80 marks 33.3% of A-level	Written exam: 2 hours 80 marks 33.3% of A-level
<u>Section A</u> : data response questions requiring written answers, choice of one from two contexts 40 marks <u>Section B</u> : essay questions requiring written answers, choice of one from three 40 marks	<u>Section A</u> : data response questions requiring written answers, choice of one from two contexts (40 marks) <u>Section B</u> : essay questions requiring written answers, choice of one from three (40 marks)	<u>Section A</u> : multiple choice questions worth 30 marks <u>Section B</u> : case study questions requiring written answers, worth 50 marks

GCE A Level English Language

EDUQAS 601/5043/9

Further educational or potential career outcomes

English Language is accepted as valuable preparation for arts and humanities courses in both further and higher education and is widely accepted in the vocational sphere.

Course content

The course offers the opportunity for the study of linguistics. It includes detailed analysis of a variety of spoken, written and multi-modal texts. The examinations form 80% of the overall A Level and a coursework project over the two years gains the remaining 20%.

At the end of Year 12, students will sit one internal summative written examination. This is for progress analysis and predicted grades only and does not count towards the full A Level. All A Level examinations and coursework pieces are assessed during Year 13.

For examination, pupils will study a variety of linguistic features, engaging creatively and critically with a wide range of texts and discourses. The course also offers the opportunity to study how language is learned by children and the nature and origins of different words, accents and dialects. The examination elements include a creative writing paper and accompanying commentary. The coursework is a detailed investigation of an area of linguistics negotiated between each individual pupil and their teacher, allowing independent study and research.

Students require at least a Level 6 (the new equivalent of a 'B' grade) in both GCSE English Language and GCSE English Literature to study this course.

Teaching and learning styles

There will be an emphasis on independent study, particularly with the coursework element of A Level, alongside class-based study of examination material. We use both informal and formal seminars, sometimes student led and prepared, in order to support and enrich learning. A variety of assignments are submitted across the two years, ranging from analytical essays and investigations to creative pieces.

A Level Assessment (at the end of the two-year course)

Unit			% A Level
1	A Level	Language Concepts and Issues External written examination: 2 hours, taken in Year 13	30
2	A Level	Language Change Over Time External written examination: 2 hours 15 minutes, taken in Year 13	30
3	A Level	Creative and Critical Use of Language External written examination: 1 hour 45 minutes, taken in Year 13	20
4	A Level	Language and Identity Coursework: submitted for internal assessment during Year 13	20

GCE A Level English Literature

AQA A 7712A or 7712B

Further educational or potential career outcomes

English Literature A Level is accepted as a valuable preparation for arts and humanities courses in further and higher education, and is widely accepted in the vocational sphere.

Course content

During Year 12, a variety of texts are studied. These include a collection of poetry, a prose text and a Shakespeare play for examination content, alongside two texts for non-examined assessment.

There will be internally assessment within termly modular tests and one summative examination at the end of the first year of study. These examinations are for progress analysis and predicted grades only and do not count towards the A Level. All A Level examinations and coursework pieces are assessed during Year 13.

The full A level includes knowledge of a further three texts (prose, poetry and drama), which are studied alongside those from Year 12, culminating in two examinations and one coursework folder to gain the complete A Level qualification.

Students are taught to respond with understanding to literary texts and their contexts, to compare texts and explore writers' choices of form, structure and language; they are encouraged to study a variety of interpretations of texts and to form their own independent judgements.

Students require at least a Level 6 (the new equivalent of a 'B' grade) in both GCSE English Language and GCSE English Literature to study this course.

Teaching and learning styles

The lessons include formal and informal seminars, some of which are prepared and led by students. A variety of assignments are submitted ranging from essays to creative tasks. The course suits keen readers, as there is a heavy emphasis on independent study of texts and critical material.

Full A Level Assessment

Unit			% A Level
1	A Level	Love through the ages Written examination: 3 hours taken in June of Year 13	40
2	A Level	Texts in shared contexts Written examination: 2 hours 30 minutes taken in June of Year 13	40
3	A Level	Independent critical study: texts across time Coursework: submitted for internal assessment during Year 13	20

AQA Extended Project Qualification Level 3

The Level three Extended Project is offered to students in order to extend and personalise their academic study. It is expected that the overwhelming majority of year 12 will complete this qualification.

Students benefit in particular from learning to work independently to explore a topic which is of interest to them in depth and present it in a coherent, logical and academically sound manner. The topic is the personal choice of the student! We have had some amazing and challenging ideas for projects many of which explore topics outside the curriculum e.g. The Law, Criminal Justice, Psychological research, Geology, Jewellery making, Architecture, Manufacturing, Entrepreneurship, Dance, Theatre Costume Design, Textiles, Fashion Design, Veterinary Science, Ethics etc.

Many students use the opportunity afforded by the project to explore an area they are interested in pursuing for their degree and thus having a topic on which to speak with confidence at interview. This has been of benefit to many students including those applying to Oxbridge.

What do Project Qualifications involve?

Projects are student-driven qualifications, giving the freedom and responsibility to select topics. Students follow a clearly structured process, during which students plan, research their topic and create a product. This is recorded in their Production Log. The Project can be in one of three formats:

- a research-based written report approximately 5000 words (most common)
- a production* (eg charity event, fashion show, sports event etc)
- an artefact* (eg a piece of art, a computer game, a realised design).
- *Supported by a written report of approximately 2000 words

Finally, students deliver a presentation on which they are questioned.

During the process, they develop as independent, reflective learners and acquire knowledge and transferable skills that are invaluable for further study and the workplace.

Students are supported throughout the process by 'one to one' monitoring sessions, with a tutor on a regular planned basis and taught elements as required, e.g. referencing skills.

Students have to be able to demonstrate they can devote enough time to the project and make a plan which allows them to meet predetermined deadlines.

Universities and employers value this qualification highly and many of our students have benefitted from improved university offers in light of their Extended Project result.

GCE A Level French

AQA

Further educational or potential career outcomes

The study of a modern language is understood to be an interdisciplinary subject offering the same cognitive and academic advantages as other disciplines within the humanities. In addition to high level practical language skills, the content in modern languages provides depth of knowledge, understanding and intercultural competence and fosters a range of transferable skills such as communication skills, critical thinking, autonomy, resourcefulness, creativity, and linguistic, cultural and cognitive flexibility; all of which are of value to the individual, to wider society, to higher education and to employers.

Course Content

Before commencing this course, students are required to have completed the higher level GCSE course, achieving a high pass.

The course aims to enable students to understand spoken and written forms of French and to communicate effectively through the spoken and written word. In-depth study of grammar, acquisition of advanced vocabulary and a wide range of native French expression are an essential part of the course. Authentic French materials are used as a vehicle for studying topics such as artistic culture, the media, immigration and racism and current developments in France.

Teaching and learning styles

Teaching is done in small groups and there is one conversation lesson per week with the French Assistant. Lessons and tasks undertaken by students take many different forms – grammatical studies, class discussions, reading of French texts, essay writing, listening to CDs/MP3 files, watching DVDs, research on the internet, etc. Students are expected to take every opportunity in lessons to respond, question, contribute and, of course, practise their French in the process.

Assessment

Unit	Title	Length	%
1	Listening, Reading & Writing	2 hours 30 mins	40
2	Writing	2 hours	30
3	Speaking	25 mins	30

GCE A Level Geography

AQA 7037

Further educational or potential career outcomes

Due to the broad nature of geography and the wide range of skills it involves it is highly regarded by universities and employers alike. Geography can be studied at university as an arts or science subject allowing a wide choice of careers such as: planning, environmental management, surveying, landscape architecture, tourism, ecology, teaching, conservation, cartography etc.

Course Content

Students who wish to study Geography require a grade 6 in Geography GCSE. Any student who has not previously studied Geography will need to consult the head of department.

This interesting new course covers a wide range of topics from both human and physical geography. The course involves the study of core geographical concepts along with contrasting themes of contemporary or environmental impact, management and sustainability. Students complete the course with a greater understanding of the world around them, equipped with a wide spectrum of skills such as computer literacy, investigative and research skills, communication and numeracy. The topics and issues studied are likely to include: rivers, floods and management, coastal environments, changing places, hazards and urban environments.

Teaching and learning styles

A wide range of teaching and learning styles is employed. These include the use of I.T, individual and group presentations, independent research from a wide range of sources, note taking and formal teaching. In addition students will take part in fieldwork based on the topics covered in class. Students also undertake their own geographical fieldwork investigation which is then used by students to complete their assessed investigation.

Assessment

Component 1: Physical geography	
What's assessed Section A: Water and carbon cycles Section B: either Coastal systems and landscapes or Hot desert environments and their margins Section C: either Hazards or Ecosystems under stress or Cold environments	How it's assessed Written exam: 2 hours 30 minutes 96 marks 40% of A level
Component 2: Human geography	
What's assessed Section A: Global systems and global governance Section B: Changing places Section C: either Population and environment or Contemporary urban environment or Resource security	How it's assessed Written exam: 2 hours 30 minutes 96 marks 40% of A level
Component 3: Geographical investigation	
What's assessed Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.	How it's assessed 3,000 – 4,000 words 35 marks 20% of A level Marked by teachers moderated by AQA

GCE A Level German

AQA

Further educational or potential career outcomes

The study of a modern language is understood to be an interdisciplinary subject offering the same cognitive and academic advantages as other disciplines within the humanities. In addition to high level practical language skills, the content in modern languages provides depth of knowledge, understanding and intercultural competence and fosters a range of transferable skills such as communication skills, critical thinking, autonomy, resourcefulness, creativity, and linguistic, cultural and cognitive flexibility; all of which are of value to the individual, to wider society, to higher education and to employers.

Course Content

Before commencing this course, students are required to have completed the higher level GCSE course, achieving a high pass.

The course aims to enable students to understand spoken and written forms of German and to communicate effectively through the spoken and written word. In-depth study of grammar, acquisition of advanced vocabulary and a wide range of native German expression are an essential part of the course. Authentic German materials are used as a vehicle for studying topics such as artistic culture, the media, immigration and racism and current developments in Germany.

Teaching and learning styles

Teaching is done in small groups and there is one conversation lesson per week with the German Assistant. Lessons and tasks undertaken by students take many different forms – grammatical studies, class discussions, reading of German texts, essay writing, listening to CDs/MP3 files, watching DVDs, research on the internet, etc. Students are expected to take every opportunity in lessons to respond, question, contribute and, of course, practise their German in the process.

Assessment

Unit	Title	Length	%
1	Listening, Reading & Writing	2 hours 30 mins	40
2	Writing	2 hours	30
3	Speaking	25 mins	30

Level 3 Technical Diploma in Health and Social Care

Cambridge OCR 05833

This course provides a broad understanding and skill set to progress to Further or Higher Education on a health and social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies. Students may also seek apprenticeships or employment in the health and social care sector or a related industry.

What are the benefits of this qualification to students?

All units reflect current health and social care practice and will help students to develop the transferable skills, knowledge and understanding that universities and employers are looking for in prospective applicants. Specifically:

- A broad knowledge and understanding of a range of long term conditions, mental health needs and other disabilities and an appreciation of the impacts of living with these;
- The ability to be proactive in helping to improve the lives of individuals who require care and support;
- The transferrable skills necessary to support individuals who require care and support;
- Knowledge and understanding of how strategies to promote healthy lifestyles and positive behaviour are applied in the workplace;
- The ability to learn in work-related contexts;
- The skills required for independent learning and development.

Grading

This Level 3 qualification is the same size as two GCE A Levels. This allows for the study of other, supporting, technical awards or A-Levels.

The units are graded Pass, Merit or Distinction

The overall qualification is graded as PP, MP, MM, DM, DD, D*D or D*D*

Unit	Assessment type
Building positive relationships in health and social care	Internal assessment 8.3%
Equality, diversity and rights in health and social care	*Written examination 8.3%
Health, safety and security in health and social care	*Written examination 8.3%
Anatomy and physiology for health and social care	*Written examination 12.5%
Infection control	Internal assessment 8.3%
Safeguarding	Internal assessment 8.3%
Promote positive behaviour	Internal assessment 8.3%
+ five more units	Internal assessment 8.3% each

*Students can re-sit an examined unit once before they complete this qualification.

GCE A Level History

Exam Board - AQA

www.cu.history.burytrust.org

Further education or potential career outcomes

More than most other subjects, History can claim to give students both social and academic benefits. History enjoys a very high status with employers and universities. Careers in archaeology, law, teaching and journalism are always possibilities.

Course Content

History A Level is comprised of three units. Students will cover parts of history in Britain and study the wider world. This specification also offers students the chance to study any period of time that interests them.

The Breadth Study course considers Stuart Britain and the Crisis of Monarchy in the years 1603-1702. The period covers the establishment of the Stuart dynasty, the events of the civil war, the Restoration and finally the establishment of the 'Glorious Revolution'. It explores how and why the role and status of the monarchy changed, as well as the impact it had. The unit also covers the religious divisions that emerged in the period and the importance of ideas and ideology.

The Depth Study provides the opportunity to study a period of major change, focusing on key ideas, events and developments. The subject of the unit is France in Revolution, 1774-1815. Students will explore content such as the causes of the French Revolution, France's experiments with a constitutional monarchy and the emergence of the reign of terror. Students will then move on to look at the Directory and Napoleon's rise to power and his impact on Europe.

The Historical Investigation is a piece assessed through coursework. Students follow a taught course on American Civil Rights.

Requirements

Students who wish to study History will require at least a grade 'B' in History. Any student who has not studied History GCSE will need to consult with the Head of Faculty before opting to study History in Year 12.

Learning and teaching styles

Lessons involve discussion, debate, note-taking, analysing source material, essay writing, research using multi-media and internet sources, and role play. We also organise field visits to museums and historical sites. We are hoping to arrange a long weekend in Paris to accompany the study of the French Revolution.

Assessment

Unit	Assessment	Question Type
Breadth Study The study of significant historical developments over a period of around 100 years and associated interpretations	2 hours 30 minutes written exam three questions (one compulsory) 80 marks 40% of A-level	Two sections Section A – one compulsory question linked to historical interpretations (30 marks) Section B – two from four essays (2 x 25 marks)
Depth Study The study in depth of a period of major historical change or development and associated primary evidence	2 hours 30 minutes written exam three questions (one compulsory) 80 marks 40% of A-level	Two sections Section A – one compulsory question linked to primary sources or sources contemporary to the period (30 marks) Section B – two from three essays (2 x 25 marks)
Historical Investigation A personal study based on a topic of student's choice	3000-3500 words 40 marks 20% of A-level	Set by the student Marked by teachers Moderated by AQA

If you would like further information contact us at cu.history@burytrust.org

BEGINNERS/GCSE/ Level Japanese

Further educational or potential career outcomes

Japanese is officially recognized as the language which commands the highest salary. It can be studied as a single subject honours degree or as part of a degree in some other subject.. Many universities and colleges now have language centres where a language can be continued from the level already achieved and further attainment then contributes to the final degree. Employment prospects for those with nearly fluent Japanese are good; attainment of near fluency usually requires time spent in Japan and this is becoming increasingly easy to arrange through the JET scheme or by other means.

Course content

A course for complete or near beginners leading to GCSE; this can be completed over two years depending on students' individual timetables. The full course covers all four skills and is assessed by four papers all taken at the end of the course.

Teaching and learning styles

Much of the course involves monitored independent study, well suited to a sixth form timetable. Additional support will be given in lessons timetabled to suit individual needs.

ALL students are welcome to join the 2019 trip to Japan whether they are learning Japanese or not but they will need to express interest in this before 1st November 2018.

GCE A Level Mathematics

OCR(MEI) (H640)

Further educational or potential career outcomes.

With a good qualification in mathematics you will have an unlimited choice of careers. Research has shown that those students who studied A level mathematics can earn on average up to 10 % more than those in equivalent jobs, who studied other subjects. Mathematics can provide students with the analytical and problem solving skills which universities look for in their undergraduates. The core course elements are particularly useful for students hoping to study science, engineering or business studies with the applied units such as statistics being helpful for biology and geography.

Course Content

It is assumed that pupils have studied the *Higher* mathematics tier at GCSE (9-1).

The A level course is a two year course split between pure and applied content studied over two years.

Course content is split into four areas:

- Mathematical Processes
- Pure Mathematics
- Mechanics
- Statistics

The pure content of the course will include topics such as algebra, geometry, trigonometry, sequences and series and calculus. These topics are intended to extend pupils range of mathematical skills.

Applied units are covered to develop an awareness of the relevance of mathematics to other fields of study. Statistics will include analysis and interpretation of data and probability distributions. Mechanics will include Newton's Laws, force diagrams, momentum, projectiles and use of vectors.

Teaching and learning styles.

Most of the course content is delivered and learnt through exposition by the teacher, followed by note taking and worked exercises. However, a wide variety of styles are used to develop understanding including class discussion, investigations, practical work, presentations and group work. Students will experience a range of IT applications, including the use of computers and graphical calculators.

Students need to be mature, self-disciplined, independent workers. The ability to meet deadlines is crucial.

Assessment

		Time	A %
01	Pure Mathematics and Mechanics	Exam 2 hours	36.4
02	Pure Mathematics and Statistics	Exam 2 hours	36.4
03	Pure Mathematics and Comprehension	Exam 2 hours	27.2

Entry requirements: To study A level mathematics requires particular mathematical aptitude and normally students would be expected to be predicted at least a Grade 6/7 at GCSE. Students are recommended to discuss their potential with their mathematics teacher.

GCE AS and A Level Further Mathematics

OCR(MEI)

Further educational or potential career outcomes

Further mathematics is essentially for those students who are going to study mathematics at degree level but it is also helpful for anyone whose degree will have a large mathematics content, for example engineering and physics.

Course content

As in the A level course the content of further mathematics consists of core and applied units. The core unit (core pure) forms the basis of the studies at this level and accounts for 50% of the qualification. There is then a choice between options for the remainder. Students may choose one major option from mechanics or statistics and then one minor option from; mechanics, statistics, modelling with algorithms, numerical methods, extra pure or further pure with technology.

Teaching and learning styles

This is similar to A level mathematics with exposition by the teacher, note taking and lots of worked exercises enabling techniques to be learnt. Understanding is developed through class discussion, investigations, practical work, group work, use of IT.

A graphical calculator is essential at this level.

Opportunities may arise for supported self-study and pupils are encouraged to explore mathematical texts.

Assessment

Unit			Time	AS %	A %
Core Pure	A/S or A	Y410/Y420	Exam 1hr 15 mins or 2hrs 40 mins	33 $\frac{1}{3}$	50
Mechanics	A/S or A	Y411/Y421	Exam 1hr 15mins or 2hrs 15 mins	33 $\frac{1}{3}$	(33 $\frac{1}{3}$)
Statistics	A/S or A	Y412/Y422	Exam 1hr 15mins or 2hrs 15 mins	33 $\frac{1}{3}$	(33 $\frac{1}{3}$)
Other minor options	A	Y431-Y436	Exam 1hr 15 mins		16 $\frac{2}{3}$

GCE A Level Media Studies

EDUQAS 603/1149/6

Further educational or potential career outcomes

Students can proceed to a degree or further education course in Media Studies, Film Studies, Journalism, Design, Marketing or Advertising, and the A Level is also a supporting subject for many Arts-related courses. There are career possibilities in all aspects of the Media.

Course content

During Year 12, the course develops the student's ability to read texts with understanding, apply theory and explores the key concepts within the media. Students investigate the three media areas of Moving Image, Print and Digital Media, applying complex terminology.

There will be an internal examination at the end of Year 12, however, this is for progress analysis and predicted grades only and does not count towards the final qualification.

To complete the A Level, students will sit two external examinations at the end of Year 13 and submit a full coursework folder during Year 13. The first examination focuses on media language and representation, alongside a broader understanding of industry and audience. The main areas covered are: music videos; video games; advertising and film marketing; cross-media study; newspapers; contemporary radio programmes. The second examination focuses on media language, representations, audiences and media contexts, including non-English language texts and historical sources. The main areas covered are: television programmes; magazines; blogs and websites.

For the coursework component, the exam board will produce a series of briefs, from which students will choose a practical project across two platforms. The forms that learners can produce include television, magazines, film marketing and music marketing. The intended audience and industry context are specified in the brief.

Teaching and learning styles

There is an emphasis on independent learning at this level of study and students will be expected to conduct their own research outside of the classroom to prepare themselves for examination.

Students will respond to stimulus material in three ways:

Written: including research portfolios, case studies, critical analysis and evaluative reports.

Practical: options to produce Moving Image or Print pieces.

Oral: through seminar discussion and presentation of research and case studies, undertaken both individually and as part of a group.

Assessment

Unit		%
1	Media Products, Industries and Audiences External written examination: 2 hours 15 minutes, taken at the end of Year 13	35
2	Media Forms and Products in Depth External written examination: 3 hours, taken at the end of Year 13	35
3	Cross-Media Production Coursework: internal assessment, submitted during Year 13	30

GCE Music/Music Technology

Edexcel

Unit Number	Unit Title	Level	Method of Assessment	First Assessment	A Level Weighting
Unit 1	Performing	A	Internal	June 2019	30% of A
Unit 2	Composing	A	External	June 2019	30% of A
Unit 3	Appraising	A	External	June 2019	40% of A

Performing

The Performing part of the course provides students with opportunities to perform as a soloist and/or in ensembles. Students are free to choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a minimum 8 minute performance. Improvised performances may be submitted.

Composing

At A level students must compose two pieces, one in response to the free choice brief/free composition and one in response to a brief assessing technique. The two pieces must have a combined duration of at least 6 minutes at A level.

Appraising

The content of musical elements, musical contexts and musical language is taught through the context of six Areas of Study, each containing three Set Works. Areas of Study are: Vocal Music, Instrumental, Music for Film, Popular Music & Jazz, Fusions, and New Directions.

Course Entry Requirements: It is expected that students considering the GCE Music course should have Music at GCSE to at least Level 6 standard. In order to access the higher grades, students will need to be able to perform at Grade 7 level.

We offer a range of options for Music Technology courses. If you are interested, please see or contact Miss Green (rgreen@burytrust.org)

OCR - A Level Physical Education

Higher Education or potential career outcomes

A Level Physical Education is an excellent base for a university degree in sports science, sports management, healthcare, or exercise and health. Physical Education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology and many more.

A Level Physical Education can open up a range of career opportunities including: sports development, sports coaching, physiotherapy, personal training or becoming one of the next generation of PE teachers. The transferable skills you learn through your study of Physical Education, such as decision making and independent thinking are also useful in any career path you choose to take.

A Level in physical education will equip learners with both the depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education. This requires them to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how physiological and psychological states affect performance
- Understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- Understand the role of technology in physical activity and sport
- Refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance
- Understand the contribution which physical activity makes to health and fitness
- Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

CONTENT OVERVIEW		ASSESSMENT OVERVIEW	
		A LEVEL	% of Total A level
Component 1	Applied anatomy and physiology Exercise physiology Biomechanics, including technology in sport	Physiological factors affecting performance (01)* 90 marks 2 hour written paper	30% of total A level
Component 2	Skill acquisition Sports psychology Sport and society	Psychological factors affecting performance (02)* 60 marks 1 hour written paper	20% Of total A level
Component 3	Sport and society Contemporary issues in physical activity and sport	Socio-cultural issues in physical activity and sport (03)* 60 marks 1 hour written paper	20% of total A level
Component 4	Performance or Coaching Evaluation of Performance for Improvement (EPI) Evaluation and Analysis of Performance for Improvement (EAPI)	Performance in physical education (04)* 60 marks Non-exam assessment (NEA)	30% of total A level

*Indicates inclusion of synoptic assessment.

GCE A Level Physics

OCR Physics H556

Further educational or potential career outcomes

Students of physics can choose from the complete range of scientific careers and are particularly suited for all branches of engineering, manufacturing and industrial research and development. In addition they are also highly valued by employers in a variety of other disciplines, either straight from school or after following a course from the huge range available in higher education. Physics graduates are also employed in the 'City' because of their modeling and problem solving skills.

Course content

In the first year of the course students learn the fundamental principles in physics upon which all concepts are built. For example, predicting and modeling motion in two dimensions such as the motion of a ski jumper. Students will also describe material properties and explain how they behave under different forces; for example why toffee stretches but glass smashes. Finally, students explore the philosophical nature of quantum mechanics and wave particle duality.

The second year of the course develops the fundamental concepts further, such as explaining circular motion and collisions in two dimensions. However, it also enables students to access the cutting edge of modern physics such as cosmology, nuclear, medical and particle physics and diagnostic techniques in medicine. As students progress through the course they will build on their knowledge of the laws of physics, applying their understanding to solve problems on topics ranging from sub-atomic particles to the entire universe.

There are numerous opportunities for practical activities throughout the course and they contribute to the achievement of the Practical Endorsement as well as enhancing students' understanding of physics theory and practical skills. Students will demonstrate development of their practical skills via a log book.

Teaching and learning styles

The emphasis throughout the course will be on the fundamental principles of physics and developing these further in order to understand new concepts. This is done in a variety of activities including practical work, demonstrations, group discussions, student presentations and research tasks.

Assessment Overview

Level	Unit	Unit title	Method of Assessment	Weighting
A	1	Modelling Physics	Written Paper	37% of A
A	2	Exploring Physics	Written Paper	37% of A
A	3	Unified Physics	Written Paper	26% of A
A	4	Practical Endorsement	Non-examined	12 practical activities over 2 years

GCE A Level Politics

Edexcel 9PLO

Further educational or potential career outcomes

Politics combines well with a range of social science and humanities subjects to lead to university courses in such areas as business, economics, law, media, philosophy and, of course, politics. Careers in banking, insurance, the Civil Service, marketing and journalism are also possibilities.

Course content

To study Politics at A level you need to have a lively and enquiring mind, an interest in politics and current affairs, a desire to explore new ideas and an ability to communicate your opinions effectively. There is no GCSE in Politics so we use your English grade as our entry requirement; you will need to achieve at least a B in GCSE English to study this course. During the course you will study a range of units and topics, from the role of the Prime Minister to the power of Parliament, the UK and US political systems and a range of political ideologies including feminism and socialism.

Teaching and learning styles

This subject never stands still as it responds to rapidly changing news and current affairs. Students make notes from textbooks, write essays and take part in discussion and debate. Research on the Internet is undertaken and newspapers and current TV programmes are regularly used. There will be a trip to Parliament and there may be the opportunity to attend conferences to hear top politicians speak. There is also the opportunity to become politically active in the school Politics Society!

UK Politics (33% of the A Level)	Political Participation Students will study: democracy and participation, political parties, electoral systems, voting behaviour and the media. Core Political Ideas Students will study: conservatism, liberalism, socialism.
UK Government (33% of the A Level)	UK Government Students will study: the constitution, parliament, Prime Minister and executive, relationships between the branches. Optional Political Ideas Students will study: one idea from the following - anarchism, ecologism, feminism, multiculturalism, nationalism.
Comparative Politics (33% of the A Level)	USA Students will study: the US Constitution and federalism, US congress, US presidency, US Supreme Court, democracy and participation, civil rights.

GCE A Level Psychology

AQA 7182

Further education or potential career outcomes

Psychology is widely available at degree level with many different types of courses. It is possible to study psychology in combination with other subjects and to study related subjects such as educational psychology, forensic psychology, clinical psychology, artificial intelligence etc. Psychologists work in a wide variety of contexts from clinical settings, prisons, business, to the media etc.

Course content

This course has been designed to provide a broad introduction to the scope and nature of psychology as a science. The emphasis is on applying knowledge and understanding rather than just acquiring knowledge thereby developing students' transferable skills of analysis, evaluation and critical thinking.

Psychology is a science subject concerned with the study of the mind and behaviour (what people do and how they act). It has links with a variety of other subjects such as biology, computer and forensic sciences, as well as with the humanities such as sociology, philosophy and literature. One of the most important qualities of people who study psychology is curiosity and the search for knowledge.

Teaching and learning styles

Students are required to engage with the need to research, investigate, read and analyse material. Lessons include discussion, debate, simulations and research, presentations of findings to others in the group and analysis of experimental data.

Assessment

Unit				% A level
1	Introductory Topics in Psychology	Social Influence Memory Attachment Psychopathology	Exam June	33.3
2	Psychology in Context	Approaches in Psychology Biopsychology Research Methods	Exam June	33.3
3	Issues and Options in Psychology	Relationships Gender Eating Behavior Stress Aggression Forensic Psychology	Exam June	33.3

GCE A Level Religious Studies AQA (7062)

Further education or potential career outcomes

Religious Studies is a broad subject at A level encompassing ethics, philosophy, theology and belief systems thus this subject can give students both social and academic benefits. A levels involving philosophy, theology and ethics enjoy a very high status with employers and universities. Careers in sociology, law, teaching and theology are possibilities.

Course Content - AQA

Religious Studies A Level is comprised of two components. The subject offers an excellent combination of ethics, philosophy and religion.

Component One

Section A: Philosophy of religion • Arguments for the existence of God. • Evil and suffering. • Religious experience. • Religious language. • Miracles. • Self and life after death.

Section B: Ethics and religion • Ethical theories. • Issues of human life and death. • Issues of animal life and death. • Introduction to meta ethics. • Free will and moral responsibility. • Conscience. • Theories of Bentham and Kant.

Component Two

Section A: Study of Christianity • Sources of wisdom and authority. • God • Self, death and the afterlife. • Good conduct and key moral principles. • Expression of religious identity. • Religion, gender and sexuality. • Religion and science. • Religion and secularization. • Religion and religious pluralism.

Section B: The dialogue between philosophy of religion and religion. How religion is influenced by, and has an influence on philosophy.

Section C: The dialogue between ethical studies and religion. How religion is influenced by, and has an influence on ethical studies.

Requirements

Religious Studies is an inclusive course designed for people of any faith and those who have none. Students will require at least a grade 'B' in Religious Studies or a similar subject at GCSE.

Learning and teaching styles

Lessons involve discussion, debate, note-taking, analysing source material, essay writing, research using multi-media and internet sources, and role play.

Assessment

Paper		Exam structure		% of A level
1	Philosophy of Religion and Ethics	Written exam. Four compulsory questions.	3 hours	50
2	Christianity and Dialogues	Written exam Two compulsory two-part questions (10 marks and 15 marks). Two synoptic essays from a choice of four (25 marks)	3 hours	50

If you would like further information contact us at cu.rs@burytrust.org

GCE A Level Sociology

AQA 7192

Further educational or potential career outcomes

Sociology students are well prepared for a wide range of further educational and career options due to the diversity of learning built into the course. Many further education courses value the research methods taught as well as the insight into social behaviour. The broad range of career paths including management, marketing, the media, social work and teaching, make sociology a good choice for those who want to keep their options open.

Course content

Sociology explores human behaviour within contemporary society and looks at the beliefs and values that influence individuals and groups. During the course students study basic sociological theory and theorists, look at the research methods employed by sociologists and focus on various topics of interest to sociologists. These include education, the family, crime and deviance and the media.

Teaching and learning styles

Sociology requires students to undertake extensive study of a variety of written texts including specialist magazines and articles, text books and current media issues. Lessons encourage discussion based on both prepared topics and the understanding or analysis of sociological evidence. The ability to construct extended written arguments on specific issues is an essential skill.

Assessment

Paper	Topic and Assessment	Assessment	Marks	%
1	Education with Theory and Methods <i>Education:</i> short answers and extended writing, 50 marks <i>Methods in Context:</i> extended writing, 20 marks <i>Theory and Methods:</i> extended writing, 10 marks	2 hour written exam	80	33.3
2	Topics in Sociology - Families and Households and The Media <i>Families and Household:</i> extended writing, 40 marks <i>The Media:</i> extended writing, 40 marks	2 hour written exam	80	33.3
3	Crime and Deviance with Theory and Methods <i>Crime and Deviance:</i> short answers and extended writing, 50 marks <i>Theory and Methods:</i> extended writing, 30 marks	2 hour written exam	80	33.3

GCE A Level Spanish

AQA

Further educational or potential career outcomes

The study of a modern language is understood to be an interdisciplinary subject offering the same cognitive and academic advantages as other disciplines within the humanities. In addition to high level practical language skills, the content in modern languages provides depth of knowledge, understanding and intercultural competence and fosters a range of transferable skills such as communication skills, critical thinking, autonomy, resourcefulness, creativity, and linguistic, cultural and cognitive flexibility; all of which are of value to the individual, to wider society, to higher education and to employers.

Course Content

Before commencing this course, students are required to have completed the higher level GCSE course, achieving a high pass.

The course aims to enable students to understand spoken and written forms of Spanish and to communicate effectively through the spoken and written word. In-depth study of grammar, acquisition of advanced vocabulary and a wide range of native Spanish expression are an essential part of the course. Authentic Spanish materials are used as a vehicle for studying topics such as artistic culture, the media, immigration and racism and current developments in Spain.

Teaching and learning styles

Teaching is done in small groups and there is one conversation lesson per week with the Spanish Assistant. Lessons and tasks undertaken by students take many different forms – grammatical studies, class discussions, reading of Spanish texts, essay writing, listening to CDs/MP3 files, watching DVDs, research on the internet, etc. Students are expected to take every opportunity in lessons to respond, question, contribute and, of course, practise their Spanish in the process.

Assessment

Unit	Title	Length	%
1	Listening, Reading & Writing	2 hours 30 mins	40
2	Writing	2 hours	30
3	Speaking	25 mins	30

Level 3 Technical Extended Certificate in Sport and Physical activity

Cambridge OCR 05827

This qualification is for students who want to study sport, leisure or fitness. It is not just about being able to play sport, but will provide students with the skills, knowledge and understanding to progress into Higher Education on a sport-related programme such as Sport and Physical Education, Sport Science, Sport Coaching and Development or Sport and Leisure Management. It will also allow students to progress into sport-related apprenticeships.

What are the benefits of this qualification to students?

Studying this qualification will enable students to develop their knowledge and understanding of sports science and develop those skills recognised by higher education institutions and employers to be most important.

The qualification also offers students an opportunity to develop transferable skills such as problem-solving, team work, research, analytical skills, time management and communication as part of their applied learning.

What could this qualification lead to?

Progression from this Level 3 qualification will prepare students for work in a role within the sports sector. They may also access a higher apprenticeship. Alternatively, students will be able to progress to higher education – either HNCs and HNDs or a Degree programme. The following are examples of job opportunities within this sector:

- Exercise physiologist.
- Fitness centre manager.
- Secondary school teacher.
- Sports administrator.
- Sports coach.
- Sports development officer.
- Sports therapist

Grading

This Level 3 Extended Certificate qualification is the same size as one GCE A level.

The units are graded Pass, Merit or Distinction

The overall qualification is graded as P, M, or D

Unit	Assessment type
Body systems and the effects of physical activity	*Written examination 25%
Sports coaching and activity leadership	Internal assessment 25%
Sports organisation and development	*Written examination 16.7%
+ two further units	Internal assessment 16.7% each

*Students can re-sit an examined unit once before they complete this qualification.

Other Qualifications

Arts award – Gold

“The arts award shows that young people are independent thinkers, leaders and communicators”

At County Upper we offer the opportunity for the students to pursue their Arts Award. This is a national award, run by Trinity College, which has three levels, Bronze, Silver and Gold. Bronze and Silver level tend to be taken in the lower school whilst students can work for the Gold Arts Award during their time in Year 11, 12 and 13. You do not have to have completed Bronze and Silver to go for Gold. Students can further their skills and knowledge of *any* creative arts subject through the Arts Award.

The Gold Arts Award is worth 30 UCAS points and is considered to be the equivalent to half an AS Level. It requires students to work independently to further their creative skills and show leadership and commitment to the arts. Students are supported by an Arts Award advisor who guides them through the criteria and gives advice as required.

There are 2 units:

- Unit 1 Personal Arts Development;
- Unit 2 Art Project Leadership.
 - Unit 1 Personal Arts Development
 - Part A: extend your own arts practice
 - Part B: identify and use development opportunities
 - Part C: research and review more advanced practitioners
 - Part D: form and communicate a view on an arts issue
 - Unit 2 Art Project Leadership.
 - Part A: identify project aims
 - Part B: organise people and resources
 - Part C: deliver project
 - Part D: organise public showing of work
 - Part E: review & evaluation

Students are expected to produce a portfolio of evidence to support the practical work they have done. For any more information please see Mrs Stevens or look at the Arts Award website: www.artsaward.org

Duke of Edinburgh Award

The Silver and Gold DofE Awards are available to sixth form students. Staff help and support students to decide on the volunteering, physical and skill activity. Groups meet regularly during term time (after school) to plan and prepare for the expedition section of the Award. More details can be found on our DofE website <http://dofe.burytrust.org>

Level 2 Award in Sports Leadership

Sports Leaders UK

The Level 2 Award in Community Sports Leadership is a qualification for people aged 14 and upwards, who wish to deliver sporting activities within their communities. It is a nationally recognised qualification, sitting at Level 2 on the National Qualifications Framework. The qualification provides the key skills required to plan and deliver community sports activities, and candidates must complete a minimum of 10 hours' sports leadership.

The course provides many opportunities for learning and development. As a vocationally-related qualification (VRQ), it focuses on the application of knowledge, rather than the accumulation of knowledge. There are various assessment methods, which all provide candidates with the opportunity to show they are capable of meeting the assessment criteria.

The syllabus for the qualification will take approximately 35 Guided Learning Hours to deliver.