



BARNARD CASTLE  
SIXTH FORM

# ACADEMIC CURRICULUM

## Sixth Form Introduction



Barney Sixth Form is unparalleled: a place where the individual is celebrated and yet the community is at the heart of everything we do. The plethora of opportunities, both academic and co-curricular, allow students to explore varied and individualised interests and career paths, carving out future possibilities with their own set of transferable skills to stand out from the crowd.

The contemporary workplace demands flexibility and resilience, balanced with the softer skills of empathy and moral poise. All of these strengths are encouraged as a Barney Sixth Former, as every Sixth Former is a leader in our school; it could be through the Charity Committee or as an Academic Mentor for younger students, through public speaking in our Lectern Club or opportunities on the sports pitch, as a music scholar or member of the Sixth Form Common Room – Sixth Formers collaborate with staff to become the leaders of the future.

Academically, Barney offers A Levels, BTECs, Cambridge Technicals and the Extended Project Qualification, and all subjects are delivered in small classes by expert classroom practitioners. These forums allow tutorial-style environments where debate and individual voice preside; this is further supported by each student having a personal tutor providing academic and pastoral advice. Importantly, we understand the need for nurturing intellectual curiosity whilst balancing the value of well-being and character, and this underpins all aspects of School life, from target setting and reflection, to Sixth Form debates.

Life beyond Barney is always considered. An experienced team, comprised of the Head of Higher Education and the Head of Careers, offer personalised guidance for university and apprenticeship applications, as well as mock interview processes, and overall employment route support. On top of this, all students take part in our Professional Development programme, developing the crucial softer skills that we all need to traverse the complex world of work. Additionally, our comprehensive HeadSpace programme provides an advantageous insight and understanding of national and international career opportunities from an extensive network of speakers. Our bespoke Sixth Form Centre is the hub of Sixth Form life; the space itself is unrivalled, not only as a lecture hall, but also as a centre for independent study, collaboration work, and of course, relaxing. Barney encourages a thriving social life and we are keen for students to build influential and lasting relationships.

As the vital link between the important foundation years in school and students' exciting future careers, Barney facilitates its Sixth Formers in commencing their journey to become multidimensional, open-minded and successful young adults. Whatever their ambitions and wherever their short and long-term destinations, Barney Sixth Form is a place where students flourish: they will forever light up a room.

## Qualifications we offer and at what National Qualification

National Qualification Level	Qualification	Additional information
6	Honours Degree	
5	Diploma in Higher Education	
	BTEC Higher National	
4	Certificate in Higher Education	
	BTEC Higher National	
3	<b>A Levels (A2)</b> (Year 13) <b>AS Levels</b> (Year 12) <b>Other Level 3 qualification (worth half an A Level)</b> • EPQ • Core Mathematics • EAL • Film Studies	<i>Academic, classroom-based, and theory-based (may include coursework; non-examined assessments)</i>  <b>Awarded:</b> A*-E Grades <b>Exam Boards:</b> AQA, OCR, Pearson Edexcel, WJEC Eduqas, Cambridge International, IELTS (Cambridge English)
	<b>BTEC National (Business and Technology Education Council)</b> • Diploma (Double Award) in Sport • Extended Certificate (Single Award) in Sport	<i>Practical, vocational, and hands-on. Diploma is similar in size to two A Levels.</i>  <b>Awarded:</b> Distinction, Merit, Pass <b>Assessment:</b> Modular exams and coursework over two years <b>Exam Boards:</b> Pearson Edexcel
	<b>CTEC (Cambridge Technical)</b> • Extended Certificate in Business • Extended Certificate in Digital Media	<i>Vocational, designed with the workplace in mind. Extended Certificate is similar in size to one A Level.</i>  <b>Awarded:</b> Distinction, Merit, Pass <b>Assessment:</b> Modular exams and coursework over two years <b>Exam Boards:</b> OCR
2	<b>GCSE</b>	<i>Academic qualifications</i> <b>Awarded:</b> Grades 9-4 <b>Exam Boards:</b> Edexcel, AQA, CIE, OCR, Eduqas
	Level 2 Certificate Further Mathematics	<i>Academic qualification</i>
	Functional Skills Level 2 • Maths • English	Skills based qualifications  More flexible than GCSEs and can be completed in a shorter period of time
1	<b>GCSE</b>	<i>Academic qualifications</i> <b>Awarded:</b> Grades 3-1
	Functional Skills Level 1 • Maths • English	<i>Skills based qualifications</i>  More flexible than GCSEs and can be completed in a shorter period of time

### Choosing a Sixth Form study path, Designed around you

In today's world, it is important to embrace your passions and carve out your path through life with curiosity, motivation and humility. In this light, a tailored academic route is paramount, as the success of your Sixth Form studies will be your ticket to gain access to the next part of your journey.

We pride ourselves on developing individualised study plans for each and every pupil, irrespective of strengths. It is by maximising your potential that you will thrive and make the most out of your time in Sixth Form.

As such, you may decide to study three A Levels plus an Extended Project Qualification – a popular study combination. On the other hand, four A Levels may be the right academic combination for you, or two A Levels and a BTEC. Whatever you choose, you will have a team of staff on hand to guide you through the process. In addition, student-led societies pave the way for learning beyond the classroom. Whether it is MusicSoc or Book Club, LawSoc or MedSoc, there is something for everyone, and you can be part of these in your free time, debating over a cup of hot chocolate or listening to a talk over lunch. The opportunities are endless and the choice is yours.

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## A Level Choices

### We are able to offer A Levels, Cambridge Technical, BTEC Qualifications and the EPQ

In today's world and that of the ever-changing future world of work, even though it is the softer skills that will enable you to maximise your success, **the academic qualifications are the ticket you need to progress on your journey.** In this light, we develop an academic curriculum that is personalised and specifically designed to each student's ambitions and strengths.

Most students study three A Levels and many choose to pair that with an Extended Project Qualification (EPQ), demonstrating to universities and employers the ability to work independently and within a field of your choosing.

***Please see Page 33 for more information on the EPQ.***

However, **Barney Sixth Form** also has students who study four or, very rarely, five.

**Whatever is the right balance for you, we will work with you to ensure you choose the right course combinations so that you can thrive in Sixth Form, developing your creativity and academic curiosity throughout your exciting A Level journey.**



# Animal Management



**Head of Department:** Mrs Gibson  
**Exam board:** Pearson Edexcel  
**Qualification name:** BTEC Extended Certificate in Animal Management  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *Animal Management*?

Animal Management is an exciting and rewarding subject that provides essential knowledge and practical skills for working with animals. Whether you aspire to a career in animal care, farming, conservation, or the Veterinary sphere, this course equips you with an understanding of animal behaviour, welfare, health, and industry practices. The course combines theoretical learning with hands-on experience, allowing you to develop expertise in handling, health management, and ethical considerations. It also opens doors to a variety of career opportunities in the animal sector and further education in related fields.

## What you will study

· **Animal Welfare and Ethics** (Externally Assessed) – This unit explores the principles of animal welfare, including key legislation such as the Animal Welfare Act and ethical considerations surrounding animal use in farming, research, and entertainment. You will evaluate real-life scenarios, assess welfare standards, and learn how ethical concerns influence decision-making in different sectors. This is the only externally assessed unit, requiring you to complete a controlled task set and marked by the exam board.

· **Practical Animal Husbandry** (Internally Assessed) – Gain hands-on experience in caring for animals by learning how to meet their dietary, environmental, and social needs. This unit covers correct handling techniques, enclosure maintenance, and hygiene procedures. You will also study biosecurity measures and how to prevent disease transmission in animal care settings.

· **Animal Behaviour** (Internally Assessed) – Understand why animals behave in certain ways by studying instinctive and learned behaviours, methods of communication, and responses to environmental changes. This unit applies knowledge to real-world scenarios, such as training domestic pets, managing zoo animals, and understanding stress-related behaviours in farm animals.

· **Animal Health and Diseases** (Internally Assessed) – Learn to identify signs of good and poor health in animals, covering topics such as disease prevention, treatment options, and the roles of veterinary professionals. This unit explores common illnesses and parasites affecting different species, as well as how to monitor and promote animal health effectively.

· **Work Experience in the Animal Sector** (Internally Assessed) – Put your skills into practice through a structured work placement in an animal-related environment, such as a veterinary clinic, farm, wildlife centre, or animal rescue organisation. This unit helps develop employability skills, industry knowledge, and an understanding of career pathways within the animal sector.

### How You Will Be Assessed

The course is assessed through a combination of internally and externally assessed units:

· **Animal Welfare and Ethics** – Externally assessed through a controlled task set and marked by the exam board.  
· **All other units** – Assessed through internally marked coursework, including written reports, practical assessments, case studies, and presentations. This balanced assessment approach ensures you develop both theoretical understanding and practical expertise.

### Course Requirements

To enrol in the BTEC Extended Certificate in Animal Management, you must have at least a Grade 4 in GCSE Biology or Combined Science.

### Related Subjects at Sixth Form

This course complements a variety of other subjects, including: Biology, Chemistry, PE & BTEC Sport, Geography, Psychology, Religion, Ethics & Philosophy (REP). The course can also be combined with many other subjects depending on your career aspirations.

### Where Could It Lead?

The BTEC Extended Certificate in Animal Management provides a strong foundation for careers in:

- Veterinary Nursing or other allied areas of the Veterinary Industry
- Animal Welfare and Conservation
- Zoology and Wildlife Management
- Animal Training and Behaviour
- Equine Science and Management
- Farming and Agricultural Animal Care
- Veterinary Medicine (if studied alongside Biology and Chemistry A level) – it is important to note that at present there are only a minority of Universities who would accept this in place of a 3rd A level. The BTEC could be studied alongside 3 A Level subjects and would provide valuable work experience and knowledge which would only strengthen a Veterinary Science application).



# Ancient History



**Head of Department:** Mr J D Gedye  
**Exam board:** OCR  
**Qualification name:** Ancient History  
**Qualification codes:** H407  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *Ancient History*?

If you have a love for History, this course should be perfect for you. Studying Ancient History at A Level gives students the chance to acquire and develop historical and literary skills through the study of topics selected from the Greek and Roman world.

## What you will study

### Year 12

**Depth Study:** Society and Politics of Ancient Sparta

Ancient Greek history studied through the interpretation and evaluation of original sources.

Topic-based in-depth study of Ancient Sparta, focussing on education, values, society, politics and the military.

**Period Study:** Augustus to Nero (31BC- 14AD)

Roman history studied through the interpretation and evaluation of original sources: The Reigns of Augustus, Tiberius, Claudius, Gaius (Caligula) and Nero.

### Year 13

**Depth Study:** Roman Britain 43AD- 125AD

The Conquest of Britain and the impact of the Romans in Britain through the study of original sources, both literary and archaeological.

**Period Study:** Relations between Greek States and between Greece and Persia 492BC-404BC

A study of the Greek world of the 5th Century BC, focussing on their relations with each other and with Persia.

**How you will be assessed**  
**Paper 1:**

(50% of A Level)  
Greece – Sparta and the Greek World - a 2hr 30 minute paper including source questions, modern historical debate and two essays.

**Paper 2:**  
(50% of A Level)  
Rome – Emperors and Empire - a 2hr 30 minute paper including source questions, modern historical debate and two essays.

**Course requirements**

There is no need to have studied Classics at GCSE in order to study the subject at A Level. However, an ability to comprehend texts, as well as to communicate effectively on paper, is important, as is an interest in the ancient Greeks

and Romans.

**Related subjects at Sixth Form**

History, Politics, English and Religion, Ethics & Philosophy all complement the skills required to do well in Ancient History.

**Where could this lead?**

Classics and Ancient History are highly regarded degree subjects at university, as are related subjects such as Archaeology and Anthropology. An A Level in Classics is valued for any number of arts-based degree courses, which in turn can lead to many different career paths.

**Further important information**

To further enhance our study of Ancient History, we undertake a number of field trips – locally to Hadrian's Wall and other sites and also to either Italy or Greece (one of these every two years).

# Art



**Head of Department:** Mrs K Baptist  
**Exam board:** AQA  
**Qualification name:** Art & Design  
**Qualification codes:** 7201  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *Art*?

Why choose Art? The study of Art and Design helps the student engage more deeply with the world around them and opens them up to new ways of seeing. The visual-spatial skills which are encouraged are becoming increasingly essential in today's technological world.

Pupils work closely with a variety of media, materials and techniques, traditional and new technologies. These problem-solving exercises not only help develop the higher order thinking skills such as critical, reflective and imaginative thinking, but also increase an awareness of different roles, functions, audiences and consumers of art and design practice. Students embarking on an A Level course do not need prior knowledge of the subject, but we have found that having followed a GCSE course, students understand the depth of research required to produce a unit of work and the confidence to develop ideas and skills independently.

Potential career opportunities include: Architecture/ Landscape Architecture; Product/Graphic/Set/ Fashion/ Textile/Landscape/Car Design; Fine Art Practice; Museum Director/Curatorship; Fine Art Restoration; Art History; Engineering. At A Level, we favour the unendorsed and Fine Art options which offer flexible and wide-ranging schemes; encouraging the development of ideas and in-depth research into the work of other artists/practitioners.

## What you will study

**A Level**

**Component 1: Portfolio**

- No time limit
- 96 marks
- 60% of A Level

**Component 2: Externally set assignment**

- Preparatory period + 15 hours supervised time
- 96 marks
- 40% of A Level

Students can work creatively during lessons or private study time in the designated Sixth Form room. At least one of the other teaching rooms is also available for use during lessons. Most of the necessary materials and equipment are provided by the department.

Students have the opportunity to work in a range of disciplines including Fine Art, Photography, Textiles, Print, 3D Design and Graphics. They are encouraged to pursue their own areas of interest which, in the past, has allowed for plenty of scope, including welding, cutting and moulding metals and carving and building in wood, breeze-block and plastics.



# Biology



**Head of Department:** Mrs R K Gibson  
**Exam board:** Pearson Edexcel  
**Qualification name:** Biology A (Salters-Nuffield)  
**Qualification codes:** AS 8BNo, A Level 9BNo  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *Biology*?

Biology is the study of life and involves learning about a wide range of interesting topics, from molecular biology to whole ecosystems and across the diversity of life from microorganisms to elephants. It is a challenging subject that is relevant to every aspect of life and is one of the most dynamic fields of study. An understanding of the principles of Biology allows you to appreciate not only how our bodies work and how diseases stop them working but also the fragility of life on Earth, from origins to extinction and all the interactions in between. It is a demanding subject at A Level, although if you are inquisitive about the world around you, you will thrive when studying Biology.

## What you will study

### Lower Sixth

#### Topic 1: Lifestyle, Health and Risk

This topic covers the functioning of the circulatory system and the importance of diet and lifestyle choices to health with particular reference to cardiovascular disease. Structure and function of carbohydrates and lipids are also detailed alongside the concept of risk.

#### Topic 2: Genes and Health

This topic uses the context of the genetic disease cystic fibrosis to cover areas including the properties and transport of materials across cell membranes, DNA structure and replication, protein synthesis, enzymes and monohybrid inheritance.

#### Topic 3: Voice of the Genome

This topic follows the development of multicellular organisms from single cells to

complex individuals. Cell ultrastructure, division and differentiation are all studied, as well as the role of the genotype, epigenetics and the effect of the environment on phenotype.

#### Topic 4: Biodiversity and Natural Resources

Why are there so many different species? How do we identify, classify and name all the species? How has all this diversity come about through natural selection? How can we conserve the biodiversity of life on Earth?

### Upper Sixth

#### Topic 5: On the Wild Side

This topic looks at how ecosystems work, looking at the process of photosynthesis and covering ideas about climate change – the evidence and effects as well as how species may evolve by natural selection in a changing environment.

#### Topic 6: Immunity, Infection and Forensics

This topic looks at forensic processes and how DNA profiling can be used. Structure of bacteria and viruses is studied alongside the infectious diseases they can cause and how the body combats these infections.

#### Topic 7: Run for Your Life

This topic is centred on the physiological adaptations that enable animals to undertake strenuous exercise. It covers the processes of respiration, muscle contraction and homeostasis.

#### Topic 8: Grey Matter

This topic covers the nervous system, brain structure and function and the development of vision and learning.

## How you will be assessed

### Paper 1:

Two hour written paper (33.33% of A Level)  
Topics 1-4, 5 and 6, multiple choice, short answer and extended responses

**Paper 2:** Two hour written paper (33.33% of A Level)  
Topics 1-4, 7 and 8, multiple choice, short answer and extended responses

**Paper 3:** Two hour written paper (33.33% of A Level)  
All topics, multiple choice, short answer, extended response, pre-release article questions.

### Science Practical Endorsement

Core practical work must be completed. Students must demonstrate competency against set practical skills. This does not contribute to the overall grade but is recorded on the A Level certificate.

### Course requirements

The A Level course builds on learning at GCSE so students should have achieved at least a grade 6 in GCSE Biology or 6-6 in GCSE Combined Science. A good GCSE in Chemistry is also an advantage. The increased mathematical

component of the A Level syllabus means it is also an advantage to have a good GCSE in Mathematics.

### Related subjects in the Sixth Form

Biology A Level can be combined with a variety of other subjects. It is an advantage to be studying another science, in particular Chemistry. Other complementary subjects are Mathematics, Physics, Geography, Psychology and Physical Education.

### Where could it lead?

Biology is one of the top facilitator subjects required to enter good courses at the top universities across a range of subject areas. A Level Biology and beyond can take you in almost any direction and to anywhere in the world – potential scientific career areas include medicine, dentistry, veterinary science, science journalism, pharmacy, conservation, research science, the food industry, forensics, sports science, zoology, marine biology and nursing among many others.

### Further important information

The Edexcel Salters-Nuffield course uses a context in each topic to explore the different biological principles, linking them together for a bigger picture of Biology as a subject. The course is firmly based around practical work (which will contribute to the science practical endorsement) including laboratory-based experiments and field work. There is also increased mathematical content in the new syllabus for which extra support will be offered. A minimum of five hours per week of work outside the classroom is necessary. Prep will be set weekly but it is the expectation that students complete further independent learning to consolidate their understanding – they should read, study and revise on their own using class notes, textbooks and the SNAB online website for the course. They are also expected to seek help from staff with any issues.





## BTEC Sport



**Head of Department:** Mrs L Burgess

**Exam board:** Pearson Edexcel

**Qualification name:** BTEC Sport

**Qualification codes:** BSCH5 BSCH6

**UCAS 2025/26 points Cert:** D\* 56 D 48 M 32 P 16

**UCAS 2025/26 points Diploma:** D\*D\* 112 D\*D 104 DD 96  
DM 80 MM 64 MP 48 PP 32

### Why choose *BTEC Sport*?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education within the sporting industry.

### What you will study

#### Pearson BTEC Level 3 National Extended Certificate in Sport (Single)

This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate A Levels.

#### How you will be assessed

(Units covered over two years)

- Anatomy and Physiology
- Fitness Training and Programming for Health, Sport and Well-being
- Professional Development in the Sports Industry
- Sports Leadership
- Practical Sports Performance
- Application of fitness testing

#### Pearson BTEC Level 3 National Diploma in Sport (Double)

This is intended as an Applied General qualification. It is a two-year, full-time course that meets entry requirements in its own right for learners who want to progress to higher education courses in sport before entering employment.

#### How you will be assessed

(10 Units, from the list below, covered over two years)

- Anatomy and Physiology
- Fitness Training and Programming for Health, Sport and Well-being
- Professional Development in the Sports Industry
- Sports Leadership
- Application of Fitness Testing
- Practical Sports Performance
- Skill Acquisition
- Sports Injury Management
- Investigating Business in Sport
- Rules, Regulations and Officiating in Sport

#### Course requirements

It is preferable, but not essential, for students to have studied PE at GCSE. An interest and passion for sport and related issues is important. Students should have ability in at least one sport, either coaching or performing, for practical assessment purposes.

#### Related subjects at Sixth Form

BTEC Sport lends itself well to a wide range of subject areas and therefore can be studied alongside any discipline within the School.

#### Where could this lead?

The varied units covered in both the single and double BTEC sport options give learners specialist knowledge and skills, enabling entry into employment within the Sport and Leisure industry, Apprenticeships, or University/Higher Education degrees, for example, PE Teaching, Sports Science, Sports Psychology and Physiotherapy.

#### Further important information

The course is taught over a two-year programme, with regular assessments throughout. Units are assessed individually by practical, written or exam based assessments.

# Business



**Head of Department:** Mr D White  
**Exam board:** AQA  
**Qualification name:** Business  
**Qualification codes:** AS 7131, A Level 7132  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *Business*?

Entrepreneurs and business leaders create jobs, goods and services and, through salaries and sales, help to drive our economy forward. Will you be the next Peter Jones, Levi Roots or Michelle Mone, or produce your own range of children's luggage like Rob Law who developed *Trunki*? Should anyone leave school before they know what goes into business planning and strategic decision making? Study A Level Business and find out.

## What you will study

### Lower Sixth

- What is business?
- Managers, leadership and decision making
- Decision making to improve market performance
- Decision making to improve operational performance
- Decision making to improve financial performance
- Decision making to improve human resource performance

### Upper Sixth

- Analysing the strategic position of a business
- Choosing strategic direction
- Strategic methods – how to pursue strategies
- Manage strategic change

### How you will be assessed

#### AS:

**Business 1:** (50% of AS)  
A 90-minute written paper  
This covers all topics in three compulsory sections:  
Section A has 10 multiple choice questions (MCQs) worth 10 marks.  
Section B has short answer questions worth approximately 20 marks.  
Section C has two data response stimuli with questions worth approximately 25 marks.

**Business 2:** (50% of AS)  
90-minute written paper  
One compulsory case study consisting of approximately seven questions.

#### A Level

**Business 1:**  
(33.33% of A Level)  
A two-hour written paper  
This covers all topics in three compulsory sections.  
Section A has 15 multiple choice questions worth 15 marks.  
Section B has short answer questions worth approximately 35 marks.  
Sections C and D have two essay questions (choice of one from two, and one from two) worth 25 marks each.

**Business 2:**  
(33.33% of A Level)  
A two-hour written paper  
This covers all topics in three data response compulsory questions worth approximately 33 marks each and made up of three or four-part questions.  
**Business 3:**  
(33.33% of A Level)  
A two-hour written paper  
This covers all topics in one compulsory case study followed by approximately six questions.

### Course requirements

A willingness to think in a practical way and to engage with the world of business is essential, as is an aptitude for working with business data. GCSE Business is not a pre-requisite. Grade 6 or above for English & Maths is preferred.

### Related subjects at Sixth Form

Economics, Geography and Politics are complementary subjects.

### Where could this lead?

Business management and international business management are often follow-on courses, as are those in business and finance or accountancy, business and marketing, and human resource management.

### Further important information

All topics and themes are supported by a full set of networked notes and presentations. Extensive use of case study and real world material is involved. Lessons are also supported by business visits and revision conferences.



# Chemistry



**Head of Department:** Mrs C Lavery  
**Exam board:** AQA  
**Qualification name:** Chemistry  
**Qualification codes:** AS 7404, A Level 7405  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *Chemistry*?

Our A Level Chemistry course is designed to inspire curiosity and enthusiasm for the subject while providing a strong foundation for further study and careers in science. Students will develop a deep understanding of key chemical concepts and explore how different areas of chemistry connect. They will also gain insight into how scientists make informed decisions on real-world issues and how chemistry contributes to technological advancements, the economy, and society. With a strong emphasis on practical work, the course helps students build essential experimental and analytical skills. Rather than just focusing on factual recall, it encourages critical thinking and the application of knowledge to real-world challenges.

## What you will study

### Lower Sixth

#### **Paper 1 – Physical, Inorganic and Practical Chemistry**

This module explores the fundamental principles that form the basis of chemistry. Topics include: atomic structure, amount of substance, bonding and a study of redox and equilibria.

#### **Paper 2 – Physical, Organic and Practical Chemistry**

This unit introduces more of the principles that underpin chemistry and looks at the application of these principles and those developed in Paper 1.

Topics covered include:

energetics, kinetics, analytical techniques and an introduction to organic functional groups such as alkenes, halogenoalkanes and alcohols.

### Upper Sixth

#### **Paper 1 – Physical, Inorganic and Practical Chemistry**

This topic includes and expands upon the physical and inorganic chemistry topics covered in the Lower Sixth.

Topics include: kinetics, thermodynamics and acids and bases, as well as more advanced inorganic chemistry topics such as the study of the transition metals.

#### **Paper 2 – Physical, Organic and Practical Chemistry**

This paper includes a further kinetic study as well as significantly more organic chemistry in the form of carbonyl compounds, aromatic chemistry, amine chemistry and polymers. Analytical techniques such as mass spectrometry, infra-red

spectroscopy and nuclear magnetic resonance spectroscopy are studied.

### How you will be assessed

**Papers 1 and 2** covered in the Lower Sixth can be taken to gain AS Chemistry in the Lower Sixth year. There are two 90-minute papers (each worth 50% of AS).

### A Level:

**Paper 1** – one 120-minute paper (35% of A Level)

**Paper 2** – one 120-minute paper (35% of A Level)

**Paper 3** (synoptic paper) – one 120-minute paper (30% of A Level)

### Course requirements

A Level Chemistry is more mathematical in content than at GCSE. It requires the ability to think and write clearly and precisely, and to use Mathematics confidently. Students should have achieved at least a grade 6 in GCSE Chemistry or 7-7 in Combined Science, and at least a grade 6 in GCSE Mathematics.

### Related subjects at Sixth Form

Chemistry is often regarded as the central science. It is linked to Physics through physical chemistry, to Biology through organic chemistry and Biochemistry, and to Geography through Geology and Geochemistry. It also fits well with Mathematics and Design Technology as a lead into engineering.

### Where could this lead?

Chemistry provides a great variety of career opportunities in, for example, research, analysis,

production, sales and marketing. An increasing number of chemistry graduates find employment outside the chemical industries in the business and financial sectors due to the large numbers of transferable skills that chemistry graduates acquire. An A Level qualification in chemistry is a prerequisite for many vocational degrees such as medicine, dentistry, veterinary science, chemical engineering and agriculture.

### Further important information

Students are expected to develop their mental and manipulative skills through the exploration of a wide variety of chemical situations and to appreciate the scientific approach to problem solving. Emphasis is placed on data analysis and on learning by experiment; practical work is a vital feature of the subject and is fully incorporated into the course. It is an essential feature that students assume ever-increasing responsibility for their own learning. In addition to work that is set, students are expected to read around the subject using the textbooks provided and the wide range of texts in the Chemistry Department and the School library. Students are also encouraged to seek any help they need from staff. There is an increased emphasis on practical work and the A Level comes with a practical skills endorsement for candidates who meet the required level of proficiency.

# Computer Science



**Head of Department:** Mrs C Crooks  
**Exam board:** OCR  
**Qualification name:** Computer Science  
**Qualification codes:** H446  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *Computer Science*?

Computers pervade every aspect of modern life and modern society simply could not function without computers. Computer Science at A Level will give students a general grounding in Computer Science, including an understanding of computer systems, the principles of programming, and the solving of problems.

## What you will study

### Component 1:

#### **Computer Systems**

This component introduces learners to the internal workings of the Central Processing Unit (CPU), the exchange of data and also looks at software development, data types and legal and ethical issues.

#### **Component 2: Algorithms and Programming**

Understand the benefits of applying computational thinking to solving a wide variety of problems.

### Component 3:

#### **Programming Project**

Pupils will be expected to analyse, design, develop, test, evaluate and document a program written in a suitable programming language. In addition, mathematical skills are embedded throughout the content of the three components.

### How you will be assessed

The A Level is a linear qualification with 100% external assessment at the end of the course. It comprises:

**Component 1:** one 2½ hour written paper recalling knowledge and understanding (40% of the A Level);

**Component 2:** one 2½ hour written paper relating to

problem solving skills and the ability to apply the knowledge and understanding

encountered in component 1 (40% of A Level);

**Component 3:** synoptic project – a practical portfolio-based assessment that is internally marked and externally moderated (20% of A Level).

### Course requirements

Students will have been assessed in IT skills at Key Stage 3 and many will have followed a course in IT or Computer Science at Key Stage 4. Whilst not assuming the full knowledge and understanding of the subject at Key Stage 4, the course assumes that all candidates will have a basic understanding and knowledge of both the hardware and software of a standard, stand-alone computer system.

### Related subjects at Sixth Form

Computer Science integrates well with subjects across the curriculum and is as relevant to a student studying Arts subjects as it is to one studying Science subjects. Art, Business Studies, Economics, Mathematics, Politics

and Science all complement Computer Science.

### Where could this lead?

Students following GCE Computer Science courses typically go on to Higher Education courses – such as computing, computation, computer science and software engineering where knowledge of Computer Science is beneficial – and careers in computer systems research and development, computer programming, systems analysis and design, computer games production and software engineering. Students who study Computer Science also go on to careers in medicine, law, business, politics, education or any type of science.

### Further important information

Computer Science is a demanding subject and the pace at A Level is fast. Success comes more easily to able mathematicians with a strong work ethic who have a genuine interest in the subject and have some experience of programming. You will need to be able to learn new skills quickly and write succinctly in an exam situation.

# AS Core Mathematics



**Head of Department:** Ms S Burnham  
**Exam board:** OCR  
**Qualification name:** Core Mathematics (Level 3 Certificate)  
**Qualification codes:** H869  
**UCAS 2025/26 points:** A 20 B 16 C 12 D 10 E 6

## Why choose AS Core Mathematics?

Studying Maths beyond GCSE level is very valuable. If you do not plan to study A Level Maths, then you should consider Core Mathematics. Advanced Maths qualifications are highly regarded by employers and universities. They are often required or recommended, and may lead to reduced offers for entry to university and degree apprenticeship programmes, even for subjects that don't have a large amount of mathematical content. Examples of universities that provide reduced offers for these qualifications include Bath, Sheffield and York. Core Maths is a Level 3 qualification and attracts UCAS points in the same way as an AS level. As the course is usually taken in the Lower Sixth, students will have an actual grade to include on their UCAS application. Maintaining a good level of numeracy is important as you may be asked to take a numeracy test for a university course or a job. Furthermore, many other A Level subjects include mathematical content (often beyond GCSE level): Maths skills are included in the assessment of around a third of all non-Maths A Levels. For example, 10% of the marks in A Level Psychology assess maths skills at Higher Tier GCSE level. A Level Biology, Business Studies & Economics, Geography, Sports Science, Chemistry, Physics, Computer Science all have a significant amount of mathematical content. It is likely that if you study Core Maths alongside subjects like these, you will achieve better results in them.

## What you will study

Core Maths is split into two compulsory modules:

### Introduction to

### Quantitative Reasoning:

Learners consolidate and extend the Mathematics they have learned at GCSE – the emphasis is on them developing transferable skills by using problem solving cycles in modelling, statistics and financial Mathematics.

### Statistical Problem

### Solving:

Learners use spreadsheets and the statistical problem solving cycle to analyse authentic statistical problems arising from a variety of work, life and study related contexts.

Topics include statistics (normal & chi-squared distributions, correlation & hypothesis testing); appreciation & depreciation; foreign exchange, costing & financial problem solving; exponential & logarithmic

scales; probability & risk. Both papers make use of pre-release data within the examination.

### How you will be assessed

#### Paper 1: Introduction to Quantitative Reasoning

A 2-hour written paper (worth 72 marks)

#### Paper 2: Statistical Problem Solving

A 2-hour written paper (worth 60 marks)

**Note that Core Maths is a one-year course, normally studied and examined during the Lower Sixth Year.**

### Course requirements

Grade 5 in GCSE/IGCSE Mathematics is the usual minimum standard required to begin Core Mathematics.

### Related subjects at Sixth Form

Core Mathematics complements the study of

many A Level subjects including Psychology, Economics, Biology, Chemistry, Physics, Business Studies, Geography and Computer Science.

### Where could this lead?

Studying Mathematics encourages an ability to think logically and students learn to communicate complex ideas effectively. Universities and employers are impressed with candidates who choose to study Mathematics beyond GCSE. Success in Mathematics requires an ability to master complex and difficult problems, a personal characteristic that gives mathematicians an advantage when learning new skills. Employers know that graduates who have studied Mathematics have well-developed problem-solving skills and have the ability to use their own initiative.

# Digital Media



**Head of Department:** Mrs C Crooks  
**Exam board:** OCR  
**Qualification name:** Cambridge Technicals in Digital Media (Extended Certificate)  
**Qualification codes:** 05844  
**UCAS 2025/26 points:** D\* 56 D 48 M 32 P 16

## Why choose Digital Media?

Film and TV are two of the world's biggest industries. This qualification has been developed to meet the needs of the film, television and digital production industries in the U.K. and London specifically. Students will develop professional techniques and approaches in both theoretical and technical skills. The course will enable students to develop and visualise ideas through the production cycle, from planning and scripting in pre-production through to filming, editing and post-production. Students will also learn how different media institutions operate to create products that will appeal to specific target audiences and how meaning is created through visual codes.

## What you will study

### How you will be assessed

Learners will take five units, made up of three mandatory and two optional units. Unit 1 (Media Products and Audiences) and Unit 2 (Pre-Production and Planning) are assessed through externally set written examination papers, worth a maximum of 80 marks, and 1 hour 30 minutes in duration. Your teachers will internally assess the other three units and OCR will moderate them: Unit 3 (Create a Media Product), Unit 16 (The Creation and Use of Sound in Media) and Unit 20 (Advertising Media). The units are graded Pass, Merit and Distinction. The qualification is graded P, M, D, D\*. This qualification receives UCAS tariff points.

### Course requirements

It is advantageous if students have studied similar unit content at Level 2 (OCR Creative iMedia). It is recommended that students have, or are working towards, five GCSE grades 9-4, including Maths and English.

### Related subjects at Sixth Form

Digital Media integrates well with subjects across the curriculum and is as relevant to a student studying Arts subjects, as it is to one studying Science subjects. (Art, Business Studies and Economics, English, REP, Psychology, Politics, Science).

### Where could this lead?

Most students who complete the CTEC in Digital Media will progress to university, where a wide range of media and film degree courses are on offer to students. Alternatively, students can choose to directly enter the screen industries in roles such as runner, production assistant, assistant director or as an intern.

### Further important information

The Extended Certificate takes 360 guided learning hours (GLH) to deliver, which is the same size as one A level. It also provides students with the flexibility to achieve other qualifications, whether vocational or academic, in preparation for employment or further study in this sector via apprenticeships or higher education. You will also have the opportunity to meet a range of visiting lecturers, speakers and industry professionals.

# Drama & Theatre Studies



**Head of Department:** Mr T S Edwards  
**Exam board:** WJEC Eduqas  
**Qualification name:** Drama & Theatre Studies  
**Qualification codes:** AS B690QS A Level A690QS  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *Drama & Theatre Studies*?

Drama at Barney continues to develop and thrive. The subject is enjoyable, blending physically demanding practical work with complex theoretical analysis of texts and themes. Students are taught to think critically and independently, writing essays to a high standard, developing teamwork and creating exciting and mature original theatre using the ideologies of practitioners such as Artaud, Brecht, Stanislavski and physical theatre practitioners such as *Frantic Assembly*, *Gecko* and *Theatre Ad Infinitum*. The course is fully accredited and is accepted as such by all universities.

## What you will study

### Component 1: Theatre Workshop

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 theories of an influential theatre practitioner. Learners must produce a realisation of the performance or design; and a creative log.

### Component 2: Text in Action

Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC: a devised piece and an extract from a text in a contrasting style chosen by the learner.

### Component 3: Text in Performance

This examination covers the study of two complete, contrasting play texts, in addition to a specified extract of text, details of which are released during the first week of June, one year before the examination.

### How you will be assessed

**Component 1:** Non-exam assessment: internally assessed, externally moderated (20% of A Level)

Learners are assessed on either acting or design.

**Component 2:** Non-exam assessment: externally assessed by

a visiting examiner (40% of A Level) Learners are assessed on either acting or design. They must realise their performance live for the visiting examiner and produce a process and evaluation report within one week of completion of the practical work.

**Component 3:** A two-and-a-half hour written examination (40% of A Level)

Sections A and B, Open book: Two questions based on two different texts, one written pre-1956 and one written post-1956.

Section C, Closed book: The extract of text required for answering the questions will be printed on the examination paper, with a series of questions.

### Course requirements

Knowledge and experience of drama is useful, but not a prerequisite of studying the course at A Level. The course is a combination of both practical and theoretical and analytical work, and the theory exams require a good standard of English and English Literature, preferably a grade 6 or above at GCSE.

### Related subjects at Sixth Form

Drama can be studied alongside any number of subjects, although it does perhaps best lend itself to Film Studies, English Literature, Religion, Ethics and Philosophy, Classics, Art, MFL and English

Language. The course is also sometimes chosen as a contrasting skill set, alongside Sciences or Maths.

### Where could this lead?

Drama is particularly useful as a skill set for jobs requiring public relations or 'performing' in a role – teaching, law, journalism, media and management all require confidence and teamwork, key skills developed by the course. It is also important for any students wishing to pursue a career in the arts.

### Further important information

The course is demanding and challenging, asking for considerable commitment outside the timetabled day, especially during peak performance periods. It is by no means an 'easy option' as it develops a wide range of skills and abilities, requiring the application of complex theoretical ideologies to a number of texts. Students are given the opportunity to see a wide variety of live theatre; several of our visits are researched and motivated by the students themselves as part of their own enrichment and in response to group interest. We also often attend workshops run by, and host performances by, leading theatre practitioners including Scene Productions, Theatre Ad Infinitum, Box House Theatre and Degenerate Fox.



# Design Technology



**Head of Department:** Mr A M Beaty

**Exam board:** CIE

**Qualification name:** DT Product Design

**Qualification codes:** 9705

**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *Design Technology*?

The study of design technology product design seeks to develop students' knowledge, understanding, skills and application for designing products. The subject encompasses a wide range of design disciplines but is firmly rooted in the skills required to design and make high quality products – products that are fit for purpose, satisfy wants and needs, enhance our day to day lives and give students the opportunity to demonstrate their design and technology capability.

## What you will study

### Lower Sixth

#### Portfolio of Creative Skills.

In this unit, students are given the opportunity to develop their creative, technical and practical skills through a series of design and manufacturing activities designed to prepare them for the assessed elements of the course.

#### Component 2 (AS coursework)

Candidates complete a Product analysis and improvement coursework project. Knowledge of the AS Level subject content is required. Internally assessed and externally moderated 50% of the AS Level 25% of the A Level

Candidates identify an existing product on which they will base their improvement project. Candidates then create a coursework portfolio containing detailed research and analysis of the existing product and how that product could be improved in terms of function, ergonomics, safety or sustainability. They must identify a series of problems or opportunities for improvement through the analysis and focus on one of these areas to improve the design of the product. This component has been designed to be flexible so that candidates can choose an existing product that reflects the area of design and technology that appeals to them.

Paper 1: AS Level Written Exam - Theory content & Preparation

### Upper Sixth

Component 4 (coursework): Design, realisation & manufacturing of a product

Candidates identify a design situation or need from a real-world context of their own choice. This component has been designed to be flexible so that

candidates can choose an area of design and technology that appeals to them. Candidates have a choice of materials to make their product. For example, it could be made from resistant materials such as wood, metal or plastics, or it could be made from paper, card, thin sheet plastic or modelling materials, or it could bring in the use of systems and control technology such as electronics where appropriate. Candidates can go beyond the materials listed in Topic 8 Materials and components. Candidates complete research and generate a range of design ideas to create a design proposal. They develop and refine the design proposal which they then plan to make. The iterative design process should be clearly documented with annotated sketches, photographs and screenshots. The design proposal is developed, tested and evaluated. It must be possible to test and evaluate the finished product in a meaningful way. Once candidates have tested and evaluated the product they have made, they propose how the product could be improved, and evaluate the manufacturing system they have used to consider how the product would be produced in quantity for a batch of at least ten products.

Paper 3 A Level Written Paper – Theory content & preparation

#### How you will be assessed

Paper 1: AS Level Written Paper 2 hours 15 minutes 100 marks Candidates answer all questions. Questions are based on the AS Level subject content. Externally assessed 50% of the AS Level 25% of the A Level.

Paper 3: A Level Written Paper 2 hours 30 minutes 100 marks Candidates answer all questions. Questions are based on the A Level subject content, but knowledge of the AS Level subject content is required. Externally assessed 25% of the A Level.

Component 2: Product analysis and improvement project 50 marks  
Candidates complete a Product analysis and improvement coursework project. Knowledge of the AS Level subject content is required. Internally assessed and externally moderated 50% of the AS Level 25% of the A Level Design.

Component 4: Realisation and manufacturing project 50 marks  
Candidates complete a Design, realisation and planning for manufacturing in quantity project. Knowledge of the AS Level and A Level subject content is required. Internally assessed and externally moderated 25% of the A Level.

#### Course requirements:

This course is designed to be a natural progression from GCSE Design Technology courses, and it is recommended that students have achieved at least a grade 6 in the subject at GCSE.

#### Related subjects at Sixth Form:

Art and Design, Business Studies, Mathematics and Physics are all suitable subjects for related study, while many of the problem-solving skills developed can be applied to other subjects.

#### Further important information:

A Level Design Technology demands commitment, consistent effort, maturity and self-discipline. The many benefits contribute greatly to preparing students for the realities of the world of work. The coursework element can be tailored to gain experience and develop knowledge in areas of specific interest to the candidate, which can be useful in supporting them to prepare for future degree level study.



# Economics



**Teacher of Economics:** Miss J Nixon  
**Exam board:** AQA  
**Qualification name:** Economics  
**Qualification codes:** AS 7135, A Level 7136  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *Economics*?

In a world of limited resources, how can we best solve society's problems? This is the central problem of Economics, and it permeates so much of our lives. Economics can help us to answer questions such as: 'Why are hospital waiting lists so long?', 'Is it right to limit the power of big tech firms?' and 'How can we reduce child poverty?'. Economics is a multi-disciplinary subject that draws on skills from History, Geography, Mathematics, Politics, Psychology and Business.

## What you will study

### **Markets and Market Failure Economic Methodology and the Economic Problem:**

What are the key questions economics seeks to answer? What is scarcity? How do economists think?

### **Individual Decision Making:**

What do we mean by 'rationality'? How do consumers and firms make decisions?

### **Price Determination in Competitive Markets:**

Why do some things cost more than others? Who decides what prices should be?

### **Production, Costs and Revenue:**

Under what circumstances is profit maximised? Does selling more always equal more profit?

### **Perfect Competition, Imperfectly Competitive Markets and Monopoly:**

Why is it that some markets only have a few big firms, whereas others have lots of firms? Does this matter?

### **The Labour Market:**

Why are some jobs more highly paid than others? Why are trade unions more common in some industries than others? What

would happen if we raised the minimum wage?

### **The Market Mechanism, Market Failure and Government Intervention in Markets:**

If we leave people to make their own decisions, does this lead to good use of our precious resources? How can we use markets to fix problems in society?

### **The National and International Economy The Measurement of Macroeconomic Performance:**

What makes a 'good' economy? How can we see how well our economy is doing?

### **How the macroeconomy works: the circular flow of income, aggregate demand/aggregate supply analysis and related concepts:**

How does the economy work on a national scale? Do economists all think the economy works the same way?

### **Economic performance:**

What determines whether an economy fails or flourishes?

### **Financial markets and monetary policy:**

Why are financial markets so important? Why are they dangerous?

### **Fiscal policy and supply-side policies:**

How can the government help to reduce unemployment and inflation? How can they increase incomes?

### **The international economy:**

Why are some countries so much poorer than others? Does trade hurt or harm? What has caused globalisation?

### **How you will be assessed A Level**

**Paper 1:** Markets and market failure

A two-hour written exam (33.33% of A Level)

Section A includes data response questions requiring written answers – candidates choose one question from two contexts (worth 40 marks)

Section B includes essay questions requiring written answers – candidates choose one from three (worth 40 marks)

**Paper 2:** National and international/economy

A two-hour written exam (33.33% of A Level)

Section A includes data response questions requiring written answers – candidates choose one question from two contexts (worth 40 marks)

Section B includes essay questions requiring written answers – candidates choose one from three (worth 40 marks)

**Paper 3:** Economic principles and issues

A two-hour written exam (33.33% of A Level)

Section A includes multiple choice questions (worth 30 marks)

Section B contains case study questions requiring written answers (worth 50 marks)

### **Course requirements**

Applicants will be considered on a case-by-case basis, however, the following acts as a guide for suitability for studying A Level Economics:

- Strong writing and analytical skills can be demonstrated by a Grade 6 in English Literature or History
- Logical and abstract thinking can be demonstrated by a Grade 6 in Mathematics or Physics
- A willingness to engage in current affairs is also important

### **Related subjects at Sixth Form**

Many top universities require Economics degree applicants to be studying A Level Mathematics. Other complementary choices include Politics, History, Geography and Psychology.

### **Where could it lead?**

It is often said that there are two types of Economics students: those who want to get rich and those who want to save the world. This quip is not entirely devoid of evidence. Graduates of Economics rank among the top earners, trailing only those in the medical field. Economists in policy-making wield significant influence, with their work having the potential to transform societies. The A Level Economics credential will open up a myriad of opportunities across a broad spectrum of disciplines. As a subject that combines analytical thinking with an understanding of current affairs, it equips you with a versatile skillset that's highly sought after in today's complex and rapidly evolving world.

Potential career paths range from economics, finance, and business, to public policy, international relations, and law. It could lead you to roles in corporate firms, government agencies, think tanks, or non-profit organizations. The course is also an excellent stepping stone to a variety of higher education opportunities, with many top universities acknowledging its value. With an A Level in Economics, the world becomes a landscape of opportunities, and you are better positioned to make insightful decisions that drive progress, innovation, and sustainable growth.

### **Further important information**

To excel in A Level Economics, a substantial measure of independent effort is expected. However, you are not alone in this journey. A comprehensive support system is readily available to guide in this. The extensive subject matter is broken into manageable weekly revision tasks, ensuring you stay on top of the syllabus without feeling overwhelmed. For each topic, supplemental reading materials are given to provide a broader understanding and context, serving to enrich your knowledge beyond classroom discussions. Additionally, a variety of study resources, including notes, videos and practice questions, are supplied to facilitate an effective review of the lesson content.

# English as an Additional Language



**Head of Department:** Mrs L Nicholson  
**Exam board:** IELTS  
**Qualification name:** C1 Advanced  
**Qualification codes:** Cambridge International Examination  
**UCAS 2025/26 points:**

## Why choose *EAL*?

More than 9,000 educational institutions, businesses and government departments around the world accept this qualification as proof of high-level achievement in learning English.

Preparing for the course helps learners develop the skills to make the most of studying, working and living in English-speaking countries.

Candidates who undertake EAL will be confident and flexible language users and should be able to flourish in an academic environment.

## What you will study

You will follow the Open World course as well as additional materials to supplement your cultural awareness and understanding of life in the UK.

### How will you be assessed:

You will have regular assessments based on the final exam and you will also sit a mock exam. Although this is not an A Level, we help you prepare for your final English exams in your home country and/or guide you towards your Cambridge qualification before applying to university.

### Course requirements:

You will be assessed on arrival to ascertain your level of English, this will inform which group you will join. You do not need to have any prior English qualifications.

### Related subjects at Sixth Form

EAL lessons are there to support you as you study at Barney and to complement any language you acquire in your chosen subjects. Good English knowledge and correct use will help you show your true potential in your other subjects and improve your integration within the school, not only in academic subjects.

### Where could this lead?

Having a certificate proving your level of English is a requirement for English speaking universities and it is valued and recognised by international employers.

### Further important information

We aim to offer 3 lessons a week in small groups, where you get plenty of opportunities to practice and improve your use of English.



# English Language



**Head of Department:** Dr H Langford  
**Exam board:** AQA  
**Qualification name:** AQA Advanced Level GCE in English Language  
**Qualification codes:** 7702  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *English Language*?

English Language offers learners the opportunity to study the English Language and its use in contemporary communication. The syllabus explores the psychology of language and how it is used in a variety of forms that embrace the spoken and digital as well as the printed word. The course develops skills in textual analysis, writing creatively, identifying and using appropriate styles and registers for different contexts and understanding how language is used to inform and persuade.

## What you will study

### Component 1: Language, the Individual and Society

This component introduces students to language analysis, exploring how texts are shaped according to their audience, purpose, genre and mode and within their specific contexts. Key questions around how identity - cultural, social and individual - is constructed through language form the basis of this unit and students will explore a wide variety of texts, both written and spoken, from different times, places and genres and on a variety of subjects.

### Children's Language Development

Students will explore how children develop their spoken and written skills (0-11 years), considering the various features and functions of language use during this period. Students will familiarise themselves with a range of relevant theorists and conventions within this field, as well as evaluating different research methods.

### Component 2: Language Diversity and Change

This component allows students to explore language diversity and change over time, studying language in its wider social, geographical and temporal contexts. Students will also study social attitudes to, and debates about, language diversity and change. Students will discuss and research language's relation to a wide range of elements of identity, including the presentation of gender, age, ethnicity, sexuality and class, as well as different regional and national variations of English and how these have developed over time.

### Non-exam assessment: Language in Action

The coursework element of the course allows students to explore and analyse language data relating their own areas of interest. Students complete two tasks:

A language investigation (2,000 words, excluding data)

A piece of original writing and commentary (750 words each)

Students choose their own subjects, which could include how different individuals, groups or nationalities are represented; regional dialect; the language of new communication technologies; children's language use; historical language use or the language of the media. Students do not have to restrict themselves to the areas formally taught within the course but are encouraged to lead on anything which generates interest around language in use.

### How you will be assessed

#### Component 1:

Written exam: 2 hours 30 minutes  
100 marks (40% of A level)

Two questions, analysing and comparing two unseen texts (one contemporary and one older) and a discursive essay on children's language development, supported by data provided in the exam.

#### Component 2:

Written exam: 2 hours and 30 minutes  
100 marks (40% of A level)

Three questions, one chosen from a choice of two essays on language diversity and language; one question analysis of how two texts use language to present

ideas, attitudes and opinions and a directed writing task linked to the topic raised in the texts.

#### Non-exam assessment:

Word count: 3,500 words (20% of A Level)  
20% of A level

Assessed internally and moderated by AQA

Students produce a language investigation (2,000 words excluding data) and a piece of original writing and commentary (1,500 words total).

#### Course requirements

It is recommended that students have attained literacy skills of at least a grade 5 in GCSE English Language.

#### Related Subjects at Sixth Form

Subjects that relate well to this course include English Literature, History, Religion, Ethics and Philosophy, Politics, Psychology and Modern Languages.

#### Where could this lead?

English Language fosters skills in communication and leads to a wide range of career opportunities including law, publishing, journalism, broadcasting, public relations, teaching, social work, copywriting, marketing and advertising.

#### Further important information

The English Language course requires students to write for a wide range of audiences and there are many opportunities for these skills to be fostered outside the classroom in writing for school publications and for competitions.



# English Literature



**Head of Department:** Dr H Langford  
**Exam board:** OCR  
**Qualification name:** English Literature  
**Qualification codes:** AS H072, A Level H472  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *English Literature*?

The course offers opportunities to explore texts from Chaucer to the present day. The syllabus encourages literary debate, promotes wider reading and develops skills in responding to a writer's use of language, form and style. The course emphasises breadth as well as depth, covering key areas of the canon whilst allowing students to develop their own interests in a personal investigation. Assessment covers at least eight texts of poetry, drama and prose and includes Shakespeare and writing pre- and post-1900. It is considered an excellent preparation for university and employment.

## What you will study

Students study a minimum of eight texts, including at least two examples of each of the genres of prose, poetry and drama, to develop their ability to analyse and evaluate literary texts across a variety of genres and periods.

### Component 01: Drama and poetry pre- 1900

In Section 1: Shakespeare – students study one Shakespeare play.

In Section 2: Drama and poetry pre-1900 – students study one pre-1900 drama text and one pre-1900 poetry text.

### Component 02: Comparative and contextual study

There are five topic areas:

- American Literature 1880–1940
- The Gothic
- Dystopia
- Women in Literature
- The Immigrant Experience

Students explore one topic area and study at least two whole texts, one of which must be from the core set text list for their chosen topic area.

### Component 03: Literature post-1900

This component encourages individual study. Students study three literary texts, which must include one prose text, one poetry text, and one drama.

- Close reading or re-creative writing with commentary
- Comparative essay

### How you will be assessed

**6RM01:** Portfolio (60% of AS, 30% of A Level)

Internally marked and externally moderated coursework.

**6RM02:** A 90-minute written paper (40% of AS, 20% of A Level)

Short answer and extended writing-type questions.

**6RM03:** A two-hour written paper (20% of A Level)

Short answer and extended writing-type questions.

**6RM04:** Coursework (30% of A Level)

Internally marked and externally moderated coursework.

### Course requirements

It is recommended that students have attained literacy skills of at least a grade 5 in GCSE English Literature.

### Related subjects at Sixth Form

Subjects that relate well to literature include History, English Language, Religion, Ethics and Philosophy, Politics, Psychology and Modern Languages.

### Where could this lead?

English graduates develop a wide range of skills that are valuable to employers including how to argue a point, how to think independently, to summarise, to write and speak well, to present information effectively and to work as part of a team. Career opportunities for those studying literature are wide-ranging and include: law, writing, journalism, broadcasting, personnel management, teaching, social work, copywriting, marketing and advertising.

# Extended Project Qualification



**Head of Department:** Mr S Forsyth  
**Exam board:** AQA  
**Qualification name:** Level 3 Extended Project Qualification  
**Qualification codes:** 7993  
**UCAS 2025/26 points:** A 20 B 16 C 12 D 10 E 6

## Why choose *Extended Project Qualification*?

EPQ is a year long guided research project carried out over Lower Sixth, moderated by AQA and carrying the same UCAS points as an AS Level. An Extended Project can be on anything the student wants to study as long as it is ethical and has a strong research element. Barney encourages EPQ candidates to reach outside the “Barney Bubble”, to interview experts and conduct site visits and, in doing so, start building networks and gain an insight into the adult working world.

Universities value and reward the skill-set acquired through completing an EPQ. This could be through reduced contextual entry offers or by offering a place on the strength of the EPQ supra-curricular interest in the subject applied for.

Everyone will need to carry out research at some point in their life. Whether as part of academic study at university, producing a report for an employer, or simply to aid in personal decision-making, being able to provide in-depth information and justified conclusions on a given topic is a life-skill. However, without a clear path to follow, research can be extremely time-consuming and unfruitful. The EPQ course aims to help students learn the skills and gain experience in research methods and project management, while at the same time affording them the opportunity to carry out some research of their own into a topic that thrills them.

## What you will study

### Research Skills

In this, the taught part of the course, students develop their research skills, through weekly EPQ skills lessons. We make regular visits where students receive teaching and guidance from experienced researchers, and also have access to both universities' reference libraries. The skills that are covered include:

- Project management techniques
- Ethical and safety considerations
- Appraisal and management of risks
- Finding academic resources
- Critical evaluation of sources
- Collection and analysis of quantitative and qualitative data
- Statistical significance of data
- Referencing styles and the avoidance of plagiarism
- Interpreting sources for reliability and validity
- Structuring research reports
- ICT and presentation skills

### Research Project

Alongside the new skills that students learn, they need to conceive, plan, and implement a research project of their own choosing. This allows students to extend their learning in one of the subjects that they are already studying, or explore an interest in a new area, such as one they might consider following at university. Students are expected to

be innovative and independent in their research; they make decisions, are critical and reflective, and solve problems.

Each week, the student meets with their project supervisor for a short, individual supervision meeting. The supervisor's role in these is to challenge and guide, but not to direct the student. Students are asked to justify their decisions and explain their reasoning as they draw conclusions, and this helps them to remain critical. Their project may take up to a year to complete, and students produce either a 5000-word dissertation-style research report, or a research-led artefact accompanied by a shorter report. Alongside this, students are expected to record their and their decision-making processes in a production log. At the end of their project, students make a presentation to friends and teachers detailing their path through the project and their findings.

### How you will be assessed

**Production Log:** A log document, provided by the exam board, which is to be completed by the student at key points in their project. Internally assessed and externally moderated coursework.

**Product:** 5,000 word research report, or artefact plus shorter report. This can also be accompanied by other relevant evidence, as determined by the student. Internally assessed and externally moderated coursework.

**Presentation:** Presentation to students and teachers, followed by a Q&A session. Internally assessed and externally moderated coursework.

### Course requirements

The course is available to all students in the Sixth Form, but in order to be accepted onto the course, students need to submit a structured and feasible research proposal.

### Related subjects at Sixth Form

The EPQ can complement any Sixth Form study programme of three or four other courses.

### Where could this lead?

Completing the EPQ course helps students to be well-prepared with the skills and mind-set needed for success with independent study. This course provides students with an excellent preparation for university. Acknowledging this, many universities now offer an alternative, lower grade entrance offer in your main subjects if you also achieve a top grade in your EPQ.

# AS Film Studies



**Head of Department:** Mr T S Edwards

**Exam board:** WJEC Eduqas

**Qualification name:** Film Studies (AS)

**Qualification codes:** B670QS

**UCAS 2025/26 points:** A 20 B 16 C 12 D 10 E 6

## Why choose AS Film Studies?

There is so much more to Film Studies than simply watching films. The in-depth study of film involves gaining an appreciation of film as an art form in terms of its visual storytelling and can enhance your understanding of the world in terms of competing values, attitudes and beliefs. Not only will it change the way you watch film, but more importantly it will challenge you to think in new ways and question or change your perspective on a whole host of issues, such as representation of race or gender.

Studying film allows you to understand important issues and developments within history, society and culture, using film as the medium with which to gain a greater insight into these areas. From Silent Cinema to Contemporary Hollywood, the films studied are of depth and substance which have been purposefully chosen to offer rich and interesting analysis. The course is fully accredited and is accepted as such by all universities.

## What you will study

You will study the key elements of film form including cinematography, mise en scène, editing, sound and performance.

The specialist film areas are Spectatorship & Narrative. You will also study the contexts of your chosen films and what was happening when the film was made. What can the film tell us about history and society at that time? You will study the films in terms of the representations they present or challenge.

### Component 1: American film Written examination: 1½ hours (35% of qualification)

This component assesses knowledge and understanding of three American films.

Section A: Hollywood 1930-1990  
(comparative study)

One two-part question, requiring reference to two Hollywood films, one produced between 1930 and 1960 and the other between 1961 and 1990. There is a choice of question in the second part.

Section B: Contemporary American independent film

One two-part question, requiring reference to one contemporary American independent film (produced after 2012). There is a choice of questions in the second part.

### Component 2: European film Written examination: 1½ hours (35% of qualification)

This component assesses knowledge and understanding of two British films and one non-English language European film.

Section A: British film (two-film study)

One two-part question, requiring reference to two recent British films. There is a choice of question in the second part.

Section B: Non-English language European film

One two-part question, requiring reference to one non-English language European film. There is a choice of questions in the second part.

### Component 3: Film Production (30% of qualification)

The Creative Production element (30%) allows you to showcase the film-making or screenwriting skills you have developed during the course, as either a Film Extract (video) or Film Extract Screenplay (with storyboard), with an accompanying Evaluative Analysis.

#### How You Will Be Assessed

There are two exams at AS, each worth 35% of the qualification with the remaining 30% assessed by production work.

#### Course Requirements

An appreciation of film is essential. The course is a combination of both practical and theoretical work, and the theory exams require a good standard of English, so a Grade 6 or above at GCSE is preferred, though not a prerequisite of study.

#### Related Subjects at Sixth Form

Film Studies can be studied alongside any number of other subjects, although it perhaps best lends itself to Theatre Studies, English Language, English Literature, Art and MFL. The course can also be chosen as a contrasting skill set, alongside Sciences or Maths.



# Geography



**Head of Department:** Mr D Dalton  
**Exam board:** AQA  
**Qualification name:** Geography  
**Qualification codes:** 7037  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *Geography*?

Michael Palin, President of the Royal Geographic Society, offers many reasons: "Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me, Geography is a great adventure with a purpose. So many of the world's current issues – at a global scale and locally – boil down to Geography, and need the geographers of the future to help us understand them. Global warming as it affects countries and regions, food and energy security, the degradation of land and soils from over-use and misuse, the spread of disease, the causes and consequences of migration and the impacts of economic change on places and communities – these are just some of the challenges facing the next generation, which geographers must help solve."

## What you will study

### Paper 1-Physical Geography

- Water and carbon cycles
- Glacial systems and landscapes
- Hazards

### Paper 2-Human Geography

- Global systems and global governance
- Changing places
- Contemporary urban environments

### How you will be assessed

#### Paper 1 Physical Geography

A two hour thirty minutes exam (40% of A Level). Short answers, levels of response and extended prose.

#### Paper 2 Human Geography

A two hour thirty minutes exam (40% of A Level). Short answers, levels of response and extended prose

### Component 3

Individual study-NEA (20% of A Level)

3,000- 4,000 individual study. The individual study must be based on a question or issue defined and developed by the student relating to any part of the specification content. It marked by teachers and moderated by AQA.

### Course requirements

There is no requirement to have studied Geography at GCSE, but students should have a good awareness of current affairs.

### Related subjects at Sixth Form

Geography acts as a good bridging subject between the arts and the sciences and therefore can be studied with a wide range of other disciplines.

### Where could this lead?

Geographers traditionally enter a wide range of careers from banking to farming, advertising to architecture, teaching to planning, and the Armed Forces. Those going on to read Geography at university find their choices of careers widening even further for employers in many fields seek graduate geographers. It is a subject which traditionally produces people with a high level of literacy, numeracy and computing skills, and geographers' range of skills makes them highly employable.

### Further important information

Geographers spend almost as much time outside the classroom as they do inside. Fieldwork is undertaken at various points throughout the course and is an important aspect of the subject. As well as being a practical subject, it deals with current affairs, and an awareness of contemporary issues is therefore important.

# History



**Head of Department:** Mr H G Bradbury  
**Exam board:** AQA  
**Qualification name:** History  
**Qualification codes:** 7042  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *History*?

If you want to know the future, you must first look into the past. Studying History enables us to study the men and women who have helped shape the world we live in today. Added to this, what is there not to like about studying some of the key events in British and European history?

## What you will study

- Breadth Study – Russia 1855-1964
- Depth Study – Britain 1906-1957
- Historical Investigation – Unification of Germany 1763-1871

### How you will be assessed

**Two written exams:** each consisting of 2 hours 30 minutes - 80% of A Level

**One piece of coursework:** a 4,500-word essay on Bismarck and the unification of Germany 20% of A Level

### Course requirements

This course is designed to be a natural progression from GCSE History courses and it is recommended that students have achieved at least a grade 6 in the subject at GCSE.

### Related subjects at Sixth Form

History is recognised by universities and employers as being particularly rigorous. Students who study History at Barney are equipped with a wide range of transferable skills such as the ability to interpret a range of evidence, analyse patterns and trends and write a clear and concise essay based on their interpretations. This means that History naturally complements many other subjects.

### Where could this lead?

Historians will conclude the course equipped with transferable skills that are useful for further study and employment. Comprehending source skills of inference, cross referencing and utility, as well as the ability to confidently construct a well-argued and cogent essay, are disciplines that lend themselves to a range of subjects and careers. Past students have gone on to study History, Politics, International Relations, Law and Philosophy, to name a few.



# Latin



**Head of Department:** Mr J D Gedye  
**Exam board:** OCR  
**Qualification name:** Classics - Latin  
**Qualification codes:** H443  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *Latin*?

Latin is regarded by universities and employers alike as one of the most versatile and academically rigorous subjects, requiring attention to detail, the ability to structure and write essays, and the ability to think outside the box. The A Level syllabus allows us to study a wide range of authors and texts, spanning hundreds of years, and this variety is what makes A Level Latin so engaging.

## What you will study

Across the two-year course, students will study a combination of prepared and unseen texts, as well as learning to write in Latin.

These will include Cicero's defence of his client Roscius against accusations of murdering his father; Tacitus' account of Boudica's rebellion against the Romans in Britannia; and Virgil's vivid account of the Trojan Aeneas' affair with Queen Dido in Carthage.

### How you will be assessed

#### Unit 1 (H043/01):

##### Unseen Translation

A one-hour and 45-minute written paper (33% of A Level) Students have to translate two passages of unseen Latin (both verse and prose) into English, as well as scan lines from the verse passage.

#### Unit 2 (H043/02):

##### Prose Composition and Comprehension

A one-hour and 15-minute written paper (17% of A Level)

#### Unit 3 (H443/03):

##### Latin Prose Literature

A two-hour written paper (25% of A Level)

#### Unit 4 (H443/04):

##### Latin Verse Literature

A two-hour written paper (25% of A Level)

### Course requirements

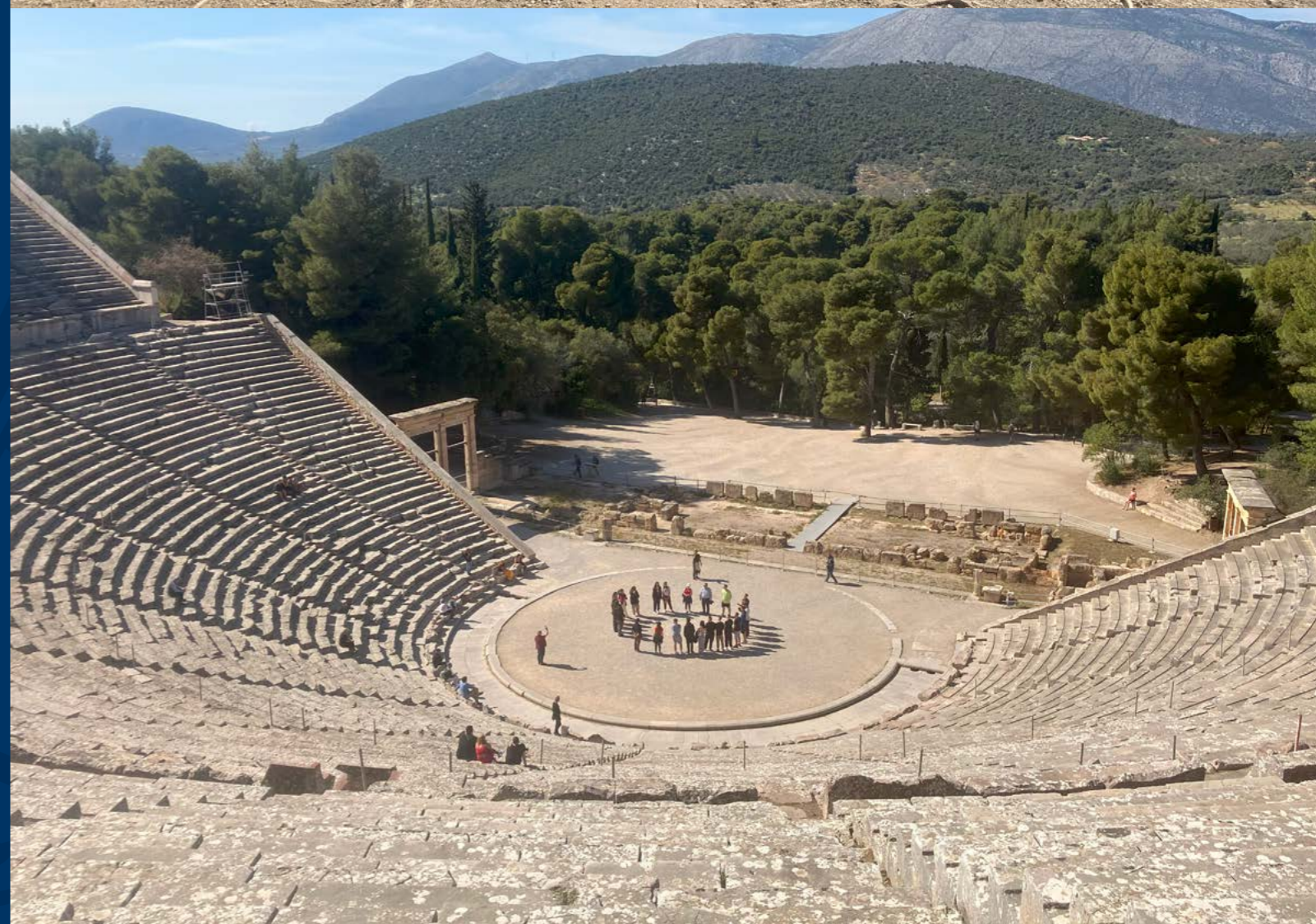
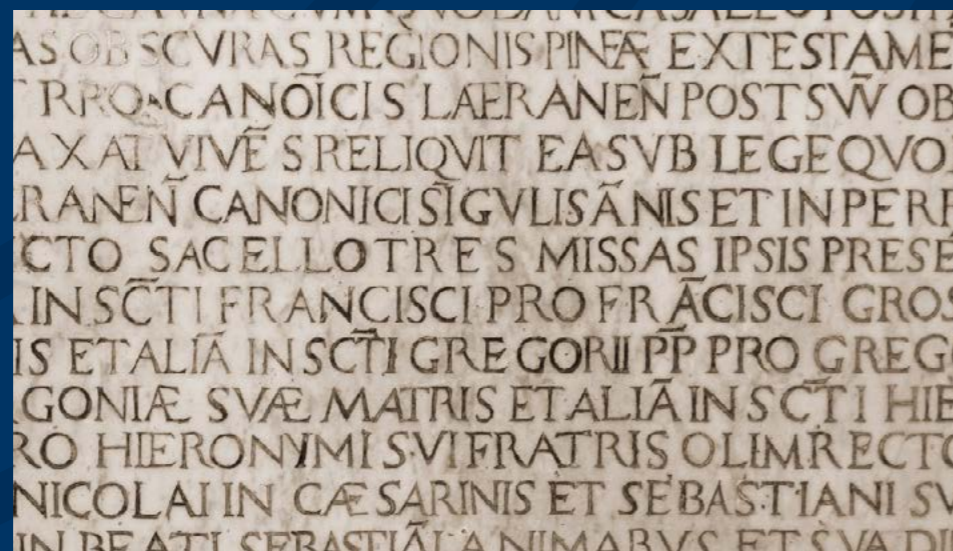
We require at least a grade 6 in GCSE Latin.

### Related subjects at Sixth Form

Popular subject combinations include French, Spanish, History, English, English Literature, Maths and Music.

### Where could this lead?

Latin is a highly desirable subject because of the transferable skills it encourages. Latin students go into a wide variety of fields, with particularly popular ones being law, the Civil Service, journalism and even military intelligence.



# Mathematics & Further Mathematics



**Head of Department:** Ms S Burnham  
**Exam board:** Pearson Edexcel  
**Qualification name:** Mathematics & Further Mathematics  
**Qualification codes:** 9MA0, 9FMO  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *Mathematics* or *Further Mathematics*?

Studying Mathematics at A Level can be very rewarding and, at the same time, very challenging. Mathematics has a full and varied use in the wider world. The value of Mathematics, and its acceptability for degree courses and careers, is almost without parallel amongst A Level subjects.

## What you will study

The content for AS and A Level Mathematics is prescribed by The Department for Education and Ofqual and is therefore identical for all exam boards. In the Lower Sixth, students study AS Mathematics. Two thirds of the content is Pure Mathematics including sections on algebra, trigonometry and calculus. One third is Mechanics and Statistics including sections on kinematics, forces, Newton's laws, probability, statistical distributions and hypothesis testing. In the Upper Sixth, students complete the course, extending their study on sections covered in the first year.

### How you will be assessed

#### A Level Mathematics

Students are assessed with three papers that include questions on the AS course material.

#### Paper 1: Pure Mathematics

A two-hour paper (worth 100 marks)

#### Paper 2:

#### Pure Mathematics

A two-hour paper (worth 100 marks)

#### Paper 3: Two sections, one each on Statistics and Mechanics

A two-hour paper (worth 100 marks)

#### A Level Further Maths

Students must take four 90-minute papers (worth 75 marks each)

**Papers 1 and 2** cover the compulsory 50% Core Pure sections

**Papers 3 and 4** cover the optional Decision and Further Pure Mathematics, Mechanics and Statistics sections.

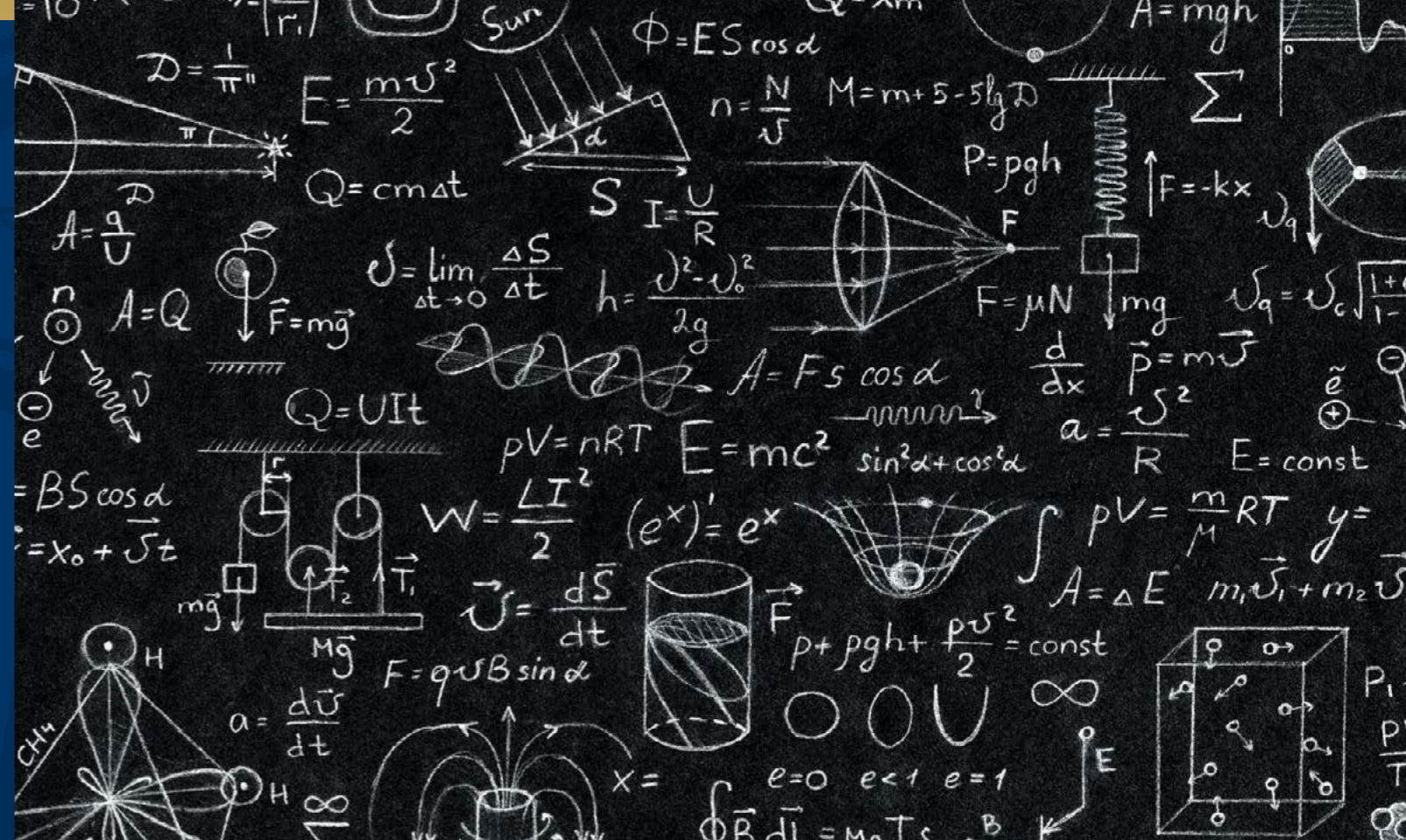
#### Course requirements

Grade 7 in GCSE/IGCSE Mathematics is the usual minimum standard required to begin A Level Mathematics. It must also be stressed that achieving a grade 7 at GCSE does not necessarily mean that success at A Level will follow and some students may still struggle with the jump in standard. Confidence with algebraic techniques is crucial. Very able mathematicians may wish to study Further Mathematics and they should have achieved a Grade 9 in GCSE/IGCSE Mathematics. Entry to the Further

Mathematics course is in the Upper Sixth after students complete an accelerated A Level Mathematics course in the Lower Sixth (taught separately). Students therefore need to state their intention to study Further Mathematics from the start of Sixth Form.

#### Related subjects at Sixth Form

Mathematics may be combined with many other A Level subjects and is a popular choice for many. Traditionally, students taking an A Level in a science subject, in particular Physics, would be expected to take Mathematics. The subject can also be very useful for students studying Economics, Business Studies, Geography and Computing.



#### Where could this lead?

Studying Mathematics encourages an ability to think logically and students learn to communicate complex ideas effectively. Universities and employers are impressed with candidates who have achieved A Level in this subject. Success in Mathematics requires an ability to master complex and difficult problems, a personal characteristic that gives mathematicians an advantage when learning new skills. Employers know that graduates who have studied Mathematics have well-developed problem-solving skills and have the ability to use their own initiative. Further Mathematics is essential for students wishing to apply for Physics and Engineering at top universities, and students without it may be asked at interview why they have not taken the course. It is also highly desirable for those

intending to read Mathematics at university. More information is available at [www.mathscareers.org.uk](http://www.mathscareers.org.uk)

#### Further important information

A progress test is taken during the first assessment period to check for a student's suitability to continue with the course. Practice away from the classroom is crucial to gain a high level of success. To help towards this, the department provides Mathematics tutorials every weekday (except Mondays and Wednesdays) from 4pm-5pm.

#### Calculator requirements

Calculators used must include the following features:

- An iterative function
- The ability to compute summary statistics and access probabilities from standard statistical distribution.

The department recommends: **CASIO fx-991 CW ClassWiz** fulfills the minimum requirement for A Level Mathematics or the **Casio CG50 graphing calculator** provides the additional functionality to plot and analyse graphs. This is particularly useful in examinations as well as during the learning process.

Please note that all CASIO Calculators for sale in the UK are permitted in GCSE and A Level examinations. Although the School recommends CASIO calculators, there may be no need to purchase a new calculator if a student has another brand of (graphics) calculator. If you are in any doubt about whether your child's calculator is permitted or sufficient for their studies, please do not hesitate to get in touch. Instructions as to how to use the calculator will be provided during lessons.

# Media Studies



**Head of Department:** Dr H Langford  
**Exam board:** WJEC Eduqas  
**Qualification name:** Media Studies  
**Qualification codes:** A680QS  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *Media Studies*?

The media has never played a more central role in culture, society and politics. They shape our perceptions of the world through the representations, ideas and points of view they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. The media industries are not only significant contributors to the UK's economy, but they employ large numbers of people worldwide and generate significant global profit. The globalised nature of the contemporary media, ongoing technological developments and more opportunities to interact with the media suggest their centrality in contemporary life can only increase.

A Level Media Studies requires students to develop their critical thinking skills to engage with a wide range of contemporary and historical media products and theory, and provides creative opportunities to apply this knowledge through the construction of their own media products.

## What you will study

### Component 1: Media Products, Industries and Audiences

Students develop knowledge and understanding of key aspects of the theoretical framework – media language and representation – through studying the following forms: newspapers, advertising and marketing, music video, radio, video games and film marketing. Students explore how these products relate to their social, cultural, historical, political and economic contexts and develop their ability to use relevant subject-specific terminology and theories to analyse them.

### Component 2: Media Forms and Products in Depth

Students study 3 media forms in depth, exploring all areas of the theoretical framework – media language, representation, media industries and audience. Students will perform close analysis of the texts, in relation to their relevant social, cultural, economic, political and historical contexts. These will be: TV crime drama, Magazines and online media.

### Component 3: Cross-media production

The coursework element of the course synthesises knowledge and understanding by requiring students to create media products based on a specific brief, for a specified audience. Students will choose from:

Advertising and Marketing: Film

Create a cross-media production to include a print marketing campaign for a new film, and related audio-visual or online products.

### Magazines

Create a cross-media production to include a new print magazine and related audio-visual or online products.

Students will undertake a substantial amount of research into their related field and find their own style models, and will document all stages of the planning and production of their work. Students may use web design or templates in the online options; they will be expected to work on their software design skills independently.

### How you will be assessed

#### Component 1:

Written exam: 2 hours 15 minutes

(90 marks - 35% of qualification)

Two sections; A: Analysing Media Language and Representation – analysis of set products; B: Understanding Media Industries and Audiences – analysis of set products. While the wording of the papers can change, the questions build from lower marking knowledge assessments to longer marking critical essay-style questions.

#### Component 2:

Written exam: 2 hours and 30 minutes

(90 marks - 35% of A level)

Students are questioned on all three elements of Component 2 – Television, Magazines and Online Media – and have a choice of essay question for each category.

#### Component 3:

Assessed internally and moderated externally and by Eduqas

(60 marks - 30% of qualification)

Students research and produce a print and online product over a maximum of sixteen weeks, documenting every stage of the research and production process.

### Course requirements

It is recommended that students have attained literacy skills of at least a grade 5 in GCSE English Language.

### Related Subjects at Sixth Form

Subjects that relate well to this course include English Language, Film Studies, Politics, Business Studies and Psychology.

### Where could this lead?

Media Studies fosters critical thinking skills as well as creative and communication skills, and leads to a wide range of career opportunities including sound production, film, journalism, broadcasting, public relations, teaching, copywriting, marketing and advertising.

### Further important information

The Media Studies course requires students to write and produce online material for a wide range of audiences and there are many opportunities for these skills to be fostered outside the classroom in trips, writing for school publications and for competitions.

# Modern Foreign Languages

## Head of Modern Foreign Languages

**Exam board:** AQA  
**Qualification names:** French, Spanish  
**Qualification codes:** French - GCE AS 7651, GCE A Level 7652  
Spanish - GCE AS - 7691, GCE A Level 7692  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *Modern Foreign Languages*?

We live in a multicultural global society in which languages are increasingly important. While A Level language courses will help you to communicate with people in other countries, you will gain a lot more than just language skills. You will investigate fascinating aspects of culture and society in the target language countries and, by so doing, gain a deeper understanding of your own society and of how the world works. Employers recognise the value of language qualifications in job applicants. Apart from the obvious benefits of being able to communicate with people in other countries, it is recognised that successful language learners demonstrate good interpersonal skills and qualities such as determination, discipline and resilience.

## What you will study

### AS French / Spanish (1 year)

**Paper 1:** Listening, reading and writing

**Paper 2:** Writing

**Paper 3:** Speaking

### A Level French / Spanish (2 years)

**Paper 1:** Listening, reading and writing

**Paper 2:** Writing

**Paper 3:** Speaking

Students who opt for AS Level in French / Spanish are taught alongside A Level French / Spanish students in the Lower Sixth.

### How you will be assessed

#### AS Paper 1:

A one-hour-45-minute written paper (45% of AS)

Listening, reading and writing questions.

**AS Paper 2:** A 90-minute written paper (25% of AS)

Translation and essay on a set text or set film.

**AS Paper 3:** 12-14 min oral exam (30% of AS)

Conducted by your teacher and marked externally.

#### A Level Paper 1:

A two-hour-and 30-minute written paper (50% of A Level) Listening, reading, writing and translation

questions.

**A Level Paper 2:** A two-hour written paper (20% of A Level) Two essays on set texts or on one set text and one film.

### A Level Paper 3:

A 21-23 minute oral exam (30% of A Level) Presentation and discussion of individual research project, discussion of one of four sub-themes studied.

### Course requirements

There is quite a gap between the finishing point of GCSE and the start of the A Level course.

Bridging the gap is much easier if you have a good grade at GCSE so students should have at least a 6 grade at GCSE in the language they wish to continue.

### Related subjects at Sixth Form

Languages go well with any combination of subjects; students combine them successfully with the Sciences, Maths, Economics, History, Politics or Classics. A lot depends upon your chosen career. University degree courses in many disciplines have exchange programmes which allow you the opportunity to study for a semester or a year abroad. Taking a language alongside your other subjects at A Level keeps your options open should you choose to study or work abroad in the future.

### Where could this lead?

You could study your chosen language(s) on their own at university or you can combine it with another subject. If, for example, you had A Levels in French, Biology and Maths, you could apply for a degree

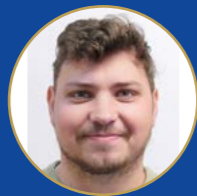
in Zoology with French and spend your third year undertaking research in a French-speaking country.

Popular choices are degrees such as international business or law combined with a language. Language graduates apply successfully for jobs in the Diplomatic Service, finance, media and many other fields. You can also use the skills and strategies you have developed to study another language such as Chinese, Russian or Arabic.

### Further important information

The Modern Languages Department has experienced teachers whose enthusiasm for their languages is second to none. Students are challenged and stretched, but with support every step of the way. We are eager to share our passion and love for our languages with the students we teach, hoping that we can stimulate them in wanting to pursue their studies in the future. We particularly maintain that a student with a firm knowledge of a modern foreign language will find a choice of future employment much easier to come by. In addition, we believe that learning a language at a higher level makes you more sensitive to language in general and, therefore, more articulate in your own language.

# Music



**Head of Department:** Mr G Ford  
**Exam board:** WJEC Eduqas  
**Qualification name:** Music  
**Qualification codes:** A660 QS  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *Music*?

The course requires study across the three traditional strands in music education: performance, composition and appraising music. A Level Music is an excellent choice for students who play an instrument or sing to around grade 6 standard. As well as developing composing skills and techniques, the course includes study of music set works from a wide range of stars and traditions. Study of music can lead on to advanced study at university or a career in the music profession. Also, the skills required to study music are independent learning, self-motivation, ability to be self-critical, and the ability to perform, all of which are qualities which are ideal attributes for many diverse careers from the Law to Business, as well as careers associated with the arts and humanities.

## What you will study

### How you will be assessed

For this specification, learners must choose either **Option A** in Components 1 and 2 or **Option B** in Components 1 and 2. All learners must study Component 3.

### Component 1: Performing Option A: Performing (35%)

A performance consisting of a minimum of three pieces. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study.

### Option B: Performing (25%)

A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study.

### Component 2: Composing

#### Option A: Composing (25%)

Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition.

#### Option B: Composing (35%)

Three compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be

in response to a brief set by WJEC.

Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition must reflect the musical characteristics of one different area of study (i.e. not the Western Classical Tradition) while the third composition is a free composition.

### Three areas of study

Area of study A: The Western Classical Tradition

(The Development of the Symphony 1750-1900) which includes a set work. Choose one set work for detailed analysis and the other for general study.

Symphony #104 in D major, London: Haydn

A choice of one area of study from:

Area of study B: Rock and Pop

Area of study C: Musical Theatre

Area of study D: Jazz

A choice of one area of study from:

Area of study E: Into the 20<sup>th</sup> Century

including two set works:

Trio for Oboe, Bassoon and Piano, Movement II: Poulenc

Three Nocturnes, Number 1, Nuages: Debussy

Area of study F: Into the 21<sup>st</sup> Century

including two set works:

Asyla, Movement 3, Ecstasio: Thomas Adès

String Quartet No. 2 (Opus California)

Movements 1 (Boardwalk) and 4 (Natural Bridges): Sally Beamish

### Related subjects at Sixth Form

Music links well with many other subjects. In studying the set works, comparisons are made with artistic works and connections are also made with literature and dramatic works which are often enhanced with music. The study of acoustics in Physics and the practical and technological requirements for recording music establishes a link with other scientific subjects.

### Where could this lead?

A wide range of styles are studied in this course and this can lead on to an extraordinary range of future courses, some of which emphasise the practical aspects of the subject while others concentrate on the theoretical parts. Applications for university courses are made through UCAS, while applications for courses at British conservatoires are made through UCAS Conservatoires. Recent Old Barnardians are currently studying Music at Oxford University, Goldsmiths, Bangor University and Northumbria University.

### Further important information

Most students will have successfully followed the GCSE course, although gifted performers or composers, after consultation with staff, could be accepted without GCSE music. Students taking A Level music will be fully involved in practical music-making, so enthusiasm and dedication are essential. Studying music in the Sixth Form is invaluable for those wishing to prepare for a music diploma.

# Physical Education



**Head of Department:** Mrs L Burgess  
**Exam board:** AQA  
**Qualification name:** Physical Education  
**Qualification codes:** 7582  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *Physical Education*?

Studying Physical Education at A Level enables those with a real interest in sport and PE to undertake a subject where credit can be gained through both their practical and theoretical ability.

## What you will study

1. Applied Anatomy & Physiology
2. Sport Psychology
3. Exercise Physiology
4. Skill Acquisition
5. Biomechanical Movement
6. Sport & Society

### How you will be assessed

The A Level is taught as a two-year linear course, with assessment occurring after two years.

**Paper 1:** A two-hour written paper (35% of A Level)  
Section A: Applied anatomy and physiology.  
Section B: Skill acquisition.  
Section C: Sport and society.  
Each section contains multiple choice questions, short answer questions and extended writing questions.

**Paper 2:** A two-hour written paper (35% of A Level)  
Section A: Exercise physiology and biomechanics.  
Section B: Sport Psychology.  
Section C: Sport and society and technology in sport.  
Each section contains multiple choice questions, short answer questions and extended writing questions.

### Non-exam assessment:

(30% of A Level)

Students are assessed as performers/ coaches in a full sided version of their chosen activity. Written analysis of performance; internally assessed, externally moderated.

### Course requirements

It is preferable, but not essential, for students to have studied PE at GCSE. Students should have ability in at least one sport for practical assessment purposes. An interest and passion for sport and related issues is important.

### Related subjects at Sixth Form

A Level Biology (energy production and muscle contraction), Psychology (individual differences such as aggression, anxiety and arousal), Physics (biomechanics) and Ethics (drug taking) are all complementary choices for PE students, but PE can be studied successfully alongside all other courses.

### Where could this lead?

Various sport-related degrees such as sports science, sport nutrition, sport strength and conditioning, sport psychology, recreational management and teaching.

### Further important information

We have expertise in many areas and, combined with the School's excellent facilities, we can provide interesting challenges that enable our students to reach their potential in both practical and theoretical areas.



# Physics



**Head of Department:** Mr C R Butler  
**Exam board:** Pearson Edexcel  
**Qualification name:** Physics  
**Qualification codes:** 9PH0  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *Physics*?

Physics is a foundational science with a pivotal role in our technology-driven society. It is integral to a wide range of applications, from microelectronics to space exploration. By understanding and investigating the intricacies of physical laws - from quantum mechanics and universal gravitation to particle interactions at the birth of the universe - Physics deepens our comprehension of the world around us, drives technological progress, and satisfies human curiosity.

The A Level Physics course at Barney develops students' conceptual understanding, practical and problem-solving abilities, communication skills, and confidence with calculations. The department is well-equipped, and practical work is a core component of the course. Students engage in one-on-one use of equipment, enabling them to learn to manipulate apparatus efficiently, analyse data sets, and develop transferable IT skills, such as using spreadsheets and data analysis software.

Today's physicists are problem solvers tackling current global challenges while exploring questions that will shape our future. It's an exciting time to study Physics.

## What you will study

### Lower Sixth

1. Working as a physicist, including key practical skills, the use of SI units, and estimation techniques.
2. Mechanics, including Newton's laws, linear and projectile motion, turning moments, energy concepts, and linear momentum.
3. Electric circuits, including atomic structure, electrical quantities, the resistivity of materials including semiconductors, and complete circuits.
4. Materials, including upthrust, fluid mechanics, and solid material properties including the Young Modulus.
5. Waves and the particle nature of light, including basic wave properties and behaviour, optics, and quantum Physics (covering the photoelectric effect and wave-particle duality).

### Upper Sixth

6. Further mechanics, including momentum in two dimensions and circular motion.
7. Electric and magnetic fields, including radial and uniform electric fields, capacitors, and electromagnetism.

8. Nuclear and particle Physics, including the development of atomic models, particle accelerators and detectors, and the standard model of particle Physics (the 'particle zoo').
9. Thermodynamics, including energy and temperature concepts, black-body radiation, the molecular kinetic theory, and ideal gas behaviour.
10. Nuclear radiation, including radioactive decay, binding energy, and nuclear reactions.
11. Gravitational fields, including Newton's universal law of gravitation, gravitational potential, and a comparison of gravitational and electric fields.
12. Space, including stellar classification, the life cycle of stars, how to measure the Universe, the fate of the Universe, and dark matter and energy.
13. Oscillations, including simple harmonic motion, resonance, and damping.

### How you will be assessed

**Paper 1 – Advanced Physics I:** 1 hour 45 minute written paper (90 marks – 30% of A Level)  
Paper 1 covers topics 1-3 and 6-8 and includes a mixture of multiple-choice, short open, open-response,

calculations and extended writing questions that cover both familiar and unfamiliar concepts.

**Paper 2 – Advanced Physics II:** 1 hour 45 minute written paper (90 marks – 30% of A Level)  
Paper 2 covers topics 1, 4-5, and 9-13 and includes a mixture of multiple-choice, short open, open-response, calculations and extended writing questions that cover both familiar and unfamiliar concepts.

**Paper 3 – General and Practical Principles in Physics:** 2 hour 30 minute written paper (120 marks – 40% of A Level)  
Paper 3 covers all topics and will include synoptic questions that may draw on two or more different topics and includes a mixture of short open, open-response, calculations and extended writing questions that cover both familiar and unfamiliar concepts. Some questions will assess conceptual and theoretical understanding of experimental methods and will draw on your experiences of the core practicals.

### Course requirements

This course builds on prior knowledge, so a strong foundation in Physics and Mathematics is essential. Students should have achieved at least a Grade 7 in both GCSE Mathematics and GCSE Physics (or 7-7 in GCSE Combined Science).

### Related subjects at Sixth Form

Physics can be combined with any other A Levels offered at Barnard Castle School. Students often pair it with other sciences, Mathematics, Design Technology, Modern Foreign Languages, and Economics.

The subject is particularly well-linked to the mechanics component of the Mathematics course and the atomic structure topic in the Chemistry syllabus. Students who choose these alongside Physics can develop a more holistic understanding of these scientific and mathematical theories.

While Physics and Mathematics (or Core Maths) can be a helpful combination due to overlapping content and skills, it is not a requirement; a good grounding at GCSE Mathematics is sufficient and many successful students study Physics without taking A Level Mathematics.

### Where could this lead?

Physics graduates are highly regarded by employers across the industrial, commercial, and academic spectrum. Alongside their knowledge of physical principles, physicists are analytical thinkers, problem solvers, and clear communicators—skills that are particularly attractive to employers.

While some physicists continue into research, pushing the boundaries of human knowledge and understanding, many others pursue careers in finance, law, business, education, technology, engineering, and various other sectors.

### Further important information

We follow the concept-led approach of the Edexcel A Level course, but at Barney, we place a strong emphasis on developing students' practical and investigative skills. In addition to the standard set of 16 core practicals, we include 14 supplementary practicals and investigations, along with numerous other experimental activities.

Our staff team consists of well-qualified physicists with a diverse range of complementary interests and extensive experience teaching other Physics syllabi, including the Pre-U course.



# Politics



**Head of Department:** Mrs A J Campbell  
**Exam board:** Pearson Edexcel  
**Qualification name:** Politics  
**Qualification codes:** 9PLO  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *Politics*?

If you enjoy debating current affairs and following the news, this may be the course for you. It is a subject which offers a real world insight into political events as they unfold. Politics is a subject which equips students with an essential understanding of the society in which they play a part.

## What you will study

### Unit 1 (9PLO/01): UK Politics

Students will study democracy and participation, political parties, electoral systems, voting behaviour and media, conservatism, liberalism and socialism.

### Unit 2 (9PLO/02): UK Government

Students will study the constitution, parliament, Prime Minister and executive, relationships between the branches and Feminism.

### Unit 3 (9PLO/3A): Comparative Politics

Students will study the US Constitution and federalism, US Congress, US Presidency, US Supreme Courts and civil rights, democracy and participation.

### How you will be assessed

**Unit 1** – 33.33% of the qualification (84 Marks)  
Section A: Political Participation  
One 30-mark question from a choice of two (each question uses a source) – students must complete one of these. Plus one 30-mark question from choice of two – students must complete one of these. All questions assess AO1, AO2 and AO3.  
Section B: Core Political Ideas  
One 24 Mark question from a choice of two, which assesses AO1, AO2 and AO3

**Unit 2** – 33.33% of the qualification (84 Marks)  
Section A: UK Government  
One 30-mark question from a choice of two (each question uses a source) – students must complete one of these. Plus one 30-mark question from choice of two – students must complete one of these. All questions assess AO1, AO2 and AO3.

Section B: Non-core Political Ideas  
One 24-mark question from a choice of two, which assess AO1, AO2 and AO3.

**Unit 3** – 33.33% of the qualification (84 Marks)  
Section A: One 12-mark questions from a choice of two, which assess AO1 and AO2.  
Section B: One compulsory 12-mark questions focused on comparative theories. which assesses AO1 and AO2.  
Section C: Two 30-mark questions from a choice of three, which assesses AO1, AO3 and AO3.

### Course requirements

There are no formal GCSE requirements beyond the School's entry requirements, although having a good GCSE in English will aid essay writing. No prior knowledge is assumed, but a willingness to keep up to date with current affairs is important.

### Related subjects at Sixth Form

Politics at Barney is a well-established course which can be studied alongside many subjects. It is chosen mainly by those who favour the Humanities and the Arts, but it can also give breadth to scientists. Those considering a career in law may also find this subject useful.

### Where could this lead?

Politics can be a useful choice for a wide range of careers, and for students who wish to keep their options open. Politics students are recognised as having good literacy and analytical skills. They are capable of reasoning independently and expressing their ideas clearly. A desire to study Politics suggests a lively and enquiring mind, a desire to explore new ideas and an ability to communicate effectively.

### Further important information

Students must show a willingness to switch off Capital Radio and tune in to Radio 4 and Five Live, which may please parents too! Students should watch politics-based television programmes such as Question Time and follow politicians on social media.



# Psychology



**Head of Department:** Miss R Johns  
**Exam board:** AQA  
**Qualification name:** Psychology  
**Qualification codes:** 7182  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *Psychology*?

Psychology is the scientific study of the mind and behaviour. The AQA A-Level Psychology course offers students the opportunity to explore a wide range of psychological concepts, theories, and research, developing critical thinking and analytical skills along the way. The course is ideal for those interested in understanding how people think, feel, and behave. A-Level Psychology provides a solid foundation for a wide range of university degrees and career paths. Because it blends science, research, and humanities, it's highly versatile and complements subjects such as biology, sociology, philosophy, law, and English.

## What you will study

The course is divided into several core topics, spanning both Year 12 (AS-level content) and Year 13 (A-level content):

1. Social Influence
2. Memory
3. Attachment
4. Approaches in Psychology
5. Psychopathology
6. Research Methods
7. Biopsychology
8. Issues and Debates in 9. Optional Topics

Students also study three topics from the list below (to be decided by the department):

- Relationships
- Schizophrenia
- Aggression
- Forensic Psychology
- Gender
- Stress

### How you will be assessed

The A-Level is assessed through three exam papers, each worth 33.3% of the final grade:

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

Content: Social Influence, Memory, Attachment, Psychopathology  
Duration: 2 hours

Weighting: 33.3% of A-Level

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

Content: Approaches in Psychology, Biopsychology, Research Methods

Duration: 2 hours

Weighting: 33.3% of A-Level

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

Content: Issues and Debates, plus three optional topics (e.g., Schizophrenia, Relationships, Forensic Psychology)

Duration: 2 hours

Weighting: 33.3% of A-Level  
Each paper includes a mixture of multiple-choice questions, short-answer questions, and extended writing.

### Course requirements

Students should have achieved at least a grade 5 in Science and Mathematics GCSE

### Related subjects at Sixth Form

Depending on the longer term goals of the individual and the inter-disciplinary nature of the subject, Psychology can relate to a wide range of other A Level subjects.

### Where could this lead?

Psychology A Level is useful for those wishing to pursue a career in areas such as medicine, social work, law, business, advertising, the probation service and teaching. For students who wish to continue with Psychology beyond degree level, career options include educational psychology, forensic psychology and clinical psychology.

### Further important information

Studying Psychology at Barnard Castle School is taught in small groups with a strong focus on the needs of each individual within the class. Discussions, presentations, group and individual tasks all feature heavily within our programme. Lessons are welcoming, relaxed and interactive with all students receiving one-to-one attention on a regular planned basis alongside our offering of weekly tutorials.

# Religion, Ethics and Philosophy (REP)



**Head of Department:** Mrs R Romano  
**Exam board:** AQA  
**Qualification name:** Religious Studies  
**Qualification codes:** 7062  
**UCAS 2025/26 points:** A\* 56 A 48 B 40 C 32 D 24 E 16

## Why choose *Religion, Ethics and Philosophy*?

The course is made up on Philosophy, Ethics, and Christianity and is suitable for atheist, agnostic and believer alike. We are about the academic study of religion and morality. Students thrive upon discussion and projects surrounding both human and animal ethics. We stretch our minds, asking why a loving God would allow suffering? Are there such things as miracles? If there is life after death, what form would it take? We study how Christianity responds to issues of gender and sexuality, scientific discovery and growing secularisation. This very popular A Level is for thinkers and those who enjoy grappling with questions where the answers may be far from reach. We take our studies out of school to lectures and workshops.

## What you will study

### Component 1: Philosophy of Religion and Ethics 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

- Ethical theories
- Issues of human life and death
- Issues of animal life and death
- Introduction to meta ethics
- Free will and moral responsibility
- Conscience
- Bentham and Kant

### Component 2: Christianity and Dialogues Section A: Christianity

- Sources of wisdom and authority
- God/gods/ultimate reality
- Self, death and the afterlife
- Good conduct and key moral principles
- Expression of religious identity
- Religion, gender and sexuality
- Religion and science

- Religion and secularisation
- Religion and religious pluralism

### Section B: Dialogue between Christianity and Philosophy

### Section C: Dialogue between Christianity and Ethics

### How you will be assessed

**Component 1:** 3 hour written exam worth 100 marks (50% of A Level)

**Component 2:** 3 hour written exam worth 100 marks (50% of A Level)

Both exams are taken at the end of the second year of the course.

### Course requirements

Grade 6 or above in GCSE English is preferable. It is not necessary to have taken Religion, Ethics & Philosophy at GCSE, though it is advantageous.

### Related subjects at Sixth Form

This course complements any other A Level choice. Current students combine REP with a wide range of subjects, from Maths, English, and Sciences to Languages and Humanities.

### Where could this lead?

Religious, philosophical and ethical qualifications are respected by universities and employers as they reflect personal and empathetic skills as well as academic astuteness. Graduates are able to pursue careers in any of the historic professions of Law and Medicine, the Armed Forces, Business and the Civil Service, indeed any job where analytical, logical and strategic thinking are required.

### Further important information

The lessons are taught in seminar, rather than didactic, style, in a supportive and encouraging manner. Each student is seen as an individual and helped to progress towards their true potential. A range of techniques are used to ensure enjoyable and fascinating study and exploration of complex modern issues and ancient philosophies. Vital and transferable skills are gained such as clear thinking, logical reasoning, problem solving, and critical analysis.

## Additional Qualifications

**Head of Department:** Mrs C E Connor

### Combined Cadet Force (CCF) Courses

With roots stretching back to the establishment of an Officer Training Corps at school in 1909, the Combined Cadet Force has grown into one of the biggest school units in the country. Participation in our Army or RAF sections is completely voluntary but is thoroughly rewarding and immense fun.

#### Why choose *CCF Qualifications*?

Whether you're considering going to college, university, joining the armed forces or entering the work place, one thing is for certain: the more qualifications you have, the better your chances of success. These qualifications are available either free or subsidised as part of your cadet activities. They are recognised by colleges, universities and employers, and are designed to help you develop the skills and knowledge you need to succeed in almost all aspects of life and work.

#### What you can study

##### BTEC Level 2 Diploma in Teamwork and Personal Development in the Community

Is a vocational qualification designed to equip learners with essential teamwork, leadership, and communication skills. It focuses on personal growth, problem-solving, and working effectively within a team, making it highly valuable for those interested in careers in public services, community work, or leadership roles. Completing this qualification provides a recognised credential that enhances employability, boosts confidence, and supports progression to further education.

**OPEN TO** – Cadets in Lower Sixth Form

**COST** – Free

**BOARD** – Cadet Vocational College

##### ILM Level 3 in Leadership and Management

Is a vocational qualification designed to equip learners with essential teamwork, leadership, and communication skills. It focuses on personal growth, problem-solving, and working effectively within a team, making it highly valuable for those interested in careers in public services, community work, or leadership roles. Completing this qualification provides a recognised credential that enhances employability, boosts confidence, and supports progression to further education.

**OPEN TO** – Cadets in Lower Sixth Form

**COST** – £100

**BOARD** – Cadet Vocational College

### Peer Support Courses

##### FAA Award in First Aid for Youth Mental Health (Level 2 RQF)

Is a nationally recognised, intermediate-level qualification that provides essential knowledge and skills in youth mental health first aid. This course covers key topics such as recognising common mental health conditions, providing initial support, and signposting individuals to professional help. It also emphasises the importance of reducing stigma and promoting positive mental well-being among youth. Ideal for those working with or supporting young people, this qualification enhances confidence in addressing mental health concerns effectively and sensitively.

**OPEN TO** – Cadets in Lower Sixth Form

**COST** – Free

**BOARD** – Regulated Qualifications Framework





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