SANDBACH
SCHOOL SIXTH FORM

Developing Outstanding People

Prospectus

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Welcome from the Director of Sixth Form

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

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

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

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

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

We look forward to welcoming you into our sixth form!

Nell Johnson
Director of Sixth Form

Your Key Information

Student Leadership Opportunities

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

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

Leading the School Forward

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

Other Activities & Experiences

Employers and universities place a high value on your extra-curricular experiences, and at Sandbach School Sixth Form we are passionate about offering you a range of opportunities that compare well with the very best schools nationally. In recent years students in our sixth form have been on trips to places such as New Zealand, Canada, Borneo, South Africa and Barcelona. They have also played in major sporting finals at a regional and national level, put on nationally acclaimed theatre productions and won major awards for music. Many of our sixth form students successfully complete the Duke of Edinburgh Gold Award and an even higher number partake in the National Citizenship Service. These opportunities are just some of those available to students in our sixth form.

Sixth Form Clubs & Societies

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

Support for Your Future

At Sandbach School Sixth Form, we believe that the support you receive is vital to your progression to the next stage of your life. This personalised support is a consistent feature which underpins our entire ethos. You will be guided through the difficult parts of your studies by skilled academic tutors who understand your needs. When it comes to university and apprenticeship applications, we have an outstanding application guidance process allowing you to make the right decisions and get the right place for you. You will be encouraged to develop independent study and learning skills that will enable you to make informed decisions about your academic journey.

Entry Requirements

The basic entry criteria to join Sandbach School Sixth Form for A Levels is five GCSEs, at grade 5 or above, including English and Maths. For BTEC courses and vocational qualifications it is five GCSEs at grade 4 or above.

Some subjects have specific entry requirements in place, such as maths and science subjects which require a grade 6.

Curriculum Offer

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

Plus

Additional Qualification

- EPQ
- Core Maths
- Specialist Music Course
- Talented Athlete Programme

Plus

Enrichment Choice

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

Core Maths

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

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

The Extended Project Qualification

The Extended Project Qualification (EPQ) is an additional qualification which can be taken alongside A level and BTEC courses in Year 12. Students undertake a research project about a topic of personal interest and complete an extended piece of work, which can be either an essay or a creative piece. The project requires around 90 hours of independent study with students being supported along the way with weekly skills lessons delivered by the course coordinator as well as fortnightly meetings with an allocated supervisor.

Completing an EPQ prepares students for university-level study by allowing students to develop skills in time management, academic research, critical thinking, report writing and self-reflection and therefore this qualification is highly regarded by universities and can boost students' university applications.

Below are some examples of our past EPQ titles:

- To what extent has Russia's geography led to the Ukraine crisis?
- Why have outdoor brands changed target audience, and how have the brands responded?
- To what extent did Gordon Brown benefit the economy from 1997-2007?
- Do the political, commercial, environmental and humanitarian implications outweigh the positives of space exploration?
- Designing a high-performance PC enclosure under 20 litres.

Art - Fine Art

Why Choose Fine Art?

Art, Craft and Design is a great subject to further your artistic skills. You will have the opportunity to extend your skills in drawing, painting, printmaking, mixed media, photography, and digital applications.

No only that, but the skills achieved through studying A level Art are wide ranging. Students learn to think creatively, take risks with their work and ideas, be ambitious, playful and curious about the world. Students learn to reflect, research, analyse along with learning to work independently and manage time efficiently. These skills are applicable for any university course and area of life.

Studying an Art and Design based course provides entry to an unprecedented range of specialisms and skills – both traditional and digital. The creative industries are one of the fastest growing in the UK and this is reflected in the broad range of creative courses available at university as well as future careers.

To study A Level Fine Art a GCSE grade 5 in an Art based subject is preferred. However, if you have not taken Art at GCSE, you can present a portfolio of work produced in your own time for consideration.

Course Content

We follow the Eduqas specification for A Level Fine Art. The course consists of two assessed units:

Unit 1: Personal Investigation Portfolio, a coursework unit, 60% of overall mark. There is also a 1000-3000 word assignment as part of this unit.

Unit 2: Externally Set Assignment, 40% of overall mark. Papers are released in February and the project approach assignment is studied until May and results in a 15 hour exam.

Year 12:

Skill Building and Workshops

In the first and second term students complete a variety of project-based workshops that introduce a broad range of techniques and materials. Students will also be introduced to, and select, a variety of different artists to research and create a personal response to.

Unit 1 Personal Investigation

Towards the end of year 12 students prepare for the Personal Investigation by selecting a theme to research and investigate.

Year 13:

Unit 1 Personal Investigation

Students continue to research and develop outcomes for the Personal Investigation. Students will also produce a piece of written research (1000-3000 words) that looks at some wider aspect of the theme. This will run from September to January.

Unit 2 Externally Set Task

From February to May, students research one of the set themes from the exam paper and then have 15 hours to produce, unaided, an outcome.

Assessment Pattern

Learning is developed through group workshops, practical demonstrations and individual tutorials, supported by the use of sketchbooks, gallery visits and other appropriate support and research materials.

At the end of both the first and second years there are assessments where students demonstrates their progress during the course. Examinations at the end of the first year are internal assessments. At the end of the second year there is a 15 hour practical exam to conclude the exam unit.

Opportunities for learning outside of the classroom

We run a number of educational visits to exhibitions and galleries to encourageengagement with art outside of the classroom.

Art Graphics

Why Choose Art Graphics?

Graphic Communication is a subject where you further develop your visual design skills. This is an Art based course where you will work with a range of media, including both digital and sketchbook based, in developing your skills and understanding in a range of design areas including typography, illustration, branding and visual design.

The skills achieved through studying A level Art Graphics are wide ranging. Students learn to think creatively, take risks with their work and ideas, be ambitious and problem-solve. Students learn to reflect, research, analyse along with learning to work independently and manage time efficiently. These skills are applicable for any university course and area of life.

Studying an Art and Design based course provides entry to an unprecedented range of specialisms and skills – both traditional and digital. The creative industries are one of the fastest growing in the UK and this is reflected in the broad range of creative courses available at university as well as future careers.

To study A Level Art Graphics a GCSE grade 5 in an Art based subject is preferred or grade 5 in a digital creative subject such as Creative Imedia However, if you have not taken Graphics at GCSE, you can present a portfolio of work produced in your own time for consideration.

Course Content

We follow the A Level Art and Design: Graphical Communication. The course consists of two assessed units:

Unit 1: Personal Investigation Portfolio, a coursework unit, 60% of overall mark. There is also a 1000-3000 word assignment as part of this unit.

Unit 2: Externally Set Assignment, 40% of overall mark. Papers are released in February and the project approach assignment is studied until May and results in a 15 hour exam.

Course Structure

Year 12:

Skill Building and Workshops

In the first and second term students complete a variety of project-based workshops that introduce a broad range of digital and low-tech techniques and skills. Students will also be introduced to, and select, a variety of different artists and designers to research and create a personal response to.

Unit 1 Personal Investigation

Towards the end of year 12 students prepare for the Personal Investigation by selecting a theme to research and investigate.

Year 13:

Unit 1 Personal Investigation

Students continue to research and develop outcomes for the Personal Investigation. Students will also produce a piece of written research (1000-3000 words) that looks at some wider aspect of the theme. This will run from September to January.

Unit 2 Externally Set Task

From February to May, students research one of the set themes from the exam paper and then have 15 hours to produce, unaided, an outcome.

Assessment Pattern

Learning is developed through group workshops, practical demonstrations and individual tutorials, supported by the use of digital portfolios and sketchbooks, gallery visits and other appropriate support and research materials.

At the end of both the first and second years there are assessments where students demonstrates their progress during the course. Examinations at the end of the first year are internal assessments. At the end of the second year there is a 15 hour practical exam to conclude the exam unit.

Opportunities for learning outside of the classroom

We run a number of educational visits to exhibitions and galleries to encourage engagement with art outside of the classroom.

Art - Photography

Why Choose Photography?

Photography is a subject where you develop your visual language skills in recording and responding to the world around you. As a digital-based course you have access to DSLR cameras, as well as a studio, and will develop your skills and understanding of photography techniques, photography for different purposes and skills in editing and manipulation using both digital software and low-tech techniques.

The skills achieved through studying A level Photography are wide ranging. Students learn to think creatively, take risks with their work and ideas, be ambitious and curious about the world. Students learn to reflect, research, analyse along with learning to work independently and manage time efficiently. These skills are applicable for any university course and area of life.

Studying Photography provides entry to an unprecedented range of photography and design based specialisms and skills – both traditional and digital. The creative industries are one of the fastest growing in the UK and this is reflected in the broad range of creative courses available at university as well as future careers.

To study A Level Photography a GCSE grade 5 in an Art based subject is preferred. However, if you have not taken Photography at GCSE, you can present a portfolio of work produced in your own time for consideration.

Course Content

We follow the Eduqas specification for A Level Art and Design: Photography. The course consists of two assessed units:

Unit 1: Personal Investigation Portfolio, a coursework unit, 60% of overall mark. There is also a 1000-3000 word assignment as part of this unit.

Unit 2: Externally Set Assignment, 40% of overall mark. Papers are released in February and the project approach assignment is studied until May and results in a 15 hour exam.

Year 12:

Skill Building and Workshops

In the first and second term students complete a variety of project-based workshops that introduce a broad range of digital photography techniques and low-tech skills. Students will also be introduced to, and select, a variety of different artists and designers to research and create a personal response to.

Unit 1 Personal Investigation

Towards the end of year 12 students prepare for the Personal Investigation by selecting a theme to research and investigate.

Year 13:

Unit 1 Personal Investigation

Students continue to research and develop outcomes for the Personal Investigation. Students will also produce a piece of written research (1000-3000 words) that looks at some wider aspect of the theme. This will run from September to January.

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Assessment Pattern

Learning is developed through group workshops, practical demonstrations and individual tutorials, supported by the use of digital portfolios and sketchbooks, gallery visits and other appropriate support and research materials.

At the end of both the first and second years there are assessments where students demonstrates their progress during the course. Examinations at the end of the first year are internal assessments. At the end of the second year there is a 15 hour practical exam to conclude the exam unit.

Opportunities for learning outside of the classroom

We run a number of educational visits to exhibitions and galleries to encourage engagement with photography and art outside of the classroom.

Biology

Why Choose Biology?

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

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

Course Content

Year 1:

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

Year 2:

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

Practical Work

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

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

Exams

A level Examinations

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

Paper 1

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

Paper 2

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

Paper 3

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

Assessment Pattern

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

Opportunities for learning outside of the classroom

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

Career Opportunities

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

Quotes from current/ex-students

"this truly is the most interesting thing I have learned in School"- Alex Bishop
"It's been hard but I've really enjoyed it" – Shaun Hanley

Business Studies

Course Content

The Pearson Edexcel Level 3 Advanced GCE in Business is structured into four themes and consists of three externally examined papers. Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4,requiring students to take a more strategic view of business opportunities and issues.

Theme 1: Marketing and People

Students will develop an understanding of:
· meeting customer needs
· the market
· marketing mix and strategy
· managing people
· entrepreneurs and leaders

Theme 2: Managing Business Activities

Students will develop an understanding of:
· raising finance
· financial planning
· managing finance
· resource management
· external influences

Theme 3: Business Decisions and Strategy

This theme develops the concepts introduced in Theme 2. Students will develop an understanding of:
· business objectives and strategy
· business growth
· decision-making techniques
· influences on business decisions
· assessing competitiveness
· managing change

Theme 4: Global Business

This theme develops the concepts introduced in Theme 1. Students will develop an understanding of:
· globalisation
· global markets and business expansion
· global marketing
· global industries and companies (multinational companies)

Lesson Structure

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

Assessment Pattern

A level Examinations

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

Paper 1

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

Paper 2

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

Paper 3

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

Extra Information

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

Chemistry

Why Choose Chemistry ?

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

- measuring energy changes in chemical reactions
- tests for identifying different types of compound
- different methods for measuring rates of reaction
- studying electrochemical cells
- preparation of organic solids and liquids
- an advanced form of chromatography for more accurate results.

Course Content

Chemistry is broken down into 3 key strands, all of which are taught during year 12 and year 13. These are Physical chemistry, Inorganic chemistry and Organic chemistry.

Physical Chemistry

Atomic structure, Amount of substance, Bonding, Energetics, Kinetics, Chemical equilibria, Le Chatelier's principle and Kc, Oxidation, reduction and redox equations, Thermodynamics (A level only), Rate equations (A level only),

Equilibrium constant Kp for homogeneous systems (A level only), Electrode potentials and electrochemical cells (A level only), Acids and bases (A level only).

Inorganic Chemistry

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

Organic Chemistry

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

Assessment Pattern

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

There are 12 required practicals and these will be assessed and recorded. Successful completion and passing the associated competencies entitles you to gain an A-Level in Chemistry 'with practical endorsement' – which is a requirement for most universities.

Mini assessments for each topic will be used to monitor progress, and more formal review assessments that cover all content taught up to that point will be as per 6th form policy.

Year 1

Paper 1

(50% of year 1): Relevant physical chemistry and inorganic chemistry topic.

Written exam: 1 hour 30 minutes (65 marks of short and long answer questions/15 marks of multiple choice questions)

Paper 2 (50% of year 1): Relevant physical chemistry and organic chemistry topics.

Written exam: 1 hour 30 minutes (65 marks of short and long answer questions/15 marks of multiple choice questions)

Year 2

Paper 1

(35% of A level): Relevant physical chemistry and inorganic chemistry topics.

Written exam:

2 hours (105 marks of short and long answer questions)

Paper 2

(35% of A level): Relevant physical chemistry and organic chemistry topics.

Written exam:

2 hours (105 marks of short and long answer questions)

Paper 3

(30% of A level): Any content

Written exam:

2 hours (40 marks of questions on practical techniques and data analysis,
20 marks of questions testing across the specification and 30 marks of multiple choice

Opportunities for learning outside of the classroom

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

Possible career options

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

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

Quotes from current/ex-students

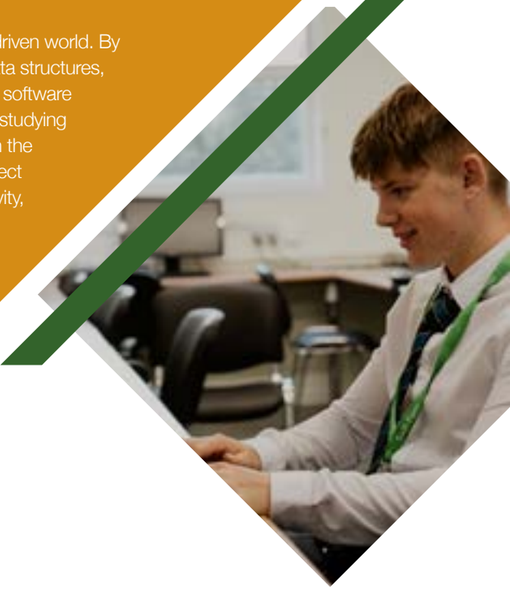
"Chemistry has allowed me to develop my problem-solving skills which will be useful for later careers" – Josh Price

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

Computer Science

Why Choose Computer Science?

The skills taught in computer science are in high demand in today's technology-driven world. By developing a solid understanding of programming languages, algorithms, and data structures, individuals can enhance their career prospects in a variety of industries, including software development, cyber security, data analysis, and artificial intelligence. Additionally, studying computer science at A Level provides a strong foundation for further education in the field, whether pursuing a degree or professional certifications. Moreover, the subject encourages logical and critical thinking skills, problem-solving abilities, and creativity, which can be applied not only to technology-related fields but also to various aspects of everyday life. Taking A Level Computer Science equips individuals with the knowledge and skills needed to thrive in the digital age, making it an excellent investment for future success.



Course Content

Component 1 - Computer Systems

The characteristics of contemporary computer systems, programming techniques, number representation and a range of other computer science theory topics.

Component 2 - Algorithms and Programming

Elements of computational thinking, algorithms, problem solving and programming.

Component 3 - Programming Project

An engaging, extended practical project where learners are expected to develop a programmed solution to solve a real world problem.

Lesson Structure

Your time will be equally split between theory and practical. Theory lessons will involve a variety of activities from independent research through to creating problem solving scripts. Practical activities will be mostly programming oriented in a range of languages.

Assessment Pattern

Component 1

Written Paper: 2 hours 30 minutes
Weighting: 40% of total A level marks

Component 2

Written Paper: 2 hours 30 minutes
Weighting: 40% of total A level marks

Component 3

Non Exam Assessment – internally Marked and externally moderated. Weighting 20% of total A level marks Extra Information.

Extra Information

This GCE specification encourages candidates to gain an understanding of systematic methods – such as the use of algorithms and test strategies, the maintenance of computer systems, and the skills associated with documenting solutions – and encourages candidates to further develop skills associated with applying this knowledge and understanding to producing computer-based solutions to real problems.

Drama and Theatre Studies

Course Content

Drama and Theatre Studies is a combination of practical, practitioner influenced workshops and written analysis and reflection. Workshops will be challenging, fast paced and engaging and require students to research performance genres, director influence on contemporary theatre and the history of theatre. The course covers performance, technical and directing skills and also requires the study of politics, history and literature to support the development of a broad understanding of theatre.

Assessment Pattern

The course will be examined through a combination of 40% written exam and 60% practical reflection using the following criteria:

Component 1: Theatre Workshop

Non-exam Assessment: internally assessed, externally moderated, 20% of qualification. Learners are assessed on either acting or design. Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by WJEC. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company. Learners must produce: a realisation of the performance or design and a creative log.

Component 2: Text in Action

Non-exam Assessment: externally assessed by a visiting examiner, 40% of qualification. Learners are assessed on either acting or design. Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC:
1. A devised piece using the techniques and working methods of either an influential
theatre practitioner or a recognised theatre company (a different practitioner or
company to that chosen for Component 1)
2. An extract from a text in a different style chosen by the learner. Learners must
realise their performance live for the visiting examiner. Learners choosing design must also give a 5-10 minute presentation of their design to the examiner. Learners produce a process and evaluation report within one week of completion of the practical work

Component 3: Text in Performance

Written Examination: 2 hours 30 minutes, 40% of qualification. Learners study three play scripts in the context of practical performance: **Hedda Gabler** by Henrik Ibsen, **Saved** by Edward Bond and T**he Curious Incident of the Dog in the Night**-time by Mark Haddon. The exam features questions on design, rehearsal, acting and the influence of contemporary theatre practise.

Economics

Why Choose Economics ?

Economics asks the question "how can we make the best use of our scarce resources?" It has a theoretical component, but the subject is driven by a need to explain the real world. It is a social science, halfway between the arts and the sciences. A Level economics is highly respected by all universities for a wide range of courses, including Manchester and Liverpool (Economics, Economics with Finance). Employment opportunities where your economics skills will be particularly valued include business management and consultancy, journalism, media, the law, marketing, the civil service, and politics. You will enjoy this course if you want to study a subject that:

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

Course Content

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

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

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

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

Theme 1: Introduction to markets and market failure

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

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

Theme 2: The UK economy – performance and policies

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

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

Theme 3: Business behaviour and the labour market

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

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

English Language

Course Content

1. Group work – discussion
2. Presentation
3. Research
4. Writing workshops
5. Formal teaching
6. University visits/lectures
7. Seminars

Assessment Pattern

Year 1

Paper 1 – Language and the Individual

- Analysis of two texts on a common theme, focusing on meanings, representations and contexts.

Paper 2 – Language Varieties

- A discursive essay about language diversity (gender, occupation, dialect)
- A directed writing task about attitudes to language.

Year 2

Paper 1 – Language, the Individual and Society (40%)

- Analysis of two texts on a common theme (one is an older text) using the concepts for language analysis.
- Discursive essay on children's language development.

Paper 2 – Language Diversity and Change (40%)

- An evaluative essay on diversity or change. This explores debates about social attitudes to language and includes topics such as gender and dialect.
- An analysis of how two texts use language to present ideas, attitudes and opinions.
- A directed writing task.

Coursework – Language in Action (20%)

- A language investigation exploring and analysing language data independently.
- A piece of original writing and commentary.

Extra Information

This course offers clear skills progression from GCSE with exciting text and data-based sources of language in its various forms and contexts.

The variety of assessment styles used, such as data analysis, discursive essays, original writing and research-based investigative writing, allows students to develop a range of skills.

These include critical reading, data analysis, evaluation, the ability to develop and sustain arguments and a number of different writing skills which are invaluable for both further study and future employment. Career opportunities: Print journalism, public relations, teaching, the media (TV & radio), the civil service and publishing.

English Literature

Course Content

Component 1 - Drama
"Hamlet" by William Shakespeare and "A Street Car Named Desire" by Tennessee Williams.

Component 2 - Prose
Two texts studied on the theme of "Colonisation": "The Adventures of Huckleberry Finn" by Mark Twain and "The Lonely Londoners" by Sam Selvon".

Component 3 - Poetry
Studies will be based around a collection of modern poetry (post 2000) and romantic poetry.

Component 4 - Coursework
Free study of texts.
A unit of work on Gothic fiction will be studied to support this. Texts read will include "The Wasp Factory" by Iain Banks and "Frankenstein" by Mary Shelley.

Lesson Structure
Group work – discussion
Presentation
Formal teaching
Student teaching
Theatre visits

Assessment Pattern

All assessments will be completed in the summer of Year 13.

Component 1
written 2 hour examination (open book)

Component 2
written 1 hour examination (open book)

Component 3
written 2 hour examination (open book)

Component 4
coursework assignment of 2500 – 3000 words

Extra Information
The course will stimulate your enthusiasm for the study and enjoyment of literature whilst developing your skills of critical reading, writing and communication. Career opportunities: Law, teaching, management, journalism and media. English Literature is a facilitating subject for the Russell Group universities.

Further Maths

Course Content

If you choose Further Maths you will be studying for two A levels in Maths. This could mean that you spend two thirds of your time at school doing Maths. You have to really enjoy the subject.

It is highly recommended if you are considering studying a degree in Maths, Physics, Engineering or Economics at one of the best universities.

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

Lesson Structure

As with A level maths, lessons will be delivered in a variety of ways, however more emphasis will be placed on learning independently and it is likely that the class size will be smaller. Students will have an additional two teachers for their Further Maths course.

Assessment Pattern

The assessment is 100% exam based. Four 1 hour 30 minutes, equally-weighted, externally assessed written exams are taken in June at the end of the course.

Two are Pure Mathematics, Further Statistics 1 and Further Decision 1 are the Applied Maths examinations.

Extra Information

Further Maths is a challenging qualification, which both extends and deepens students' knowledge and understanding beyond the standard A level Mathematics.

Any student planning to take a mathematics-rich degree, (such as Engineering, Sciences, Computing, Finance/ Economics, etc., as well as Mathematics itself) will benefit enormously from taking Further Mathematics.

You will study more maths that's relevant to your university course, which will help you to hit the ground running.

Some prestigious university degree courses now require a Further Maths qualification, and many university courses prefer students who have studied Further Maths to at least AS level. This has resulted in more and more students studying Further Maths over the last few years.

Geography

Why Choose Geography?

Geography is highly valued by universities as an A Level choice. It combines well with both arts and science subjects. It can be a facilitating subject - that is a subject most likely to be required or preferred for entry to degree courses. Geography opens doors to other degrees such as business and administrative studies, law, engineering and technology, and the other social physical sciences. Geography was also found to be the most relevant A Level subject in teaching students about climate change (YouGov/RGS2020). There are opportunities for discussion and extended research, which will help you become an independent thinker and learner. You will also learn in a wide variety of ways, using maps, GIS skills, data analysis, photos, videos, and podcasts. You will be encouraged to frame your own questions using higher level thinking skills and show your grasp of complex issues through report and essay writing. Fieldwork will be an essential part of the A Level course.

Course Content

Component 1 – Dynamic Landscapes and Physical Systems and Sustainability

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

Component 2 – Dynamic Places and Human Systems and Geopolitics

In Year 1 you will study Globalisation and Shaping Places. In Year 2 you will study Superpowers and Global Development & Connections.

Component 3 – Synoptic Investigation of a Contemporary Geographical Issue

Based on a geographical issue within a place based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas.

Component 4 – Independent Investigation (coursework)

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

Lesson Structure

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

Assessment Pattern

Unit 1 – 2 hour 15 minutes written paper – 30% of A level
Unit 2 – 2 hour 15 minutes written paper – 30% of A level
Unit 3 – 2 hour 15 minutes written paper – 20% of A level
Unit 4 – 3000-4000 word Investigation (Non Examination Assessment) – 20% of A level

Extra Information

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

Geography is highly valued by Universities as an A level choice. The Russell Group report published names Geography as a key facilitating subject therefore will keep more options open to you at University.

Geographers are employed in a wide range of sectors, including the public sector, education, commerce, industry, transport and tourism. It is a myth that geographers can only do certain types of jobs. Employers include: Meteorologist; geologist; mineral surveyor; oceanographer; Ordnance Survey; environmental consultant; ranger; forestry; National Trust; charity worker; urban development; local council; radio and television broadcaster; reporter; aviation & air traffic control; Police Service; Ministry of Defence; Royal Navy; RAF; airplane pilot; lawyer; politician; investment banker; estate agent.

German

Course Content

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

Lesson Structure

Teaching in small groups, normally with two different teachers. Regular contact with Foreign Language Assistant for extended speaking practice. Opportunities to travel to Germany.

Assessment Pattern

Paper 1: Listening, reading and writing

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

Paper 2: Writing

2 hours • 80 marks in total • 20% of A level
• Either one question in German on a set text from a choice of two questions and one question in French on a set film from a choice of two questions or two questions in German on set texts from a choice of two questions on each text. Students are advised to write approximately 300 words per essay.

Paper 3: Speaking

21-23 minutes including 5 minutes preparation time • 60 marks in total • 30% of A level
Questions
• Individual research project. One of four themes. Aspects of German speaking society: current trends, Aspects of German-speaking society: current issues, Artistic culture in the German-speaking world, Aspects of political life in the German speaking world
• Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks)
• Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks

Extra Information

Language learning is about communication and students will participate in group discussions, make presentations and will have opportunities to develop I.T. skills. The study of a major European language complements any other subject.

History

Course Content

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

Studying history will create a depth understanding of the value and significance of events in the past and gain a deeper understanding of social, religious, economic and cultural issues.

Examinations will follow the linear model and there will be a coursework element that will count to 20% of your final A level. If you would like further clarification or input please speak to a history teacher.

Topics Studied

Year 1

The Early Stuarts, Origins of the Civil War and the execution of Charles I 1603–1660
(50% of AS; 25% of A level)
The American Revolution 1740-1796 (50% of AS; 15% of A level)

Year 2

China and its Rulers 1839-1989 (40%)
Topic Based Essay – The Crusades (20%)

Assessment Pattern

Unit 1 – Source analysis; Essay question
Unit 2 – Comparing factors and making a judgement; essay question
Unit 3 – Historical interpretations question; thematic essay
Unit 4 – Topic based essay – an extended essay of 3000 – 4000 words, arising from independent study and research

Lesson Structure

- Formal teaching and teacher led discussion
- Individual research
- Group research
- Presentations
- Individual tutoring, developing students' own strengths
- Lessons will often be student based and geared to supplement and consolidate research tasks. Extensive use is also made of specialist conferences addressed by leading university lecturers.

Extra Information

History combines admirably with almost any other subject, giving academic rigour and credibility to your course, and the opportunity to develop Key Skills, especially communication, working with others and independent research.

A History degree is always in demand from employers, in areas such as the law, journalism and management. History is classified as a 'facilitating subject' by the Russell Group and therefore leaves open a wide range of courses to you for study at university.

Law

Why Choose Law?

Law affects everybody without exception at some point in their lives, whether it be buying a house, a dispute with a neighbour or even if you find yourself or someone you know on the wrong side of the law for example.. It is a dynamic, exciting and fascinating subject which sparks a lot of human interest and features on the news almost every day. Being aware of the law enables us to keep up with current affairs and because of this, it comes as no surprise that it is one of the most popular subjects to study at University and one of the most competitive and highly regarded professions to enter into.

Course Content

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

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

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

Lesson Structure

Lessons are structured to develop your problem solving, logical analysis, essay writing and independent learning skills through the use of e-learning , group work on problem solving exercises, case studies, research activities, role-play activities, discussions and debate.

Students will be expected to keep an up to date folder and also an Independent learning log.

Assessment Pattern

Paper 1

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

Paper 2

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

Paper 3

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

Extra Information

The course is entirely exam based and includes visiting speakers such as University Law students and magistrates as well as visits to local Crown and Magistrates' Courts.

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

A level Law can be a great asset if you wish to study Law at University. A minimum grade of a 6 at GCSE in English is essential due to the highly analytical nature of the subject.

Mathematics

Course Content

A level Maths provides students with a thorough grounding in the mathematical tools and techniques often needed in the workplace.

The logic and reasoning skills developed by studying Maths make sure the qualification is widely respected even in non mathematical arenas. The A level is made up of both Pure and Applied Mathematics.

The Pure Maths makes up two-thirds of the qualification and provide the techniques in Algebra, Geometry, Trigonometry and Calculus that form the fundamental building blocks of the subject.

Mathematical applications make up the remaining third of the qualification and students will study Mechanics (forces, energy and motion) and Statistics (probability, data handling and testing hypotheses) in both AS and A2

Lesson Structure

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

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

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

Assessment Pattern

The assessment is 100% exam based. Three 2 hour, equally-weighted, externally assessed written exams are taken at the end of the two year course. Two are Pure Mathematics and the other is Applied; Statistics and Mechanics.

Extra Information

The study of mathematics can satisfy a wide range of interests and abilities. The strongest reason for studying mathematics to an advanced level is that it is interesting and enjoyable. People like its challenge, its clarity, and the fact that you know when you are right. The solution of a problem has an excitement and a satisfaction.

The course emphasises how Mathematics can be applied to find solutions to not only theoretical models but real life problems as well.

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

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

Media Studies

Course Content

Media One
Section A will focus on Media Language and Media Representations.

Questions in this section will test the following forms: advertising and marketing, music video.
Section B will focus on Media Industries and Media Audiences.

Questions in this section can test any two of the following forms: radio, newspapers, film (industries only).

Assessment Pattern
- Written exam: 2 hours, 84 marks, 35% of A-level

Questions
- A range of questions relating to an unseen source and Close Study Products.
- Two essay questions (20 marks), one of which is an extended response question.

Media Two
Focus on the in-depth media forms of television, magazines and online, social and participatory media/ video games

Assessment Pattern
- Written exam: 2 hours, 84 marks, 35% of A-level.

Questions
- One medium length unseen analysis question.
- Three essay questions (25 marks), one of which is an extended response question and one of which is a synoptic question.

Non-exam assessment: Creating a cross-media production
- Application of knowledge and understanding of the theoretical framework.
- Ability to create media products.

Assessment Pattern
- A choice of one of six annually changing briefs, set by AQA, 60 marks, 30% of Alevel, assessed by teachers, moderated by AQA.

Tasks
Students produce:
- a statement of intent.
- a cross-media production made for an intended audience.

Lesson Structure

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

Extra Information

The course will provide a sound understanding of the Mass Media and its role in society and will develop your skills of critical analysis, and the communication of ideas and concepts.

In particular the course offers key practical media production skills by industry experts. Career opportunities: the creative industries, media, radio & television, journalism, film, public relations and advertising.

Music

Course Content

Component 1 – Appraising Music

- Listening
- Analysis
- Contextual understanding

How is it assessed – Exam paper with listening and written questions using excerpts of music.
Section A: Listening (56 marks)
Section B: Analysis (34 marks)
Section C: Essay (30 marks)

Component 2 –Music Performance

Assessment Pattern

Solo and/or ensemble performing as an instrumentalist, or vocalist and/or music production (via technology) A minimum of ten minutes (no more than twelve minutes) of performance is required

Component 3 - Composition

How is it assessed – Composition 1: Composition to a brief (25 marks), Composition 2: Free composition (25 marks) A minimum of four and a half minutes (no more than six minutes) of music is required.

Assessment Pattern

Component 1 – Appraising Music

Listening
Analysis
Contextual understanding
How is it assessed – Exam paper with listening and written questions using excerpts of music.
Section A: Listening (56 marks)
Section B: Analysis (34 marks)
Section C: Essay (30 marks)
This component is 40% of A level marks
(120 marks in total)

Component 2 – Music Performance

Assessment Pattern

Solo and/or ensemble performing as an instrumentalist, or vocalist and/or music production (via technology).
A minimum of ten minutes (no more than twelve minutes) of performance is required. This component is 35% of A level marks, 50 marks in total, externally assessed.

Component 3 – Composition

Assessment Pattern

Composition 1: Composition to a brief (25 marks),
Composition 2: Free composition (25 marks)
A minimum of four and a half minutes (no more than six minutes) of music is required. This component is worth 25% of A level marks, 50 marks in total), externally assessed.

Extra Information

This course encourages students to develop particular strengths and interests and extend the skills, knowledge and understanding needed to communicate through music, and provides access to music – related careers.

Music Technology

Why Choose Music Technology?

The music industry is a very wide field, encompassing an enormous number of different career paths, most of which are not that of the performing musician. Roles such as Producer, Studio Engineer, Studio Assistant, Arranger, Media Composer, etc. all directly require the skills developed in Music Technology. Outside of the music industry; the skills developed as part of the course such as teamwork, project management, creative thinking and technical skills are all valuable to a wide variety of pathways and would open up opportunities in many industries.

Course Content

The course comprises of;
2 core units: 'Planning a Career in the Music Industry' and 'Live Sound Recording'

Plus, a selection of optional units. These are selected based on the skills and interests
of the cohort each year but typically will include;

- Understanding Recording Studio Design
- Music Production
- Podcast Production
- Music Promotion
- Event Management
- Studio Recording and Mixing

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

Lesson Structure

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

Extra Information

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

Opportunities for learning outside of the classroom

Field trip to a professional recording studio is arranged annually in addition to a number of industry experts who are visitors to the school to give guest lectures. The school's busy extra-curricular ensembles provide opportunities for Music Tech students to work in a variety of settings around the school site in order to support live performance and studio recordings.

Quotes from current/ex-students

"Studying Music Tech gave me great opportunities to gain practical skills in recording and learn lots that I'll use in my future music making" – Mar Wheeler (ex-student)

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

Philosophy And Ethics

Why Choose Philosophy & Ethics?

Religious Studies is a combination of Philosophy, Ethics and Religion, it is designed to develop a greater understanding and appreciation of religious beliefs and teachings, as well as the disciplines of ethics and philosophy of religion. Students will develop their skills of critical analysis in order to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas. It encourages students to think about the questions that science can't answer, consider their own points and take on the viewpoints of others.

Course Content

There are three components to the course; Philosophy of Religion, The study of Ethics, and Development in Religious Thought.

There will be 3 two hour exams that consist of writing essays worth 40 marks.

Some of the areas studied are;

- Can we trust our senses?
- What is the distinction between the mind and the body?
- How should we decide what the right thing to do is?
- Can we calculate happiness?
- Should people have the right to choose when to die?
- What is sexual ethics?
- Is there an afterlife?
- Who really was Jesus?
- Is Christianity sexist?

These and many other questions.

Assessment Pattern

The exams are essay based using a combination of knowledge and understanding. A01
and ability to evaluate A02.

The exams have 4 essay question and students choose 3 to answer. This allows us to prepare fully for essay style and potential questions fully equipping them with the skills required.

Extra Information

Religious Studies students are highly employable. More than 82% go on to employment or further study, and 29% go onto professional jobs – more than any other Humanities and Social Science subject except Architecture and Languages. In particular, Religious Studies graduates work in the NHS; the civil service; youth and social work, advertising, investment and banking, law, politics, business, the creativeindustries, the charity sector and NGOs, publishingand journalism, and education. The fact is, the skills developed in studying religions are increasingly in demand in a complex, connected, global world. They help us to understand ourselves, our society, and the world.

Physical Education

Why Choose Physical Education?

Open up the World of Sport – They encourage students to immerse themselves in the world of sports and PE with the chance to perform or coach a sport (through the non-exam assessment component), and delve into the how and why of physical activity and sport.
An Excellent Platform – Students receive a well-rounded and full introduction to the world of PE, sport and sports science. This complete grounding in the subject provides a fantastic base from which to build when they move on to higher education, employment or further training.
Skills for a Modern World – Students can develop a range of practical skills, including communication using appropriate language, dealing with pressure, split second decision-making, analysing and evaluating performance, and more. This specification will create confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team – all skills that will enable them to stand out and effectively promote themselves as they progress through life.

Course Content

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

Component 1: Physiological Factors Affecting Performance

1.1 Applied Anatomy and Physiology
1.2 Exercise Physiology
1.3 Biomechanics.

Component 2: Psychological Factors Affecting Performance

2.1 Skill Acquisition
2.2 Sports Psychology

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

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

Component 4: Performance in Physical Education (NEA)

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

Assessment Pattern

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

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

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

Physics

Why Choose Physics?

Physicists explore the fundamental nature of almost everything we know of. They probe the furthest reaches of the earth to study the smallest pieces of matter. Join them to enter a world deep beneath the surface of normal human experience. You will develop problem solving skills, analytical skills and mathematical skills. Students with an A-Level in Physics are highly regarded by both Universities and future employers. Possible degrees to consider after studying A-Level Physics include: Mathematics, Physics, Mechanical Engineering, Computer Science, Civil Engineering, Economics and Business. Studying A-level Physics offers an infinite number of amazing career opportunities including: Geophysicist/field seismologist, Healthcare scientist, medical physics, Higher education lecturer, Radiation protection practitioner, Research scientist (physical sciences), Scientific laboratory technician, Secondary school teacher, Meteorologist, Structural engineer, Acoustic engineer, Product/process development scientist, Systems developer, Technical author. You can also move into engineering, astrophysics, chemical physics, nanotechnology, renewable energy and more, the opportunities are endless.

Course Content

Year 1
- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and energy
- Electricity
- Further Mechanics (periodic motion)

Year 2:
- Further mechanics continued and thermal physics
- Fields
- Nuclear physics
- Astrophysics

Practicals
Physics, like all sciences, is a practical subject. Throughout the course you will carry out practical activities including:
- investigating interference and diffraction of laser light
- measuring acceleration due to gravity
- investigating systems that oscillate
- investigation of the links between temperature, volume and pressure
- safe use of ionising radiation
- investigating magnetic fields

Assessment Pattern
A range of taught theory lessons and practical lessons. There are 12 required practicals and these will be assessed and recorded. Successful completion and passing the associated competencies entitles you to gain an A-Level in Physics 'with practical endorsement' - which is a requirement for most universities. Mini assessments for each topic will be used to monitor progress, and more formal review assessments that cover all content taught up to that point will be as per 6th form policy.
There are three exams at the end of the two years for A-level, all of which are two hours long. At least 15% of the marks for A-level Physics are based on what you learned in your practicals.

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

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

Paper 3
(32% of A level): Section A Compulsory section: Practical skills and data analysis
Section B: 9. Astrophysics
Written exam: 2 hours, 80 marks: 45 marks of short and long answer questions on practical experiments and data analysis (Section A). 35 marks of short and long answer questions on Astrophysics (Section B)

Opportunities for learning outside of the classroom

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

Quotes from current/ex-students

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

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

Politics

Course Content

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

Year 1
Paper 1
- Democracy and participation
- UK Elections and Voting
- Political parties
- Voting Behaviour and Media
- The ideas of the three main political parties: Conservatism; Socialism; Liberalism

Paper 2
- Democracy and participation
- UK Elections and Voting
- Political parties
- Voting Behaviour and Media
- The ideas of the three main political parties: Conservatism; Socialism; Liberalism

Year 2
Paper 3
- Democracy and Participation
- The US Constitution
- The US Presidency
- US Congress
- Federalism
- Comparisons to the UK

Lesson Structure

Lessons will often be student based and geared to supplement and consolidate research tasks. Students will visit Parliament and will be offered a trip to Washington DC. The course also makes use of our thriving links with the local MP and other key local politicians.

Assessment Pattern

Three papers each 2 hour in length (33.3% each of A level)

Extra Information

Politics is a perfect complement to many other subjects. It is extremely stimulating and relevant and you will develop excellent key kills in research and communication. Are you are interested in a career in journalism, the law, government, civil service, industry, army, business, education? In short, this course will be a superb preparation for a wide range of career paths.

Product Design

Why Choose Product Design?

A Level Product Design enables you to combine an understanding of materials and bmanufacturing processes with your own creative visions by taking charge of the design process. You will develop analytical and evaluative skills alongside drawing and practical abilities, giving you the power to solve design problems. Importantly, you will need to be able to sketch clearly, think creatively and be able to solve problems effectively in order to succeed on this course. It can also lead in a wide range of career opportunities including Architecture, Engineering, Interior Design, Product Design, Automotive Design, Textiles and CAD/Cam Specialists

Course Content

Designing and making tasks, improving key skills and building on skills learnt at GCSE. There is a 10% weighting on Maths and Science on this course, so lessons will be dedicated to this.

In Year 12 pupils will study a range of min projects which focus on one of the key areas. Dedicated theory lessons will complement the projects and specialist exam revision and study skills lessons are delivered to help pupils with exam technique.

Lesson Structure

Formal teaching, small group work, practical work, problem solving tasks, research, designing, making and theory lesson.

Assessment Pattern

Examinations

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

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

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

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

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

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

Extra Information

Students will need to be creative, open-minded with good observational and analytical skills and show dexterity and an enjoyment of working with materials.

This is a very demanding course and with this qualification you can go on to Higher Education leading to a wide choice of careers e.g. Engineering, Design, Manufacturing, Teaching, Architecture, Construction, etc.

Psychology

Course Content

Introductory Topics in Psychology
Social Influence
Memory
Attachment
Psychopathology
Psychology in Context
Approaches in Psychology
Biopsychology
Research Methods
Issues and Options in Psychology
Issues and Debates in Psychology
Gender
Schizophrenia
Forensic Psychology

Lesson Structure

5 hours per week of taught classroom sessions. Sessions will build upon previous lessons as well as reading that will be set before the lesson allowing for seminar style sessions.

Students will be expected to keep an up to date folder and also an Independent learning log.

Assessment Pattern

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

Paper One – 2 hours
Introductory Topics in Psychology

Paper Two – 2 hours
Psychology in Context

Paper Three – 2 hours
Issues and Options in Psychology

Extra Information

Due to the scientific nature of the subject, you will conduct experiments and then carefully analyse the data found. 25% of the course assesses your research based skills and 15% assesses your mathematical skills.

The course is assessed purely by written exams which are made up of several essays. For this reason a GCSE grade 6 is essential in English, Mathematics and Science.

Spanish

Why Choose Spanish?

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

Course Content

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

Paper 1: Listening, reading and writing

2 hours • 100 marks • 50% of A level

• Listening and responding to spoken passages from a range of contexts and sources. All questions are in Spanish, to be answered with non-verbal responses or in Spanish
(30 marks).

• Reading and responding to a variety of texts written for different purposes. All questions are in Spanish, to be answered with non-verbal responses or in Spanish
(50 marks).

• Translation into English; a passage of minimum 100 words (10 marks).

• Translation into Spanish; a passage of minimum 100 words (10 marks)

Paper 2: Writing

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

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

Paper 3 Speaking

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

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

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

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

Methods of teaching, learning and assessment

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

Opportunities for learning outside of the classroom

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

BTEC National Extended Diploma in Business

Course Content and Assessment Plan

The course runs over two years and is equivalent to three A levels. Students will have to complete 13 units of varying sizes and will be assessed in a variety of methods and will provided approximately 1080 guided learning hours (GHL) as well as a significant amount of independent study.

Mandatory Units

Unit Title	Unit Size (GLH)	Assessment
Exploring Business	**90**	**Internal**
Developing a Marketing Campaign	**90**	**External – 3 hour** Supervised assessment. 70 marks
Personal and Business Finance	**120**	**External – 2 hour** Examination. 100 marks
Managing an Event	**90**	**Internal**
International Business	**90**	**Internal**
Principle of Management	**120**	**External - 3 hour** Supervised assessment. 88 marks
Business Decision Making	**120**	**External - – 3 hour** Supervised assessment. 70 marks

Additional Units

Unit Title	Unit Size (GLH)	Assessment
Recruitment and Selection Process	**60**	**Internal**
Recording Financial Transactions	**60**	**Internal**
Final Accounts for PLC's	**60**	**Internal**
Investigating Corporate Social Responsibility	**60**	**Internal**
Training and Development	**60**	**Internal**
Branding	**60**	**Internal**

The Extended Diploma is a two year, full-time course that meets entry requirements i n its own right for learners who want to progress to higher education courses in business areas before entering employment. It can also support learners who want to progress directly to employment in job roles in business or business management and Higher Apprenticeships in the business sector.

Lesson Structure

Students will be expected to demonstrate a clear commitment to studying business and the ability to work independently in a dedicated manner, on their application form. Once on the course they will be required (in addition to any tasks set in lessons) to undertake a significant amount of independent research to support their studies. This may be internet secondary research or involve visiting businesses and talking to customers and employees as part of primary research.

Extra Information

The teachers in the Business and Economics Department will guide and support you throughout the process in order to ensure you reach your highest potential. We will help you access the Schools resources as well as having extensive use of computer facilities, library and study areas to support your assignments and research.

BTEC Sport and Exercise Science

Why Choose BTEC Extended Diploma in Sport and Exercise Science?

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

Course Content

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

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

Mandatory Units

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

Optional Units

Unit Title	Unit Size	How Is The Unit Assessed
Sports Massage	60	Internally
Specialised Fitness Training	60	Internally
Technology in Sport and Exercise Science	60	Internally
Physical Activity for Individual and Group-based Exercise	60	Internally
Sociocultural Issues in Sport and Exercise Science	60	Internally
Sports Injury and Assessment	60	Internally

Assessment Pattern

Students will be taught by a variety of staff within the PE department for each unit, this will allow the department to use its range of expertise to ensure that pupils receive the best teaching for each unit.

Assessment for the internal assessments will generally be completed online and comes in the format of a report or presentation. This requires pupils to develop skills in research to complete the work and also the confidence to be able to report their findings vocally back to their peer group and teaching staff.

Opportunities for learning outside of the classroom

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

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

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

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

The additional chamber music lessons will give students the chance to work on challenging repertoire in small groups.

Quotes from current/ex-students

“I really enjoyed the course, it enabled me to take a place at Bath University. I don’t think this route would have been available to me if I had taken A-Levels. The course gave me skills that prepared me for university and allowed me to develop my skills as a footballer to ensure I could play football at a high standard whilst at university” – Jake Monks, former Captain of Football, achieved D*D*D* at Sandbach School

“The course at Sandbach School open all sorts of opportunities for me, I was able to take up a place on a Football Scholarship at Seton Hill University, Minnesota, America. This has been an incredible place for me to play football but also get a degree which I will be able to use in America or if I come back home to the UK”time.’ - Liam Kettle, 1st XI footballer, achieved D*D*D at Sandbach School

BTEC Travel and Tourism

Course Content

Pearson BTEC Level 3 National Extended Certificate in Travel and Tourism (Equivalent to 1 A Level)
5 units of which 3 are mandatory and 2 are external.

What does the qualification cover?

This qualification includes three mandatory units covering the following content areas:

Unit 1 -

The travel and tourism industry (external exam) – the travel and tourism industry in the UK is growing and is of major importance to the economy. Learners will develop the skills needed to examine, interpret and analyse a variety of statistics that measure the importance of tourism to the UK.

Unit 2 –

Different types of destinations and their importance (external exam) – learners will investigate the features and appeal of global destinations.

Unit 3 –

Principles of marketing in travel and tourism (internal coursework) – learners will explore how to develop a successful marketing plan for use by travel and tourism organisations to attract and engage with customers using research data.

The two optional units you will cover are:

Unit 9 –

Visitors attractions (internal coursework) – Learners develop analytical skills asthey investigate the nature and role of both built and natural visitor attractions, their commercial success, appeal, response to diverse visitor needs and the importance of delivering a memorable visitor experience.

Unit 11 –

Events, Conferences and Exhibitions (internal coursework) – Learners will develop knowledge and skills in resource and financial planning as they gain an insight into a wide range of events, conferences and exhibitions that are relevant to the travel and tourism industry.

What could this qualification lead to?

In addition to the travel and tourism sector-specific content, the requirements of the qualification will mean that learners develop transferable skills, which are highly regarded by higher education providers and employers. The qualification will give learners transferable knowledge, understanding and broad skills such as communicating and presenting ideas.

All of the content in the qualification will help prepare learners for further study and employment.

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses. How does the qualification provide employability skills?

In the BTEC National units, there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:
Cognitive and problem solving skills: using critical thinking, approaching non-routine problems applying expert and creative solutions.
Interpersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation.
Intrapersonal skills: self- management, adaptability and resilience,self-monitoring and development.

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

How does the qualification provide transferable knowledge and skills for higher education?

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:
1. The ability to search independently.
2. The ability to research actively and methodically.
3. The ability to give presentations and be active group members.
BTEC learners can also benefit from opportunities for deep learning where they are able
to make connections among units and select areas of interest for detailed study. BTEC
Nationals provide a vocational context in which learners can develop the knowledge and
skills required for particular degree courses, including:
- Effective writing
- Analytical skills
- Creative development.

Criminology

Why Choose Criminology?

You will develop an understanding of the theoretical explanations of why people commit crime. You will learn about the sociological, psychological and biological theories of crime and be able to use these explanations to analyse criminal situations. You will also gain an understanding of the criminal justice system. The way society defines crime and deviance is also explored during the course in conjunction with ways of finding out about crimes, including crimes that tend to be under-reported. In addition, you will also examine the reporting of crime in the media to see the impact this has on public perceptions of crime.

Course Content

Year 1

Changing Awareness of Crime

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

Criminological Theories

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

Year 2

Crime Scene to Courtroom

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

Crime and Punishment

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

Assessment Pattern

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

Criminology is the study of the reasons why individuals commit crimes. By understanding why a person commits a crime, we can develop ways to control crime or rehabilitate the criminal. This means there are lots of debated and controversial theories that try to explain the reasons for criminality which the course will explore. Some attribute crime to the individual, who makes a conscious choice whether or not to commit a crime.

Others believe it is the community's responsibility to ensure that their citizens do not 1commit crimes. This course will enable you to use theories of criminality to analyse criminal situations and make recommendations for policy.

You will also develop the knowledge and skills to research policy in practice, assess campaigns for changes in awareness and examine information to review verdicts in criminal cases.

Opportunities for learning outside of the classroom

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

Digital Media

Video Games and Interactive Products

Why Choose Digital Media – Video Games and Interactive Products?

This course offers a chance to learn some high-end creative skills and is aimed at candidates looking to further a caree in interactive media. The skills learned on the course will suit a range of career paths such as video games developer / tester, asset producer, web-designer, mobile app designer. This course is not a programming heavy course but some experience in this area will be an advantage. Interactive media is everywhere in our daily lives. The video games industry is worth more globally than the film, television and music industries all put together and there is no signs of its' growth slowing! Life without accessing the web either through a browser or smart devices is unthinkable for most and those with the skills to design and create them are in high demand. This course offers a excellent, creative, learning journey that focusses on the outcome of beautiful products, engaging games and meeting the needs of industry.

Course Content

Units:

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

Creating a Media Product – learners will be tasked with producing an audio-visual media product. This could be a game teaser trainer, in-game cut scene, an advertisement or any other audio-visual product.

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

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

Sound – students will learn practical sound production skills and will generate sound effects for game environments.

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

Media Pitch – media is business like any other and the skills taught on this unit will allow students to formulate arguments to sell their product to industry professionals. We run a number of educational visits to exhibitions and galleries to encourage engagement with photography and art outside of the classroom.

Methods of teaching, learning and assessment

The course will be a mixture of classroom, computer room and media lab. During the practical units, learners are encouraged to be self-sufficient and build independently (with teacher support) alongside formal teacher led sessions.

Students can use research skills to find additional components and pathways to add to the media products and the knowledge and understanding of the environments will grow exponentially.

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

Opportunities for learning outside of the classroom

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

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

Cheshire Specialist Music Course

Why Choose the Cheshire Specialist Music Course?

This A-Level course is aimed at musically-gifted Year 11 students of Grade 7/8 standard who are aiming towards a future in which music plays a significant part. The course is open to young musicians and vocalists from all over Cheshire, its focus is to facilitate the progression from A-Level to university or conservatoire. Students will take part in a wide variety of performing opportunities, with regular chamber music forming part of their timetable alongside a range of School based and external performances.

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

Course Content

Component 1 – Appraising Music

(Exam paper with listening and written questions using excerpts of music. 40% of A level Marks)
· Listening
· Analysis
· Contextual understanding

Component 2 – Music Performance

(Externally assessed. 35% of A level marks)
Solo and/or ensemble performing as an instrumentalist, or vocalist and/or music production (via technology).
A minimum of ten minutes (no more than twelve minutes) of performance is required

Component 3 – Composition

(Externally assessed. 25% of A level marks)
Composition 1: Composition to a brief (25 marks)
Composition 2: Free composition (25 marks)
A minimum of four and a half minutes (no more than six minutes) of music is required

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

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

Assessment Pattern

Listening and appraisal skills will be taught through research, performance and aural practice of styles in each Area of Study. Students will keep an online file of all the styles studied including audio excerpts and practice questions.

Component 1 will be assessed through regular homework tasks which will include: research, analysing suggested works, extended listening questions and essays. T

he additional Aural and Chamber choir lessons will give extra practice on identifying key musical features and devices through a practical approach.

Composing for component 2 will be taught practically through singing and performance. Short exercises will be approached in lessons with homework tasks supporting the development into the briefed and free composition tasks. The additional keyboard harmony lessons will be practically taught in a specialist music room.

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

The additional chamber music lessons will give students the chance to work on challenging repertoire in small groups.

Opportunities for learning outside of the classroom

Through the partnership between the RNCM and Love Music Trust, students have fantastic opportunities to attend masterclasses with distinguished musicians, benefitting from constructive criticism.

Recent masterclasses include Allen Vizzutti (trumpet), George Shelby (saxophone), Craig Ogden (guitar), Sally Wigan (piano), Adrian Spillett (percussion), and the Northern Chamber Orchestra (strings).

Students would be regularly performing in chamber music concerts – Sandbach Concert Series – Love Music Trust concerts – Cheshire concert societies and clubs – Charity events. The RNCM is a world-leading conservatoire located in the heart of Manchester, with a reputation for attracting talented students, teachers, conductors and composers from all over the world. CSMC students will regularly be invited to the College to observe or participate in RNCM events including a range of festivals, instrument-specific performance days and concerts.

Quotes from current/ex-students

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

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

Talented Athlete Programme

The Talented Athlete Programme (TAP) provides students with the opportunity to access additional and targeted support in strength and conditioning, sport psychology and nutrition.

Alongside this, students will be afforded academic support to ensure they can become successful student athletes and learn skills to manage their academic and sport work load.

Students will have access to extensive sports facilities and also work along side staff who have experience of working with talented athletes across a variety of sports.

Mr H Richardson

Mr H Richardson is a qualified strength and conditioning & rehabilitation coach. Over the past 5 years, he has worked with international, professional & academy standard athletes, footballers, hockey and rugby players focusing on speed & change of direction to maximise their performance. In athletics he was a national standard sprinter and was recently awarded coach of the year from England Athletics.

Mr F Ashman

Mr F Ashman is a qualified NSCA strength and conditioning coach. He has spent some time working with professional sports teams in NSW including rugby league, hockey and netball. He also works as the backs coach for Scottish Exiles Rugby and also represented Scotland as an international athlete.

Mr W Cargill

Mr W Cargill, 117 appearances for Cornish Pirates and current Sale Sharks Womens backs coach, he also holds a masters in Sports Coaching from Leeds Becket University. During his time at Leeds he was also named BUCS rugby player of the year whilst also gaining 6 caps for England Students.

SANDBACH
SCHOOL SIXTH FORM

DEVELOPING OUTSTANDING PEOPLE

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