



Backwell School

Course Prospectus

2023 - 2025



BACKWELL SCHOOL
Backwell, Bristol, BS48 3BX

Telephone: 01275 463371
Fax: 01275 463077
Email: mailbox@backwellschool.net
Web: www.backwellschool.net



Head teacher: Jon Nunes MA

Welcome to Backwell School

On behalf of our staff, students and governors, I am delighted to introduce Backwell School Sixth Form.

Backwell has long been well known for all-round educational excellence and has a reputation as one of the most sought after schools in the South West. What makes this school special is that it provides consistent academic excellence, yet remains a school whose hallmarks are friendliness, belief in the breadth of opportunity for all and a real sense of community.

Each stage of education has its own challenges and rewards and after Year 11 there are so many different courses and from which to choose. This prospectus is for young people and their parents/carers who are making decisions about what to do next. It is designed to give you an idea about our ethos and students' experiences here at Backwell Sixth Form as well as to inform you about your subject choices. An electronic copy of this brochure is available to download from the Sixth Form section of the [Sixth Form Admissions](#) page of the school website where you will also be able to access and complete our online application forms.

I am extremely proud of our Sixth Form Team. They are tireless in helping their students in their studies, providing tailored individual support where necessary. They are committed to encouraging participation in a wide range of hugely valuable and exciting opportunities from 'University Challenge' to 'World Challenge' and they have a superb track record of enabling students to reach the destination of their choice.

Most of all, I am proud of our sixth formers. They demonstrate the enthusiasm, dedication, creativity and commitment to their community that gives me great optimism for the future.

Please join us at our Sixth Form Open Evening on Thursday 17 November 2022 from 5.00 pm – 7.15 pm to find out more.

Yours sincerely

Jon Nunes
Headteacher

"Backwell is a school that has many strengths. Pupils say it is a positive place to be. They feel safe and well looked after." (Ofsted 2020)

Welcome to Backwell Sixth Form

As the Assistant Headteacher leading Backwell Sixth Form, it is my privilege to work alongside colleagues who are talented, inspirational and committed and with students who are intelligent, creative and dedicated.

At Backwell, we help our sixth formers to achieve the academic excellence that enables them to attain places on very competitive Post-18 courses, not only at Higher Education institutes such as Oxford or Cambridge but also on highly sought after apprenticeships or employment. We believe in an inclusive, comprehensive approach to education; therefore the curriculum and the support offered in the Sixth Form is designed for the varying needs of all our students.

We celebrate the headline successes of course – each year around a quarter of A level entries are at A or A* and many students on our vocational courses consistently achieve the top grade of Distinction*. However, we place even more emphasis on the progress made by each student and on their personal development with our school community. That is why we are so thrilled to note that Backwell Sixth Formers overwhelmingly achieve a place at their first choice of university and that no student leaves Sixth Form without a clear intended destination. The student leadership within the Sixth Form is truly admirable and reflects the community values that are instilled here at Backwell.

If you are new to Backwell School, please do attend an interview where you will have the chance to see the Sixth Form in action: You will see students engaged in learning and who have excellent relationships with their teachers. They will be involved in a host of valuable opportunities outside the classroom, and you will see young people developing the skills, confidence and knowledge needed for life in the 21st Century.

Sixth Form Courses

At Backwell School we have always shaped each course in the Sixth Form to suit the individual, his or her needs, skills and future intentions. We use the Sixth Form subject choice meeting to help students find the combination of subjects that is right for them.

In this booklet, alongside an overview of life in the Sixth Form, you will find a general introduction to Sixth Form subjects and an explanation of what sort of considerations you need to bear in mind as you decide which subjects to choose. We have then provided you with detailed information about the individual subjects themselves. At the end of the brochure there is information about transport, data protection and financial assistance.

We are sure that you will give careful consideration to the important decisions you have to make. It is our intention that the information we give you here, together with an individual subject choice meeting, will help you to make the right choices. We hope you will select Backwell School and we look forward to working with you to help you achieve the goals you set yourself, not only in the next two years but in the life ahead of you.

If you have any subject-specific queries, please do not hesitate to contact the relevant member of staff named at the bottom of each subject page via mailbox@backwellschool.net.

Yours sincerely



Rose Haywood
Assistant Headteacher – Head of Sixth Form
November 2022



Contents

Welcome to Backwell Sixth Form	2
Teaching and Learning in Backwell Sixth Form	5
Support	5
SEND Support.....	6
Enrichment.....	6
Programmes of Study at Backwell Sixth Form	8
The Extended Project Qualification (EPQ)	9
Employability Award (EA)	10
Planning Your Study Programme	12
General Entry Requirements	13
Course Choice FAQs	14
Pen Portraits – examples of appropriate course choices	15
OUR COURSES	16
Art: Art, Craft and Design.....	16
Art: Photography.....	18
Art: Textile Design.....	20
Biology.....	22
Business.....	24
Chemistry	25
Computer Science	27
Design and Technology: Product Design.....	28
Drama and Theatre Studies	30
Economics	31
English Language.....	33
English Literature	34
French	35
Geography.....	36
German	38
Health and Social Care	39
History.....	40
Mathematics	41
Further Mathematics	42
Music.....	43
Music Technology	44
Performing Arts.....	45
Physical Education	47
Physics.....	48
Psychology	50
Religious Studies: Philosophy and Ethics	51
Science (Applied).....	53
Sociology	55

Spanish	56
ADDITIONAL INFORMATION	57
Financial assistance via the 16 – 19 Bursary Fund	57
Personal Data	57
Home to School Transport	58
Timetable for entry to the Sixth Form, 2023	59
Policy of Year 12 Admissions, September 2023	59

Teaching and Learning in Backwell Sixth Form

*“In Key Stage 5, students have an extensive choice of subjects and, where necessary, partner with other schools.”
(Ofsted 2020)*

With an average of 400 students, Backwell Sixth Form is a consistently popular choice for both new and former Backwell students. A major reason for this is the attraction of a wide, varied curriculum set in the context of consistent academic rigour.

The number of A levels on offer ensures a genuinely personalised choice for our students: for example we offer three different modern languages at A level (French, German and Spanish). There is huge variety available in creative subjects: we offer A levels in Music, Music Technology, Drama and Theatre Studies, Performing Arts, and four different Art A levels (Art, Craft and Design, Textile Design, Product Design and Photography). There is also breadth beyond A level, including the Extended Project Qualification, Applied A levels, the Employability Award, other Level 3 courses and the opportunity for GCSE re-takes in English Language and Maths.



Support

At Backwell, we are aware of the great challenges that sixth formers face. Over a two or three year period they must adjust to the differing conditions and demands of Sixth Form study; they must achieve their best academically while also preparing for their future in a competitive world. We therefore place a high value on the information, support and guidance that we give to our students. In our tutor and assembly programme we target key issues such as study skills, transition to the Sixth Form and life skills, including health and financial planning.

Backwell has an excellent record of helping students to find a place at their chosen university. We pride ourselves on our expertise in relation to higher education, but also know that this may not be the only option for all students. We work closely with employers, Bristol Universities and Apprenticeship providers in order to give our students access to up-to-date information on all career paths: employment, training, apprenticeship, gap year activities and higher education.

There is a regular programme of individual tutor interviews to provide academic mentoring for each sixth former. We also have an on-site careers adviser, a dedicated sixth form wellbeing adviser and school counsellors.

SEND Support

At Backwell School we believe that high quality teaching and pastoral care is fundamental to the success of our students, including those who need support with their studies. Our universal teaching provision meets the needs of the vast majority of our students by ensuring that teaching is adjusted to meet any individual needs. This includes reasonable adjustments such as providing writing frames, reading for a student, printing work to prevent copying or using technology to record work. Academic mentoring, supported study time and access to the school counsellor is included within this universal provision. Where a student needs support that is substantially different from and greater than that provided to their peers, the Education Support department works with the student, parents or carers, the Sixth Form team and the wider school team to provide the support needed whilst working to foster the students' independence and prepare them for life beyond the Sixth Form. Referral to external professionals such as seeking support from the NHS may form part of this service.

Enrichment

There is far more to Backwell Sixth Form than study. We offer a huge range of trips and activities – sporting, artistic, vocational and outward bound – to suit the ambitions of every student.

We expect all our sixth formers to take part because, not only are activities enjoyable and rewarding, but equally importantly, they complement the work done in lessons and are seen as extremely valuable by future employers and universities. Here are just a few examples:

Sport and Culture – You can take part in the annual sixth form drama production, sixth form inter-house sport competitions and the amazing Paarlauf relay race. Our sixth form sports teams are very successful in competition with other schools and colleges and we run a very popular ski trip. You can join in whole school drama, dance and music events and there are a number of student-led clubs such as MedSoc and the Debate Club.

Competitions – You can join in with inter-tutor group debating, take part in the University Challenge contest, or you can represent Backwell School in the Model United Nations.

Volunteering – This is an integral part of life at Backwell as students are encouraged to work with younger students through the Sixth Form Help Scheme and also to volunteer in the community. Students also regularly carry out fundraising events for their chosen charities.

Careers Information, Advice and Guidance – Students have access to dedicated careers advice, regular careers events and talks from industry experts. We are able to help students take advantage of a number of enrichment activities such as summer schools, work experience placements and university seminars and workshops.

Sixth Form Committees – At Backwell School our Sixth Form Committees are typical of the huge role that sixth formers play in the wider life of the school, and the opportunities they have outside the classroom. We currently have a Social committee, an Environment committee, a Diversity committee, a Sports committee and a Charity committee.

These committees have real independence and real responsibility. While the organisations of the Leavers' Ball may be the most prominent of the Social committee's activities, the committee, elected by their peers, also manages a budget of hundreds of pounds, leads the School Council, liaises with the Head of Sixth Form on sixth form matters and even plays an important role in the appointment of staff. The other committees each have their own manifesto and objectives to achieve on a yearly basis.

As with all the other enrichment opportunities at Backwell, being a member of a committee is fun, but also a hugely valuable experience that can have a real impact on the wider life of the school.



Jazz Club



Sixth Form Fancy Dress Day



Sixth Form Production: The Wizard of Oz



Whole School Production: Billy Elliot



Year 12 Future Skills Week: Team Building



Year 12 Future Skills Week: Yoga

Programmes of Study at Backwell Sixth Form

We offer a suite of courses at Level 3 (A Level or equivalent). The normal allocation for Year 12 students will be three two-year courses plus either the Extended Project Qualification, the Employability Award or an additional AS Level.

Students achieving mostly grades 7 – 9 at GCSE may choose to study four A Levels, and requests of this nature will be discussed at interview and post results day. However, it is worth noting that for even the most competitive courses, university offers tend to be based on the best three subjects only. Therefore it is usually advisable for students to specialise than spread their efforts too thinly. Please see the Frequently Asked Questions and Pen Portraits later in this booklet for further guidance.

Two Year Courses

Students should select either three or four of these courses from the wide selection offered. It is possible to study either just A Levels or a mixture of A Levels and vocational qualifications.

A Levels

Every subject at A Level is now a two year linear course, with all of the assessment at the end of Year 13. Grades available vary from A* to E; this represents an equivalent range of ability to that covered by grades 9 – 4 at GCSE.

Cambridge Technical Diplomas and Level 3 Extended Certificates

These are Level 3 courses equivalent to A Level standard. Students focus on areas of the subjects in an applied way. Assessment is through six or more units over the two years, including a final exam at the end of the course. All these courses have been designed in conjunction with employers and universities. We have chosen qualifications which will help students access the appropriate pathway in Higher Education, training and employment. Successful students are awarded either Distinction Star (equivalent to A* at A Level), Distinction (A), Merit (C) or Pass (E).

One Year Courses

Unless they are taking a fourth A Level, students should choose one of the following courses to supplement their programme of study in Year 12. (Students taking four A Levels may also consider taking the EPQ.)

The Extended Project Qualification (EPQ)

The EPQ is a standalone qualification designed to extend and develop students' skills in independent research and project management. It is worth exactly half of an A Level and is graded A* to E. The EPQ requires students to carry out research on a topic of their own choice; it may extend, but not replicate, their other qualifications. They then use this research to produce either an extended written report or a practical outcome. A student can take inspiration from something studied in class or something completely unrelated to their studies, such as a hobby. Where students have a particular future plan in mind, it is often beneficial to link this to their choice of EPQ topic.

Employability Award (EA)

This is a relatively new course at Backwell Sixth Form, designed to help our students be employment ready when they leave Sixth Form, either for Post-18 education, work or training. This course will primarily be undertaken by those students for whom a fourth academic subject in Year 12 may not be manageable. It will also appeal to those students who are likely to undertake employment or

apprenticeships as a Post-18 pathway rather than Higher Education, as they will receive extra support for applications and interviews and further develop their workplace skills.

AS Levels

Once equivalent to half a full A Level, the change to a linear structure means that AS Levels are now worth 40% in terms of the university tariff system. They are assessed by examinations in May of Year 12 and are graded from A to E (there is no A* grade at this level). Where appropriate, a student may decide to study an AS Level instead of an EPQ (for example taking AS Level Mathematics to support three scientific A Levels). Please note that due to the changes in course structure, we are only able to offer the following subjects at AS Level: Mathematics, Further Mathematics, Modern Languages and Music.

The Extended Project Qualification (EPQ)

What is the Extended Project?

The EPQ is a relatively new qualification that has been especially welcomed by universities, as it enables students to study a subject of their choice in more depth. Employers have also responded well to the introduction of the qualification, as it encourages students to become more independent in areas such as planning and time management.

Students will be expected to research and complete their project (often an extended essay or dissertation, but it can be a creative or practical outcome) and deliver an assessed presentation on their work. Students must also complete and submit a project log, providing details of their research and how their project developed. At the end of the course they will be awarded a qualification worth half an A Level.

How useful is the Extended Project Qualification?

It is an excellent way of setting candidates apart from their peers in the increasingly competitive world of Higher Education and employment. The Extended Project allows for a significant input into the choice and design of an extended piece of work and enables them to take responsibility for a defined task.

The EPQ is increasingly valuable for those applying to Higher Education. It allows students to demonstrate independence and extra commitment to their chosen area of study – especially at interview. Consequently, top universities value it greatly; some routinely give alternative offers to students who have studied the EPQ. Students who get a 'points offer' from university will also benefit from studying the Extended Project. It attracts half as many points as a full A level. Thus, a student with an offer of 96 points needs three 'C' grades at A level, but if they have a 'C' in the Extended Project the necessary grades at A Level would only be CDD.

Learners will develop skills, knowledge and understanding that they will be able to use when tackling similar projects in future study or employment contexts. For example, different types of project feature within a variety of higher education courses, including academic research such as dissertations, practical investigations and creative and technological projects. In employment, there is an increasing trend towards management through the use of projects of various sizes and duration, enabling companies to respond flexibly to change and capitalise on the creativity of their employees. Project-based work is a key feature of business, social and community enterprises.

How will the Extended Project be taught and assessed?

Work on the EPQ will follow this schedule:

Introduction and Core Skills	Term 1 of Year 12
Initial Planning and Project Proposal	Term 2 of Year 12
Planning Review	Term 3 of Year 12
Mid-Project Review	Term 4 of Year 12
End of Project Review	Term 5 of Year 12
Presentations	Term 6 of Year 12
Marking and moderation	Term 1 of Year 13
Certified results from AQA	January of Year 13

Students will learn through lectures, classes, seminars and individual tutorials. Each student will be assigned a Project Supervisor – a member of teaching staff who will guide them through the project. Because the project is submitted at the end of Year 12, students will be able to focus fully on their A Levels in Year 13. This timing also ensures that projects are complete ahead of any relevant interview for higher education or training.

Employability Award (EA)

This is a relatively new course at Backwell Sixth Form, designed to help our students be employment ready when they leave sixth form, either for post-18 education, work or training. This course will primarily be undertaken by those students for whom a fourth academic subject in Year 12 may not be manageable. It will also appeal to those students who are likely to undertake employment or apprenticeships as a post-18 pathway rather than higher education, as they will receive extra support for applications and interviews and further develop their workplace skills.

This is not an externally accredited course, although employers highly value these types of course and the skills that they prove you have acquired. Similar courses are frequently run at University level and are highly successful.

By completing the Employability Award, you will have:

- Gained awareness of key employability skills and how to develop them.
- Started to gain these key skills.
- Gained some experience of a workplace, as well as the opportunity to hold a position of responsibility.
- Had experience of making a successful job/course application.
- Had experience of an interview and feedback on how to improve further.
- Gained skills in preparing and delivering a presentation.
- Been able to reflect on your progression on the Award and what skills need to be developed in the future.
- Gained a certificate to put on your CV/take to interviews.

What makes up the Employability Award?

There are five elements to be completed over the course of Year 12:

1. Ten skills workshops (online). This includes topics such as leadership, confidence, assertiveness, resilience, communication, interviews and job-seeking.
2. Three employability lectures (delivered by visiting speakers).
3. 20 hours of work experience/volunteering.
4. A mock Interview and feedback with an employer.
5. A short presentation to an audience of staff and employers to demonstrate what you have learned from undertaking the course.

How will it be assessed?

This course will be awarded at Gold, Silver or Bronze level, depending on the number of elements that you achieve. However, all students starting at the beginning of the year must go for Gold. You will have four hours a fortnight on your timetable to complete the course although you may need to work on it outside of these hours, for example to complete work experience or volunteering. At the end of the course you will submit a folder containing the following evidence:

1. Ten online course certificates alongside your notes.
2. An up-to-date CV.
3. Notes on the three employability lectures (your attendance will also be registered).
4. A 400 word work experience or volunteering report explaining what you did and what you gained.
5. Your mock Interview application and feedback.
6. Your presentation PowerPoint slides.
7. *Optional section:* Year 10 WEX log book.

This course will be completed by the end of June 2023, allowing you to focus on the transition to Year 13.

Any questions; please email Mrs Ball, Careers Adviser and Coordinator, at cball@backwellschool.net

Planning Your Study Programme

How to choose your subjects

Many of you will want to continue with subjects that you are good at or enjoy. If so, one obvious person to talk to is your current teacher. However, aptitude and entry requirements are not the only considerations. Some sixth form subjects are not taken at GCSE – are there new subjects that you are overlooking? Some subjects go well together, like Biology and Chemistry, Physics and Mathematics. If you have a chosen career direction, which kinds of subjects are required or preferred? If you want to go to university, are there particular A Level subjects that you need to study in order to qualify for your university course? In some cases it will not be enough just to study the degree subject at A Level; other subjects will be needed too. For example, many degree courses in Physics require A Level Mathematics as well as Physics.

If you are thinking of university, you can check out entry requirements on the UCAS website www.ucas.com. Click on 'Course Search' to find out the details for subjects you might want to study at university. Alternatively, if you are a Backwell student you can use your Unifrog account.

The following is an introductory guide to certain university courses. Remember it is essential to check the full details for yourself.

University subject	Guidelines
Engineering	Often Mathematics and Physics required. Sometimes other sciences too, depending on your specialism.
Law	A conditional offer is likely to include very high grades, but no particular subject requirement. However subjects especially favoured by Law Admissions Tutors include History, English Literature, Maths and Modern Languages.
Medicine	At least two A Level sciences are usually required, often Chemistry and Biology. Many universities now welcome an Extended Project with a medical theme, others value a fourth full A Level. Do a course search on "Medicine" as described above.
Nursing	Degree courses often require Science A Levels, especially Biology. Do a course search on "Nursing" as described above.
Science	Science and Mathematics A Levels. Individual subjects differ, so you need to check them out. For example, some Biology courses require Chemistry too, and some Biochemistry courses look for Biology, Chemistry and Mathematics.
Teaching: Primary	GCSE grades 4 - 9 in English, Mathematics and Science required. If you plan to apply for a BEd degree you should take at least one, preferably two, A Level subjects related to the primary curriculum.
Teaching: Secondary	GCSE grades 4 - 9 in English and Mathematics required. If you take a degree prior to teacher training, the degree subject must be relevant to the curriculum subject you want to teach.
Veterinary Science	Generally Sciences and Mathematics at A Level, especially Chemistry and Biology. Very competitive, both in terms of grades and experience expected. Do a course search on "Veterinary" as described above.

General Entry Requirements

Five GCSEs at grade 4 - 9 including English Language. If a student has not studied a subject at GCSE this does not preclude them from studying it at A Level. Students who do not meet the minimum requirements to study in the Sixth Form or who do not meet subject specific requirements will still be considered in light of their suitability to study their chosen options. Discussions will be had with relevant subject leaders with a final decision being taken by the Head of Sixth Form.

Entry profile for specific subjects

Subject	Grade in subject at GCSE	Additional grade in Core Subjects
Applied Science	44 in Science	4 in Mathematics
Biology	66 in Science or 6 in Biology and 6 in another science	5 in Mathematics
Chemistry	66 in Science or 6 in Chemistry and 6 in another science	6 in Mathematics
Physics	66 in Science or 6 in Physics and 6 in another science	6 in Mathematics
Physical Education*	5 in GCSE PE or Merit in Sports Science qualification.	66 in Science or 6 in Biology and 6 in another science
Mathematics	6	
Further Mathematics	8 (7 for AS level only)	
Computer Science*	6 in Computer Science	6 in Mathematics
English Language	5	5 in English Language
English Literature	5	5 in English Literature
Geography*	5	
History*	5	
Philosophy and Ethics*	5 in Philosophy and Religion	5 in English
Modern Foreign Languages	6 in the corresponding language	
Business Studies CTEC		4 in Mathematics
Economics		5 in Maths and 5 in English
Sociology*	5 in Sociology	5 in English
Psychology		5 in Maths and 5 in English
Health and Social Care CTEC	General entry requirements	
Music**	5 and Grade 5 or equivalent in an instrument or voice	
Music Technology**	4 (Music)	
Performing Arts**	4 (Music, Dance or Drama) or Merit in Performing Arts qualification	
Drama and Theatre Studies**	4 or Merit in Performing Arts qualification	5 in English
Art courses**	4	
DT**	4	

* Where this subject has not been studied at GCSE students will be considered based on their overall academic profile or achievement in core subjects as above.

** If not studied at GCSE a task to assess a candidate's suitability will be set.

Course Choice FAQs

Should I take four A Levels?

We would normally advise students to take only three of our two year courses, plus the EPQ (Extended Project Qualification), an AS Level or the Employability Award. However, we recognise that for some students it might be appropriate to take four A Levels.

Each student request to study four A Levels will be assessed individually and discussed at interview, but we have set guidelines to suggest whether this would be an appropriate learning plan: students should normally have achieved at least grade 8 in their chosen subjects and average around eight across all of their GCSE courses. Wherever possible, students will be required to sit an AS level exam in one of their subjects so that if the workload proves too much, they can drop this subject at the end of Year 12 and focus on their other courses. Where Maths and Further Maths are taken, the subject entered at AS level will automatically be Further Maths. An interview will take place post during Term 1 to ensure that the appropriate choice is made.

Do I have to take the Extended Project Qualification or the Employability Award?

As stated earlier in this booklet, the EPQ is highly valued and can be studied in any subject area and the Employability Award will ensure that you gain essential employability skills. These courses are therefore now a core part of our standard offer. If students are taking four A Levels or three A Levels and an additional AS Level, it is not compulsory to take the EPQ or the Employability Award. However, we strongly advise all students to think carefully before turning down the chance to gain at least one of these qualifications.

What are the OCR Cambridge Technicals and the Level 3 Extended Certificate? Are they as valued by universities and employers as A Levels?

These courses have been designed to meet the requirements of universities and employers in particular sectors, such as Health and Social Care and Business. They are included in the government's list of approved courses and provide valuable UCAS points for university entrance requirements. Some very competitive courses do insist that all subjects taken are A Levels, so students should check carefully where their future plans are already known. All vocational courses have some form of terminal examination, but a series of coursework projects forms the main method of assessment; therefore, these courses suit students who prefer an ongoing, applied way of learning.

Pen Portraits – examples of appropriate course choices

Josh is predicted grades 7 to 9 in all his GCSE examinations. His greatest interest is photography and he is thinking of an Art Foundation Course after Sixth Form before intending to go on to university. Josh decides to study his three strongest subjects at A Level. They are Photography, English Literature and Art. As his future plans focus on art, he has discussed with the careers adviser that it is suitable for him to take two creative subjects. It isn't an option to take an AS level in a subject he is interested in, so he is planning to use his EPQ to explore an aspect of one of the subjects he enjoys at GCSE, but has not decided to continue to A Level.

Seth is predicted 4s and 5s in his GCSE examinations, with his best subject being Science. He finds exam conditions challenging but enjoys coursework. After Sixth Form, Seth wants to work towards a career as a nurse or related health care profession. Seth applies for A Level Sociology and the Cambridge Technical in Health and Social Care. He also applies for A Level Biology, but, given the entry requirements for this subject, he has a reserve choice of Applied Science. Seth has decided that an EPQ might be too demanding for him alongside his other courses and so has applied to complete the Employability Award.

Seeta is predicted grades 8 or 9 in all her GCSE subjects. She doesn't know what she wants to do in the future but is ambitious to go to a well-respected university. Seeta chooses A Levels in History, Biology and Geography as these are her strongest subjects and, and she is confident that these will help her to apply to competitive courses. She will choose the focus of her Extended Project early in Year 12, following guidance from her supervisor and as she is passionate about the Environment, she already has some ideas of what she could do.

Rhys is predicted a range of GCSE grades from 4 to 7. He is certain that he wants to be a primary school teacher in the future. Rhys therefore chooses A Level English Language and A Level Maths as two of his subjects because he knows that core subjects will be very useful for teacher training. He also opts for the Cambridge Technical course in Health and Social Care as he really likes what he has learned about the content and learning style of the course. He also likes the idea that he can take exams throughout the course leaving him with fewer exams to take at the end of Year 13. Rhys has already decided that his Extended Project will focus on the learning styles of young children as this will help him with applications for teaching degrees.

Annie is predicted grades ranging from 7 - 9 in her GCSEs. She is especially successful in Maths and the Sciences. She has had no problems managing her workload at GCSE and likes the idea of becoming an engineer in the future. After discussions at home and in her sixth form interview, Annie decides to study four A Levels in Maths, Further Maths, Physics and Chemistry. She knows that she will be expected to take the AS in Further Maths so that if this proves to be too much work she has the option of dropping Further Maths at the end of Year 12 and focusing her efforts on her other three subjects in Year 13.

OUR COURSES

Art: Art, Craft and Design (A Level, AQA)

This is a broad-based course exploring practical, critical and contextual work through a range of 2D and/or 3D processes and media. Our Art, Craft and Design A level gives you the skills and knowledge to create personal and imaginative work using a range of skills, processes and techniques.

Drawing is an important part of any art course and we start with a project over two terms that will give you the confidence to record and explore abstract compositions, still life and portraiture using a range of traditional drawing media and materials. Later on you will be able to choose the direction and theme you want to take your work in for your first mini project, both contextually and through the choice of media including computer drawing software.

You must include at least two areas of specialism within the Unit 1 coursework project; Fine Art, Graphic Design and Illustration, Photography or 3D. Your teachers will guide you with finding the right direction for your work and how to use your strengths and interests. During Year 12 you will be introduced to these specialist areas through a series of workshops in term three including painting, printing and dry point etching, clay and 3D, photography and darkroom processes, graphic design, computer software such as Illustrator and Photoshop, and illustration techniques.

The course is structured to support the understanding of the four assessment objectives, whilst giving you the freedom to experiment with ideas in depth. You will be expected to use four hours of time out of lessons a week to develop work and complete projects to meet deadlines.

Entry Requirements

GCSE Grade 4 in Art. Good drawing skills are essential. If you have not taken Art and Design GCSE you will be expected to show work of the expected level before coming to the induction session and starting the course.

Course Content

Unit	%	When?	Content
Component 1: Personal Investigation	60%	September to December (Year 1)	Drawing Project: You will explore accurate, expressive and inventive ways of recording your experiences and observations through drawing. Over the first term you will have teacher led lessons developing confident drawing skills, leading into an independent project over term two taking ideas and themes from this drawing project into final outcomes.
		January (Year 1) to January (Year 2)	Personal Investigation: your choice of theme Inspiration Book – finding inspiration from a range of sources - learning how to research, analyse and respond to art, craft and design. Responding and experimenting with ideas – developing skills Trip to Art Galleries – recording experiences to inspire your own project.

			<p>Essay – 1000-3000 word essay that makes links with your own art and shows critical and contextual understanding.</p> <p>Practical project resulting in final outcomes – you will start the main project in September of Year 2.</p>
Component 2: Externally Set assignment	40%	February to May (Year 2)	<p>Choose from eight given starting points from the exam board.</p> <p>Preparation work over three months to develop ideas. Fifteen hours (three days) of supervised sessions to complete your final outcomes.</p> <p>All work is assessed as a whole project for final grade.</p>

Career Links

Students who have done Fine Art frequently go on to degree courses via an Art Foundation course and have ended up pursuing careers in Painting, Architecture, Art Therapy, Teaching, Theatre Design, Film and Media work, Sculpture, Graphic Design, Arts Administration and Gallery work. Some go directly on to degree courses in subjects like those above, but also Art History and combined courses.

For further information see Mrs J Lewis, Ms Burchell or Ms Wolfe

Art: Photography (A Level, AQA)

This course introduces you to a variety of approaches when working with photographic images including portraiture, landscape, still life and experimental imagery. You will look at photography in a historical context and consider how it has developed over time informing contemporary practice and current trends.

The course is well resourced, including having a fully working darkroom and studio, and a full time technician. The course starts going back to the basics of photography to develop stronger skills when considering perspective, movement, composition, rule of thirds, depth of field and the elements of art.

You will explore the different styles, genres, processes and techniques available to the photographer and start to plan what area of photography you will like to investigate independently including film. You are taught how to work with digital and film SLR cameras taking shoots on location and in the studio. You will also learn how to manipulate images using Photoshop and darkroom derivatives to help you achieve more original, experimental and skilful outcomes.

Entry Requirements: GCSE Grade 4 in Photography. Good DSLR camera skills are essential and you will need to develop these skills alongside digital editing using Apple Mac computer software. If you have not taken Photography at GCSE you will be expected to show work of the expected level before coming to the induction session and starting the course.

Course Content

Unit	%	When?	Content
Component 1: Personal Investigation	60%	September to December (Year 1)	Elements Project: the theme of the first project is based on the elements of art and will be given to you during the induction day, so you have the summer to start developing your work. Over the first term you will have teacher led lessons developing photographic skills, leading into an independent project over term two taking ideas and themes from this Elements project.
		January (Year 1) to January (Year 2)	<p>Personal Investigation: your choice of theme</p> <p>Inspiration Book – finding inspiration from a range of sources - learning how to research, analyse and respond to art and photography.</p> <p>Responding and experimenting with ideas – developing skills</p> <p>Trip to Art Galleries – recording experiences to inspire your own project.</p> <p>Essay – 1000-3000 word essay that makes links with your own art and shows critical and contextual understanding.</p> <p>Practical project resulting in final outcomes – you will start the main project in September of Year 2.</p>

Component 2: Externally Set Assignment	40%	February to May (Year 2)	Choose from eight given starting points from exam board. Preparation work over three months to develop ideas. Fifteen hours (three days) of supervised sessions to complete final outcome. All work is assessed as a whole project for final grade.
--	-----	-----------------------------	---

Career Links

It is especially appropriate for students seeking to go on to an Art Foundation course or for those who wish to study degree courses in Photography, Media and Film Production, Photojournalism, or careers in Marketing, Advertising, Publishing and in the Film Industry.

For further information see Ms Dexter or Mr Ray

Art: Textile Design (A Level, AQA)

This course introduces you to a variety of experiences that explore a range of textiles processes and techniques, both old and new. Throughout the first year, you will experience a number of workshops that aim to develop your skills and give you a sound core knowledge of textiles processes that will be used in your course work. You will learn printing techniques, pattern and surface decoration that will enable you to design and produce your own fabrics leading on to pattern drafting and the construction of garments. During the second year, you will be able to choose the direction you want to take your work in, both contextually and through the choice of media. You will cover a wide range of modern and traditional techniques and skills with a focus on fashion and interiors.

Entry Requirements

GCSE Grade 4 in Art or Art Textiles. If you have not taken Art or Textiles GCSE you will be expected to show work of the expected level before coming to the induction session and starting the course.

Course Content

Unit	%	When?	Content
Component 1: Personal Investigation	60%	September to December (Year 1)	Experiences: You will be taught a wide range of construction skills, including pattern drafting, mannequin draping and basic tailoring. You will explore techniques using a variety of different media and fabrics that all relate to significant experiences in your life. You will make a garment of your choice as a result of your experiments and research.
		January (Year 1) to January (Year 2)	<p>Personal Investigation: your choice of theme</p> <p>Inspiration Book – finding inspiration - learning how to research, analyse and respond to photographers and artists.</p> <p>Responding and experimenting with ideas – developing skills.</p> <p>Further experimentation of a wide range of techniques building on the skills acquired in the first project including pattern drafting and garment construction.</p> <p>Essay – 1000-3000 word essay that makes links with your own textiles work and shows critical and contextual understanding.</p> <p>Practical project resulting in final outcomes – you will start the main project in September of Year 2.</p>

Component 2: Externally Set Assignment	40%	February to May (Year 2)	<p>Choose from eight given starting points from the exam board.</p> <p>Preparation work over three months to develop ideas. Fifteen hours (three days) of supervised sessions to complete your final outcomes.</p> <p>All work is assessed as a whole project for final grade.</p>
--	-----	-----------------------------	--

Career Links

Students who have done Textiles frequently go on to degree courses via an Art Foundation course and have ended up enjoying a wide range of related careers such as Textiles and Fashion Design in Industry, (this can include a wide range of high street and designer fashion houses) Fashion Journalism, Interior Design, Fashion buying and selling, Marketing, Branding, Environmental development of new fibres, Sportswear technology and design and many more. The Textiles industry is the biggest in Britain.

For further information talk to Ms S Walton

Biology (A Level, Pearson Edexcel)

SNAB (Salters-Nuffield Advanced Biology) is largely taught in context through real-life biology. For example, we start with an account of cardio-vascular disease and then go on to look at the factors that make it more likely that any one of us will suffer from a stroke or heart attack. This allows us to introduce the biochemistry of fats and carbohydrates bit by bit, as you need to know them to understand about strokes and heart diseases, rather than all at once.

Some parts of the course are very practically based and you should be prepared to become involved in practical work to develop the necessary skills. Reading around the subject is also important as this will broaden your understanding.

Entry Requirements:

In Combined (Double) Science: Grade 6 in both exams.

In Separate (Triple) Sciences: Grade 6 in GCSE Biology, plus another 6 in another science.

Grade 5 in GCSE Mathematics.

Course Content and Assessment

Units	%	When?	Content
Paper 1	33.3	May/ June 2025	Topic 1: Lifestyle, health and risk This topic builds on students' knowledge and understanding of the functioning of the circulatory system and the importance of lifestyle choices to health. Topic 2: Genes and health This topic considers several biological principles related to cystic fibrosis. The topic also allows for discussion of the social and ethical issues surrounding genetic screening for genetic conditions. Topic 3: The voice of the genome This topic follows the development of multi-cellular organisms from single cells to complex individuals. Topic 4: Biodiversity and natural resources This topic focuses on biodiversity and the wealth of natural resources used by humans. Topic 5: On the wild side This topic covers ecosystems, climate change and our responsibilities as stewards of the environment. Topic 6: Infection, immunity and forensics This topic covers forensic pathology, bacteria and viruses, and the evolutionary battles that take place between invading pathogens and their hosts.
Paper 2	33.3	May/ June 2025	In addition to topics 1 - 4 above, the paper will also examine: Topic 7: Run for your life This topic is centred on the physiological adaptations which enable humans/animals to undertake strenuous exercise. Topic 8: Grey matter The nervous system, brain imaging and the regions of the brain are covered.

Unit 3	33.3	May/ June 2025	The paper will include synoptic questions drawn from two or more different topics from the specification. A pre-released scientific article will be available from Easter. A significant proportion of the paper will consist of comprehension questions based on the article.
Practical competency	Pass/ Fail		Course endorsed practical skills are assessed continuously by the teacher(s) and only at the completion of the course is a pass or fail assessment submitted to the exam board.

All three papers will include questions that target the conceptual and theoretical understanding of experimental methods.

All three papers will include questions that target mathematics at higher level GCSE. This will equate to a minimum of 10% of the marks across all three papers.

There is no longer any assessed coursework but students will expect to demonstrate practical competency. There may be an opportunity for a short field trip at the end of Year 12.

Career Links

The course provides a sound grounding in Biology for those wishing to pursue a variety of biologically based courses and careers. There is an emphasis on Human Biology in a number of areas on this course that provide a good introduction for those interested in pursuing Medicine and related subjects.

For further information, please see Mr Bonney

Business (OCR Level 3 Cambridge Technical)

Business is the investigation of how businesses work efficiently in all aspects of their operations. It focuses on the internal functions of business and the formation of strategy and it also examines the external environment with which the business must interact in order to meet the needs of its customers.

A Business classroom is an exciting place to be. Active discussion is encouraged and students will be able to draw upon their own knowledge of the wider world to better inform their understanding of the topics. The Cambridge Technical qualification allows students to be assessed through both external examinations and internally assessed ongoing coursework. The qualification will give learners skills, knowledge and a thorough understanding of business; it is equivalent to one full A level and will allow learners access to higher education on business-related programmes.

Entry Requirements: GCSE grade 4 in Mathematics.

Course Content

Year 12	%	When	Content
The Business Environment (External exam)	33.3%	May of Year 12	<i>The Business Environment</i> will give learners an understanding of the wider external contexts in which businesses operate and of internal business functions and their interdependencies. The unit will allow learners to appreciate how legal, financial, ethical and resource constraints can affect business behaviour and the influence that different stakeholders can have and how businesses must respond.
Customers and Communication (Internally assessed coursework)	16.6%	June of Year 12	<i>Customers and Communication</i> will allow learners to appreciate how vital customers are to the success of a business. It will give learners an understanding of how important it is for businesses to know their customers and what influences customer behaviour. In this unit, learners will understand how to communicate with customers.
Year 13			
Working in Business (External exam)	16.6%	January of Year 13	<i>Working in Business</i> will give learners an understanding of the type of critical skills needed when working in business, such as organisation, prioritisation and effective communication. The unit will allow learners to learn how to use different business documents and about organisational protocols that most businesses would expect employees to follow.
2 x optional units (Internally assessed coursework)	33.3%	June of Year 13	The optional units cover a wide range of topics to give learners the opportunity to take a unit that is relevant to a specific aspect of business; for example marketing, accounting, human resources or business planning. Learners will also develop transferable skills such as communication, planning, teamwork, research and analysis.

Career Links

The Cambridge Technical in Business could help you go on to further study in a range of areas, e.g. Business, Management, Marketing, Accounting and Finance. With a growing service sector economy, employment prospects for students with a sound understanding of business are good.

If you have any further queries, please contact Mrs Sharper in the Business and Economics Department

Chemistry (A Level, Edexcel)

This course teaches the theoretical and practical skills necessary to become an advanced chemist. There will normally be one or two practical sessions per week backed up by theoretical work. The course is designed to relate to real-world chemistry and each topic is framed by the context in which the chemistry can be applied. Our course still involves pops and squeaks, colour changes and smells. You will gain new skills which are useful in the subject but many are also transferrable. Chemistry is a subject of endless possibilities; many of our ex-students are involved in cutting edge research into new drugs and materials. In order to do well on this course you will need to work very hard outside the classroom, solving problems and assimilating new ideas.

Entry Requirements:

In Combined (Double) Science: Grade 6 in both exams.

In Separate (Triple) Sciences: Grade 6 in GCSE Chemistry, plus a 6 in another Science GCSE.

Grade 6 or above in GCSE Mathematics.

Course Content

A-level Topics in Year 12	
Topic 1	Atomic structure and the periodic table
Topic 2	Bonding and structure
Topic 3	Redox 1
Topic 4	Inorganic Chemistry and the Periodic Table
Topic 5	Formulae equations and Amounts of Substance
Topic 6	Organic Chemistry 1
Topic 7	Modern Analytical Techniques 1
Topic 8	Energetics
Topic 9	Kinetics 1
Topic 10	Equilibrium 1

A-level Topics in Year 13	
Topic 11	Equilibrium 2
Topic 12	Acid-base Equilibria
Topic 13	Energetics
Topic 14	Redox 2
Topic 15	Transition Metals
Topic 16	Kinetics 2
Topic 17	Organic Chemistry 2
Topic 18	Organic Chemistry 3
Topic 19	Modern Analytical Techniques 2

Assessment

Assessment consists of three exams at the end of Year 13, Papers 1 and 2 cover separate topics with Paper 3 being a synoptic paper which has a stronger focus on the practical elements of the course. There is also a practical endorsement. Course endorsed practical skills are assessed continuously by the teacher(s), including during 16 Core Practical assessments throughout Years 12 and 13. Only at the completion of the course is a pass or fail assessment submitted to the exam board.

Study Tips

- Be organised! Have a folder for each teacher that contains dividers for each of the current topics, and have a large file at home to transfer your work to at the end of each topic.
- Keep up-to-date with your home learning. You will receive feedback on your home learning tasks in lessons so if you fail to keep up with this you will miss out on valuable advice on how to progress.
- Review your work regularly, not just before assessments.
- Use a wide range of resources to develop your understanding of each element of the course and also how they link together.
- Do not let anything you don't understand to pass by without being addressed. You may need to see your teacher on a one-one basis or in a small group. They will be more than happy to arrange an appropriate time to do this.

Career Links

Students who have studied Chemistry at Backwell have gone to university to study for degrees in Chemistry, Biochemistry, Natural Sciences, Medicine, Veterinary Medicine, Pharmacy, Pharmacology, Environmental Sciences and various Engineering degrees. A level Chemistry is a qualification that is highly valued by universities and employers as they demonstrate abilities in analysis and problem solving which are sought after skills.

If you have any further queries, please contact Mrs A Hancock

Computer Science (A Level, OCR)

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real world systems. While the assessment is based heavily on two paper based final exams, the course is very much centred on practical programming and students spend the majority of their time developing programming skills. It is an intensely creative subject and one that really develops the students' problem solving skills by learning about something called computational thinking. This is a tool kit for finding solutions for big problems. A skill that is very transferable.

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

- an understanding of, and ability to apply, the fundamental principles and concepts of computer science including; abstraction, decomposition, logic, algorithms and data representation
- the ability to analyse problems in computational terms through practical experience of solving such problems including writing programs to do so
- the capacity for thinking creatively, innovatively, analytically, logically and critically
- the capacity to see relationships between different aspects of computer science
- mathematical skills
- the ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology

Entry requirements: Grade 6 in GCSE Computer Science (Grade 6 in GCSE Mathematics if Computer Science not previously studied).

Unit	%	When?	Content
Unit 1 Computer Systems	40%	June of Year 13 2 ½ hour exam 140 marks	Characteristics of contemporary processors. Software and software development. Programming Exchanging data. Data types, structures and algorithms. Legal, moral, ethical and cultural issues.
Unit 2 Algorithms and programming	40%	June of Year 13 2 ½ hour exam 140 marks	Elements of computational thinking. Programming and problem solving. Pattern recognition, abstraction and decomposition. Algorithm design and efficiency. Standard algorithms.
Unit 3 Programming Project	20%	Coursework submitted in April of Year 13 70 marks	Analysis of a problem to enable students to demonstrate the skills and knowledge necessary to meet the assessment objectives. Students will need to analyse the problem, design a solution, implement the solution and give a thorough evaluation.

Career Links

This course is ideal for students wishing to pursue Computer Science, Information Systems, Multimedia, Software Engineering, Computer Networking, e-Business and Information Management at degree level, or for anyone considering any kind of career in computing. It is also a good additional subject for any student considering taking Mathematics, Engineering or Sciences.

For further information contact Mr Conkie.

Design and Technology: Product Design (A Level, AQA)

Design and Technology is an inspiring, rigorous and practical subject. This course encourages students to use creativity and imagination when applying an iterative design process to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values.

This Product Design course enables students to identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes.

Key features:

- The first year will allow students to develop an understanding of many different materials classifications and the various methods for processing these materials. Students will also design, analyse and develop their practical skills through a range of investigation, design and make activities.
- By the end of the first year and through the second year, candidates will be involved in a sustained design and make project (a Non-Exam Assessment or NEA), based on a design brief developed by the candidate. They will research, design, develop and manufacture a high quality product which would be appropriate for its intended purpose.

Entry Requirements: GCSE grade 4 or higher in Design Technology or other related subject.

Course Content

Year 12	%	When?	Content
			<p>Technical Principles Candidates will study the various materials categories, their properties, and applications. We will investigate how to take a concept through to a final product including investigation into design rights, environmental impacts, designing for repair.</p> <p>Designing and Making Principles Candidates will be given the opportunity to solve contextualised problems and develop advanced manufacture skills through a range of small design and make tasks. Candidates will discover various methods of communicating their designs and industrial and commercial viability.</p> <p>Our project tasks in this first year of A Level will not be assessed by the exam board, but will be designed to generate and consolidate knowledge of materials, components and systems, as well as improve designing and practical skills and instil growing confidence in working independently in the workshop.</p> <p>Work will begin from June in Year 12 on the assessed, final project (NEA).</p>
Year 13			
Design and Make Project (NEA)	50%	Start June of Year 12 to	Substantial design and make task, incorporating practical application of technical principles, designing and making principles and specialist knowledge.

		Finish March of Year 13	<p>Evidence will be provided in an A3 presentation design portfolio, any prototypes created as part of the process and the working final prototype.</p> <p>This major task must demonstrate the candidate's ability to:</p> <ul style="list-style-type: none"> • Take a concept idea through the iterative design process. • Design and make a high quality product which can be tested and evaluated by his/her target market/client. • Apply relevant knowledge and understanding, including key skills, to a range of technological activities, e.g. testing of materials/systems/mock-ups. • Relate work to relevant industrial and commercial practices. • Communicate to relevant audiences their ideas, understanding and decision-making processes. <p>Non-Exam Assessment (NEA) (approx. 80 hours). 100 marks. This unit is marked by the teacher and moderated by AQA by a visiting moderator.</p>
Paper 1: Technical Principles (Exam)	30%	June of Year 13	<p>Assessing the candidate's knowledge and understanding of technical principles, along with their ability to analyse and evaluate the wider issues in Design and Technology (e.g. moral, social, environmental concerns; global manufacturing; new technologies, etc.).</p> <p>A mixture of short answer and extended response questions. Written Examination (2 hours 30 minutes). 120 marks</p>
Paper 2: Design and Making Principles (Exam)	20%	June of Year 13	<p>The exam assesses the candidate's knowledge and understanding of the designing and making process including product analysis and commercial manufacture.</p> <p>A mixture of short answer and extended response questions. Written Examination (1 hours 30 minutes). 80 marks</p>

Costs associated with this course

A revision guide is recommended at around £15. In Year 12 £20 is charged to cover the cost of materials. In Year 13 students will need to purchase the materials they need to manufacture their final project in the NEA. Costs for this will vary depending on the project chosen by the student.

Career Links

Design skills and the ability to visualise new ideas can be useful in many job families such as architecture, product design, arts crafts and design, graphic design, construction, engineering (various), aerospace, maintenance and manufacturing and many more.

There are further higher education courses available to degree level in Design and Technology: Product Design and other Design and Technology associated subjects, e.g. Architectural and Transport Design, leading to jobs in associated fields.

For further information about the course contact Ms R Lavelle

Drama and Theatre Studies (A Level, AQA)

Explore practical and theoretical aspects of performance at an advanced level, drawing on the work of key practitioners and play texts.

Entry Requirements: A grade 4 in Drama if taken at GCSE or a Merit in Performing Arts qualification, and a grade 5 in English.

Course Content

Units	%	When?	Content
Component 1: Drama and theatre	40%	May/ June of Year 13	What's assessed: Knowledge and understanding of drama and theatre through the study of two set plays and the analysis of the work of live theatre-makers. How it's assessed: Written exam.
Component 2: Creating original drama (practical)	30%		What's assessed: Process of creating devised drama through the creation and performance of a devised drama piece (students may contribute as performer, designer or director). The devised piece must be influenced by the work and methodologies of one prescribed theatre practitioner. How it's assessed: Working notebook and devised performance.
Component 3: Making theatre (practical)	30%		What's assessed: Practical exploration and interpretation of three extracts each taken from a different play (the methodology of a prescribed theatre practitioner is applied to the exploration of one of the extracts). Students record and analyse the practical exploration / interpretation of the extracts in a reflective journal. How it's assessed: Performance of a play extract and a reflective report.

Career Links

Drama and Theatre Studies compliments further study in Drama, English (language or literature) or the humanities at undergraduate level. Some of our students have gone on to successfully secure places at specialist drama schools.

For further information talk to Miss Merry or any of the Drama Department staff

Economics (A Level, AQA (7136))

Do you want to understand how the world *really* works? Then Economics is the subject for you. Economists face one central dilemma: the needs and desires of humans are near limitless whilst the resources available to them are finite. This means that humans must make choices about their consumption. Economics is the study of these choices: What should we produce? How should we produce it? For whom should it be produced?

Economics is the perfect subject for those with an interest in current affairs. You'll learn economic theory at micro and macro levels that will give you insights into individual and social behaviour. It is impossible to understand global events without a grasp of economics. You'll learn why countries lurch between booms and busts; why the global economy collapsed in 2008; how prices in markets determine the supply of and demand for products; how the corona virus pandemic has affected global markets.

Economics is the perfect subject for humanities students wishing to demonstrate and maintain their maths skills and for maths and science students that wish to develop their essay writing skills. You'll be required to analyse and interpret data, but also to present logical, coherent arguments concerning economic policy at an individual and governmental level. You will leave the course a more rounded, worldly person, with a deep understanding of human behaviour in a world of scarcity.

Entry requirements: GCSE grade 5 in Mathematics and grade 5 in English.

Course Content

Units	%	When?	Content
Paper 1: Markets and Market Failure	33.3%	June of Year 13	<p>This unit focuses on microeconomics: the choices made by individual economic agents (individuals and firms) in markets. Will think about how market forces allocate resources within individual markets and what happens when that mechanism fails. Microeconomic models such as demand and supply, perfect competition, monopoly, the operation of the price mechanism and the causes of market failure are central to this part of the course. Other key models relate to the operation of labour markets, wage determination and causes of inequalities in the distribution of income and wealth.</p> <p>This material is assessed via one set of context questions requiring the student to interpret, analyse and comment on economic data, and one essay question. The content of this paper is taught over Year 12 and 13.</p>
Paper 2: The National and International Economy	33.3%	June of Year 13	<p>This unit focuses on macroeconomics: how national and international economies function together. It will build a good knowledge of developments in the UK economy and government policies over the past fifteen years and will explore developments in the world economy, including the European Union, and how these have affected the UK. A range of economic objectives will be considered, including growth, controlling inflation, tackling unemployment and achieving satisfactory trade balances. The impact and effectiveness of current government policies to deal with these issues will be taught, as well as considering alternative policies and approaches.</p>

			This material is assessed via one set of context questions requiring the student to interpret, analyse and comment on economic data, and one essay question. The content of this paper is taught over Year 12 and 13.
Paper 3: Economic Principles and Issues	33.3%	June of Year 13	This paper assesses from across the course. It has multi-choice questions which test knowledge and a case study section comprised of short format questions requiring comparison, application and analysis as well as a longer format essay question requiring evaluation. It is a great opportunity to show what you have learned.

Career Links

Economics is regarded as an entry qualification for courses at elite universities in such areas as PPE (Politics, Philosophy and Economics), Accounting, MORSE (Mathematics, Operations Research, Statistics and Economics), Management Science, Business Administration, and International Business Economics. Many of our A level students go on to study for degrees at Russell Group Universities in related subjects and then progress into careers in accountancy, actuarial science, financial analysis, investment analysis and the like. Economics is a well-respected A Level that appeals to many employers in both the public and private sectors.

For further information contact Mrs Sharper in the Business and Economics Department

English Language (A Level, Edexcel Pearson)

The study of English Language or Linguistics will help you understand how people communicate and assign meaning (semantics), how they do things with words (pragmatics) or how language relates to social factors (sociolinguistics), psychological aspects (psycholinguistics), or power and injustice (discourse analysis). Studying these subjects will open your eyes to a world that has previously been hidden in plain sight.

By studying language in depth (using data and theoretical frameworks), you will develop critical awareness and gain invaluable skills for your future working life – vital communication, analytical and critical skills. But importantly, such critical awareness will allow you to be a conscious, critical human being who is able to challenge taken-for-granted assumptions, understand the role of language in social control, propaganda and manipulation, and be able to use this understanding to make the world a less oppressive, more equal and just place.

Entry Requirements: At least a grade 5 in GCSE English.

Course Content

Units	%	Content
Component 1: Language Variation 2 hours 15 minutes	35%	<p>Individual Variation</p> <ul style="list-style-type: none"> • One 30-mark essay question on two unseen 21st-century linked texts/data. • Candidates explore how language choices reflect and construct identity. <p>Variation over Time</p> <ul style="list-style-type: none"> • One 30-mark essay question on two thematically linked texts/data from two different periods. • Candidates explore variation in the English language from 1550 to present day
Component 2: Child Language 1 hour	20%	<p>Child Language Acquisition</p> <ul style="list-style-type: none"> • One section. One 45-mark essay based on a set of unseen data. • Exploration of language acquisition between the ages of 0 and 8. • Phonemic symbols and signs provided.
Component 3: Investigating Language 1 hour 45 minutes	25%	<p>Investigating Language</p> <ul style="list-style-type: none"> • Candidates select a research focus from five topic areas with a subtopic pre-release in January and undertake their own independent research. • Section A: one 15-mark question on unseen data from the subtopic candidates have researched. • Section B: one 30-mark question from the subtopic candidates have researched making links to their own investigation.
Non-Examined Assessment: Crafting Language	20%	<p>Crafting Language</p> <ul style="list-style-type: none"> • Candidates produce two assignments. • Assignment 1 – two pieces of original writing from the same genre. • Assignment 2 – one commentary reflecting on the two pieces of original writing. • 2500-3000 words.

Career Links

English is particularly desirable for working in: journalism and publishing; marketing; education and training; counselling and social services; advertising and management. It is increasingly considered a desirable social science needed within an increasingly digitalised society.

For further information contact Mr Thomas

English Literature (A Level, AQA specification A)

English Literature offers an opportunity like no other A Level: the chance to explore the lives, narratives and worlds of others. Through reading some of the greatest works of the literary imagination, you will dive into strange and unique worlds, vicariously live lives that you never dreamed possible and experience the joys and struggles of your fellow man. Through analysing the literary canon, you will develop close analysis skills and your own unique interpretations of texts. You will cultivate a love of language and the writer's craft. In classroom debates and critical discussion, you will be challenged to voice your own opinions and your critical imagination will flourish.

Entry Requirements: At least a Grade 5 in GCSE English Literature. To complete this course, you are also expected to be a committed reader who is prepared to read widely throughout the course.

Course Content

Units	%	When?	Content
Paper 1: Love Through the Ages	40%	June 2023	You will study three texts that will allow you to explore the theme of 'Love Through the Ages'. This unit will also allow you to develop your confidence in responding to unseen poetry texts. The three-hour examination will test your close reading skills as well as your broader knowledge of the texts you have studied.
Paper 2: Texts in Shared Contexts.	40%	June 2023	This 2 ½ hour examination will allow you to study a further three texts of all genres. You will explore the key concerns of Twentieth Century Literature through reading and comparing texts that explore the post Second World War world. The exam will require you to respond to unseen texts as well as writing individual and comparative essays on the texts you have studied.
Paper 2: Independent Critical Study	20%	January 2023	In this non examined assessment you will have the opportunity to write a sustained, 2,500 word comparative essay of two texts, one of which must be written before 1900. In this essay you will be expected to prove that you have the skills to be a confident, independent reader through selecting a text of your own that you wish to compare to a text you have studied in class.

Course associated with this course

You will need to buy your own copies of: *Othello*, *The Handmaid's Tale* and *Feminine Gospels*. In addition: *Wuthering Heights* or *The Great Gatsby* (to be confirmed once your teacher is assigned).

Career Links

English Literature is a rigorous and highly academic A Level that is sought after by all Russell Group universities. Students of English Literature can go on to study Law, History, Politics, Journalism, Advertising and Media, as well as literature based degree courses. The critical thinking, creative skills and development of a formal, professional writing style offered by the subject make it a perfect complement to arts or science subjects. Students who have taken English Literature at Backwell have gone on to study English Literature at degree level, or have taken higher education courses in such subjects as Sociology, History, Psychology or Journalism. Literature students have gone on to gain employment in a range of areas.

For further information contact Mr Thomas

French (A Level, AQA)

“It is arrogant to assume that we can get by in English or that everyone else will speak our language. Learning a foreign language is polite, demonstrates commitment – and in today’s world is absolutely necessary.”

Sir Trevor MacDonald, Chair, Nuffield Language Inquiry

The A level French course builds on the knowledge, understanding and skills gained at GCSE. You will gain a range of transferable skills including communication, critical thinking, research skills and creativity. As well as developing your language skills, you will widen your knowledge and understanding of themes relating to the culture and societies where French is spoken. Examples include technological and social changes, highlights of French-speaking artistic culture, including francophone music and cinema, and who wields political power in the French-speaking world. The most successful A level linguists have always shown a commitment to and an enjoyment of the subject which extends way beyond the classroom. We encourage you to read foreign language magazines, newspapers and books, participate in theatre and cinema visits, and attend lectures out of school. We also encourage you to arrange an exchange visit, a study trip or work experience in a French-speaking country.

Entry Requirements: Grade 6 in GCSE French.

Course Content

Units	%	When?	Content
Paper 1: Listening, Reading and Writing 2 hours 30 minutes	50%	June 2025	Listening and responding to spoken passages from a range of contexts and sources Reading and responding to a variety of texts written for different purposes, drawn from authentic resources Translation from French into English Translation from English into French
Paper 2: Writing 2 hours	20%	June 2025	Either one Question in French on a set text, or one question on a set film, or two questions on set texts. Questions will require a critical and analytical response to the work studied.
Paper 3: Speaking 21 - 23 minutes	30%	May 2025	Discussion of a sub-theme based on a stimulus card (5 - 6 minutes) Presentation (2 minutes) and discussion (9 - 10 minutes) of individual research project

A one year AS qualification in French is also available and will be examined in May/June 2024.

Costs associated with this course

Essential: Textbook: AQA French A level and Year 1 (ISBN: 978-0-19-836688-1) Paperback 19/05/2016 Cost approximately £25, second hand books are often available.

Recommended: A good French grammar book- e.g. Action Grammaire (ISBN: 978-0340915240)
Mot à Mot vocabulary book (ISBN: 978-1510434806)

Career Links

You could study French at degree level either alone or as part of a combined degree, and you will have developed the skills to learn new languages. A variety of career options is open to students of French, whether you choose to work at home or abroad, for example in business, engineering, scientific research, technology, journalism, international aid, media, entertainment, the leisure industry or teaching.

For further information see Miss Young

Geography (A Level, AQA)

This engaging and relevant course will give you the opportunity to;

- engage with the relationship of human populations to each other over space and time.
- study the relationship between human populations and their physical environment at a variety of scales from the local to the global.
- consider your own role in relation to themes and issues being studied and the roles, values and attitudes of others including decision-makers.

You will gain an appreciation of current events in both human geography and in physical geography. You will learn how to design and implement a fieldwork investigation involving the collection of both primary and secondary data, the clear presentation of your results and accurate analysis of the trends and patterns you have identified. You will acquire a wide range of specific skills for the presentation and analysis of geographical information in the form of maps, graphs, sketches, annotated diagrams, photographs, statistics and extended writing.

Entry Requirements: Grade 5 in GCSE Geography.

Course Content

Physical Geography	%	When?	Content
Component 1	40%	June of Year 13	<ul style="list-style-type: none"> • Water and carbon cycles • Glacial systems and landscapes • Hazards This unit is assessed by a 2½ hour written paper (120 marks)
Human Geography			
Component 2	40%	June of Year 13	<ul style="list-style-type: none"> • Global systems and global governance • Changing places • Population and the environment This unit is assessed by a 2½ hour written paper (120 marks)
Fieldwork			
Component 3	20%		Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content. Students are expected to submit a written report of 3,000 - 4,000 words.
			To help students develop the field skills required to undertake their own individual study, we will be taking them on four days of fieldwork over the course of the two years.

Costs associated with this course

We recommend you purchase the course text book which is around £30 if you purchase through the school and we also give you the opportunity to subscribe to the *Geography Review Magazine* which is roughly £16 for the year. As part of the course we have to complete four days' fieldwork so we will also

have to charge for that. In the past, we have undertaken residential trips, which cost around £350-500. Following the fallout from Covid-19 and the living cost crisis, we are making changes to the fieldwork and are still deciding what action to take.

Future steps

You will find geographers working in every sector of the economy, including the City, local businesses, not-for-profit organisations, leading highly relevant research or as key decision makers in local and national government.

Use the Royal Geographical Society's website to give more ideas for careers with Geography:
<http://www.rgs.org/OurWork/Study+Geography/Careers/Careers+with+geography.htm>

For further information please see Miss Pearce

German (A Level, AQA)

„Wer fremde Sprache nicht kennt, weiß nichts von seiner eigenen.“

Johann Wolfgang von Goethe

The A level German course builds on the knowledge, understanding and skills gained at GCSE. You will gain a range of transferable skills including communication, critical thinking, research skills and creativity. As well as developing your language skills, you will widen your knowledge and understanding of themes relating to the culture and societies where German is spoken. Examples include: The changing state of the family, immigration and integration, festivals and traditions, cultural life in Berlin, and Germany's role in Europe. The most successful A level linguists have always shown a commitment to and an enjoyment of the subject which extends way beyond the classroom. We encourage you to read foreign language magazines, newspapers and books, participate in theatre and cinema visits, and attend lectures out of school. We also encourage you to arrange an exchange visit, a study trip or work experience in a German-speaking country.

Entry Requirements: Grade 6 in GCSE German.

Course Content

Units	%	When?	Content
Paper 1 Listening, Reading and Writing 2 hours 30 minutes	50%	June 2025	Listening and responding to spoken passages from a range of contexts and sources Reading and responding to a variety of texts written for different purposes, drawn from authentic resources Translation from German into English Translation from English into German
Paper 2 Writing 2 hours	20%	June 2025	Either one question in German on a set text, or one question on a set film, or two questions on set texts. Questions will require a critical and analytical response to the work studied.
Paper 3 Speaking 21 - 23 minutes	30%	May 2025	Discussion of a sub-theme based on a stimulus card (5 - 6 minutes) Presentation (2 minutes) and discussion (9 - 10 minutes of individual research project)

A one year AS qualification in German is also available and will be examined in May/June 2024.

Costs associated with this course

Textbook: AQA German A level and Year 1 (ISBN: 978-0-19-836689-8) Paperback 02/06/2016. Cost new approximately £25, second hand books are often available.

Career Links

You could study German at degree level either alone or as part of a combined degree, and you will have developed the skills to learn new languages. A variety of career options is open to students of German, whether you choose to work at home or abroad, for example in business, engineering, scientific research, technology, the leisure industry or teaching.

For further information see Mr Furnival

Health and Social Care *(OCR Level 3 Cambridge Technical)*

This vocational is designed to provide an understanding of the many and varied aspects of health and social care services. The Level 3 Cambridge Technical provides a grounding that can be used to access higher education, further training or employment within the sector. An interest in pursuing a future career in, or related to, health or social care is important.

The **Level 3 Extended Certificate** is equivalent to one A Level. It involves studying six units over two years – three of which are internally assessed (assignment-based) and three of which are externally assessed (examinations). One of the exams is worth 1.5 units and one of the assignment units is only worth 0.5 units, which means:

58% exam + 42% assignment

There are four compulsory units:

- **Building positive relationships** in health and social care (assignment work - internally assessed)
- **Equality, diversity and rights** in health and social care (exam - externally assessed)
- **Health, safety and security** in health and social care (exam - externally assessed)
- **Anatomy and physiology** for health and social care – 1.5 unit size (exam - externally assessed)

Two other units have been chosen by the teachers (both are internally assessed):

- **Nutrition** for health (0.5 unit size)
- **Sexual Health, Reproduction and Early Development**

Assessment: The internally assessed units involve assignments and project work, which requires a high level of workload management and organisation from students. These are internally marked and moderated by OCR. External assessment in this qualification will involve written examinations including case studies and scenarios related to the health and social care sector which students will need to apply their knowledge and understanding to.

Overall award levels

At the end of the two years, you will receive a Pass, Merit, Distinction and Distinction*. Pass is equivalent to a grade E at A level, Merit is equivalent to a grade C, Distinction to a grade A and Distinction* to a grade A*.

UCAS points available

Cambridge Technicals provide a base for progression to university, apprenticeships or work and are recognised for UCAS tariff points (although it is important to check individual course requirements when considering university options). A Pass is worth 16 UCAS points, a Merit is worth 32 points, Distinction 48 points and a Distinction* 56 points.

Entry requirements: General Sixth Form entry requirements. The scientific demands of the 'Anatomy and Physiology' exam unit needs to be fully considered by any student wishing to take this course.

Career Links

This can lead to further study at university or to careers in health or social care settings such as nursing, elderly care, nursery nursing, social work, early years education, mental health, special educational need support work.

For further details speak to Mrs Milsom or Mrs Griffiths (Science).

History (A Level, AQA)

Our students will understand that History is a constructed narrative, dependent on perspective and can be contested, while also understanding that within this one can strive for truth and identify falsehood through gaining knowledge and interrogating sources. Importantly we guide and support students to combine all of these skills together and to develop a strong line of argument and well supported judgement within their essays. Through our teaching Backwell students will develop into critically informed citizens. The ability to think and work independently is essential to success at A Level and students will be expected to undertake extensive reading to support their studies. In History teachers and students work together as a team, with a mixture of teacher led sessions and seminar work where pupils become the masters of specific topics and take responsibility to teach one another. Our approach ensures students always feel well supported by their teachers, but are also empowered to develop individual autonomy over their learning.

Entry Requirements: Grade 5 in GCSE History.

Units	%	When?	Content
Unit 1C: The Tudors: England, 1485–1603	40%	June 2023	Breadth Study This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions: <ul style="list-style-type: none">• How effectively did the Tudors restore and develop the powers of the monarchy?• In what ways and how effectively was England governed during this period?• How did relations with foreign powers change and how was the succession secured?• How did English society and economy change and with what effects?• How far did intellectual and religious ideas change and develop and with what effects?• How important was the role of key individuals and groups and how were they affected by developments?
Unit 2L: Italy and Fascism c.1900- 1945	40%	June 2023	Depth Study This option provides for the study in depth of a period of Italian history during which democracy gave way to Fascism. It requires an exploration of concepts such as liberalism, extremism, Fascism and authority. It also encourages students to reflect on the reasons for political change, the interaction of economic and governmental developments and the factors which promote and sustain dictatorship.
Unit 3: Personal Study: The Holocaust	20%	March 2023	Historical Investigation A personal study based on the Holocaust. Students will be able to choose which question they investigate and will focus on the arguments made by historians about the Holocaust.

Career Links

People sometimes think “You can’t do anything with History”. In fact, nothing could be further from the truth. Good historians have the ability to read, understand and process a lot of information quickly in order to produce confident, concise, articulate and rational judgements. They ask searching and pertinent questions and are not easily fobbed off. As a result they are highly sought after in a number of occupations: broadcasting, journalism and the legal profession for example. Some of us just prefer to teach!

For further information please speak to Mrs Butler.

Mathematics (A Level, AQA)

This is a linear two year course covering Pure Mathematics, Mechanics and Statistics, thus giving all students a good grounding in a variety of Mathematical areas. The course emphasises understanding and application of new theory. The final examinations consist entirely of problems to solve, rather than reproduction of lesson notes. So, although you will undoubtedly make notes as you progress through the two year course, the most important aspect of your studies will be practising solving problems and applying the theory covered. To be successful, you must have, or develop, a willingness to tackle questions and become involved with the work. Good students regularly use their private study periods to see staff for one-to-one consultation and this practice is actively encouraged.

Entry Requirements: Grade 6 in GCSE Maths.

Course Content

Exams	%	When?	Content
Paper 1: Pure Mathematics (2 hours)	33%	June of Year 13	Includes all aspects of pure mathematics, including proof, algebra and functions, sequences, trigonometry, exponentials and logs, calculus and numerical methods.
Paper 2: Pure and mechanics (2 hours)	33%	June of Year 13	Includes all content from paper 1 plus mechanics content (vectors, kinematics, forces, Newton's laws, moments)
Paper 3: Pure and statistics (2 hours)	33%	June of Year 13	Includes all content from paper1 plus statistics content (statistical sampling, data presentation, probability, distributions, hypothesis testing)

Students taking Mathematics as an AS qualification only would complete the following exams at the end of Year 12:

AS Exams	%	When?	
Paper 1: Pure and mechanics (90 minutes)	50%	June of Year 12	Includes all aspects of pure mathematics, including proof, algebra and functions, sequences, trigonometry, exponentials and logs and calculus. Also includes elements of mechanics (vectors, kinematics, forces and Newton's Laws).
Paper 2: Pure and Statistics (90 minutes)	50%	June of Year 12	Includes all aspects of pure mathematics, including proof, algebra and functions, sequences, trigonometry, exponentials and logs and calculus. Also includes elements of statistics (statistical sampling, data presentation, probability, distributions, hypothesis testing)

Costs associated with this course

Claswiz calculator fx-991EX - £20 and one text book each year at a cost of approximately £30.

Career Links

An A Level in Mathematics is highly regarded by the majority of employers and universities, precisely because of the demands it makes and the skills it develops. Mathematics is a requirement for certain degree qualifications such as Engineering, Physics and Statistics, and is also useful for those interested in apprenticeships in Accounting, Engineering and Technology. An A Level in Maths can lead to a wide variety of careers, for example as an actuary, business analyst, software engineer, technology analyst, information engineer, air traffic controller to name but a few.

For further information please speak to Mrs Manson or Mr Blundell

Further Mathematics (A Level, AQA)

The Further Mathematics course is aimed at those people who want a mathematically challenging experience! Conceptually demanding, but very enjoyable and rewarding, the course is excellent preparation for the study of Mathematics at university (or a Mathematics-related subject).

Further Maths A level is always taken alongside A level Maths and there is a significant overlap between the contents of the two A levels.

Entry Requirements: AS Level Further Mathematics (1 year course): GCSE grade 7 in Maths
A Level Further Mathematics (2 year course): GCSE grade 8 in Maths

Course Content

Exam	%	When?	Content
Paper 1: Pure (2 hours)	33%	June of Year 13	Contains Pure Mathematics topics, and includes further work on algebra, polar coordinates, complex numbers, matrices and hyperbolic functions.
Paper 2: Pure (2 hours)	33%	June of Year 13	The same content as Paper 1
Paper 3: Applied (2 hours)	33%	June of Year 13	This question paper will cover two of the applied units from: <ul style="list-style-type: none"> • Mechanics • Discrete Maths • Statistics Decisions on which applied topics to be studied will be made during the course.

Students taking Further Mathematics as an AS qualification only would complete the following exams at the end of Year 12:

AS Exams	%	When?	Content
Paper 1: Pure (90 minutes)	50%	June of Year 12	Contains Pure Mathematics topics including complex numbers, further calculus, polar coordinates, hyperbolic functions and further algebra and functions.
Paper 2: (90 minutes)	50%	June of Year 12	This question paper will cover two of the applied units from: <ul style="list-style-type: none"> • Mechanics • Discrete Maths • Statistics Decisions on which applied topics to be studied will be made during the course.

Costs associated with this course

Claswiz calculator fx-991EX at £20 and one text book each year at a cost of approximately £30.

Career Links

An A level in Further Mathematics is very highly regarded by employers and universities alike, not necessarily for the content of the FM course but rather the ability to demonstrate excellent problem solving and analytical skills at a very high level. An A level in Further Maths certainly makes you stand out from the crowd academically. This A level qualification is ideal preparation for further mathematical or scientific study at university level.

For further information please speak to Mrs Manson or Mr Blundell

Music (A Level, Edugas)

Entry Requirements:

- A grade 5 at GCSE Music
- Grade 5 or equivalent on an instrument or voice
- An audition for students who did not take Music at GCSE

Grade 5 Music Theory and regular ensemble playing experience will be a helpful grounding.

Course Content

Exams	%	When?	What?
Component 1: Performing	35/ 25%	<i>Ongoing</i> Examined in Term 4 in Year 13	Option A - Solo and/or ensemble performance: <ul style="list-style-type: none"> ▪ Performance of at least three pieces. At least one must be as a soloist. ▪ Performance should last between 10 and 12 minutes and be of approximately Grade 6 standard. ▪ Pieces must reflect at least two different areas of study. Option B - As above, but six to eight minutes and at least two pieces. Assessed by a visiting examiner.
Component 2: Composing	25/ 35%	<i>Ongoing</i> Submitted at the start of Term 5 in Year 13	Option A – Two contrasting compositions: <ul style="list-style-type: none"> ▪ Compositions should be four to six minutes in total ▪ One piece should reflect an aspect of the Western Classical Tradition and be in response to a brief set by WJEC. ▪ The second piece is a free composition. Option B - As above, but three compositions that should be eight to ten minutes in total and a third piece should reflect a different area of study.
Component 3: Appraising	40%	Examined in the Summer of Year 13	One written/listening examination: <ul style="list-style-type: none"> ▪ Area of study A: Western Classical Tradition – The Development of the Symphony ▪ Area of study B/C/D: Rock and Pop, Musical Theatre or Jazz ▪ Area of study E/F: Into the 20th Century or into the 21st Century. The exam will consist of: set work analysis, extended responses and wider context, unprepared extracts of music with and without a score, comparison questions.

Career Links

Studying A level Music is excellent preparation for a Music Degree or going on to Music College. It also develops a broad range of skills useful in any sphere of further education.

For more information please contact Mr Clarke.

Music Technology (A Level, Edexcel)

This course teaches you the theory and practice of Music Technology today. This will be approached through four areas of study. These are:

- Recording and production techniques for both corrective and creative purposes
- Principles of sound and audio technology
- Composition
- The development of recording and production technology

Through these areas of study you will learn how to:

- produce performances using sequencing software in a range of musical styles
- develop the skills required to make high quality digital recordings
- learn how to compose and arrange using music technology
- develop your knowledge of the principles and development of music technology
- learn how to control and interpret data

Entry Requirements: A grade 4 at GCSE Music. It is also possible to start this course without previously taking GCSE Music – please do come and talk to us about your musical skills and interests.

A Level Exams	%	When?	What?
1: Recording	20%	<i>Ongoing</i> Submitted in Term 5 in Year 13	In this unit you will create a recording, chosen from a list of songs. You will learn the production tools and techniques needed to capture, edit, process and mix an audio recording.
2: Technology-based Composition	20%	<i>Ongoing</i> Submitted in Term 5 in Year 13	In this unit you will produce a composition to a brief set by Edexcel. You will learn about creating, editing, manipulating and structuring sounds to produce a technology-based composition.
3: Listening and Analysing	25%	Examined in Summer of Year 13 (1½ hour written exam)	This is a written examination that tests your knowledge and understanding of recording and production techniques and principles, in the context of a series of unfamiliar commercial recordings. There are three areas of study: <ul style="list-style-type: none"> • Recording and production techniques for both corrective and creative purposes • Principles of sound and audio technology • The development of recording and production technology.
4: Producing and Analysing	35%	Summer of Year 13 (2¼ hour practical/ written exam)	This is a written and practical examination that tests your knowledge and understanding of editing, mixing and production techniques, to be applied to unfamiliar materials provided by Pearson in the examination. There are two areas of study: <ul style="list-style-type: none"> • recording and production techniques for both corrective and creative purposes • principles of sound and audio technology.

Career Links

This course would be excellent grounding for various Music Technology further education courses, from creative to technical. It would also be useful for going on to a 'straight' music course in conjunction with Music A level. In the past students have also gone on to study Computer Programming and other ICT/Technology courses.

For further information please contact Mr Clarke.

Performing Arts *(OCR Level 3 Cambridge Technical)*

The Performing Arts Level 3 certificate, which is equivalent in terms of UCAS points to an A Level, is a broad-based qualification that provides the opportunity for you to explore the world of Performing Arts in a practical way. You will be given the opportunity to specialise in Dance, Drama or Music through mandatory and optional units. As there is no formal written examination, units are assessed through live performance, video evidence, log books and presentation folders.

Entry Requirements: GCSE grade 4 in either Drama, Dance or Music, or a Merit in the equivalent vocational qualification (eg BTEC or OCR).

Course Content

Mandatory Units	Guided Learning Hours	When?	Content
Prepare to work in the Performing Arts sector	120	Externally assessed	<p>This unit will give learners the strategies, attitudes and survival skills for sustaining a career in the performing arts industry.</p> <p>They will learn to self-promote and respond to employment opportunities as well as learning when and how to adapt to a quickly changing economic landscape. It will also give learners an understanding of the expectations of potential employers and bookers so that they can maximise their chances of getting work as a freelancer in a fiercely competitive environment.</p>
Proposal for a commissioning brief	60	Externally assessed	<p>This unit gives learners the opportunity to develop and realise a community arts project.</p> <p>They will consider their creative skills and preferences and think about how these can be utilised in a way that benefits a community or a defined group of participants who may otherwise have little access to the project's content.</p> <p>They will develop knowledge and understanding of administration and planning as well as the creative skills and techniques applicable to a project, learning how to evaluate it in a way that will underpin future projects and professional contexts.</p>
Influential Performance Practice	10	Externally assessed	<p>This unit gives learners the opportunity to find out about genres, styles and periods, social, cultural and historical influences and significant theatrical/performance developments and practitioners.</p> <p>They will develop research skills and experience being able to select, organise and analyse material. This, in turn, will enable learners to present a reasoned argument, and adapt and apply this knowledge into a performance practise, directorial concept, choreographical concept or presentation concept, dependent on the discipline being studied.</p>

Combined Arts	60	Internally assessed	<p>This unit gives the learners an opportunity to research into the history of new performance and influential artistic practice that should reveal a long history of actors, dancers and musicians.</p> <p>They will create a new performance by reinterpreting an existing piece of repertoire. Whether an actor, dancer or musician, learners will find innovative and dynamic ways of combining these disciplines to reimagine the existing piece and making it accessible and fresh for a contemporary audience.</p>
Performing Repertoire	60	Internally assessed	<p>This unit gives the learners the opportunity to work within the discipline and demands of a piece of repertoire and to put their own mark on the material. In this context, repertoire texts and performance pieces are ones that have been performed before and perhaps reinterpreted to reflect the age in which they are revived.</p> <p>They will develop their understanding of the elements that define a piece of repertoire. They will be able to contribute with confidence and focus to dynamic reinterpretations, helping to make repertoire contemporary, up-to-date and engage new audiences.</p>

Career Links

Performing Arts can lead to further study in Performing Arts, Combined Arts, Dance, Drama, Music and Arts Administration at degree and HND level. Students may also choose to use their qualification to go straight into employment, rather than go on to higher education.

For more information please see Mrs R Lewis (Dance), Miss Merry (Drama) and Mr Clarke (Music).

Physical Education (A level, OCR)

Entry Requirements: Grade 5 in GCSE PE or a merit in a Level 2 'Sport Science' qualification (eg BTEC or OCR). For students who did not complete these courses it is expected that they achieve a grade 6 in Combined (Double) Science, or a grade 6 in Biology and a 6 in another Science.

Course Content

Course component:	Weighting:	Content (<i>and examples of topic areas</i>)
01: Physiological factors affecting performance	30% (90 marks) 2 hour written exam	<p>Anatomy and physiology</p> <ul style="list-style-type: none"> • Body systems; Energy and Recovery. <p>Exercise physiology</p> <ul style="list-style-type: none"> • Diet and nutrition; Training methods; Injuries. <p>Biomechanics</p> <ul style="list-style-type: none"> • Types of motion; Stability and lever systems.
02: Psychological factors affecting performance	20% (60 marks) 1 hour written exam	<p>Skills Acquisition</p> <ul style="list-style-type: none"> • Skills; Methods of practice; Learning theories. • Guidance & feedback; Memory models. <p>Sports Psychology</p> <ul style="list-style-type: none"> • Individual differences. Dynamics; Goal setting. • Attribution; Confidence; Leadership; Stress management.
03: Socio-cultural issues in physical activity and sport	20% (60 marks) 1 hour written exam	<p>Sport and society</p> <ul style="list-style-type: none"> • Emergence & evolution of modern sport to 21st century. • Global sporting events <p>Contemporary issues in sport</p> <ul style="list-style-type: none"> • Ethics and Deviance; Modern technology. • Commercialisation; Routes to sporting excellence.
04: Performance in physical education	30% Non-examined assessment (NEA)	<ul style="list-style-type: none"> • Performance or Coaching in one activity. • Evaluation and analysis of performance for improvement.

Note: A level Biology, Physics, Psychology and Sociology are all subjects that will be beneficial for supporting understanding.

Career Links:

- This course offers a solid foundation for degree level studies in Physical Education and related subjects, and it can also be used as part of your entry qualification for a number of other degree courses.
- Examples of undergraduate degrees students continue to study after studying A-Level PE include Sports and Exercise Science; Sports Coaching Science; Sports Therapy; Sports Education.
- Students who wish to continue with sports studies other than at university can consider a GNVQ Leisure and Recreation course or the BTEC National Diploma Science (Sports) award.

For further information speak to Mr Budd, Mrs Groves, Mr Moore or Mr Stephens

Physics (A Level, OCR A)

Our A Level Physics A specification takes a content led approach to the course. This is a flexible approach where the specification is divided into topics, each covering different key concepts of physics. As learners progress through the course, they'll build on their knowledge of the laws of physics, applying their understanding to areas from sub-atomic particles to the entire universe.

We're striving for good science that's straightforward and engaging to teach, with fair, challenging and relevant assessment that works well in centres and promotes practical activity.

In order to be successful you are expected to practise the work we do outside of lessons and to read around the subject to deepen understanding.

Teaching modules:

- **Year 12:** Development of practical skills in physics, foundations of physics, forces and motion, electrons, waves and photons.
- **Year 13:** Newtonian world and astrophysics, particles and medical physics.

Entry Requirements:

In Combined (Double) Science: Grade 6 in both exams.

In Separate (Triple) Science: Grade 6 in the Physics exams, plus another 6 in another Science GCSE.

In addition to the science results, we require a minimum of a grade 6 in Mathematics.

Course content

Units	%	When?	Content
Modelling physics (Component 01)	37%	May/June at end of Year 13	This component is worth 100 marks and is split into two sections and assesses content from teaching modules 1, 2, 3 and 5. Learners answer all questions. Section A contains multiple choice questions. This section of the paper is worth 15 marks. Section B includes short answer question styles (structured questions, problem solving, calculations, practical) and extended response questions. This section of the paper is worth 85 marks.
Exploring physics (Component 02)	37%	May/June at end of Year 13	This component is worth 100 marks and is split into two sections and assesses content from teaching modules 1, 2, 4 and 6. Learners answer all questions. Section A contains multiple choice questions. This section of the paper is worth 15 marks. Section B includes short answer question styles (structured questions, problem solving, calculations, practical) and extended response questions. This section of the paper is worth 85 marks.
Unified physics (Component 03)	26%	May/June at end of Year 13	This component assesses content from across all teaching modules 1 to 6. Learners answer all questions. This component is worth 70 marks. Question styles include short answer (structured questions, problem solving, calculations, practical) and extended response questions.

Practical Endorsement	Pass or Fail	May at end of Year 13	Course endorsed practical skills are assessed continuously by the teacher(s) and only at the completion of the course is a pass or fail assessment submitted to the exam board.
-----------------------	--------------	-----------------------	---

Costs associated with this course

We recommend students purchase this revision and practice guide:

CGP A-Level Physics: OCR A Year 1 and 2 Complete Revision and Practice [ISBN-10 : 1789080398]

Cost new is typically £16.

Optional - To help bridge the gap between A-Level and GCSE physics we recommend the following: *CGP Head Start to A-Level Physics [ISBN-10 : 1782942815]*. Cost new is typically £5.

You do not need any textbooks to complete the course. We give you access to an online version of the recommended textbook via Kerboodle, and we have copies for students in lessons and in the library.

Details of the textbook below:

A Level Physics for OCR A Student Book (OCR A Level Sciences) Paperback – 2 July 2015 [ISBN-10 : 0198352182]. Cost new is typically £43.

Career Links

A Level Physics is widely respected and highly valued by employers and institutions alike. Students who have studied Physics have gone on to do apprenticeships or study varying types of Engineering, Physics, Computer Science, Law, Product Design, Naval Architecture, Radiography, Audio Technology, Finance and much, much more.

For further information please contact Dr Evans

Psychology (A Level, AQA)

Psychology is the study of the mind and behaviour. It asks why people feel, think and act the way they do. Studying Psychology will help you develop a number of skills, including how to:

- view the world from different perspectives
- develop critical reasoning skills
- put across your point of view fluently
- plan and conduct scientific investigations
- analyse and interpret data

This means that Psychology students are not just knowledgeable of psychological subject matter, but are well equipped for all sorts of study or employment opportunities. A level Psychology involves essay writing, class discussion, reading and research.

Entry Requirements: GCSE grade 5 in Mathematics and a grade 5 in English.

Course content

Units	%	When?	Content
Paper 1	33.3 %	May/June of Year 13	Two hour exam. Multiple choice, short answer questions and extended writing. <ul style="list-style-type: none">• Social Influence• Memory• Attachments• Psychopathology
Paper 2	33.3 %	May/June of Year 13	Two hour exam. Multiple choice, short answer questions and extended writing. <ul style="list-style-type: none">• Biopsychology• Approaches in Psychology• Research Methods
Paper 3	33.3 %	May/June of Year 13	Two hour exam. Multiple choice, short answer questions and extended writing. <ul style="list-style-type: none">• Issues and Debates in Psychology• Gender• Aggression• Schizophrenia

Costs associated with this course

One textbook each year costing approximately £25 each.

Career Links

Psychology can help your career directly, such as becoming a Psychologist (of which there are many different types), therapist or mental health worker. Psychology can also have indirect links to other careers, such as Law, HR, Advertising, Marketing, PR, Teaching and so on.

For further information please see Mr Sare

Religious Studies: Philosophy and Ethics (A Level, AQA)

This course is the most popular route to Philosophy in the UK, and as such recognised for this at universities. It develops critical and analytical thinking through studying western Philosophy and Ethics. A thoughtful and inquiring approach is required, as well as being able to write in length using academic language. Lively discussions, seminar presentations, videos, and conferences all form part of the course, to enable you to extend your ideas and to become adept thinkers. Topics such as Religion and Science, Medical Ethics and Gender and Sexuality mean that no two years are ever the same as we adapt our ideas and principles to the constantly changing world.

Entry Requirements: Grade 5 in GCSE Philosophy and Religion and a grade 5 in English.

Course Content:

Unit	%	When?	Content
Paper 1: Philosophy and Religion	50%	June of Year 13	<p>These topics will be studied with reference to Philosophy and Christian Theology:</p> <ul style="list-style-type: none"> • God/gods/Ultimate Reality; Life after death; The challenge from science; The nature and role of religion; Sources of wisdom and authority. • Arguments for the existence of God; Evil and suffering; Religious experience; Religious language; Miracles; Self and life after death; The nature and function of religion. • How religion is influenced by, and has an influence on, philosophy of religion in relation to the issues studied. <p>These topics will be studied with reference to Philosophy and Christian Ethics:</p> <ul style="list-style-type: none"> • Key moral principles; Religious identity; Religion and sexual identity, Religious pluralism; Ethical theories. • Issue of human life and death; Issues of animal life and death; Introduction to meta ethics; Free will and moral responsibility; Conscience; Bentham and Kant. • How religion is influenced by, and has an influence on, ethical studies in relation to the issues studied.
Paper 2: Christianity and dialogues	50%	June of Year 13	<p>Section A: Study of Religion</p> <ul style="list-style-type: none"> • Sources of wisdom and authority. • Gods/gods/ultimate responsibility • Self, death and the afterlife. • Good conduct and key moral principles. • Expression of religious identity. • Religion gender and sexuality. • Religion and science. • Religion and secularisation. • Religion and religious pluralism. <p>Section B: The dialogue between philosophy of religion and religion. How religion is influenced by, and has an</p>

			<p>influence on philosophy of religion in relation to the issues studied.</p> <p>Section C: The dialogue between ethical studies and religion. How religion is influenced by, and has an influence on ethical studies in relation to the issues studied.</p>
--	--	--	---

Costs associated with this course

If students would like their own revision guide for the course, we recommend the AQA Religious Studies Paper 1: Philosophy and Ethics and AQA Religious Studies Paper 2: Christianity and Dialogues.

Students do not need to buy a textbook, but they will need a ring binder for Philosophy, Ethics and Christianity (three in total) and their own lined paper.

Career Links

The subject is useful as a traditional academic subject, providing a secure foundation for any future direction. Students who have recently studied this course have gone to university to read a diverse range of degrees including Law, History, Mathematics and Philosophy, French and Philosophy, and Accounting. Some have continued their interest through Theology and Philosophy degrees. Others have gone into Nursing and Theatre Studies.

For further information speak to Mrs A Spiers

Science (Applied) *(AQA, Level 3 Extended Certificate)*

To obtain the extended certificate students must follow a two year course covering the units below

Entry Requirements: In GCSE Combined (Double) Science: grade 4 in both exams or two at grade 4 from any of the three Separate Science GCSEs, and at least a grade 4 in Maths.

Course Content : Year 12

Units	%	When?	Content
Unit 1: Key Concepts in Science (written exam)	16.6%	Examined June of Year 12	<p>This is predominantly a theoretical unit in which learners develop their knowledge and understanding of key concepts in science and how they are applied to medical, healthcare, food, environmental, pharmaceutical and material industries. Key areas include:</p> <ul style="list-style-type: none"> • Cell structure • Transport mechanisms • Heart • Homeostasis • Breathing and cellular respiration • Photosynthesis and food chains • Atomic structure • The Periodic Table • Amount of substance • Bonding and structure • Enthalpy changes • Useful energy and efficiency • Electricity and circuits • Dynamics
Unit 2: Applied Experimental Techniques (portfolio)	16.6%	Submitted June of Year 12	<p>Learners will produce six scientific reports about six different experimental techniques (2 x biology, 2 x chemistry and 2 x physics). The six experimental techniques include:</p> <ul style="list-style-type: none"> • Rate of respiration • Light dependent reaction in photosynthesis (the Hill reaction) • Volumetric analysis • Colorimetric analysis • Resistivity • Specific heat capacity
Unit 3: Science in the Modern World (written exam with pre-release material)	16.6%	Examined January of Year 12	<p>This unit enables learners to analyse and evaluate scientific information, to develop critical thinking skills and to understand the use of the media to communicate scientific ideas and theories. We will also look at the varied roles scientists can perform in an organisation such as biologist, chemist, geneticist, ecologist and material scientist. Learners will cover the benefits of scientific roles to society and the scientifically related skills needed to undertake certain roles.</p>

Course Content: Year 13

Units	%	When?	Content
Unit 4: The Human Body (written exam)	16.6%	Examined January of Year 13	This unit is designed to develop an understanding of human anatomy and physiology. Key areas include: <ul style="list-style-type: none">• Digestive system and diet• Musculoskeletal system and movement• How oxygen is transported in the blood and how physiological measurements can be applied• The structure and function of the nervous system and brain• Nerve impulses
Unit 5: Investigating Science (portfolio)	16.6%	Submitted June of Year 13	The purpose of this unit is for learners to undertake the role of a research scientist. Learners will research a topic and develop an outline for the practical investigation. They will perform the investigation and present their findings.
Unit 6: Microbiology (portfolio)	16.6%	Submitted June of Year 13	Students undertake research looking at the topic of microbiology, including prokaryotic and eukaryotic cells, Gram staining and microbes used in biotechnology. This portfolio unit includes both research and practical investigations looking at different techniques for culturing microorganisms and the factors that affect microbial growth.

Career Links

This qualification is supported by a range of universities, and taken alongside other qualifications it can fulfil the entry requirements for a number of science-related higher education courses, including biomedical, forensic and sports science, as well as nursing. This qualification could also support learners in progressing to a related apprenticeship or into employment.

For further information please see Mr Lake or Mrs Thomas

Sociology (A Level, AQA)

Sociology studies the structure, dynamics and 'functioning' of society. Studying sociology offers insights into social and cultural issues. It helps students develop a multi-perspective and critical approach to understanding issues around identity, education, poverty, religion, crime, culture and inequality. The Sociology A level course enables students to develop a number of new skills, including how to:

- use evidence to present arguments
- investigate facts and use deduction
- understand the world around you
- put over your point of view fluently
- be critical of the news/media

As an academic discipline Sociology demands the ability to cope with a variety of theoretical perspectives and the need to be able to write well-structured and evaluative essays. Teaching methods include class discussion, presentations and evaluation of sociological theories and research studies. Written work will be regularly set and students will need to spend time out of lessons consolidating knowledge through wider reading and practising extended writing/essays.

Entry Requirements: Grade 5 in GCSE Sociology (or Grade 5 in GCSE English if Sociology not previously studied)

Course content

Units	%	When?	Content
Paper 1	33.3%	May/June of Year 13	Two hour exam. Short and extended writing questions on the topics of Education and Methods in Context (of Education) . Extended writing question on Theories and Methods in Sociology. All these topics are compulsory.
Paper 2	33.3%	May/June of Year 13	Two hour exam. Extended writing questions on the optional topics. Section A: Families and Households (studied in Year 12). Section B: The Media (studied in Year 13).
Paper 3	33.3%	May/June of Year 13	Two hour exam. Short and extended writing questions on the topic of Crime and Deviance . Extended writing question on Theories and Methods in Sociology. All these topics are compulsory.

Career Links

Sociology is a great choice of subject for people who want a career in the public sector, such as the Police, Social Work, Nursing or Medicine. However the subject is also useful in a number of other careers, like Marketing, Advertising, PR, Journalism, Law or Teaching.

For further information please speak to Mrs Milsom (Subject Leader)

Spanish (AQA, A Level)

“It is arrogant to assume that we can get by in English or that everyone else will speak our language. Learning a foreign language is polite, demonstrates commitment – and in today’s world is absolutely necessary.”

Sir Trevor MacDonald, Chair, Nuffield Language Inquiry

The A Level Spanish course builds on the knowledge, understanding and skills gained at GCSE. You will gain a range of transferable skills including communication, critical thinking, research skills and creativity. As well as developing your language skills, you will widen your knowledge and understanding of themes relating to the culture and societies where Spanish is spoken. Examples include technological and social changes, highlights of Spanish-speaking artistic culture, including Hispanic music and cinema as well as current issues affecting the Spanish-speaking world. The most successful A level linguists have always shown a commitment to and an enjoyment of the subject which extends way beyond the classroom. We encourage you to read foreign language magazines, news articles and books, participate in theatre and cinema visits, and attend lectures out of school. You will also be eligible to participate in our Exchange visit to Salamanca or organise your own study trip or work experience in a Spanish-speaking country.

Entry Requirements: Grade 6 in GCSE Spanish.

Course Content

A level	%	When?	Content
Paper 1: Listening, Reading and Writing 2 hours 30 minutes	40%	June 2025	Listening and responding to spoken passages from a range of contexts and sources. Reading and responding to a variety of texts written for different purposes, drawn from authentic resources. Translation from Spanish into English. Translation from English into Spanish.
Paper 2: Writing 2 hours	30%	June 2025	Either one question in Spanish on a set text, or one question on a set film, or two questions on set texts. Questions will require a critical and analytical response to the work studied.
Paper 3: Speaking 21-23 mins	30%	May 2025	Discussion of a sub-theme based on a stimulus card (5 - 6 minutes) Presentation (2 minutes) and discussion (9 - 10 minutes) of individual research project

A one year AS qualification in Spanish is also available and will be examined in May/June 2023.

Costs associated with this course

Textbook: AQA Spanish A level and Year 1 (ISBN: 978-0-19-836690-4) Paperback 26/05/2016. Cost approximately £25, second hand books often available.

Career Links

You could study Spanish at degree level either alone or as part of a combined degree, and you will have developed the skills to learn new languages. A variety of career options are open to students of Spanish, whether you choose to work at home or abroad, for example in business, engineering, scientific research, technology, journalism, international aid, media, entertainment, the leisure industry or teaching.

For further information see Miss Maguire

ADDITIONAL INFORMATION

Financial assistance via the 16 – 19 Bursary Fund

The 16-19 Bursary Fund is allocated to the school by the Education and Skills Funding Agency. It is designed to support post-16 students in full-time education with the financial challenges of their continuing education. Funding is constantly under review and the following details are accurate for 2022-23.

There are three parts to the scheme:

- Students who meet certain exceptional criteria (i.e. young people in care or care leavers) are eligible for an annual grant of £1,200.
- Students who are eligible for free school meals are entitled to claim regular monthly payments of up to a maximum of £50 throughout the year.
- Other students whose parents/carers are in receipt of Child Tax Credit or Universal Credit are also able to claim back expenses related to their studies, including transport to school.

Full details and application forms for the 16-19 Bursary Fund will be given to all students during their Induction, again at the start of Year 12 and are also available on the school website, www.backwellschool.net. Please note that the figures above are based on this year's allocation and may be subject to change

Personal Data

The delivery of examinations and assessments involves centres and awarding bodies processing a significant amount of personal data. Backwell School is required to provide relevant personal data including, but not restricted to, name, date of birth and gender to the awarding bodies for the purpose of examining and awarding qualifications. In some cases, additional information, which may include sensitive personal data relating to health, will also be collected to support requests for access arrangements and reasonable adjustments and/or special consideration. Backwell School complies with the requirements of the General Data Protection Regulation and will process all personal data in accordance with the Data Protection Act 1998. Further information can be found in our Data Protection Policy (exams) which is available on request from the Exams Office.

Awarding bodies may be required to provide a candidate's personal data to educational agencies such as the Department for Education (DfE), The Skills Funding Agency, regulators, UCAS, Local Authorities, and Learning Records Service (LRS). Additionally, candidates' personal data may be provided to a central record of qualifications approved by the awarding bodies for statistical and policy development purposes. Further information can be found in the JCQ Information for Candidates – Privacy Notice, which is available on the Backwell School website under the 'Curriculum' tab.

Home to School Transport

Concessionary transport: North Somerset does not provide transport beyond the compulsory age of 16, except for those with special needs. There is a concessionary travel scheme whereby a student not entitled to transport *may* be able to take up a spare seat on a hired vehicle. Please contact North Somerset School home to school transport department, on 01934 634715.

School coach service: The school runs a paying coach service covering South Bristol, Long Ashton and Flax Bourton. Sixth Form students are also welcome to apply for a place on one of these buses. Places are limited and offered on a first-come, first-served basis. Please see the Travel to School page of the Backwell School website for more information and how to apply.

Bus: Most students travelling by bus from Bristol or Weston obtain a First student bus pass. These can be bought via the First Group website, <https://www.firstbus.co.uk/buy-ticket/students>.

Students in full time education can obtain up to 30% discount on all tickets across the West of England (Bristol, Bath, Weston-super-Mare and Wells). Students must show a form of valid photo ID to the driver on every journey to receive the discount, e.g., a valid NUS card. For further information, visit <https://www.firstbus.co.uk/bristol-bath-and-west/tickets/ticket-types/young-person-16-21-students>

Train: For students wishing to travel by train, substantial savings can be made on the cost of travel. Students aged 16 or 17 can purchase a 16-17 Saver for £30 per year. This gives you a 50% discount off the cost of adult tickets and adult season tickets. It is valid for one year or until your 18th birthday, whichever comes first. You must keep it with you when you travel (on your phone or wallet). For further information and to apply for a 16-17 Saver, visit <https://www.16-17saver.co.uk/>

GWR offer a 'Scholar' season ticket for 16-17 year olds who are in full-time study. The season ticket is valid for a specific, regular journey to and from school/college on Monday to Friday only, and can be bought either termly, or as a block of three terms (Term 1 is from September to December; Term 2 is from January to Easter and Term 3 is from Easter to July). It must be purchased before the student's 18th birthday and offers a substantial saving on the price of an equivalent standard adult season ticket. If you are interested in purchasing a GWR Scholar season ticket, you will need to call GWR direct on 0345 766 0228. This line is available between 9.00 am and 5.30 pm, from Monday to Friday. Alternatively, you can apply by email to business.direct@gwr.com, stating both your departure and destination station. Payment can be made by credit or debit card.

For students aged 18 and over, it may be worth considering purchasing a season ticket to save substantially on the cost of a regular train journey. For further information, visit <https://www.gwr.com/>

Students may also wish to consider buying a 16-25 Railcard, which will give 1/3 off rail fares; this costs £30 for a year. However, we would point out that this discount does not apply for journeys before 10.00 am (a minimum fare of £12 is payable), so it is therefore not very useful for school travel. For more information and details on how to apply, please visit <https://www.16-25railcard.co.uk/>

Car and Motorcycle parking: Students may only park a car or motorcycle in school with a valid permit, obtained from the Sixth Form Office. Please be aware that parking space is extremely limited and in practice permits are only issued to students in Year 13 who are unable to use public transport. Priority is always given to students with a greater distance to travel, and we encourage lift sharing. Due to the obvious health and safety implications there are rules concerning driving on the school site that are discussed upon issue of the permit. Failure to adhere to these rules will see the permit withdrawn.

Please be aware that there is no vehicle access via the Leisure Centre car park. This car park is the private property of the Leisure Centre and is reserved for the use of their customers only. If you park offsite, please do so sensibly and give consideration to Backwell residents.

Timetable for entry to the Sixth Form, 2023

November	Backwell Sixth Form Open Evening: Thursday 17 November 2022, from 5.00pm to 7.15pm
December	Deadline for applications: 4.30 pm on Thursday 8 December 2022
February to March	Students currently attending Backwell School and those from other schools who have submitted application forms will be invited to subject choice interviews at Backwell
May to June	GCSE examinations
July	Sixth Form Induction: Friday 7 July 2023
August	GCSE results: Thursday 24 August 2023
September	Term begins on Monday 4 September 2023*

*Information on Inset days is yet to be confirmed

Policy of Year 12 Admissions, September 2023

The maximum size of Year 12 is expected to be 240 students, subject to their fulfilling the entry criteria and subject to class size in their chosen subjects. We are pleased to receive external applications to Year 12 and we typically admit an average of 30 new students each year.

BACKWELL SCHOOL SIXTH FORM



OPEN EVENING

From 5.00 to 7.15 pm **Thursday 17 November 2022**

- Arrive anytime between 5.00 - 6.45 pm
- Presentations from the Sixth Form Leadership Team at 5.00 and 7.00 pm
- From 5.00 - 7.15 pm: Visit curriculum areas; talk to teachers and current students; seek advice from the Sixth Form Team.



*"Students in the sixth form receive good advice about how to apply to university. Consequently, many students receive offers from highly competitive universities."
(Ofsted 2020)*



"Teachers at Backwell are really supportive and have always helped me to do my best. I also find the Sixth Form community really inclusive." Ollie C, Head Student



Application deadline Thursday 8 December 2022

Visit www.backwellschool.net to find out more