



ACCORD SIXTH FORM COLLEGE

# PROSPECTUS

2026-27



**Accord**   
Sixth Form  
College





**READY TO  
TAKE THE  
FIRST STEP?**





*“There really is a sense of ‘family’ here. You get the support, the freedom and the opportunities... You’re not just a number.”*

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# WELCOME

If you're ready to take control of your future, challenge yourself and discover what you're truly capable of, Accord Sixth Form College is the place for you.

We are proud of our academic offer and excellent results. In 2025, we achieved our best ever A Level results, with 80% of grades at A\*-C and the vast majority of students securing their first-choice university. We offer diverse and interesting A Level courses and a range of vocational programmes, so you can build a study programme which suits your needs. The whole experience is designed around your interests and strengths, so you can achieve your full potential.

We have a welcoming community of students and staff who are friendly, ambitious and curious. You'll regularly meet with your Personal Progress Tutor (PPT) on a one-to-one and group basis, and they'll make sure you're developing academically, socially and culturally. We know how important it is to have someone in your corner, so you'll always have someone to talk to if you need it.

We also have an excellent careers programme, so you get plenty of opportunities to see different working environments and the pathways available after Post 16 study. Whether you're aiming for top universities, exciting apprenticeships or jumping straight into your dream career, we've got the tools and support to help you get there.

Setting you up for success doesn't just stop at achieving academically. We have a broad enrichment offer so you can develop essential

personal skills like time management, organisation and teamwork, as well as find new hobbies and interests.

We're proud of our strong track record, but we're even more excited about what's ahead. If you're looking for a place that feels fresh, focused and full of opportunity, we could be your perfect fit. I hope you enjoy reading our prospectus. I encourage you to look at our website or reach out to our team if you have any questions.



*Mr C Berry*  
Director of Sixth Form



## WHY ACCORD SIXTH FORM COLLEGE?

### > OUTSTANDING TEACHING

Students are taught by dedicated and knowledgeable staff. All staff follow the Accord Classroom principles to ensure students receive the high quality teaching and learning they deserve.

### > ENRICHMENT

All our students take part in a minimum of one hour per week of enrichment as part of our study programme. These sessions allow them access to a wide range of activities and experiences which complement their academic studies and facilitate personal growth. This includes the opportunity to become a member of our Football Education or Inspiring Excellence Programmes

### > INDIVIDUAL ATTENTION

As a small college, we have the resources to offer a bespoke programme of learning and development to all our students. As part of this, every student will be part of a tutor group and will have access to a Personal Progress Tutor who they will meet with twice a week.

### > EXCELLENT OUTCOMES

We consistently achieve excellent outcomes with a large percentage of our students going on to secure highly sought-after apprenticeships or places at prestigious universities.

### > TRIPS AND VISITS

To develop students' cultural capital we offer a wide array of trips and visits. In the past, these have included trips as far afield as Madrid, as well as excursions to London for Law students or our University of Cambridge residential for students on the Inspiring Excellence programme.

### > ACCORD MAT FAMILY

As part of the Accord Multi Academy Trust our Sixth Form students have access to a wide range of opportunities such as work experience in our local schools, involvement in annual dramatic productions and apprenticeship pathways with our Trust.



# 2025: OUR BEST EVER A LEVEL RESULTS

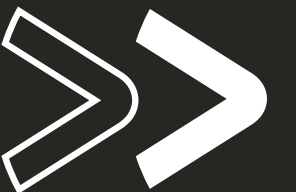
**Pass Rate**  
**99.5%**

**A\* - C**  
**80%**

**A\* - B**  
**56%**

**A\* - A**  
**23%**

**THEIR STORY  
BEGAN HERE.  
YOURS CAN TOO.**





# HOW TO JOIN US...

...in 5 easy steps!

## 01

### OPEN EVENING

We highly recommend attending our Post 16 Open Evening. This is a great opportunity to learn more about what we offer and meet our fantastic students.

## 02

### APPLY ONLINE

Once you know that Accord Sixth is the right place for you, it's time to apply! It couldn't be easier - either fill out the Microsoft Form on our website or apply via the Wakefield e-Prospectus website. All the information you need is on the links below.

<https://accordsixth.accordmat.org/key-information/how-to-apply/>



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## 03

### INTERVIEW

Once you have applied you will be invited to an in-person interview - a crucial part of the enrolment process. You'll chat with a member of our Post 16 team, and you'll also be asked to bring along evidence of your predicted grades. All successful applicants will receive confirmation of an offer at this stage.

## 04

### INDUCTION DAY

All applicants will be invited to our Induction Day in July 2026. You'll meet the team, explore our facilities and sample your chosen subjects. You'll also get a sense of the extracurricular and enrichment opportunities we offer.

## 05

### ENROLMENT

If you are offered a conditional place, enrolment will take place on 20 August 2026 (once you pick up your GCSE results). You'll get full details sent to you closer to the time, and it's important you attend to secure your place on your chosen courses.

## APPLICATION DEADLINE:

**FRIDAY 13 FEBRUARY 2026**

We encourage all applicants to apply as soon as possible. Interviews will begin from October 2025 following our Open Evening. Students who apply prior to this date will likely be offered a place on their chosen subject courses. Students who apply after the deadline may not be offered their desired subjects place due to course demands.





# STUDENT EXPERIENCE

*"Without the support, the close-knit network, and all my teachers who put in so many hours of hard work, I definitely couldn't have gotten anywhere near the results I got today."*

Tia  
2025 leaver, secured a competitive degree-apprenticeship with KPMG

## CAREERS INFORMATION AND GUIDANCE

We run a number of exciting programmes to ensure our students are able to follow their chosen progression route after their time at Accord Sixth Form College.



## APPRENTICESHIPS

As part of the Employment and Apprenticeship program, students attend workshops with local, national and international employers. Visitors join us to give information on their different industry sectors and share apprenticeship and employment vacancies they have to offer. Recently, British Gas delivered a workshop about their meter fitting program and gave our students a realistic taste of what it would be like to work for them, which helped our students shape their CVs and prepare for future interviews.

Employers visiting the academy are able to give up-to-date advice based on the current job market and can inform students on technological changes to professions, helping them to make informed choices.



## HIGHER EDUCATION AND APPRENTICESHIP FAIR

Each year, we host our Higher Education and Apprenticeship Fair which is attended by representatives from more than 25 universities, as well as a wide range of employers and Degree Apprenticeship providers. They speak to our students and their parents/carers about the different career and university opportunities available to them.

These Higher Education providers vary from the most prestigious research-based universities to those providing more trade-based solutions to career entry. The event is a great way to ask direct questions about entry processes, accommodation, admissions and any number of issues related to course content and graduate employability rates.

A number of keynote speakers also attend, providing information on student finance and the UCAS process.



## UNIFROG

Unifrog is an interactive careers platform used by Year 12 and 13 students to support their transition into university, employment or apprenticeships. It provides students with a single centralised location to collate materials needed for applications and access invaluable support resources.

Through Unifrog, students can explore the entry requirements and key responsibilities for a wide variety of careers, and create a personalised careers plan to compare universities and apprenticeships. They can also sign up for Massive Open Online Courses (MOOCs) which test their suitability for different pathways and enable them to make

informed subject choices for university. Another key feature of the platform is the ability to compare suitable undergraduate programmes taught across Europe, Canada, Australia, New Zealand and the United States of America. For students looking to apply closer to home, there is detailed information to support applications to Russell Group universities and Oxbridge.

We ensure that parents/carers have access to the site, so they can work with their child to support their progression and choose an appropriate pathway.





# OUR COMMUNITY - SUPPORTING YOU ALL THE WAY



We appreciate that the transition into Year 12 can feel like a big step up. Our focus is ensuring you get the best possible start with us and are fully supported throughout your time at Accord Sixth Form College. Whether you are moving up from Year 11 at Ossett Academy or joining us from another school, you will find yourself in an unfamiliar environment with a very different study programme to your GCSE experience.

Your Personal Progress Tutor (PPT) will help you make a smooth transition and will always be on hand to support you. Your PPT will help you tackle the challenges ahead and give you advice on study

skills and managing your time so that you learn to effectively prioritise and organise your college work and personal commitments. You will meet with them on a weekly basis for a group tutorial session, but you will also meet on an individual level for frequent one-to-one appraisals, where you will discuss many aspects of your progress, future aspirations and social development.

Your PPT will challenge you to meet the high standards that we hope all our students will set themselves, but they will also be there to provide the scaffolding and support structures that you may need along the way.



# ENRICHMENT OPPORTUNITIES

We strive to not only challenge our students academically, but also provide them with opportunities to add new skills, experiences and achievements to their CVs. We support our students to become well-rounded, mature and conscientious young people with an active interest in their community.

Our Enrichment Programme is diverse and varied, with students taking part in a minimum of one hour of enrichment per week.



Opportunities include:

- Duke of Edinburgh's Award (DofE)
- Football Education Programme
- Inspiring Excellence Programme
- Extended Project Qualification (EPQ)
- Driving Theory
- Fitness
- 5-a-side
- Film Club
- Art Club
- Board Games
- Peer Mentoring/Support
- Multi Sports
- Book Club
- Music



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Further Information





# FOOTBALL EDUCATION PROGRAMME

The Football Education Programme is designed to offer Post 16 students an opportunity to combine their love of football with their academic studies, alongside a wide range of other enrichment opportunities.

## WHAT DOES THE PROGRAMME INCLUDE?

- Coaching sessions on our recently renovated 3G pitches.
- Access to all match recordings and analytics from the VEO camera.
- Flexible training schedule to suit your timetable.
- Option to study a combination of A Level and/or BTEC courses.
- Opportunity to go on overseas football trips to places such as Madrid and Barcelona.
- The chance to play in the Association of Colleges (AoC) League and English Schools' Football Association (ESFA) National Cup.
- Opportunities to assist with coaching Ossett Academy football teams and the potential to gain coaching qualifications.
- Opportunities to referee Ossett Academy football matches and gain experience.
- Access to gym and fitness suite sessions.
- Use of StatSports equipment for recording performance data.
- Specific Football Education Programme mentor.

## PLAYING OPPORTUNITIES

The team play in the AoC League and the ESFA National Cup. Both represent a high standard of football and will enable students to test their skills against some of the best college teams in the local area. To ensure students are prepared for matches, they will train 1-3 times a week, with dedicated training sessions scheduled in their timetable. We have two teams which students can compete to be selected for.

## WHO IS IT FOR?

The Football Education Programme has players of all abilities, and everyone is welcome to apply. All students will be offered the same opportunities, and we aim to offer an inclusive atmosphere where players can improve their footballing abilities whilst also developing their character and personal skills.



Further Information



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# INSPIRING EXCELLENCE PROGRAMME



The Inspiring Excellence Programme supports students who have the ability, desire and aspiration to apply to the Russell Group universities - the most prestigious universities in the UK. Entry to these universities is very competitive, and whilst high grades are extremely important, this is only one factor to consider. This programme is designed to give students the knowledge and skills to make informed decisions about the best courses for them, as well as supporting them through their learning journey and the whole university application process.

## WHO IS IT FOR?

The programme is aimed at students who achieve high grades at GCSE - typically grades of 7, 8 and 9 across all their subjects, indicating their ability to achieve highly in Level 3 qualifications.



## WHAT DOES THE PROGRAMME INCLUDE?

- Extended Project Qualification EPQ support.
- Access to MOOCs.
- Access to the HE+ Programme.
- Opportunity to attend a residential at Oxbridge, as well as trips to other Russell Group universities.
- Support from The Linacre Institute, which aims to help state-school students in the north of England apply to leading universities.
- Peer and academic mentoring.
- Advice and guidance on applying to university, using bespoke online platforms.
- Preparation for interviews.
- Support with arranging work experience or voluntary work, which is required for some university applications.

Further Information



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# WORK EXPERIENCE

All our Post 16 students will take part in our Work Experience Programme, completing a minimum of one week's work experience. For some students, this may take place alongside their academic studies. However, for those undertaking a TLevel or Extended BTEC qualification, this will form an essential part of their course.

## WHY IS WORK EXPERIENCE IMPORTANT?



### 1. INDEPENDENCE

With the support of our Careers Team, students will be asked to act independently to source their own work experience opportunities, allowing them to develop a deeper understanding of their chosen industry or field.



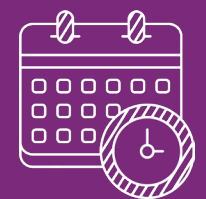
### 2. COMMUNICATION AND INTERPERSONAL SKILLS

We expect students to develop their communication skills by being proactive in organising their work experience and collaborating with colleagues during their placement.



### 3. RESILIENCE

For most students, this is the first time they will have experienced the world of work. This allows them to step outside their comfort zone and rise to new challenges.



### 4. TIME MANAGEMENT AND ORGANISATION

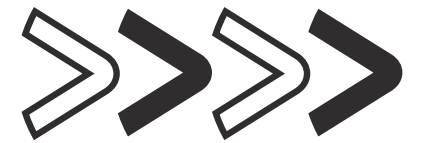
An important aspect of work experience is ensuring students develop excellent time management and organisation skills. As part of the programme all students will receive feedback from their employer on these key skills and will have an opportunity to discuss this with their PPT.



### 5. EMPLOYMENT OPPORTUNITIES

Many of our students have gone on to secure part-time employment due to the success of their placements. This is something we encourage alongside students' studies.

# THE TUTORIAL PROGRAMME



Our Tutorial Programme offers a well-rounded and enriching curriculum designed to support students' personal development, independence and readiness for life beyond college. Alongside core PSHE themes and a strong focus on British Values, students engage with practical life skills such as budgeting, financial literacy, understanding mortgages and preparing to live away from home.

To support academic achievement, the programme includes focused study skills sessions and metacognitive strategies that help students understand how they learn best, manage their time effectively and develop independent study habits. These tools are designed to build confidence and resilience, ensuring students are well prepared for the demands of A Level study and beyond.

Careers education is a central part of the programme, with students receiving tailored support for UCAS applications, apprenticeships and future pathways. Opportunities include visits to universities, employer talks and guidance in securing work experience placements, helping students make informed decisions about their next steps.

We also mark key awareness events including Mental Health Awareness Day and Black History Month, encouraging reflection, empathy and informed discussion. The programme aims to foster confident, capable young adults equipped with the knowledge and values to thrive in further education, employment and society.

We aim to equip students with the knowledge and understanding they need to lead a happy, healthy and fulfilling life. Through our PSHE curriculum, we discuss the importance of enjoying stable, strong and positive relationships with friends, family and members of local communities. Students learn to evaluate risks and make informed choices about how to navigate through the challenges and opportunities life presents.

We support and encourage all our students to become confident, resilient and well-rounded adults. We want everyone to have high aspirations, believe in themselves and realise that anything is possible if you put your mind to it!





# FREQUENTLY ASKED QUESTIONS

## WHERE ARE YOU LOCATED?

We are based within Ossett Academy in Wakefield, West Yorkshire. Our address is Storrs Hill Road, Ossett, WF5 0DG. Our Sixth Form students have access to the facilities within Ossett Academy, but they also have their own private spaces to study and relax.

## IS THERE A DRESS CODE?

We don't have a formal uniform, but students are trusted and expected to dress 'smart-casual' and appropriately for a learning environment.

## HOW ARE THE DAYS STRUCTURED?

The college day typically starts around 8.30am and ends by 3pm, but your individual timetable will depend on your course choices. You'll also have free periods which you can use to catch up on work or complete independent study.

We offer various extracurricular clubs and Sixth Form-specific enrichments, which take place on a Thursday afternoon.

## WHAT HAPPENS IF I MISS A LESSON?

Attendance is taken seriously - although you're treated like a young adult with more independence, our expectations are high and good attendance is vital to achievement. Unexplained or unauthorised absences may impact your progress, and staff will follow up with you and your parents/carers about this.

## CAN I LEAVE THE CAMPUS DURING FREE PERIODS OR LUNCH?

Yes - you have a lot more independence than you did in secondary school. However, you must follow our procedures for signing in and out, and you must wear your ID lanyard onsite at all times.

## DO I NEED TO BUY TEXTBOOKS OR MATERIALS?

Many core materials will be provided, but some courses may recommend specific textbooks or equipment. Your subject teachers will tell you during your induction if there's anything specialist you need to get.

## CAN I USE MY PHONE?

We don't allow phones in lessons, unless a teacher specifies that you should use it for educational purposes. Outside of lessons, you're free to use them responsibly in the Common Room or Independent Learning Centre (ILC).

## IS FINANCIAL SUPPORT AVAILABLE?

We have a 16-19 Bursary fund available to support those students facing the greatest financial barriers and to enable them to continue with their education. It's awarded on a bespoke basis and based on need.

You can find out more and apply on our website.

## ONCE I'VE APPLIED, IS MY APPLICATION FOR THE SUBJECTS I HAVE CHOSEN FIXED?

No. Once you have your results and have had a discussion with a member of the Post 16 team, you may decide to choose a different option. As long as it fits in your timetable, this can be arranged.

## ONCE I START IN SEPTEMBER CAN I CHANGE MY MIND ABOUT MY SUBJECTS OR CHOSEN PATHWAY?

Yes - you will be able to change your subjects in the first few weeks of the term. It's perfectly normal to realise a particular course isn't for you, and a handful of students experience this every year. It's important to us that you make the right choice for you, and you will be supported through this process. We encourage discussions with parents before final decisions are made.

## HOW DIFFERENT WILL COLLEGE LIFE BE TO MY GCSE STUDIES?

Post 16 qualifications require a high level of independence, and we will strive to help you become a self-motivated and responsible young person. Each week, you will need to put in around 30 hours of work outside the classroom to support your learning.

We expect you to maximise your future potential by working hard towards your personal goals and aspirations alongside a bespoke programme of learning.

## CAN I EASILY GET TO OSSETT FROM OTHER PARTS OF WAKEFIELD AND THE SURROUNDING AREA?

We have excellent local public transport links. For those who drive in and out of college, we are just a few minutes from J40 of the M1.

## HOW WILL I KNOW WHETHER TO STUDY A LEVELS, A VOCATIONAL PROGRAMME, OR A MIXTURE OF BOTH?

This will depend on your GCSE results, personal learning style and your future career aspirations.

## HOW ARE BTEC QUALIFICATIONS DIFFERENT FROM A LEVELS?

BTEC subjects are taught in a more practical way and there is a mix of externally and internally assessed work, including coursework in the form of assignments and other hands-on tasks.

## WILL MY PARENTS/CARERS BE KEPT INFORMED ABOUT HOW I AM DOING?

Yes. There will be two Parents' Consultation Evenings and three sets of printed reports will be sent home through the year. Parents will also be kept up to date with information about your attendance at college.





# SUBJECT OPTIONS

We offer a variety of different pathways to suit everyone's needs. All students must complete a programme of study which is equivalent to 600 guided learning hours and includes, as a minimum, the equivalent of three A Level subjects. However, there are a huge number of ways we can tailor and tweak these study programmes to ensure every student has a bespoke learning journey which is right for them.

## WHAT IS AN A LEVEL?

An A Level is a two-year subject-based qualification designed to provide a specialised and rigorous academic path for students, often preparing them for higher education. They are usually assessed through examinations at the end of the course.

## WHAT IS A CTEC?

The Cambridge Technical is a vocational qualification which provides specialist, work-related training. It is the equivalent of two A Levels in terms of UCAS tariff points. A CTEC is designed to lead to further study or direct employment.

## WHAT IS A BTEC?

A Business and Technology Education Council is a practical, vocational qualification. BTECs can be offered at various levels – for instance, they can be the equivalent of one, two or three A Levels. BTECs combine subject theory with practical experience and are often assessed through coursework, projects and real-life scenarios.

## WHAT SHOULD I STUDY?

It's entirely up to you, what interests you and what you might want to do in the future! It's important that you feel passionate about and interested in your subjects, and that they can help you move forward on a pathway towards the career, employment or further study that you want to pursue.

## HOW DOES IT WORK?

You can select one of the following pathways:

### 01. A LEVEL PATHWAY

Choosing to study a minimum of three A Level subjects.

### 02. MIXED PATHWAY

Choosing to combine A Level and BTEC/CTEC qualifications to complete the equivalent of three A Levels.

### 03. VOCATIONAL PATHWAY

Choosing to complete a minimum of three BTEC/CTEC courses (each equivalent to one A Level).

## EXTENDED PROJECT QUALIFICATION

Students may also choose to complete an EPQ (equivalent to half an A Level) alongside their usual programme of study. This can be discussed in more depth during a students' enrolment interview.

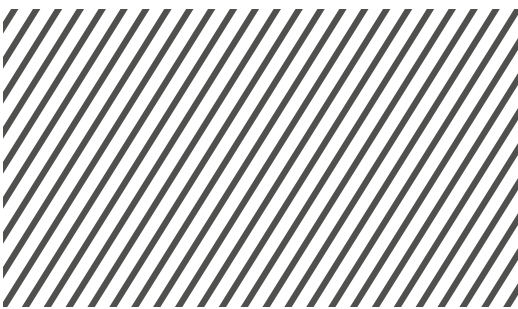
## ENTRY REQUIREMENTS

Generally, our entry requirements are four GCSEs at grades 5 or above. In some instances, students will be granted entry with lower grades - however this is at the discretion of the Director of Post 16. Any student not achieving a grade 4 in English or Maths will be required to re-sit the subject.



# A LEVEL SUBJECT REQUIREMENTS

| SUBJECT            | GRADE REQUIREMENTS                                                                                                                             |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 3D Design          | Grade 5 in GCSE 3D Design or Product Design.                                                                                                   |
| Biology            | Grade 6 in Biology or the Biology Element of Trilogy Science. Grade 6 in Maths.                                                                |
| Business           | Grade 5 in GCSE Business or a Merit in CNAT Business if studied. Students do not have to have studied Business to take the course.             |
| Chemistry          | Grade 6 in Chemistry or the Chemistry Element of Trilogy Science. Grade 6 in Maths.                                                            |
| Economics          | Grade 6 in GCSE Economics if studied. Students do not have to have studied GCSE Economics to take the course but must have a Grade 6 in Maths. |
| English Language   | Grade 5 in GCSE English Language.                                                                                                              |
| English Literature | Grade 5 in GCSE English Literature.                                                                                                            |
| Fine Art           | Grade 5 in GCSE Art.                                                                                                                           |
| Geography          | Grade 5 in GCSE Geography if studied. Students do not have to have studied GCSE Geography to take the course.                                  |
| History            | Grade 6 in GCSE History if studied. Students do not have to have studied GCSE History to take the course. Grade 5 in English Language.         |
| Law                | Grade 5 in English Language.                                                                                                                   |
| Maths              | Grade 7 in GCSE Maths.                                                                                                                         |
| Further Maths      | Grade 7 in GCSE Maths.                                                                                                                         |
| Media              | Grade 5 in GCSE Media or a Merit in CNAT I-media if studied. Students do not have to have studied Media to take the course.                    |
| Photography        | Grade 5 in GCSE Photography. If not studied, a portfolio will be required at interview.                                                        |



| SUBJECT    | GRADE REQUIREMENTS                                                              |
|------------|---------------------------------------------------------------------------------|
| Physics    | Grade 6 in Physics or the Physics Element of Trilogy Science. Grade 6 in Maths. |
| Psychology | Grade 5 English Language and Maths.                                             |
| Sociology  | Grade 5 in English Language.                                                    |





# 3D DESIGN

## COURSE CONTENT

In the Visual Arts Department, we aim to provide a lively, challenging and happy environment in which students can learn, explore and break through creative boundaries. Students will learn how to convey and interpret ideas, feelings and observations into 3D work and record experiences in visual form using various media. They will develop theoretical knowledge and understanding of relevant materials, processes, technologies and resources, and use tools, equipment and machinery to design and make their 3D pieces.

## WHY STUDY 3D DESIGN?

The personal attributes and skills that you develop whilst studying 3D Design are vast. As students push themselves to explore unfamiliar techniques and materials, they will develop the tenacity required to problem-solve at higher levels. They will become independent in their thinking and resilient in their attitudes. By analysing and researching the work of other practitioners, students develop lifelong skills that are transferable into any career path.



## ASSESSMENT

### Component 1: Personal Investigation (60%)

This is a coursework-based project that students develop over an extended period and includes a 1,500-3,000-word essay.

### Component 2: Externally Assessed Assignment (40%)

This component involves an externally set assignment that students undertake after receiving an externally set brief. Students have a period of time to develop their ideas which then concludes with a 15-hour exam period.

The work is internally marked and externally moderated.



# BIOLOGY



## COURSE CONTENT

In the first year, students will study four modules: biological molecules; cells; organisms exchanging substances with their environment; genetic information, variation and relationships between organisms. Within each of these modules, there are six required practical classes plus additional practical sessions to enhance their understanding of the topics covered.

In the second year, students study: energy transfers in and between organisms; organisms responding to changes in their internal and external environment; genetics, populations, evolution and ecosystems, and the control of gene expression.

## WHY STUDY BIOLOGY?

Biology is a fast moving and dynamic science. In addition to traditional classroom-based activities, Biology involves supported independent learning and practical hands-on experience. As one of the most popular A Level subjects in the country, Biology attracts students studying a diverse range of other courses. Many of our students choose a related degree course such as Medicine, Neuroscience or Physiotherapy. An A Level in Biology evidences sound numeracy and literacy, so previous students have also been accepted onto courses as diverse as Criminology, Accountancy and Civil Engineering.

Biology is a rewarding and challenging course which will help students develop many of the skills needed for a successful career.



## ASSESSMENT

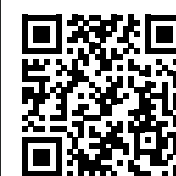
The A Level will be assessed at the end of the two-year course. Students will sit three written exam papers which each last two hours.

Students also receive a practical endorsement (graded simply as pass or fail) which appears on the exam board certificate. This is assessed by students' teachers during the compulsory practical classes.

Watch Now



Hear first hand from Accord Sixth students on why they chose their courses.



Scan me



# BUSINESS

## COURSE CONTENT

Business is a dynamic subject in which students learn about the diverse nature of business enterprise and the interdependence of component parts of the business world. They will explore business success and failure, local, national and global markets, and how businesses adapt and respond strategically to changing environments. This constant evolutionary process makes Business a fascinating subject.

## WHY STUDY BUSINESS?

Business is a highly respected qualification, valued by universities and employers. Whether students see themselves as part of a successful multinational business or the next Richard Branson – studying Business can help. Students will also learn valuable transferable skills such as identifying and solving problems, teamwork and planning.

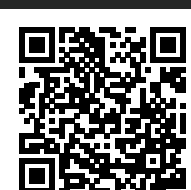


## ASSESSMENT

The course is 100% examination-based, and is assessed through three exam papers at the end of Year 13.

Hear first hand from Accord Sixth students on why they chose their courses.

Watch Now



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# CHEMISTRY

## COURSE CONTENT

Content is split into the following modules in Year 12: development of practical skills in Chemistry; foundations in Chemistry; periodic table and energy, and core organic Chemistry. In Year 13, students will cover: development of practical skills in Chemistry; physical Chemistry and transition elements; organic Chemistry and analysis. These units demand problem solving, mathematical application and critical thinking.

## WHY STUDY CHEMISTRY?

Chemistry is a fast moving and dynamic science. All our teaching is carried out in modern, well-equipped laboratories, enabling much of the practical work to be completed on an individual or small group basis. In addition to formal teaching and practical sessions, there are opportunities for students to arrange individual tuition with one of their teachers. The specification has been developed in consultation with the Royal Society of Chemistry, GlaxoSmithKline and many teachers in OCR Centres throughout the country. There is plenty of practical work integrated with theoretical work.



## ASSESSMENT

The A Level will be assessed at the end of the two-year course. Students will sit three written exam papers.

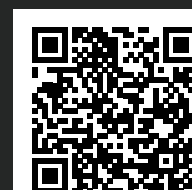
Paper 1: 100 marks, 2h 15m (37%)

Paper 2: 100 marks, 2h 15m (37%)

Paper 3: 70 marks, 1h 30m (26%)

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# ECONOMICS

## COURSE CONTENT

In Year 12 students will study Theme 1 (microeconomics); markets, consumers and firms, and Theme 2 (macroeconomics); the wider economic environment.

In Theme 1, students explore the way in which consumers make choices and entrepreneurs create desirable products. In Theme 2, students explore how firms can become more competitive and are introduced to the wider international and economic environment in which firms operate.

In Year 13, students will study Theme 3 (the global economy) and Theme 4 (making markets work).

In Theme 3, students continue to focus on the international economic environment. In Theme 4, students study the degree of competition within markets and apply their understanding to how governments may improve the functioning of markets and the economy.

## WHY STUDY ECONOMICS?

Studying Economics will not only ensure students stay up to date with current issues; they will also develop the facilities to critically analyse a range of issues in finance, business and politics.



## ASSESSMENT

The course follows the Edexcel Economics B Level specification. Assessment is through three externally assessed exams at the end of Year 13.

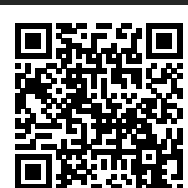
**Paper 1: Assesses Themes 1 & 4; 100 marks, 2h (35%)**  
**Paper 2: Assesses Themes 2 & 3; 100 marks, 2h (35%)**  
**Paper 3: Assesses All Themes; 100 marks, 2h (30%)\***

\* For paper 3 you will have a research task before the exam. The questions in the exam - data response and essay questions - are linked to the context you will research.

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# ENGLISH LANGUAGE

## COURSE CONTENT

Have you ever thought about how we use language on a daily basis and how language varies from person to person and place to place? If so, this course will give you a fascinating insight into the language we tend to take for granted; it is an exciting and thought-provoking course that will allow you to discover more about language use in the world around you. The course is separated into four areas: Language Variation, Child Language, Crafting Language and a Language Investigation. Under these areas, you will investigate text messages, spoken language, texts written by children and data collected about the way specific groups use language. The course also enables you to be creative in your own use of language, with opportunities to create your own texts, investigations and discursive essays.

## WHY STUDY ENGLISH LANGUAGE?

An A Level in English Language is a valuable qualification for many different career/degree paths. An understanding of language and communication is key for any career which involves working with others or some use of writing skills, the list of which is infinite. It will also help you to become a more critical and evaluative thinker, a skill which complements many other subject options and pathways.

Students who study courses in English will be given opportunities to visit lecture-style events at local universities with specialist linguists to



support their learning. We are also developing partnerships with other A Level providers to offer specialist workshops on particular aspects of the course.

Taking English Language also opens up opportunities for enrichment such as visits to local primary schools (studying how children develop their written language) and visits from guest speakers, including forensic linguists and university professors.

## ASSESSMENT

Assessment takes place at the end of two years of study.

**Paper 1: 60 marks, 2h 15m (35%)**  
**Paper 2: 45 marks, 1h 15m (20%)**  
**Paper 3: 45 marks, 1h 45m (25%)**

Non-examination assessment: 50 marks over two assignments (20%)

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# ENGLISH LITERATURE

## COURSE CONTENT

Are you an avid reader? Do you love exploring the ideas, characters and themes in plays, poems and novels? A Level English Literature is an exciting and thought-provoking course which gives students the opportunity to read, enjoy and explore a wide range of powerful and important texts. The course is separated into three key areas – Drama, Prose and Poetry – to give students the opportunity to explore a range of genres, styles and contexts, including a Shakespeare play, modern poetry and two fantastic novels.

During the course, students will develop their ability to debate, evaluate and analyse, and hone their communication skills. We also offer exciting enrichment opportunities such as theatre trips and the chance to attend lectures by specialist speakers.

## WHY STUDY ENGLISH LITERATURE?

Aside from being highly enjoyable, this A Level is highly valued by universities as a facilitating subject. It is a real asset when applying for a number of different university courses due to its critical, analytical and evaluative nature. It will be particularly useful for any future career which involves some measure of writing or communication.



## ASSESSMENT

Assessment includes a coursework essay and three open book exams.

Paper 1: Drama, 60 marks, 2h 15m (30%)

Paper 2: Prose, 40 marks, 1h 15m (20%)

Paper 3: Poetry, 60 marks, 2h 15m (30%)

Non-examination assessment: 2,500-3,000 words, 60 marks (20%)

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# FINE ART

## COURSE CONTENT

In the Visual Arts Department, we aim to provide a lively, challenging and happy environment in which students can learn, explore and break through creative boundaries. In Fine Art, students will learn how to convey and interpret ideas, feelings and observations into artwork and record experiences in visual form through a variety of media. They will develop theoretical knowledge and understanding of relevant materials, processes, technologies and resources. They will also work with wet and dry materials, including oil paints, printing, photography and mixed media.

## WHY STUDY FINE ART?

The personal attributes and skills that students develop whilst studying art and design subjects are vast. As students push themselves to explore unfamiliar techniques and materials, they will develop the tenacity required to problem solve at higher levels. They will become independent in their thinking and resilient in their attitudes. By analysing and researching the work of other practitioners, students develop lifelong skills that are transferable into any career path.



## ASSESSMENT

### Component 1: Personal Investigation (60%)

This is a coursework-based project that students develop over an extended period and includes a 1,500-3,000-word essay.

### Component 2: Externally Assessed Assignment (40%)

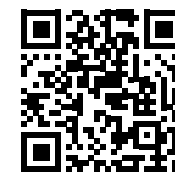
This component involves an externally set assignment that students undertake after receiving an externally set brief. Students have a period of time to develop their ideas which then concludes with a 15-hour exam period.

The work is internally marked and externally moderated.

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# GEOGRAPHY



## COURSE CONTENT

A Level Geography addresses the more modern elements of geographical thinking and is rooted in researching and monitoring the events, patterns and phenomena affecting the world as we know it. Topics include Global Systems and Global Governance, Population and the Environment, Changing Places, Hazards, Water and Carbon Cycles and Coastal Landscapes.

## WHY STUDY GEOGRAPHY?

With a broad range of topics which address current global trends and significant environmental and global issues, this subject offers students an opportunity to develop a real understanding of global perspectives, decision making and nature at large. This qualification will be useful for anyone interested in the sciences, politics, economics or even travel and tourism.

Our fieldwork requires students to undertake real life geographical research and will reward students with skills in presenting data and drawing logical, principled and scientific conclusions.

## ASSESSMENT

Students will sit two written exams and complete an Individual Investigation at the end of Year 12, which must include data collected in the field. This investigation will be marked by teachers and moderated by AQA.

**Component 1: Written paper, 2h 30m (40%)**

**Component 2: Written paper, 2h 30m (40%)**

**Component 3: Individual Investigation, 3,000-4,000 words, 60 marks (20%)**

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# HISTORY

## COURSE CONTENT

In this course, students will cover the American Dream, South African Rainbow Nation and Yorkists, Lancastrians and Henry VII. Ultimately, they will learn how to construct an analytical historical argument and will assess the views of contemporaries in order to reach independent judgements about some of the most fundamental periods of English, European and world history.

A significant aspect of this course will involve students looking in detail at the interpretations of historians and critically evaluating the opinions of the experts. The Non-Examination Assessment requires students to research the different interpretations on the origins of the Cold War before constructing their own essay. This element of the course mimics the type of task that undergraduates are often asked to complete.

## WHY STUDY HISTORY?

The skills developed during this course are incredibly useful for the workplace. Students have to interpret information, communicate complex ideas, solve problems, and learn to research and evaluate evidence. They also must argue a point based on solid information that has been carefully selected. History is seen by Russell Group universities as a facilitating subject, which is clear evidence of the value of an A Level in History.



## ASSESSMENT

**Paper 1: 'In search of the American Dream, the USA 1917-96', 2h 15m, 60 marks (30%)**

**Paper 2: 'South Africa Rainbow Nation, 1948-94', 1h 30m, 40 marks (20%)**

**Paper 3: 'The British Experience of Warfare 1790-1918', 2h 15m, 60 marks (30%)**

**Coursework: 3,000-4,000 word essay on historical interpretation (20%)**

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# LAW



## COURSE CONTENT

In the first year, students will learn about how the law works and how the law is made within England. Students will gain an understanding of the court systems, legal personnel and how to access justice through legal funding. Students will also look at liability within criminal law and the rules of tort. Criminal law includes criminal liability through studying offences against the person, such as murder and manslaughter, and against property like theft and burglary. Within law-making and tort, students will cover how laws are made and interpreted, look at liability in negligence, occupier's liability and remedies that are available to victims.

In their second year, students will analyse and evaluate legal issues of areas such as murder, negligence and police powers, and consider the changing nature of law. Students will cover human rights, including their nature, protection and constitutional position under UK law. Students will develop knowledge and understanding of all the topic areas they cover and be able to apply their legal knowledge to scenario-based situations.

## WHY STUDY LAW?

The course aims to give students an overview of how the law works and inspire, nurture and develop them as learners. Students will develop excellent knowledge and analytical skills which can be applied to any degree course.



## ASSESSMENT

At the end of the two-year course, students sit three papers which consist of short answers, essays and scenario-based questions.

**Paper 1: 50 marks, 1h 30m (25%): 'The Nature of Law and the English Legal System'**

**Paper 2: 75 marks, 2h 30m (37.5%): 'Law in Practice (Tort, Criminal, Human Rights)'**

**Paper 3: 75 marks, 2h 30m (37.5%): 'Evaluation of the Law (Tort, Criminal, Human Rights)'**

# MATHEMATICS

## COURSE CONTENT

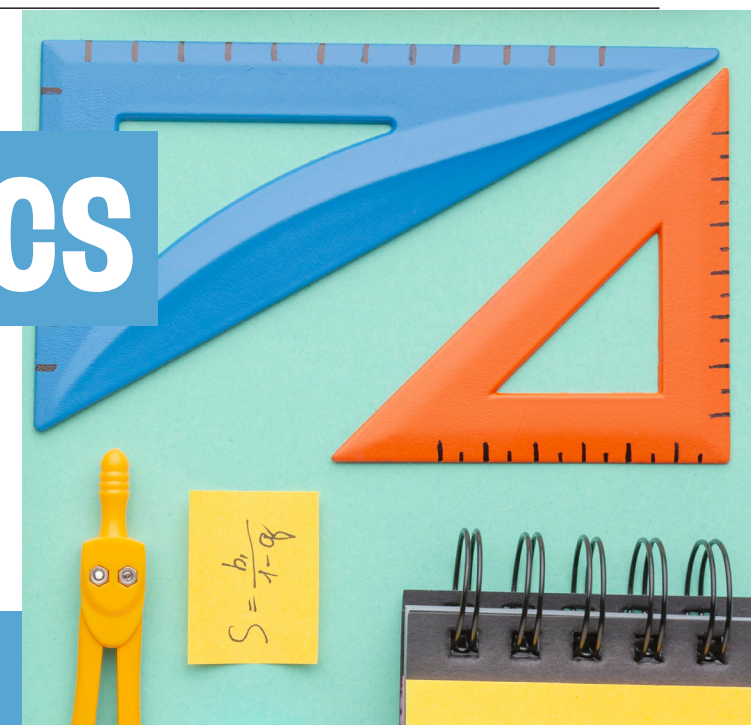
Mathematics is intrinsically beautiful. Students who enjoy puzzles and problem solving will relish the challenges of this course. The ancient arts of Algebra and Trigonometry form a large part of what is studied, but students will also learn about the more recent applied mathematics of Statistics and Mechanics. Students continue to develop abilities in Algebra, Geometry and Trigonometry, and learn about new techniques and concepts.

## WHY STUDY STUDY MATHEMATICS?

Mathematics supports many other A Level subjects – for instance, all the sciences use mathematical techniques, and Psychology and Sociology use statistics. Mathematics teaches logical thinking, vital when putting across a coherent and logical argument in any subject. Many degree courses, including Computer Science, Physics, Accountancy, Engineering and Economics can require A Level Mathematics. Many other degrees involve good Mathematics knowledge including Geography, Psychology, Sociology, Sport Science, Biology, Chemistry, Earth Sciences and Business and Management.

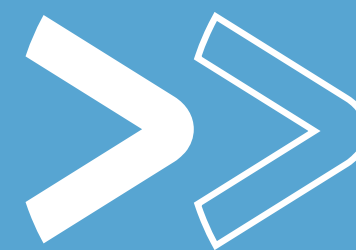
Research by the London School of Economics found that people with a Mathematics A Level go on to earn about 10% more than their peers with equivalent qualifications in different subjects.

Mathematical skills such as logical thinking, problem solving and statistical analysis are vital for the workplace, and there is a huge shortage of Mathematics graduates in our current job market, despite the huge earning potential in certain areas such as Finance, Accountancy and Computing.



## ASSESSMENT

At the end of the two-year course, students sit three equally weighted exams. Papers 1 and 2 are entirely pure mathematics, whilst Paper 3 assesses combined statistics and mechanics knowledge.





# FURTHER MATHEMATICS

## COURSE CONTENT

Further Mathematics is a challenging qualification and an opportunity for students to develop the sophistication of their mathematical reasoning skills. Students learn to appreciate the beauty of Algebra by examining its applications at a much deeper level. In addition, course topics include: imaginary numbers, polar coordinates, and the more recent applications of Decision Mathematics, Statistics and Mechanics.

This is a combination course which takes up two A Level options (along with Mathematics). At the end of the course, candidates will have two distinct A Levels.

Further Mathematics is more complex than A Level Mathematics, forming some of the content of the first year of a degree in Mathematics.

## WHY STUDY FURTHER MATHEMATICS?

Studying Further Mathematics is a distinct advantage for those considering studying Mathematics or related subjects at university. Top universities prefer or require it for Mathematics-rich courses such as Engineering, Computing, Chemistry, Accountancy, Economics and Physics.

Studying a qualification in Further Mathematics demonstrates to potential employers or educators a distinct talent for the application of number in many guises and implies a level of critical thinking and problem solving that is advanced and well-rounded.

If you enjoy problem solving, can use your own

initiative, and are determined to persevere until you've solved a challenging question, then you have the required attitude to make a success of A Level Further Mathematics.

## FURTHER MATHEMATICS AS LEVEL

AS Level Further Mathematics is a one-year course which gives students a recognised qualification, with the option to take the subject further to A Level Further Mathematics if they so wish.

For this qualification, students will sit two papers.

**Paper 1: Pure Maths, 1h 40m (50%)**

**Paper 2: Two optional modules from a choice of 10 different applied and pure elements, 1h 40m (50%)**

## ASSESSMENT

A Level Further Mathematics is a two-year course with all examinations taking place at the end of the second year. Students will take seven examinations total – three of which make up the A Level Mathematics qualification and four of which make up the A Level Further Mathematics qualification.

Each of the four Further Mathematics papers last for 90 minutes and are worth 25% of a students' overall grade.

# MEDIA STUDIES

## COURSE CONTENT

A Level Media Studies engages students in the in-depth study of media products in relation to the four areas of the theoretical framework:

- Media Language
- Media Representation
- Media Audience
- Media Industries

Students are required to study media products in a variety of forms:

- Television
- Film (Industry)
- Radio
- Newspapers
- Magazines
- Advertising and Marketing
- Online, Social and Participatory Media
- Video Games
- Music Videos

Students will apply the theoretical framework to a set of Close Study Products (CSPs) provided by the exam board which will allow them to gain an understanding of the contexts of the media, as well as produce extended and synoptic responses.

Through the Non-Exam Assessment (NEA) students will follow a brief, gain practical production skills and develop a cross-media production for a specific audience.

## WHY STUDY MEDIA STUDIES?

Media Studies is a valuable qualification that focuses on real media forms such as magazines,



vlogs, radio, television and advertising and marketing, among others. It teaches students how to 'read' media in order to understand how information is being controlled and communicated. By knowing how the media operates, students are able to skillfully decode messages.

The media is likely to continue its growth as a major element of 21st-century life. The practise of production gives students the chance to develop a real understanding of media platforms, the contemporary and historic media landscape and the influential role of the media in society.

A wide range of transferable skills can also be harnessed through the study of the media, such as: research, communication, team-working, time management, critical thinking, project management, independence and self-motivation.

## ASSESSMENT

There are two written exam papers at the end of Year 13, as well as a coursework element.

**Paper 1: 2h (35%)**

Includes a range of questions relating to an unseen source CSPs, together with two essay questions.

**Paper 2: 2h (35%)**

Focuses on the in-depth media forms of television, magazine and online, social and participatory media/video games. Includes one medium-length unseen analysis question and three essay questions.

**NEA: (30%)**

Assessed by teachers and moderated by AQA. Based around a choice of six annually changing briefs. Students produce a statement of intent and a cross-media production made for an intended audience.



# PHOTOGRAPHY

## COURSE CONTENT

During the A Level Photography course, students will have educational visits to various locations enabling exploration of different ideas and generating a variety of images from a given starting point. We try to provide a varied range of locations which will allow students to test photography techniques outside the college environment.

Practical and theoretical knowledge and understanding of relevant techniques and processes will be common strands of the course. Discussion of ideas, exploring possibilities and evaluating progress will be a regular feature of learning. Students will be asked to produce a body of work that not only means something to them but demonstrates full understanding of the processes and practices of photography and film to communicate ideas, thoughts and feelings. We encourage students to find an independent and relevant style that allows them to express themselves.

## WHY STUDY PHOTOGRAPHY?

Photography is a great subject through which to develop independent learning and encourage creative flair. Students develop technical skills and understanding of how to manipulate images through computer software. Students often find the skills that they learn, such as analysing and researching relevant material, are transferable across other A Level subjects as well as useful lifelong skills.



## ASSESSMENT

### Component 1: Personal Investigation (60%)

Students will produce a portfolio of work.

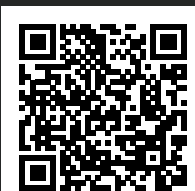
### Component 2: Externally Set Assignment, including 1,000-,3000 word essay (40%)

The exam board will set a theme to explore – past exam themes have included: 'The Weird and the Wonderful', 'Reflections' and 'The Effect of Light'.

Work will be celebrated in an end of year exhibition.

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# PHYSICS

## COURSE CONTENT

In Year 12, the course consists of four units: particles and radiation, waves, mechanics and materials, and electricity.

In Year 13, students will go on to study: further mechanics, fields and their consequences, nuclear physics, and an optional module (e.g. astrophysics, medical physics, turning points).

## WHY STUDY PHYSICS?

Physics is a highly respected qualification in its own right, but it also provides an excellent foundation for a wide range of higher education courses such as Astrophysics, Engineering, Forensic Science, Medicine, Computing and Scientific Journalism, as well as Physics itself.

Physics graduates are highly sought after by many sectors of industry and the government has launched initiatives to encourage interest and expertise in this subject. In real terms, this means that the earning power of Physics graduates is significantly enhanced. Many of our previous students have gone on to study courses related to physics, medicine or engineering at prestigious universities across the country.



## ASSESSMENT

Students sit three written exam papers. Papers 1 and 2 cover specified content from core units. Paper 3 examines content from optional topics and encompasses a compulsory practical skills and data analysis section. Success in 12 practical experiments is required for the award of AQA's A2 practical endorsement, which is recognised by all universities.

Paper 1: 85 marks, 2h (34%)

Paper 2: 85 marks, 2h (34%)

Paper 3: 80 marks, 2h (32%)

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# PSYCHOLOGY

## COURSE CONTENT

The A Level Psychology course takes a linear approach and is studied over two years.

In Year 1, we aim to introduce students to the key concepts of Psychology including social influence, memory, attachment and psychopathology. Students will begin to understand why we conform and obey, how our memory works and why people forget. We will focus on eyewitness testimony, looking at the role of anxiety and leading questions, as well as how people make attachments and how these attachments can be affected. Students will debate the notion of normality vs. abnormality and study the different approaches in psychology that attempt to explain this.

Additionally, students will develop an awareness of how psychologists use various research methods in a practical way.

In Year 2, we cover five main topics: issues and debates, biopsychology, relationships, schizophrenia and forensic psychology. Students will look at everything from scientific overviews of the brain and parasocial celebrity relationships to criminal profiling and mate selection. They will learn to apply psychological debates to their research in an evaluative way.

## WHY STUDY PSYCHOLOGY?

Psychology is often a brand-new subject for students with many simply believing that it teaches us how to read minds - this is, of course, not the case. Psychology is for students who want to understand, establish patterns in and develop explanations for human behaviour. The main aim of this course is to give students an understanding of how the human mind works using scientific principles.

## ASSESSMENT

A Level Psychology is a two-year course with all examinations taking place at the end of the second year. This takes the form of three equally weighted written papers.

**Paper 1: 96 marks, 2h (33.3%)**

**Paper 2: 96 marks, 2h (33.3%)**

**Paper 3: 96 marks, 2h (33.3%)**

The content studied for Paper 3 contains optional units, meaning that the department may change these options to reflect teaching expertise.

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# SOCIOLOGY

## COURSE CONTENT

The A Level Sociology course takes a linear approach and is studied over two years.

In Year 1, we study three units: families and households, education, and sociology research methods. Students will look at the relationships and changing nature of families in households over the past 100 years, including domestic relationships, division of labour and childhood. In their second topic, students look at internal and external factors which contribute to educational achievement such as class, gender and ethnicity.

In Year 2, we study three units: media, crime and deviance, and theory and research. Here students will use OFCOM statistics to measure how new media usage varies by age, social class and gender, and the sociological influences of the ownership and control of the media. In crime and deviance, we look at deconstructing criminal stereotypes and the sociological theories as to why crime occurs. Finally, we examine the theoretical background of sociology and the impact it can have on social policy.

## WHY STUDY SOCIOLOGY?

Sociology aims to open students' eyes to a world that is often hidden from view. We challenge perceptions and encourage students to question what they see. It is also an essay-based subject, therefore providing valuable analytical skills which can be transferred to any degree.

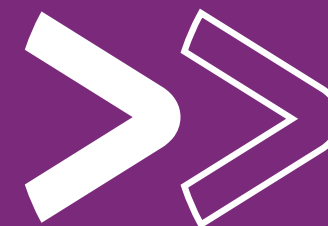
## ASSESSMENT

A Level Sociology is a two-year course with all examinations taking place at the end of the second year. This takes the form of three equally weighted written papers which contain both short answer and essay questions.

**Paper 1: 80 marks, 2h (33.3%)**

**Paper 2: 80 marks, 2h (33.3%)**

**Paper 3: 80 marks, 2h (33.3%)**





# APPLIED COURSE SUBJECT REQUIREMENTS



| SUBJECT                          | REQUIREMENTS                                                                                     |
|----------------------------------|--------------------------------------------------------------------------------------------------|
| BTEC Applied Law*                | Four GCSEs at Grade 5 or above. Students must have a Grade 4 or above in both Maths and English. |
| BTEC Health & Social Care*       | Four GCSEs at Grade 5 or above. Students must have a Grade 4 or above in both Maths and English. |
| BTEC Information Technology*     | Four GCSEs at Grade 5 or above. Students must have a Grade 4 or above in both Maths and English. |
| BTEC Sport Extended Certificate* | Four GCSEs at Grade 5 or above. Students must have a Grade 4 or above in both Maths and English. |
| CTEC Business*                   | Four GCSEs at Grade 5 or above. Students must have a Grade 4 or above in both Maths and English. |
| Criminology*                     | Four GCSEs at Grade 5 or above. Students must have a Grade 4 or above in both Maths and English. |

*\*Equivalent to one A Level.*

*Please note that due to a change in government and ongoing Post 16 reform, all our courses and pathways are subject to funding and eligibility approval.*

## BTEC APPLIED LAW

### COURSE CONTENT

The course is comprised of four units. Students will cover three mandatory units of work: Dispute Solving in Civil Law, Investigating Aspects of Criminal Law and the Legal System and Applying the Law. The optional unit that students will cover is Aspects of Family Law.

Across these units of work, students will understand how civil disputes are settled and enforced, the principle of precedent, negligence, the law-making process, criminal offences and trials, defences and police powers.

### WHY STUDY APPLIED LAW?

The course aims to provide students with a coherent introduction to the study of the legal sector. While the course is well suited to students who would like to go into a career in the legal sector, the skills learnt across the course would be suited to many other courses and career areas.



### ASSESSMENT

Assessment is via tasks and controlled assessment which will be graded Pass, Merit or Distinction. Of the four units studied, two will be externally set and two will be internally set.

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# BTEC HEALTH AND SOCIAL CARE

## COURSE CONTENT

The OCR Cambridge Advanced National in Health and Social Care is comprised of six units. Students will cover four mandatory units of work: Principles in Health and Social Care, Anatomy and Physiology for Health and Social Care, Person-Centred Approach to Care, and Supporting People with Mental Health Conditions. The optional units that students will cover are: Supporting People in Relation to Sexual Health, Pregnancy and Post-Natal Health, and Supporting Healthy Nutrition and Lifestyles.

## WHY STUDY HEALTH AND SOCIAL CARE?

This course will help you develop independence and confidence in using skills that are relevant to the sector and prepare you for progressing to university courses where independent study skills are needed. It is an ideal choice for anyone wishing to pursue a career in a health and social care setting. You will develop the following transferable skills that can be used in both higher education and other life and work situations:

- Communicating and collaborating effectively with individuals.
- Creating and presenting/delivering information to an individual.
- Independent learning, spending time outside of lessons, completing research, solving problems.
- Researching topic areas and recording research sources, then using them to interpret findings and present evidence.

- Recommending care and support for individuals.
- Presenting recommendations to others.
- Solving health and social care problems for others.

Many of our former students have gone on to undertake degrees in nursing, teaching, social care, probation, psychology and criminology to name but a few, whilst some have moved into jobs as the course will prepare them for any future career in health and social care or any related industry which involves working with people.

The course aims to provide an enriched learning experience that develops skills and qualifications for employment. In addition to this, students will have an opportunity to visit local health and social care providers as part of the course.

## ASSESSMENT

Assessment is through a combination of exam and coursework (NEA) based units. Students must complete four mandatory units and two optional units. The optional units have been chosen by staff.

Mandatory Units (students complete all of the following):

- Principles in Health and Social Care (exam)
- Anatomy and Physiology for Health and Social Care (exam)
- Person-Centred Approach to Care (coursework)
- Supporting People with Mental Health Conditions (coursework)

Optional Units (students complete all of the following):

- Supporting People in Relation to Sexual Health, Pregnancy and Post-Natal Health
- Supporting Healthy Nutrition and Lifestyles

# BTEC INFORMATION TECHNOLOGY

## COURSE CONTENT

In the BTEC Nationals Information Technology (AAQ) you will gain extensive knowledge of IT systems and their relationship between software and hardware, as well as the issues related to IT systems. You will develop an understanding of modern trends in cyber security, learning about the types of cyber security attacks, the vulnerabilities in networked systems, and how to plan and respond to these attacks. Specifically, you will learn how to design and develop websites, including the use of development tools, techniques, and processes, while testing for usability, functionality, and fitness for purpose. You will also gain insights into relational database development, understanding data structure, data design, and database management systems (DBMS).

## WHY STUDY INFORMATION TECHNOLOGY?

There is barely an industry or profession which doesn't require an element of competency in IT. The units studied focus on the requirements demanded by today's universities and employers and have been designed in collaboration with experts spanning the breadth of the sectors.

## ASSESSMENT

The course has four modules which students will study. This will involve an externally marked written exam paper, an externally marked timed assessment (IT-based) and two pieces of coursework.

**Unit 1: Information Technology Systems**  
Students will study the role of Information Technology (IT) systems and the implications of their use in personal and professional situations. Students will gain knowledge and understanding of issues relating to the use of IT in personal and professional situations.

**Unit 2: Cyber Security and Incident**  
Students will study cyber security threats and vulnerabilities, the methods used to protect organisations against threats and managing security incidents.

**Unit 3: Website Development**  
Students will investigate fundamental principles in website development. They will design and develop a website in response to a client brief.

**Unit 4: Relational Database Development**  
Students will examine relational database development principles to understand the importance of data storage and normalisation techniques and apply their skills to design and develop data storage solutions to meet a client's requirements.



# BTEC SPORT EXTENDED CERTIFICATE

## COURSE CONTENT

The BTEC Sport Extended Certificate is a vocational course which combines theory and practical methods of learning in a range of different units. Mandatory units include: Anatomy and Physiology, Fitness Training and Programming for Health, Sport and Wellbeing, and Professional Development in the Sports Industry followed by optional units chosen from: Sports Leadership, Fitness Testing, Sports Psychology and Sports Performance.

## WHY STUDY SPORT?

This course is perfect for students who love sport and want to develop their skills and knowledge to pursue a career in the sports and leisure industry. The course combines up-to-date knowledge with flexibly delivered practical learning and assessments, enabling students to develop the skills needed for employment and enjoy an enriched learning experience.

Alongside the course, students can complete optional courses including the Duke of Edinburgh's Award, umpiring awards, lifeguard qualifications, residentials, sport therapy courses, career workshops and other trips/visits that link to the course content.



## ASSESSMENT

Students study four units. One is an external exam, one is a set research task on fitness training programmes, and the other two are continually assessed through practical and written assignments. Units are graded as Pass, Merit, Distinction or Distinction\*.

# CTEC BUSINESS

## COURSE CONTENT

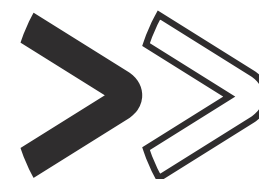
The course is divided into different modules, half of which are assessed via coursework and half via external examination.

Students look at types of businesses and objectives, functional areas, organisational structures, use of financial information and dealing with customers. They also examine how to work effectively in a business environment, including arranging meetings, working with business documents, making payments, prioritising business activities and communicating with stakeholders.

Students will apply their knowledge to a range of business types from small start-ups to well-known multinationals.

## WHY STUDY BUSINESS?

CTEC Business is designed to enhance the enjoyment, understanding and appreciation of business and its role in daily life. The assignments allow students to apply knowledge to real businesses and develop their own business concept, from the initial planning and research stage to producing setup documentation.



## ASSESSMENT

There are five units throughout the two years, of which two are externally examined and three are internally marked coursework assignments that are moderated externally. The overall qualification is graded Pass, Merit, Distinction or Distinction\*.



# CRIMINOLOGY

## COURSE CONTENT

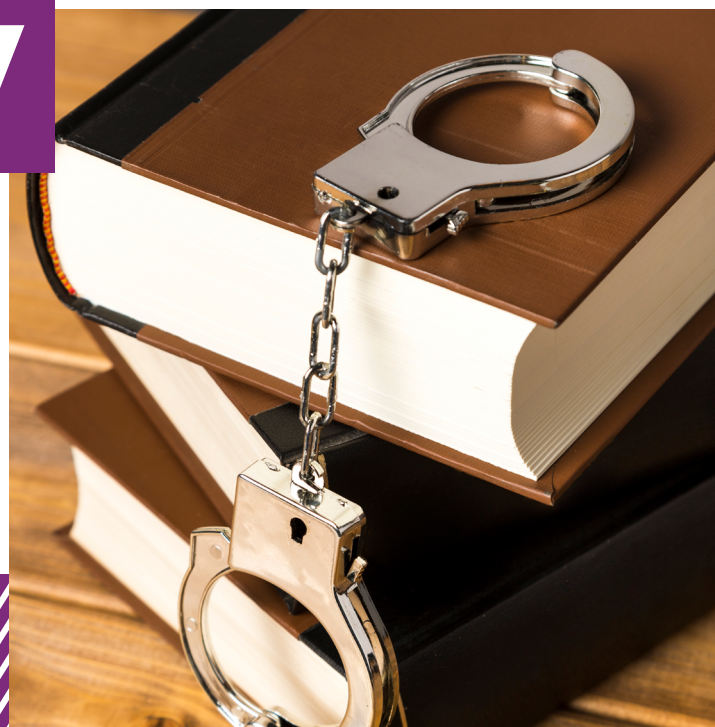
Criminology covers all aspects of crime, from the types of crime to the punishments criminals receive. The Criminology Applied Diploma contains elements of Psychology, Law and Sociology, which complement the study of Humanities or Social Science subjects.

During the course, students investigate:

- How crime is portrayed in the media and how this affects people's view of crime.
- Different theories and explanations about why people commit crime.
- How crime is investigated and criminals are prosecuted.
- How laws are made.
- How punishment works and ways to control crime.

## WHY STUDY CRIMINOLOGY?

Criminology is an increasingly popular subject for students who are interested in a career in criminal justice or studying Criminology at university. The subject explores why people commit crime, drawing on psychological and sociological explanations, along with how society tackles crime through the law, policing and punishment. Students learn about different types of crime, how people's perceptions of crime are shaped and how crimes are investigated.



## ASSESSMENT

Assessment is conducted both internally and externally. Students are graded from A\*-E. Assessments are as follows: Changing Awareness of Crime (internal), Criminological Theories (external), Crime Scene to Courtroom (internal), and Crime and Punishment (external).

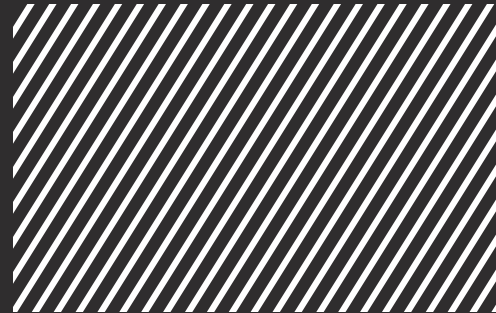


Accord   
Sixth Form  
College



# Accord

## Sixth Form College



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