

# Post 16 Course Directory 2025 - 2027



An IB World School  
Delivering the IBCP and IBDP



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'Pupils and students enjoy coming to this inclusive school. Staff set, and share, high expectations of pupils' behaviour and achievement. Leaders are determined to help pupils achieve their best. Pupils are pleased to have a wide range of academic and vocational subjects to study at GCSE and different pathways to choose from in the sixth form.

Students in the sixth form appreciate the excellent learning environment that the school offers. They enjoy the depth of discussions and debates that are central to their courses.'

*Ofsted, November 2022*

# Option Blocks for IBCP/Vocational Pathway 2025 - 2027

For IBCP choose minimum 2 subjects in green and 1 subject in yellow from separate blocks, all IBCP students study subjects in Block F

For Level 3 Vocational Pathway choose minimum 3 yellow subjects in separate blocks

OR

3 Orange (A-Level) subjects or a combination of yellow and orange subjects in separate blocks

For Level 2 Vocational Pathway select one blue subject only

| BLOCK A                                    | BLOCK B         | BLOCK C                       | BLOCK D                        | BLOCK F (IBCP only)  |
|--|-----------------|-------------------------------|--------------------------------|--|
| Criminology                                | Criminology     | Criminology                   | Sports Science                 | IBCP Core:<br>Reflective project<br>PPS<br>Service Learning<br>Language<br>Development |
| Finance                                    | Health & Social | Enterprise & Entrepreneurship | Applied Law                    |  |
| Music                                      | Sociology       | Dance                         | LAMDA                          |  |
| Graphics                                   | Product Design  | Photography                   | Textile Design                 |  |
|  |                 |                               |                                |  |
| Film Studies                               | Business        | Geography                     | Business                       |  |
| Biology                                    | Chemistry       | Physics                       | Maths                          |  |
| English                                    | Psychology      | IT Digital Society            | Social & Cultural Anthropology |  |
| Art  | History         | Global Politics               |                                |  |
| Level 2 Hairdressing (Full-time course)    |                 |                               |                                |  |
| Level 2 Culinary Skills (Full-time Course) |                 |                               |                                |  |

## Option Blocks for IBDP Pathway 2025 – 2027

Please choose one subject from each Block A-D.

In Block E you must choose French and then either the Maths or English option.

All IDBP students study all of Block F

Students must study 6 subjects in total, 3 at higher level and 3 at standard level

You can study either one subject from every colour coded group OR no subject from group 6 but 1 extra subject from group 3 or 4

| BLOCK A                            | BLOCK B                           | BLOCK C                       | BLOCK D  | BLOCK E                  | BLOCK F                   |
|------------------------------------|-----------------------------------|-------------------------------|--|--------------------------|---------------------------|
| Film Studies<br>(H) or (S)         | Business Management<br>(H) or (S) | Geography (H)<br>or (S)       | Business Management<br>(H) or (S)                    | Maths A and A<br>(S)     | CORE:<br>CAS<br>TOK<br>EE |
| Biology (H) or<br>(S)              | Chemistry (H)<br>or (S)           | Physics (H) or<br>(S)         | Maths A and A<br>(H) or (S)                          | English Lang<br>+Lit (S) |                           |
| English Lang &<br>Lit<br>(H) & (S) | Psychology (H)<br>or (S)          | Digital Society<br>(H) or (S) | Social and<br>Cultural<br>Anthropology<br>(H) or (S) | French (S)               |                           |
| Visual Arts<br>(H) or (S)          | History (H) or<br>(S)             | Global Politics<br>(H) or (S) |  |                          |                           |

|                |                |
|----------------|----------------|
| <b>Group 1</b> | <b>Group 4</b> |
| <b>Group 2</b> | <b>Group 5</b> |
| <b>Group 3</b> | <b>Group 6</b> |

# Welcome to Knole Academy

At Knole Academy Post 16, we pride ourselves on a personalised approach to learning; we ensure that the experience you will have is tailored to meet your needs and aspirations. We offer a friendly and supportive learning environment and maintain high expectations of all of our students. As an IB World School, we aim to develop inquiring, knowledgeable, and caring young people who are ready for the world beyond academia.

The information in this prospectus is for general guidance. There will be several opportunities to discuss your Post 16 course choices one-to-one with staff and current students alike as we support you in making the right choice.

Knole Academy is an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Knole believes is important for our students. Only schools authorised by the IB Organisation can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org).



At Knole Academy Post 16, we offer:

- A wide range of academic and vocational courses, including the internationally recognised and prestigious International Baccalaureate Career-related Programme (IBCP) and International Baccalaureate Diploma Programme (IBDP)
- Wrap-around pastoral and curriculum support, including dedicated mentoring;
- Extensive opportunities to work closely with universities, apprenticeship providers and local national employers;
- Enrichment activities that will develop your skills for higher education, employment and beyond;
- Independent, impartial careers advice and guidance to help you achieve your aspirations.

The Post 16 team look forward to helping you to build upon your successes and achieve your dreams.



**Rebecca Lazar, Head student** - I am extremely grateful to be a part of the student leadership team as a head student. It is an honour to represent the school and work alongside dedicated individuals. As head student, I advocate the well-being and success of each and every fellow student. I currently study the International Baccalaureate Diploma Programme which has a prestigious global reputation. I currently study Maths, Physics and Psychology at higher level, French, English and Biology at standard. I am in the process of applying to Oxford University to study astrophysics. As a student at Knole, I have been fortunate to experience opportunities I would not be able to anywhere else, such as being able to go to Switzerland to visit the CERN Hadron Collider as a part of my work experience. The school also provided me with many new experiences such as taking apart of DofE and learning new skills in Knole's army cadets. During my time at Knole, I also undertook the National Citizenship Service programme which taught me and my fellow peers various leadership and teamwork skills, as well as raising money for charity. My involvement in these extracurricular activities has afforded me the opportunities that helped aid my personal growth, adaptability in different situations and resilience when facing challenges. My experiences have taught me the value of giving back to my community and making a positive impact on the lives of others. I have also been able to enrol in Cambridge University's STEM smart programme which allows me to further my education and prepare for adult life after school. My journey at Knole Academy has been a transformative one, filled with valuable lessons, personal growth, and unforgettable memories. I am grateful for the opportunities I have had and look forward to applying what I have learned to make a difference in the world

**Freya Williams, Head Student**— I am currently studying A level Photography, Textiles and Criminology as well as completing my Gold Duke of Edinburgh award. The Duke of Edinburgh programme has taught me invaluable lessons of communication, leadership and responsibility and has shaped me into the determined person I am today. Alongside my studies, I am also currently completing an online course studying Future Trends of Fashion and Textiles learning about the key aspects of sustainability, consumer behaviour, production and design, all of which are essential in aiding my future aspirations. My creative subjects are vital in providing me with the foundation knowledge to continue my studies at university and my aim is to study Fashion Buying and Merchandising at UAL's London Collage of Fashion. I have enrolled in a residential summer school program at Nottingham Trent University studying Fashion Visual Merchandising which is taught by industry experienced professionals and will help build my creative portfolio as well as giving me insight into the visual merchandising industry. Being part of the school leadership team working on the School Council has allowed me to communicate with and develop connections with students in the younger years, working closely with them in further developing Knole Academy and making it the best it can possibly be. I am exceptionally grateful for the support and experiences Knole Academy has provided me, allowing me to thrive and find happiness during the last 7 years.

## A broad, balanced, conceptual and connected curriculum

IB programmes offer students access to a broad and balanced range of academic studies and learning experiences. They promote conceptual learning, create frameworks within which knowledge can be acquired, and focus on powerful organizing ideas that are relevant across subject areas and that help to integrate learning and add coherence to the curriculum.

The programmes emphasize the importance of making connections, exploring the relationships between academic disciplines, and learning about the world in ways that reach beyond the scope of individual subjects. They also focus on offering students authentic opportunities to connect their learning to the world around them.

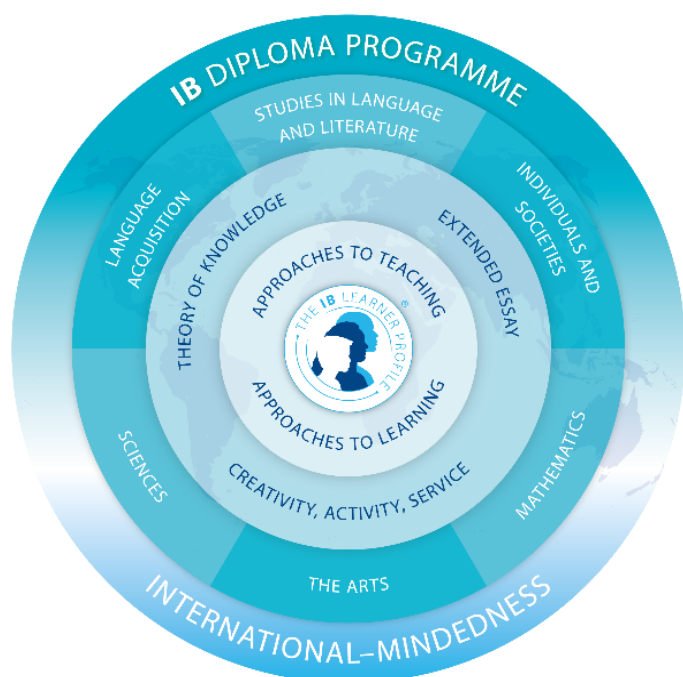
Knole Academy offers two IB programmes underpinned by a shared focus on international-mindedness and developing the attributes of the IB learner profile. Yet each programme also has its own identity and developmentally appropriate elements, as shown in the following examples.

### The IB Careers Programme

In the CP, students combine the study of DP courses with career-related studies and the four elements of the CP core. As one of these core elements, the personal and professional skills course focuses on preparing students to effectively navigate a range of personal and professional situations that they may encounter in the workplace.

### The IB Diploma Programme

In the DP, the curriculum consists of six subject groups and the three elements of the DP core. As one of these core elements, the theory of knowledge (TOK) course encourages students to become more aware of their own perspectives and assumptions through an exploration of the fundamental question of how we know what we know.



## The International Baccalaureate Career Programme

Career Programme (CP) students undertake a minimum of two IB Diploma Programme (DP) courses, a core consisting of four components and a career-related study.

For CP students, DP courses provide the theoretical underpinning and academic rigour of the programme; the career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning.

### The Core

#### Personal and professional skills

Personal and professional skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future.

#### Service learning

Service learning is the development and application of knowledge and skills towards meeting an identified and authentic community need.

#### Reflective Project

The reflective project is an in-depth body of work produced over an extended period and submitted towards the end of the CP. Through a reflective project students identify, analyse, critically discuss, and evaluate an ethical issue arising from their career-related studies. The reflective project attracts UCAS points for university applications.

#### Language Development

Language development ensures that all students have access to a language programme that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education.

### Academic Subjects

Students can select any of the IB Diplomas to study. There is no limitation on selecting multiple courses from the same subject groups. Students must select at least two subjects and we recommend that both are at Higher Level to ensure enough UCAS points for a wide choice of universities.

Students can opt for a third subject at Standard or higher level. Students can choose from Biology, Business, Chemistry, English, Film Studies, French, Geography, Global Politics, History, IT in the Global Society, Maths, Physics, Psychology, Social & Cultural Anthropology, Visual Arts

### Career Related Subjects

Students must select at least one Career related course

Students have a choice of Applied Law, Criminology, Enterprise and Entrepreneurship, Finance, Health & Social Care, Music, Performing Arts (Dance), Sports Science.

# The International Baccalaureate Diploma Programme

The DP curriculum

A brief outline of the curriculum can be found below, more details can be found at <https://www.ibo.org/programmes/diploma-programme/curriculum/>

The Diploma Programme (DP) curriculum is made up of six subject groups and the DP core,

The three core elements are:

- [Theory of knowledge](#), in which students reflect on the nature of knowledge and on how we know what we claim to know.
- [The extended essay](#), which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- [Creativity, activity, service](#), in which students complete a project related to those three concepts.

Students choose courses from the following subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts. Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts. We recommend that students select **3 Higher level (HL) and 3 Standard level (SL) courses**.

The six subject groups are the subjects offered by Knole Academy are:

## [Studies in language and literature](#)

Language A Language and Literature English HL and SL

## [Language acquisition](#)

Language B French SL

## [Individuals and societies](#)

Business management HL and SL

Geography HL and SL

Global Politics HL and SL

History HL and SL

IT in a Global Society HL and SL

Psychology HL and SL

Social and cultural anthropology HL and SL

## [Sciences](#)

Physics HL and SL

Chemistry HL and SL

Biology HL and SL

## [Mathematics](#)

Mathematics applications and analysis HL and SL


## [The arts](#)

Film Studies HL or SL

Visual Arts HL or SL



# Our Pathways

| Pathway   | Year 11 Results  | Curriculum Offer  | Student Profile  | Progression Route   |
|---|--|---|--|---|
| <b>Level 2 Progression</b><br>  | Not yet achieved grade 4+ in both GCSE Maths and English   | This pathway is a one-year or two-year programme that will include the following elements: <ul style="list-style-type: none"> <li>L2 vocational course (currently Culinary Skills or Hairdressing)</li> <li>GCSE Maths and/or GCSE English retakes</li> <li>Work experience opportunities</li> <li>Duke of Edinburgh Award programme</li> </ul>   | <i>A student on this pathway would not be quite ready for Level 3 study and need a little extra time to develop their professional, academic and personal skills in both a working and school setting.</i> | <ul style="list-style-type: none"> <li>Employment with training</li> <li>Traineeship</li> <li>Intermediate/Advanced Level Apprenticeship</li> <li>Level 3 vocational courses</li> </ul> |
| <b>Level 3 Vocational</b><br><br> | Minimum 5 GCSE qualifications at grade 4+ (including both Maths and English at grade 4+)   | This pathway is a two-year programme. Students select a combination of three subjects from: <ul style="list-style-type: none"> <li>Finance</li> <li>Criminology</li> <li>Dance</li> <li>Enterprise &amp; Entrepreneurship</li> <li>Music</li> <li>Applied Law</li> <li>LAMDA</li> <li>Sports</li> <li>Science</li> <li>Health &amp; Social Care</li> </ul>  | <i>A student on this pathway would have a keen interest in specific subject areas. You are either aiming to move onto employment/apprenticeship or to university.</i>                                      | <ul style="list-style-type: none"> <li>Employment with training</li> <li>Higher Level Apprenticeship</li> <li>FE or University</li> </ul>   |
| <b>Level 3 IBCP IB Career-Related Programme</b><br>   | Minimum 5 GCSE qualifications at grade 5+ (including both Maths and English at grade 5+). Some IB subjects have specific requirements. | This pathway is a two-year programme. Students select two IB subjects from below, plus one vocational <ul style="list-style-type: none"> <li>Film Studies</li> <li>Physics</li> <li>English</li> <li>Business</li> <li>Chemistry</li> <li>Psychology</li> <li>History</li> <li>Geography</li> <li>Biology</li> <li>IT DS</li> <li>Politics</li> <li>Business</li> <li>Maths</li> <li>Soc. &amp; Cult. Anthropology</li> </ul> | <i>A student on this pathway has a broad interest in a variety of subjects, and an aptitude for academic study.</i>  | <ul style="list-style-type: none"> <li>Employment with training</li> <li>Higher Level Apprenticeship</li> <li>University</li> </ul>   |
| <b>Level 3 IBDP IB Diploma Programme</b><br>  | 5 GCSE grade 6-9, including English Language and Maths, an overall grade point average of 6.5 (calculated from the best 8 subjects)    | A globally recognised academic pathway, students select courses from the following subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts. (Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts).   | <i>A student on this pathway is most likely to study high-end degrees such as law, medicine, dentistry, veterinary, engineering etc. at one of the top universities in the world.</i>                      | <ul style="list-style-type: none"> <li>Russell Group University</li> </ul>  |

## Academic Courses

Biology, Business, Chemistry, English, Film Studies, French, Geography, Global Politics, History, IT in the Global Society, Maths, Physics, Psychology, Social & Cultural Anthropology, Visual Arts

## Career-related courses

Applied Law, Criminology, Product Design, Textile Design, Enterprise, Graphics, Health & Social Care, Music, Dance, Photography, Sports Science, Finance

## Your potential pathways

### Level 3 pathway

International Baccalaureate Career-related Programme

A choice of one vocational subject (linked to your career aspirations), two IB Diploma Courses and the IB Career-related Core Programme (language development, personal and professional skills, service learning, and a reflective project).

International Baccalaureate Diploma Programme\*\*

A choice of six IB diploma subjects (3 at standard level) from five subject blocks with a core programme of Theory of Knowledge, Community and Service and an extended essay

The Vocational Pathway

A choice of three career-related subjects (BTECs or Applied Generals)

Level 2 Pathway

Culinary Skills or Hairdressing

## Making an application

When making your application, it is important that you research your options carefully discuss the subjects that you are interested in with teachers and your family. Find out which type of course would be the most suitable for you; the more examination-based subjects or the subjects which offer an equal balance between examination and coursework.

Submit an application form via Kent Choices by December 2024 using this link <https://www.kentprospectus.co.uk/login/>

However we do accept applications throughout the academic year.

For admission enquiries telephone 01732 454608 option 3 or email [rturner@knoleacademy.org](mailto:rturner@knoleacademy.org).

## Course requirements

|  |  |
|--|--|
| International Baccalaureate Career-related Programme | 5 x GCSE's at grade 5-9, including English Language and Maths  |
| International Baccalaureate Diploma Programme        | 5 x GCSE's at grade 6-9, including English Language and Maths, an overall grade point average of 7 (calculated from the best 8 subjects) |
| Vocational Pathway                                   | 5 x GCSE's at grade 4-9, including English Language and Maths  |
| Level 2 Pathway                                      | 3 x GCSE's at grade 3-5  |

## Individual subject requirements

|                                      |  |
|--------------------------------------|--|
| IB Maths                             | Grade 7 in GCSE Maths  |
| IB Diploma Chemistry/Biology/Physics | Grade 6-6 in Combined Science or Grade 6 in either Biology, Chemistry or Physics |
| IB English Language and Literature   | Grade 6 in English Language and /or Literature                                   |
| IB History                           | Grade 6 in GCSE History or English   |

## What's next?

Discuss the subjects that interest you with teachers and your family. You can also contact staff through the emails given on the individual subject inserts.

Think carefully about your future - your choices at Post 16 will have an impact on your future options at university and employment. Make sure you take time to research the qualifications you might need to follow your chosen path. You should use the internet and careers professionals to help you choose the best path for you.

The application process will open in November 2023. All applications are to be made via Kent Choices.

<https://www.kentprospectus.co.uk/login/>

Information about the application process will be outlined on the sixth form area of our website.

## Key contacts

We advise all students to contact the member of staff named on the options pages in order to discuss the course choice in full. The Post 16 team are also available to help you through your application process and will offer impartial advice and guidance.

- Mr Russell Turner (Deputy Headteacher - Sixth Form)  
[rturner@knoleacademy.org](mailto:rturner@knoleacademy.org)

# IB Business Management

## Qualification Aims and Objectives

Ever wondered how what you are learning in your lessons applies to the world at large? IB Business Management will apply your knowledge of business in a global manner.

Through studying IB, students develop key academic and employability skills such as reflection, critical thought and communication. The IB Business Management also develops learner awareness of global business, and how the business environment operates across the world.

## Course Outline

- Unit 1: Business Organisation and Environment
- Unit 2: Human Resource Management
- Unit 3: Finance and Accounts
- Unit 4: Marketing
- Unit 5: Operations Management

Two written external exams are taken at the end of Year 13. You will also be required to submit an internal assessment which will require you to investigate an issue within an existing business.

Business management opens up a number of opportunities. The diverse topics covered will ensure that students will develop the necessary skills to go into any business environment and be successful. Having an appreciation for the world of business will ensure employers take note of those students who make the best of this qualification.

Students will be able to go straight into a business environment or look to develop their understanding further by looking at university, either by studying business or targeting a course within a specific field of business to gain that greater depth of knowledge.

The IB also teaches students to become critical thinkers who understand the issues from a multitude of angles. Students are encouraged to develop reasoning skills and problem-solving skills, all of which will be valuable to future higher education providers and employers.



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## Entry Requirements

Minimum of 5 9-5 grades in GCSE examinations including English and Maths.

## Future courses & possible careers

- Business Management
- Accounting
- Finance
- Retail Management
- Banking
- Project Management

Contact: [mbogan@knoleacademy.org](mailto:mbogan@knoleacademy.org)

# IB Biology

## Qualification Aims and Objectives

Biology is the study of life. The vast diversity of species makes Biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques.

The aims of this course are:

- To develop a student's interest in and enthusiasm for biology, including developing an interest in further study and careers in the subject.
- To appreciate how society makes decisions about biology-related issues and how biology contributes to the success of the economy and society.
- To develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how science works and to develop essential knowledge and understanding of different areas of biology and how they relate to each other.

## Course Outline

The aim of the syllabus is to integrate **concepts**, **topic content** and the **nature of science** through inquiry. Students and teachers are encouraged to personalize their approach to the syllabus to best fit their interests.

| Theme                                | Level of organization   |   |  |  |
|--------------------------------------|---|---|--|--|
|                                      | 1. Molecules  | 2. Cells  | 3. Organisms   | 4. Ecosystems  |
| A<br>Unity and diversity             | Common ancestry has given living organisms many shared features while evolution has resulted in the rich biodiversity of life on Earth.                                   |   |  |  |
|                                      | A1.1 Water<br>A1.2 Nucleic acids  | A2.1 Origins of cells<br>[HL only]<br>A2.2 Cell structure<br>A2.3 Viruses [HL only]                           | A3.1 Diversity of organisms<br>A3.2 Classification and cladistics<br>[HL only] | A4.1 Evolution and speciation<br>A4.2 Conservation of biodiversity         |
| B<br>Form and function               | Adaptations are forms that correspond to function. These adaptations persist from generation to generation because they increase the chances of survival.                 |   |  |  |
|                                      | B1.1 Carbohydrates and lipids<br>B1.2 Proteins  | B2.1 Membranes and membrane transport<br>B2.2 Organelles and compartmentalization<br>B2.3 Cell specialization | B3.1 Gas exchange<br>B3.2 Transport<br>B3.3 Muscle and motility [HL only]      | B4.1 Adaptation to environment<br>B4.2 Ecological niches                   |
| C<br>Interaction and interdependence | Systems are based on interactions, interdependence and integration of components. Systems result in emergence of new properties at each level of biological organization. |   |  |  |
|                                      | C1.1 Enzymes and metabolism<br>C1.2 Cell respiration<br>C1.3 Photosynthesis   | C2.1 Chemical signalling [HL only]<br>C2.2 Neural signalling  | C3.1 Integration of body systems<br>C3.2 Defence against disease               | C4.1 Populations and communities<br>C4.2 Transfers of energy and matter    |
| D<br>Continuity and change           | Living things have mechanisms for maintaining equilibrium and for bringing about transformation. Environmental change is a driver of evolution by natural selection.      |   |  |  |
|                                      | D1.1 DNA replication<br>D1.2 Protein synthesis<br>D1.3 Mutation and gene editing  | D2.1 Cell and nuclear division<br>D2.2 Gene expression [HL only]<br>D2.3 Water potential                      | D3.1 Reproduction<br>D3.2 Inheritance<br>D3.3 Homeostasis                      | D4.1 Natural selection<br>D4.2 Stability and change<br>D4.3 Climate change |

External Assessment for HL:

Paper 1 is given as 2 papers completed within 2 hours, totalling 75 marks

- Paper 1A: 40 multiple choice questions
- Paper 1B: Four data-based questions related to experimental work and the syllabus, 35 marks

Paper 2: 80 marks, data-based and extended response questions.

Internal assessment: Individual Investigation: Personal research, investigation and write up (20%)

- Speak to the subject teacher about the differences in course content and assessment for HL and SL



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### Entry Requirements

Minimum of 5 9-5 grades in GCSE examinations including English and Maths, a grade 6-6 in Combined Science/ or grade 6 in Biology

### Future courses & possible careers

- Physiotherapy
- Veterinary
- Nursing
- Environmental Sciences
- Teaching
- Medicine

Contact: [sdeighton@knoleacademy.org](mailto:sdeighton@knoleacademy.org)

# IB Chemistry

## Qualification Aims and Objectives

IB Chemistry builds on the skills and ideas developed at GCSE. Students will study aspects of Chemistry that are often in the media and affect their lives.

The aims of this course are:

- To develop a student's interest in, and enthusiasm for, chemistry, including developing an interest in further study and careers in chemistry.
- To gain an appreciation of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.
- To develop a deeper understanding of the skills, experimental techniques, knowledge and understanding of how science works and the tools and inquiry processes involved.

## Course Outline

### Syllabus content

|   |  |
|---|--|
| <b>Structure 1. Models of the particulate nature of matter</b> <ul style="list-style-type: none"> <li>• Introduction to the particulate nature of matter</li> <li>• The nuclear atom</li> <li>• Electron configurations</li> <li>• Counting particles by mass: The mole</li> <li>• Ideal gases</li> </ul> | <b>Reactivity 1. What drives chemical reactions?</b> <ul style="list-style-type: none"> <li>• Measuring enthalpy changes</li> <li>• Energy cycles in reactions</li> <li>• Energy from fuels</li> <li>• Entropy and spontaneity (HL only)</li> </ul>                    |
| <b>Structure 2. Models of bonding and structure</b> <ul style="list-style-type: none"> <li>• The ionic model</li> <li>• The covalent model</li> <li>• The metallic model</li> <li>• From models to materials</li> </ul>   | <b>Reactivity 2. How much, how fast and how far?</b> <ul style="list-style-type: none"> <li>• How much? The amount of chemical change</li> <li>• How fast? The rate of chemical change</li> <li>• How far? The extent of chemical change</li> </ul>                    |
| <b>Structure 3. Classification of matter</b> <ul style="list-style-type: none"> <li>• The periodic table: Classification of elements</li> <li>• Functional groups: Classification of organic compounds</li> </ul>   | <b>Reactivity 3. What are the mechanisms of chemical change?</b> <ul style="list-style-type: none"> <li>• Proton transfer reactions</li> <li>• Electron transfer reactions</li> <li>• Electron sharing reactions</li> <li>• Electron-pair sharing reactions</li> </ul> |

### Experimental Programme

- Practical work
- Scientific investigation (internal assessment – IA)
- Collaborative sciences project

| Assessment component  | Weighting  |
|---|------------|
| <b>External assessment (4 hours and 30 minutes)</b>   | <b>80%</b> |
| <b>Paper 1 (2 hours)</b><br><i>Paper 1A</i> —Multiple-choice questions<br><i>Paper 1B</i> —Data-based questions<br>(Total 75 marks) | <b>36%</b> |
| <b>Paper 2 (2 hours and 30 minutes)</b><br>Short-answer and extended-response questions.<br>(Total 90 marks)                        | <b>44%</b> |
| <b>Internal assessment (10 hours)</b>   | <b>20%</b> |



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### Entry Requirements

Minimum of 5 9-5 grades in GCSE examinations including English and Maths, a grade 6-6 in Combined Science/ or a grade 6 in Chemistry

### Future courses & possible careers

- Medicine
- Veterinary Science
- Pharmacy
- Biochemistry & Chemical Engineering

Contact: [sdeighton@knoleacademy.org](mailto:sdeighton@knoleacademy.org)

# IB Digital Society

## Qualification Aims and Objectives

IB Digital Society is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitised information at the local and global level. It provides a framework for the student to make informed judgements and decisions about the use of IT within social contexts.

This course enables the student to evaluate social and ethical considerations arising from the widespread use of IT by individuals, families, communities, organisations and societies at the local and global level.

Further, it develops the student's understanding of the capabilities of current and emerging IT systems and to evaluate their impact on a range of stakeholders.

## Course Outline

Subjects covered:

- Strand 1: Social and Ethical Significance SL/HL core
- Strand 2: Application to specified scenarios SL/HL core
- Strand 3: IT systems SL/HL core
- The project (practical application of IT skills)

Assessment:

External assessment for (4 hours 45 minutes): 80%

- Paper 1 (2 hours 15 minutes): 35%
- Paper 2 (1 hour 15 minutes): 20%
- Paper 3 (1 hour 15 minutes): 25%

Internally Assessed Project (30 hours): 20%

The IB aims to develop in students the knowledge, skills and attitudes they will need to fulfil the aims of the IB, as expressed in the organisation's mission statement and the learner profile. Teaching and learning in the IB represents the reality in daily practice of the organisation's educational philosophy.

Digital Society requires students to develop a product that would be suitable for a client. The aim of this assessment is to prepare students for the workplace.

- It is the perfect platform to study social informatics at university level.
- The course is based on three interconnected strands: social and ethical significance, application to specified scenarios, and IT systems.
- The triangle lies at the heart of the pedagogy. With an understanding of the information technologies, students must be able to evaluate social/ethical issues in specified scenarios.
- It requires students to have strong research and higher order thinking skills.



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## Entry Requirements

Minimum of 5 9-5 grades in GCSE examinations including English and Maths.

## Future courses & possible careers

- Project Manager
- Social Informatics
- Teacher
- System Analysis

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# IB English Language and Literature

## Qualification Aims and Objectives

English enables students to become critical readers and thinkers, engaging in ongoing analysis and discussions of important worldwide themes like power, rebellion, justice, compassion, and equality.

Regardless of what you want to study after Sixth Form, English provides you with the skills to critically read, respond to, and produce texts. Studying English improves open-mindedness, intercultural understanding and communication, all crucial in our modern world.

The IB emphasises the importance of critical thinking, reflection, and understanding of culture. English Language and Literature develops these mindsets through close reading of texts, being able to relate a text to its form, genre, audience, and context of production, and reading texts from a variety of sources all around the globe.

## Course Outline

This course moves through three areas of focus. Each unit consists of two literary works studied in conversation with a variety of non-literary texts, such as articles, speeches, memoir, advertising, and websites.

### Component 1: Reader, Writers and Texts

- This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.

### Component 2: Time and Space

- Study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large.

### Component 3: Intertextuality: connecting texts

- Study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course.

This course is assessed through a variety of written and oral communications, through oral commentary, essays and exams. Speak to the subject teacher about the differences in course content and assessment for HL and SL

As English creates skilled communicators, critical thinkers and empathetic team workers, the skills and habits developed in this course are relevant across a huge variety of sectors.

English is a perfect complementary subject for any career path.



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## Entry Requirements

Minimum of 5 9-5 grades in GCSE examinations including English and Maths, with a grade 6 in English.

## Future courses & possible careers

- Journalism
- Law
- Publishing
- Media
- Teaching
- Advertising
- Public Relations

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# IB Film Studies

## Qualification Aims and Objectives

Film Studies allows students insight into new worlds. Films are windows into contexts across space and time, and analysing films will allow you to think critically, create empathy, and reflect on yourself and the world. Studying Film improves creative thinking, teamwork, and communication. Regardless of the pathway you choose, these skills will serve you well.

The heart of Film Studies is analysis, reflection, and imaginative synthesis. Film Studies aims to promote your understanding of Film as a form, improve your knowledge of the history of film-making and give you practice in the practical and technical skills of film production.

## Course Outline

This course takes two years to fully examine three strands of Film Studies:

- Textual analysis: the detailed study of film sequences
- Film theory and history: the study of film and film-making traditions from more than one country
- Creative process (film production): techniques and organisation of production

This course is entirely assessed through coursework, both externally and internally assessed. This will consist of an independent study of a minimum of two films, an oral presentation analysing a continuous film extract from a prescribed film and the production of a film and trailer with accompanying portfolio.

The skills developed in Film Studies are applicable across any career path: effective communication, teamwork, problem solving, critical analysis, and reflection.

Careers related particularly to Film Studies could include: broadcast engineer; location manager; programme researcher for broadcasting, film, or video; television/film/video producer; advertising director; arts director; marketing; journalism.

Many of these careers are competitive, so students are encouraged to seek work experience or to volunteer in order to give them a competitive edge when applying for jobs.



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## Entry Requirements

Minimum of 5 9-5 grades in GCSE examinations including English and Maths.

## Future courses & possible careers

- Broadcast Engineer
- Location Manager
- Marketing
- Journalism
- Filmmaker

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# IB French

## Qualification Aims and Objectives

French is taught as language. It is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process allows the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity. It develops students' linguistic abilities through the development of receptive, productive and interactive skills (as defined in the "Syllabus content" section)

## Course Outline

Students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content.

**Receptive skills:** Students understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases.

**Productive skills:** Students write texts for a variety of purposes and make oral presentations on topics of interest. They write descriptive texts and personal correspondence; they make comparisons, narrate stories, provide detailed accounts, and express their thoughts and opinions on abstract or cultural topics.

**Interactive skills:** Students initiate and maintain the flow of conversations and discussions. They express and respond to opinions and feelings on a variety of topics. They use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language. Students use a variety of strategies to negotiate meaning and foster communication.

External assessment (75%)

Paper 1 (1 hour 15 minutes)

- Productive skills—writing (30 marks)
- One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2 (1 hour 45 minutes)

- Receptive skills—separate sections for listening and reading (65 marks)
- Listening comprehension (45 minutes) (25 marks)
- Reading comprehension (1 hour) (40 marks)

Internal assessment (25%)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.



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## Entry Requirements

Minimum of 5 9-5 grades in GCSE examinations including English and Maths

## Future courses & possible careers

- Translator
- Travel executive
- Supports employment across the world

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# IB Geography

## Qualification Aims and Objectives

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space.

The Diploma Programme Geography course integrates physical, environmental and human geography, and ensures that students acquire elements of both socio-economic and scientific methodologies. This helps students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints, and ideas.

The aim of the Geography course is to enable students to:

- develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales;
- develop a critical awareness and consider complex thinking in the context of the nexus of geographic issues, including:
  - acquiring an in-depth understanding of how geographic issues or wicked problems have been shaped by powerful human and physical processes
  - synthesising diverse geographic knowledge in order to form viewpoints about how these issues could be resolved; and
- understand and evaluate the need for planning and sustainable development through the management of resources at varying scales.

## Course Outline

Part 1:

Geographic themes:

- Geophysical hazards
- Oceans and coastal margins
- Urban environments

Part 2:

Geographic perspectives - global change

- Population distribution - changing population
- Global climate - vulnerability and resilience
- Global resource consumption and security

Part 2 (Higher)

Geographic perspectives - global interactions

- Power, places and networks
- Human development and diversity

Fieldwork:

This course is assessed through a mixture of externally and internally assessed work:

External assessment:

- Paper 1 (Geographic Themes), 60 marks, 2 hours 15 minutes: 35%
- Paper 2 (Global Change Perspectives), 50 marks, 1 hour 15 minutes: 25%
- Paper 3 (Global Interactions Perspectives), 28 marks, 1 hour: 20%

Internal assessment:

- 20 hours fieldwork, written report, 25 marks: 20%



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## Entry Requirements

Minimum of 5 9-5 grades in GCSE examinations including English and Maths.

## Future courses & possible careers

- Town Planning
- Hazard & Risk Management
- Market Research
- Architecture
- Transport Planner
- Tourism Officer

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# IB Global Politics

## Qualification Aims and Objectives

Global Politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

This course consists of four core units: Power, Sovereignty & International Relations, Human Rights, Development, and Peace & Conflict. The course aims to give students:

- Understanding of key political concepts and contemporary political issues in a range of contexts.
- Understanding of the local, national, international and global dimensions of political activity.
- Understanding, appreciation and critically engagement with a variety of perspectives and approaches in global politics.
- Appreciation of the complex and interconnected nature of many political issues, and to develop the capacity to interpret competing and contestable claims regarding those issues.

## Course Outline

Power, Sovereignty and International Relations

- Power, sovereignty, legitimacy and interdependence

Human Rights

- Human rights, justice, liberty and equality

Development

- Development, globalization, inequality and sustainability

Peace and Conflict

- Peace, conflict, violence and non-violence

Assessment:

- Paper 1 (1 hour 15 minutes): 20%. Stimulus-based paper based on a topic from one of the four core units. Four compulsory short-answer/structured questions (25 marks).
- Paper 2 (2 hours 45 minutes): 40%. Extended response based on the four core units. Students must write three essays from a choice of eight, each selected from a different core unit (75 marks).
- Engagement activity: 20%. A written report (2,000 word maximum) on a political issue explored through engagement and research (20 marks).
- Global Political Challenges: 20%. Two recorded oral presentations lasting 10 minutes each.



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## Entry Requirements

Minimum of 5 9-5 grades in GCSE examinations including English and Maths, and a grade 6 in a

## Future courses & possible careers

- Journalism
- Media
- Civil Service
- Local Government
- International Relations

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# IB History

## Qualification Aims and Objectives

Students studying this 2 year course will study a global history, looking at aspects of world history which have a direct impact on the modern world.

Throughout the progress of the course, students of IB history will become more curious of the past, asking questions and wanting to seek answers; the foundation skills that they have learnt through their key stage 3 and 4 teaching will set them up with an excellent grounding for their further study in years 12 and 13.

Communication will become a key part of the students' work in IB history and, with continuing development, this vital life skill for the students will serve them well as they look to move onto further education at university or employment.

## Course Outline

| Exam                     | Length of exam  | Total % of qualification | Topic   |
|--------------------------|-----------------|--------------------------|---|
| Paper 1                  | 1 hour          | 20%                      | Prescribed topic - <b>Rights and Protest in the USA and South Africa.</b><br><br>4 structured questions.<br><br>Source based exam   |
| Paper 2                  | 1 hour 30 mins  | 25%                      | Essay based on world history topic - <b>Authoritarian States (Germany and Cuba) and The Cold War and Superpower tensions and rivalries (focus on the Berlin Wall and the Cuban Missile Crisis).</b><br><br>Two essay questions answered.  |
| Paper 3                  | 2 hours 30 mins | 35%                      | Essay based exam focusing on American history topics—political developments in Latin America and the Caribbean 1945-1980, the Cold War and the Americans 1945—1981, and Civil Rights and social movements in the Americas post-1945.  |
| Historical investigation | 20 hours        | 20%                      | During this part of the course you will be expected to pose and investigate your own historical enquiry which will be based upon the use and evaluation of historical sources. It is an opportunity to deepen your knowledge of topics that you have already studied or investigate something entirely new. |

In successfully completing the course, students will be fully prepared for further education at university (subjects could include: history, politics, law, international relations etc.) and future employment.



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## Entry Requirements

Minimum of 5 9-5 grades in GCSE examinations including English and Maths. Students are expected to have a grade 6 in English or History.

## Future courses & possible careers

- Legal Sector
- Media
- Civil Service
- Journalism
- Local Government

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# IB Mathematics: Analysis and Approaches (HL)

## Qualification Aims and Objectives

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences, series and proof by induction. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

## Course Outline

- Topic 1: Number & Algebra
- Topic 2: Functions
- Topic 3: Geometry and Trigonometry
- Topic 4: Statistics & Probability
- Topic 5: Calculus
- Mathematical Exploration: An individual piece of work involving the collection of information or the generation of measurements and subsequent analysis and evaluation.

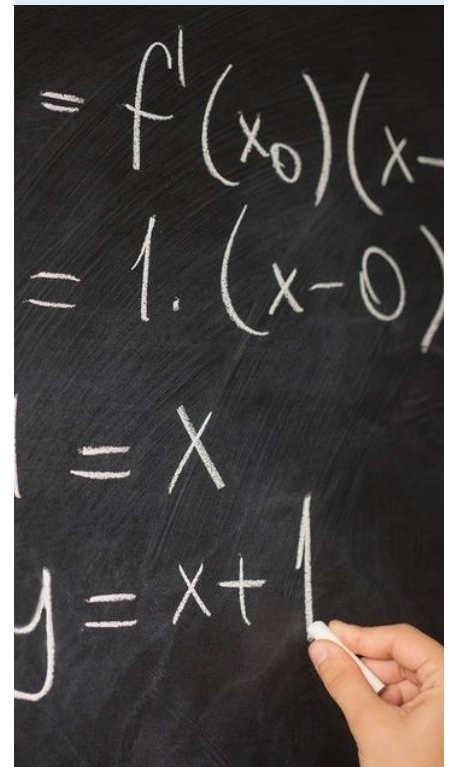
The majority of employers and universities hold Mathematics qualifications in high regard because of the skills they develop and the dedication required by learners to complete the full course. Employers will consider problem solving, thinking logically and high level quantitative and numerical skills as obvious acquisitions on a maths qualification. There is also specific knowledge attached to the particular modules such as statistical methods, applied mathematics and actuarial technical skills.

Combining Mathematics with Physics and Chemistry or other Science courses expands the range of career options further.

Speak to the subject teacher about the differences in course content and assessment for HL (AA) and SL (AI overleaf)) and your suitability for either course.



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## Entry Requirements

Minimum of 5 9-5 grades in GCSE examinations including a grade 8 in GCSE Maths.

## Future courses & possible careers

- Accounting
- Teaching
- Banking
- Investment
- Trader

Contact: [jbarham@knoleacademy.org](mailto:jbarham@knoleacademy.org)

# IB Mathematics: Applications and Interpretation (SL)

## Qualification Aims and Objectives

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Students who choose Mathematics: applications and interpretation at SL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems.

## Course Outline

- Topic 1: Number & Algebra
- Topic 2: Functions
- Topic 3: Geometry and Trigonometry
- Topic 4: Statistics & Probability
- Topic 5: Calculus
- Mathematical Exploration: An individual piece of work involving the collection of information or the generation of measurements and subsequent analysis and evaluation.

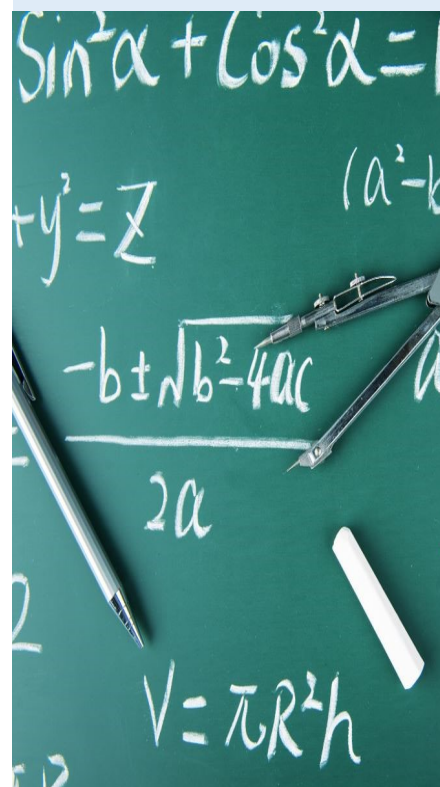
The majority of employers and universities hold Mathematics qualifications in high regard because of the skills they develop and the dedication required by learners to complete the full course. Employers will consider problem solving, thinking logically and high level quantitative and numerical skills as obvious acquisitions on a maths qualification. There is also specific knowledge attached to the particular modules such as statistical methods, applied mathematics and actuarial technical skills.

Combining Mathematics with Physics and Chemistry or other Science courses expands the range of career options further.

Speak to the subject teacher about the differences in course content and assessment for AA (HL previous page) and AI (SL) and your suitability for either course.



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## Entry Requirements

Minimum of 5 9-5 grades in GCSE examinations including a grade 7 in GCSE Maths.

## Future courses & possible careers

- Accounting
- Teaching
- Banking
- Investment
- Trader

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# IB Physics

## Qualification Aims and Objectives

Through studying biology, chemistry or physics, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterises these subjects

The aims of this course are to enable students, through the overarching theme of the Nature of science, to:

- appreciate scientific study and creativity with a global context through stimulating and challenging opportunities
- acquire a body of knowledge, methods and techniques that characterise science and technology
- develop an ability to analyse, evaluate and synthesise scientific information
- develop an appreciation of the possibilities and limitations of science and technology
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities

## Course Outline

Core:

- Measurements & uncertainties
- Mechanics
- Thermal Physics
- Waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear & particle physics
- Energy production

Additional higher level (AHL):

- Wave phenomena
- Fields
- Electromagnetic induction
- Quantum and nuclear physics

Option:

- Relativity
- Engineering physics
- Imaging
- Astrophysics

External assessment:

- Paper 1: 40 multiple choice questions on core and AHL, about 15 of which are common with SL (1 hour, 20%)
- Paper 2: Short answer and extended-response questions on the core and AHL material (2 hours 15 minutes, 36%)
- Paper 3: This paper will have questions on core, AHL and option material (1 hour 15 minutes, 24%)

Internal assessment:

- Internal assessment is an integral part of the physics course, contributing 20% to the final assessment in the SL and HL courses.



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## Entry Requirements

Minimum of 5 9-5 grades in GCSE examinations including English and Maths, a grade 6-6 in Combined Science or a grade 6 in Physics and a grade 6 in Maths.

## Future courses & possible careers

- Medicine
- Engineer
- Researcher
- RAF Pilot

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# IB Psychology

## Qualification Aims and Objectives

Have you ever wondered why some people make friends easily or why you can remember some things and not others, or how some people are born leaders while others are happy to follow the crowd? Psychology is the systematic study of such behaviours and mental processes. It has its roots in both the natural and social sciences, which leads to a variety of research designs and applications, providing a unique approach to understanding modern society.

IB Psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour. This integrated approach helps you gain an understanding of how psychological knowledge is generated, developed and applied, thereby enabling you to achieve a greater understanding of yourself and the diversity of human behaviour.

Due to the stringent scientific investigation and in-depth analysis of behaviour, Psychology is a respected academic subject, which combines well with the Arts, Humanities and Sciences. It is good for progression to Higher Education and is particularly useful for any profession where an insight into human behaviour is beneficial.

## Course Outline

### Unit 1: Core

The Biological Level of Analysis:

- The relationship between the brain and behaviours
- Hormones and pheromones and their effects on behaviour
- The relationship between genetics and behaviour
- The role of animal research in understanding human behaviour

The Cognitive Level of Analysis:

- Cognitive processing in relation to memory
- Reliability of cognitive processing in relation to memory
- How emotion affects memory processing
- The influence of modern technology on cognitive processing

The Sociocultural Level of Analysis:

- Individual and group behaviour (conformity and obedience)
- Cultural origins of behaviour and cognition (attachment and relationships)
- Cultural influences on individual behaviour
- The influence of globalisation on individual behaviour

**Unit 2:** Two options from the list below

- Abnormal psychology
- Psychology of human relationships
- Sport psychology
- Developmental psychology
- Health psychology

**Unit 3:**

- Qualitative research in psychology

**Unit 4:**

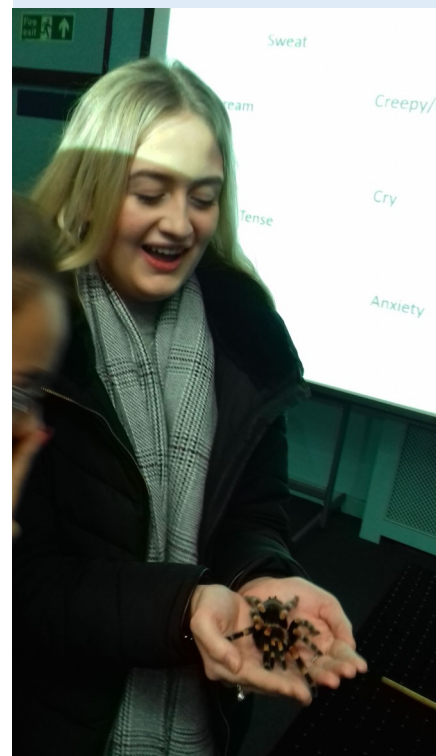
- Introduction to experimental research methodology

Assessment:

Coursework makes up 20% of your overall grade and requires you to design, implement and critically assess a simple experiment. In addition, at the end of the two year course, you will sit three exam papers.



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## Entry Requirements

Minimum of 5 9-5 grades in GCSE examinations including a grade 6 in English, Maths and Science.

## Future courses & possible careers

- Advertising & Marketing
- Management Training
- Sports
- Human Resource
- Education
- Occupational Health
- Counselling & Therapies
- Sales
- Criminal Investigation/Forensics
- Psychotherapy
- Armed Forces
- Neuroscience & Intensive Rehabilitation

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# IB Social & Cultural Anthropology

## Qualification Aims and Objectives

Anthropology is about “making sense of other people’s worlds, translating their experiences and explaining what they are up to, how their societies work and why they believe in whatever it is that they believe in” (Erksen 2006). Social and cultural anthropology is the study of different cultures and human societies, understanding what makes us different to different human beings across different societies.

The course aims to enable students to develop an understanding of a range of contemporary issues in our society such as war, conflict, the environment, poverty, injustice, inequality and human and cultural rights. The course examines how society is changing and what life is like to live in these different societies.

## Course Outline

- Part 1: Engaging with anthropology
  - Language of anthropology
  - Practice of anthropology
  - Anthropological thinking
- Part 2: Topic choices
  - Group 1 - (Classifying the World, Health, Illness and Beyond or The Body)
  - Group 2 - (Belonging, Communication or Expression and Technology)
  - Group 3 - (Conflict, Development or Exchange and Consumption)
- Part 3: Engaging in anthropological practice - which involves completing your own fieldwork

This course is assessed through a mixture of externally and internally assessed work.



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## Entry Requirements

Minimum of 5 9-5 grades in GCSE examinations including English and Maths.

## Future courses & possible careers

- Working for the Government
- Education
- Market Research
- International Aid Worker
- Charity Work

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# IB Visual Arts

## Qualification Aims and Objectives

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. Students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers.

In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as

## Course Outline

### Components:

#### Visual Arts In Context

Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.

#### Visual Arts Methods

Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

#### Communicating Visual Arts

Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

### IB ASSESSMENT:

**Two external assessment tasks**

**One internal assessment task**



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### Entry Requirements

Minimum of 5 9-5 grades in GCSE examinations including English and Maths.

### Future courses & possible careers

- Foundation Diploma in Art & Design
- BA (Hons) Fine Art
- BA (Hons) History of Art
- BA (Hons) Illustration
- An Art based apprenticeship
- Fine Artist
- Art Therapist
- Art Teacher
- Concept Artist

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# BTEC Extended Certificate in Applied Law

## Qualification Aims and Objectives

Law continues to be a popular subject in Post 16. It is designed not only for those wishing to pursue a career in Law, but also for those who wish to become more empowered about their rights and responsibilities.

Through studying Applied Law, it is hoped that students will:

- Develop and sustain an enjoyment and knowledge of selected areas of law in England and Wales
- Develop important techniques such as critical thought, analytical and problem solving skills, which are highly desirable in the workplace and higher education.

## Course Outline

Certificate (First Year):

- Unit 1: Dispute Solving in Civil Law
- Unit 2: Investigating Aspects of Criminal Law and the Legal System

Extended Certificate (Second Year):

- Unit 3: Applying the Law
- One Optional Unit

All units will require you to complete Pass, Merit and Distinction tasks. Units 1 & 3 are externally assessed through a one and a half hour controlled assessment, which is worth 50% of your grade; you will be given a case study two weeks prior to the assessment which will require you to conduct research and give advice of a legal issue. Unit 2 and the further optional unit are internally assessed through a series of coursework tasks, spread over two terms.

The Law qualification is widely held in high regard by employers across many industries as the course helps you to develop important skills, knowledge and understanding. With further training, this course is a sound grounding from which to enter into a career in the legal profession such as a solicitor, barrister or paralegal.

If you choose not to undertake university study, Law is also an excellent foundation on which to build a career in the police, as a teacher/lecturer, as a legal secretary or within the civil service or political arena.

Employers value this course due to the range of analytical skills and focus on independent learning that students develop during the course. There are also a growing number of apprenticeships available in the legal sector.



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## Entry Requirements

Minimum of 5 9-4 grades in GCSE examinations including English and Maths.

## Future courses & possible careers

- Police
- Teacher
- Civil Service
- Politics
- Solicitor

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# WJEC Diploma in Criminology

## Qualification Aims and Objectives

Criminology is a course that combines the subjects of psychology, law, politics and forensic science to form a discipline of its own.

Students will be exploring the causes of criminal behaviour, attitudes to crime, criminal investigations and the wider social and psychological aspects of crime. By studying the underlying causes of crime, we potentially develop solutions. Part of this is exploring ways to rehabilitate the criminal.

You will explore theories of criminality and use them to analyse criminal scenarios and put forward possible ways of improving society's response to crime, hence reducing it.

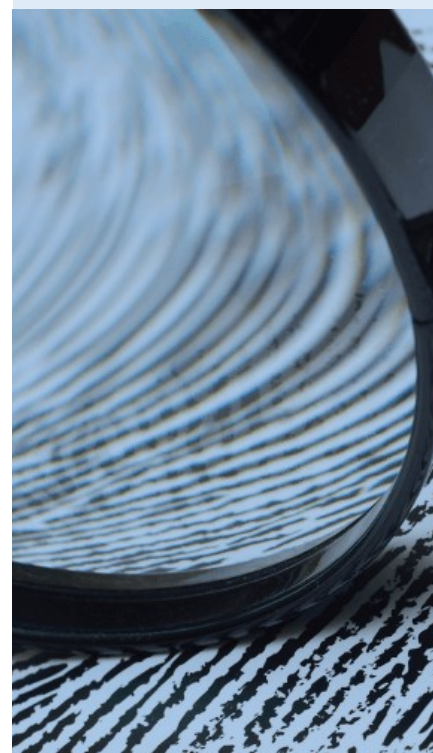
## Course Outline

Students will study four units across the two years

- Unit 1: Changing awareness of crime; learners develop an understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported. Knowing about the wide range of different crimes, and the reasons people have for not reporting such crimes, provides an understanding of the complexity of behaviours and the social implications of such crimes.
- Unit 2: Criminology theories enables learners to gain an understanding of why people commit crime, drawing on previous understanding. Learners explore the difference between criminal behaviour and deviance and the theories behind why people commit crime.
- Unit 3: Crime scene to courtroom provides learners with an understanding of the criminal justice system from the moment a crime has been identified to the verdict.
- Unit 4: Crime and punishment, learners apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.



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## Entry Requirements

Minimum of 5 9-4 grades in GCSE examinations including English and Maths.

## Future courses & possible careers

- Social Work
- Mental Health
- Police Force
- Customs and Immigration
- Prison Services
- Court Services
- Security Services
- NHS
- Education
- Youth and Community Services

Contact: [ncroucher@knoleacademy.org](mailto:ncroucher@knoleacademy.org)

# BTEC National Extended Certificate in Performance (Dance)

## Qualification Aims and Objectives

The Extended Certificate is for learners who are interested in learning about the performing arts sector alongside other fields of study, with a view to progressing to a wide range of higher education courses in dance or other subjects. The course is equivalent to 1 A-level and provides learners with the opportunity to develop all-round dance performance skills and transferable skills such as self-confidence, self-presentation, personal discipline, and organisational skills, which are highly regarded by higher education and employers.

The BTEC has a learner-centred approach to the curriculum and focuses on the holistic development of the practical, interpersonal, and thinking skills required to be able to succeed in employment and higher education. There is a strong focus on live performance and choreography skills.

The course is suitable for students with a passion for dance and performing.

## Course Outline

### Units of study: Learners must complete

Unit 1 - Investigating Practitioners' Work

Unit 2 - Developing skills and techniques for live performance

Unit 3 - Group performance workshop

Unit 4 - Contemporary Dance Technique or Improvisation (cohort dependent)

### Assessment:

The course is assessed through a combination of internal and external assessments during a set assessment window. Students will need to participate in assessments in the dance studio and also as a live performance on stage. Final grades awarded will be Pass, Merit, Distinction and Distinction\*.



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### Entry Requirements

Minimum of 5 9-4 grades in GCSE examinations including English and Maths.

### Future courses & possible careers

- Dancer
- Choreographer
- Dance teacher
- Yoga or Pilates instructor
- Personal trainer
- Dance movement psychotherapist
- Owner and management of a dance school
- Costume or clothing designer
- Community Arts Worker
- Arts Administrator
- Marketing for dancers
- Event Manager
- Talent agent

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# National Extended Certificate in Enterprise and Entrepreneurship

## Qualification Aims and Objectives

This is a vocational qualification equivalent to one A level. Students study four units over two year course.

The Extended Certificate is for learners who are interested in learning about enterprise and entrepreneurship alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in enterprise-related subjects.

As the course is examined through coursework and external exams students will develop research skills, application skills and calculation skills.

This course will develop and enhance your business knowledge for future work opportunities or further study. The skills that you will demonstrate will be of interest to potential employers and course administrators.

## Course Outline

| Pearson BTEC Level 3 National Extended Certificate in Enterprise and Entrepreneurship |   |     |                        |              |
|---|---|-----|------------------------|--------------|
| Unit number   | Unit title  | GLH | Type                   | How assessed |
| <b>Mandatory units – learners complete and achieve all units</b>                      |   |     |                        |              |
| 1   | Enterprise and Entrepreneurs                      | 90  | Mandatory              | Internal     |
| 2   | Developing a Marketing Campaign                   | 90  | Mandatory and Synoptic | External     |
| 3   | Personal and Business Finance                     | 120 | Mandatory              | External     |
| <b>Optional units – learners complete 1 unit</b>                                      |   |     |                        |              |
| 7   | Social Enterprise                                 | 60  | Optional               | Internal     |
| 8   | Entrepreneurship and Intrapreneurship in Practice | 60  | Optional               | Internal     |

What you will study:

### Unit 1- coursework

Explore the nature of enterprise  
Investigate the motivations for entrepreneurship  
Examine the opportunities and constraints for enterprises and entrepreneurs  
Examine the entrepreneurial skills required to launch an enterprise.

### Unit 2 – external exam

Marketing principles  
Marketing information , marketing campaigns  
Evaluate marketing campaigns  
Develop a marketing campaign

### Unit 3 – external exam

Business and personal finance principles  
Financial issues and accounting processes  
Interpret financial issues  
Evaluate business and personal finance

### Unit 7 - coursework

Investigate a range of social enterprises  
Explore the factors that contribute to the success or failure of social enterprises  
Plan, participate in and review a short social enterprise activity.

### Unit 8 -coursework

Explore the environment in which an entrepreneur operates  
Investigate how intrapreneurship can be developed and promoted within an enterprise  
Examine the ways in which an intrapreneur can contribute to the success of an enterprise.



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## Entry Requirements

Minimum of 5 9-4 grades in GCSE examinations including English and Maths.

## Future courses & possible careers

- Banking
- Financial Services
- Investments
- Insurance Services
- Investment Banking

Contact: [mbogan@knoleacademy.org](mailto:mbogan@knoleacademy.org)

# LIBF Certificate in Financial Studies

## Qualification Aims and Objectives

This qualification has been designed to encourage students to be inspired to meet their lifestyle aspirations. This will be achieved by teaching students to apply appropriate solutions from the varied choices available within the evolving and competitive financial services marketplace.

The certificate enables students to make informed decisions regarding their finances. It will also help students to become responsible borrowers, sensible savers and have an appreciation of the need for financial planning throughout their lives.

## Course Outline

Year 12 (Certificate):

- Unit 1: Financial Capability for the immediate and short term
- Unit 2: Financial Capability for the medium and long term

Year 13 (Diploma):

- Unit 3: Sustainability of an individual's finances
- Unit 8: Sustainability of the Financial Services System

There are two units of study on the first year of this course. Both units will be assessed by e-test / written paper made up of the following components: Part A – 45 minute multiple choice exam; Part B – 105 minute exam based on a pre-released case study requiring essay responses to five questions.

The broad base of this qualification makes it suitable for a wide range of future opportunities. The course, combined with the Diploma, is worth up to 58 UCAS points so if you complete it successfully you could move on to study for a degree. It gives students a wide choice of progression options outside of higher education such as training and apprenticeships or other relevant employment

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## Entry Requirements

Minimum of 5 9-4 grades in GCSE examinations including English and Maths.

## Future courses & possible careers

- Banking
- Financial Services
- Investments
- Insurance Services
- Investment Banking

# Cambridge Technical Certificate in Health and Social Care

## Qualification Aims and Objectives

This qualification will develop professional and personal skills through interaction with people who either work in the sector or require care or support, as well as theoretical knowledge and understanding to underpin their skills. This will allow them to offer specific, person-centred care and support and build positive relationships with the people they are working with, so that their needs and requirements are met whilst they maintain control of their own care and support.

Students will consider the real impacts to people living with conditions or illnesses such as the social, financial and psychological impacts, not just the signs, symptoms and treatment of faceless conditions or illnesses. Students will also learn about the legislation and guidance supporting health and social care, so that they can ensure the people they are working with are not only able to access all the care and support they are entitled to, but are also able to protect themselves from any harm or abuse whilst at work.

## Course Outline

A two year course allowing a study of the health and social care sectors. The most important thing you need in order to take health and social care is a lively mind, an interest in health and social care, a willingness to explore new ideas and an ability to communicate your ideas effectively.

### Year 12

- Unit 1: Building Positive Relationships in Health and Social Care - (Coursework)
- Unit 2: Equality, Diversity and Rights in Health and Social Care - (Exam)
- Unit 2: Health, Safety and Security in Health and Social Care - (Exam)

### Year 13

- Unit 4: Anatomy and Physiology for Health and Social Care - (Exam)
- Unit 10: Nutrition for Health - (Coursework)
- Unit 13: Sexual Health and Reproduction - (Coursework)

40% coursework, 60% exam

Assignments are set for all units of work.

The work is internally marked and externally moderated for coursework. All exams are externally moderated.

Students are awarded an overall grade of certification depending on how many credits they achieve. They can achieve a pass, merit or distinction depending on the quality of their work.



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## Entry Requirements

Minimum of 5 9-4 grades in GCSE examinations including English and Science.

## Future courses & possible careers

- Teaching
- Midwifery
- Nursing
- Social Worker
- Health Sector
- Social Care Sector

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# LAMDA Speech and Drama

## Grade 6, 7, 8 Certificate / Bronze, Silver, Gold Medals

### Qualification Aims and Objectives

LAMDA Group Examinations are designed to develop the skills necessary to communicate a dramatic text to an audience. Each exam is worth UCAS points. The exams are completely practical.

Learners who prepare themselves appropriately will develop:

1. Interpretative skills
  - explore style, character, subtext and context
  - engage with character and situation in order to create a sense of reality
2. Technical skills
  - build skills in voice, diction and movement
3. Interactive skills
  - create relationships between characters
  - share responsibility for the performance in order to communicate as a group

### Course outline

Over the two years, learners will complete two or three performance exams as follows:

|  |   |
|--|---|
| <b>Grade 6</b><br><b>ACTING</b><br><b>Bronze medal</b><br>(8-12 UCAS)  | <ul style="list-style-type: none"> <li>• Performance from memory of one scene from a published play written during one of the following periods: <b>Ancient Greek and Roman (500BC – 4BC) or Elizabethan and Jacobean (1558–1625)</b></li> <li>• Performance of a second scene from a play published <b>post-2000</b>.</li> <li>• Learners will be able to discuss <b>voice</b> and <b>breathing</b> techniques used in their performances.</li> </ul>  |
| <b>Grade 7</b><br><b>ACTING</b><br><b>Silver medal</b><br>(12-16 UCAS) | <ul style="list-style-type: none"> <li>• Performance from memory of one scene from a published play written during one of the following periods: <b>Ancient Greek and Roman (500BC – 4BC) or Elizabethan and Jacobean (1558–1625)</b></li> <li>• Performance of a second scene from a play published <b>1800 - 2000</b></li> <li>• Performance of a second scene from a play published <b>post-2000</b>.</li> <li>• Learners must discuss the <b>writing styles</b> of each playwright and the <b>world</b> of each play.</li> </ul>                      |
| <b>Grade 8</b><br><b>ACTING</b><br><b>Gold medal</b><br>(24-30 UCAS)   | <ul style="list-style-type: none"> <li>• Performance from memory of one scene from a published play written during one of the following periods: <b>Ancient Greek and Roman (500BC – 4BC) or Elizabethan and Jacobean (1558–1625)</b></li> <li>• Performance of a second scene from a play published <b>1800 - 2000</b></li> <li>• Performance of a second scene from a play published <b>post-2000</b>.</li> <li>• Learners will discuss their <b>chosen characters</b> as well as the techniques of a chosen <b>theatrical practitioner</b>.</li> </ul> |

Assessment - All performance exams are in front of a LAMDA examiner.

| ASSESSMENT TASK      | MARKS | TOTAL MARKS |
|----------------------|-------|-------------|
| Scene 1 (Own Choice) | 20    | 40          |
| Interpretation       | 20    |             |
| Scene 2 (Own Choice) | 20    | 40          |
| Interpretation       | 20    |             |
| Knowledge            |       | 20          |
| <b>Total Marks</b>   |       | <b>100</b>  |

| ASSESSMENT TASK      | MARKS | TOTAL MARKS |
|----------------------|-------|-------------|
| Scene 1 (Own Choice) | 15    | 25          |
| Interpretation       | 10    |             |
| Scene 2 (Own Choice) | 15    | 25          |
| Interpretation       | 10    |             |
| Scene 3 (Own Choice) | 15    | 25          |
| Interpretation       | 10    |             |
| Knowledge            |       | 25          |
| <b>Total Marks</b>   |       | <b>100</b>  |

### Future Opportunities

No matter what direction students may choose to follow in the future, LAMDA examinations provide the opportunity to nurture their natural abilities

| AWARD       | TOTAL MARKS |
|-------------|-------------|
| Pass        | 50–64       |
| Merit       | 65–79       |
| Distinction | 80+         |



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### Entry Requirements

Minimum of 5 9–4 grades in GCSE examinations including English and

### Future courses & possible careers

- Actor
- Community Arts Worker
- Drama Therapist
- Film/Theatre Director
- Arts Administrator
- Broadcast presenter
- Teacher
- Theatre Stage Manager

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# BTEC Extended Certificate in Music Performance

## Qualification Aims and Objectives

This qualification is intended for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education or employment in the music sector or other creative industries. It is designed to inspire students who have a love of performing music and have an interest in the workings of the music industry.

It is the equivalent of one A Level and aims to provide a coherent course of study covering both musical performance, music theory and the different roles and processes of the music industry. It provides a comprehensive grounding in the practical music theory underpinning the music profession, session musicians, arrangers and performers.

The course is suitable for both instrumentalists and vocalists and allows opportunity to develop their technique and performance skills.

## Course Outline

Year 12:

- Unit 1: Practical Music Theory and Harmony (Internally Assessed)
- Unit 6: Solo Performance (Internally Assessed)

Year 13:

- Unit 2: Professional Practice in the Music Industry (Externally Assessed).
- Unit 3: Ensemble Music Performance (Externally Assessed)

Students study four units, two in each year. Two are externally assessed through examination and two are internally assessed through coursework tasks, portfolios and video evidence.

In addition to guided learning with teachers, students will also undertake private study, preparation for assessment, independent research and instrumental/vocal practice which may be filmed or recorded to provide portfolio evidence of progress.

This course will provide you with the knowledge, understanding and skills that will prepare you for further study or training. You will become part of a musical group and develop your ensemble skills by taking part in rehearsals culminating in a performance in front of an audience.

You will be expected to take part in regular concerts, showcases and other school events. Also, you should have a good level of musicianship on an instrument/voice.



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## Entry Requirements

Minimum of 5 9-4 grades in GCSE examinations including English and Maths. A grade 4+ in GCSE Music is desirable but not essential.

## Future courses & possible careers

- Undergraduate degree or diploma in Music at University or Music College
- Performer
- Session Musician
- Music Producer
- Music Publisher
- Sound Engineer
- Music Journalist
- Music Administration
- Studio Runner
- Arranger
- Music Teacher

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# Cambridge Technical Certificate in Sport & Physical Activity

## Qualification Aims and Objectives

This qualification is not just about being able to play sport, it will provide learners with the skills, knowledge and understanding to progress into Higher Education on a sport-related programme such as Sport and Physical Education, Sport Science, Sport Coaching and Development or Sport and Leisure Management.

The units will give learners an understanding of sport within the wider contexts of coaching and leadership, anatomy and physiology and the body's short and long term responses to physical activity. Learners will also develop transferable skills such as planning, communication, adaptability and leadership.

## Course Outline

### Year 1

The Cambridge Technical Certificate is the equivalent to one A' Level. Three mandatory units must be completed plus two optional units to achieve the full qualification.

Compulsory units:

- Body systems and the effects of physical activity. Externally assessed exam (paper - 1 hour 30 minutes)
- Sports coaching and activity in leadership. Internally assessed assignment
- Sports injuries. Internally assessed assignment
- Sports organisation and development. Externally assessed exam (paper - 1 hour)
- Plus two optional units which are internally assessed assignments

Assessment:

40% exam / 60% coursework

Assignments are internally marked and externally moderated. Exams are set by OCR and are externally marked. Students are awarded an overall grade at the end of the 2 years. They will receive either a pass, merit, distinction or distinction\*.

The broad base of this qualification makes it suitable for a wide range of future opportunities and if you complete it successfully you could move on to study for a degree. It gives students a wide choice of progression options outside of higher education such as training and apprenticeships or other relevant employment in the sport and leisure industry.



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### Entry Requirements

Minimum of 5 9-4 grades in GCSE examinations including English and Maths.

### Future courses & possible careers

- Teaching
- Coaching
- Sports Therapy
- Sports Management
- Personal Training

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# AQA A-Level Art and Design in Graphic Communication

## Qualification Aims and Objectives

The qualification gives a coherent introduction to the study of Graphics. Students develop a broad range of Graphic Design work and gain an understanding of the creative process.

This course has been designed for Post 16 Graphics students who enjoy learning new techniques and want to develop key skills required in the Graphic Design industry. It will prepare candidates to progress into further or higher education, to follow courses in a broad range of Graphics based subjects, and ultimately to pursue a career in the creative industries.

## Course Outline

### Skills building workshops:

Students take part in a series of skills-based workshops to develop their graphic design skills. They are encouraged to explore a broad range of media, techniques and processes in preparation for component 1.

### Component 1: Personal investigation

This is a practical investigation supported by written material.

Students conduct a practical investigation into an idea, issue, concept or theme, supported by written material. The focus of the investigation is identified independently by the student and leads to a finished outcome or a series of related finished outcomes.

The investigation is an in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. They will research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials, being informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.

### Component 2: Externally set assignment

#### Preparatory period – from 1 February in year 13

Following receipt of the paper students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.

#### Supervised time – 15 hours

Following the preparatory period, students have 15 hours of unaided, supervised time in which to produce a finished outcome/s informed by their preparatory work.

### A LEVEL ASSESSMENT:

Year 1 and Year 2

60% - **Personal Investigation**

40% - **Externally set assignment**



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### Entry Requirements

Minimum of 5 9-5 grades in GCSE examinations including English and Maths.

### Future courses & possible careers

- Teaching
- Mechanical Engineering
- Electrical Engineering
- Civil Engineering

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# AQA A-Level Art & Design in Photography



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## Qualification Aims and Objectives

The qualification gives a coherent introduction to the study of Photography. Students produce a body of work that develops their photographic skill and enhances their understanding of photographic techniques and processes.

This course has been designed for Post 16 Photography students who want to explore a broad range of photographic processes and techniques, and want to develop the knowledge and skills required in the industry.

It will prepare candidates to progress into further or higher education, to follow courses in a broad range of photographic subjects, and ultimately to pursue a career in the creative industries.

## Course Outline

### Skills building workshops:

Students take part in a series of skills-based workshops to develop their photography skills. They are encouraged to explore a broad range of media, techniques and processes in preparation for component 1.

### Component 1: Personal investigation

This is a practical investigation supported by written material.

Students conduct a practical investigation into an idea, issue, concept or theme, supported by written material. The focus of the investigation is identified independently by the student and leads to a finished outcome or a series of related finished outcomes.

The investigation is an in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. They will research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials, being informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.

### Component 2: Externally set assignment

#### Preparatory period – from 1 February in year 13

Following receipt of the paper students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.

#### Supervised time – 15 hours

Following the preparatory period, students have 15 hours of unaided, supervised time in which to produce a finished outcome/s informed by their preparatory work.

### A LEVEL ASSESSMENT:

Year 1 and Year 2 60% - **Personal Investigation**  
40% - **Externally set assignment**



## Entry Requirements

Minimum of 5 9-4 grades in GCSE examinations including English and Maths.

## Future courses & possible careers

- Foundation Diploma in Art & Design
- BA (Hons) Photography
- BA (Hons) Television & Media Production
- Magazine Features Editor
- Photo Journalist
- Press Photographer
- Wedding Photographer
- Television Camera Operator

Contact: [tsarton@knoleacademy.org](mailto:tsarton@knoleacademy.org)

# AQA A-Level Design & Technology : Product Design

## Qualification Aims and Objectives

This Qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries.

The course has been designed for Post 16 students to have the opportunity to investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing prototypes of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

## Course Outline

### This course will enable students to:

- Gain an insight into the creative, engineering and/or manufacturing industries
- Develop the capacity to think creatively, innovatively and critically through focused research and the exploration of design opportunities arising from the needs, wants and values of users and clients.
- Develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use
- Be able to make informed design decisions through an in-depth understanding of the management and development of taking a design through to a prototype/ product.
- Be able to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including maths and science, to inform decisions in design.
- Develop skills in arrange of software and machinery, including 3D printing and CAD/CAM.

### Paper 1: Technical Principles

Written exam: Mixture of short answer and extended response. 2 hours and 30 minutes

120 marks (30% of A-level)

### Paper 2: Designing and making principles

Written exam: Mixture of short answer and extended response questions. 1 hour and 30 minutes

80 marks (20% of A-level)

#### Section A:

Product Analysis: 30 marks

Up to 6 short answer questions based on visual stimulus of product(s).

#### Section B:

Commercial manufacture: 50 marks

Mixture of short and extended response questions

### Non-exam assessment (NEA)

Practical application of technical principles, designing and making principles.

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

Substantial design and make project

100 marks

50% of A-level



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### Entry Requirements

Minimum of 5 9-5 grades in GCSE examinations including English and Maths.

### Future courses & possible careers

- Teaching
- Mechanical Engineering
- Electrical Engineering
- Civil Engineering

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# AQA A-Level in Sociology

## Qualification Aims and Objectives

Sociology is the study of society; it focuses on how social factors influence human behaviour and the way society shapes the way that people live. Sociology encourages an understanding of the nature and significance of cooperation and conflict and continuity and change, including individual and social differences in the students' own and other societies.

## Course Outline

### Year 12

#### Compulsory topic

- Education
- Theory and methods

#### Optional content- we will select one of the following topics

- Culture and identity
- Families and households
- Health
- Work, poverty and welfare

### Year 13

#### Compulsory topic

- Crime and deviance
- Theory and methods

#### Optional content- we will select one of the following topics

- Beliefs in society
- Global development
- Media
- Stratification and differentiation

### Assessment

There are three exams, each accounting for a third of the A level. Each of the exams are 2 hours long and are worth 80 marks each.

The exams consist of a mixture of short answer questions and extended questions

### Skills you will develop in A level Sociology

- Use of evidence to support your arguments
- How to investigate facts and use deduction
- Critical thinking
- Marking reasoned arguments
- Analysis and evaluation

Sixth form courses that go well with A level Sociology are IB Social and cultural anthropology and the Vocational A level in Criminology



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### Entry Requirements

Minimum of 5 9-4 grades in GCSE examinations including English and Maths.

### Future courses & possible careers

- Social Work
- Human Resources
- Advertising
- Policing
- Marketing
- Journalism
- Law
- Education

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# AQA A-Level Art & Design in Textile Design

## Qualification Aims and Objectives

The qualification gives a coherent introduction to the study of Fashion and Textiles. Students develop their own textiles work and gain an understanding of the creative process.

This course has been designed for Post 16 Fashion and Textiles students who are keen designers and want the opportunity to learn and apply a variety of techniques to their work.

It will prepare candidates for further or higher education, to follow courses in a broad range of Fashion and Textiles based subjects, and to pursue a career in the creative industries.

## Course Outline

### Skills building workshops:

Students take part in a series of skills-based workshops to develop their textiles skills. They are encouraged to explore a broad range of media, techniques and processes in preparation for component 1.

### Component 1: Personal investigation

This is a practical investigation supported by written material.

Students conduct a practical investigation into an idea, issue, concept or theme, supported by written material. The focus of the investigation is identified independently by the student and leads to a finished outcome or a series of related finished outcomes.

The investigation is an in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. They will research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials, being informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.

### Component 2: Externally set assignment

#### Preparatory period – from 1 February in year 13

Following receipt of the paper students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.

#### Supervised time – 15 hours

Following the preparatory period, students have 15 hours of unaided, supervised time in which to produce a finished outcome/s informed by their preparatory work.

### A LEVEL ASSESSMENT:

Year 1 and Year 2

60% - **Personal Investigation**

40% - **Externally set assignment**



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### Entry Requirements

Minimum of 5 9-4 grades in GCSE examinations including English and Maths.

### Future courses & possible careers

- Foundation Diploma in Art & Design
- BA (Hons) Textile Design
- Fashion Designer
- Textile Designer
- Retail Buyer
- Visual Merchandiser
- Stylist

Contact: [tsarton@knoleacademy.org](mailto:tsarton@knoleacademy.org)



# Culinary Skills Level 2

## Qualification Aims and Objectives

This qualification is designed for learners wishing to gain work ready, foundation culinary skills and knowledge. The aim of the course is to provide a broad background of understanding of the sector and the vocational skills/knowledge required to work at foundation level in the industry. It enables students to make an informed assessment of their own aptitude for work in this sector and helps them reach a level of knowledge and skills that will facilitate progress into employment in the sector.

This is a one year course, with possibilities to extend to two year depending upon course provider accreditation.

## Course Outline

Assessment:

Mandatory Units:

- Unit 707: Prepare and cook stock, soup and sauces
- Unit 708: Prepare and cook fruit and vegetables
- Unit 709: Prepare and cook meat and offal
- Unit 710: Prepare and cook poultry
- Unit 711: Prepare and cook fish and shellfish
- Unit 712: Prepare and cook rice, pasta, grains and egg dishes

Optional Units:

- Unit 202: Food safety in catering
- Unit 702: Developing skills for employment in the catering and hospitality industry
- Unit 703: Health & Safety in catering and hospitality
- Unit 705: Catering operations, costs and menu planning

Assessment for this course is divided into a series of practical and theoretical tasks. To achieve each unit, learners need to achieve all tasks.

Students are expected to complete work experience whilst on this course.

The learner will take part in practical workshops in the realistic learning environment (RLE). Classroom activities will include individual and group work, completing questions and answers, taking part in game like activities, research will be carried out and then discussed. Note taking will be required and ICT interactive activities will also be used to facilitate learning. The emphasis is on 'learning by doing' not on competence. For this reason, learners are required to complete a number of assignments to show their attainment of practical skills and underpinning knowledge.

Learners will be required to wear the appropriate kitchen uniform (PPE) - information will be supplied. Please note that there will be educational trips arranged throughout the year to enhance the course delivery, however costs for these optional trips will be advised nearer the time. NB: students over the age of 19 at the start of the course will be expected to pay course fees, please enquire at the school if unsure. For those aged 16 - 18, the course fees are not applicable.

The learners will help to run the Mange Tout Restaurant, which can be found in the bottom floor of The Place. This will allow learners the opportunity to experience the pressures and diner expectations involved in the industry they are entering.

Work experience is arranged in local pubs, restaurants and any other relevant food outlets. This is a vital part of the learning process for the young chefs and often leads to full time employment. The Culinary Skills Diploma Course is also an ideal springboard into full-time employment in the Catering and Hospitality industry.

**For health and safety reasons, students must be able to work independently in the professional environment in order to be able to access this course.**



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## Entry Requirements

Minimum of 3 or more qualifications at grade 5-3, including English, Maths and Science. Suitable applicants will be interviewed to assess their interest and passion for catering and hospitality. They must be of smart appearance and have good interpersonal skills.

## Future courses & possible careers

- Local pubs, restaurants and cafés offer students valuable work experience and, in many cases, a full time job on the successful completion of the course.
- Diploma qualification allows entry into a host of Level 3 courses available on the City & Guilds website.

Contact: [cgreen@knoleacademy.org](mailto:cgreen@knoleacademy.org)

# Hairdressing Level 2

## Qualification Aims and Objectives

This qualification is designed for learners wishing to gain work ready, foundation skills and knowledge in hairdressing.

Students are expected to adhere to the salon dress code, details will be given on admission. Specialist equipment will be required - this can be purchased through the school or independently, but will total approximately £200. Students over the age of nineteen at the start of the course will also be required to pay additional course entry

## Course Outline

For the Level 2 Technical Certificate in Hairdressing, the teaching programme must cover the content detailed in the **mandatory** units below:

- Unit 201: Principles and practices of hairdressing and barbering services (GLH 90)
- Unit 202: Shampoo, condition and treat the hair and scalp (GLH 30)
- Unit 203: Cut hair using basic techniques (GLH 120)
- Unit 204: Style, set and dress hair (GLH 90)
- Unit 205: Colour and lighten hair (GLH 120)

For the Level 2 Technical Certificate for Cutting and Styling Services, the teaching programme must cover the content detailed in the **mandatory** units below:

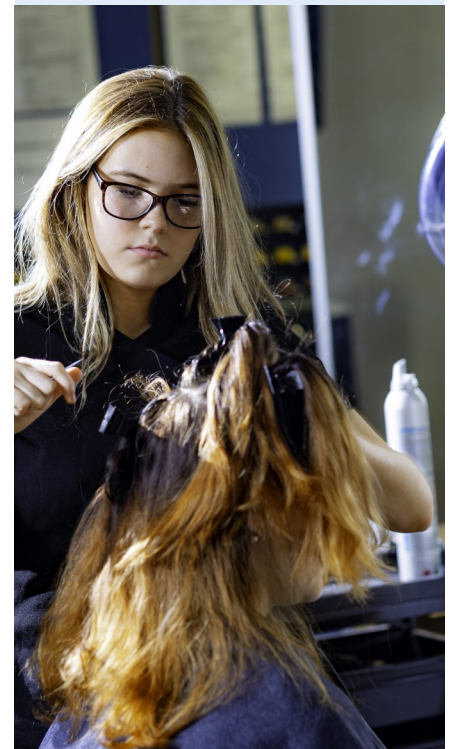
- Unit 201: Principles and practices of hairdressing and barbering services (GLH 90)
- Unit 202: Shampoo, condition and treat the hair and scalp (GLH 30)
- Unit 203: Cut hair using basic techniques (GLH 120)
- Unit 204: Style, set and dress hair (GLH 90)
- Unit 206: Plait and twist hair (GLH 30)

The candidate must prove 'Employer Engagement' during their course in order to gain certification.

**For health and safety reasons, students must be able to work independently in the professional environment in order to be able to access this course.**



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## Entry Requirements

Minimum of 3 or more qualifications at grade 5-3, including English, Maths and Science. Suitable applicants will be interviewed to assess their interest and passion for hairdressing. They must be of smart appearance and have good interpersonal skills.

## Future courses & possible careers

- Upon successful completion of this qualification, student can progress onto a Level 3 Technical Diploma in Hairdressing, Technical qualifications in Barbering or an apprenticeship
- Employment in a salon as a junior stylist

Contact: [dmorgan-suttle@knoleacademy.org](mailto:dmorgan-suttle@knoleacademy.org)





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