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King Edward VI Handsworth Wood Girls' Academy

Our Sixth Form Provision 'Our Girls Can Our Girls Will'



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Welcome to our Sixth Form

We are thrilled you are considering to join our sixth form at Handsworth Wood Girls' Academy. At HWGA we strive to give our students the opportunities to be the best version of themselves whilst reaching their true potential achieving high performance in all subject areas. Every member of staff will provide students the necessary support they need to think for themselves and excel in all aspects of sixth form life so they are ready to integrate into society fully equipped with the relevant skills to be a good member of society.

This guide is designed to give you all the information you require as you embark on your studies with us, it gives you information about our entry requirements, pathway options and subjects specific information.

We hope you enjoy reading all about our Sixth Form and hope to see many applications to follow.

Miss Z Richardson
Associate Assistant Headteacher Sixth Form



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Welcome from our Head

Girl

"Hi! I'm Ngoc (Lemon), and I'm currently a Year 13 in HWGA, but also the Head Girl! Sixth Form has been the start to my great change in character. I've found my confidence, improved my organisation, and I've found my voice. A lot of it is down to our staff, who are incredibly welcoming, ensuring that all students are included regardless of skill or ability.

Our school follows the progression of society through our use of technology. A lot of our work is online, allowing us to access material from anywhere, while training us to sensibly use our devices.

However, our focus also lies heavily on character-building and not just academia - our high- performance learning values are embedded in each day, not only teaching us to apply textbook learning, but also how to go through life being a good person. Our school thrives on diversity, which means everyone is welcome. There are opportunities for each student to not fear getting left out - whether it be clubs, societies, or even extracurricular roles outside of school. HWGA focuses on building character, believing that each student can do anything to achieve their life goals and academic potential."



Our Sixth Form Pathways

Level 3 Vocational Pathway

Our Level 3 pathway will provide students with the opportunity to learn in a practical style and undertake a number of vocational subjects. This is designed for students that want to learn in a slightly different way to how A - Levels are designed. These courses have different components which allows students to mix controlled assessments with exams so their grades are reflected through all components. We have a number of AAQ vocational courses on offer in a range of subjects for example: Health and Social Care, Medical Science, Cybersecurity and Mental health, Individuals and Society.

Academic - Vocational Pathway

Our mixed academic and vocational pathway at Key Stage 5 offers students a balanced curriculum that combines traditional A-level subjects with vocational qualifications such as AAQ's. This approach is ideal for learners who wish to keep their options open for both university and employment, as it develops theoretical knowledge alongside practical skills. Students benefit from the rigour of academic study while gaining hands-on experience and industry-relevant competencies, making them well-prepared for a range of post-18 destinations. This pathway also supports diverse learning styles and interests, fostering engagement and achievement across a broader spectrum of subjects.

Academic A - Level Pathway

Our academic A-level pathway at Key Stage 5 is designed for students who wish to pursue a more traditional and theory-based route of study, typically in preparation for university or other forms of higher education. This pathway involves selecting three A-level subjects, often including core disciplines such as mathematics, sciences, humanities, or social sciences. It encourages critical thinking, independent learning, and analytical skills, providing a strong foundation for academic progression. Students following this route benefit from in-depth subject knowledge and are well-positioned for competitive degree courses and careers that require high-level academic qualifications.



Our Sixth Form Entry Requirements

A - Level



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Our minimum entry requirements are 5 grade 4's including English Language and Maths

A Level Subject:	Course specific entry requirements:
Art	Grade 5 or Merit in Art related course at GCSE
Biology	Grade 6 in GCSE Biology or GCSE Combined Science Grades 6:6 and Grade 6 in Maths
Business Studies	Minimum entry requirements
Economics	Grade 5 in English Language and Grade 6 in Maths
Chemistry	Grade 6 in GCSE Chemistry or GCSE Combined Science Grades 6:6 and Grade 6 in Maths
English Literature	Grade 6 in GCSE English Literature or Language
Geography	Grade 6 in GCSE Geography and Grade 5 in Maths and English Language
History	Grade 6 in GCSE History and Grade 5 in English Language
Law	Minimum entry requirements
Mathematics	Grade 6 in GCSE Mathematics
Physics	Grade 6 in GCSE Physics or GCSE Combined Science Grades 6:6 and Grade 6 in GCSE Mathematics
Psychology	Grade 5 in English Language and Mathematics
Religious Studies	Minimum entry requirements
Sociology	Minimum entry requirements



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Our Sixth Form Entry Requirements Vocational



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AAQ:	Course specific entry requirements:
AAQ Medical Science –L3 AAQ National Extended Certificate or AAQ Applied Science	Minimum entry requirements
AAQ Health and Social Care – L3 AAQ National Extended Certificate	Minimum entry requirements
AAQ Cyber Security – L3 AAQ National Extended Certificate or AAQ ICT	Minimum entry requirements
AAQ Mental Health, Individuals and Society	Minimum entry requirements

All our courses are explained in this booklet. You will be able to read about the courses on offer and how they are assessed. Use this guide to support you when applying for our sixth form.



Our Sixth Form Subject options



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A	B	C	D
Art	Biology	History	Core Maths
Chemistry	Business	AAQ Cybersecurity or AAQ ICT	EPQ
English Literature	Economics	Maths	Maths and English Resit
Law	Geography	Psychology	
AAQ Mental Health, individuals and Society	AAQ Health and Social Care	AAQ Medical Science or AAQ Applied Science	
Religious Studies	Physics	Sociology	

You will be able to pick one subject from column A, B and C. When you apply you will be asked to select the subjects you would like to study, so look at the list above and select one subject from each column.

Column D is for EPQ, core maths and resits. All students will be entered into EPQ unless they are doing core maths or a resit in either english or maths.

AAQ Cybersecurity and AAQ Medical Science are new courses and at this stage we are gauging interest. These courses may run however if they don't AAQ Applied Science and AAQ ICT will continue to run in its place until the following academic year.



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Entry requirements: Grade 5/ Merit in art related course



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Art

Course Layout

Coursework (Personal Investigation)

Weighting- 60%

Internally set task and marked internally-

Out of 120 marks

Key Stage 5 Art is designed to encourage learners to develop skills, creativity, imagination and independence based on personal experience, prior skills learned and critical understanding. Students show this through their responses to a range of stimuli. Key Stage 5 Art provides an opportunity for pupils who take a personal interest in why art to be inspired and challenged by studying an adventurous and challenging course and gain experience in a range of sophisticated medias and materials such as large scale painting, installation work, printing processes and photography techniques. A Level Art provides freedom for learners to experiment and take risks with their work whilst developing their own style.

- **Component 01: Personal Investigation**

There are two distinct elements. Firstly, a practical portfolio with supporting contextual research in response to a set theme. The portfolio may be presented in a format appropriate to the specialism and area of study chosen. Secondly, a related study using words and illustrations demonstrating the context in which their portfolio exists, exploring the relevant genre, subject matter, movement or historical framework of the selected theme.

Exam (Externally Set Task) Weighting- 40%

Externally set task with 15 hour exam and moderated externally- Out of 80 marks

- **Component 02: Externally set task**

Students can choose a starting point from any of the seven given themes for which they will generate an appropriate personal response for assessment. They will carry out preparatory work to research, plan and develop their ideas, before engaging in 15 hours of supervised time to complete their work.



Entry requirements: Minimum sixt form entry requirements



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Business Studies

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Exam Board: Edexcel A Level Business

Exam Specification:

https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/GCSE_Business_Spec_2017.pdf

Overview of A Level Business course structure:

Year 12 – 35% (Paper 1)	Year 13 – 35% (Paper 2)
<p>Theme 1 – Marketing and people Students will develop an understanding of: meeting customer needs the market marketing mix and strategy managing people entrepreneurs and leaders.</p> <p>Theme 1 – Global business This theme develops the concepts introduced in Theme 1. Students will develop an understanding of: globalisation global markets and business expansion global marketing global industries and companies (multinational corporations).</p>	<p>Theme 2 – Managing business activities Students will develop an understanding of: raising finance financial planning managing finance resource management external influences.</p> <p>Theme 3 – Business decisions and Strategy This theme develops the concepts introduced in Theme 2. Students will develop an understanding of: business objectives and strategy business growth decision-making techniques influences on business decisions assessing competitiveness managing change.</p>

Synoptic Assessment – 30% (Paper 3)

Paper 3 will assess content across all four themes. Questions will be drawn from local, national and global contexts. For Paper 3, there will be a pre-released context document issued on our website in November of the previous year. A new context will be given to centres each year and will relate to the examination series for the following summer. The context will focus on a broad context, such as an industry or market in which businesses operate. The question paper will be in two sections. The first section will focus on the broad context provided. This will be outlined to centres through the pre-released document. Questions will focus on the broad context. The second section will focus on at least one strand within the context provided, such as a particular business. Each section will contain unseen stimulus materials comprising quantitative and qualitative evidence. Students are required to apply their knowledge and understanding from Themes 1, 2, 3 and 4 and their understanding of the broad context to this evidence. Students cannot take any of their research or investigation data carried out as part of the pre-release into the examination.



Entry requirements: Grade 6 in biology or combined science. Grade 6 in maths



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Biology

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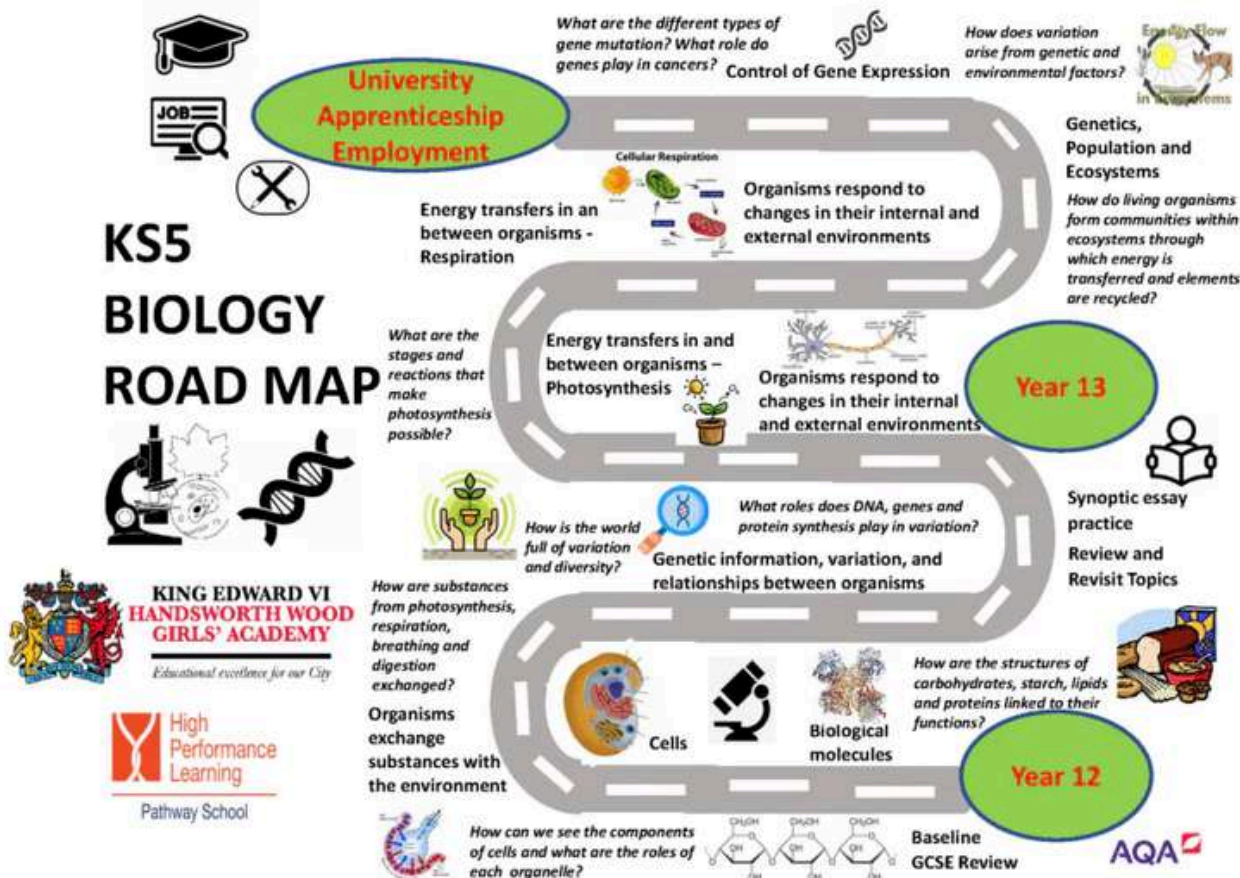
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Topics covered in Year 12 A Level Biology:

- Biological Molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms
- Populations and ecosystems

Topics covered in Year 13 A Level Biology:

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





Entry requirements: Grade 6 in chemistry or combined science. Grade 6 in maths



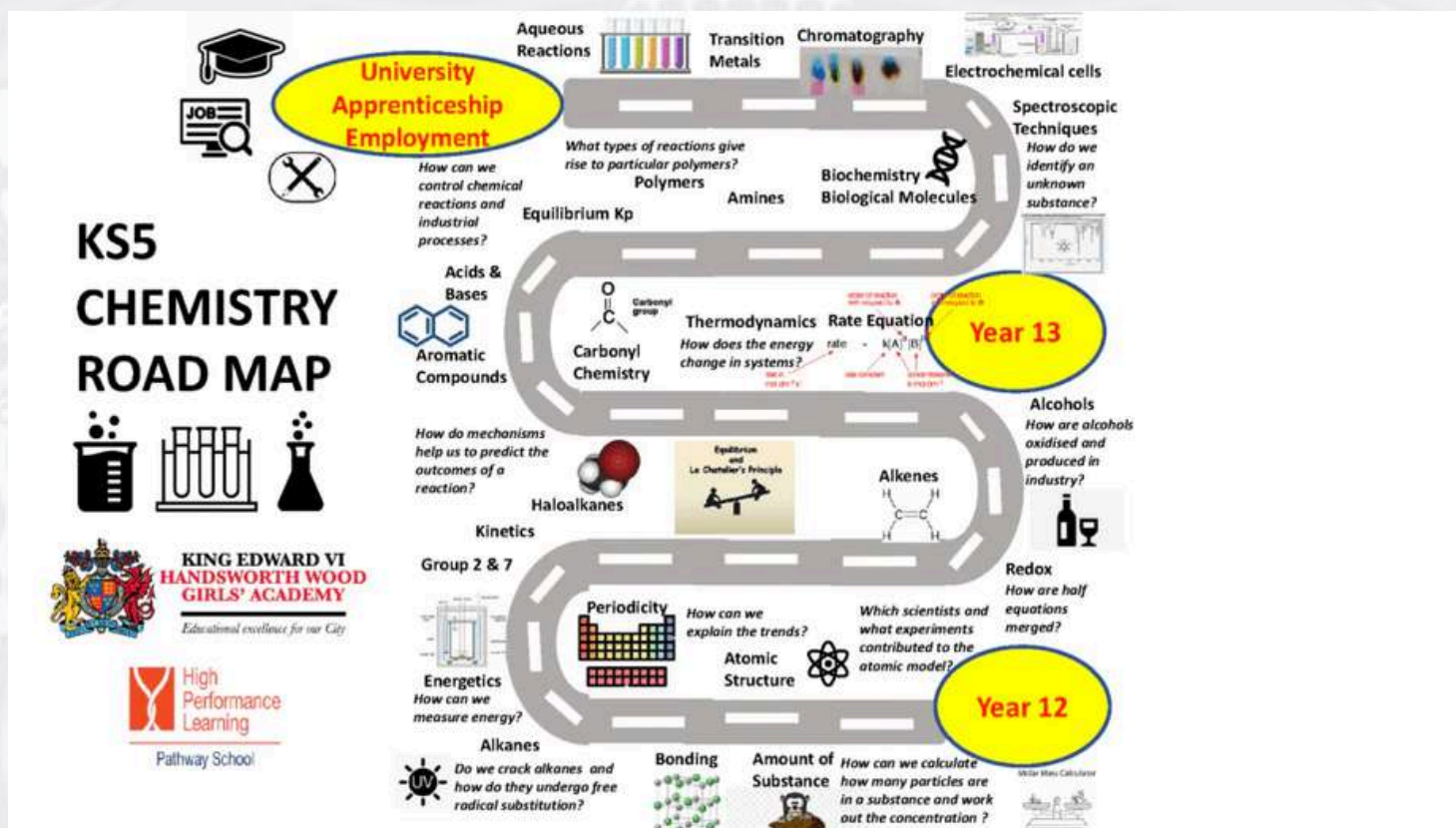
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Chemistry.



Topics covered in Year 12 A Level Chemistry:

- Atomic structure
- Amount of substance
- Bonding
- Periodicity
- Introduction to organic chemistry
- Alkanes
- Halogenoalkanes
- Alkenes
- Oxidation reduction and redox equations
- Group 2, the alkaline earth metals
- Group 7(17), the halogens
- Energetics
- Kinetics
- Chemical equilibria and Le Chatelier's principle and Kc
- Alcohols
- Organic analysis

Topics covered in Year 13 A Level Chemistry:

- Rate equations
- Equilibrium constant Kp for homogeneous systems
- Acids and bases
- Optical isomerism
- Aldehydes and ketones
- Carboxylic acids and derivatives
- Thermodynamics
- Aromatic chemistry
- Organic synthesis
- Amines
- Polymers
- Amino acids, proteins and DNA
- Electrode potentials and electrochemical cells
- Properties of Period 3 elements and their oxides
- Transition metals
- Reactions of ions in aqueous solution
- Nuclear magnetic resonance spectroscopy
- Chromatography



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**Entry requirements: Grade 5 in english
language and grade 6 in maths.**



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Economics

We deliver the AQA A Level Economics (7136) syllabus at KS5.

Component 1 – Individuals, firms, markets and market failure

1. Economic methodology and the economic problem
2. Individual economic decision making
3. Price determination in a competitive market
4. Production, costs and revenue
5. Perfect competition, imperfectly competitive markets and monopoly
6. The labour market
7. The distribution of income and wealth: poverty and inequality
8. The market mechanism, market failure and government intervention in markets

Component 2 – The national and international economy

1. The measurement of macroeconomic performance
2. How the macro-economy works: the circular flow of income, AD/AS analysis, and related concepts
3. Economic performance
4. Financial markets and monetary policy
5. Fiscal policy and supply-side policies
6. The international economy

Assessment is via three 2 hour external examinations: Paper 1: Markets and market failure (33.3%) Paper 2: National and international economy (33.3%) Paper 3: Economic principles and issues (33.3%).



**Entry requirements: Grade 6 in geography
GCSE and grade 5 in english language and
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Geography.

A Level Geography

Geography is far more than the study of places – it is the lens through which our girls learn to understand the dynamic and shifting relationships between people, places, and the environment. We explore everything from global inequality and climate justice to urbanisation, migration, globalisation, and sustainability. We challenge our students to think critically, ask bold questions, and consider their role in our rapidly changing world.

Geography empowers our girls to see that they are not only part of the future — they are shaping it.

OCR A Level Geography

Component 01: Physical systems, 1h30m exam, 22% of total A Level

Landscape systems

We explore how the coastal landscape can be viewed as a system, how landforms are developed and the influences of both climate and human activity on this. This will be the focus for our Physical Geography fieldwork.

Earth's life support systems

We explore how important water and carbon are to life on earth through their cycling, stores and processes. The influence of human activity is explored through the tropical rainforests and arctic tundra.

Component 02: Human interaction, 1h30m exam, 22% of total A Level

Changing spaces; making places.

We explore the relationships and connections between people, the economy, and society and how these contribute to creating places. This will be the focus for our Human Geography fieldwork.

Global connections. Students explore the processes and flows that occur at a global level, and the ways in which these influence people, places and institutions.

- Global systems – Global migration – the dynamic movement of people around the world to shape our communities
- Global governance – Human rights – considering the rights of children, women, different ethnic groups and the impact of global development

Component 03: Geographical debates, 2h30m exam, 36% of total A Level

We study two topics in-depth, gaining an understanding of the issues and reflecting critically:

- Disease dilemmas
- Hazardous Earth

Component 04: Investigative geography, non-examination assessment (NEA), 20% of total A Level

You will carry out an independent investigation into an area of particular interest to you, related to any aspect of the specification.

Our classroom-based study will be supported by at least 4 full days of fieldwork to get you ready for your NEA.



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Entry requirements: Grade 6 in history
GCSE



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History.

Studying History at A-level is invaluable for developing a deep understanding of the past and its influence on the present. It encourages students to think critically, evaluate evidence, and construct well-reasoned arguments—skills that are highly transferable across academic disciplines and career paths. Through the exploration of political, social, and economic developments, students gain insight into how societies evolve and how historical events shape contemporary issues. History also fosters empathy and cultural awareness, helping learners appreciate diverse perspectives and the complexity of human experiences. As a respected academic subject, it provides a strong foundation for degrees in humanities, law, politics, and beyond.

Students who go on to study History at A-Level at KEVI HWGA will deepen their knowledge of historical themes in British and World History and the debates within the discipline.

Students are given the tools and guidance to become independent learners and prepare them for future study and work-based settings. We follow the OCR A Level History A course.

Topics for each paper are as follows:

Paper One:

- (25%) British period study and enquiry: Y106 England 1485-1558 The Early Tudors and Mid Tudor crises

Paper Two:

- (15%) Non-British period study: Y221 Democracy and Dictatorships in Germany 1919-1936

Paper Three:

- (40%) Thematic study and historical interpretations: Y319 Civil Rights in the USA 1865-1992

Coursework Enquiry (20%)



Entry requirements: Minimum sixth form entry requirements.



Law

Qualification: A Level

Awarding Body: AQA

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Subject content

1. The nature of law and the English legal system
 2. Criminal law
 3. Tort
- Options
4. Law of contract
 5. Human rights

Assessment Objectives

The exams will measure how students have achieved the following assessment objectives:

AO1: Demonstrate knowledge and understanding of the English legal system and legal rules and principles.

AO2: Apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology.

AO3: Analyse and evaluate legal rules, principles, concepts and issues.

Paper 1:

What's assessed:

- The nature of law and the English legal system (25 marks out of 100).
- Criminal law (75 marks out of 100).

How it's assessed:

Written exam: 2 hours
100 marks
33% of A-level

Questions

A combination of multiple choice, short answer and extended writing questions.

Paper 3:

What's assessed:

- Law of contract (75 marks out of 100).
 - The nature of law and the English legal system (25 marks out of 100).
- OR
- Human rights (75 marks out of 100).
 - The nature of law and the English legal system (25 marks out of 100).

How it's assessed:

Written exam: 2 hours
100 marks
33% of A-level

Questions

A combination of multiple choice, short answer and extended writing questions.

Paper 2:

What's assessed:

- The nature of law and the English legal system (25 marks out of 100).
- Tort (75 marks out of 100).

How it's assessed:

Written exam: 2 hours
100 marks
33% of A-level

Questions

A combination of multiple choice, short answer and extended writing questions.



Entry requirements: Grade 5 in english language and maths.



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Psychology.

Studying A-level Psychology at KS5 will help you develop a range of skills that will benefit you, whether you decide to go on to further study or the working world, including; analytical thinking, improved communication, problem solving, planning and conducting scientific investigations, analysing and interpreting data and critical reasoning skills.

The aim is to promote Psychology, it's theories and assumptions, within the academy as it will complement just about any other subject. Students who study psychology often also study biology, sociology, business, English or physical education. Also, students, who want a career in any of the caring services, or in marketing or human resources, will find an understanding of psychology useful.

Students will require a good standard of English, Math and Science at GCSE to access the AQA A course and gain the best qualifications possible.

What Will My Learning Journey Look Like in A Level Psychology



Year 12 AU1/AU2

- 1. Research Methods-** You will be learning about the research methods which underpin all of Psychology.
- 2. Approaches-** They key Psychological Perspectives which underpin Psychology.
- 3. Memory-** In this topic the focus will be on how memory can be explained using key cognitive processes and models of memory.

Year 12 SPR1/SPR2

- 4. Social Influence-** This topic will focus on reasons as to why individuals conform and obey in particular situations.
- 5. Attachment-** This topic will focus on the role of our early relationships and the impact it has on our future relationships.

Year 12 SUM1/SUM2

- 6. Psychopathology-** This topic will focus on the key symptoms, diagnosis, explanations and treatments for mental disorders.
- 7. Biopsychology-** This topic will focus on how the structures of the brain impact human behaviour.

Year 13 AU1/AU2

- 1. Biopsychology-** This topic will focus on how the structure of the brain impacts human behaviour.
- 2. Issues and Debates-** This topic focuses on the application of the key issues and debates in Psychology.
- 3. Schizophrenia-** This topic will focus on the key symptoms, explanations and treatment for Schizophrenia.

Year 13 SPR1/SPR2:

- 5. Relationships-** Key Psychological explanations and theories of how relationships are formed.
- 6. Aggression-** How aggression can be explained from key psychological perspectives.
- 7. Exam Preparation and Revision**





Religious Studies

At Key Stage 5, students who choose to study Religious Studies will delve into fundamental questions about existence, purpose, morality, and spirituality. This multidisciplinary subject enables students to deepen their understanding of Philosophy, Ethics, and Theology. Through extensive contextual application, students are encouraged to become independent learners. At KEVI HWGA, we follow the AQA Religious Studies course, which helps students develop logical and critical thinking skills, and reflect on their personal beliefs and values. A Level Religious Studies combines academic rigor with personal development, preparing students for Higher Education and thoughtful engagement with the world. We study AQA A Level in Religious Studies which aims to encourage learners to develop a range of essential skills for Higher Education. Students will gain critical and evaluative skills sought by higher education and employers – particularly in law, education, social work, politics, medicine, administration and the media. Students will develop their own interest of religion and beliefs and be able relate it to the wider world to appreciate religious thought and its contribution to individuals, communities and societies. Students will learn to be critical and reflective thinkers and to develop their own values, opinions and attitudes in light of their study in the 21st Century.

Component 1: Philosophy of religion and ethics

Section A: Philosophy of religion

- Arguments for the existence of God
- Evil and suffering
- Religious experience
- Religious language
- Miracles
- Self and life after death.

Section B: Ethics and religion

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

Component 2: Study of religion and dialogues

Section A: Study of religion – Christianity

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

Section B:

The dialogue between philosophy of religion and religion. How religion is influenced by, and has an influence on philosophy of religion in relation to the issues studied.

Section C:

The dialogue between ethical studies and religion. How religion is influenced by, and has an influence on ethical studies in relation to the issues studied.



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Sociology.



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Paper 1: Education with Methods in Context

2 hours
6 questions
80 marks

Paper 2: Topics in Sociology

Family and Households
Beliefs in Society

2 hours
6 questions
80 marks

Paper 3: Crime and Deviance with Theory and Methods

2 hours
6 questions
80 marks

Key concepts:

Topics:
Norms
Values

Socialisation
Consensus
Perspectives

Culture
Class
Ethnicity
Age

Gender
Society

Qualitative
Quantitative
Research

Practical factors
Theoretical factors

Ethical factors
Consensus
Conflict

A - Level Sociology requires students to think critically about society and the world we live in. We focus on human interactions and how different social institutions interact with on another. Students will gain knowledge of sociological research methods and how different sociologists use these methods when conducting their own research in the world.



**Entry requirements: Minimum sixth
form entry requirements.**



AAQ Health and Social Care

The Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Health and Social Care (Extended Certificate) will develop knowledge, understanding and skills that will help prepare you for progression to undergraduate study and are relevant to the health and social sector.

You might be interested in this qualification if you want to apply what you learn to practical, real-life contexts, such as:

- Using a person-centred approach to recommend care and support.
- Recommending support for individuals.
- Creating and presenting advice and guidance.
- Creating and presenting an outline proposal to address a public health challenge.
- Creating diet and activity plans to support individuals with meal planning.

The qualification will also help you develop independence and confidence in using skills that are relevant to the sector and that prepare you for progressing to university courses where independent study skills are needed.

You will develop the following transferable skills that can be used in both higher education and other life and work situations:

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

- F090 Principles of health and social care
- F091 Anatomy and physiology for health and social care.
- F092 Person-centred approach to care
- F093 Supporting people with mental health conditions
- F096 Supporting people in relation to sexual health, pregnancy and postnatal health.
- F097 Supporting healthy nutrition and lifestyles.



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AAQ Mental Health, Individuals and Society.

You might be interested in this qualification if you want to learn key knowledge and understanding in the subject and apply what you learn to practical, real-life contexts, such as:

- Understanding the range of factors that can influence our mental health and the potential effects they can have.
- Identifying strategies that can be implemented to make a positive difference in the lives of individuals and communities.
- Exploring existing provision and services involved with improving, maintaining and promoting healthier populations and environments.
 - Using monitoring tools to understand individuals' mental health and wellbeing, and considering the factors that influence us and the strategies that can be used to effectively improve the lives of individuals.
- Understanding societal attitudes to mental health and how they have changed over time.
- Understanding the impacts of social media and global issues on mental health and wellbeing.

The qualification will also help you develop independence and confidence in using skills that are relevant to the sector and that prepare you for progressing to university courses where independent study skills are needed. You will develop the following transferable skills that can be used in both higher education and other life and work situations:

- Communicating and collaborating effectively with individuals and groups. Communication is a critical skill in many areas of mental health and wellbeing, from working with individuals to encourage improvements to mental health and wellbeing, to communicating widespread public health campaigns.
- Critical thinking and problem solving: students will explore options, tools and techniques to tackle problems and use critical thinking skills to choose appropriate ways to proceed.
- Researching topic areas independently and recording research sources, then using them to interpret findings and present evidence.
- Decision making and making recommendations: to identify effective strategies and support services and recommend them to individuals.
- Time management: it is important both in higher education and in practice that work is completed on time. Students will learn techniques to effectively manage their time.



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AAQ Cybersecurity

You might be interested in this qualification if you want to apply what you learn to practical, real-life contexts, such as:

- Assessing for risks to networks, devices and applications and creating risk assessments.
 - Auditing the measures used to prevent cyberattacks.
 - Designing policies that control access to systems and educate users in cyberattack prevention.
- Planning digital forensic investigations and using software tools to extract evidence.
 - Planning authorised exploits on vulnerable systems.
- Creating cyber security incident response plans, incident playbooks and maintenance plans.
- Planning, designing, implementing, securing and testing local networks that meet client and user requirements.
- Planning, scoping, designing and securing global computing systems that meet client and user requirements.

This qualification will help you develop independence and confidence in using skills that are relevant to the sector and that prepare you for progressing to university courses where independent study skills are needed. You will develop the following transferable skills that can be used in both higher education and other life and work situations:

- Communicating effectively with individuals or groups. Communicating effectively with clients, users and other stakeholders is important in the digital technology (practitioners) sector. It is also a vital life-skill and important for progressing to and in, higher education.
- Critical thinking and problem solving. You will explore the options, tools and techniques to tackle problems and use critical thinking skills to select the most appropriate way to proceed. You will assess/audit current practices and design solutions, checking the outcome to see if the problem has been resolved.
- Independent learning and research skills. You will spend time outside of lessons learning about the latest cyber security threats and the measures used to prevent cyberattacks.
- Time management. It is important both in higher education and the digital technology (practitioners) sector that projects are delivered on time. You will learn techniques to effectively complete projects on time.

**This is a new course and we are gaging interest. This
may run 26/27 or the following year.**



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**Entry requirements: Minimum sixth
form entry requirements.**

AAQ Medical Science



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The Pearson Level 3 Alternative Academic Qualification BTEC National in Medical Science (Extended Certificate) is an Alternative Academic Qualification (AAQ) designed for post-16 students with an interest in medical sciences and aiming to progress to higher education as a route to graduate level employment.

Equivalent to one A Level in size, it is suitable for students looking to develop their applied knowledge and skills in medical sciences as part of a study programme alongside two A Levels. The qualification has been developed in consultation with higher education representatives and sector experts from associated professional bodies to ensure students have the knowledge, understanding and skills they need to progress to, and thrive, in higher education.

The qualification has three mandatory units covering the following topics:

- Human Physiology, Anatomy and Pathology – Human body systems, cell ultrastructure, and how substances are transported
- Health Issues and Scientific Reporting – The immune system, its dysfunction and genetic technologies. The validity and reliability of information used in health science reporting
- Practical Microbiology and Infectious Diseases – Methods of pathogenicity and infectious agents, growth of microorganisms and health and safety in a laboratory environment.

Students have a choice of three optional units covering the following topics:

- Diseases, Disorders, Treatments and Therapies – Principles of physiological diseases and disorders and their associated drug and medicine development
 - Biomedical Science – Biomedical science techniques and their clinical application
- Human Reproduction and Fertility – Reproductive science including causes of infertility and associated impacts on health and well-being.

Students will develop the following knowledge and skills from the mandatory units:

- Knowledge and understanding of human physiology, anatomy and pathology
- Secondary research skills including collection and interpretation of data from valid sources and drawing reasoned conclusions
- Practical skills in microbiology and their application in the diagnosis of disease
 - Critical thinking.

Students will develop the following knowledge from the optional units:

- Knowledge and understanding of specialist areas relating to infectious disease transmission, biomedical science and human reproduction and fertility.

**This is a new course and we are gaging interest. This
may run 26/27 or the following year.**



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**Entry requirements: Minimum sixth
form entry requirements.**

AAQ Applied Science



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What will the student study as part of this qualification?

The qualification has been developed in consultation with higher education representatives and sector experts from associated professional bodies to ensure students have the knowledge, understanding and skills they need to progress to, and thrive, in higher education.

The qualification has four mandatory units covering the following topics:

- Principles and Applications of Biology – Structure and function of cells and tissues, biological molecules, enzymes and their role in organisms
- Principles and Applications of Chemistry – Structure of the Periodic Table and its implications on physical and chemical properties of substances, through analysis of different bonding methods
- Principles and Applications of Physics – Waves and their applications; force principles and their application in transportation and construction of electrical circuits
- Practical Scientific Procedures and Techniques – Practical applications across the sciences, including chromatography, colorimetry and electrical circuits.

Students have a choice from two optional units covering the following topics:

- Scientific Investigation Skills – Investigative research, including planning, data collection, analysis and evaluation.
- Contemporary Issues in Science – Contemporary scientific issues including the reliability of sources of scientific information and their associated validity

What knowledge and skills will the student develop as part of this qualification and how might these be of use and value in further studies?

Students will develop the following knowledge and skills from the mandatory units:

- Fundamental scientific principles and applied knowledge relating to biology, chemistry and physics
 - Laboratory techniques, including health and safety assessment, and associated professional practice
 - Problem solving.

Students will develop the following knowledge and skills from the optional units:

- Scientific Research skills including researching and planning methodologies, primary data collection and analysis, drawing justified conclusions.
- Secondary research skills including collecting information from a range of sources, its evaluation and interpretation, and its use to draw reasoned conclusions.



AAQ ICT



What will the student study as part of this qualification?

The qualification has been developed in consultation with higher education representatives and sector experts to ensure students have the knowledge, understanding and skills they need to progress to, and thrive, in higher education.

The qualification has four mandatory units covering the following topics:

- Information Technology Systems – Information technology systems, including the relationship between software and hardware, and the issues related to IT systems
- Cyber Security and Incident Management – Types of cyber security attacks, the vulnerabilities in networked systems and how to plan and respond to attacks
- Website Development – The development tools, techniques and processes used in website development and how to test usability, functionality and fitness for purpose
- Relational Database Development – Structure of data, data design and database management systems (DBMS).

What knowledge and skills will the student develop as part of this qualification and how might these be of use and value in further studies?

Students will develop the following knowledge and skills:

- Knowledge of digital technologies and how organisations plan digital projects and follow a project lifecycle
- Understanding of organisation structures and processes and how to embed digital safety to keep data and assets secure
- Technical skills to:
 - o design and build a website to meet user requirements using relevant tools and techniques, including testing for usability, functionality and fitness for purpose to follow a design methodology to create and develop a database design to meet user requirements, including testing the solution
- Transferable skills such as creativity and innovation, written communications, critical thinking and taking personal responsibility.



**THIS COURSE IS FOR ANY STUDENT
DOING A SCIENCE A - LEVEL BUT
HAS NOT TAKEN MATHS A - LEVEL.**



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Core Maths

This course is compulsory for any student that is doing a science A - Level but is not doing maths A - Level. This is to support you with the mathematical content in the science A - Levels.

Mathematics is, inherently, a sequential subject. There is a progression of material through all levels at which the subject is studied. It is assumed that students will already have confidence and competence in the content presented in standard type within the GCSE mathematics criteria. Students will make use of elements of this content when addressing problems within this Level 3 Certificate Mathematical Studies specification but this is not explicitly set out in subject content. This Level 3 Certificate Mathematical Studies specification aims to build on the knowledge, understanding and skills established in GCSE mathematics.

Subject content that is expected to be used throughout this specification is listed below:

Knowledge and use of the formula $y=mx+c$. It is also expected that students will be able to find the gradient of a straight line connecting two different points.

It is expected that spreadsheets and tables will be used throughout the teaching of this Level 3 Certificate Mathematical Studies specification.

Spreadsheet formulae will include:

"=A1+A2+A3" to sum values in cells

"=2*B3" to multiply a value in a given cell

"=SUM(A1:A10)"

Knowledge and use of the formulae for the circumference and the area of circle.

Knowledge and use of the formulae for the perimeter of 2-D shapes, their areas and for calculating fractional areas of circles and composite shapes.

Knowledge and use of the mathematical content of analysis of data and maths for personal finance elements.

The ability to calculate surface areas of spheres, cones, pyramids and composite solids, including the application of the concepts of similarity including lengths in similar figures and Pythagoras' theorem applied to 2-D and 3-D figures.

Students will make use of elements of the content from paper 1 when addressing problems within each paper 2.

- 3.1 Analysis of data
- 3.2 Maths for personal finance
 - 3.3 Estimation
- 3.4 Critical analysis of given data and models (including spreadsheets and tabular data)
 - 3.5 The normal distribution
 - 3.6 Probabilities and estimation
 - 3.7 Correlation and regression
 - 3.8 Critical path analysis
 - 3.9 Expectation
 - 3.10 Cost benefit analysis
 - 3.11 Graphical methods
 - 3.12 Rates of change
 - 3.13 Exponential functions



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**THIS COURSE IS OUR ENRICHMENT
OFFER FOR YEAR 12. YOU WILL BE
ENTERED INTO EPQ UNLESS YOU
ARE DOING CORE MATHS OR A
RESIT**



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Extended Project - EPQ

This course is compulsory for Year 12 students as this is our enrichment offer in year 12. You will all complete an extended project which will be marked and you will be awarded UCAS points for this. This will be beneficial to prepare you for university as well as supporting your application process.

EPQ allows students to lead their own projects. Students get to plan and carry out research on a topic that they've chosen and isn't covered by their other qualifications. They can take inspiration from something touched on in class or something personal and unrelated to their studies. They then use this research to produce a written report and, in the case of practical projects, an artefact or a production.

By taking responsibility for the choice, design and decision making of an individual project (or an individual role in a group project) students:

- Become more critical, reflective and independent learners
- Develop and apply decision-making and problem-solving skills
- Increase their planning, research, analysis, synthesis, evaluation and presentation skills
- Learn to apply technologies confidently
- Demonstrate creativity, initiative and enterprise.

Undertaking an EPQ can also deliver other benefits for students and schools, such as:

- Improved A Level performance for students taking EPQ
- Boosting student recruitment by making your curriculum more attractive
- Increasing student motivation by allowing them to study topics of personal interest
- Enabling students to apply their new skills to other areas of study.