Sir Geoffrey Leigh Academy

Post 16

Course Directory

Attenborough College

Opening Minds to Success

Pathways and Subject Combinations

Students study on one of the following four pathways at Post 16:

Vocational	Professional	Academic
GCSE: 5x9-4 (inc English **or** Maths)	GCSE: 5x9-4* (inc English **and** Maths)	GCSE: 5x9-5* (inc English **and** Maths)
3 at Level 3 A suite of **vocational qualifications** (with the potential to include 1 IB Diploma) or **1x T Level qualification** (worth 3 A Levels) Potential to add EPQ English/Maths GCSE Resit	**International Baccalaureate Career-related Programme** A combination of Academic and Vocational qualifications including: **2 x IB Diplomas (HL)** **1 x Vocational Qualification** Students also complete the **IBCP Core Programme**	Students complete 3 academic qualifications: **3 x IB Diplomas** at Higher Level Potential to add EPQ

*please see individual subjects for specific entry criteria.

- At Sir Geoffrey Leigh Academy, all students study **at least three Level 3 qualifications**. These may be Academic or Vocational or combined in the form of the International Baccalaureate Careers Programme. We also offer T Levels in Education and Early Years and Business Management and Administration. Students are also offered the opportunity to undertake the Extended Project Qualification (EPQ).
- Students will be supported throughout their students through the academy's **Core Programme** which develops their personal and professional skills development, including critical thinking and communication. The tutor programme provides students with PSHE and careers support, including programmes that will support their applications to university and/or apprenticeships.
- Each student will have Directed Study added to their timetables but this may be replaced with Home Study upon receipt of an excellent modular report.
- On the Vocational Pathway, compulsory retake GCSE Maths and English Language lessons will be timetabled for students who have not achieved a grade 4.

All students will receive a 1:1 guidance meeting once they have applied to Post 16 to support choices and ensure that subject combinations fit within the pathways and allow students to access Post 18 destinations of their choice.

IB Career-related Programme

The IB Core

Sir Geoffrey Leigh Academy

What is the IB Core?

The CP Core is the part of the IB Career-related Programme (CP) that connects everything you do: your Diploma subjects, your career-related study, and your wider learning.

It's designed to help you grow personally and professionally, preparing you for university, apprenticeships, or employment.

Through the Core, you will:

- Develop the skills and attitudes needed for future success.
- Make connections between your different subjects and experiences.
- Strengthen the qualities of the IB Learner Profile (such as being reflective, open-minded, principled, and caring).

Course Outline

Personal and Professional Skills

- What it is: a taught course that develops key life and workplace skills.
- What you'll do: practise skills such as communication, critical thinking, teamwork, and intercultural understanding.
- Why it matters: these are transferable skills you'll use in university, work, and everyday life.

Community Engagement

- What it is: working with and for communities in meaningful ways.
- What you'll do: take part in guided activities and sustained projects that make a positive impact.
- Why it matters: you'll gain real-world experience, build relationships, and develop a sense of responsibility as a global citizen.

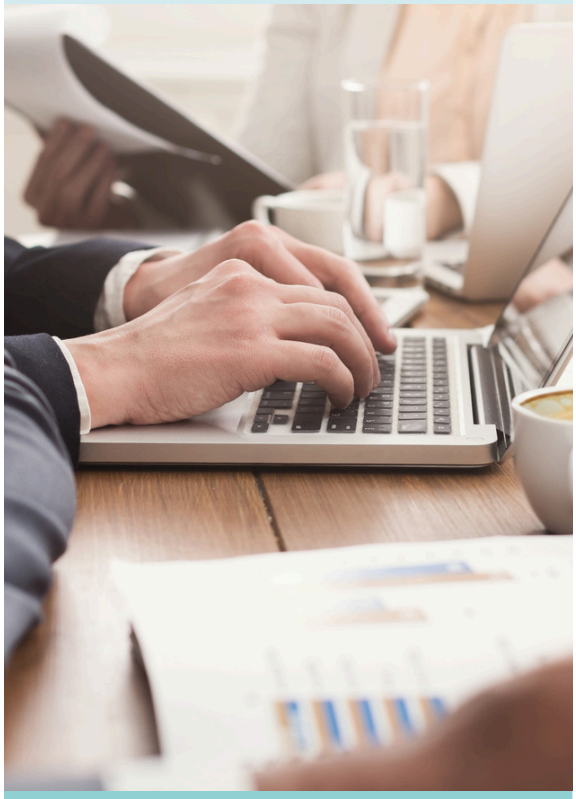
Reflective Project

- What it is: an independent project where you investigate an ethical dilemma linked to your career-related study.
- What you'll do: choose your topic, carry out research, and present your findings in a format that suits you (e.g. essay, report, presentation, creative piece).
- Why it matters: you'll develop research, critical thinking, and writing skills, and you must pass the RP to be awarded the CP Certificate.

Language and Cultural Studies

- What it is: exploring how language and culture shape identity, communication, and opportunity.
- What you'll do: set personal goals, study another language, and reflect on your progress.
- Why it matters: you'll expand your understanding of different perspectives and strengthen your ability to communicate in diverse settings.

IBCP: all students studying the IBCP complete the Core Programme alongside their other subjects.



Entry Requirements

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

The independent nature of the IB Core Programme prepares students for further education, apprenticeships, and employment by developing transferable skills, social responsibility, and enabling deep personal and professional reflection.

T Level

Education and Early Years

Qualification Aims and Objectives

This course explores how education and early-years practice support children and young people's learning, development and wellbeing. You'll learn about child development, supporting education, safeguarding and behaviour management, and complete an extended industry placement to apply your skills in real settings.

Objectives

- Develop knowledge of how children and young people develop physically, intellectually, socially and emotionally.
- Apply teaching and support skills to real-world educational settings and early years practice.
- Build reflective, analytical and professional skills through placement experience.
- Understand safeguarding, equality, diversity and inclusive practice in education and care settings.
- Prepare for further study and careers in teaching, early years education, assisting roles and education support services.

Course Outline

This course explores how children learn, develop, and thrive from birth to early adulthood. You'll study child development, behaviour, safeguarding, and inclusive practice, learning how to support the needs of all learners. The course builds the knowledge, confidence, and professional skills required to work effectively with children and young people, combining theory with real-world experience in educational and early years settings.

Course Structure

The qualification is split into two parts:

- Core Component – covers child development, supporting education, safeguarding, special educational needs, and working with families and professionals.
- Occupational Specialism: Early Years Educator – focuses on working directly with children up to age five, planning and delivering purposeful activities, and assessing children's progress.
- You'll complete a minimum of **750 hours in a professional placement**, applying what you learn in real classrooms and early years environments.

Assessment

- External assessments: Written exams and an employer-set project assessing core knowledge and skills.
- Practical assessments: Synoptic tasks and observations within your occupational specialism.
- Placement performance: Demonstrates competence in professional standards and childcare practice.

The T Level is equivalent to 3 A Levels. Students do not study other qualifications alongside this.

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Entry Requirements

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

Future courses and possible careers:

Nursery Worker • Teaching Assistant • Early Years Educator • Special Educational Needs (SEN) Teaching Assistant • Playworker • Portage Home Visitor • Higher-Level Apprenticeship • Teacher Training • Education Support Services

IB Higher Level Diploma

Biology

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Qualification Aims and Objectives

The course develops students' understanding of life and living systems while fostering scientific inquiry, critical thinking, and practical investigation. It encourages students to be knowledgeable, inquiring, and open-minded, and to appreciate the impact of science on society, the environment, and global challenges.

Objectives

- Develop a deep conceptual understanding of key biological principles and processes.
- Acquire and apply scientific knowledge, methods, and investigative techniques.
- Build practical and analytical skills through experimentation and collaborative work.
- Consider the ethical, environmental, economic, cultural, and social implications of biology.
- Prepare for further study and careers in medicine, health sciences, biomedical research, biotechnology, environmental science, and education.

Course Outline

The course is built around three pillars:

1. Approaches to learning
2. Nature of science
3. Skills in the study of biology

Syllabus Themes

- Unity and Diversity: water, nucleic acids, diversity of organisms, classification, conservation of biodiversity
- Form and Function: proteins, membranes and transport, gas exchange, enzymes and metabolism, populations and communities
- Interaction and Interdependence: Ecology, energy transfer, human impacts, symbiosis and competition
- Continuity and Change: DNA replication, inheritance, homeostasis, natural selection, climate change

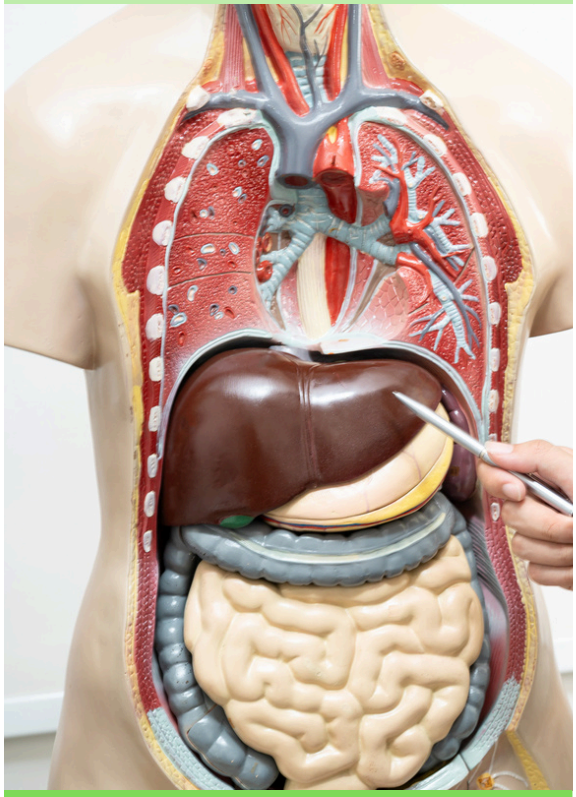
Experimental Programme

- Practical Work
- Collaborative Sciences Project
- Scientific Investigation

Develops skills in exploring and designing, collecting and processing data, concluding and evaluating, supported by experimental techniques, technology, and mathematics.

Assessment (HL)

External (80%): Paper 1 – multiple-choice and data-based questions; Paper 2 – data-based, short-answer, and extended-response questions
Internal (20%): Scientific Investigation – open-ended research project with a written report (max 3,000 words)



Entry Requirements

Minimum of 5x 9-4 grades in GCSE examinations including 77 in Combined Science (or Biology and one other science), 6 in maths and 5 in English Language.

Future courses and possible careers:

Medicine • Veterinary Science • Dentistry • Nursing • Physiotherapy • Pharmacology • Biomedical Science • Environmental Science • Genetics • Forensic Science • Marine Biology • Ecology • Teaching • Research • Biotech and Pharmaceutical Industries

IBCP: we recommend students study this alongside **BTEC Sport** or **Health and Social Care** and **IB Psychology**.
IBDP: you would take this as one of your HL subjects, fulfilling the Science requirement.

IB Higher Level Diploma

Physics

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Qualification Aims and Objectives

The course develops students' understanding of the physical world, from subatomic particles to cosmological scales, while fostering scientific inquiry, critical thinking, and practical investigation. It encourages students to be knowledgeable, inquiring, and open-minded, and to appreciate the impact of physics on society, technology, the environment, and global challenges.

Objectives

- Develop a deep conceptual understanding of key physical principles and processes.
- Acquire and apply scientific knowledge, methods, and investigative techniques.
- Build practical and analytical skills through experimentation and collaborative work.
- Consider the ethical, environmental, economic, cultural, and social implications of physics.

Course Outline

The course is built around three pillars:

- Approaches to learning
- Nature of science
- Skills in the study of physics

Syllabus Themes

- Mechanics: motion, forces, energy, momentum, circular motion, oscillations
- Thermal Physics: temperature, heat, kinetic theory, thermodynamics
- Waves: wave phenomena, sound, light, superposition, Doppler effect
- Electricity and Magnetism: electric fields, circuits, magnetic fields, electromagnetism
- Circular Motion and Gravitation: orbital motion, gravitation, planetary physics
- Atomic, Nuclear, and Particle Physics: atomic structure, nuclear decay, fundamental particles, quantum concepts

Experimental Programme

- Practical Work
- Collaborative Sciences Project
- Scientific Investigation

Develops skills in exploring and designing, collecting and processing data, concluding and evaluating, supported by experimental techniques, technology, and mathematics.

Assessment (HL)

- External (80%): Paper 1 – multiple-choice and data-based questions; Paper 2 – data-based, short-answer, and extended-response questions
- Internal (20%): Scientific Investigation – open-ended research project with a written report (max 3,000 words)

Entry Requirements

Minimum of 5x 9-4 grades in GCSE examinations including 77 in Combined science (or Physics and one other science), 6 in maths and 5 in English Language.

Future courses and possible careers:

Engineering • Astrophysics • Geophysics • Renewable Energy • Medical Physics • Nuclear Physics • Aerospace • Teaching • Research • Data Science • Materials Science • Environmental Technology

IBCP: we recommend students study this alongside **BTEC Sport** or **AAQ Health and Social Care** and **IB Psychology**.
IBDP: you would take this as one of your HL subjects, fulfilling the Science requirement.

IB Higher Level Diploma
English Language and Literature

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Qualification Aims and Objectives

The course develops students' understanding of how language and texts shape our world, while fostering critical inquiry, reflective thinking, and effective communication. It encourages students to be knowledgeable, inquiring, and open-minded, and to appreciate how meaning is constructed, transformed and contested across cultures and contexts.

Objectives

- Develop a deep conceptual understanding of how language, context and culture influence meaning.
- Acquire and apply skills in listening, speaking, reading, writing, viewing and presenting.
- Build analytical and evaluative skills through the study of literary and non-literary texts, across media, form and genre.
- Consider the ethical, cultural, social and global implications of language use and texts.
- Prepare for further study and careers in communication, media, publishing, law, education, and cultural studies.

Course Outline

Syllabus Themes

- Readers, writers and texts: How meaning is created, produced, and interpreted.
- Time and space: How context, history, and geography influence texts and their reception.
- Intertextuality – connecting texts: How texts relate, reference, and influence each other across media and genres.

Assessment (HL)

- External (80%)
  - Paper 1: Guided textual analysis of unseen non-literary passages (35%)
  - Paper 2: Comparative essay based on two literary works (25%)
  - HL Essay: 1,200–1,500 word essay on one literary or non-literary work (20%)
- Internal (20%)
  - Individual Oral: Prepared oral on how a literary work and a non-literary body of work approach a common global issue

IBCP: there are many subject combinations you could take with English depending on your career aspirations.

Take this alongside **IB Psychology** and **BTEC Sport** for careers in sports journalism, or alongside **IB History** and **BTEC Performing Arts** for careers in Theatre or drama.

IBDP: you would take this as one of your HL or SL subjects, fulfilling the Language A: Language and Literature requirement.

For careers in Law or Psychology, take this alongside **Psychology** and **History** or **Global Politics** on the **Academic Pathway**.

Entry Requirements

Minimum of 5x 9-4 grades in GCSE examinations including 6 in English Language, 6 in English Literature and 4 in Maths.

English is a ***facilitating subject*** for degrees in Law, Business, Theatre Studies and the social sciences including Psychology.

Future courses and possible careers:

Journalism • Publishing • Media & Communications • Public Relations • Law • Education • Cultural Studies • Advertising • Creative Writing • Translation • Event Management • Marketing • Research • Academic Study of Language & Literature

IB Higher Level Diploma

Psychology

Qualification Aims and Objectives

The course develops students' understanding of psychological concepts, human behaviour and mental processes while fostering scientific inquiry, critical thinking, and practical investigation. It encourages students to be knowledgeable, inquiring, and open-minded, and to appreciate the impact of psychology on individuals, societies, culture and global challenges.

Objectives

- Develop a deep conceptual understanding of key psychological principles, theories and processes.
- Acquire and apply scientific knowledge, methods and investigative techniques in psychology.
- Build practical and analytical skills through experimentation, data-analysis and collaborative work.
- Consider the ethical, environmental, economic, cultural and social implications of psychological research and applications.
- Prepare for further study and careers in psychology, counselling, mental health, human resources, research, education and allied professions.

Course Outline

Syllabus Themes

- Biological, cognitive and sociocultural influences on human behaviour.
- Research methods and ethical practice in psychology.
- Contexts of application such as health & well-being; human development; human relationships; learning and cognition.

Experimental Programme

- Practical work (class investigations, experiments)
- Research proposal or investigation task to apply methods, collect data, analyse, conclude and evaluate supported by psychological techniques, technology and mathematics.

Assessment (HL)

- External (80%): multiple papers including unseen material, data-analysis, extended response and research-based questions.
- Internal (20%): Research proposal / internal investigation – design, carry out and report a psychological research task.

IBCP: Psychology complements a variety of subjects on the IBCP. For example, combine with **BTEC Sport** and **IB Biology** for careers in sports science or **AAQ Health and Social Care** for careers in healthcare.

IBDP: you would take this as one of your HL subjects, fulfilling the Individuals and Societies requirement.

For careers in Law, take this alongside **English Language and Literature** and **History** or **Global Politics** on the Academic Pathway.

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Entry Requirements

Minimum of 5x 9-4 grades in GCSE examinations including 66 in Combined Science (or 2 single sciences), 5 in English Language and 5 in Maths.

Future courses and possible careers:

Clinical Psychology • Counselling • Mental Health Services • Human Resources • Educational Psychology • Neuroscience • Researcher • Health Promotion • Rehabilitation • Marketing Behavioural Science • Sports Psychology • Forensic Psychology • Organisational Psychology • Social Work

IB Higher Level Diploma
Business Management

Qualification Aims and Objectives

The course develops students' understanding of organisations, management processes and business decision-making in dynamic local and global contexts while fostering inquiry, critical thinking, and practical investigation. It encourages students to be knowledgeable, inquiring, open-minded and ethically aware, and to appreciate how business can respond to change, innovation, sustainability and stakeholder concerns.

Objectives

- Develop a conceptual understanding of key business management theories, functions and processes.
- Acquire and apply tools and techniques for business analysis, decision-making and planning.
- Build practical and analytical skills through investigation of real business examples and case studies.
- Consider the ethical, environmental, cultural, economic and social implications of business activity.

Course Outline

Syllabus Themes

- Business organisation and environment: Types of organisations, stakeholders, external environment, growth, strategic planning.
- Human resource management: Leadership, motivation, organisational structure and culture, employee relations (HL extension).
- Finance and accounts: Sources of finance, costs and revenues, break-even, profitability, investment appraisal (HL extension).
- Marketing: Marketing role, marketing planning and research, international marketing, e-commerce, extended marketing mix (HL extension).
- Operations management: Production methods, quality management, location, research and development, crisis planning (HL extension).
- Strategic decision-making: How internal and external factors influence business decisions, implementation of strategy in complex environments.

Assessment (HL)

- External (80%): Papers based on unseen stimulus/case studies, quantitative analysis, extended responses on business functions and strategy.
- Internal (20%): Business Research Project — students carry out a real-world investigation into an organisational issue using appropriate business tools and theory.

IBCP: Business Management complements a variety of subjects on the IBCP. For example, combine with **BTEC Sport** and **IB Psychology** for careers in sports coaching or I**B Global Politics** and **AAQ IT** for careers in management.

IBDP: you would take this as one of your HL subjects, fulfilling the Individuals and Societies requirement.

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Entry Requirements

Minimum of 5x 9-4 grades in GCSE examinations including 5 in English Language and 5 in Maths. Students will need a grade 4 in Business Studies if taken for GCSE.

Vocational Tech Award qualifications at Level 2 at Merit and above in a relevant subject, eg Business Studies.

Future courses and possible careers:

Entrepreneurship • Business Consulting • Management • Finance and Investment Banking • Marketing and Brand Management • Human Resources • Operations and Supply Chain Management • Strategic Planning • Corporate Sustainability • International Business • Market Research • Business Analytics • Retail Management • Project Management • Change Leadership

IB Higher Level Diploma

Global Politics

Sir Geoffrey Leigh Academy

Qualification Aims and Objectives

The course develops students' understanding of political concepts such as power, sovereignty, human rights, development and peace across local, national, international and global contexts. It fosters scientific (social-scientific) inquiry, critical thinking and practical investigation, encouraging students to be knowledgeable, inquiring, open-minded and to appreciate the impact of politics on society, the environment and global challenges.

Objectives

- Develop a deep conceptual understanding of key political principles, processes and actors.
- Acquire and apply knowledge of political concepts, frameworks, methods and investigative techniques.
- Build practical and analytical skills through case-studies, experiential engagement and collaborative work.
- Consider the ethical, cultural, economic, social and environmental implications of political activity.
- Prepare for further study and careers in government, diplomacy, international relations, policy analysis, human rights advocacy and global development.

Course Outline

Syllabus Themes

- People, power and politics (core units for all students): Power, sovereignty and international relations; human rights; development; peace and conflict.
- Engagement activity: Students explore a political issue experientially, supported by theory and submit a written report.
- Students examine contemporary global political challenges through detailed case-studies.

Assessment (HL)

- External (80%): Examinations based on case-studies, thematic units and political challenges through stimulus-based, data-driven, short-answer and extended-response questions.
- Internal (20%): Engagement activity — a real-world investigation into a political issue, including research, analysis and written report.

IBCP: Take this alongside **AAQ Business** and **IB History** or **IB Geography** for further study in International Relations. Combine with **IB English Language and Literature** for careers in policy writing or journalism.

IBDP: you would take this as one of your HL subjects, fulfilling the Individuals and Societies requirement.

Entry Requirements

Minimum of 5x 9-4 grades in GCSE examinations including 5 in English Language and 4 in Maths. A grade 5 in Geography or History is desirable.

Future courses and possible careers:

Government & Public Policy • Diplomacy & International Relations • Human Rights Advocacy • Global Development • Journalism & Media • Policy Analysis • Non-Governmental Organisations (NGOs) • Legal and Human Rights Practice • Public Affairs • Research & Academia • Corporate Social Responsibility • International Business Strategy

IB Higher Level Diploma
History

Qualification Aims and Objectives

The course develops students' understanding of human societies and historical change through a comparative and multi-perspective approach. It fosters historical inquiry, critical evaluation of evidence, and appreciation of the ways in which the past influences the present.

Objectives

- Develop a deep conceptual understanding of key historical processes such as change, continuity, causation, consequence and significance.
- Acquire and apply historical methods, including the critical evaluation of sources, interpretation of evidence and constructing historical arguments.
- Build analytical and evaluative skills through inquiry, comparative study and collaborative work.
- Consider the ethical, cultural, social and global implications of historical events and interpretations.
- Prepare for further study and careers in history, international relations, heritage, research, education and related fields.

Course Outline

Syllabus Themes

- Prescribed Subjects: In-depth Case Studies of specific events/periods.
- World History Topics: A selection of major themes across world history, such as industrialisation, independence movements, democratic and authoritarian states, causes and effects of wars and the Cold War.
- HL Options / Depth Studies: Detailed regional or thematic investigations (e.g., History of Africa & the Middle East; History of the Americas; History of Asia & Oceania; History of Europe) for HL students.

Historical Investigation: Students undertake an independent investigation on a topic of their choosing, employing historical methods to collect, analyse and evaluate evidence.

Assessment (HL)

- External (80%): Examinations that test knowledge of the prescribed subjects, world history topics and HL options, through source-based questions, essays and comparative study.
- Internal (20 %): The Historical Investigation (as described above).

IBCP: History works well in a combination with **IB Global Politics** and **AAQ Health and Social Care**.

IBDP: you would take this as one of your HL subjects, fulfilling the Individuals and Societies requirement.

For careers in Law, take this alongside **Psychology** and **History** or **Global Politics** on the Academic Pathway.

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Entry Requirements

Minimum of 5x 9-4 grades in GCSE examinations including 5 in English Language and 4 in maths. A grade 5 in Geography or History is desirable.

Future courses and possible careers:

Archivist • Historian • Museum Curator • Heritage Manager • Researcher • Academic • International Relations Specialist • Diplomatic Service • Policy Analyst • Journalism • Education • Law • Conservator • Tourism & Cultural Management • Public History • Legal and Historical Advisory

IB Higher Level Diploma
Geography

Sir Geoffrey Leigh Academy

Qualification Aims and Objectives

The course develops students' understanding of the interactions among people, places, spaces and the environment, across local, regional and global scales, while fostering scientific inquiry, critical thinking and practical investigation. It encourages students to be knowledgeable, inquiring, open-minded, and to appreciate how geographic processes shape and respond to social, environmental and economic change.

Objectives

- Develop a deep conceptual understanding of geographic principles, patterns and processes.
- Acquire and apply geographic knowledge, methods and investigative techniques.
- Build practical and analytical skills through fieldwork, data collection, interpretation and evaluation.
- Consider the ethical, cultural, social, economic and environmental implications of geographic change and human-environment interaction.
- Prepare for further study and careers in environmental management, urban planning, sustainability, GIS and mapping, international development, disaster risk reduction, research, meteorology and geography-related consultancy

Course Outline

Syllabus Themes

- Geographic Themes – Options: Freshwater; Oceans & Coastal Margins; Extreme Environments; Geophysical Hazards; Leisure, Tourism & Sport; Food & Health; Urban Environments.
- Core – Global Change: Changing population distribution; Global climate vulnerability & resilience; Global resource consumption & security.
- HL Extension – Global Interactions: Power, places & networks; Human development & diversity; Global risks & resilience.

Fieldwork: Students undertake primary investigation, collect and analyse geographic data and write up a report rooted in a research question.

Assessment (HL)

- External (80%): Papers based on optional themes, core units and HL extension, including structured and extended-answer questions and cartographic/data stimulus.
- Internal (20%): Fieldwork report – the student's own investigation of a geographic question, including data-collection, analysis and evaluation.

IBCP: Gepgraphy works well in a combination with **IB Social and Cultural Anthropology** and **AAQ Applied Science**.

IBDP: you would take this as one of your HL subjects, fulfilling the Individuals and Societies requirement.

Entry Requirements

Minimum of 5x 9-4 grades in GCSE examinations including 5 in English Language and 5 in maths. A grade 6 in Geography or History is desirable.

Future courses and possible careers:

Environmental Management • Urban & Regional Planning • Sustainability Consultancy • GIS & Remote Sensing • International Development • Disaster Risk Reduction and Emergency Planning • Meteorology • Conservation Science • Research & Academia • Tourism and Leisure Management • Geographic Information Systems (GIS) Analysis • Nature and Wildlife Management

IB Higher Level Diploma
Social and Cultural Anthropology

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Qualification Aims and Objectives

The course develops students' understanding of culture and human societies through comparative perspectives while fostering inquiry, critical thinking, and practical investigation. It encourages students to be knowledgeable, inquiring, and open-minded, and to appreciate how anthropological insight can illuminate the impact of culture, identity and global change.

Objectives

- Develop a deep conceptual understanding of key anthropological principles, theories and processes.
- Acquire and apply anthropological methods, including ethnographic research, data-collection and interpretation.
- Build analytical and reflective skills through investigation of societies, cultures and change.
- Consider the ethical, cultural, social and global implications of anthropological knowledge and practice.
- Prepare for further study and careers in anthropology, human rights, cultural consultancy, journalism, research, social policy, heritage and education.

Course Outline

Syllabus Themes

- Engaging with Anthropology: language of anthropology; the practice of anthropology; anthropological thinking.
- Engaging with Ethnography: themes such as classifying the world; health, illness and healing; the body; belonging; communication, expression and technology; movement, time and space; production, exchange and consumption.
- Anthropological Research: developing the ability to apply ethnographic investigation, critique, and reflexive analysis.

Historical Investigation: Students undertake an independent investigation on a topic of their choosing, employing historical methods to collect, analyse and evaluate evidence.

Assessment (HL)

- External (approx 80%): Papers based on unseen texts and ethnographic material, applying anthropological concepts, theory and methods.
- Internal (approx 20%): A field-work project or internal investigation where students collect, analyse and evaluate anthropological data and report on their findings.

IBCP: we recommend that students combine this with **IB Psychology** and **AAQ Health and Social Care**.

IBDP: you would take this as one of your HL subjects, fulfilling the Individuals and Societies requirement.

Entry Requirements

Minimum of 5x 9-4 grades in GCSE examinations including 5 in English Language and 4 in maths.

Future courses and possible careers:

Anthropology • Cultural Consultancy • Human Rights Advocacy • Journalism and Media • Research & Academia • Social Policy & Development • Heritage and Museum Studies • Education • Social Work • Public Affairs • International NGOs • Cultural and Diversity Management

IB Higher Level Diploma
Visual Arts

Sir Geoffrey Leigh Academy

Qualification Aims and Objectives

The course develops students' understanding of visual arts in diverse cultural and contemporary contexts while fostering creative inquiry, critical thinking, and practical investigation. It encourages students to be knowledgeable, inquiring, open-minded and to appreciate the impact of visual culture, media and society.

Objectives

- Develop a deep conceptual understanding of visual arts practices, contexts and processes.
- Acquire and apply artistic knowledge, methods and creative techniques.
- Build practical and analytical skills through experimentation, production and collaborative work.
- Consider the ethical, cultural, social and global implications of art-making and visual culture.
- Prepare for further study and careers in visual arts, creative industries, design, media, communications, and education.

Course Outline

Syllabus Themes

- Visual arts in context: Students explore art-making within cultural, historical, social and personal contexts, and consider how visual meaning and media evolve.
- Visual arts methods: Students engage with diverse techniques and media, building technical proficiency and confidence as art-makers while developing autonomy in creative direction.
- Communicating visual arts: Students produce resolved works, experiment across media and reflect on their own practice, audience and exhibition; they critically study and compare art in multiple international, intercultural and interdisciplinary contexts.

Assessment (HL)

- External assessment: Students submit resolved artworks plus exhibition materials demonstrating technical accomplishment, conceptual depth, and effective communication of ideas.
- Internal assessment: Students complete investigative work (such as a process portfolio or studio diary) that documents research, experimentation, reflection and development of their own practice.

IBCP: Visual Arts works well in a combination with **IB History** or **IB English Language and Literature** with **BTEC Creative Media** or **AAQ Engineering**.

IBDP: you *could* take this as one of your HL subjects, fulfilling the Arts requirement.

Entry Requirements

Minimum of 5x 9-4 grades in GCSE examinations including 4 in English Language and 4 in maths. A grade 5 in Art is required.

Vocational Tech Award qualifications at Level 2 at Merit and above in a relevant subject, eg Photography.

Future courses and possible careers:

Fine Art Practice • Graphic Design • Illustration • Media and Communications • Film and Photography • Exhibition Curating • Art Direction • Animation and Game Design • Art Therapy • Teaching (Visual Arts) • Art & Cultural Management • Advertising and Branding • Digital Content Creation • Creative Consultancy

IB Higher Level Diploma
Film

Qualification Aims and Objectives

The course develops students' understanding of film as a cultural, artistic and communicative medium, while fostering creative inquiry, critical thinking and practical investigation. It encourages students to be knowledgeable, inquiring and open-minded, and to appreciate how film reflects and influences society, culture and global change.

Objectives

- Develop a deep conceptual understanding of key film principles and processes.
- Acquire and apply skills in film production, interpretation and creative expression.
- Build practical and analytical skills through filmmaking and collaborative work.
- Consider the ethical, cultural, social and global implications of filmmakers' choices and film texts.
- Prepare for further study and careers in film, media, broadcasting, visual storytelling and creative industries.

Course Outline

Focus on independent learning and creativity

- Students are encouraged to explore their own creative ideas while being grounded in theoretical and historical analysis.
- Reflection and evaluation are an essential part of production. Students are expected to justify choices and articulate creative intent.

Syllabus Themes

- Reading film: Examine film as an art form and analyse how meaning is constructed through film elements.
- Contextualising film: Explore the evolution of film across cultures and time, and examine contrasting film contexts.
- Exploring film production roles: Engage with phases of filmmaking; students acquire and apply production skills.
- Collaboratively producing film (HL only): Work in production teams to create an original film, fulfilling shared artistic intentions.

Assessment (HL)

- External (80 %): Textual analysis – written work analysing extract(s) of film. Comparative study – comparison of film texts across contexts.
- Internal (20 %): Film portfolio and production work – including film creation, reflection, documentation and collaborative project.

IBCP: Film works well in a combination with **IB History** or **IB English Language and Literature** with **BTEC Creative Media**.

IBDP: you *could* take this as one of your HL subjects, fulfilling the Arts requirement.

Sir Geoffrey Leigh Academy

Entry Requirements

Minimum of 5x 9-4 grades in GCSE examinations including 4 in English Language, 5 in English Literature and 4 in Maths.

Future courses and possible careers:

Film and Television Production • Directing • Screenwriting • Cinematography • Editing • Visual Effects • Media and Broadcasting • Documentary Filmmaking • Advertising & Brand Content • Graphic Production • Digital Content Creation • Game Design • Animation • Film Criticism & Journalism • Media Research • Creative Consultancy

IB Standard Level Diploma

Maths: Application and Interpretations

Qualification Aims and Objectives

The course develops students' understanding of how mathematics is used to model and interpret the world around them, while fostering inquiry, critical thinking, and practical application. It encourages students to be knowledgeable, inquiring, and open-minded, and to appreciate the relevance of mathematics in a data-rich, technological world.

Objectives

- Develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power.
- Develop an understanding of mathematical concepts, principles, and the nature of mathematics.
- Communicate mathematics clearly, concisely, and confidently in a variety of contexts.
- Develop logical and creative thinking, and persistence in problem-solving to build confidence in using mathematics.
- Employ and refine powers of abstraction and generalisation, and apply skills to other areas of knowledge and real-world contexts.
- Appreciate how developments in technology and mathematics influence each other.

Course Outline

Syllabus Themes

- Number & Algebra: Fundamental operations, number systems, algebraic manipulation.
- Functions: Understanding and using functions to model relationships; interpreting behaviour of functions.
- Geometry & Trigonometry: Spatial reasoning, applications of trigonometry, geometry in context.
- Statistics & Probability: Descriptive statistics, probability models, data interpretation and inference.
- Calculus: Introduction to differentiation and integration for modelling change and dynamic systems.
- Mathematical Exploration (Internal Assessment): Students undertake an individual investigation applying mathematics to a real-world context.

Assessment (SL)

- External exams (80%): Assess knowledge and application across the syllabus themes, including use of technology and modelling.
- Internal Assessment (20 %): A Mathematical Exploration task where students investigate a topic of interest, gather data, model, and interpret results.

IBCP: Maths is taken as a fourth subject. It is recommended alongside **BTEC Engineering**, **IB Physics** and one other IB Diploma or BTEC. Alternatively alongside **BTEC Business Management**, **IB Psychology** and one other IB Diploma or BTEC.

IBDP: you will take this as one of your SL subjects, fulfilling the Mathematics requirement.

Sir Geoffrey Leigh Academy

Entry Requirements

Minimum of 5x 9-4 grades in GCSE examinations including 5 in English Language and 6 in Maths.

Future courses and possible careers:

Actuarial Science • Data Analysis • Statistics • Finance and Banking • Economics • Operations Research • Business Analytics • Computer Science • Engineering Support Roles • Environmental Modelling • Market Research • Risk Management • Public Policy & Research • Teaching • Data Journalism • Technology and Software Development

Level 3 AAQ National Extended Certificate

Engineering

Pearson BTEC

Sir Geoffrey Leigh Academy

Qualification Aims and Objectives

The course develops students' understanding of engineering principles, systems and processes, focusing on practical application, technical knowledge, and problem-solving in mechanical, electrical and electronic contexts. It encourages students to be knowledgeable, inquiring, open-minded and technically adept, and to appreciate how engineering contributes to industry, sustainability and innovation.

Objectives

- Develop a deep conceptual understanding of key engineering principles and systems.
- Acquire and apply tools, techniques and methods used in engineering design, production and maintenance.
- Build practical, analytical and project-based skills through real-world assignments and teamwork.
- Consider the ethical, environmental, economic, and social implications of engineering activity.
- Prepare for further study and careers in engineering, manufacturing, design, technology, aerospace, renewable energy and related sectors.

Course Outline

This course explores how engineering principles and design shape the world around us. You'll apply maths, science, and technology to solve real problems, design and model products using CAD software, and manage projects from concept to completion.

Units of Study

- Engineering Principles – Maths and science applied to mechanical and electrical systems.
- Engineering Applications – Modern technologies, materials, and sustainable processes.
- Engineering Design – Create 2D and 3D models using CAD to develop practical solutions.
- Engineering Project – Plan and deliver a full engineering project from idea to prototype.

Assessment Structure

- 50% External Assessment: Formal written examinations assess understanding of engineering principles, mathematics, and applied science.
- 50% Internal Assessment: Vocationally focused coursework portfolios evaluate design, application, and project management skills in simulated industry scenarios.

IBCP: we recommend you take this alongside **IB Physics** and **IB Maths**. We also recommend **BTEC Creative Media** or **IB Visual Arts** as your fourth subject.

Vocational: Engineering works well alongside **AAQ Applied Science** and **AAQ Computer Science/IT**.

Entry Requirements

Minimum of 5x 9-4 grades in GCSE examinations including 55 in Combined Science (or in 2 sciences), 5 in Maths and 4 in English Language. A grade 5 in Engineering is desirable.

Vocational Tech Award qualifications at Level 2 at Merit and above in a relevant subject, eg Engineering.

Future courses and possible careers:

Mechanical Engineering • Electrical Engineering • Aerospace Engineering • Manufacturing Technology • Renewable Energy Engineering • Automotive Engineering • Design Engineer • CAD/CAM Specialist • Instrumentation and Control Engineering • Maintenance Technician • Engineering Project Management • Research & Development • Engineering Apprenticeships • Higher Education in Engineering

Level 3 AAQ National Extended Certificate

Medical Science

Pearson BTEC

Sir Geoffrey Leigh Academy

Qualification Aims and Objectives

The course develops students' understanding of human physiology, pathology and medical science techniques while fostering investigative thinking, analytical skills and real-world application. It encourages students to be knowledgeable, inquiring, and open-minded, and to appreciate how medical science affects individuals, societies and health outcomes.

Objectives

- Develop a deep conceptual understanding of key medical science principles, processes and organisational systems.
- Acquire and apply scientific knowledge, laboratory skills and investigative techniques relevant to the medical and healthcare sector.
- Build analytical, practical and evaluative skills through case studies, experiments and collaborative work.
- Consider the ethical, cultural, social and economic implications of medical science and healthcare.
- Prepare for further study and careers in biomedical science, healthcare, clinical research, diagnostics and related fields

Course Outline

This course explores how medical science is used to understand the human body, diagnose disease, and develop healthcare solutions. You'll study anatomy and physiology, investigate diseases, apply laboratory techniques, analyse data, and carry out research projects to solve real-world medical problems.

Units of Study

- Human Anatomy & Physiology: Structure, function, and interaction of body systems; effects of disease.
- Medical Science Investigations: Laboratory techniques, experimental design, and data analysis.
- Disease and Pathology: Causes, progression, and impact of major diseases.
- Laboratory Techniques and Procedures: Safe, accurate use of equipment and medical procedures; ethical and safety considerations.
- Medical Science Research Project: Plan, conduct, and report small-scale research applying theoretical knowledge.

Assessment

- 50% External: Written examinations covering anatomy, physiology, and disease/pathology units.
- 50% Internal: Vocationally-focused coursework including lab reports, practical investigations, research projects, and applied assignments.

IBCP: Medical Science combines well with **IB History** and **IB Psychology**.

Vocational: We recommend Medical Science to be studied alongside **AAQ Health and Social Care** and **BTEC Sport**.

Entry Requirements

Minimum of 5x 9-4 grades in GCSE examinations including 66 in Combined Science (or in 2 sciences), 6 in Maths and 5 in English Language.

Vocational Tech Award qualifications at Level 2 at Merit and above in a relevant subject, eg Engineering.

Future courses and possible careers:

Biomedical Scientist • Clinical Researcher • Diagnostic Laboratory Technician • Healthcare Scientist • Public Health Analyst • Pharmaceutical Science • Nursing and Allied Health Professions • Forensic Science • Medical Technology Developer • Higher Education in Medical Science

Level 3 AAQ National Extended Certificate

Information Technology

Pearson BTEC

Sir Geoffrey Leigh Academy

Qualification Aims and Objectives

This course explores how information technology supports organisations, systems, and problem-solving in real-world contexts. You'll study IT systems, cyber security, website and database development, and the practical application of digital solutions. The course encourages analytical thinking, practical problem-solving, and an understanding of ethical, legal, and social implications of technology.

Objectives

- Develop knowledge and understanding of IT systems, software, networks, and databases.
- Apply IT skills to real-world problems through practical projects and case studies.
- Build analytical, problem-solving, and decision-making skills relevant to IT.
- Develop communication, project management, and presentation skills.
- Prepare for further study and careers in IT, cyber security, web and database development, digital project management, and software development.

Course Outline

This course explores how information technology is used to design, manage, and secure digital systems in organisations and everyday life.

Units of Study

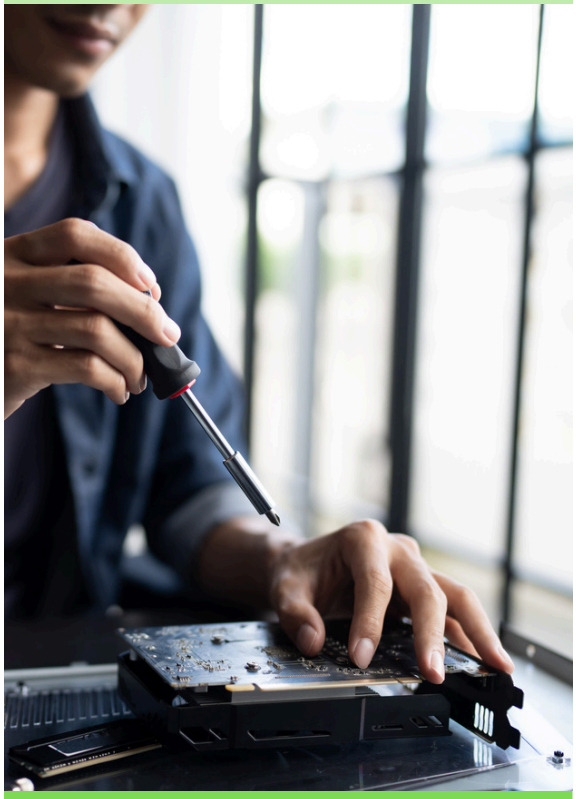
- Information Technology Systems – hardware, software, networks, and the implications of IT use.
- Cyber Security and Incident Management – understanding vulnerabilities, attacks, security measures, and response procedures.
- Website Development – creating functional, accessible, and user-friendly websites.
- Relational Database Development – designing, implementing, and managing relational databases.
- Learning Methods
- Classroom-based theory and practical sessions.
- Assignment-based projects and case studies simulating workplace IT problems.
- Use of industry-standard software, tools, and methodologies.

Assessment

- External Assessment (50%) – Examinations or controlled assessments set and marked by Pearson, testing knowledge of IT systems, cyber security, databases, and web development.
- Internal Assessment (50%) – Coursework, practical assignments, and projects completed in a simulated or real-world context, marked by teachers and verified by Pearson.

IBCP: IT combines well with **IB Business Management** and **IB Social Cultural Anthropology**.

Vocational: We recommend IT to be studied alongside **AAQ Creative Media** and **BTEC Business**.



Entry Requirements

Minimum of 5x 9-4 grades in GCSE examinations including 44 in Combined Science (or in 2 sciences), 4 in Maths and 4 in English Language.

Vocational Tech Award qualifications at Level 2 at Merit and above in a relevant subject, eg Digital IT.

Future courses and possible careers:

IT Support Technician • Cyber Security Analyst • Web Developer • Database Administrator • Systems Analyst • Network Engineer • Digital Project Manager • Software Tester • Information Systems Consultant • Higher Education in Computer Science, Information Technology, or Digital Systems

Level 3 AAQ National Extended Certificate

Computing

Pearson BTEC

Sir Geoffrey Leigh Academy

Qualification Aims and Objectives

This course explores how computing systems and technologies are developed, secured and applied in business and society. You'll study hardware and software systems, programming, database and network solutions, and cyber-security; you'll build practical computing projects and apply your skills to real-world IT challenges.

Objectives

- Develop knowledge and understanding of key computing principles, systems, and processes.
- Apply computing skills to solve real-life problems through programming, system design, testing and deployment.
- Build analytical and technical skills through hands-on projects, practical assignments and software development.
- Consider the ethical, social, legal and security implications of computing and data use.
- Prepare for further study and careers in computing, software engineering, IT support, cybersecurity, web and database development.

Course Outline

The course combines core and optional units to balance theory and practical, vocational learning. Students develop both technical knowledge and hands-on skills through classroom lessons, software development tasks, and project-based assignments.

Core Units

- Computing Systems – Understanding hardware, software, and system components, including data representation and operating systems.
- Programming and Algorithms – Learning programming logic, coding, problem-solving, and debugging techniques.
- Cyber-Security and Incident Management – Exploring system vulnerabilities, threat mitigation, and response procedures.
- Database and Network Applications – Designing, managing, and implementing databases and networked systems.

Learning combines theory, applied projects, and real-world case studies to develop problem-solving, technical, and project-management skills.

Assessment

- External Assessment (50%) – Examinations and controlled tasks set and marked by Pearson, covering programming, systems, networks, and cyber-security.
- Internal Assessment (50%) – Practical projects, coursework portfolios, and applied assignments marked by teachers and externally verified.

IBCP: Computing could be combined with **IB Physics** and **IB Business**.

Vocational: We recommend for Computing to be combined with **AAQ Engineering** and **AAQ Applied Science**.

Entry Requirements

Minimum of 5x 9-4 grades in GCSE examinations including 55 in Combined Science (or in 2 sciences), 5 in Maths and 4 in English Language. Students must have the equivalent of grade 5 in Computer Science or another relevant coding-based qualification.

Future courses and possible careers:

Biomedical Scientist • Clinical Researcher • Healthcare Scientist • Environmental Scientist • Forensic Scientist • Laboratory Technician • Medical Technologist • Higher Education in Science • Research and Development • Quality Assurance in Industry

Level 3 BTEC National Extended Certificate

Sport

Qualification Aims and Objectives

The course develops students' understanding of how sport, physical activity and exercise science operate in performance, health, and commercial contexts. It encourages students to be analytical, practical, and adaptable, applying theory and scientific principles to real-world sport and exercise scenarios.

Objectives

- Develop knowledge and understanding of the human body, fitness, and sports performance.
- Apply sport and exercise concepts to real-life coaching, training, and performance situations.
- Build analytical, problem-solving and decision-making skills relevant to sport and physical activity.
- Develop communication, presentation, and leadership skills through practical and project-based work.
- Prepare for further study and careers in coaching, fitness, sports development, health promotion, and the wider sport industry.

Course Outline

This course explores how sport, exercise, and physical activity impact health, performance, and society. You'll study anatomy and physiology, analyse performance, apply coaching and leadership skills, design fitness programmes, and complete practical projects to solve real-world sport and exercise challenges.

Core Units

- Principles of Anatomy & Physiology in Sport
- Fitness Testing and Programming for Health, Sport & Well-being
- Sports Leadership / Coaching for Performance
- Performance Analysis in Sport

Optional Units (examples)

- Sport and the Media
- Sport and Society
- Business of Sport
- Investigating Sports Participation

Learning is primarily through assignment-based tasks and practical projects, with some externally assessed components simulating workplace scenarios.

Assessment

- External Assessment (approx. 40%) – Written exams or controlled assessments set and marked by Pearson.
- Internal Assessment (approx. 60%) – Coursework, practical projects, and assignments marked by teachers and verified by Pearson.

IBCP: we recommend for Sport to be taken alongside **IB Biology** and **IB Psychology**.

Vocational: Sport works well alongside **BTEC Business** and **AAQ Applied Science**.

Sir Geoffrey Leigh Academy

Entry Requirements

Minimum of 5x 9-4 grades in GCSE examinations including 55 in Combined Science (or in 2 sciences), 5 in Maths and 4 in English Language.

Vocational Tech Award qualifications at Level 2 at Merit and above in a relevant subject, eg Health and Fitness.

Future courses and possible careers:

Sports Coaching • Performance Analysis • Fitness & Personal Training • Sports Development • Leisure Industry Management • Health Promotion • Sports Media and Marketing • Events Management • Higher Education in Sport, Health and Exercise Science

Level 3 BTEC National Extended Certificate

Creative Digital Media

Pearson BTEC

Sir Geoffrey Leigh Academy

Qualification Aims and Objectives

This course develops students' understanding of digital media production—how media content is created, distributed and consumed in a digital era. You'll study media language, planning and production processes, work on creative artefacts and respond to real-world briefs. The course encourages practical skills, analytical thinking and an awareness of how media reflects society and culture.

Objectives

- Develop knowledge and understanding of media industries, creative processes and production workflows.
- Acquire and apply technical and creative skills in digital media production including planning, shooting, editing and publishing.
- Build analytical and evaluative skills through media-analysis tasks, project work and reflective practice.
- Consider the ethical, cultural, social and technological implications of media content and platforms.
- Prepare for further study and careers in media production, broadcasting, digital content creation, games, publishing and the creative industries.

Course Outline

Course Structure
The qualification includes mandatory core units and optional units to allow specialisation, balancing theory and creative production work.

Typical Core Units

- Media Representations
- Pre-Production Portfolio
- Responding to a Commission
- Digital Media Skills and Production (Practical)
- Optional Units (examples)
- Single-Camera Techniques
- Film Editing
- Sound Design
- Games Design and Development
- Interactive Media and Publishing

Assessment

- External Assessment: Externally set tasks, commissions or exam papers assessing core content and student response to a media brief.
- Internal Assessment: Coursework portfolios, production projects and reflective reports produced by learners and assessed by teaching staff and externally verified.

IBCP: we recommend for Creative Media to be taken alongside **IB English** and **IB Film** or **IB Psychology** and **IB Business**.

Vocational: we recommend a combination of Creative Media, **BTEC Business** and **BTEC Performing Arts**.

Entry Requirements

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

Future courses and possible careers:

Digital Content Creator • Film & TV Production • Game Developer • Sound Editor • Media Technician • Publishing Assistant • Broadcast Assistant • Interactive Media Designer • Advertising & Digital Marketing • Higher Education in Media/Film/Publishing

Level 3 BTEC National Extended Certificate

Business

Pearson BTEC

Sir Geoffrey Leigh Academy

Qualification Aims and Objectives

The course develops students' understanding of how businesses operate in local, national and global contexts, focusing on decision-making, enterprise, and practical business skills. It encourages students to be analytical, enterprising and adaptable, applying theory to real-world business scenarios.

Objectives

- Develop knowledge and understanding of how businesses are organised and operate.
- Apply business concepts to real-life situations through project-based and case-study learning.
- Build analytical, problem-solving and decision-making skills relevant to a range of business contexts.
- Develop communication, presentation and research skills for use in professional and academic settings.
- Prepare for further study and careers in business, management, finance, marketing, human resources, and entrepreneurship.

Course Outline

The qualification consists of a combination of mandatory and optional units designed to balance theory and practice.

Core Units

- Exploring Business
- Developing a Marketing Campaign
- Personal and Business Finance
- Managing an Event

Optional Units (examples)

- Recruitment and Selection
- Investigating Customer Service
- Market Research
- Principles of Management

Learning is primarily through assignment-based tasks and externally assessed components that simulate workplace scenarios.

Assessment

- External Assessment (approx. 40 %) – Controlled assessments and written exams set and marked by Pearson, including case-study analysis and financial decision-making tasks.
- Internal Assessment (approx. 60 %) – Coursework, research projects, and practical assignments marked by teachers and verified by Pearson.

Vocational Pathway: combine with two other BTECs to create a versatile pathway that suits your interests. We recommend **BTEC Business**, **Sport** and **Health and Social Care**.

IBCP: combine with **IB Psychology** and **IB Global Politics**.

Entry Requirements

Minimum of 5x 9-4 grades in GCSE examinations including 4 in English Language, 4 in Maths and 4 in Business (if taken).

Students cannot take this qualification if they receive a grade 3 or lower in GCSE Business (or vocational equivalent).

Future courses and possible careers:

Business Management • Marketing • Finance • Human Resources • Entrepreneurship • Retail Management • Administration • Event Management • Public Relations • Banking • Sales and Customer Service • Project Coordination • Higher Education in Business-related fields

Level 3 AAQ National Extended Certificate

Health and Social Care

Pearson BTEC

Sir Geoffrey Leigh Academy

Qualification Aims and Objectives

This course develops students' understanding of health and social care principles, human biology, and service-user support while fostering investigative thinking, practical skills and real-world application. You'll study human development, anatomy and physiology, health and social care practice, and explore how services operate to meet needs across the life span.

Objectives

- Develop knowledge and understanding of health and social care services, human biology and social determinants of health.
- Apply theory to real-life health or care settings through practical tasks and case studies.
- Build analytical, problem-solving and decision-making skills relevant to health and social care.
- Develop communication, teamwork and research skills for professional and academic contexts.
- Prepare for further study and careers in nursing, midwifery, social work, allied health professions, health promotion, and adult or child care.

Course Outline

The qualification consists of core units and optional specialist units, combining external examinations and internal coursework. Typical study units include:

- Human Lifespan & Development (external) – covering physical, intellectual, emotional and social development across life stages.
- Human Biology & Health (external) – examining body systems, physiology and the impact of disorders.
- Principles of Health & Social Care Practice (internal) – focused on values, legislation, roles and service provision.
- Safe Environments in Health & Social Care (internal) – exploring safe working practices, quality assurance and service user protection.
- Learning is delivered through classroom theory, service-based contexts or placements, practical tasks and project-based assignments.

Assessment

- External Assessment (approx. 50%) – formal examinations testing core units such as human development and biology.
- Internal Assessment (approx. 50%) – assignments, practical investigations and care-based projects marked by teachers and externally verified.

Vocational Pathway: combine with two other BTECs to create a versatile pathway that suits your interests. We recommend **BTEC Business** and **Sport** or **AAQ Applied Science**.

IBCP: combine with **IB Psychology** and **IB Biology**.

Entry Requirements

Minimum of 5x 9-4 grades in GCSE examinations including 4 in English Language, 4 in Maths and 44 in Combined Science (or 2 sciences).

Students cannot take this qualification if they receive a grade 3 or lower in GCSE Business (or vocational equivalent).

Future courses and possible careers:

Nursing • Midwifery • Social Work • Occupational Therapy • Paramedicine • Healthcare Science • Child & Family Care • Mental Health Support • Health Promotion • Public Health • Allied Health Professions • Higher Education in Health or Social Care