



# QUEENSBURY SCHOOL

## SIXTH FORM PROSPECTUS 2009



INVESTORS IN PEOPLE



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Dear Students

Thank you for considering Queensbury School's Sixth Form for the next stage of your education.

This prospectus contains details of all the courses on offer at Queensbury from September 2009. In our Sixth form we have collaborative arrangements with Manshead School which increase the number of subjects available to our students as well as increasing the possible combinations of subjects. The joint planning and delivery of subjects between the schools will improve the provision in both schools.

For the vast majority of students this arrangement will not involve any travelling between sites but where this is required transport will be provided.

We look forward to seeing you at our Open Evening on Thursday 4<sup>th</sup> December 2008, where you will receive more information about life in Queensbury Sixth Form as well as have the opportunity to speak to staff and students about the courses available.

Nigel Hill  
Headteacher

## AN INTRODUCTION FROM THE HEAD OF SIXTH FORM

Do you know what you are going to do next year?

- Stay on at Queensbury to do a one or two year course?
- Start a Modern Apprenticeship?
- \* Get a job?
- \* Go on a college course?

You may already have made your decision to leave school or you may be unsure what to do. In either case, it is well worth looking at what Queensbury Sixth Form has to offer.

You could be working and learning for the next fifty years. It will be important to be adaptable, open to new ideas and challenges if you are to be successful. Qualifications are an important part of this process - and all Sixth Formers must aim to achieve results of the highest quality - but there is more to being in the Sixth Form than this. The future is what you make of it, and good results only provide a key to opportunities. You have to be able to decide what opportunities are worth taking. You need to know about people and how to work with them, about possible options and how you decide which ones to take.

Some points worth considering:

- (a) The Government is committed to increasing participation in Higher Education. DCFS targets for 2013 include
  - 90% of 19 year olds will have at least 5 GCSE passes
  - 50% of students entering Higher Education
- (b) Many professions now demand 'A' levels, or will allow you to enter at a much higher level with better promotion prospects than the 16+ entrants.
- (c) Unfortunately, your GCSE results may not be what you wanted, or expected! You may want to return to school to continue your studies with a number of BTEC First Certificates (equivalent to two GCSE at grades A\*-C). This may allow you to start 'A' level courses the following year.
- (d) Your present subject teachers, Form tutor and Head of year will be consulted about your choice of course: occasionally students make choices, which aren't the wisest. The various interviews over the next six months will help you resolve any problems and make the best decisions.
- (e) The Educational Maintenance Allowance (EMA) has made it financially more attractive for many students to stay in education.

If we are to provide courses that respond to your needs, the sooner we know what your intentions are for next year the better. If you decide to return to school you will find all the information you need in this booklet. If you still have questions, talk to your form tutor, Head of Year, myself, or with any members of staff who can help you. It will also be useful to talk to current Sixth Form students about the demands of studying in Years 12 and 13.

Think hard - talk to the many people in school who can help - and if you decide to join us - WELCOME.

**Mr D Osgood**  
**Head of Sixth Form**

**December 2008**

## **CHOOSING WHAT TO STUDY**

The decision to stay on at school beyond Year 11 is an important one. There is no doubt that for the vast majority of young people it makes good sense to continue with education and/or training well beyond the age of 16. However, there are a large number of choices available. Even within a single school such as Queensbury there are a large number of possible courses and combinations of courses that can be taken. It is crucial that well-informed decisions are made. This brochure is part of the guidance process. The remaining stages in this process are as follows:

1. The Sixth Form Open Evening in December, which allows parents and students the chance to speak to subject teachers and find out more about the courses available.
2. All students will be interviewed by a senior member of staff in school during the week beginning 15<sup>th</sup> December to discuss their intentions for the future. At this interview students will give us their 1<sup>st</sup> indication of the subjects they wish to study.
3. There is a 2 day Sixth form induction in June and students who intend to stay on in the Sixth Form are expected to attend. Students will be interviewed again on the last day of the Induction. Prior to this interview there will be a range of activities that help students to understand what life in the Sixth Form will be like.
4. Following the receipt of GCSE results, students are asked to come into school on the first day of term to formally register themselves for the Sixth Form. They will be interviewed again at this point and, in some cases, make changes to their chosen options.

In addition to these formal opportunities any student and or parent may request an interview at any time with the Head or Assistant Heads of Sixth Form. Careful discussion and planning at an early stage will greatly reduce the chance of failure in the Sixth Form.

Students have a wide range of options available to them. Choosing appropriate courses is a matter of matching skills, aspirations and interests with the range of courses on offer in order to achieve successful progression beyond the Sixth Form.

## **SOME ADVICE ON CHOOSING 'A' LEVELS FOR UNIVERSITY**

While these notes are meant as a guide for future University applicants, much of the advice offered applies equally to those intending to seek employment.

Careful choice of 'A' levels improves your chance of securing a place at University or embarking upon a worthwhile career. Read carefully the 'A' level subject descriptions in this prospectus. Talk with your Form Tutor and ask questions of subject teachers. Look at the UCAS (*Universities & Colleges Admission Service*) website ([www.UCAS.com](http://www.UCAS.com)) or in the school careers library to find preferred or required entrance qualifications - there is a bewildering array of courses and course requirements so read carefully. The choice of 'A' levels is equally varied, so follow these simple guidelines:

1. Broad combinations of “traditional” academic subjects lead to the widest range of possibilities – but may not be suitable for you.
2. Think of appropriate combinations: try and choose at least two supportive subjects, wherever possible, as this will make studying easier and more effective. Do not be tempted to go for too broad a range of subjects unless you are able, hard-working and have a good reason for this.
3. The best combination for keeping your options open in Science-based courses is Mathematics, Physics and Chemistry. Further Mathematics and Biology are acceptable alternatives.
4. Potential Doctors & Vets ideally will study all 3 sciences & Maths. Engineering needs Maths & Physics. Many other professions require specific A levels to be studied – if you have a particular aspiration make sure you know which subjects are required.
5. It is best not to choose only ‘A’ level subjects which involve predominantly practical skills (Art, Technology, Music, etc), unless you are certain that you wish to pursue a career in a related area.
6. Don’t base subject choices on the teachers you think might teach you – you may not have them next year.
7. Many of the Russell Group Universities (the self appointed “top” 20 universities) are now only accepting one “less ideal” A level for entry on to their more academic courses. Definition of what constitutes a “less ideal” option varies between these universities and some of them have listed these subjects. It is worth taking this issue into account if you may consider applying to one of these universities.

Remember, University Admission Tutors look for enthusiasm, academic success and high grades in at least two ‘A’ levels. Their basic concern is that you will make a success of your University course. Mr Osgood will be prepared to speak to University or College admissions tutors on your behalf to seek their advice on combinations of ‘A’ level subjects.

Finally, visit [www.ucas.com](http://www.ucas.com) and read individual University prospectuses. Mrs Hosier (Careers), Mr Osgood, Mrs Jones (Head of Year 11) or your Form tutor can help you with this. Make sure you ask for a Connexions interview if you need help.

## **AN EXPLANATION OF QUALIFICATIONS AVAILABLE**

There have been significant changes in the type of qualifications available in recent years and there is considerable scope for confusion. The following is an attempt to explain these qualifications in a straightforward manner.

### **Levels**

All qualifications are grouped into levels. This applies to those awarded in the workplace, at college, school and University.

Most students in Queensbury Sixth Form study Level 3 qualifications. Students who have achieved **5 or more grade Cs at GCSE (or equivalent) in at least 4 subjects** have completed Level 2 and are therefore eligible to study at Level 3. Please consult the section on entry requirements in this brochure for further explanation of this.

Students who have fewer than 5 C's at GCSE level usually find that a Level 2 course is more appropriate for their needs. You will not be allowed to study at level 3 if you do not get **at least 5 Cs at GCSE (or equivalent) from at least 4 different subjects.**

### **Level 3 qualifications**

These are often referred to as A Levels and provide the basis for entry into University (Level 4) or employment.

### **AS Levels & A Levels**

These are all divided into four or six units and students usually study three or four subjects in Year 12 and three subjects in Year 13. Exams are taken in June of year 12 and January & June of year 13. Exams may be retaken, in order to improve performance. At the end of Year 12 students are awarded an AS Level which is the equivalent of half an A Level.

### **OCR Nationals**

We offer one OCR National, in ICT and this is equivalent to an A level. The method of assessment is slightly different to A levels but it is of equal value.

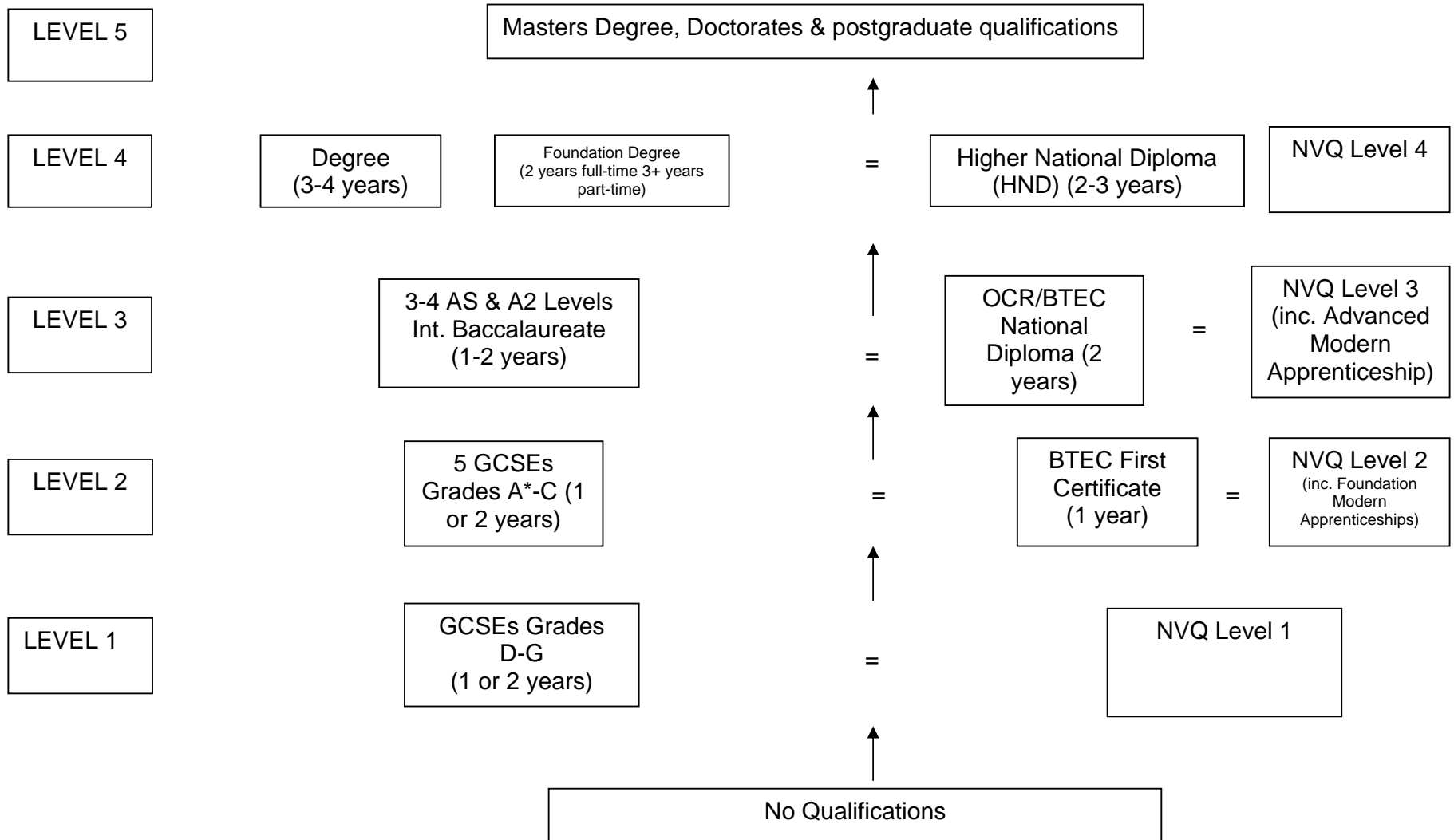
### **Level 2 qualifications**

Level 2 qualifications are available for students who have not yet achieved 5 GCSEs at grade C. They are full time courses and last for one year. At Queensbury we offer a range of BTEC First Certificates in the following areas:

Business, Sport, Media, ICT, Health and Social Care, Childcare, Travel & Tourism, Art. This year we are also considering offering Applied Science, Countryside & Environment, Performing Arts and Public services

Success in a BTEC 1<sup>st</sup> Certificate is equivalent to 2 Cs at GCSE. At the end of the year students can progress to appropriate Level 3 courses if they achieve merit grades and under the guidance of the Head of Sixth Form.

## QUALIFICATION ROUTES



This chart shows that all qualifications at any particular level are equal to each other in value. The Arrows show that a learner can progress to the next level once they have achieved any of the qualifications at the previous level.

## **SIXTH FORM COURSES AND ENTRY REQUIREMENTS**

Although students study fewer courses in the Sixth Form they are studied to a greater depth. Students also have to work more independently and with less supervision than in Year 11.

Although the main entry requirements are in terms of GCSE grades, we would also expect students to have a proven track record of submitting homework on time, showing effort in class and meeting coursework deadlines. If this is not the case they may not be welcome in the 6<sup>th</sup> form.

### **Advanced Courses**

The minimum entry requirement for Advanced Level courses is **5 GCSEs (or equivalent) at grades A\*-C from at least 4 different subjects**. In addition a good predictor of performance at advanced level is the average GCSE points score. This is produced by scoring each GCSE grade on the following scale G = 1, F = 2, E = 3, D = 4, C = 5, B = 6, A = 7, A\* = 8 : adding up the points in your best 8 subjects and finding an average score.

In addition to the number of GCSEs required the following rules will apply in terms of the number of subjects We will then use the following guidelines to recommend the number of subjects a student studies.

<b>GCSE Av Point Score</b>	<b>Year 12</b>
Minimum 5.5	Start 4 AS levels <i>(not including general studies)</i>
Minimum 4.5	Start 3 AS Levels <i>(not including general studies)</i>
Less than 4.5	Select a course of BTEC 1 <sup>st</sup> Certificates
Less than 5 A*-C	Select a course of BTEC 1st Certificates

### **BTEC First Certificates**

Although there are no specific entry requirements in terms of GCSE grades, students must have shown the ability to make a significant effort throughout GCSE courses and not have shown a negative attitude towards their school studies. Any student with an average GCSE points score below 3.5 is likely to struggle and may consider a different study route.

You will choose 3 of these to study.

## A LEVEL COURSE ENTRY REQUIREMENTS

For all A level courses students require at least 5 A\* - C grades at GCSE(or equivalent) in at least 4 different subjects or have passed at three BTEC First Certificates at Merit grade.

If they have studied their chosen subject at GCSE they need to have achieved a grade C or better to continue studying that subject at A level.

<b>Subject</b>	<b>Entry Requirements</b>
Accounting	Maths GCSE Grade C or better
Art & Design (Endorsed and Unendorsed)	No specific entry requirements
Applied Art & Design (Double Award)	No specific entry requirements
Biology	Two Sciences and Maths GCSE grade C or better
Business Studies	No specific entry requirements
Chemistry	Two Sciences and Maths GCSE grade C or better
Dance	English Language GCSE grade C or better
Drama	English Language GCSE grade C or better
Economics	English language and Maths GCSE grade C or better
English Language and Literature	English Language grade C or better
English Literature	English Language grade C or better
Food Technology	No specific entry requirements
French	French GCSE grade B or better
Geography	English Language and Maths GCSE grade C or better
German	German GCSE grade B or better
Government & Politics	English Language grade C or better
Health and Social Care	English Language grade C or better
History	English Language grade C or better
Information Technology	No specific entry requirements
Law	English Language GCSE grade C or better
Mathematics	Maths GCSE grade B or better
Further Mathematics	Maths GCSE Grade A or better
Use of Maths	Maths GCSE grade C or better
Media Studies	English Language GCSE grade C or better
Music	Music GCSE grade C or better and the ability to play a musical instrument to Grade Five standard
Music Technology	No specific entry requirements
Photography	No specific entry requirements
Physical Education	Science GCSE grade C or better
Physics	Two Sciences and Maths GCSE grade C or better
Product Design: 3D	No specific entry requirements
Product Design: Textiles	No specific entry requirements
Product Design: Graphics Products	No specific entry requirements
Psychology	English Language and Maths GCSE grade C or better
Religious Studies	English Language GCSE grade C or better
Sociology	English Language GCSE grade C or better
Spanish	Spanish GCSE grade B or better
Travel and Tourism	No specific entry requirements

## **BTEC FIRST CERTIFICATES**

Students who have fewer than 5Cs from at least 4 different subjects at GCSE level, should consider a one-year level 2 course. This will enable them to progress onto Level 3 after one year if they achieve a **MERIT** grade in their 3 subjects. Further details of the one-year courses are in the brochure. We would expect students to take 3 of these courses.

## **REQUIREMENTS FOR PROGRESSION TO YEAR 13**

Students have decisions to make at the end of Year 12. The possibilities are as follows:

1. Students who complete THREE AS subjects in Year 12 may:
  - Continue with all THREE into Year 13.
  - Continue with all THREE and add another AS course. This would mean that they join a Year 12 class for this subject only.
  - Continue with just TWO subjects and add one or two AS courses.
2. Students who completed FOUR AS subjects in Year 12 may:
  - Continue with all FOUR.
  - Continue with THREE and add another AS course.
  - Continue with THREE (this is the most common route).

*Important points to note are:*

- No student may study fewer than the equivalent of THREE level 3 courses.
- Students may not continue a subject into Year 13 if they have failed (grade U) a subject at AS in year 12.

## **COMBINING AS LEVELS & BTECS**

Some students may wish to pick up a BTEC course in addition to their AS levels as it may be an area they are particularly interested in. This may be suitable for students who have achieved 5 C grades in at least 4 different subjects at GCSE but have an average GCSE points score below 4.5.

## **Retaking Mathematics and English GCSEs**

Students who have not achieved a grade C+ in English Language or Maths and return to the sixth form, should take a GCSE resit course or a Numeracy /Literacy course as appropriate. Many employers and University courses require Cs in either or both of these subjects.

## **Students joining Queensbury from other schools**

Every year we welcome between 20 and 30 students from other schools into the Sixth Form. Students who wish to join should, in the first instance, obtain a copy of the Sixth Form brochure by phoning the school. Having read the brochure a further phone call will result in an interview being arranged with the Head of Sixth Form. Students will be offered a place, subject to them gaining appropriate qualifications and our receipt of a satisfactory reference from their former school. There is no catchment area that applies to post-16 education so students outside Dunstable are eligible to apply.

## TIMETABLE FOR ENTRY INTO THE SIXTH FORM

Date	Event or deadline
December 1 <sup>st</sup> 2008	<ul style="list-style-type: none"> <li>• Prospectus issued.</li> <li>• Year 11 assembly by Head of 6<sup>th</sup> Form</li> </ul>
Thursday 4 <sup>th</sup> December	<ul style="list-style-type: none"> <li>• Sixth Form Open Evening</li> <li>• Opportunity to discuss subject choices with teachers, Connexions staff &amp; Head of 6<sup>th</sup> Form</li> </ul>
Week beginning 15 <sup>th</sup> December	<ul style="list-style-type: none"> <li>• Individual interviews with Senior Staff to discuss student's chosen courses.</li> <li>• Progress sheets sent home</li> </ul>
Wednesday January 17 <sup>th</sup> 2009	<ul style="list-style-type: none"> <li>• Year 11 consultation afternoon</li> </ul>
Week beginning 26 <sup>th</sup> January 2009	<ul style="list-style-type: none"> <li>• Year 11 mock examinations</li> </ul>
Late March 2009	<ul style="list-style-type: none"> <li>• Option blocks finalised.</li> <li>• Students will receive confirmation that their choices are running (<i>Some courses may not run if there is insufficient demand.</i>)</li> </ul>
May – June	<ul style="list-style-type: none"> <li>• GCSE Examinations</li> </ul>
Thursday 25 <sup>th</sup> June, Friday 26 <sup>th</sup> June	<ul style="list-style-type: none"> <li>• Sixth Form Induction days</li> <li>• A chance to sample Sixth Form life, have taster lessons and an individual interview to discuss choices again</li> </ul>
Thursday 27 <sup>th</sup> August	<ul style="list-style-type: none"> <li>• GCSE Examination results</li> <li>• Staff available for advice on options</li> </ul>
Wednesday 2 <sup>nd</sup> September	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> day of term</li> <li>• Enrol for courses</li> <li>• Further interview to discuss option choices</li> </ul>
Monday 7 <sup>th</sup> September	<ul style="list-style-type: none"> <li>• AS courses start</li> </ul>

## **LIFE IN THE SIXTH FORM**

### **EXPECTATIONS**

As students enter the Sixth Form they will, no doubt, have expectations about the ways in which it will be different from Year 11.

Staff expect that they will be able to treat students in a more adult manner than previously. There is more freedom as the timetable is not filled with lessons. There are opportunities to study independently in the library, the learning centre or at home when home study is granted. Students can also use the Common Room for recreational purposes when they do not have lessons or do not have independent study to complete.

In return, students are expected to respond by behaving in a responsible manner. The level of supervision will be considerably less than in lower years. It is assumed that Sixth Form students can make good use of their time and behave sensibly without supervision. In particular, we expect them to set a good example to students in lower years and to act as leaders and mentors.

### **A STUDENT'S VIEW OF LIFE IN THE SIXTH FORM**

*The main difference is with work - and the attitudes you are expected to have for it. The change is immediate - as if over the summer holidays a magic switch has been pulled and you've become hardened Sixth Formers, experienced in mountainous amounts of homework and self-motivation.*

*Self-motivation - that's a word you're going to hear constantly in the first weeks in the Sixth Form. Basically, it means that if you can't muster up enough discipline to get down to doing your work in class, or if you can't be bothered to start your homework in the private study periods then you haven't really got what it takes to be a sixth former. Although it's hard to get used to at first it soon becomes second nature to be scribbling notes whilst eating your lunch, or any spare time you have.*

*"It's much harder than the Year 11 - the homework seems to spread out for ever."*

*"There's a lot of homework, but you're given plenty of opportunities to do it - and lots of time."*

*"The classes are usually a lot smaller, so it's easier to learn. It brings you out of yourself in lessons - you're not worried that someone will laugh at you."*

*"The teachers seem much more like people in the Sixth - they're actually interested in your ideas as a person, rather than in a joint opinion of the class."*

### **SUPPORT ARRANGEMENTS**

There are a large number of people available to give support when required - this is in recognition that there are significant challenges for students who choose to stay on in the Sixth Form.

**The Form Tutor** – every student is put in a tutor group of about 25 students. During the two years the tutor will get to know the student very well and he or she has a vital role in ensuring success. There is a morning registration every day and attendance at this is vital and compulsory. The tutor would normally be the first person to speak to about any problems.

**Head of Sixth Form** – lends additional support and sometimes deals with more serious problems that tutors may not have time to deal with.

**Assistant Heads of Sixth Form** – These two staff are able to give additional support when required. They support the Head of Sixth Form.

**Monitoring progress** – careful monitoring of progress is vital to ensure that appropriate support can be given. There are termly monitoring sheets produced (2 in the Autumn term). Staff are asked to indicate predicted grades, effort scores and concerns. Where problems are identified teachers as well as other staff offer students support & parents will be informed.

**Parents** – although often left out by students, they should be a vital part of any support network. We believe that parents' support is crucial for success and we always involve parents at a very early stage when there are problems.

**Financial Support** – students may be eligible to receive an Education Maintenance Allowance (EMA). This is a sum of money paid weekly providing that attendance is 100%.

**Learning support** – students who have a learning difficulty are able to get support from the learning support department whilst in the Sixth Form. Statements normally continue into the Sixth Form. Students with non-statemented needs are able to get some help too. There may also be extra financial assistance available for students with special needs.

**Careers advice** – the local Connexions service works closely with the school. Advice and information are available from trained staff and careers interviews can easily be arranged and these take place in school.

**Health and health related problems** – there is a school nurse who visits the school quite frequently and specialist confidential counselling can be arranged.

## **FACILITIES**

**Sixth Form Common Room** – this is specifically for Sixth Form use as a social area. It is at the heart of life in the Sixth Form. There are a number of facilities for student use including a water cooler, fridge, kettle, microwave, snacks and cold drinks vending machines, and a TV/DVD. The facilities are managed by a Sixth Form Committee.

## **THE SCHOOL LIBRARY**

**Our aim is to maintain a quiet working environment for students *choosing* to work in the Library. Respect and consideration for students and staff working in the Library is expected at all times.**

The Library is situated on the ground floor of the Central Building, and comprises C8 (the main library) and C15 (the study room). It is an important source of information and resources for Sixth Form study.

It is hoped that in the Sixth Form, students become more independent in their study and research habits, in preparation for further education. Students are encouraged by teachers to use the full range of Library materials and services during Independent Study sessions.

At the start of Year 12 each Tutor group is re-introduced to the Library, its rules, its expectations, and its stock and services. The Library serves the whole school community, and good personal conduct is essential if all are to benefit from this shared quiet area. Students not engaged in study will be asked to leave the Library area.

**Library opening hours** 9 a.m.- 4.30 pm everyday including break, lunchtime, and after school.

**Books** A wide range of quality fiction and non-fiction is provided. Sixth Form students can borrow up to ten items for three weeks.

**Newspapers** The Library subscribes to *The Independent*, *The TES*, *The Daily Mail*, and *The Dunstable Gazette*.

**Magazines** The Library subscribes to a wide range of magazines to support post-16 subjects. Students are invited to subscribe to most of these titles at a significantly reduced rate. Magazines are on display and easy to access.

**Video player and television** Students can view course-related videos on this equipment during Independent Study time, lunch or after school.

**Audio cassettes** The Library has a small spoken word collection of audiocassettes. These can be borrowed on the same basis as the book stock.

**Computers** Thirty-five networked computers are available, all with Internet access. C8 and C15 each have a networked printer. There is no charge for printing curriculum-related items. All students are able to use the Library computers, which are available throughout the day.

**Photocopier** Available for students to copy resources that are Reference Only. The copier produces single sided A4 copies at 5p/page.

### **Connexions Service and Careers Library opening hours**

The Careers Library and Connexions Service are situated in C15. Mrs Hosier, the Careers and Guidance Manager, is available during **break and lunchtime in C15** every day to answer enquiries. Interviews with the Connexions Personal Advisor can be organised through Mrs Hosier.

## REGULATIONS

Whilst we want to treat Sixth Form students as responsible people and give them the freedom to do so, it is necessary to have some rules and regulations for the comfort and convenience of all.

### SIXTH FORM REGULATIONS

1. The Sixth Form is a full time commitment. Students are expected to attend all lessons and registrations every day.
2. All students in the sixth form will have Independent Study periods where they will work on any work they feel appropriate.
3. Attendance at all timetabled lessons, Sixth Form assemblies and the Tutor period is compulsory. If absence from a lesson is known beforehand, students are expected to inform the teacher in person. Students are expected to achieve an attendance and punctuality record of at least 90%. **An attendance record of 80% or less would lead to a student being asked to leave the Sixth Form, unless there are exceptional circumstances.** Attendance below 90% at lessons may result in students being asked to pay for their own exam entries.
4. Students enrol for a course at the start of the Sixth Form. They cannot change course - i.e. drop subjects, or change subjects, without the agreement of the Head of Sixth Form.
5. Students must be prepared to commit themselves to sufficient study time. As a guide, no fewer than four hours per subject per week should be undertaken at home. Sixth Formers are expected to organise their own home study to include on-going revision, and reading.
6. Although we are not opposed to students having part-time jobs, employment should not interfere with a student's ability to study, and must never be undertaken during the school day. Students should not do more than 12 hours of paid employment per week.
7. Students may be dressed casually and comfortably but not in a manner that draws excessive attention to them, offends others nor creates an atmosphere more conducive to the beach or a nightclub.
8. Alcohol and tobacco should not be brought on to the premises, in addition we ask students to refrain from smoking on the way to and from the School or in the vicinity of the school during the day.
9. Students bringing motor vehicles to School should complete an application form available from the Sixth Form Office. They may not park outside the East Building or the Central Building.

### ACTIVITIES AND OPPORTUNITIES

There are many opportunities available in the Sixth Form.

**Community Service** – all students are expected to undertake some community service. This usually takes place in Year 12. Students can help younger students within the school and there are also many opportunities to help others outside school. In particular, the Senior Citizens Parties that take place twice a year provide an opportunity for our students to help other members of the local community.

**Music and Drama** - In music, individual and group instrumental tuition can continue throughout the Sixth Form, and it is hoped that students will support the choir, orchestras and music groups.

In Drama, there are a number of productions throughout the year ranging from our School Production to more intimate studio work. Entertainment is also provided at the Senior Citizens' parties.

**Sport** - A range of options in sport are available. Representation in School teams is encouraged and athletic prowess is valued for the contribution it can make to the development of a well-rounded personality.

**The Leadership Team** – each year a number of students are elected onto this group, which includes the Head Boy and Head Girl. This group has responsibility for taking a lead in all matters relating to Sixth Form life.

**Other Activities** – There are a number of other possible activities to be involved in. Worthy of special note are The Duke of Edinburgh Award Scheme and the Young Enterprise Scheme. Both of these help students to achieve worthwhile qualifications and learn many skills at the same time.

### **General Studies**

As part of our support activities we are planning to introduce General Studies AS level to all year 12 level 3 students to help broaden their appreciation of issues outside of their subjects, develop a wider range of skills and help them prepare for employment or Higher education.

In addition to general studies student may be offered an opportunity to study Critical thinking or Financial Capability

## STAFF CONTACTS & SUBJECT INFORMATION

For subject specific information see the following members of staff & read the following subject information pages.

Subject	Contact
Accounting	Miss L Hunton
Art ( <i>A level, Applied A level &amp; BTEC</i> )	Mrs Z McCabe
Biology	Mrs Ashton
Business Studies ( <i>A level &amp; BTEC</i> )	Miss L Hunton
Chemistry	Mr A James
Dance	Mr Hooper ( <i>Manshead</i> )
Design Technology ( <i>3D, Food, Graphics, Textiles</i> )	Mr M Gray
Drama and Theatre Studies	Mrs S Jones
Economics	Miss L Hunton
English Language and Literature ( <i>Joint course</i> ) English Literature	Mrs C Lennon
Geography	Mr R Wildsmith
Government & Politics	Mr M O'Rourke
Health & Social Care and Childcare ( <i>A Level &amp; BTEC</i> )	Mrs L Gradwell
History	Mrs V Andrews
ICT ( <i>OCR National &amp; BTEC</i> )	Mr J Lambert
Law	Miss M Hart
Mathematics, Further Mathematics and Use of Mathematics	Mr G Preston
Media Studies ( <i>A level &amp; BTEC</i> )	Mr J Baddock
Modern Foreign Languages: French, German & Spanish	Mrs J Duell
Music & Music Technology	Mrs J Thompson
Photography	Miss Z Ridley
Physical Education ( <i>A level &amp; BTEC Sport</i> )	Mr M Gurney
Physics	Mr J Thomson
Psychology	Mrs A Wareham
Religious Education	Mr J Tate
Sociology	Ms H Bacon
Travel and Tourism ( <i>A level &amp; BTEC</i> )	Miss L Hunton

## **ACCOUNTING**

### **Exam Board - AQA 1121/2121**

#### **Course Summary**

Through this course students will be encouraged to develop an understanding of the purpose of accounting, its concepts and techniques, as well as an appreciation of the effects of legal and technological change on accounting. Students will be able to answer questions, e.g.: How do businesses record transactions? What is the difference between financial and management accounting? How well has a company performed financially this year?

#### **Modules to be Studied**

The course is divided into 4 modules, with 2 covered in year 12 for the AS and then 2 more completed in year 13 for the full A level.

##### **Year 12 (AS)**

Unit 1 - Introduction to Financial Accounting

Unit 2 - Financial and Management Accounting

##### **Year 13 (A2)**

Unit 3 - Further Aspects of Financial Accounting

Unit 4 - Further Aspects of Management Accounting

#### **Assessment Arrangements**

All units are externally assessed.

Each exam paper consists of 4 compulsory questions. These will require a mix of written and calculation based answers.

#### **Entry Requirements**

Students will be expected to have achieved a grade C or better at GCSE level in Maths.

#### **Career Links**

Accounting can be studied successfully alongside many other subjects and, as a result, career opportunities open to those who have studied the subject can be wide ranging. Students can follow degree-based courses as well as entering into training within the industry.

## ART AND DESIGN (UNENDORSED)

### Course Summary

Unendorsed allows you to work in any materials you wish. You are required to cover at least two different aspects of art and design. This course leads on easily from GCSE Art. The opportunity to work in a range of materials remains. Themes will be set and preparation developed by the student into a final conclusion whether in paint, three dimensions sculpture ceramics, printmaking paper or textiles, photography or illustration, or graphics. Students will have the opportunity to be imaginative and creative as well as acquiring a range of skills including photography, etching-printing, ICT and mixed media. Students are encouraged to discover their own strengths. Included in the course is the study of other arts, designers and craftspeople along with artists and craft of other cultures.

Results in this subject are above average and quite a number of students go on to related degree courses. Many Year 11 students intending to take this 'A' level go on the county organised visit to Paris in the July of year 11. This is an excellent start to the course. During the course visits to a range of galleries are arranged, as well as opportunities to draw from life.

### Modules to be Studied and Assessment Arrangements

Exam board: EDEXCEL			
AS Modules	Method of Assessment	A2 Level Modules	Method of Assessment
<b>Unit 1:</b> Art and Design coursework	Internally set and marked. Externally moderated.	<b>Unit 3:</b> Art and Design Coursework: Practical Work and Personal Study	Internally set and marked Externally moderated
<b>Unit 2:</b> Art and Design	Internally set and marked Externally moderated	<b>Unit 4:</b> Art and Design Externally set assignment	Externally set Internally marked Externally moderated

### Entry Requirements

Grade C or better in Art and Design if studied at GCSE.

### Careers Links

Careers in these areas are part of the fastest growth industries available.

## **ART AND DESIGN: FINE ART (ENDORSED)**

**Examination Board: Edexcel**

### **Course Summary**

The Fine Art course at AS and A2 will demonstrate your use of the formal elements and creative skills. It focuses on work based on your personal experience, rather than that, which is created for a practical function or corresponds to a prescribed brief.

### **Modules Studied**

You will complete a coursework unit and externally set assignment in each year. You will generate ideas, experimenting with a range of processes and media. You will develop and refine your ideas towards a personal outcome. In addition, in the second year, you will produce an in-depth critical study, including a piece of extended writing on a topic of art of your choice, which will further help you to deepen your artistic identity.

### **Assessment Arrangements**

All work will be assessed internally and externally moderated.

**AS:** 60% coursework and 40% externally set assignment (including an 8 hour timed exam and supporting prep work)

**A2:** 60% coursework (including contextual study)/ 40% ESA (including 12 hour timed exam and supporting prep work).

### **Entry Requirements**

Grade C or better in Art and Design if studied at GCSE.

### **Career Links**

Art is a fantastic subject to take in higher education. Students generally go on to do a foundation course before progressing to the full degree course. This is further an opportunity to try a wide range of processes, before deciding on your area of specialism.

Studying Art can lead to a huge range of careers including fine artist, gallery curator, graphic artist, illustrator, interior designer, advertising and marketing, photography, fashion and jewellery design, window dresser, art historian, teacher, architect, theatre, costume and set design, model maker, computer graphics designer... to mention just a few.

## **APPLIED ART AND DESIGN (DOUBLE AWARD)**

### **Exam Board – Edexcel**

Units are interconnected and evidence is found in the exam for all of the units.

### **Course Summary**

Applied Art and Design will help students to:

- Acquire the skills and language (including techniques and processes) needed to create, develop and present quality work.
- Understand methods and principles involved in art and design.
- Identify and utilise primary and secondary sources.
- See how different creative areas are inter-related and influence each other.
- Explore working methods linked to industry practice.

By selecting Applied Art students will achieve two 'A' levels but only take one exam. Throughout, activities reflect current employment practices and the issues facing professionals working within the art and design sector. So that they develop their own skills, students gain insights into the nature of the industry. It covers all aspects of art and design.

### **Modules Studied and Assessment Arrangements**

The qualification encourages creativity by emphasising a practical approach, with no written exams or assessments. Instead, to correspond with industry working practices, students are required to complete an externally set project brief to a deadline. An external moderator carries out an on-site review of students' work on a sampling basis.

The qualification has an AS/A2 structure.

A Double Award AS GCE (6 units)

A Double Award Advanced GCE (12 units)

The applied course allows students to have a portfolio of work similar to one they would create on a foundation course thus enabling them the opportunity to save a year of study.

### **Entry Requirements**

Grade C or better in Art and Design if studied at GCSE.

### **Career Links**

Careers in these areas are part of the fastest growth industries available.

## BIOLOGY

### Exam Board – Edexcel

#### Course Summary

The Biology course for AS and A2 is taught through real-life biology. Students will study a particular scenario e.g. - two people, one who has suffered a stroke, another who has suffered a heart attack and, through developing an understanding of these conditions, students develop their knowledge of a range of biological topics.

#### Modules to be Studied and Assessment Arrangements

<b>AS Modules</b>	<b>Method of Assessment</b>	<b>A2 Level Modules</b>	<b>Method of Assessment</b>
<b>Unit 1</b> Lifestyle, Transport, Genes and Health	External assessment Written exam: 1hour 15 minutes	<b>Unit 4</b> The Natural Environment and Species Survival	External assessment Written exam: 1hour 30 minutes
<b>Unit 2</b> Development, Plants and the Environment	External assessment Written exam: 1hour 15 minutes	<b>Unit 5</b> Energy, Exercise and Coordination	External assessment Written exam: 1hour 30 minutes
<b>Unit 3</b> Practical Biology and Research Skills	Internal assessment: a. Written report – marked by the teacher b. Practical skills – assessed by the teacher	<b>Unit 6</b> Practical Biology and Investigative Skills	Internal assessment: An individual practical investigation, Marked by the teacher

#### Entry Requirements

Two Sciences and Maths GCSE grade C or better.

#### Career Links

An A level in Biology opens doors to courses in a wide variety of careers ranging from medicine and dentistry to environmental science and exercise physiology. Whatever your career plans, an AS or A level in Biology shows you can think analytically and work methodically to solve problems; skills which are useful in most jobs, whether or not you go on to higher education.

## BUSINESS STUDIES

### Exam Board – AQA (2130)

#### Course Summary

Through this course students will be encouraged to develop an understanding of all aspects of business activity from the business plan to its impact on the UK and other economies. At AS students will develop an understanding of every aspect of setting up, running and growing a business and will have a sound knowledge of the main functional departments within a business – Accounting and Finance, Human Resources, Operations Management and Marketing. At A2, students will develop this knowledge further to gain a greater understanding of external influences objective setting, decision-making, business strategy and change management.

#### Modules to be studied & assessment arrangements

AS Modules	Method of Assessment	A2 Level Modules	Method of Assessment
<b>Unit 1:</b> Planning & financing a business	1 hour externally assessed paper, which includes multiple choice, data response & short answers.	<b>Unit 3:</b> Strategies for success	1½ hour externally assessed exam with 5 questions based around an unseen case study
<b>Unit 2:</b> Managing a business	1½ hour externally assessed exam with 2 data response questions	<b>Unit 4:</b> The Business environment & change (synoptic)	1½ hour externally assessed exam in 2 parts. Part A has questions based on prior student research & part B involves writing 1 essay from a choice of 3.

#### Entry Requirements

There is no requirement to have studied a Business/Economics related subject at GCSE to study the subject at A Level. However, if a Business related subject has been studied, students would need to have achieved a minimum of a grade C.

#### Career Links

Business Studies can be studied successfully alongside many other subjects and, as a result, career opportunities open to those who have studied the subject can be wide ranging. Students can follow many degree-based courses or alternatively they may choose business apprenticeships or enter advertising, banking, accounting and marketing, amongst other careers.

## CHEMISTRY

### Examination Board – OCR (A)

#### Course Summary

The Chemistry course for AS and A2 students covers a variety of topics ranging from traditional chemistry ideas such as rates of reaction and bonding; to ideas of how chemistry is relevant to everyday life through topics such as biodegradable plastics and doping control in sport.

Chemistry is a blend of the theoretical and the experimental and its study is both challenging and rewarding. The course will provide students with ample opportunity to cultivate problem solving, intellectual and practical skills.

#### Modules to be Studied and Assessment Arrangements

Exam Board: OCR A			
AS Modules	Method of Assessment	A2 Level Modules	Method of Assessment
<b>Unit 1</b> Atoms, Bonds and Groups	External assessment Written exam: 1hour	<b>Unit 4</b> Rings, Polymers and Analysis	External assessment Written exam: 1hour
<b>Unit 2</b> Chains, Energy and Resources	External assessment Written exam: 1hour 45 minutes	<b>Unit 5</b> Equilibria, Energetics and Elements	External assessment Written exam: 1hour 45 minutes
<b>Unit 3</b> Practical skills in Chemistry 1	Internal assessment 3 practical tasks set by OCR and assessed by the teacher	<b>Unit 6</b> Practical skills in Chemistry 2	Internal assessment 3 practical tasks set by OCR and assessed by the teacher

#### Entry Requirements

Two Sciences and Maths GCSE grade C or better.

#### Career Links

Chemistry is a prerequisite for many university courses e.g. medicine, veterinary science, dentistry, pharmacy, biochemistry, physiotherapy, forensic science, biotechnology, environmental science and other physical science courses. Chemists can also pursue careers in law, business, accountancy and industry. If you want any science-based career, then Chemistry keeps your options open. Chemistry AS, in itself, is certain to be a very useful qualification.

## **DANCE**

### **Exam Board – AQA**

#### **Course Summary**

An accessible and highly creative course that encourages and develops students' ability to create, analyse and perform. Therefore students should demonstrate a keen interest in dance, show creativity and be able to perform in a variety of situations, including solo and group work. Students will develop analytical skills for their written studies and be encouraged to be articulate in justifying their views.

#### **Modules to be Studied and Assessment Arrangements**

**AS Unit 1: Understanding Dance** (Written Paper: 1.5 hours- 40% of total AS marks/ 20% of total A level marks). This unit aims to develop the students' knowledge and understanding in the craft and process of choreographing dance. There will be two essay style questions based on the dancer as performer, choreography and the significance of dance.

**AS Unit 2: Choreography and Performance** (Practical Coursework- 60% of total AS marks/ 30% of total A level marks) The students will look at solo choreography, the skills that relate to solo choreography and finally performance skills in a duo/group context.

**A2 Unit 3: Appreciation- Content and Context** (Written Paper: 1.5 hours- 25% of total A level marks) This section of the course allows students to gain an in-depth knowledge of the history of dance. Students will then have to investigate one genre within ballet, modern dance or jazz. They will be assessed on their responses to the genre and one set work from that genre.

**A2 Unit 4: Group Choreography and Solo Performance** (Practical Coursework- 25% of total A level marks) The final unit of the course looks at developing skills from unit 2. They will investigate and research ideas about group choreography- the choreographer will not perform in this dance. Then they will look at their performance skills in a solo work taken from the area of dance they looked at during unit 3.

#### **Entry Requirements**

To gain a place on this course students are required to have achieved at least a C grade at GCSE in English Language.

#### **Are there any special requirements that I need to be aware of?**

It is important to be aware that this course is not a course in street or hip-hop dance. The course will look at a variety of dance styles (mainly from the 20<sup>th</sup> century and 'contemporary' dance will be the main dance studied).

#### **Career Links**

This qualification is recognised by universities and within the workplace. It is partnered well with Art, Drama, Media, Music and Textiles. You may go on to work in the field of theatre, performance, choreography, visual arts, journalism, arts admin/ management, dance therapy and teaching.

## **DESIGN & TECHNOLOGY - PRODUCT DESIGN (3D DESIGN or TEXTILES)**

**Exam Board: AQA (2550 / 2560)**

### **Course Summary**

The specification has been designed to encourage candidates to take a broad view of technology and design, to develop their capacity to design and make products and to appreciate the complex relations between design, materials, manufacture and marketing.

Two material areas are given in the Subject Content, 3D Design and Textiles.

**3D Design** is intended to reflect the wide-ranging activities of professional designers and covers a wide range of materials.

**Textiles** provides wide opportunities ranging from fashion and aesthetics to industrial uses of textiles and from creative and individual work to aspects of manufacturing and industrial and commercial practice.

The Modules are as follows: -

### **Modules to be Studied and Assessment Arrangements**

#### **Unit 1: Materials, Components and Application (PROD1)**

A written paper which is 50% of the total AS marks.

This paper is based primarily on Materials and Components.

#### **Unit 2: Learning Through Designing and Making (PROD2)**

This is a coursework module which is 50% of the total AS marks.

It is approximately 50 hours of individual study

#### **Unit 3: Design and Manufacture (PROD3)**

This is a two-hour written paper worth 25% of the total A level marks

This paper is based primarily on Design and Manufacture.

#### **Unit 4: Design and Making Practice (PROD4)**

This is a coursework module consisting of approximately 60 hours of individual study.

Students have to complete a design folder of a manufactures outcome

### **Career Links**

This course prepares students for careers in a wide range of areas including careers in design, the Arts, media, marketing, building and construction, ICT, advertising, printing, engineering, manufacturing and production.

### **Entry requirements**

A Grade C or better at GCSE in Resistant Materials or Textiles if it was studied at GCSE.

## **DESIGN & TECHNOLOGY - FOOD TECHNOLOGY**

### **Exam Board – AQA (2540)**

#### **Course Summary**

At AS, candidates will have the opportunity to study nutrition and design and making in the human context. Knowledge of food science and a wide range of materials and components used in the making of food products will be developed. Candidates will be given the opportunity to develop and solve a problem relating to food design and making. They will gain an understanding of industrial and commercial practices within the area of Food Technology.

At A2, the specification offers candidates the opportunity to further develop the knowledge and practical skills from AS. Candidates will continue to develop design work alongside an understanding of food science, processes and commercial food manufacture.

#### **Modules to be Studied and Assessment Arrangements**

The AS specification has 2 units:

Unit 1 : Assessment : 2 hour written exam; 50% of total AS

Unit 2 : Coursework : Approx 50 hours; 50% of total AS

The A2 specification has 2 units:

Unit 3 : Assessment : 2 hour written exam; 25% of total A Level marks

Unit 4 : Coursework : Approx 60 hours; 25% of total A Level marks

#### **Entry requirements**

A Grade C or better at GCSE in Food Technology if it was studied at GCSE.

#### **Other Information**

This course will require the student to bring in ingredients from home and therefore a financial commitment from the parent or guardian will be necessary.

## **DESIGN & TECHNOLOGY - PRODUCT DESIGN: GRAPHICS PRODUCTS**

**Board: Edexcel (9080)**

### **Course Summary**

Design and technology course seeks to develop a student's knowledge, understanding, skills and application for designing Graphic Products. It encompasses a wide range of disciplines, but is firmly rooted in the skills required to design and make high quality products. Products that are fit for purpose, satisfy wants or needs, enhance our daily lives and most importantly give students the opportunity to demonstrate their design and technology ability. We all want students to explore ideas of originality and value, to question and challenge, to envisage what could be, but equally we need them to achieve the results that will progress their careers. This new structure allows students to develop a range of skills and outcomes at AS which demonstrates their creativity and apply these to a design and make project at A2. The course will be assessed by both externally set examinations and internal assessment.

### **Modules to be Studied and Assessment Arrangements**

#### **AS units**

##### **Unit 1: Portfolio of Creative Skills (60% of total AS mark)**

Internally set and marked by the centre and externally moderated by Edexcel.

Students produce **one** portfolio that contains evidence of product investigation, product design and product manufacture. Photographic evidence must be supplied for the product(s) they have made.

##### **Unit 2: Design and Technology in Practice (40% of total AS mark)**

Externally set paper.

#### **A2 units**

##### **Unit 3: Designing for the Future (40% of total A2)**

Externally assessed examination.

##### **Unit 4: Commercial Design (60% of total A2 mark)**

Students design and make a product. This is evidenced in their design folder with photographic evidence of them making the product and of the final product itself.

### **Entry Requirements**

A Grade C or better if Graphic Products was studied at GCSE.

### **Career Links**

This qualifications links with a wide variety of careers including Graphic Design, work in the Arts and Media, Advertising and Printing, Theatre Design, Product design and development, Architecture and Product Manufacture.

## **DRAMA AND THEATRE STUDIES**

### **Exam Board - Edexcel**

#### **Course Summary**

This course will help students become well-rounded performers, with a balance of experiences and knowledge of a variety of different styles, practitioners and genres of theatre. The course will enable students to acquire knowledge and understanding of the language of drama and theatre, as well as develop their performing and analytical skills. Students will perform in devised, as well as scripted, pieces and study plays from the point of view of a director, designer, performer and critic.

#### **Modules to be Studied and Assessment Arrangements**

##### **Unit 1 : Explore Drama & Theatre : 20% of the A Level**

This unit introduces students to the content of plays written for the theatre. They will learn how to analyse plays so that they become familiar with the way written plays can be interpreted for performance. Both the practical work and the written coursework is marked internally and moderated externally.

##### **Unit 2 : Theatre Text in Performance : 30% of the A Level**

This unit offers the students the chance to demonstrate skills in a performance environment. Students will take part in a performance of a scripted play and in a monologue or duologue. Students have the option to choose either stage design or acting for the scripted performance.

##### **Unit 3 : Exploration of Dramatic Performance : 20% of the A Level**

This unit requires students to devise their own performances. They will be required to undertake an assessed performance in front of an audience, along with a piece of coursework showing development of the devising process.

##### **Unit 4 : Theatre Text in Context : 30% of the A Level**

This unit requires the students to examine a set text and a historical text through practical work and through the point of view of a director. The reflections and evaluations of this work is assessed by a written examination.

#### **Entry Requirements**

English Language GCSE grade C or better and a grade C or better in Drama if studied at GCSE.

#### **Career Links**

Can lead to further study in Drama, Theatre Studies or Performing Arts at Universities or Higher Education Colleges. Also compliments a range of subjects and is useful in building confidence, improving presentation skills and developing an awareness of the world around us, which are all vital skills in the modern work place.

## **ECONOMICS**

### **Exam Board - AQA 1141/2141**

#### **Course Summary**

Through this course students will be encouraged to develop an understanding of economic concepts and theories, through critical consideration of current economic issues, so as to appreciate their value and limitations in explaining real world events.

At AS students will develop an understanding of, and an insight into, micro and macro economics. At A2, students will study the impact of globalisation on UK economic performance and the effect of EU membership and economic policy on the UK economy.

#### **Modules to be Studied**

The course is divided into 4 modules with 2 covered in year 12 for the AS and then 2 more completed in year 13 for the full A level.

Unit 1 - Markets and Market Failure

Unit 2 - The National Economy

Unit 3 - Business Economics and the Distribution of Income

Unit 4 - The National and International Economy

#### **Assessment Arrangements**

All units are externally assessed.

Units 1 and 2 each involve 25 multiple-choice questions. This is followed in each case by 2 data response questions, from which students choose 1 on each paper.

Units 3 and 4 each involve 2 data response questions, from which students choose 1 on each paper. These questions will relate to the global context and the EU context. This is followed in each case by 3 essay questions, from which students choose 1 on each paper.

#### **Entry Requirements**

A grade C or better at GCSE level in both English Language and Maths.

#### **Career Links**

As a social science, Economics can be studied successfully alongside many other subjects and, as a result, career opportunities open to those who have studied the subject can be wide ranging. Students can follow degree-based courses as well as entering into advertising, banking, the police force and marketing, among other careers.

## ENGLISH LANGUAGE AND LITERATURE

### Exam Board - AQA (B)

#### Course Summary

If you enjoy reading, but would also like to develop your knowledge and understanding of English Language, as well as your skills of analysis and creative writing, then this course is a good option.

We study a range of texts from both classic and modern literature including plays, poetry and fiction. We also look at spoken language in both fiction and non-fiction, comparing the differences between speech and writing.

#### *Modules to be Studied and Assessment Arrangements*

The course is made up of four units, two are studied at AS and two at A2.

**Unit 1 – An Introduction to Language & Literature Study (Written Paper, 1 hour 30 minutes)** – you will learn a variety of techniques and technical terms associated with the analysis of English Language, including sentence structure and grammar; applying them to a range of spoken and written texts in an Anthology on the same theme.

**Unit 2 – Themes in Language and Literature (Coursework)** – you will study two texts\*, written at least one hundred years apart, to analyse how language changes over time. You will then complete two assignments.

**Unit 3 – Talk in Life and Literature (Written Paper 2 hours)** – we look at how everyday talk differs from dialogue in stories and plays. There are two questions in the exam.

**Unit 4 – Text Transformation (Coursework)** – you will be given the opportunity to show your knowledge of how texts work by transforming two literary (poetry, prose or drama) works from a prescribed list into a different genre.

#### Entry Requirements

Students should have achieved a grade C at GCSE in English Language.

#### Career Links

All careers welcome English as a subject, which develops communication skills. It is a particularly useful subject to study if you have an interest in following in a career in journalism, the media, the law, writing, publishing or teaching.

## ENGLISH LITERATURE

### Exam Board – AQA (A)

#### Course Summary

An accessible and inspiring course that encourages students to both enjoy and learn from the variety and richness of texts available to us in English Literature. The course consists of four units, two at AS and two at A2.

#### Modules to be Studied and Assessment Arrangements

At AS level you will study six texts- three in detail (one of each genre) and three texts for wider reading and contextual support, delivered mainly through extracts.

**AS Unit 1 : Texts in Context** (Written Paper : 2 hours/open book exam.) We will study. Option C - The Struggle for identity in Modern Literature. One poetry set text to be studied from a choice of three, plus wider reading.

**AS Unit 2 : Creative Study** (coursework 2000 words) This will be linked to the chosen area of study in unit 1. One set prose and one set drama text to be studied from a varied selection. The coursework folder will contain two pieces of writing, one on the selected prose text and one on the selected drama text. Option C - The struggle for identity in Modern Literature

**A2 Unit 3 : Reading for Meaning** (Written Paper 2 hours /closed book exam containing unprepared passages for close study, comparison and critical commentary) This final examination paper combines the skills and learning of the whole course. The topic for this unit is **Love through the Ages** and students will read the equivalent of three texts (using whole texts and extracts) Candidates will have the opportunity to read : The three genres of prose, poetry and drama; Literature written by both men and women; Literature through time (from Chaucer to the present day); Some non-fiction.

**A2 Unit 4 : Extended Essay and Shakespeare Study** (coursework 3000 to 4000 words) This will form an appropriate foundation for the work in unit 3. Three texts will be studied, the first a Shakespeare play, the other two will be of any genre. The coursework folder will contain two pieces of writing: An extended essay comparing two texts a shorter response to a chosen extract from the Shakespeare play.

#### Entry Requirements

To be accepted on this course students are required to have achieved at least a C grade at GCSE in English Language.

#### Career Links

A versatile qualification recognised by all universities for its rigour and relevance to the skills required in the workplace.

## **GENERAL STUDIES**

*(NOTE – This is not an optional subject)*

### **Exam Board – TBA**

### **Course Summary**

This qualification is excellent preparation for both employment and higher education, where a range of problems and conflicting perspectives have to be considered and reconciled. Through this process students will develop highly-valued study and communication skills. General Studies offers students the chance to gain a broader picture of the world, and to connect ideas and information from different disciplines.

### **Modules to be studied and Assessment Arrangements**

The exact arrangements are to be confirmed but to give an outline the course may be as follows:

At AS level students study Units 1 and 2 and at A level Units 3 and 4.

#### **Unit 1 : Challenges for society: 1.5 hour exam**

This unit explores the challenges facing society, whether they are scientific, technological or moral. It looks at such issues as nuclear power, genetics, climate change and global warming and asks what makes a humane society.

#### **Unit 2 : The individual in society: 1.5 hour exam**

This unit explores the individual in society and asks what influences behaviour and where values and opinions come from. It looks at such issues as developments in travel and new communication systems, peer groups, multi-culturalism, media influences, bloggers.

#### **Unit 3 : Change & progress: 1.5 hour exam**

This unit explores the nature of change and progress in different fields of human experience: art, science and technology. It looks at such issues as education, industrialisation, employment, changes in male and female roles, equality, inequality, migration and human rights.

#### **Unit 4 : Beliefs, values & responsibilities: 1.5 hour exam**

This unit explores the unifying themes of values and beliefs that societies develop to guide the behaviour of individuals and groups. It looks at such issues as religious belief, social norms, antisocial behaviour, deviance and creativity.

### **Entry Requirements**

The course, should it proceed, will be studied by all level 3 students but there are no specific qualifications.

## **GEOGRAPHY**

### **Exam Board – Edexcel**

#### **Course Summary**

The Geography course covers a range of both human and physical Geography units. It focuses upon the Geographical issues that are shaping our world today and developing the research skills needed to understand and manage these issues successfully. It is expected that students choosing this course will attend a residential fieldtrip in Dorset to help with the fieldwork investigative skills needed for unit 2.

#### **Modules to be studied and Assessment Arrangements**

At AS level students study Units 1 and 2 and at A level Units 3 and 4.

##### **Unit 1 : Global Challenges:** 1.5 hour exam - 30% of A level

2 sections: The World at Risk, which includes Global Hazards & Climate Change. Going Global, which includes the human issues related to Globalisation eg Migration, Global Companies and Sustainable Cities.

##### **Unit 2 : Geographical Investigations:** 1 hour exam - 20% of A level

Fieldwork and research activities focussing on: Crowded coasts, looking at coastal management and impacts of coastal flooding. Rebranding Places, studying the re-imaging and regeneration of both rural and urban areas.

##### **Unit 3 : Contested Planet:** 2.5 hour exam - 30% of A Level

The second section of the exam is based on pre-released information and expects students to draw together their geographical understanding to analyse issues and offer management solutions.

**Unit 4 : Geographical research:** 1.5 hour exam. 20% of A Level. This includes a pre-released research focus made available to students 4 weeks in advance of their exam and which would focus on a wide range of topics.

#### **Entry Requirements**

GCSE at C grade or better in Maths and English Language. If students have studied Geography they need to have achieved a grade C or better.

#### **Career Links**

Geography is an excellent subject to take in higher education. Students who study Geography are recognised as being capable of skilled data analysis and presentation coupled with effective communication skills. Geography students often find employment in Advertising, Education, Environmental Management, Financial Services, Law, Marketing, Retailing, Sales or the Social and Health Services.

## GOVERNMENT AND POLITIC

Exam board-Edexcel

<b><u>AS Unit 1 and 2 (compulsory)</u></b>  <b>Unit 1</b> -People and Politics <b>Unit 2</b> -Governing the UK	<b><u>A2 Optional Units 1, 2, 3 and 4</u></b>  <b>Unit 3</b> -Global structures <b>Unit 4</b> -Global Political Issues
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### Course Summary;

**At AS** –In Units 1 and 2 students will learn about: the nature of Democracy and political participation in the UK, political ideas, elections, the constitution, Parliament, the roles of the prime minister, cabinet, judicial independence, Civil liberties and the role of pressure groups in the political process.

**At A2**-In Unit 3 students will learn about: state sovereignty, globalisation of the economy and politics, global governance (UN, IMF), the role of the EU and world order. This is extended in Unit 4 to include wider global issues such as: sources of global conflict, the war on terror, problems of nuclear proliferation, neo-colonialism, the global poverty divide, corruption in governments, global warming and global environmental threats, the fundamentals of international law and human rights issues.

### Assessment.

**Unit 1** -80 min written exam, consisting of 2 questions from a choice of 4.

**Unit 2** -80 min written exam, consisting of 2 questions from a choice of 4.

**Unit 3**- 90 min written exam 3 short answer questions from a choice of 5.

**Unit 4**- 90 min written exam 3 short answer questions from a choice of 5.

### Career Links

Government and Politics is an excellent choice for a wide range of careers. An A level in this subject, will equip you for careers not just in politics but also in management, retail, accountancy, banking, and other professions. Its natural partner subjects are History, Philosophy and Ethics, Citizenship, Law and English.

### Entry Requirements

The minimum requirement for this course will be an English Language GCSE at grade C.

## **HEALTH AND SOCIAL CARE (SINGLE AWARD)**

**Exam Board - Edexcel (6938/01)**

### **Course Summary**

Health, Social and early years care is a vast and expanding area with a very wide range of opportunities for employment and further study. This course will give you a very good grounding in some of the major aspects of H.S.C. It will involve independent research of case studies, practical research skills, work experience / shadowing and give you a broad introduction to the health, social care and early years' sectors.

### **Modules to be Studied and Assessment Arrangements**

The AS Course consists of three modules : Human Growth and Development (Exam); Communication and Values (Portfolio); Positive Care Environments (Portfolio). The AS Module 1 is a study of a human life from birth until old age and all the various factors that impact upon the way in which the body develops, physically and mentally, as it passes through each of the life stages. Module 2 considers the communication skills necessary to work with people in care and the importance of making the right communication with service users. Module 3 investigates the factors required to set up a positive care environment and using a vocational placement the student considers how the placement follows and interprets national legislation.

The A2 Course consists of three Modules : (1) Meeting Individual Needs. (Exam); (assesses your knowledge and understanding of how health and social care services are structured and provided in the UK and how they meet individual needs). (2) Promoting health and Wellbeing (Portfolio) (learning about health promotion campaigns, you will plan, organise and carry out your own small-scale promotion and present it as a portfolio of coursework); (3) Investigating Disease. (Portfolio) (investigates concepts of health and disease, epidemiology, diagnosis, treatment and prevention of the spread of disease. A report of chosen diseases is produced as a portfolio).

### **Entry Requirements**

The minimum requirement for this course will be an English Language GCSE at grade C.

### **Career Links**

This qualification can lead to a variety of careers that involve various levels of caring of people's health and wellbeing, eg physiotherapy, paramedic, nurse, child carer, occupational therapist, neurologist, radiologist.

## HEALTH & SOCIAL CARE (DOUBLE AWARD)

Exam Board – Edexcel

### Course Summary

Health, Social and early years care is a vast and expanding area with a very wide range of opportunities for employment and further study. This course will give you a very good grounding in some of the major aspects of H.S.C. It will involve independent research of case studies, practical research skills, work experience / shadowing and give you a broad introduction to the health, social care and early years' sector.

### Modules to be Studied

The Double Award consists of 12 units :

In the AS units you will learn about:

- Unit 1 Human Growth and Development (exam)
- Unit 2 Communication and Values
- Unit 3 Positive Care Environments
- Unit 4 Social Aspects and Lifestyle Choices (exam)
- Unit 5 Activities for Health and Wellbeing
- Unit 6 Public Health

In the A2 units you will learn about:

- Unit 7 Meeting Individual Needs (exam)
- Unit 8 Promoting Health and Wellbeing
- Unit 9 Investigating Disease
- Unit 10 Using and Understanding Research
- Unit 11 Social Issues and Welfare Needs
- Unit 12 Understanding Human Behaviour (exam)

### Assessment Arrangements

- One third of the course is assessed by examination - 1½ hour papers.
- Two thirds of the course is assessed by portfolio coursework involving case studies, activities and individual research/visits, etc.
- You will learn to become a more independent and flexible learner with good I.T. and research skills.

### Entry Requirements

You need a C grade or better in GCSE English Language.

### Career Links

You could move on to study for a degree or BTEC Higher National Diploma in related subjects, or you could go on to relevant employment within health and social care services. This is an excellent course for students looking to a career in nursing, medicine, teaching, social work, early years careers, paramedics, etc. The course links well with 'A' level Psychology, Sociology, Biology, PE, Humanities, English, Media, ICT.

## HISTORY

### Exam board - Edexcel

6H101 – Unit 1 D3 & D4 (AS)

6H103 – Unit 3 D1 (A2)

6H102 – Unit 2 D1 (AS)

6H104 – Unit 4 CW7 (A2)

### Course Summary

A one or two year course based upon **Historical Themes in Breadth** (Unit 1), **British History in Depth** (Unit 2), **Historical Controversies** (Unit 3) and **Historical Enquiry** (Unit 4).

At AS level (yr12), the **Historical Themes in Breadth** Unit addresses two linked themes to show developments in power relationships, and requires assessment of historical explanations and their significance in the context of events, and individuals' ideas, attitudes and beliefs. The Unit focuses on *Russia in Revolution 1881-1924 and the change from Autocracy to Dictatorship* and *Stalin's Russia 1924-53*. The **British History in Depth** Unit concentrates on the relationship between *Britain and Ireland 1867-1922*, and is based on the challenge of nationalist ideas and movements and Britain's response.

At A2 level (yr13) the **Historical Controversies** Unit focuses on *the Challenge of Fascism*, when students will learn about Germany from Kaiser to Fuhrer 1900-45, developments in Germany and the controversies of German responsibility for the outbreak of the First World War, and the popularity and efficiency of the Nazi regime in the years 1933-39. The **Historical Enquiry** Unit involves an in-depth enquiry into the significance of *Rebellion and Disorder in Tudor England, 1485-1587*.

### Assessment Arrangements

At the end of year 12 there are examinations for Unit One and Unit Two. At the end of year 13 there is one examination for Unit Three (Historical Controversies), and the teacher will assess Unit Four, which is coursework.

### Entry Requirements

Grade C in English Language. Grade C in GCSE History preferred.

### Career Links

The skills of *source interpretation, analysis* and *cross-referencing* help students to think independently and express themselves. As a result History is a qualification which is respected by both employers and higher education institutions. With such skills students can enter a whole range of careers including law, journalism, broadcasting, personnel, banking, the economy, teaching etc.

## **INFORMATION TECHNOLOGY (OCR National Level 3 in ICT)**

**Exam board:**        **OCR**

### **Course summary**

This exciting new course offers students a wide experience of applied ICT. Six units must be taken over two years four of which are mandatory. The 6 unit certificate course is equivalent to 1 A level and offers the same number of UCAS points as an A level.

### **Modules to be Studied and Assessment Arrangements**

#### **Units taken in year 12**

**Unit 1** - Digital business communications - Students design and use typical business documents

**Unit 2** - Collaborative working - A collaborative planning exercise using ICT tools

**Unit 4** - Creating a digital showcase - A Flash based unit where students create an interactive multimedia product

#### **Units taken in Year 13**

**Unit 3** - Problem solving - This unit uses spreadsheets to analyse and communicate information

Plus two Optional units to be decided

#### **How will I be assessed?**

Assessment is coursework based with no examinations. Coursework will make considerable demands on your time and you will need to keep up to date.

#### **Career Links**

Through this course students learn to solve problems, make decisions, present and communicate information, manage projects, work with others while developing their ICT skills – all key skills in most careers.

#### **Entry requirements**

If ICT was studied previously students should have passed at GCSE grade C (or equivalent). A pass on the CIDA course is sufficient.

## LAW

### Exam Board - OCR AS/2 Law (H134 & H534)

#### Course Summary

You will study the legal system in England and Wales, as well as seeing how law changes over time. It is a stimulating and challenging course that will equip you with the skills of logic and reasoning & also give you an understanding of the way in which the Law influences our everyday lives.

#### Modules to be Studied

You will cover **four** units, divided equally over the two years:

**AS Level :** English Legal System : You will gain an overview of how both the civil & the criminal courts work and learn about the role played by both legal and lay personnel.

Sources of Law : You will look at how laws are created. This will include parliament's legislation, as well as the European Union and the role of the courts in creating law through judicial precedent.

**A2 Level :** Criminal Law : You will study a range of different offences, including offences against the person, principles of criminal liability, general defences (including insanity, duress and intoxication) & offences against property. Criminal Law Special Study : This will focus on a single theme from the English Legal System and relate it to one area of criminal law. The current topic is the defence and necessity. This will be pre-released to allow you and your teacher to explore it in class.

#### Assessment Arrangements

The course is assessed purely through **examination**. There will be a mixture of essay questions & problem questions.

#### Entry Requirements

You will require a grade C or better in English Language GCSE.

#### Career Links

Law is an excellent choice for a wide range of careers because of the emphasis on providing clear, analytical argument. Naturally it provides an excellent foundation for those wishing to follow careers in law, as well as many other professions. It is particularly useful for subjects like Criminology, Sociology, History and Business - related degrees, as well as more diverse professions such as Social Work or the Probation service. It is very widely accepted by universities.

## MATHEMATICS

**Exam Board: OCR Specification: AS – 3890 / A2 – 7890**

### Course Summary

For some the study of Mathematics is an essential pre-requisite for Higher Education, for others it is a subject they have always enjoyed and excelled at. One key aim of the course will be to encourage students to develop a deeper understanding of Mathematics, to promote confidence and foster enjoyment of the subject for its own intrinsic value. It will develop student's ability to reason logically, to generalise and to develop mathematical models.

### Modules to be Studied

Year 12 : Core 1, Core 2, Mechanics 1

Year 13 : Core 3, Core 4, Statistics 1

Module	Overview
Core1	Begins by developing familiar topics from GCSE, such as equations of lines, quadratics, and circles then extending these ideas to include calculus.
Core2	Develops the student's knowledge of trigonometry, sequences and integration to include series and area under a curve.
Core3	Explores functions, trigonometry and numerical methods and develops differentiation and integration techniques.
Core4	This module explores differentiation and integration further and includes the practical application of differential equations that occur at A' Level physics.
Mechanics 1	This module studies forces and Newton's laws of motion, kinematics of moving particles, linear momentum and equilibrium of a particle.
Probability and Statistics 1	This involves probability, representation of data, random variables and bivariate data.

### Assessment Arrangements

All modules are assessed through a written examination.

### Entry Requirements

Students will be expected to have a minimum of GCSE grade B, following the higher tier. Students who achieve a grade C following the higher tier will be considered for the course but will be required to attend an interview with the Head of Mathematics, having completed the work from the induction course over the summer.

### Career Links

If you are considering university courses, A Level Mathematics is essential for some degree options such as Physics, Computing and Engineering. Other students may feel the Mathematics would complement other A Level subjects such as the Sciences, Geography, Social Sciences.

## MATHEMATICS (FURTHER)

**Exam Board: OCR Specification: AS – 3892 A2 – 7892**

### Course Summary

This is a course for students who are fascinated by mathematics. Generally it develops the ideas studied at A level Mathematics to a higher level. It can be a very useful course for students considering mathematics or the physical sciences at a top university.

### Modules to be Studied

Module	Overview
Decision 1	A relatively new discipline in Mathematics, but nonetheless has its uses in modelling real life situations. This includes graph theory, networks and algorithms and linear programming.
Decision 2	This module extends the work completed in Decision 1 and extends to include game theory, flows in networks, matchings and allocation problems, critical path analysis and dynamic programming.
Further Pure 1	This module lays the foundation for degree courses. It includes complex numbers, matrices and series.
Further Pure 2	This module covers polar coordinates, hyperbolic functions and further techniques of differentiation and integration.
Further Pure 3	This module explores differential equations, vectors and complex number s in greater depth and introduces group theory.
Probability and Statistics 2	This module builds on the work completed in Probability and Statistics 1 and extends to include continuous random variables, the normal and Poisson distributions and hypothesis testing.
Mechanics 2	This module builds on the work completed in Mechanics 1 and extends to include projectile motion, collisions, centre of mass, motion in a circle and energy, work and power.

### Assessment Arrangements

All modules are assessed through a written examination.

### Entry Requirements

Students will be expected to have a minimum of GCSE grade A, students who achieve a grade B will be considered for the course but will be required to attend an interview with the Head of Mathematics, having completed the work from the induction course in the summer term.

## MATHS - USE OF MATHEMATICS (AS Qualification only)

### Exam Board - AQA

#### Course Summary

The applications of mathematics and statistics are key components of a wide range of subject disciplines both at A level and degree level. The ability to understand, evaluate and interpret data is essential in many vocational areas. This course is designed to develop these skills without getting into the more abstract area of mathematics. A key objective of the course is to develop mathematical models of real life situations and then use these models to interpret situations and make predictions. The course has been developed to cater for students wishing to study some mathematics at Advanced level for whom the ability to critically analyse data will be of value.

#### Modules to be Studied and Assessment Arrangements

<b>Working with Algebraic and Graphical Techniques</b>			
Coursework Portfolio		50% of Assessment	
Written Paper with short and extended answer questions		50% of Assessment 1 hour 30 minutes	
+			
<b>EITHER</b>		<b>OR</b>	
<b>Using and Applying Statistics</b>		<b>Modelling with Calculus</b>	
Coursework Portfolio	50% of Assessment	Coursework Portfolio	50% of Assessment
Written Paper with short and extended answer questions	50% of Assessment 1 hour 30 minutes	Written Paper with short and extended answer questions	50% of Assessment 1 hour 30 minutes
+			
<b>Applying Mathematics</b>			
Written Paper comprehension		30% of Assessment 1 hour	
Written Paper with short and extended answer questions		70% of Assessment 1 hour 30 minutes	

#### Entry Requirements

Students are expected to have achieved at least grade C in GCSE Mathematics.

#### Career Links

It is likely to prove attractive and useful to a wide range of students considering careers related to Physics, Social Sciences, Humanities, Business, Psychology, Health and Social Care and Leisure and Tourism.

## **MEDIA STUDIES**

**Exam Board - OCR**

**Specifications:** H140 (AS); H540 (A2)

### **Course Summary**

The course enables students to become involved in research, theories and ideas relating to the media; show evidence of independent study; and communicate effectively using media technology.

### **Modules to be Studied**

The A2 course is delivered through four modules

The course involves two **Practical Production** units, the **Foundation Portfolio** in Year 12, and the **Advanced Portfolio** in Year 13, which account for 50% of the final marks. The other units, accounting for the remaining 50% of marks, are **Key Media Concepts** in Year 12 and **Critical Perspectives in Media** in Year 13. As with GCSE, there is a good deal of 'hands on' activity, but students are also expected to produce in-depth analytical work.

### **Entry Requirements**

You require a grade C or better in English Language at GCSE.

The course is specifically designed to ensure progression from GCSE but it is not necessary to have taken GCSE Media Studies to be eligible for this course (although, of course, it is an advantage). If you have taken Media Studies at GCSE you will be expected to have achieved a grade C or above to begin the A level course.

### **Career Links**

Students who have studied Media Studies in the past have progressed on to higher and further education courses in broadcasting, film production and many other areas.

## MODERN FOREIGN LANGUAGES (FRENCH)

**Exam Board: WJEC**

### Course Summary

At AS and 'A' level all four language skills (Listening, Reading, Writing and Speaking) have to be developed and are of equal importance. Studying French involves learning vocabulary and grammar and individual conversation classes with our Foreign Language Assistant. There will be interactive learning, doing presentations, responding to texts, debates, arguing your point of view in the foreign language, responding to films and recordings from French television, radio or the internet. You will read British and foreign newspapers and become aware of current affairs issues in Europe and of recent European history. In the spring of year 12, we offer a work experience placement in France, during which students will have the opportunity to immerse themselves in the culture and thought processes via the language.

Students will develop their ability to learn independently, to research on the internet and to use other foreign language resources. The opportunity exists in the coursework for students to pursue their own interests in the foreign language whether in scientific developments, the arts or historical events.

### Modules to be Studied

AS Modules	Method of Assessment	A2 Level Modules	Method of Assessment
Unit 1: Speaking	Conducted by teacher and externally marked	Unit 4: Speaking	Conducted and marked by visiting examiner
Unit 2: Listening and Responding	Examination	Unit 5: Cultural Studies	Coursework
Unit 3: Reading and Responding	Examination	Unit 6: Listening, Reading, and Responding	Examination

### Entry Requirements

Students need to have achieved at least a grade B in French at GCSE.

### Career Links

The study of a language beyond GCSE opens up many possibilities. The most obvious opportunity is that of working abroad. Similarly, many companies in Great Britain now require knowledge of a European language as a condition of employment. Former students have gone on to employment in marketing, journalism, tourism, scientific research, medicine, teaching, law, the leisure industry and many more.

## MODERN FOREIGN LANGUAGES (GERMAN)

**Exam Board: WJEC**

### Course Summary

At AS and 'A' level all four language skills (Listening, Reading, Writing and Speaking) have to be developed and are of equal importance. What will studying a language beyond GCSE be like? It will involve vocabulary and grammar learning and individual conversation classes with our Foreign Language Assistant, who is a native speaker. There will be interactive learning, doing presentations, responding to texts, debates, arguing your point of view in the foreign language, responding to films and recordings from German television, radio or the internet. You will read British and foreign newspapers and become aware of issues in current affairs in Europe and of European history, particularly the recent past. In the spring of year 12, we offer a work experience placement in Germany, during which students will have the opportunity to immerse themselves in the culture and thought processes via the language.

Students will develop their ability to learn independently, to research on the Internet and to use other foreign language resources. The opportunity exists in the coursework for students to pursue their own interests in the foreign language whether in scientific developments, the arts or historical events.

### Modules to be Studied and Assessment Arrangements

<b>Exam Board: WJEC German</b>			
<b>AS Modules</b>	<b>Method of Assessment</b>	<b>A2 Level Modules</b>	<b>Method of Assessment</b>
<b>Unit 1:</b> Speaking	Conducted by teacher and externally marked	<b>Unit 4:</b> Speaking	Conducted and marked by visiting examiner
<b>Unit 2:</b> Listening and Responding	Examination	<b>Unit 5:</b> Cultural Studies	Coursework
<b>Unit 3:</b> Reading and Responding	Examination	<b>Unit 6:</b> Listening, Reading, and Responding	Examination

### Entry Requirements

GCSE German grade B or better is required for this course.

### Career Links

The study of a language beyond GCSE opens up many possibilities. The most obvious opportunity is that of working abroad, using the language learnt. Similarly, many companies in Great Britain now require knowledge of a European language as a condition of employment. Former students have gone on to employment in marketing, journalism, tourism, scientific research, medicine, teaching, law, the leisure industry and many more.

## MODERN FOREIGN LANGUAGES (SPANISH)

**Exam Board: WJEB**

### Course Summary

At AS and 'A' level all four language skills (Listening, Reading, Writing and Speaking) have to be developed and are of equal importance. What will studying a language beyond GCSE be like? It will involve vocabulary and grammar learning and individual conversation classes. There will be interactive learning, doing presentations, responding to texts, debates, arguing your point of view in the foreign language, responding to films and recordings from Spanish television, radio or the internet. You will read British and foreign newspapers and become aware of issues in current affairs in Europe and of European history, particularly the recent past. Students will also need to acquire knowledge about other Spanish speaking countries, i.e. South America. There might be the possibility of a work experience in Spain in the spring of year 12. Students will develop their ability to learn independently, to research on the Internet and to use other foreign language resources. The opportunity exists in the coursework for students to pursue their own interests whether in science, the arts or historical events.

### Modules to be Studied and Assessment Arrangements

<b>AS Modules</b>	<b>Method of Assessment</b>	<b>A2 Level Modules</b>	<b>Method of Assessment</b>
<b>Unit 1:</b> Speaking	Conducted by teacher and externally marked	<b>Unit 4:</b> Speaking	Conducted and marked by visiting examiner
<b>Unit 2:</b> Listening and Responding	Examination	<b>Unit 5:</b> Cultural Studies	Coursework
<b>Unit 3:</b> Reading and Responding	Examination	<b>Unit 6:</b> Listening, Reading, and Responding	Examination

### Entry Requirements

Students require a GCSE grade B in Spanish.

### Career Links

The study of a language beyond GCSE opens up many possibilities. The most obvious opportunity is that of working abroad. Similarly many companies now require knowledge of a European language. Former students have gone on to employment in marketing, journalism, tourism, scientific research, medicine, teaching, law, the leisure industry and many more.

## **MUSIC**

### **Examination Board – Edexcel**

#### **Course Summary**

The Music course for AS and A2 students demands performing, composing, listening and analytical skills in almost equal measure. Students will improve their skills in performing and composing in a range of styles. They will listen to a wide variety of music and develop a more informed appreciation of how and why it was written and/or performed. Students will be assessed through a combination of external exams and internal coursework.

#### **Modules to be studied**

At AS level students will study 3 units:

Unit 1 : Performance – Solo and Ensemble

Unit 2 : Composing

Unit 3 : Developing Musical Understanding

At A2 students will also study 3 units:

Unit 4 : Extended Performance

Unit 5 : Composing and Technical study

Unit 6 : Further Musical Understanding

Students have some choice within each Unit, mainly a focus on either classical or popular music. The lessons will contain both group work and individual study and also both written and practical work.

#### **Assessment Arrangements**

The units studied are assessed through a combination of internal and external methods.

Unit 3 and 6 are written exams lasting 2 hours.

#### **Entry Requirements**

Students should have already gained grade A\* - C in GCSE Music and should be able to perform on a musical instrument or voice to a minimum standard equivalent to Grade 5. A good understanding of theory is essential.

#### **Career Links**

The course will develop a deeper understanding of a wide range of music and help those students hoping to study Music or the Arts in Higher Education. It gives experience to those who wish to pursue a vocation in Music or the Arts and complements the study of a BTEC National Diploma Course.

## **MUSIC TECHNOLOGY**

### **Examination Board – Edexcel**

#### **Course Summary**

You will complete three Areas of study. These are The Principles and Practice of Music Technology, Popular Music Styles since 1910 and The Development of Technology-based Music. Through these Areas of Study you will learn how to: produce performances using sequencing software in a range of musical styles; develop the skills required to make high quality recordings of musical performances; learn how to compose and arrange using technology; develop your knowledge of the principles and development of music technology; learn how to control and interpret data.

#### **Modules to be studied**

At AS level students will study:

Unit 1a: Sequenced Realised Performance

Unit 1b: Multi Track Recording

Unit 1c: Creative Sequenced Arrangement

Unit 2 Listening and Analysing

At A2 students will study:

Unit 3a: Sequenced Integrated Performance

Unit 3b: Multi Track Recording

Unit 3c: Composing using Music Technology

Unit 4: Analysing and Producing

#### **Assessment Arrangements**

The units studied are all externally assessed. Units 1 and 3 are coursework and units 2 and 4 involve a written examination lasting 1 hour 45 minutes and 2 hours respectively.

#### **Entry Requirements**

Students preferably should have already gained grade A\*-C at GCSE Music and should be able to perform on a musical instrument to a standard equivalent to Grade 4. Although an important focus of the course will be jazz and popular music it is aimed equally at musicians who wish to use technology to realise traditional music and those who wish to exploit its potential for new music. Although there is no solo or group performance in this subject, students will need to show a high level of instrumental skill and a good understanding of music theory. Keyboard skills are needed.

#### **Career links**

An advanced GCE in Music Technology can lead to further study of music technology or performing arts at higher national or degree level. It can also help you on your way to a career in the music industry or to a technology/computer orientated career.

## **PHOTOGRAPHY**

### **Exam Board - Edexcel**

#### **Course Summary**

Photographic images, used by the mass media and the visual arts reflect some of the most complex ideas within society. By taking this course, students develop the ability to understand and communicate this visual information whilst learning the skills and techniques needed to express themselves through the medium of photography.

The course enables students to explore a range of photographic media, techniques and processes, using both traditional and digital technologies. Students will cover the areas of: portraiture, landscape photography, still-life, documentary photography, photo journalism, experimental imagery, photographic installation, video, television and film before choosing one or more of these areas to focus on.

#### **Modules Studied and Assessment Arrangements**

At AS, two units will be completed; a coursework portfolio and an externally set assignment. At A2, students will carry out a personal investigation for the third unit and an externally set assignment at the end of the course. Students will produce practical and critical/contextual work throughout the course.

Each of the units are assessed internally and externally moderated.

#### **Entry Requirements**

There are no formal entry requirements but ideally, students will have studied Art or Media Studies at GCSE. If not, students will need to have a genuine interest in photography.

#### **Career Links**

This course prepares students for further courses and/or careers in a wide range of areas including the Arts, media and advertising, in roles such as: freelance photographer, assistant, picture editor, teacher, cinematography or work in related fields such as print media, film or journalism.

## **PHYSICAL EDUCATION**

### **Exam Board – OCR**

**AS - H154 – Units G451, G452 (AS)**

**A2 - H554 – Units G453, G454 (A2)**

### **Course Summary**

The OCR PE specification takes a multi-disciplinary approach, encouraging the development of different methods of enquiry drawn from a wide range of disciplines, with the focal point being the performer and the performance. The specifications are based on the interaction between the theory and practice of Physical Education.

### **Modules to be Studied**

The course is divided into 4 modules with 2 covered in year 12 for the AS and then 2 more completed in year 13 for A2.

#### **Year 12 (AS)**

G451- An Introduction to Physical Education

G452- Acquiring, Developing and Evaluating Practical Skills in Physical Education

#### **Year 13 (A2)**

G453 - Principles and Concepts across Different Areas of Physical Education

G454 - The Improvement of Effective Performance and the Critical Evaluation of Practical Activities in Physical Education

### **Assessment Arrangements**

All theoretical units are externally assessed.

Practical units are internally assessed and moderated externally

### **Entry Requirements**

Grade C or better in GCSE Science.

### **Career Links**

The specifications provide a suitable foundation for specialist study in both Physical Education and Sports Studies in higher education and are also suitable qualifications for other areas of study. The specifications provide an excellent foundation for candidates intending to pursue careers in teaching and coaching, sports development, the leisure industry, recreational management, health, leisure and fitness and professional sport.

## PHYSICS

### Exam Board: OCR (Advancing Physics)

#### Course Summary

This Physics course has been designed to incorporate aspects of Physics that are interesting and relevant to the modern world. The carefully planned structure has the advantage that the order in which the work is covered, the experiments, the homework questions, and even the examinations, have been selected to dovetail together, and so reinforce each other. The AS and A2 courses are presented on a CD ROM which contains all the experimental details, questions and software based activities you need. Students are encouraged to discuss the ideas involved in Physics and carry out experiments in small groups. You must be prepared to write up these experiments and communicate findings to others.

#### Modules to be Studied and Assessment Arrangements

AS Modules	Method of Assessment	A2 Level Modules	Method of Assessment
<b>Unit 1</b> Physics in Action	External assessment Written exam: 1hour	<b>Unit 4</b> The Rise and Fall of the Clockwork Universe	External assessment Written exam: 1hour 15 minutes
<b>Unit 2</b> Understanding Processes and Experimentation & Data Handling	External assessment Written exam: 1hour 45 minutes	<b>Unit 5</b> Field Particle Pictures and Advances in Physics (synoptic element)	External assessment Written exam: 2 hours
<b>Unit 3</b> Physics in Practice	Internal assessment  Two short pieces of coursework	<b>Unit 6</b>  Practical Investigation Research Briefing	Internal assessment  Two pieces of coursework

#### Entry Requirements

Two Sciences and Maths GCSE grade C or better. It is not necessary to study 'A' level Maths to do Physics but you must be able to learn to rearrange formula and handle difficult numbers work. Use of Mathematics AS level would cover all the essential mathematics for Physics A level.

#### Career Links

Physics is a desirable subject to have at 'A' level and amongst the many possible careers it may support are engineering, management, banking and accountancy. Don't forget that girls with qualifications in this area are very much in demand!

## PSYCHOLOGY

### Exam Board – AQA ‘A’

#### Course Summary

Psychology is the science of the mind. The human mind is the most complex machine on Earth. It is the source of all thought and behaviour. In Psychology 'A' Level we will study the main approaches Psychologists use and learn how to use them. The course looks at how individuals behave, how their behaviour is measured and what factors influence their behaviour.

Some of the questions you will look at are: “How do we remember and why do we forget?”; “What is abnormality?”; “What causes eating disorders?”; “How do we form relationships and why?” “How do we manage stress and what makes people aggressive?”

#### Modules to be Studied and Assessment Arrangements

AS Modules	Method of Assessment and Weighting	A2 Level Modules	Method of Assessment
<b>Unit 1 :</b> Cognitive psychology; Developmental psychology; Research methods	Exam : 1 hour 30 minutes including short answers  Weighting: 25% of A Level 50% of AS Level	<b>Unit 3 :</b> Topics in Psychology from: Biological rhythms and sleep, perception, relationships, aggression, eating behaviour, gender, intelligence & learning and cognition & development	1 hour 30 minutes written exam  Weighting: 25% of A Level
<b>Unit 2 :</b> Biological psychology; Social psychology; Individual differences	Exam: 1 hour 30 minutes including short answers  Weighting: 25% of A Level 50% of AS Level	<b>Unit 4 :</b> Psychopathology, Psychology in action and Research Methods	2 hour written examination  Weighting: 25% of A Level

#### Entry Requirements

Students would be expected to have achieved a grade C or better in English Language and Mathematics GCSE.

#### Career Links

Psychology A level is flexible and will equip you with the skills to study just about any subject or enter a job requiring some level of understanding about human behaviour. Careers such as Teaching, Social Work, Law, Business, Healthcare and many more will benefit from some psychological knowledge.

## **RELIGIOUS EDUCATION (PHILOSOPHY AND ETHICS)**

**Exam Board – OCR (Philosophy and Ethics) H172 / H572**

### **Course Summary**

This is a course based upon Philosophy of Religion and Religious Ethics (the religious content in minimal).

### **Modules to be Studied**

At AS level (Year 12) the Philosophy element contains the traditional arguments that attempt to prove the existence (or not) of a God and Greek/Jewish influences on the philosophy of religion. In addition to these we study challenges to religious belief from science and the problem of evil. The Ethics element contains the various major ethical theories including Kantian ethics, Utilitarianism and Natural Law and in depth analysis of issues such as abortion, genetics, euthanasia and war.

At A2 level (Year 13) we study the nature of religious language, religious experience, miracles, life after death, the nature of the soul and the nature of God. The Ethics element includes meta-ethics, free will and determinism, the conscience, virtue ethics and additional moral issues such as environmental and business ethics and sexual ethics.

### **Assessment Arrangements**

All are assessed through a written examination, two at the end of year 12 and two at the end of year 13.

### **Entry Requirements**

Grade C or better in English Language and RE (short course or full course).

### **Career Links**

A powerful entry into university. The A level enhances students' abilities to think and express themselves. Self-confidence is therefore a bi-product of the two-year course and, as such, the students can enter a whole range of careers including personnel, banking, the economy, law, nursing etc.

## **SOCIOLOGY**

### **Exam Board - AQA**

#### **Course Summary**

Sociology is the study of society and its institutions e.g. families, education, religion and media. It also allows us to understand the differences and divisions in society in the context of ethnicity, class and gender.

#### **Modules to be Studied**

Some of the questions we ask are:

- Why do we need our families? What is the function of parents?
- What is the function of education? Why do some students achieve higher than other's?
- Do we need religion in today's society? What is the function of religion?
- Why do people commit suicide and how do we research it? Why are some people more likely to fall into the pattern of crime?

<b>Unit</b>	<b>Title</b>	<b>Weighting of Module</b>
1	Families and Households	20%
2	Education and Research Methods	30%
3	Beliefs in Society	20%
4	Crime and Deviance	30 %

#### **Assessment Arrangements**

All modules are examined through a written paper.

#### **Entry Requirements**

Students require a Grade C or better in English Language GCSE.

#### **Career Links**

Sociology develops the skills of reasoning, discussion, empathy and debate which are key employability skills. Students have progressed in many different professions including teaching, social work, law, business and health care.

## **TRAVEL & TOURISM**

**Exam Board - Edexcel 8791/9791**

### **Course Summary**

This course provides a general introduction to the diverse and dynamic nature of the Travel and Tourism industry. It will give students an insight into some of the issues that influence the industry and how the industry may need to respond.

### **Modules To Be Studied**

The course is divided into 6 modules with 3 covered in year 12 for the AS and then 3 more completed in year 13 for the full A level.

#### *Year 12 (AS)*

Unit 1 - The Travel and Tourism Industry

Unit 2 - The Travel and Tourism Customer

And **EITHER**

Unit 3 - Destination Europe **OR** Unit 4- Destination Britain

#### *Year 13 (A2)*

Unit 7 - Responsible Tourism

Unit 8 - Current Issues in Travel and Tourism

And **EITHER**

Unit 9 - Working in Travel & Tourism **OR** Unit 10 - Promotion & Sales in Travel and Tourism

### **Assessment Arrangements**

Students are assessed through a combination of internal portfolio work and external examination.

### **Entry Requirements**

There is no requirement to have studied a Tourism related subject at GCSE, however if a GCSE level Tourism related subject has been studied, a grade C would be expected.

### **Career Links**

Travel and Tourism provides an introduction to and a good foundation for further study for those wishing to follow careers within the industry. It may also allow students to progress into Modern Apprenticeships in Travel services or to relevant employment.

## **ONE-YEAR VOCATIONAL COURSES (BTEC FIRST CERTIFICATES)**

We currently offer BTEC First Certificates in Business, Travel and Tourism, Health and Social Care, Children's care, Media, Art & Design, Sport & ICT. Next year we are planning to offer these subjects plus others which may include Applied Science, Countryside & Environment, Performing Arts and Public Services. The final list is however yet to be finalised.

Vocational Courses are one-year and are aimed at students who don't have enough good passes at GCSEs to get on 'A' Level courses but still want to continue their education at school and improve their prospects. Many past students have gone on to Advanced level study at school or College after taking Vocational Courses. **You will choose 3 of these subjects to study.**

Many more options are open to you than with one or two GCSEs. BTEC FIRST CERTIFICATES are equivalent to 2 GCSE grades A\*-C and will open up a wide range of opportunities for students.

### **How will I be taught?**

By a wide range of methods based on assignment tasks. You will learn to become a more independent learner and also be able to work and solve problems in a group. Work Experience, visits, talks, video, Internet and presentations are all used in Vocational Courses. You have to produce assignments with teacher guidance – most assignments are a mix of individual research and case studies / surveys. We encourage you to make good use of ICT and vocational contacts.

Please note that in the Health & Social care and the Children's Care courses you will be required to undertake a work experience placement as part of the course.

### **How will I be assessed?**

You will complete three Units altogether. These are assessed internally via assignments and presentations. **There are no exams.** Your work is graded at Pass, Merit or Distinction, i.e. grades C, B or A

### **BTEC First Diplomas will give you:**

- A new start on new subjects.
- Different teaching methods and more independence.
- Work Experience and vocationally based learning
- Mainly internal 'coursework' assessment.
- A second chance after GCSEs to improve your prospects and career options.
- A route to level 3 study (AS levels)

## **BTEC FIRST CERTIFICATE IN ART AND DESIGN**

**Exam board: Edexcel / BTEC**

**Overview:** BTEC Art and Design is a one year course, equivalent to two GCSEs grade A\*-C. It will enable you to develop your Art, Design and research skills as you work to a brief, as well as giving you an insight into what it is like to work in the field of Art and Design.

**Course Content:** Over the year you will study 3 units. These will help you develop your 2D and 3D skills as you work from a variety of sources. You will investigate a range of Artists, Craftspeople and Designers as well as making a number of visits to galleries and museums. This will build a context for your own individual ideas and original Art and Design work.

**Method of Assessment:**

BTEC Art and Design is 100% coursework. At the end of each unit you will be awarded a mark of Pass, Merit or Distinction and also given feedback on how you can improve your level.

## **BTEC FIRST CERTIFICATE IN BUSINESS**

**Exam Board- BTEC/Edexcel**

### **Course Summary**

The BTEC First Certificate is a Level 2 course. Successful students will achieve a Pass, Merit or Distinction. This is equivalent to 2 GCSEs grade A\*-C. Through this course students will be encouraged to develop an understanding of the business world, how businesses operate, and how they can apply concepts to real situations.

### **Modules To Be Studied**

The course is divided into 3 modules made up from 1 core unit and 2 specialist units

#### **CORE UNIT**

Unit 1- Exploring business purposes

#### **SPECIALIST UNITS**

Unit 2- Developing customer relations

Unit 5- People in organisations

### **Assessment Arrangements**

All units are internally assessed through portfolio work.

### **Entry Requirements**

There is no requirement to have studied a Business related subject at GCSE to study the BTEC First Certificate in Business.

### **Career Links**

After successfully completing this course, students are able to study level three courses including BTEC National Diplomas and A Levels.

## **BTEC FIRST CERTIFICATE IN HEALTH AND SOCIAL CARE**

**Exam board – Edexcel/BTEC**

### **The Course**

Study of the BTEC qualification is made up of three Modules; -

- 1) Communication and individual rights within the Health and Social Care Sectors, Human Growth and Development. (Core)
- 2) Individual Needs within the Health and Social Care Sectors.(Core)
- 3) Vocational Experience in a Health and Social Care setting. (Specialist)

### **Assessment**

Each module will be assessed internally. Each student will complete a portfolio of work to match stated criteria. Each assignment of work consists of a series of smaller tasks that match the fixed criteria. You will work through a series of tasks in each assignment and completed assignments will make up a portfolio of evidence marked according to criteria as Pass, Merit, or Distinction.

### **What is to be studied**

#### **Unit 1**

This module considers ways of promoting good communication in care settings and emphasises how it is vitally important that information is passed around accurately in a health setting. Barriers to communication, equality and diversity in society are discussed and the importance of the care value base.

#### **Unit 2**

This module considers the individual factors influencing the health and needs of individuals. It highlights hazards in health and social care environments along with how the health and safety legislation is implemented.

#### **Unit 3**

This module includes the process of applying for a job, creating CV's and letters of application, preparing and attending an interview. Attending a vocational placement for a minimum of 60hrs during which time you will develop interpersonal skills and produce a review of your time spent working.

### **Work experience**

There will be a vocational placement to give you first hand work experience in a care setting. Your experience will provide you with a sound base qualification for a variety of career areas ;- nurse, counsellor, chiropodist, care worker , health visitor and many other National Health careers.

## **BTEC CHILDREN'S CARE, LEARNING AND DEVELOPMENT**

**Exam board – Edexcel/BTEC**

### **The Course**

Study of the BTEC qualification is made up of three core Modules;-

- 1) Understanding Children's Development
- 2) Keeping children Safe
- 3) Communication with Children and Adults.

### **Assessment**

Each module will be assessed internally. Each student will complete a portfolio of work to match stated criteria. Each assignment of work consists of a series of smaller tasks that match the fixed criteria of Pass, Merit and Distinction. They will work through a series of tasks in each assignment and completed assignments will make up a portfolio of evidence.

### **What is to be studied**

#### **Unit 1**

This unit introduces you to the pattern of growth and development that children follow. Learn to understand the importance and role of observing children and the required planning of activities that are needed to support children's needs.(30hrs class+30hrs Vocational placement)

#### **Unit 2**

It is very important that if you are considering working with children you know how to provide a safe, secure environment for children to be in. The main purpose of this Unit is for you to find out what you need to know and be able to do in order to help to keep children of all ages safe both in child care settings and during outings.(60hrs class)

#### **Unit 3**

Communication skills are a central point of all work with children in any care or education setting. In this Unit you will learn about the key features of effective interpersonal communication with children, adults, parents and other care workers.(30hrs class +30hrs Vocational placement)

### **Work experience**

The BTEC Certificate Level 2 requires a suitable vocational placement in an educational care setting to provide information for Units 1+3.

Your experience will provide you with a sound base qualification for a variety of career options ;- further study of a Level 2 Diploma or a level 3 qualification, care worker in nursery /pre-school, nurse in nursery /pre-school.

## **BTEC FIRST CERTIFICATE IN ICT**

**Exam board – Edexcel / BTEC**

### **Course summary**

The BTEC First Certificate is a GCSE equivalent course taken over one year that is entirely examined via submission of coursework portfolios.

### **Modules to be studied**

It offers an interesting range of ICT topics including:

- Website creation
- Spreadsheets
- Databases
- Business documentation and systems.

### **Assessment arrangements**

Assessment is 100% coursework through a variety of reports and presentations.

### **Entry Requirements**

There is no requirement to have studied an ICT related subject at GCSE to study the BTEC First Certificate in ICT.

### **Career links**

It prepares you for more advanced courses in ICT and gives excellent coverage of business related ICT topics. Students taking this course have found it stimulating and challenging. The course is suitable for students who have not taken ICT to GCSE and for those who may wish to retake ICT post-16.

## **BTEC FIRST CERTIFICATE IN MEDIA**

**Exam Board: Edexcel / BTEC**

One compulsory unit: **Research for Media Production**

Two further units: **Video Production** and **Advertising**

Each unit has equal value.

### **Research for Media Production**

Will develop initial skills in research techniques, concentrating on research methods and techniques, how to identify sources of information and how to use them to gather relevant material.

### **Video Production**

Introduces learners to the techniques and technology of video-based production work, resulting in a complete video production.

### **Advertising Production**

Introduces learners to the techniques of advertising, shows them how develop ideas for advertisements, and how to plan and produce advertisements in a selected medium. (We will be focusing on TV Advertising as a follow on from Video Production.)

### **Assessment and grading**

This is based on a combination of practical work (including pre-production, production and post-production tasks) and evaluations or commentaries on the part of the candidate. These evaluations do not necessarily have to be written - they can be oral, or in the form of a video diary, a PowerPoint presentation, etc. **There are no exams it is 100% coursework.**

### **Careers:**

This may lead onto further study at school or college in related study.

## **BTEC FIRST CERTIFICATE IN SPORT**

**Exam board – Edexcel / BTEC**

### **Course Summary**

The Edexcel Level 2 BTEC First certificate in Sport is a 180 guided learning hour qualification which offers a bite-sized opportunity for learners to experience a vocational qualification. The BTEC First Certificate offers a focused vocational qualification for learners who wish to follow a shorter programme of study related to an aspect of employment that they might wish to move into; or a taster qualification which can extend their programme of study and provide an initial experience of a vocational area. This will also enable learners to a higher level qualification relevant to the sector.

### **Modules To Be Studied**

The course is divided into 3 modules.

Unit 1 – The Body in Sport

Unit 2 – Health, Safety and Injury in Sport

Unit 6 – Practical Sport

### **Assessment Arrangements**

The course is 100% coursework based. This coursework is externally moderated.

### **Entry Requirements**

Regular commitment to extra-curricular sporting activities

### **Career Links**

The BTEC Sport provide a suitable foundation for coaching, sports development, the leisure industry, recreational management, health, leisure and fitness.

## **BTEC FIRST CERTIFICATE IN TRAVEL AND TOURISM**

**Exam Board- BTEC/Edexcel**

### **Course Summary**

The BTEC First Certificate is a Level 2 course. Successful students will achieve a Pass, Merit or Distinction. This is equivalent to 2 GCSEs grade A\*-C. Through this course students will be encouraged to develop an understanding of the travel and tourism industry, how businesses within the industry operate, and how they can apply concepts to real situations.

### **Modules To Be Studied**

The course is divided into 3 modules made up from 2 core units and 1 specialist unit.

#### *CORE UNITS*

Unit 1-The UK travel and tourism industry

Unit 2- Exploring customer service in travel and tourism

#### *SPECIALIST UNIT*

Unit 3- UK travel and tourism destinations

### **Assessment Arrangements**

All units are internally assessed through portfolio work.

### **Entry Requirements**

There is no requirement to have studied a Tourism related subject at GCSE to study the BTEC First Certificate in Travel and Tourism.

### **Career Links**

After successfully completing this course, students are able to study level three courses including BTEC National Diplomas and A Levels.

**OTHER BTEC COURSES OFFERED:**

In addition to the above courses we are considering offering the following courses at level 2. Further details of these courses will be available at a later date

**BTEC FIRST CERTIFICATE IN APPLIED SCIENCE**

**BTEC FIRST CERTIFICATE IN COUNTRYSIDE & ENVIRONMENT**

**BTEC FIRST CERTIFICATE IN PERFORMING ARTS**

**BTEC FIRST CERTIFICATE IN PUBLIC SERVICES**

## WHAT HAPPENS NEXT?

Once you have read the prospectus and attended the 6<sup>th</sup> form Open evening on Thursday December 4<sup>th</sup> the following will take place;

Week beginning 15 <sup>th</sup> December	Interview in school to discuss options and make initial choice
17 <sup>th</sup> January 2009	Year 11 consultations – discuss choices with subject teachers
Week beginning 26 <sup>th</sup> January 2009	Year 11 mock exams
January – March	Further individual interviews to discuss options as required
Late March	Option blocks finalized and confirmation of option choices
June 25 <sup>th</sup> & 26 <sup>th</sup>	6 <sup>th</sup> form induction & further interview
2 <sup>nd</sup> September 2009	Enrol and further interviews to discuss final choices

If you or your parents please do not hesitate to contact the school. Key contacts are:

Mr D Osgood (Head of 6<sup>th</sup> Form)      [osgoodd@queensbury.beds.sch.uk](mailto:osgoodd@queensbury.beds.sch.uk)  
Mrs S Jones (Head of Year 11)      [jonessian@queensbury.beds.sch.uk](mailto:jonessian@queensbury.beds.sch.uk)  
Mrs J Price (6<sup>th</sup> Form Secretary)      [pricej@queensbury.beds.sch.uk](mailto:pricej@queensbury.beds.sch.uk)

School telephone number:      01582 601241  
School fax number:      01582 476988  
Website address:      [www.qusonline.com](http://www.qusonline.com)