



THE BEST THAT I CAN BE



**WEST HATCH HIGH SCHOOL
SIXTH FORM PROSPECTUS
SEPTEMBER 2010**



The Best That I Can

Thank you for showing an interest in West Hatch High School. We have a vibrant Sixth Form with over 365 students and a great deal to offer you.

We have high expectations of all our students and provide them with the best teaching and support a dedicated staff can offer. You will get a first rate Post 16 education, through a wide ranging curriculum of A-Level subjects, Advanced Applied Business, BTec National Diploma in Sport, Cache Level 3 Diploma in Child Care and Education as well as DIDA (Level2), Level 2 OCR National Business and Level 2 OCR National Science.

In addition, West Hatch has created a warm, friendly atmosphere and your learning will be improved by the enrichment activities and General Studies/PSEC that ensure a balance in your life. Any clubs or societies you wish to initiate will be genuinely welcomed or you can join in those already in existence and make your mark! You will have opportunities through community service, being a Prefect and participating in Young Enterprise to develop your interpersonal and leadership skills.

West Hatch is a designated Business, Enterprise and Humanities College and this specialist status enables us to embrace a culture of enterprise to extend choice in the curriculum and make business and the spirit of enterprise integral to the learning experience. We provide opportunities for the study of business and enterprise subjects, both academic and vocational and enhance and widen the career aspirations of our students through business links and opportunities to experience business first hand through contacts with business and commerce. We have now been designated for Humanities as a second specialism.

Staff and pupils value each other here and work hard in a positive environment. We have a dedicated Sixth Form Centre, including a library and study area with Study Supervisor and computer facilities, as well as a common room.

If you are a person with commitment, imagination and something worthwhile to contribute then

WE WANT YOU HERE IN WEST HATCH SIXTH FORM!

Our Sixth Form Open Evening will be held on **Thursday 12th November 2009 at 7:00 pm**. Application forms must be submitted by **Friday 11th December 2009**. Applications received after this date will not usually be considered. The Sixth Form Open Evening will begin at 7:00 pm with a general talk for external applicants and their parents, to be repeated at 8:00 pm for current West Hatch students and their parents.

We look forward to meeting you.

Frances Howarth
Headteacher

George Green
Director of Sixth Form

ADMISSION TO THE SIXTH FORM

West Hatch is proposing to admit up to 189 students including 50 students from other schools in Year 12. The school will admit students to the Sixth Form where it is able to offer a programme from which they will benefit and for which they are suitably qualified. With respect to AS/A2s they need to attain 5 or more A*-Cs at GCSE with at least 4 Bs overall in those subjects they are currently studying and wish to study at A level. In addition there are some new courses with different entrance qualifications. In the event of over-subscription the school will firstly give priority to pupils currently attending the school and secondly to those living nearer the school being accorded the higher priority.

The Curriculum at West Hatch

“The outstanding Sixth Form curriculum offers a broad range of academic and vocational opportunities that meet the needs of students very well.” Ofsted March 2009

Courses of study here at West Hatch aim to get the best out of each student, encouraging breadth and depth without compromising rigour or levels of achievement.

We expect our A Level students to choose **four** AS Level courses in Year 12, and continue with **three** subjects to A2 in Year 13. More able students may wish to pursue all **four** subjects. Students also follow a course in General Studies AS in Year 12.

Courses of study in Advanced Business, Level 2 Business, Level 2 Science, DIDA and the CACHE Diploma are full time stand alone courses that **preclude** study of AS subjects. Progression opportunities are available for students taking Level Two courses. All courses aim to develop the skills of analytical and comparative thinking which are essential to success in higher education and the workplace.

Students will, therefore, need to indicate their four choices of AS subjects on the application form. In considering these choices, students may already be clear about which A2 subjects they wish to pursue and choose a fourth AS to give breadth. Equally, they may consider all as possible A2 subjects and make their choice about whether to drop a subject or maintain all four at the end of Year 12.

Curriculum Offers 2009 – 2010

“Students enjoy their Sixth Form studies and comment that teaching is well matched to their needs.” - Ofsted March 2009

We offer a variety of routes through the Sixth Form - a wide menu from which to select, so that the resulting course is tailored to meet the interests and needs of each student.

In broad terms, we are offering:

- GCE Advanced Levels (Level 3) in 25 subjects
- CACHE Level 3 Diploma in Child Care and Education
- BTEC National Diploma in Sport (Development, Coaching & Fitness)
- OCR National Business at Level 2 and Double GCE in Advanced Applied Business (Level 3)
- OCR National Science at Level 2
- DIDA Level 2
- Use of Mathematics AS level
- An opportunity to resit Maths and English GCSE (Level 2), which is only available to students who are studying another course at the Sixth Form
- A core course in General Studies/PSEC for all students which includes opportunities for work shadowing and participation in various activities. Some students will also take the Extended Project.
- Enrichment activities

Students do best at the subjects they have enjoyed at GCSE and had success in, but they are asked to make sure they are fully aware of what is involved in study at post 16. Above all, students must be prepared to make their studies a priority and to work hard for the duration of their course.

LEVEL 3 COURSES

| | | |
|---|---|--|
| Art and Design | Biology | Business Studies |
| Business – Advanced Applied | CACHE- Level 3 Diploma in Child Care and Education | Chemistry |
| Design and Technology (Product Design) | Drama & Theatre Studies | Economics |
| English Language | English Literature | English Language and Literature |
| French | General Studies | Geography |
| German | History | Information Technology |
| Mathematics | Mathematics – Use of Mathematics | Media Studies |
| Music | Performing Arts | Physical Education |
| BTec National Diploma in Sport (Development, Coaching & Fitness) | Philosophy & Ethics | Physics |
| Psychology | | |

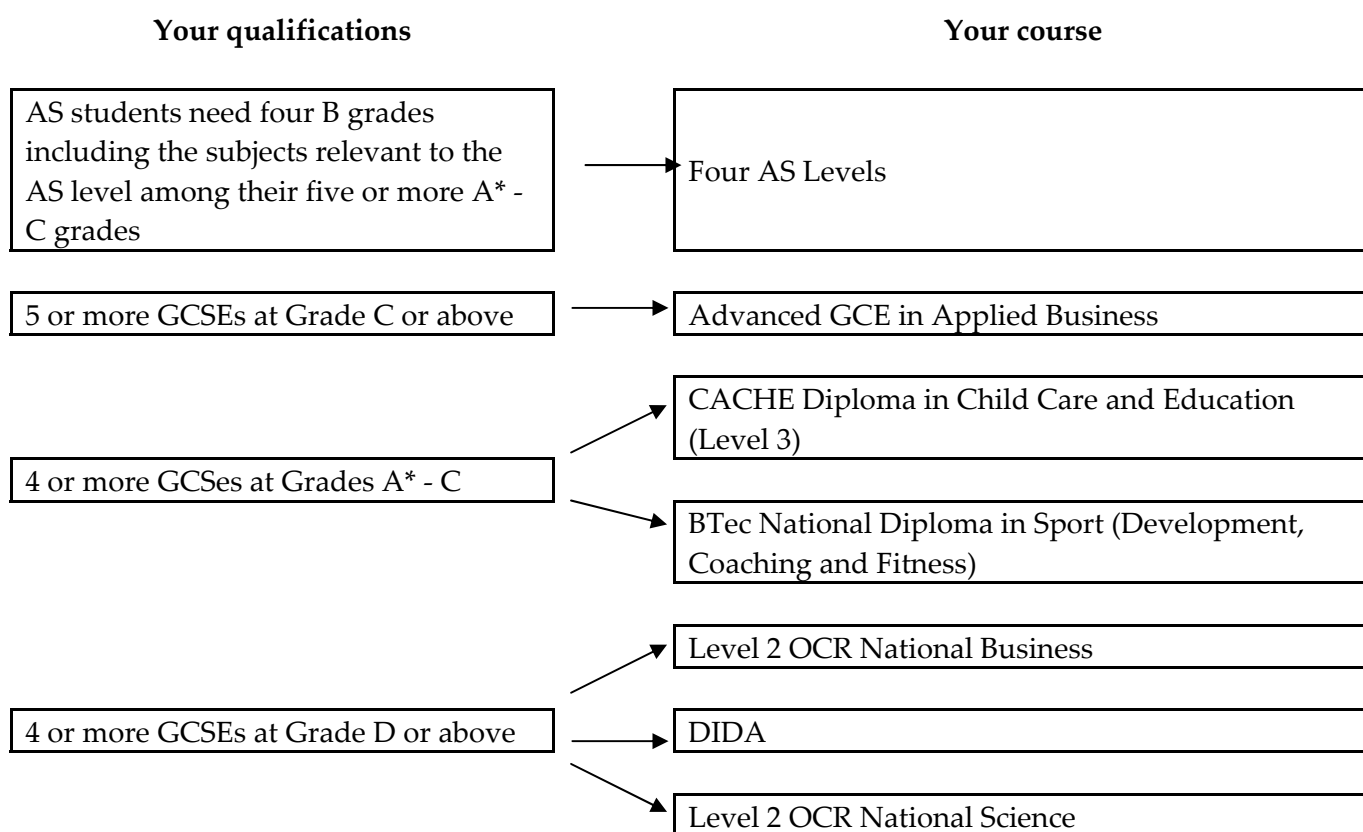
LEVEL 2 COURSES

| | | |
|---------------------------------------|---------------------------------------|-------------|
| Business- Level 2 OCR National | Science – Level 2 OCR National | DIDA |
| GCSE (re sits) Maths | GCSE (re sits) English | |

Entry Requirements

“Whatever their backgrounds and previous levels of attainment, there are no significant variations in rates of progress made by different groups of pupils at the school”. – Ofsted March 2006

The curriculum you follow will depend on a combination of your GCSE results, your aspirations and timetable organisation. You will need to consider carefully, after discussion with your parents and teachers **which course is most suitable for you.**



Students who have not achieved a Grade C or above in Mathematics and English Language GCSE, will be offered the opportunity to resit these Level 2 qualifications. Students who do not have English and Mathematics GCSE at C grade or above **will be expected** to resit these qualifications. Resitting English and Mathematics GCSE is only an option for students taking a course of further study in West Hatch Sixth Form and cannot be studied on their own.

Monitoring of Pupil Performance

At various times during your course, you will receive feedback from staff on how you are doing, which as well as marking of your work includes:

- ◆ A 'Progress Check' in the Autumn and Spring terms followed by an Academic Review Day
- ◆ An opportunity for you and your parents to have an appointment with your subject/course tutors during the year.

In addition, at West Hatch we offer through our academic mentoring process an opportunity for pupils to meet at set times in the year with their Form Tutor to discuss in detail their performance and progress, where clear targets are agreed upon and reviewed at the next meeting. Continuation from AS Level to A2 Level depends on achieving a grade A – E in module examinations and performance in line with the potential shown by target grades. Students who do not achieve a grade A – E will be offered a personal interview to discuss an appropriate way forward. Continuation from Level 2 to Level 3 courses depends on achieving the relevant grades for entry to AS Level or to other courses with similar outcomes.

Students will be encouraged to resit modules to get the best grades they can but they will be expected to pay for these. Resitting examinations is at the discretion of the Head of Subject and it is imperative therefore that student make every effort to gain the best grades they can at the first attempt.

In addition, **a minimum of 95% attendance is expected from all students who study at West Hatch Sixth Form. Progress to A2 or onto other courses is as dependent on this as well as academic performance.**

Sixth Form Life

“The high quality guidance includes an extensive range of activities relating to higher education and future careers.” – Ofsted March 2009

The Sixth Form offers an environment in which students can develop and organise their lives for adulthood. The individual student is an integral part of the whole school community but will have room to develop their own identity.

Expectations and Sixth Form procedures are clearly set out in a Study Planner issued at the start of Year 12 and this assists the transition to study at Key Stage 5. An obligatory taster/team building Sixth Form induction programme soon after GCSE examinations are completed, will help prepare the groundwork for Sixth Form study, as well as a taster for team building events to meet and establish a close relationship with your peers.

Facilities include a Common Room and a professionally staffed Sixth Form Library/Study Area with ICT facilities. Students will have an opportunity to buy a laptop through the school at considerably reduced cost.

The Sixth Form Committee organises social and cultural events as well as giving a forum for students' views and the opportunity to show responsibility and leadership. The Sixth Form combines existing West Hatch pupils and newcomers in an environment where students appreciate the friendly atmosphere among themselves and the good relationships between students and staff

Tutor Teams, Careers Guidance and PSEC

“While results are important in this school, so too is the development of each pupil as a well-rounded and caring person.” Ofsted March 2006

The Director of Sixth Form leads a team of tutors who are concerned to ensure that students gain maximum benefit from their time in the Sixth Form. Tutors, together with the students, monitor progress regularly to ensure they are on target.

Those planning to go on to Higher Education, e.g. university and college courses, receive detailed advice on choosing the appropriate courses. Tutors then guide them through the maze of forms and pamphlets to ensure that they make the necessary applications on time. Activities include information talks for students and parents and attending a Higher Education convention

Personal and Social Education and Citizenship

There is a core AS General Studies course for Advanced Level students in Year 12. All students take part in specialist activity days in PSEC relating to themes including employment, politics and health and well being.

Careers Guidance

Sixth Form students have important decisions to make about their future – should they enter a training programme when they leave school, linked to a job in house or at a college, or look to continue their education at university, immediately or after a gap year? Information is provided to help them make realistic choices, via the Internet and from the Sixth Form Careers Library. Students have access to personal help from their form tutors, and from the Connexions Advisor and Careers Coordinator.

Individual and group interviews are booked via their form tutors or directly through Mr Newson, the Careers Coordinator. The Connexions Advisor visits the school each week on Thursday and Fridays, when interviews are held in the Careers office. It is important to remember that career planning is an ongoing process; you may need to review your plans as your results and ideas change in the future. Good luck with your career development, we are here to help you make it a success.

Wider Involvement: The Opportunities Curriculum

“Sixth Form students are impressively mature and provide excellent role models for younger students.” – Ofsted March 2009

Students, also offer practical help to departments through ‘Community Service’ assisting staff in lessons, working with small groups - hearing younger pupils read on a regular basis. The school recognises the need to give Sixth Formers greater freedom, together with increased responsibility in the school community. It takes deliberate steps in creating opportunities for Sixth Formers to display skills of leadership, to take major roles in organising and running extra curricular activities within the school. All of this helps them to paint a clear picture of their achievements to future employers and Higher Educational institutions when they leave school. Students fulfilling their community role in the school responsibly go on to become Senior Prefects in the Upper Sixth.

Students have the opportunity to become involved in a wide range of extracurricular activities through enrichment, e.g. PE, sport, games, teams, music, drama productions, and Duke of Edinburgh’s Awards. Students can also use many of the school’s facilities on an informal basis, e.g. the Weights Room and the ICT network. They can, if they wish, take up a musical instrument and can get involved in day trips to France, exchanges, work experience, theatre trips, etc. Students also have the opportunity to participate in the World Challenge which in 2010 will involve an expedition to Brazil.

Enrichment activities

All Year 12 students take part in an enrichment activity once a week. Current Year 12 students can participate in activities such as the Film Society, climbing at the London climbing wall in Mile End, massage therapy, cooking on a budget, yoga, first aid Young Enterprise and music mixing. About ten activities are currently available and we anticipate a wider range of activities will be available in 2009. Some activities involve a small charge to cover the cost of external facilities or trainers.

Independent Study

Developing the responsibility to use **independent study time** effectively will be of vital importance in maximising potential success.

All students have timetabled Private Study in our study area/Library on site. Students taking Business at Level 2 or 3 have a day off timetable to study as part of their study as long as they are up-to-date with their course and Private Study commitments.

Opportunities

*"The curriculum is amply supplemented by the school's very wide range of extra-curricular activities." –
Ofsted March 2006*

Universities, colleges and employers are interested in 'rounded' students with the initiative and personal skills to face the modern world. With this aim, we offer you:

Work Placements and Work Shadowing

Community Service
leading onto **Prefect Status**,
with leadership and responsibility

Young Enterprise Scheme
The chance to run your own company

Trips and visits
and access to a whole range of
outside speakers

Sports
Weekly sessions are available,
with a variety of activities -
including use of
Multigym etc..

First Aid Course
Available to all students

The Sixth Form Committee
Pupils are invited to serve on
the Sixth Form Council,
enabling them to
discuss school matters,
both academic and social,
with senior members of staff.

Music, Art and Drama
a whole range of opportunities for
musicians, artists, singers, actors
and set builders

Reading Recovery
Younger pupils are offered
help with their
Reading skills -
building up their confidence

Duke of Edinburgh's Award
Opportunities to get involved,
leading to expeditions, skill development
and service to the community

Peer Mentoring
Opportunity through training to work with
lower school pupils in resolving issues
and conflict

World Challenge
Taking part in an international challenge for
culture, charity and adventure

Enrichment
A range of activities from massage, cooking
on a budget, mind challenging games, first
aid, climbing wall to music mixing

Dress Code

The Sixth Form has a code of dress which aims to reflect the business-like purpose of staying on to enhance qualifications.

- Boys**
- ◆ black or grey suit
 - ◆ white shirt
 - ◆ Sixth Form tie

If a jumper is worn, it should be plain black or grey and a v-neck. Shoes should be appropriate to wear with a suit and not trainers or black canvas shoes.

- Girls**
- ◆ plain white or cream blouse with a collar
 - ◆ black or grey suit, consisting of a jacket and skirt (of suitable length) or jacket and trousers. No shorts. Leggings, jumper or t-shirt dresses should not be worn instead of a suit.

If a plain black or grey jumper is worn, it should be a v-neck suitable to wear underneath a jacket. T-shirts, sweatshirts, crop-tops, roll necks and bodies are **not** acceptable. Footwear should be suitable to wear with a suit. This does not include Ugg boots, trainers, very high heels etc.

Adherence to the dress code is expected at all times and will enhance the business-like purpose of your time in the Sixth Form. Students not conforming to the dress code should expect to be sent home to change.

Visible piercings (excluding ear piercings) and extreme hairstyles will not be allowed. Only natural colours if pupils dye hair will be accepted. The Head Teacher will be the final arbiter in this.

Outside Employment

All Post-16 qualifications from Level 2 awards such as Business or Science to A Level are demanding and represent a significant step from GCSE. They are highly regarded because of the ability and commitment needed to be successful in them.

Because of these factors and the amount of hard work, wider reading and research required, we as a staff feel that these studies should always form the major focus of your son's/daughter's time in the Sixth Form.

Life in the Sixth Form involves a degree of 'balance'. Naturally students will have outside interests, be they in the arts, sports or academic, and they are obviously entitled to and deserve a social life and some fun.

There is, therefore, little, if any, time for anything else. We, therefore, strongly advise Sixth Form students that it is not in their interests to take on part-time work. In the event that this is an absolute necessity, we feel that one day per week paid employment is the maximum and this should obviously occur on Saturday or Sunday. Any more than this and results will be adversely affected, as research published in the Daily Telegraph and the Times Educational Supplement has proved beyond a shadow of a doubt.

Application and Induction

Applying

Your application form should be submitted by **FRIDAY, 11th DECEMBER 2009**.

On your application form you will be asked to identify the subjects you wish to take.

| A | B | C | D | E |
|---------------------|------------------|------------------------|-------------------------------|--------------------|
| Art | Biology | Drama | Chemistry | French |
| Economics | History | Geography | English Language | Maths |
| Physics | German | Psychology | English Literature | Use of Mathematics |
| Philosophy & Ethics | Media Studies | Information Technology | Product Design | Media Studies |
| Music | Economics | | Physical Education | Psychology |
| Business Studies | Business Studies | | English Language & Literature | Performing Arts |

Please circle the **four** subjects of your choice. If you are studying A Levels, you will also take AS Level General Studies in Year 12.

Please **do not choose more than one subject from the same columns**, as these columns represent a timetable organisation. Write a **separate note** if you are keen to take a combination not currently possible, i.e. Biology and History.

You will be asked to tick if you are interested in these courses:

- a) **Advanced Applied Business**
- b) **BTec National Diploma in Sport**
- c) **Cache Level 3 Award/Certificate/Diploma in Child Care and Education:**
- d) **Level 2 OCR National Business**
- e) **Level 2 OCR National Science**
- f) **Diploma in Digital Applications (ICT)**

You will hear by letter if you have been offered a place at West Hatch Sixth Form. Places are offered on the basis of meeting the entry requirements as stated.

Induction

In addition to the Sixth Form Open Evening, where detailed advice and information is available from both staff and current Year 12 and Year 13 pupils - there is also a **“Taster Programme”** which we expect all applicants to attend. Useful advice is given as to how to prepare over the summer for starting courses in September and students come together for a range of activities and talks to help them adjust to being a member of the Sixth Form.

THIS WILL TAKE PLACE ON TUESDAY 29TH JUNE AND WEDNESDAY 30TH JUNE 2010 AND ALL STUDENTS WHO HAVE A PLACE FOR SEPTEMBER 2010 MUST ATTEND BOTH SESSIONS. APPLICANTS WHO DO NOT ATTEND SHOULD EXPECT TO HAVE THEIR OFFER OF A PLACE WITHDRAWN.

Please note the dates **TO AVOID FAMILY HOLIDAYS OR SUMMER EMPLOYMENT ON THESE DAYS.**

At the start of term we have two events to ease the transition of students from Year 11 to Year 12 and to give them the skills to build for academic success. In 2009 these included an outdoor pursuits ‘Team Challenge’ day at Lambourne End and a study skills day organised by ‘Learning Performance’. To deliver this programme we ask parents to contribute £50 to the Sixth Form activity fund at the start of Year 12.

Success for You at West Hatch Will Depend Upon

- ◆ a commitment to study in addition to timetabled lessons
- ◆ a balance between your studies and other activities
- ◆ an ability to organise your study time and develop effective study skills
- ◆ a willingness to take responsibility, together with your form and subject teachers, for your progress in the Sixth Form
- ◆ well thought out ideas of what you want to have achieved by the end of your course and what you want to do afterwards

“Students feel well cared for, guided and supported, due to the very good pastoral care, the frequency and thoroughness of academic support.” Ofsted March 2009



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Diploma in Digital Applications (DIDA)

Details of the course

Examination Board EDEXCEL

This course is designed to be completed over one year. At the end of the course you will be rewarded with a Diploma, which is the equivalent of four GCSE's at grades A* – C, provided the criteria is met, however, it is also possible to gain alternative awards for submission of less than 4 units of work (AIDA or CIDA).

The course is aimed to encourage students to:

- develop ability to select and use digital applications appropriately and produce high quality outcomes;
- promote the use of digital applications for achieving a goal, rather than for their own sake;
- enhance creativity and communication;
- equip students with some of the skills they will need in the workplace or in further education or training;
- free your work from paper, making it organised, searchable, dynamic and transportable; and encourage you to reflect critically your own and others' use of digital applications.

The idea is to promote different ways of working with computer systems, to make creative use of digital applications and to get away from using paper by the submission of e- projects to the examination board

Qualification structure

The 4 unit diploma consists of:

| Units | Marks awarded |
|----------------------|---------------|
| • Using ICT | 12% |
| • Multimedia | 22% |
| • Graphics | 43% |
| • ICT and Enterprise | 23% |

Unit Structure

Each unit is divided into a number of sections and you will need to complete an e portfolio which is web page based:

- Using ICT : Based on studying different ICT skills such as researching, finding information, learning about standard business document layouts and using the main software programs, leaning how to produce an export folio.
- Multimedia: Based on studying different forms of multimedia products, making your own multimedia products using multimedia software, web design software, presentation software.
- Graphics: You will need to be able to produce images and artwork for different purposes, audiences and media.
- ICT and Enterprise: Learn how to investigate ICT to find opportunities for enterprise, use of spreadsheet models for planning, production of corporate images and professional presentation as well as learning some important enterprise skills e.g. decision making, effective communication, problem solving and team working.

It is useful if students have access to Microsoft Office and possibly Macromedia software at home.

The portfolios are expected to be approximately 40 hours work.

Further details and advice available from: Mrs V Walters

LEVEL 2 OCR NATIONAL CERTIFICATE IN BUSINESS

Details of the Course

Examination Board: OCR

The OCR National qualifications provides candidates with the equivalent of GCSE level passes (A* - C) and is designed to provide an industry-relevant qualification. This is a vocational course that provides valuable opportunities to develop skills and gain underpinning knowledge and understanding which will support entry into work or progression to further studies through Further Education or Higher Education. The OCR Nationals are practically-based qualifications intended to stimulate and interest candidates and can support the gaining of Key Skills. The main award is the:

OCR Level 2 National Certificate in Business – code 03634

to achieve this qualification, candidates must complete a total of 6 units. All units are centre-assessed and externally moderated by OCR. There are no timetabled exams for this qualification. However candidates must complete each of the units by a time set by the centre. They will then be marked for the full award and graded as Pass, Merit or Distinction or Fail. For each individual unit they will gain:

- One point for a unit graded at Pass
- Two points for a unit graded at Merit
- Three points for a unit graded at Distinction
- Nil points for a unit graded at Fail

In order to achieve the **OCR Level 2 National Certificate in Business**, candidates must achieve a minimum Pass grade for:

- Four mandatory units
- Two optional units
- To achieve a Pass for the **full certificate**, candidates must achieve a minimum of 6 points in total.
- To achieve a Merit grade for the **full certificate**, candidates must achieve a minimum of 10 points in total.
- To achieve a Distinction grade for the **full certificate**, candidates must achieve a minimum of 14 points in total.

Who is it for?

Those studying in preparation for

1. entering employment at operative level particularly in job roles where they will be expected to use communication and IT skills, liaise with customers and carry out customer-facing operational roles.
2. enter employment and undertake a related occupational qualifications
3. enter employment and undertake other related occupational qualifications
4. undertake higher level qualifications part-time or full-time in further education (eg Level 3 National Business or in A Levels such as the Applied Business course).

For those unable to achieve the full award an OCR Level 2 National Certificate in Business may be available. To achieve this qualification, candidates must complete a total of 3 units consisting of two mandatory units and one optional unit.

Work Experience and links with business is an essential feature of this course and students will be encouraged to involve themselves in realistic business situations. Three units will be studied in the autumn term and three in spring / summer, approximately 360 taught hours.

Units to be studied

Mandatory Units

- | | |
|--------|----------------------------|
| Unit 1 | Investigating Business. |
| Unit 2 | Enterprise and Operations. |
| Unit 3 | Finance in Business. |
| Unit 4 | Communication in Business |

LEVEL 2 OCR NATIONAL CERTIFICATE IN BUSINESS ...cont.

Optional units – 2 units to be decided from the following:

- Unit 5 Working with people in Business
- Unit 6 Promotion in Business.
- Unit 7 Business and Enterprise in Europe.
- Unit 8 Keeping customers happy.
- Unit 9 Work Experience in Business

Each unit within these specifications is designed around the principle that candidates will build a portfolio of evidence relating to progression towards meeting the unit assessment objectives. The subject content and associated skills will be related to real vocationally-experienced delivery, and real life case studies.

Who to see for further details: MISS A WUTOH

Details of the Course

Compulsory Modules are

1. Best Practice in Science – designed to give a comprehensive introduction to scientific research. Pupils will learn how to prepare laboratory materials and equipment and to follow standard procedures safely.
2. Materials Science – students will cover the key principles of identifying and testing materials. They will gain an understanding of the structure and properties of different materials and discover how scientific theories and models can predict their development and use.
3. Forensic Science – students will cover the practical aspects of forensic science, understanding the techniques for examining crime scenes and for collecting and analysing evidence.
4. Food Science – this module covers the key scientific aspects of food production-such as how to grow organisms under optimum conditions and how to modify them to develop food products.

Optional Modules include (two from.....)

- Science of Health and Bodycare products
- Science of Construction
- Science and the Environment
- Science in Sport
- Investigating Energy Sources
- Industrial Science
- The Science of the Universe and Humanity
- Career Planning for Science
- Work Experience in Science

Assessment:

All units are internally assessed and then moderated by an OCR visiting moderator. There are no external tests or exams. The Level 2 National Certificate in Science is the equivalent to 4 GCSE's grades A* - C. All individual units are graded as Pass, Merit or Distinction

Future Opportunities:

OCR National Certificate at Level 2 provides a key progression route between education and employment. This qualification is designed to enable students to enter employment at the operative or trainee level within a wide range of scientific business environments. Such students would normally enter employment through a work related training programme.

Typical sectors of employment are: Laboratory Technician in Service (e.g. NHS) and Industry sectors, Horticulture and Agriculture, Animal technician or nurse, Environmental health, Ambulance technicians

Who to see for further details: Mrs R CONNOLLY

Details of the Course

Examination Board: EdExcel

To facilitate students in their creative work, the course places emphasis on developing a high level of skill in handling the basic elements of the visual language and accuracy in investigative work from observation. Practical work is carried out in a range of media with particular emphasis on painting and drawing. A variety of active learning processes will be used, integrated with structured discussion and appraisal of their own work and that of professional artists and designers past and present. The latter will require students to visit galleries and present their responses in essay form.

The AS Examination

Every piece of work and each project contributes towards the final grade at AS Level. The written observations and analysis of their own and others work is as important as the practical work.

The new AS comprises units 1 and 2 and may be awarded as a discrete qualification or count as 50% of the full A Level.

| | | |
|--------|-----------------------------|--|
| Unit 1 | - Coursework | AS 60% AL 30% |
| | | Internally set and marked; Externally moderated |
| Unit 2 | - Externally Set Assignment | AS 40% AL 20% |
| | | Externally set; Including 8 hours unaided work; Internally marked; Externally moderated |

- The Externally Set Assignment will represent the culmination of the AS course.

The A Level Examination

Every piece of work and each project contributes towards the final grade at A Level. The written observations and analysis of their own and others work is as important as the practical work.

The full A Level award consists of the two AS units, plus units 3 and 4 described below. (Together, units 3 and 4 are known as A2).

| | | |
|--------|--------------|---|
| Unit 3 | - Coursework | AL 30% - This unit incorporates two linked elements: a) practical work b) personal study (1,000 - 3,000 words) |
| | | Internally set and marked; Externally moderated |

The personal study will take book form, which will include images produced by the student, and is to include a written text of between 1,000 and 3,000 words. This should show clear connections between their own work and the work of other artists.

| | | |
|--------|-----------------------------|--|
| Unit 4 | - Externally Set Assignment | AL 20% |
| | | Including 12 hours of unaided work; Internally marked; Externally moderated |

Future Opportunities

A Level Art is a challenging and stimulating course and with the incorporation of critical studies into the assessment, Universities should accept this A Level on a par with other A Level qualifications. (Pupils should confirm this with prospective Universities of their choice). A significant number of pupils build a quality portfolio of art work during the course, which enables them to gain access to further Art Education via the Foundation Course, a step between A Level and degree Courses. Most courses, both degree and HND, are practical in content and range from painting and sculpture, to traditional crafts, now utilising modern technology, such as ceramics, textile and furniture design and to such design areas as animation, architectural technology, industrial/product design and television operations and production, to name a few of at least seventy distinct subject areas. Careers in such fields as advertising, marketing, design, architecture, publishing and the media.

Who to see for further details: **MR G HANLEY**

BIOLOGY

Entry Requirements

Examination Board: OCR

Students must achieve a B minimum in triple science Biology, or B in additional science, and at least a B in core science, together with a Grade C in English and Maths.

Details of the AS Level Course

The course is made up of two taught units:

UNIT 1 (F211) Cells, Exchange and Transport Module 1 : Cells
Module 2: Exchange and Transport

This unit is assessed in January, by public examination (30%).

UNIT 2 (F212) Molecules, Biodiversity, food and health Module 1: Biological molecules
Module 2: Food and Health
Module 3: Biodiversity and Evolution

This unit is assessed in June, by public examination (50%).

Practical and analytical skills (20%) are assessed during the course, in one hour lab practicals under exam conditions.

Students need 3 marks to go forward, selecting their best marks from 6 papers. This is referred to as UNIT 3 (F213).

A two day field trip is planned in April, to contribute to the Biodiversity teaching and understanding of UNIT 2, Module 3. A voluntary contribution to the costs involved (tutors, labs, resources etc) will be requested.

Details of the A2 Level Course

Examination Board: OCR

This is a progression from the AS Level course, entrance is by passing the AS Level course, preferably at grade D or above.

The course is made up of two taught units:

UNIT 4 (F214) Communication, Homeostasis and Energy Module 1: Communication and Homeostasis
Module 2: Excretion
Module 3: Photosynthesis
Module 4: Respiration

This unit is assessed in January, by public examination (30%)

UNIT 5 (F215) Control, Genomes and Environment Module 1: Cellular Control and Variation
Module 2: Biotechnology and Gene Technologies
Module 3: Ecosystems and Sustainability
Module 4: Responding to the Environment

This unit is assessed in June, By public examination (50%)

Practical and analytical skills (20%) are assessed during the course, in a similar way to that undertaken for AS Level OCR Biology.

A one-two day field trip is expected to be undertaken, to support the work of UNIT 5, Module 3. A voluntary contribution to the costs will be requested.

Throughout the AS and A2 course the students will use ICT to answer scientific questions and solve scientific problems. They will analyse and interpret data and evaluate methodology. They will consider ethical issues in the treatment of humans, other organisms and the environment and they will learn to appreciate the ways in which society uses science to make informed decisions.

Future opportunities

Biology is the most rapidly expanding area of science with various aspects of new technology constantly hitting the headlines. The Biology course is an excellent starting point for many professional careers. Traditional areas include Medicine, Dentistry and Veterinary Science. Modern areas include Biotechnology, Forensic Science, Genetic Engineering, Sports Science and Physiotherapy. Teaching and Research should also be considered. Biology combines well with Chemistry, Geography, Psychology and Medical Physics.

Who to see for further details: MR R NEWSON / MRS V ROUSSEVA/MR TESTER/MISS MURDOCK

Details of the Course (8BS01/ 9BS01)

Examination Board: EdExcel

An Enterprising Global Perspective

This is a new course in which students will follow the pathway of a comprehensive Business studies route. Students will investigate different types of business organisations which could be set up to develop and sell a product or service idea in a local, national or international marketplace. At A2 level, students will study the ways in which companies grow bearing in mind the markets in which companies are operating. They will be able to analyse numerical information to identify, for example, poor cash flow or labour productivity and the reasons for this. The course will promote a holistic understanding of business through considering how a new business idea is developed, understanding how a business is managed, how its performance is analysed and how it could trade overseas.

Students will be expected to have a keen interest in the changing world of business and economics and be prepared to follow the latest news. A lively inquiring mind, a desire to explore new ideas and apply relevant economic and business concepts to a range of current real world issues is required..

Students do not need to have studied Business before, however you will need to satisfy the B grade requirements and if you have studied either subject a B grade in that study will normally be expected.

What examinations will I have to study to get my qualification?

AS Level students study 2 units

Assessment will consist of two papers

Unit 1: Developing New Business Ideas which looks at the entrepreneur and setting up of business covering the topics of Business opportunities, Entrepreneurial skills, Business ideas in practice, Economic context for business.

Examination length: 1 hour 15 minutes in January

Supported multiple-choice questions where students write a short justification of why they chose that answer and/or why the other answers are incorrect: 32 marks. Questions based on data*: 38 marks.

Total 70 marks

Unit 2a: Managing the Business: This unit covers key activities which students may be involved

in if they were to set up and manage a business whether small, medium-sized or large. It introduces students to some basic management tools and models which will be developed in the A2 qualifications.. **Examination** Examination length: 1 hour 15 minutes Section A: supported multiple-choice questions where students write a short justification of why they chose that answer and/or why the other answers are incorrect. Worth 24 marks. Section B: questions based on 'data'. Worth 46

Total 70 marks

A2 Consists of 2 units

Assessment will consist of two papers

Unit 3: International Business which will study why a business looks for international markets ,the changing economic world to include the growing economic power of China and India, how a company decides which markets to target, the implications of trading internationally, Globalisation and should multi-nationals be controlled? **Examination** length: 1 hour 30 minutes : Questions based on data*: 35 marks.

Case study and questions: 45 marks

Total 80 marks

Unit 4a: Making Business Decisions : In this section the student considers stakeholder influences on corporate objectives and the potential conflict between profit based and other objectives. They are also introduced to how corporate strategy is developed and influenced by the competitive environment.

: Examination length: 1 hour 30 minutes Section A: questions based on 'data'. Worth 30 marks. Section B: decision-making report and questions. Worth 50 marks. Context of decision-making report pre-released on

www.edexcel.org.uk in June of the previous year.

Total 80 marks

What can I do after I've completed the course?

The course provides a solid foundation for studies at a higher level in the following subject areas with **business** : business management, business administration, accountancy and finance, human resource management, marketing, retail management, tourism management, international business.

It provides a very good foundation for a wide range of careers of which the most direct may be in the commercial world, eg in banking, sales, product management or general management. Business and management skills are also desirable in public sector organisations or charities.

Students can progress on to a business degree, with a focus on theory or a degree in applied economics such as environmental economics, labour economics, public sector economics or monetary economics.. Post university employment rates of business are among the highest for graduates likely to find employment in finance, banking, insurance, accountancy, management and other related areas of employment

Who to see for further details: MR N CUNNINGHAM

BUSINESS - Advanced Applied Double Award / Part Award

Examination Board: EdExcel

The qualification has an AS/A2 structure.

The aim of the AS units is to encourage investigation, and to support a highly active, student-centred approach.

The A2 units require a decision-making approach, encouraging students to consider management decisions and their impact on business.

The course can take the form of:

- a **Double Award Advanced GCE in Applied Business (12 units)** Units 1-3, 6 plus two from 4, 5 or 7 plus 8, 10 plus four from 9, 11-14

OR

- a Single Award AS GCE (3 units) Units 1-3 / a Double Award AS GCE (6 units) Units 1-3, 6 plus two from 4, 5 or 7
- a Single Award Advanced GCE (6 units) Units 1-3, 8 plus two from 9-14

These have been developed to ensure a comprehensive overview of all business functions.

Option 1

The **Advanced Double Award in Applied Business** qualification (equivalent to TWO Advanced Level studies) enables progression to both higher education and employment in the broad business sector. It develops skills, knowledge and understanding in a vocational context, provides a practical qualification, and provides opportunities for achieving Key Skills level 3 in Information Technology and Communications.

The **Advanced Double Award in Applied Business** comprises 12 units: 6 compulsory units and 6 optional units. A third of the qualification is externally assessed through examinations. Students study 6 units in year 12 which focus upon research and interaction with the "real business world":

| | | | |
|---|--------------------------------|---|-----------------------------------|
| 1 | Investigating People at Work * | 4 | Investigating electronic business |
| 2 | Investigating Business " | 5 | Investigating customer service |
| 3 | Investigating Marketing " | 6 | Investigating promotion * |

They then study 6 further units in year 13 (unit titles may change) which will focus upon DECISION MAKING exercises, the six are likely to be from:

| | | | |
|----|---|----|--------------------------------------|
| 8 | Business Development * | 12 | International Dimensions of business |
| 9 | Managing & Developing People | 13 | External influences on Business |
| 10 | Marketing Decisions * | | |
| 11 | Impact of finance on Business decisions | | |

* These units are externally assessed units and are compulsory .

" These units are internally assessed units and are compulsory .

Option 2

- A **Single Award AS GCE in Applied Business** (3 units) Units 1-3 consists of the first 3 units mentioned above in the full course. Students will have to produce 2 portfolios and sit one examination over the year's course. They will sit in on the full course lessons as appropriate.
- A **Double Award AS GCE (6 units)** Units 1-3, 6 plus two from 4, 5 or 7 would be possible if students attend the double course for one year (year 12). They will sit in on the full course lessons as appropriate.

Option 3

- A **Single Award Advanced GCE in Applied Business** (6 units) Units 1-3, 8 plus two from 9-14. This would be studied in part of year 12 and part of year 13 and would have to be agreed with the head of year / head of department

BUSINESS - Advanced Applied Double Award / Part Award...cont.

Future Opportunities:

This is a course suitable for those going directly into employment in any business related career as well as those who seek further academic qualifications. It also allows the development of a wide range of transferable and personal skills valued in the economic and business world.

The GCE in Applied Business qualifies for UCAS points.

It gives students a wide choice of progression options into further study, training or relevant employment in the business sector. Students who successfully complete the qualification will be well equipped to move onto degrees, BTEC Higher National Diplomas or Modern Apprenticeships in related subjects.

Who to see for further details

MR N CUNNINGHAM

CACHE LEVEL 3 AWARD/CERTIFICATE/DIPLOMA IN CHILD CARE AND EDUCATION

Aims of the Course

The Diploma course aims to prepare candidates to work competently, safely and effectively with children 0-16 years and to complement the role of the parent/primary care giver.

Details of the Course

The CACHE Level 3 Award/Certificate/Diploma in Child Care and Education.

- Replaces the CACHE Level 3 Diploma in Child Care & Education.
- Is up to date, flexible and innovative.
- Is a 2 year full time professional vocational course.
- Allows you to work in a supervisory capacity as a Children's Practitioner in the field of childcare, education and play work while also developing management skills.
- Is allocated a maximum of 360 UCAS points which provides official recognition of the value of the award and allows entry to university in a relevant field.

Practical Work Placements

During the course, students will be on placement for two days each week throughout the school year with children under 8 years. The placements are of 1 – 2 term duration in settings such as nurseries, children's centres, learning centres, primary/infant schools and special schools. Whilst on placements, students will be working with children of all different backgrounds, abilities, cultures, and religions, and also with different professional groups such as teachers, speech and language therapists, health visitors, and child psychologists.

Units of Study

- Candidates must achieve mandatory Units 1-9 plus
- Three optional units (chosen from Units 10-22)

Proposed Unit Titles

| | |
|--------|--|
| Unit 1 | An introduction to working with children and young people |
| Unit 2 | Development from conception to age 16 years old |
| Unit 3 | Working to improve outcomes of children and young people |
| Unit 4 | Keeping children and young people safe |
| Unit 5 | Principles and practice for working with children and young people |
| Unit 6 | Promote and maintain health for children and young people |
| Unit 7 | Play, learning and education |
| Unit 8 | Caring for children and young people |
| Unit 9 | Practical unit – Development of professional skills |
| | To run throughout the two years and linked to the other units through practical assessments. |

Optional Units - (choose 3)

| | |
|---------|--|
| Unit 10 | Research project |
| Unit 11 | Care of sick children |
| Unit 12 | Food and nutrition |
| Unit 13 | Child, family and outside world |
| Unit 14 | Special needs |
| Unit 15 | Developing children's mathematical skills |
| Unit 16 | Developing children's language and literacy skills |
| Unit 17 | Competing cross-cultural theories of children learning |
| Unit 18 | Babies 0 -12 months |
| Unit 19 | Therapeutic play in children's services |
| Unit 20 | Multi-agency working |
| Unit 21 | Supporting families |
| Unit 22 | Supporting children with English as an additional language |

CACHE LEVEL 3 AWARD/CERTIFICATE/DIPLOMA IN CHILD CARE AND EDUCATION
...cont.

Types of Assessment

| | | | | | | | | |
|------------------------------------|--------------------|------------------|---|---|--|--|--|--|
| Award | Certificate | Diploma | Unit 1 | An introduction to working with children | Assignment Task | | | |
| | | | Unit 2 | Development from conception to age 16 years | Assessment task | When successfully completed you will have achieved the Level 3 Award in Children's Care and Education | | |
| Award | Certificate | Diploma | Unit 3 | Supporting children | Assessment task | | | |
| | | | Unit 4 | Keeping children safe | Assessment task | | | |
| | | | Unit 5 | The principles of underpinning the role of the practitioner working with children | Assessment task | | | |
| | | | External assessment; short answer test based on a seen case study | | | | | When successfully completed you will have achieved the Level 3 Certificate in Children's Care and Education |
| | | | Unit 6 | Promoting a healthy environment for children | Assessment task (portfolio) | | | |
| | | | Unit 7 | Play and learning in children's education | Assessment task (portfolio) | | | |
| | | | Unit 8 | Caring for children | Assessment task (portfolio) | | | |
| | | | Unit 9 | Development of professional skills within children's education | Practical Evidence Records Professional Development Profiles | | | |
| Units 10-21 | 3 Optional units | Assessment tasks | | | | | | |
| External assessment; research task | | | | | When successfully completed you will have achieved the Level 3 Diploma in Children's Care and Education | | | |

CHEMISTRY (SALTERS)

Entry Requirements

Exam Board: OCR: H035 AS

OCR: H435 A2

Students must achieve a B minimum in triple science Chemistry, or B in additional science, and at least a B in core science.

Details of the Course

This specification has been developed in consultation with The Centre for Innovation and Research (CIRSE), The Royal Society of Chemistry, Glaxo Smith Kline and a large number of teachers. Chemical concepts are introduced within a relevant context, the course being written as a series of units based on contemporary issues in chemistry. Students study the chemistry in a spiral way so that chemical ideas introduced in an early topic are reinforced later. It is authoritative and accurate and will give students a grounding that will provide an excellent basis for further study at University.

AS Level

Unit/Assessment

| | | Exam | AS | A2 |
|---|--|--|-----------|-----------|
| F331 External Chemistry for Life | The elements of life Developing Fuels | 1hr 15mins Exam January | 30% | 15% |
| F332 External Chemistry of Natural Resources | Elements from the sea The Atmosphere The Polymer revolution | 1hr 45mins Exam June | 50% | 25% |
| F333 Internal Chemistry in Practice | AS internal assessment - a number of assessed practical tasks set during lessons | Internal assessment during October to March | 20% | 10% |
| A2 Level F334 External Chemistry of Natural Products | What's in a Medicine? The materials revolution The thread of life The steel story | 1hr 30mins Exam January | | 15% |
| F335 External Chemistry by Design | Agriculture & Industry Colour by design The Oceans Medicines by design | 2 hrs Exam June | | 20% |
| F336 Internal Individual Investigation | A2 internal assessment | December Individual investigation | 15% | 15% |

Future Opportunities:

Chemistry is the most widely requested of A Levels if you are planning a scientific career. Possible careers include Agricultural Science, Art Restoration, Dentistry, Medicine, Forensic Science, Metallurgy, Pharmacy, Scientific Archaeology and many more.....

Who to see for further details:

MR G HIKEL

Details of the course

Advanced Innovation Challenge

F521 Mandatory 40% (AS) 20% (A Level) Innovation Challenge including a written paper

Benefits to me and my learners

A theme will be set in advance to enable candidates to research and put together a collection of useful, relevant resources, sat at a time set by the Boards, candidates will respond to one of a series of the challenges within this theme that be attempted from different material backgrounds. A work book, linked to a teacher script, will be provided for candidates to present their work in. This will have sections that allow the challenge to be undertaken in a structured manner, helpful to the candidates. Ideas are developed and modelled and the challenge includes a presentation of initial ideas to a working group with opportunities to react to feedback.

Session 2, undertaken over four hours between session 1 and session 3, requires the product to be further developed and modelled to a final idea which can then be evaluated. Session 3 is an examination paper that requires candidates to reflect on the product that they have designed in response to two specific questions. These questions will be drawn from a list of topics within the specification for this unit.

The real benefit of this unit is that candidates will be free to explore original ideas and demonstrate their creativity and innovative skills. They will also be working under pressure for a set time and this reflects what happens in the real world.

Product Study

F522

Mandatory 60% (AS) 30% (A Level) Coursework

Candidates are required to select a single existing product where they can analyse its strengths and weaknesses with the aim of improving the product in some way. This is not a complete redesign of a product but the opportunity to develop or improve the product in some way

A feature of the product study is that the design, development and modelling have been integrated into a single assessment criteria to enable designing to take place in real time with models used to aid development as well as to demonstrate the final idea. Candidates are also able to plan and implement their own choice of what is the most suitable method or system for testing and evaluating the outcome.

Design, Make and Evaluate

F523 Mandatory 30% (A Level coursework)

Candidates are allowed to select a project of their own choosing to develop to a working prototype that can be tested and evaluated. This can be in any material or combination of materials. The key feature in this unit is the integration of development of ideas, modelling and making into a single criterion. This is an important benefit as it provides flexibility for the fair assessment of projects where the balance of designing, modelling and making may differ, depending on the materials or processes involved. The inclusion of a market presentation is another feature that candidates should relate to in the light of recent television programmes to enable them to consider commercial potential in a realistic way.

Product Design 2

F524 Mandatory 20% (A Level) Written work

Component 1

This paper has a common core that is covered by each of the eight focus areas:

Build Environment and Construction

Manufacturing

Engineering

Resistant Materials

Food

Textiles

Graphic Products

Systems and Control

One question is set on each of these focus areas and candidates choose one of these. Each question is marked out of 36 with 24 marks allocated to the common core and 12 specific material technology. The common core will be addressed in each question in a manner appropriate to the focus material.

Component 2

Eight questions are set to cover the eight focus areas above and candidates select one question where they are required to respond to a given design situation. Candidates answer on pre-printed AS sheets. This paper is aimed at identifying those candidates who can use their experience and knowledge in designing and making.

Who to see for further details:

MR D EGERTON

MR J LIMON

DRAMA & THEATRE STUDIES

Details of the Course

Examination Board: EdExcel 8DR01 & 9DR01

Drama & Theatre Studies at A Level does not require you to be future "Oscar" winners nor is it necessary to be considering the stage as a career. It is useful to have taken Drama at GCSE level but not essential. It is important that you are interested in gaining a greater understanding of how theatre and plays work, and that you are keen to be involved with performances. Drama and Theatre Studies is a modern, multifaceted course, covering many skills: communication, imagination, interaction, analysis, problem-solving; all essential qualities whatever career is followed. As part of the course you will watch live theatre, discover how a playwright communicates meaning, take part in practical workshops, devise your own theatre, and work with professional actors.

What will I learn?

The course demands practical, creative and communication skills in almost equal measure. You will extend your ability to create drama and theatre, either in a performing or production role. You will also be required to write about drama and to develop your powers of analysis to become an informed critic. The course will involve taking part in drama productions, as well as studying plays and playwrights.

Methods of Assessment

Unit 1 requires the analysis of two play texts through practical exploration and study to gain an understanding of how plays are structured and interpreted. You will also gain experience of live theatre.

Internal assessment: 20% (40% AS)

Practical drama activities with supporting Exploration Notes; Evaluation of live theatre

Unit 2 requires the understanding and experience gained in Unit 1 to be applied in a performance context. You will experience performance to an audience, contributing to a monologue or duologue and contributing to a group performance.

External assessment: 30% (60% AS)

- *Monologue/duologue performance or design realisation*
- *Group performance or design realisation*

Unit 3 requires the creation of a unique performance created in a group context. You will develop and structure performance material, making decisions about style and genre applying the experience and understanding gained in both AS units to an original production.

Internal assessment: 20%

Creation and performance or design of original piece of drama

Unit 4 requires a historical and directional approach to theatre texts. Experience gained in the AS units and Unit 3 will be applied to a set text and a play that is likely to be in excess of 100 years old. You will explore how directors approach play texts for production. Learn to appreciate how texts may be re-interpreted for a contemporary production and show understanding of the historical context of theatre.

External assessment: 30%

2 ½ hour written examination on a set text and historical performance conditions

Future Opportunities

This AS and Advanced GCE can lead to further study in Drama, Theatre Studies and Performing Arts in Higher Education at degree or HND level. It can be used as part of your course to broaden your studies and may lead on to a career in the performing arts industries. Drama and Theatre Studies AS and Advanced GCE complements a range of subjects and is useful in building confidence and improving presentation skills in a range of careers.

Who to see for further details:

MRS S PAVELKOVA

ECONOMICS

Details of the course (2140)

Examination Board : AQA

Introducing AQA's course specification for Economics for AS and A Level. This specification has been designed to:

- **develop an interest and enthusiasm for economics and its contribution to the wider economic and social environment**
- **develop an understanding of a range of concepts and acquire an ability to use these concepts in a variety of different contexts**
- **develop an enquiring, critical and thoughtful 'economist's mind'**
- **practice skills, qualities and attitudes which will equip them for the challenges, opportunities and responsibilities of adult and working life.**

AS outline

At AS, this specification will enable candidates to develop an understanding of, and an insight into, micro and macroeconomics.

The AS specification has 2 units:

Unit 1: Markets and market failure

Topic list

- **The economic problem**
- **The allocation of resources in competitive markets**
- **Production and efficiency**
- **Market failure**
- **Government intervention in the market**

Assessment

Written Paper:
Weighting:

1 hour 15 minutes
25% of total A Level marks

Unit 2: The National Economy

Topic list

- **The measurement of macroeconomic performance**
- **How the macroeconomy works:**
AD/AS analysis, the circular flow of income, and related concepts
- **Economic performance**
- **Macroeconomic policy**

Assessment

Written Paper:
Weighting:

1 hour 15 minutes
25% of total A Level marks

A2 outline

At A2, candidates develop the micro and macroeconomics already learnt at AS, considering economic concepts and theories in greater depth and recognising the values and limitations of economic models. Both A2 modules explore two contemporary and relevant contexts: the global context, which includes the impact of globalisation on UK economic performance; and the European Union context, embracing the effect of EU membership and economic policy on the UK economy.

Unit 3: Business Economics and the Distribution of Income

Topic list

- The firm: objectives, costs and revenues
- Competitive markets
- Concentrated markets
- The labour market
- Government intervention in the market.

Assessment

Written Paper:
Weighting:

2 hours
25% of total A Level marks

Unit 4: The National and International Economy

Topic list

- Macroeconomic indicators
- Managing the national economy
- The international economy

Assessment

Written Paper:
Weighting:

2 hours
25% of total A Level marks

What can I do after I have completed the course?

The course provides a solid foundation for studies at a higher level in **business and economics** : Courses in business management, business administration, accountancy and finance, human resource management, marketing, retail management, tourism management, international business.

It provides a very good foundation for a wide range of careers of which the most direct may be in the commercial world, eg in banking, sales, product management or general management. Business and management skills are also desirable in public sector organisations or charities.

Students can progress on to economics or business degree, with a focus on theory or a degree in applied economics such as environmental economics, labour economics, public sector economics or monetary economics. They may study a business economics or mathematical economics degree, or study economics or business with other subjects, eg politics, philosophy or history, as a combined degree. Some universities require A level mathematics whilst others only ask for a good GCSE grade in mathematics. Post university employment rates of economists are among the highest for graduates likely to find employment in finance, banking, insurance, accountancy, management and consultancy or professional economists.

Who to see for further details:

Mr N Cunningham
Mr O Hill

Details of Course

Examination Board: AQA

Specification: English Language B

At AS English Language is a blend of language theory and creative writing. The theory at AS level takes you on a fascinating journey into the language used in society today – both spoken and written. We examine for example transcripts of people talking informally; text and msn messaging; the different language of men and women; political speeches; advertisements. You will learn linguistic theory and ways of analysing these texts. The second part of AS is creative writing coursework. It is absolutely crucial that you enjoy writing already, as the work will involve you in carrying out research on the type of writing you would like to do, and producing several drafts. It is an excellent opportunity to hone your writing skills for different audiences. You will be expected to take on tasks (often of a challenging adult nature, such as an article for the Sunday Times) that you negotiate with your teacher, and be independent in the production of them – your teacher is allowed to give general guidance but NOT ‘improve’ or proofread your work.

At A2 there are also two units. You will study the history of language since 1700, looking at the ways in which language has changed, and understanding the linguistic theories that explain these changes. You will also study the development of human language from the moment of birth to full fluency, understanding how this amazing skill actually happens. This overlaps with Biology and Psychology. We also investigate how humans learn to read and write. The coursework element of A2 involves carrying out an independent research project into an aspect of language of your own choice. This involves gathering your own data. Again the teacher acts as a source of guidance; the work produced must be your own. It is excellent practice for research work at university or at work.

We expect students to have a B in both English and English Literature GCSE

Methods of Assessment

AS

External Exam: 2 hours

Weighting: 60% of total AS / 30% of total A Level marks

This unit covers the introductory aspects of the study of language, using a variety of texts for the basis of this study. In addition it focuses on three specific social contexts: Language and Power, Language and Gender and Language and Technology.

Coursework

Weighting: 40% of total AS / 20% of total A Level marks

In this unit candidates are encouraged to develop their own writing skills, producing writing in different genres for different audiences and purposes.

A2

External Exam: 2 hours and 30 minutes

Weighting: 30% of total A Level marks

This unit has a detailed focus on two specific areas of language study: Child Language Acquisition and Language Change.

Coursework

Weighting: 20% of total A Level marks

In this unit candidates apply their knowledge of linguistic methods and concepts to an investigation of their choice.

Future opportunities

English language can be studied at university on its own (a linguistic angle) or in a wide variety of associated courses eg with other subjects such as media. It is usually not suitable for doing a degree in English Literature however. It is a subject appropriate for practically all areas of work; please be advised however that it is *not* essential to do English Language if you want to be a journalist.

Who to see for further details: MS N GILL

ENGLISH LANGUAGE AND LITERATURE

Details of the Course

Examination Board: AQA

The study of English Language and Literature encourages students to develop their interests in both language and literature as interconnecting and mutually supportive disciplines. This course allows students to develop as independent, confident and reflective readers and writers, giving a variety of opportunities to explore the relationship of language and literature through a wide range of reading opportunities, critical reading of and response to both literary and non-literary texts, as well as writing for a variety of audiences and purposes.

Please note: to study English Language and Literature at A Level it is necessary to have a B grade in both English and English Literature at GCSE.

Methods of Assessment

The exam will consist of four units of work. Two in Year 12 (AS), two in Year 13 (A2). There will be a coursework component in both Year 12 and 13.

AS Syllabus:

Unit 1: Introduction to Language and Literature Study – a written paper of 1½ hours will comprise of the study of an Anthology of thematically linked spoken and written texts which will offer candidates the opportunity to consider the three major literary genres and a range of non-literary texts.

Weighting : 60% of total AS / 30% of total A Level marks

Unit 2: Themes in Language and Literature – coursework is a two part assignment that will cover the study of major prose genres, including fiction and literary non-fiction including the study of one set of paired texts from a prescribed list, and a creative writing piece.

Weighting : 40% of total AS / 20% of total A Level marks

A2 Syllabus:

Unit 3: Talk in Life and Literature – a written paper of 2½ hours based on an extract from a prescribed play and comparison of two unseen texts.

Weighting : 30% of total A Level marks

Unit 4: Text Transformation – a coursework folder that includes transformed texts and an associated commentary.

Weighting : 20% of total A Level marks

Future Opportunities

In English Language and Literature one of the things learnt is how to analyse what is read. The subject is therefore strongly favoured by Law departments. It also complements degree courses in the Social Sciences. Business Studies, Computing and the Media, and will be useful towards careers such journalism, teaching, social work, the media, theatre, television, human resources and advertising.

Who to see for further details:

Ms N GILL

ENGLISH LITERATURE

Details of the Course

Examination Board: AQA (A)

The study of English Literature encourages students to develop their interests in and enjoyment of Literature, through reading widely, critically and independently, across centuries, genre and gender, and through experience of an extensive range of views about texts and how to read them. Throughout the course candidates develop as informed, independent readers, reaching an understanding of meaning through close study of primary text, knowledge of the context of the text and of other possible meanings. They will be encouraged to develop informed personal responses and criticism of literary texts.

Please note: to study English Literature at A Level it is necessary to have a B grade in English Literature at GCSE.

Methods of Assessment

The exam will consist of four units of work. Two in Year 12 (AS), two in Year 13 (A2). There will be a coursework component in both Year 12 and 13.

AS Syllabus:

Examination Duration

Unit 1: Texts in Context – written paper

2 hours

Will comprise of the study of one set poetry text and wider reading in the area of Study:

Unit 1a Victorian Literature

Weighting: 60% of total AS / 30% of total A Level marks

Unit 2: Creative Study - coursework

Will cover the study of one prose text and one drama text. The final folder will comprise of two tasks – 2000 words in total. The first piece will be a personal informed response to the prose text and may be a re-creative piece. The second piece will be on the drama text.

Weighting: 40% of total AS / 20% of total A Level marks

A2 Syllabus:

Unit 3: Reading for Meaning – written paper

2 hours

Weighting: 60% of total A2 marks

30% of total A Level marks

Unit 4: Extended Essay and Shakespeare Study – coursework

Weighting: 20% of total A Level marks

Future Opportunities

In English Literature one of the things learnt is how to analyse what is read. The subject is therefore strongly favoured by Law departments. It also complements degree courses in the Social Sciences. Business Studies, Computing and the Media, and will be useful towards careers such as journalism, teaching, social work, the media, theatre, television, human resources and advertising.

Who to see for further details: Ms N GILL

FRENCH - AS Level

Details of the Course

Examination Board: EdExcel

The aim of the course is to develop students' all round knowledge of French language, culture and media; including aspects of French literature and current affairs. Students learn to use spoken and written French in a variety of situations and gain access to issues affecting France, as well as learning to express opinions on a wide range of subjects of topical interest. In lessons you will have the opportunity to discuss TV and videos and access articles and statistics from the media and internet.

Reading and listening material used in the Advanced Subsidiary units will be drawn from the following broad subject areas and will be firmly rooted in the culture of a target language country.

General Topic Areas

| | |
|---|---|
| <ul style="list-style-type: none"> • Youth culture and concerns | <ul style="list-style-type: none"> - Music and fashion - Technology (eg MP3 / blogs / mobile phones / internet / games) - Relationships (family / friendships and peer pressure) - Drink, drugs and sex |
| <ul style="list-style-type: none"> • Lifestyle: health and fitness | <ul style="list-style-type: none"> - Sport and exercise - Food and diet - Health issues (eg smoking, skin cancer, health services) |
| <ul style="list-style-type: none"> • The world around us: travel, tourism, environmental issues and the French-speaking world | <ul style="list-style-type: none"> - Tourist information, travel and transport - Weather (eg natural disasters, climate change) - Pollution and recycling |
| <ul style="list-style-type: none"> • Education and employment | <ul style="list-style-type: none"> - Education (schooling and higher education) - Education policy and student issues - The world of work (eg the changing work scene, job opportunities and unemployment) |

Key Skills

The subject criteria for MFL state that AS and A Level specifications should provide opportunities for developing and generating evidence for assessing the Key Skills listed below:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Communication • Information Technology | <ul style="list-style-type: none"> • Improving own Learning & Performance • Working with Others |
|---|---|

Listening: Candidates will have their own cassette and will need individual listening facilities by means of personal stereos with rewind facilities.

FRENCH - AS Level cont.

Overview

| Unit number | Unit title | Level | Method of assessment | Availability | First assessment | AS/A2 weighting | GCE weighting |
|-------------|--|-------|----------------------|--------------|------------------|-----------------|---------------------|
| Unit 1 | Spoken Expression and French | AS | External | April/May | April/May 2009 | 30% of AS | 15% of Advanced GCE |
| Unit 2 | Understanding and Written Response in French | AS | External | June | June 2009 | 70% of AS | 35% of Advanced GCE |

Assessment objectives and weightings

| | | % in AS | % in A2 | % in GCE |
|--------------|---|---------|---------|----------|
| A01 | Understand and respond, in speech and writing, to spoken language | 40% | 25% | 32.5% |
| A02 | Understand and respond, in speech and writing, to written language | 35% | 50% | 42.5% |
| A03 | Show knowledge of and apply accurately the grammar and syntax prescribed in the specification | 25% | 25% | 25% |
| TOTAL | | 100% | 100% | 100% |

Future Opportunities

AS Level French is a valuable qualification in the world of work. A language is becoming more and more important in today's world where business frontiers are disappearing throughout the European Union.

Here is a selection of posts advertised where a language is required along with other abilities:

*Head of European Fraud Management,
American Express Cards*

"Some knowledge of European languages is desirable"

British Airways Cabin Crew

"Conversational ability in at least one of the following second languages: ..."

Project Manager, Mars

"European language skills would be a further bonus. You must be prepared to travel extensively to other Mars sites across Europe"

*New Product Development – Europe
Harvey Nash plc*

"European experience and language skills are desirable"

Many of our past students have gone on to study degree courses in either pure French or a variety of interesting courses which combine a language with other subjects such as Accountancy, Law, European Studies, Business Studies, and the Media.

Who to see for further details:

MISS M MORLAND/MS K GREEN

FRENCH - A2 Level

Details of the Course

Examination Board: EdExcel

The aim of the course is to develop students' all round knowledge of French language, culture and media; including aspects of French literature and current affairs. Students learn to use spoken and written French in a variety of situations and gain access to issues affecting France. In lessons you will have the opportunity to discuss issues and formulate arguments, read newspapers and magazines, watch satellite TV and videos and access articles and statistics from the media and internet.

General Topic Areas

- Youth culture and concerns
- Lifestyle; health and fitness
- The world around us: travel, tourism, environmental issues and the French speaking world.
- Customs, traditions, beliefs and religions
- National and international events; past, present and future
- Literature and the arts

Key Skills

The subject criteria for MFL state that AS and A Level specifications should provide opportunities for developing and generating evidence for assessing the Key Skills listed below:

- Communication
- Information Technology
- Improving own Learning & Performance
- Working with Others

Listening: Candidates will have their own cassette and will need individual listening facilities by means of personal stereos with rewind facilities.

Overview

| Unit number | Unit title | Level | Method of assessment | Availability | First assessment | AS/A2 weighting | GCE weighting |
|-------------|--|-------|----------------------|--------------|------------------|-----------------|-----------------------|
| Unit 1 | Understanding and Spoken Response in French | A2 | External | April/May | April/May 2010 | 35% of A2 | 17.5% of Advanced GCE |
| Unit 2 | Research, Understanding and Written Response in French | A2 | External | June | June 2010 | 65% of A2 | 32.5% of Advanced GCE |

Assessment objectives and weightings

| | | % in AS | % in A2 | % in GCE |
|--------------|---|---------|---------|----------|
| A01 | Understand and respond, in speech and writing, to spoken language | 40% | 25% | 32.5% |
| A02 | Understand and respond, in speech and writing, to written language | 35% | 50% | 42.5% |
| A03 | Show knowledge of and apply accurately the grammar and syntax prescribed in the specification | 25% | 25% | 25% |
| TOTAL | | 100% | 100% | 100% |

Future Opportunities

A good pass at A Level gives access to university courses and offers a valuable qualification in the world of work. A language is becoming more and more important in today's world where business frontiers are disappearing throughout the European Union.

Here is a selection of posts advertised where a language is required along with other abilities:

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American Express Cards*

"Some knowledge of European languages is desirable"

British Airways Cabin Crew

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*New Product Development – Europe
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"European experience and language skills are desirable"

Many of our past students have gone on to study degree courses in either pure French or a variety of interesting courses which combine a language with other subjects such as Accountancy, Law, European Studies, Business Studies, and the Media.

Who to see for further details:

MISS M MORLAND/MS K GREEN

GENERAL STUDIES - AS Level

Details of the course

Examination Board: AQA

In Year 12, it is important for students to develop their critical thinking and analytical skills across a range of situations. The ability to 'think critically' will be of immense benefit to students' A-Level studies as well as future university studies and careers.

This course is 'interdisciplinary' in nature. This means students study two themes that are connected - conflict and space. This course will broaden their approach to their studies and help them to understand the competitive nature of today's world. They will study topical issues that may not be covered in their other subjects.

The way that this course will be delivered may be different to their other subjects. They will be encouraged to actively debate the issues of the week; independent thought and constructive argument will be encouraged! All students will study this subject at AS level.

Scheme of Assessment

Students will be assessed in 2 examinations involving essay writing and data response questions.

Specification Structure (AS)

| Unit | Examination Duration | Weighting AS |
|-------------|-----------------------------|---------------------|
| 1 | 1 ½ hours | 50% |
| 2 | 1 ½ hours | 50% |

Scheme of Assessment

Candidates take two units of assessment at Advanced Subsidiary, conflict and space.

Units of Study

| | |
|--------|--|
| Unit 1 | CONFLICT Students examine issues to do with aggression, scientific controversy, politics, media, the arts, market forces, beliefs and values. |
| Unit 2 | SPACE This unit is concerned with climate change, housing and migration, multiculturalism, art and public space, architecture, global media, land use and access and environmental issues. |

Who to see for further details:

Ms C Haines

GEOGRAPHY

Details of the Course

Examination Board : OCR

If you have an interest in the environment, enjoy studying a subject that is relevant to your life and experience and want the opportunity to carry out practical work including fieldwork and ICT, then the new Geography course is for you. The expectation is that you will have studied GCSE Geography and been entered for the Higher Tier. There are 2 units in the Advanced Subsidiary and a further 2 units in the A2 course.

| | | | |
|-----------|--|--|--|
| AS Unit 1 | Managing Physical Environments | <p>Topic 1 – River Environments – processes and landforms associated with rivers such as meanders, waterfalls, deltas, flooding and management of rivers</p> <p>Topic 2 – Coastal Environments – effects of different rock types on coastlines, study of a coast, tourism, coastal management</p> <p>Topic 3 - Cold Environments- how ice shapes the land, glaciation, life in cold areas, indigenous people, developing resources.</p> <p>Topic 4 – Hot Arid and Semi-Arid Environments – landforms of deserts and ecology, fragile environments, management.</p> | <p>May Year 12 1 ½ hour exam 2 short data response questions and 1 extended writing question.</p> <p>25%</p> |
| AS Unit 2 | Managing Change in Human Environments | <p>Topic 1 – Managing Urban Change – land use, urban growth and decay, congestion, sustainable management</p> <p>Topic 2 – Managing Rural Change- growth or decline, land use changes, pollution, sustainable management</p> <p>Topic 3 – The Energy Issue- sources of energy, future opportunities, managing supplies, links with the economy</p> <p>Topic 4 – The Growth of Tourism- growth and development as a global industry, environmental issues, managing tourism for the future.</p> | <p>May Year 12 1 ½ hour exam 2 short data response questions and 1 extended writing question</p> <p>25%</p> |
| A2 Unit 3 | Global Issues | <p>Topic 1- Environmental Issues – earth hazards such as earthquakes, volcanoes, floods, landslides, tsunamis.</p> <p>Topic 2- Economic Issues – population and resources with problems of food supply, transport and renewable resources.</p> | <p>June Year 13 2 ½ hour exam 3 data response questions 2 essay-type questions</p> <p>30%</p> |
| A2 Unit 4 | Geographical Skills | <p>An individual investigation will be carried out at the end of Year 12 based on the field course. The written questions focus on the skills and techniques used during this geographical research.</p> | <p>January Year 13 1 ½ hour exam</p> <p>20%</p> |

Practical Work and Fieldwork

Throughout the course there will be an emphasis on practical exercises, individual research, role play, problem-solving, discussion, and ICT application. There will be a residential field course of one week's duration, probably to the South of France.

Future Opportunities and Careers

Geography provides access to a wide range of career and higher education possibilities because it provides an excellent balance between Arts and Science subjects. It therefore goes well with other subjects such as Economics, English, History, Psychology and any Science. The skills you learn in Geography such as collecting, analysing and interpreting data and communicating your findings in imaginative ways, are in great demand in many careers. Geography is recognised by employers and universities as being of great value because it focuses on independent learning, use of technology and ability to make decisions. It is a preferred subject for such courses as law and medicine which require these decision-making and communication skills.

Who to see for further details :

**MRS V DAVIS
MR K DAVIS**

GERMAN - AS Level

Details of the Course

Examination Board: EdExcel

The aim of the course is to develop students' all round knowledge of German language, culture and media; including aspects of German literature and current affairs. Students learn to use spoken and written German in a variety of situations and gain access to issues affecting Germany, as well as learning to express opinions on a wide range of subjects of topical interest. In lessons you will have the opportunity to discuss TV and videos and access articles and statistics from the media and internet.

Reading and listening material used in the Advanced Subsidiary units will be drawn from the following broad subject areas and will be firmly rooted in the culture of a target language country.

General Topic Areas

| | |
|---|---|
| <ul style="list-style-type: none"> • Youth culture and concerns | <ul style="list-style-type: none"> - Music and fashion - Technology (eg MP3 / blogs / mobile phones / internet / games) - Relationships (family / friendships and peer pressure) - Drink, drugs and sex |
| <ul style="list-style-type: none"> • Lifestyle: health and fitness | <ul style="list-style-type: none"> - Sport and exercise - Food and diet - Health issues (eg smoking, skin cancer, health services) |
| <ul style="list-style-type: none"> • The world around us: travel, tourism, environmental issues and the German-speaking world | <ul style="list-style-type: none"> - Tourist information, travel and transport - Weather (eg natural disasters, climate change) - Pollution and recycling |
| <ul style="list-style-type: none"> • Education and employment | <ul style="list-style-type: none"> - Education (schooling and higher education) - Education policy and student issues - The world of work (eg the changing work scene, job opportunities and unemployment) |

Key Skills

The subject criteria for MFL state that AS and A Level specifications should provide opportunities for developing and generating evidence for assessing the Key Skills listed below:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Communication • Information Technology | <ul style="list-style-type: none"> • Improving own Learning & Performance • Working with Others |
|---|---|

Listening: Candidates will have their own cassette and will need individual listening facilities by means of personal stereos with rewind facilities.

GERMAN - AS Level cont.

Overview

| Unit number | Unit title | Level | Method of assessment | Availability | First assessment | AS/A2 weighting | GCE weighting |
|-------------|--|-------|----------------------|--------------|------------------|-----------------|---------------------|
| Unit 1 | Spoken Expression and German | AS | External | April/May | April/May 2009 | 30% of AS | 15% of Advanced GCE |
| Unit 2 | Understanding and Written Response in German | AS | External | June | June 2009 | 70% of AS | 35% of Advanced GCE |

Assessment objectives and weightings

| | | % in AS | % in A2 | % in GCE |
|--------------|---|---------|---------|----------|
| A01 | Understand and respond, in speech and writing, to spoken language | 40% | 25% | 32.5% |
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| A03 | Show knowledge of and apply accurately the grammar and syntax prescribed in the specification | 25% | 25% | 25% |
| TOTAL | | 100% | 100% | 100% |

Future Opportunities

AS Level German is a valuable qualification in the world of work. A language is becoming more and more important in today's world where business frontiers are disappearing throughout the European Union.

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Harvey Nash plc*

"European experience and language skills are desirable"

Many of our past students have gone on to study degree courses in either pure German or a variety of interesting courses which combine a language with other subjects such as Accountancy, Law, European Studies, Business Studies, and the Media.

Who to see for further details:

MISS M MORLAND/MS K GREEN

GERMAN - A2 Level

Details of the Course

Examination Board: EdExcel

The aim of the course is to develop students' all round knowledge of German language, culture and media; including aspects of German literature and current affairs. Students learn to use spoken and written German in a variety of situations and gain access to issues affecting German. In lessons you will have the opportunity to discuss issues and formulate arguments, read newspapers and magazines, watch satellite TV and videos and access articles and statistics from the media and internet.

General Topic Areas

- Youth culture and concerns
- Lifestyle; health and fitness
- The world around us: travel, tourism, environmental issues and the German speaking world.
- Customs, traditions, beliefs and religions
- National and international events; past, present and future
- Literature and the arts

Key Skills

The subject criteria for MFL state that AS and A Level specifications should provide opportunities for developing and generating evidence for assessing the Key Skills listed below:

- Communication
- Information Technology
- Improving own Learning & Performance
- Working with Others

Listening: Candidates will have their own cassette and will need individual listening facilities by means of personal stereos with rewind facilities.

Overview

| Unit number | Unit title | Level | Method of assessment | Availability | First assessment | AS/A2 weighting | GCE weighting |
|-------------|--|-------|----------------------|--------------|------------------|-----------------|-----------------------|
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Assessment objectives and weightings

| | | % in AS | % in A2 | % in GCE |
|--------------|---|---------|---------|----------|
| A01 | Understand and respond, in speech and writing, to spoken language | 40% | 25% | 32.5% |
| A02 | Understand and respond, in speech and writing, to written language | 35% | 50% | 42.5% |
| A03 | Show knowledge of and apply accurately the grammar and syntax prescribed in the specification | 25% | 25% | 25% |
| TOTAL | | 100% | 100% | 100% |

GERMAN - A2 Level cont.

Future Opportunities

A good pass at A Level gives access to university courses and offers a valuable qualification in the world of work. A language is becoming more and more important in today's world where business frontiers are disappearing throughout the European Union.

Here is a selection of posts advertised where a language is required along with other abilities:

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Harvey Nash plc*

"European experience and language skills are desirable"

Many of our past students have gone on to study degree courses in either pure German or a variety of interesting courses which combine a language with other subjects such as Accountancy, Law, European Studies, Business Studies, and the Media.

Who to see for further details:

MISS M MORLAND/MS K GREEN

HISTORY

Details of the course

Examination board: OCR-History A

The purpose of this course is to allow a study in depth of topics related to both the USA and Britain Concentration will take place between 1820-61 in the USA and in Britain 1951-1994.

Methods of Assessment

Candidates will be required to sit two papers at the end of Year 12 for the AS award and one paper in Year 13 for the full A2 award. In year 13 there are two pieces of coursework to be completed which are worth 20% of the total marks.

The Origins of the American Civil War 1820-1861

The option considers the reasons for the outbreak of the American Civil War. Candidates should consider both the general issues and the specific developments which led to an increase in tension between North and South.

Key issues

- The role of slavery in the territories 1820-1850
- How substantial the differences were between North and South
- How the events 1820 onwards led to the worsening of the relationship between north and south.
- What were the motives behind secession and why did this lead to war?

Post-War Britain 1951-1994

- Why did the Conservatives remain in power from 1951-1964?
- Why did the Labour party win the 1964 election?
- How successful were the Labour governments of 1964-1970 and 1974-79?
- How far did Heath change the Conservative party?
- Why was Thatcher a controversial Prime-Minister in domestic politics?
- Why did Ireland remain a problem (to 1994)?

Future career opportunities

History at AS/A2 provides an excellent grounding for Higher Education entry and is highly regarded and respected within Colleges/Universities. It provides an excellent preparation for courses which include-English, philosophy, politics, law and accountancy. It is also highly regarded in the working world and provides an excellent base for jobs linked with the civil service, accountancy and the financial markets.

**Who to see for further details: MISS LeDAIN/MR NICHOLLS (Heads of History)
MR GREEN**

Details of the Course

Examination Board: AQA

The new AS / A2 specification has been designed to:

- help students who wish to go on to higher education courses or employment where understanding how ICT can be used in society and business, and the implications of its use will be a valuable asset to them.
- offer more opportunities for practical work than the current course.

Among the many benefits, this new specification is designed to encourage candidates to:

- work co-operatively and manage projects
- develop personal learning and thinking skills
- provide quality ICT-based solutions to a range of problems
- develop an awareness of developments in technology.

AS outline

The AS specification has 2 units:

The two units are complementary and are concerned with applying ICT to solve problems and the study of the opportunities for and affects of using ICT in the world today. Candidates will have the opportunity to put into practice a wide range of software and hardware to create solutions to solve problems.

Unit 1: Practical Problem Solving in the Digital World

Topic list

- Practical use of ICT, identifying, designing, producing, testing, documenting and evaluating solutions using various software..
- Data entry, storage, output of information, use of software, current health and safety legislation.

Assessment

| | |
|-----------------------|-----------------------------------|
| Written Paper: | 1 hour 30 minutes |
| Weighting: | 50% of total AS marks |
| | 25% of total A Level marks |

Question paper/answer booklet examination. Externally marked. Section A: short answer questions; Section B: 3 or more structured questions requiring discursive answers. All questions are compulsory.

Unit 2: Living in the Digital World

Topic list

- ICT systems, their components, uses, users, safety and security
- Data and information, data transfer, backup and recovery.

Assessment

| | |
|-----------------------|-----------------------------------|
| Written Paper: | 1 hour 30 minutes |
| Weighting: | 50% of total AS |
| | 25% of total A Level marks |

Question paper/answer booklet examination. Section A: short answer questions; Section B: 3 or more structured questions requiring discursive answers. All questions are compulsory
Examinations externally marked.

A2 outline

At A2, students will study the concepts associated with the use of ICT in the 21st century. They will also have opportunities for acquiring skills needed in the IT profession such as co-operative working and project management. These practical skills can be developed in areas of ICT that are of interest to them. Students can also use these newly acquired skills as a springboard into other qualifications and working environments.

The A2 specification has 2 units:

Unit 3: The Use of ICT in the Digital World

Topic List

- Developments in technology, information needs of organisations, ICT systems, management of ICT
- Developing ICT systems, introducing large ICT systems into organisations
- Training and supporting users of ICT systems.

Assessment

| | |
|-----------------------|---|
| Written Paper: | 2 hours |
| Weighting: | 60% of total A2 marks 30% of total A Level marks |

Candidates will be provided with pre-release material, which will be available to them from 1 November for the January examination, and 1 April for the June examination. The pre-release will be re-issued for use in the examination.

Question paper/answer booklet examination. Externally marked.

Section A: structured questions based on pre-release material;

Section B: questions requiring extended prose answers. All questions are compulsory.

Unit 4: Coursework: Practical Issues Involved in the Use of ICT in the Digital World

Topic list

- Practical issues involved in managing the use of ICT in organisations
- Investigating, analysing, defining requirements
- Selecting and using appropriate technologies, designing solutions, methods for testing and installation, documenting and evaluating.

Coursework

| | |
|-------------------|---|
| Weighting: | 40% of total A2 marks 20% of total A Level marks |
|-------------------|---|

Candidates must produce a report based upon their practical work/investigation. The report will be internally marked and externally moderated.

Assessment Objectives

The Assessment objectives are common to AS and A Level.

AO1 - Data and information, and the need for their organisation and manipulation to facilitate effective use; using ICT for a range of purposes; social, cultural, legal, technical, ethical, economic and environmental considerations on the use of ICT; ICT for individuals, organisations and society; ICT systems (including hardware, software and communication); the development of high-quality ICT-related solutions to problems; emerging technologies and ICT

AO2 - Investigate and analyse problems and produce a specification; design effective solutions; select and use appropriate application software; test and implement an effective ICT-related system; document specifications and solutions; evaluate solutions and their own performance.

Who to see for further details: Mrs V WALTERS

MATHEMATICS

Examination Board: EdExcel

Entry Requirements

Mathematics AS and A Level are offered to GCSE students who have been predicted and achieved A or A*.

Module Breakdown

Four modules of Pure Mathematics and two of Applied Mathematics are studied over the two years. There is no coursework.

Assessment and Course Structure

All exams have equal weighting and students may resit each module in order to improve marks. C1 is taken in January of Year 12 and pupils are expected to pass this examination in order to continue with the rest of the AS course. C3 is taken in January of Year 13. Resits will be taken in January and June of Year 13. The modules taken in June of Year 13 may not be resat.

| | | |
|----------------|----|------------|
| AS Mathematics | C1 | Pure 1 |
| | C2 | Pure 2 |
| | S1 | Statistics |

| | | |
|----------------|----|-----------|
| A2 Mathematics | C3 | Pure 3 |
| | C4 | Pure 4 |
| | M1 | Mechanics |

Please direct any questions to:

MR SOMES
(Head of Mathematics)
MRS TYRELL (Second in Mathematics)

MATHEMATICS – USE OF MATHEMATICS

Examination Board: AQA

Entry Requirements

This course is designed for students with GCSE Mathematics at Grade C or above from the Higher paper. It is ideal for those who do not intend to take the subject as far as A level, but who want to learn how to apply advanced mathematics in real and interesting contexts.

Module Breakdown

| | |
|---|--|
| Working with Algebraic & Graphical Techniques | 1½ hour exam 50% of unit Coursework 50% of unit – exam June |
| Modelling with Calculus | 1½ hour exam 50% of unit Coursework 50% of unit – exam June |
| Applying Mathematics | 1½ hour exam 70% of unit 1 hour comprehension 50% of unit – exam June |

Assessment and Course Structure

A Graphics Calculator is expected to be used in the Applying Mathematics examination and is also useful for the other examinations.

There is less emphasis on content than in traditional AS Mathematics and more emphasis on process skills such as application, understanding, reasoning and communication. Computers will be used to carry out calculations and draw graphs. Pupils will also learn how to use a graphics calculator.

Working with Algebraic and Graphical Techniques

In this unit pupils:

- model data with appropriate functions
- investigate functions commonly used to model real situations

Modelling with Calculus

In this unit pupils:

- identifying an area or problem to investigate
- selecting appropriate data
- carrying out mathematical analysis
- drawing conclusions and summarising findings

Applying Mathematics

In this unit pupils:

- use simulation to model random events
- use recurrence relations to model a range of contexts

It also aims to develop pupils' ability to

- apply mathematics that they have learnt and to be able to explain clearly what they are doing
- understand mathematical articles and do calculations based on what they have read

Please direct any questions to:

MR SOMES
(Head of Mathematics)
MRS TYRELL
(Second in Mathematics)

Details of the Course

Examination Board: OCR

The aims of the specification are to:

- Enhance students' enjoyment and appreciation of the media and its role in their everyday lives;
- Develop critical understanding of the media through engagement with media products and concepts as well as through the creative application of practical skills;
- Explore production processes, technologies and contexts;
- Become independent in research skills and their application.

No prior knowledge of the subject is required, though the course does build on (but not rely upon) knowledge, skills and understanding acquired at GCSE.

About the course:

There are two modules in each year of the course, in-keeping with all A Level subjects.

AS Unit G321 – Foundation Portfolio in Media – students will work in print or film/video

This is a practical coursework unit which firstly tests the students' ability to plan and construct media products using appropriate technical and creative skills; secondly assesses their application of knowledge and understanding in evaluating their own work, showing how meanings and responses are created; and finally to assess their ability to undertake, apply and present appropriate research. This unit is internally marked and externally moderated

AS Unit G322 – Key Media Concepts – TV Drama and Representation

This unit is in two parts. In section A students will analyse how representation is created through use of camera, sound, editing and mise-en-scene in a short unseen extract from a TV Drama. Section B assesses their knowledge and understanding of media institutions and their production processes, distribution strategies, use of technologies and related issues concerning audience reception and consumption of media texts. They will produce a case study on either the music or film industry.

A2 Unit G324 – Advanced Portfolio in Media

This is another practical coursework unit and has the same aims as Unit G321. However, students are expected to show significantly more skill and a broader range of material than they did at AS. In addition this unit will enable them to develop the skills of presentation that are required for further study at higher levels and in the workplace.

Unit G325 – Critical Perspectives in Media – Media and Collective Identity

This unit involves the study of media concepts, contexts and critical debates and applying them to a variety of media texts (film, TV and print products). They will also be assessed on their ability to evaluate their own practical work in reflective and theoretical ways.

A Media Studies student should:

- Committed and not afraid of hard work
- Have an open mind and enjoy debating issues
- Be self-motivated and organised
- Be responsible when using expensive equipment

Future opportunities:

Media Studies is compatible with both Arts and Science based subjects. In addition to providing interesting and valid access to degree courses at university, a qualification in Media Studies also offers opportunities to students who are planning a future in broadcasting, publishing and the communication industry.

Who to see for further details: Mrs A Horne

MUSIC

Examination Board: EdExcel

Sequence of Units

The normal sequence in which the units could be taken is units 1, 2 and 3 leading to an Advanced Subsidiary award, then units 4, 5 and 6 together leading to the A Level award. Alternatively, candidates may take all units at the end of the A Level course in a “linear” fashion. Any student considering studying for AS level should be at a level of Grade 5 performance and have a good understanding of Musical Theory including Major and Minor Keys.

| | | |
|--------|----------------------------------|--|
| Unit 1 | Performing | Students may perform as a soloist or in an ensemble. They are free to choose music in any style and may perform on any instrument or voice. During the course they must produce a 5-6 minute performance, captured on CD. The recording can be made at any time during the course. |
| Unit 2 | Composing | Students are encouraged to develop compositional skills in order to produce a final three minute long piece from a chosen brief set by EdExcel. Students must also produce a CD sleeve, notes under exam conditions to describe how they have developed this final composition, and explain how other pieces of music have influenced it. |
| Unit 3 | Developing musical understanding | This unit concerns listening to music and understanding how it works, and divides into three areas: a) developing listening skills, through the study of a specific set of works b) developing analytical skills by studying the scores of these works c) identifying tonal and harmonic features in a score, and completing a short piece of four part harmony. Assessment is through a two-hour examination paper in June. Areas of study include: i) Instrumental Music ii) Vocal Music |
| Unit 4 | Extended Performance | Pupils have the opportunity to extend their performance skills as either soloists or members of an ensemble. They are free to perform on voice or any instrument and in any style. Pupils will produce on CD a 12-15 minute performance of a balanced programme of pieces. The recording can be made at any time during the course. |
| Unit 5 | Composition and Technical Study | This divides into two sections: a) the composition section further develops students’ skills leading to the creation of a three-minute piece, to a chosen brief. b) the technical study builds upon the knowledge of harmony already gained in Units 3 and develops it through the medium of pastiche studies. Students must complete two tasks, choosing from <u>either</u> one Composition and one technical study or two Compositions and two technical studies. |
| Unit 6 | Further Musical Understanding | This concerns listening to music, familiar and unfamiliar, and understanding how it works. Set works (different from those studied in Unit 3) provide the focus for this. The unit divides into three areas: i) Aural Analysis ii) Music in context iii) Continuity and change in instrumental music Students should also listen to a wide range of unfamiliar music in order to be able to analyse and contextualise what they hear. Assessment is through a two-hour examination paper, set in June. |

Future Opportunities

This course is intended to appeal to students who wish to continue Music Studies into college or university, or for those who wish to extend their understanding and experience of music.

Although a qualification could lead to a Music or Arts degree, A Level Music is an acceptable qualification for many degree courses, not fundamentally to do with music itself.

Who to see for further details:

Miss G TOMLINSON

PERFORMING ARTS

Examination Board EdExcel (Syllabus 8781/9871)

Course entry Qualifications: GCSE grade C or above in Drama, Music or Dance (or equivalent) plus grade C in English

About the course

GCE in Performing Arts is a new Vocational A-Level course in which you study all aspects of the performing arts industry. You will gain an insight into the nature of the performing arts industry, employment opportunities, constraints and the issues facing professionals working within the sector.

You will learn about the working methods used by professionals: as an individual, in teams, with clients, commissioners and audiences.

You will develop your own skills with an opportunity to specialise in either performance or production support.

This course is suitable to study alongside Drama and Theatre Studies and/or A' level Music.

Energy, commitment and dedication as well as a real interest in the practical needs and concerns of the performing arts industry is essential for success on this course.

AS units;

Unit 1 Exploring Skills for Performance

Is about developing your performance skills and exploring a whole range of new skills. You may study dance, acting skills, keyboard skills, singing, sound and lighting, investigating performing arts industries and much much more!!!

Unit 2 Planning for an Event

For this unit you will become a member of an Arts Administration team. You will learn how to run an Arts Venue, then plan and execute an event such as an Arts Festival, Music Concert, School Production or booking visiting companies.

Unit 3 Performing to a Commission

Students will be set a commission by the exam board and have to realise a Performance piece based on that commission

A2 Units;

Unit 4 Employment Opportunities in the Performing Arts

Students will learn about gaining work in performing arts industries, skills required, job descriptions, interview and audition techniques, agents, Unions, contracts and creating your own portfolio

Unit 5 Advanced Performance Practise

Students will produce a performance piece using their chosen performance area Dance, Music or Drama

OR

Unit 6 Advance Production Practice

Students may opt for this technical unit, selecting to be a designer; stage manager; press and marketing; administrator or other technical roles.

Unit 7 Production Delivery

From a given commission you will work as a member of a small scale company to produce a group performance piece to a specified deadline.

Assessment

You will be encouraged to demonstrate your skills and talents by being assessed in practical ways with no written exams. Your teacher will assess you solely through portfolio and performance. Your work will be moderated by a visiting moderator.

What Next?

The GCE in Performing Arts qualifies for UCAS points so if you complete the course successfully you could move on to study for a degree or BTEC HND in Performing Arts. You could also go on to relevant employment

Who to see for further details: MRS S PAVELKOVA

PHYSICAL EDUCATION

Details of the Course

Examination Board: EdExcel

This is a modular course which seeks to analyse the concept of performance from a range of physiological, sociological and psychological aspects.

By studying the elite athlete, students will be provided with the knowledge and understanding to enhance their own performance.

Whilst it is expected that the students studying at this level possess the physical capabilities to be assessed within practical activities there will also be the opportunity for students to undertake studies of related areas such as leading or officiating activities.

The modules required for AS are:

| | |
|---|--|
| Unit 1: Participation in Sport and Recreation | Externally assessed through exam |
| Unit 2: The Critical Sports Performer | Internally assessed through practical activities and research project. |

These 2 modules equate to 50% of the overall A Level grade if the course is completed.

The modules for A2 are:

| | |
|--|----------------------------------|
| Unit 3: Preparation for Optimum Sports Performance | Externally assessed through exam |
| Unit 4: The Developing Sports Performer | Internally assessed through PEP |

These 2 modules equate to the remaining 50% of the overall A Level grade.

Future Opportunities

This qualification can lead into the following: Physiotherapy, Sports Psychology, Sports Sociology, Sports Science, Sports Development, Sports Psychology, Physiotherapy, higher levels of coaching, working at management level of the leisure and tourism industry, working for official sporting bodies, sports media and more.

Who to see for further details: **MR J REDDING**

What is a BTEC National Diploma?

- A BTEC National Diploma is a practical, work-related course. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands.
- It is equivalent to three A levels.

What are the entry requirements?

- You will normally need to have at least one of the following:
 - a BTEC First Certificate or Diploma in a related subject
 - at least four GCSEs at grades A*-C

What is the course structure?

- 7 Core units:
 1. The Body in Action
 2. Health and Safety in sport
 3. Training and Fitness for sport
 4. Sports coaching
 5. Sports development
 6. Fitness testing for sport and exercise
 7. Practical sports
- 11 Specialist units

How is the course assessed?

- All units are assessed and graded, and an overall grade for the qualification is awarded.

What can I do at the end of the course?

- BTEC National Diplomas are valued by employers and higher education (universities and colleges).
- If you want to get a job straight away you could work in:
 - Sports Centres
 - Leisure Centres
 - Outdoor Activities Centres

Who to see for further details: Mr J REDDING

PHYSICS

Entry Requirements

Examination Board: AQA Specification A

Students must achieve a B minimum in triple science Physics, A in additional science, and at least a B in core science, and must have an A in Mathematics.

Details of the Course

Compulsory modules for AS and A Level:

1. Particles, Quantum Phenomena and Electricity
2. Mechanics, Materials and Waves
3. Investigative and Practical Skills in AS Physics

Compulsory modules for A Level only:

4. Fields and Further Mechanics
5. Nuclear and Thermal Physics
6. Investigative and Practical Skills in A2 Physics

Additional module for A Level (one from ...)

- a) Astrophysics
- b) Medical Physics
- c) Applied Physics
- d) Turning Points in Physics

Coursework

Students will carry out experimental and investigative activities in order to develop their practical skills. The investigative and practical skills will be assessed through one of two methods:

Route I

1. Practical Skills Assessment (PSA) – 9/50 marks
2. Investigative Skills Assessment (ISA) – 41/50 marks

The PSA will be assessed throughout the AS/A2 course, based on the student's ability to follow and undertake standard practical activities. The ISA will require students to undertake practical work, collect and process data and use it to answer questions in a written test, carried out during a lesson.

Route II

1. Practical Skills Verification (PSV)
2. Externally marked practical assignment (EMPA) – 55 marks.

The PSV will be assessed throughout the AS/A2 course and will require students to carry out 5 short practical exercises under supervision. The EMPA consists of two stages. During Stage 1 pupils will carry out practical work following the exam board's instructions. Stage 2 consists of a written test based on their results from Stage 1. Both stages will be conducted under exam conditions.

In AS, coursework contributes 20% to the final AS marks. In A2 each is worth 10% of the final A2 marks. Which route we take will depend on the strengths of our students.

Assessment

All modules are assessed by written examination. AS candidates will sit two papers, each worth 40% of the AS marks. A2 students will sit four papers, each worth 20% of the A2 marks. The remainder is made up from Investigative and Practical Skills modules.

Future Opportunities

A qualification in Physics is regarded as one of the most valuable in the scientific field. It is an important subject for students wishing to develop their scientific interests in careers such as Engineering, and is also accepted as useful for students aiming for non-scientific careers, such as Accounting.

Who to see for further details:

MRS D BLAIN / MRS R CONNOLLY

PSYCHOLOGY

Details of the course:

Examination Board AQA - A

Students will be encouraged to develop an interest and appreciation in Psychology through an exploration of the ways in which Psychology is conducted and applied to everyday life. This will include:

- Evaluation of research
- Student investigations on specific subject areas within Psychology
- Presentations and research targeting key studies
- Explanations of real life scenarios

All students attend conferences held by key psychologists and examiners. Visiting speakers such as Clinical Psychologists are invited to help demonstrate how Psychology can be used in future careers. A wider understanding of Psychology is also encouraged through reading and watching of contemporary literature and film. Each module includes both theory and real life applications.

Please note: To study Psychology at A Level it is important to have at least a Grade B at GCSE in Mathematics or Science as well as a Grade B in English.

Methods of Assessment:

Advanced Subsidiary (AS)

- Candidates take Units 1 and 2

Advanced Level (AS & A2)

- Candidates take Units 3 and 4

AS Unit 1 Cognitive - Memory & Eye Witness Testimony
Developmental – Attachments & Day Care
Research Methods – Methods, Sampling & Design

AS Unit 2 Biological – Stress & Stress Management
Individual Differences – Defining & Explaining Abnormality
Social – Social Influence & resisting Social Influence

A2 Unit 3 Relationships, Gender & Eating Behaviour

A2 Unit 4 Schizophrenia, Anomalous Psychology, Psychological Research

Future Opportunities:

Psychology is a recognised academic subject which can be continued on to degree level, either by itself or as a joint degree with subjects such as Sociology, Criminology or Education. It also provides a good grounding for occupations such as Advertising, Marketing, Personnel Management, Education, HR, Counselling and Teaching.

Who to see for further details: Miss S BAYLEY

- AS Module 1 - Philosophy of Religion 1**
8. Greek influence on Philosophy of Religion: Plato and Aristotle
 9. Judaeo-Christian understanding of God
 10. Classical arguments for the existence of God
 11. The problem of evil and suffering: Augustinian and Irenaean theodicy's
 12. Psychological challenges to Religion
 13. Religion and Science

- Module 2 - Religious Ethics 1**
1. Ethical theory; Natural law, Situation ethics, Absolute and relative
 2. Ethical theory; Kant, Utilitarianism, Absolutism and Relativism
 3. Medical Ethics; abortion, euthanasia, IVF, genetics, embryo research
 4. Ethics of War, peace and justice

- A2 Module 1 - Philosophy of Religion 2**
1. God revealed through religious language and experience
 2. Nature of God – god's attributes
 3. Different views of life and death/body and the soul
 4. Choice versus Destiny

- Module 2 - Religious Ethics 2**
1. Religious ideas of free will and theological determinism
 2. Nature of and experiences of conscience
 3. Applied and ethical issues – sexual ethics, business, environment
 4. Teachings of Religious Ethics

Details of Study

Mainly discussion based lessons with printed booklets & handouts providing a basis for study and essay writing. Sixth Form library has a wide range of ever-increasing resources available. It may be necessary to buy one or two text books for the course. Attendance at Philosophy & Ethics conferences is encouraged.

Assessment

AS level will be assessed by two exams each 1 hour in length. A2 will be assessed by two exams of 1 ½ hours.

Future Opportunities

What use will studying A Level Philosophy & Ethics be to me?

The maturity of thought and powers of self expression developed in this course are vital in today's competitive market. An articulate and thoughtful person who can piece together an argument or put forward a point of view in a concise manner is an asset to many employers. Good communication is important in many fields of employment such as Retail & Marketing, Accountancy, Advertising, Insurance, Journalism, Public Relations, Personnel, Police, Teaching, Youth Work.

The problems of morality and ethics considered in the course are of particular relevance in the fields of Medicine, Psychology, Nursing, Police, Ministers of Religion, Law, TV and the Media. There are also many areas of business and finance where financial and managerial decisions are made which often require an individual ethical standpoint.

An A Level in RS is highly regarded by universities as an academic discipline requiring sound skills in thought, reflection, independent and critical thinking, dialogue, good command of language and the ability to construct a coherent and balanced argument.

Who to see for further details: MISS C MOON

ENGLISH (GCSE RETAKE)

Details of the Course

Examination Board: AQA

This course involves both coursework and preparation for examinations and is suitable for those pupils who achieved a Grade D at GCSE and need a C for further Education purposes. Entry is usually made in November or the following June. This decision will be made in consultation with the teacher.

Coursework

Candidates may re-present their coursework folder from the previous year for one further entry only or offer new work. There is continuous assessment of oral skills. Students are expected to attend on a weekly basis after school and regular attendance is essential.

Methods of Assessment (including % of total grade)

| | | |
|-----|--------------------|-------------------|
| 60% | Written exam | 2 x 2 hour papers |
| 20% | Oral assessment | |
| 20% | Written coursework | |

Who to see for further details: **MS N GILL**

MATHEMATICS (GCSE RETAKE)

Details of the Course

This syllabus is available as a one-year course. Lessons are at lunchtime and very regular attendance is a prerequisite for GCSE entry.

Structure of Course

| | |
|-----|------------------------|
| 50% | Paper 1 non-calculator |
| 50% | Paper 2 calculator |

Who to see for further details: **Mr C SOMES**
(Head of Mathematics)

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Details of the Course

Whilst in Year 12, it is compulsory for all students to follow a P.S.E.C. programme.

The purpose of this course is to offer the opportunity for consideration and discussion of the many current issues that are relevant to students but which may not be touched upon in their exam courses.

“**Signal**” is a pre-driving course which develops an awareness of the knowledge, skills and attitudes which combine to make a good driver, thus improving road safety.

Health looks at such topics as:

- ◆ Eating disorders and body image
- ◆ Sexual health (including HIV/AIDS)
- ◆ Cancer and the importance of screening

Citizenship deals with the political and electoral systems in the UK and asks the question “Why Vote?”

Careers and Work Shadowing extends the experience gained from Work Experience in Year 10 and encourages students to be pro-active in the job market, giving invaluable details to use in applications to employment or further education.

Personal Finance raises awareness of the importance of budgeting amongst other implications of leaving school and starting a career or further education.

‘**UCAS and University Choice**’ allows time to look in detail at the process of applying to University and to start ‘personal statements’.

At this time there is also a session for those not applying to UCAS with the Careers Officer.

During the year there will also be opportunities to discuss and explore current issues as they arise.

Who to see for further details: **Mrs C Haines**