

ST. AUGUSTINE'S

Catholic High School
A SCIENCE COLLEGE



November 2011

Dear Student

St Augustine's Sixth Form Centre

Choosing a school or college for Sixth Form courses is an important decision at a crucial time in your education. This prospectus has been written to help you make that decision. In it are explained the kinds of courses on offer at St Augustine's and how they operate. It also contains information which may be useful both to you and to your parents in the future.

Your courses are obviously the most important part of what you will be doing in the Sixth Form. At St Augustine's we have high expectations of our Sixth Form students: we expect you to work hard and also to learn in ways that may be new to some of you. You will have to read more around your chosen subjects use the Library more and use the internet and intranet frequently. You will have to learn to work more independently, to write in more extended ways and to use IT competently. We expect you to learn to use the study time you have for real private study. The courses in the post sixteen curriculum are demanding but we are prepared to support and encourage you in these new demands.

We welcome into the Sixth Form everyone who comes ready to work hard and to make the most of the opportunities that are offered. We will do all we can to see that you obtain the qualifications you need and to develop the other skills that will help you to succeed in employment or in further study when you leave school. We will also provide you with many opportunities to grow and develop on a personal and spiritual level.

We shall invite you to visit the school and discuss your application prior to the offer of a place. We shall also request a reference from your present school. Your application should be completed by the 30th March 2012; it may be handed in after this time but subject option blocks will be based on applications received by the date above.

Yours sincerely

Mrs Y Brennan
Principal



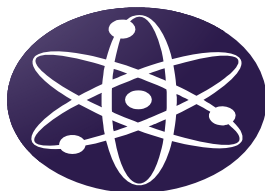
Forward



Specialist Schools
and Academies Trust
EXCELLENCE AND DIVERSITY

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Science



ST AUGUSTINE'S CATHOLIC HIGH SCHOOL
A SCIENCE COLLEGE

SIXTH FORM CENTRE

PROSPECTUS

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WELCOME TO THE SIXTH FORM



WHAT HAS ST AUGUSTINE'S TO OFFER?

Excellence in education - our A Level results from 1999 - 2011 show the high quality of attainment that you can expect if you choose to study with us. This year our average point score per student at A2 was 950. This was a record score for St. Augustine's and the highest in Worcestershire for the second year running.

A wide variety of courses - not only can you choose from a wide range of AS, A2, BTEC and Applied subjects you can mix and match these to find the right combination just for you.

A route into Higher Education - 'A' level, Applied 'A' level and BTEC courses are routes into university. You will be offered advice and support in making applications for degree courses.

A caring Christian Community - St Augustine's Sixth Form offers you a place where your unique talents and contributions will be recognised and welcomed.

A strong tutorial system - a team of tutors work alongside the Head and Assistant Head of Sixth Form to provide academic and pastoral support throughout your one, two or three years study with us. A Learning Support Mentor guides and supports you in establishing effective learning and organisational skills.

A familiar environment - many of you will enjoy the continuity of studying in a place you know well with teachers you know well. Those of you who join us for the first time in the Sixth Form will be warmly welcomed and equally supported.

'A' Level subjects Pathways

At St. Augustine's we offer 2 subject pathways into the Sixth Form:

Canterbury Pathway

Entry requirements:

- A minimum of 5 GCSE passes at A*-C/ Pass/Merit at BTEC
- Subject specific requirements
- Students on this pathway will follow a combination of Level 3 courses. They must choose 4 courses; at least 2 from the Canterbury Pathway.

Thanet Pathway

Entry requirements:

- A minimum of 5 GCSE passes at A*-B/ Merit/Distinction at BTEC
- Subject specific requirements
- Students on this pathway may choose 4 subjects from the Thanet list.

Subject list

Canterbury Pathway:

BTEC Art
BTEC Business
AS/A2 Applied Health & Social Care
BTEC ICT
AS/A2 Media
AS/A2 Performing Arts
AS/A2 Product Design
AS/A2 Applied Science
AS/A2 Applied Travel & Tourism
(These subjects have a 50%+ coursework, portfolio and/or practical element. They therefore allow for greater student control in terms of academic progress).

Thanet Pathway:

AS/A2 Accounting
BTEC Art
AS/A2 Biology
BTEC Business
AS/A2 Chemistry
AS/A2 Economics
AS/A2 English Language
AS/A2 English Literature
AS/A2 French/German
AS/A2 Geography
AS/A2 Applied Health & Social Care
AS/A2 History
BTEC ICT
AS/A2 Mathematics
AS/A2 Further Mathematics
AS/A2 Media Studies
AS/A2 Music
AS/A2 Performing Arts
AS/A2 Physical Education
AS/A2 Physics
AS/A2 Product Design
AS/A2 Psychology
AS/A2 Religious Studies:
 Philosophy/Ethics
AS/A2 Applied Science
AS/A2 Sociology
AS/A2 Applied Travel & Tourism

Choosing courses?

Since this is a very important decision which will influence your future, there are several aspects to think about before making a final choice.

Think about:

- Which subjects make you feel most enthusiastic?
- Which subjects you have a natural talent for?
- Possible careers and University and degree courses. Research the requirements in terms of subjects and grades.
- The assessment methods. If you find examinations difficult, then 'Applied' or BTEC courses, which have greater emphasis on coursework, or the completion of tasks, might be more suited.
- Your subject combinations and whether they compliment one another. For example, Students taking Physics are advised to study Mathematics. These subjects are naturally supportive.
- Researching each subject. Talk to staff, investigate the subject content.
- The level of difficulty of each subject. Some subjects are perceived to be more challenging than others, particularly in relation to achieving the top grades. Look at the ALIS graph outside the Sixth Form study room.

Thinking about Applied/BTEC Diploma subjects?

The picture changes from University to University, so the following is only a general guide:

<i>Student:</i>	<i>Applying to:</i>	<i>Advice on studying an Applied/BTEC subject:</i>
<i>If you have 6 or more A/A*</i>	<i>Russell group universities: Birmingham, Bristol, Cambridge, Cardiff, Edinburgh, Glasgow, Leeds, Liverpool, Manchester, Newcastle, Nottingham, Oxford, Queens Belfast, Sheffield, Southampton, Warwick, Imperial Kings London School of Economics, University College London. OR High ranked university such as York or Durham. The Russell Group is an association of 20 major research intensive universities in the UK.</i>	<i>As a 4th subject an applied subject should be acceptable. Oxford has recently accepted Engineering as a valid diploma subject.</i>
<i>If you have 6 or more A/A*</i>	<i>Not applying to Russell group or high ranked university.</i>	<i>Two applied subjects should not interfere with your plans.</i>
<i>If you have 5 or more C/B grades</i>	<i>Not applying to Russell group or high ranked university.</i>	<i>Choosing a strong mix of Applied subjects should not be an issue.</i>

Before committing to A level subjects, if you know the course or university you intend to eventually apply to, check out specific requirements. Consider your potential G.C.S.E. grades to see if you are likely to meet their requirements.

THE CORE CURRICULUM

No matter which course is selected, everyone follows in the Sixth Form at St Augustine's a Core Curriculum which consists of a general Religious Education (RE) course based on social and moral issues General Studies and Personal, Social and Health Education programme. Sport is also available as an option to all students.

WHY DO WE HAVE A GENERAL RE COURSE?

As a Catholic School, we are committed to the spiritual and personal development of all our students, to promoting the common good and to supporting a sense of responsibility and care for others.

How is it done?

Year 12 complete an NOCN Level 2 in Religious Studies

Year 13 complete an NOCN level 3 in Religious Studies

The Year 12 course is split into 3 areas of study:

- *Human Rights*
- *Faith in Action*
- *Torture*

Each area of study is taught by a different teacher. Students produce a piece of work at the end of each section. There is an element of freedom for students in the tasks, they complete, and they can produce an assembly, take a Year 9 lesson, produce a presentation or help in a particular scheme that supports the Catholic Ethos of the school.

The Year 13 course is centered on Catholic teaching on 'The Sanctity of Life and Medical Ethics'. Topics include:

- *Life after Death*
- *Bioethics and Euthanasia*
- *Embryo Research*
- *Natural Law*

There is an extended essay at the end of this year where students have the opportunity to demonstrate all their knowledge in medical ethics in relation to a particular case study from recent media reports.

The course also offers opportunity for prayer, reflection, assembly preparation and delivery and display work. It is hoped that the course helps build students' personal relationship with God.

CORE PE (Optional)

Physical Activity in the Sixth Form has a socially orientated basis. Formal coaching or training does not normally take place, but equipment and facilities, under supervision, are made available for a diversified programme of activities.

The activities below are those that are usually offered –

<i>Football</i>	<i>Netball</i>	<i>Badminton</i>
<i>Table Tennis</i>	<i>Volleyball</i>	<i>Basketball</i>
<i>Tennis</i>	<i>Weight Training</i>	

We currently have a boys Sixth Form Football team and a girl's netball team.



PERSONAL SOCIAL AND HEALTH EDUCATION (PSHE)

PSHE aims to prepare students for the opportunities, responsibilities and experiences of adult life. You will be given advice on:

Study Skills

Health

Equal Opportunities

Careers information

Application procedures

Guidance on Higher Education and Careers

GENERAL STUDIES

General Studies is a broad-based A Level, recognised by a number of universities. It is delivered through the medium of timetabled periods per week during Year 12 and Year 13.

APPLICATIONS TO THE SIXTH FORM CENTRE 2012

ENTRY REQUIREMENTS: (5 'C' grades at GCSE Btec pass/merit minimum + subject entry requirements)

<i>'A' Level Subjects</i>		
<i>Subject:</i>	<i>Course Requirements:</i>	<i>Desirable:</i>
<i>Accounting</i>	<i>'B' Grade in English Language or History or R.S. And 'B' Grade in Mathematics</i>	
<i>Biology</i>	<i>'BB' in Science GCSE 'B' in English Language or Literature or R.S. or History • Normally: Satisfactory completion of pre-course pack</i>	<i>'A/A*' in the subject</i>
<i>Chemistry</i>	<i>'BB' in Science GCSE 'B' in English Language or Literature or R.S. or History • Normally: Satisfactory completion of pre-course pack</i>	<i>'A/A*' in the subject</i>
<i>Design & Technology</i>	<i>'B' Grade in the subject</i>	
<i>Economics</i>	<i>'B' Grade in English Language or Literature or History or R.S. And 'B' Grade in Mathematics</i>	
<i>English Literature</i>	<i>'B' Grade in the subject: Literature OR Language</i>	<i>'B' grade in both Literature and Language</i>
<i>English Lang & Lit</i>	<i>'B' Grade in the subject: Literature OR Language</i>	<i>'B' grade in both Literature and Language</i>
<i>Geography</i>	<i>'B' Grade in the subject</i>	
<i>History</i>	<i>'B' Grade in the subject</i>	
<i>Languages: French/German</i>	<i>'A' Grade in the subject A 'B' grade in the subject will be considered. • Normally: Satisfactory completion of pre-course pack</i>	
<i>Mathematics</i>	<i>'B' Grade in the subject • Normally: Satisfactory completion of pre-course pack</i>	<i>'A/A*' in the subject</i>
<i>Further Mathematics</i>	<i>'A*' Grade in the subject</i>	
<i>Media Studies</i>	<i>5 'C' grades/Passes</i>	<i>'B' Grade in English Language or Literature or History or R.S.</i>
<i>Music</i>	<i>'B' Grade in the subject</i>	<i>'A/A*' Grade in the subject</i>
<i>Performing Arts</i>	<i>'B/Merit' Grade in the subject area</i>	
<i>Physical Education</i>	<i>'B' Grade in the subject</i>	
<i>Physics</i>	<i>BB' in Science GCSE 'B' in English Language or Literature or R.E. or History 'B' grade in Mathematics. You will need to Study Mathematics (Mechanics) at AS level or attend weekly additional Mathematics sessions. Normally: Satisfactory completion of pre-course pack</i>	<i>'A/A*' in the subject AND 'A/A*' in Mathematics</i>

<i>Psychology</i>	<i>'B' Grade in English Language or Literature or History or R.S. And 'B' Grade in Mathematics</i>	
<i>R.S.: Philosophy and Ethics</i>	<i>'B' Grade in the subject</i>	
<i>Sociology</i>	<i>'B' in English Language or Literature or R.E. or History</i>	
<p><i>Please note:</i> <i>In cases where a GCSE grade is required in the subject and the student has not previously studied the subject, the decision to admit to the course is dependent upon the discretion of the Head of Department/Subject in the first instance. If unsuccessful, an appeal can be made to the Head of Sixth Form and following this to the Principal. An appeal to the Principal is the final recourse of action.</i></p>		

<i>'A' Level Applied courses</i>		
<i>Subject:</i>	<i>Course Requirements:</i>	<i>Desirable:</i>
<i>Health and Social Care</i>	<i>B' grade/Merit if studied at KS4 OR 5 'C' grades/Passes</i>	
<i>Science</i>	<i>Merit in BTEC Science OR Double 'C' grades in Science</i>	
<i>Travel and Tourism</i>	<i>Merit if studied at KS4 OR 5 'C' grades/Passes</i>	

<i>Level 3 (A Level) BTEC Courses</i>		
<i>Subject:</i>	<i>Course Requirements:</i>	<i>Desirable:</i>
<i>Art and Design</i>	<i>'B' grade OR Double Merit if studied at KS4</i>	
<i>Business</i>	<i>'BB' grade/Merit if studied at KS4 OR 5 'C' grades/Passes if not studied at KS4</i>	
<i>I.T.</i>	<i>'B' grade/Merit if studied at KS4 OR 5 'C' grades/Passes if not studied at KS4</i>	

Entry requirements from Year 12 into Year 13

Entry from Year 12 into Year 13 is dependent upon success at AS level. In the case of most A levels, the level of difficulty at A2 level increases dramatically from AS level. Applied and Btec courses, however, are taught at the same level for both years.

Students need the required grades at AS to ensure success at A2, therefore, entry requirements for Year 13 A2 are:

- 2 or more 'D' grades at AS level. OR
- 2 or more merits at Btec .OR
- A merit at Btec and a 'D' grade at AS level.

Students who gain an 'E'/pass grade in an AS level subject may only continue with that subject if the Head of Sixth Form agrees. This decision will be given with close regard to the full programme of study of each individual student.

All appeals against a decision not to admit to Year 13, or not to allow continuance with an A2 subject, should be made to the Principal, in writing, after discussions with the Head of Sixth Form.

Recommended Numbers of Students to be admitted to the Sixth Form

The maximum number of students we would normally seek to enrol into the Sixth Form in Year 12 is 140. We always try and accommodate serious applicants for whom we have appropriate courses. This includes students from St Augustine's continuing from Year 11 and students from other schools.

The minimum/maximum number of places offered in the Sixth Form varies from year to year in order to maintain standards of quality.

Numbers of Students to be admitted to specific Sixth Form Courses

The number of students admitted to any given course cannot be standardised across the Sixth Form owing to the varying nature of courses offered and accommodation required and available.

The likely size of most Sixth Form Teaching groups is 15/20 but some groups will run consistently greater or lower numbers than this. Where there are too many students wishing to study a given course, priority will be given to students with the highest average level two points score.

If insufficient numbers of students indicate that they wish to follow a particular course, that course may be withdrawn, or it may only be timetabled as an AS course (i.e. it will run for one year only), or year 12 and year 13 groups may be combined.

Decisions on a minimum or maximum number of students shall normally be taken by the Deputy Principal, in liaison with the Assistant Principal (Sixth Form) and the relevant Head of Department/Subject Leader.

Closing Date for applications to St Augustine's Sixth Form

The closing date for applications to be received by the Assistant Principal (Sixth Form) for consideration of admission into the Sixth Form in the following September shall be the Friday of the penultimate week of the Spring Term. This will be Friday 30th March 2012.

Applications received after the date shall be considered but may not receive equal priority with applications received by the appointed date.

Offers of places to applicants for St Augustine's Sixth Form

Students applying by the stated closing date shall be informed of the outcome of their applications by the close of the Spring Term. Places shall be offered to students subject to their meeting the entry requirements of the Sixth Form.

GENERAL INFORMATION

CAREERS

- *Considerable help will be given to students regarding careers during the students time in the Sixth Form. Talks by outside speakers, visits to Career Conventions and to Higher Education establishments and interviews with a Connexions Officer are all available.*
- *In addition there is a specialist help from the Connexions Personal Advisor regarding careers and course vacancies.*
- *Higher Education prospectuses are available in the Sixth Form Study Room, the Careers Room and School Library.*

CONSULTATION EVENINGS/RECORDING AND REPORTING

Both parents and students will be invited to discuss progress with subject tutors at least twice during a two-year course. In addition, parents will be contacted if there are concerns regarding progress. Likewise, parents are welcome to discuss any concerns that they may have at any stage during a student's course.

Students' progress will be carefully monitored throughout all courses. Regular assessments take place by subject tutors and the results are used to chart progress.

- *Student academic reviews occur in October, January and July*
- *Students and parents receive a full report once a year, currently in the Spring Term of Year 12 and Autumn Term of Year 13.*
- *Yr 12 Consultation occurs in November- December*
- *Yr 13 Consultation occurs following examination results in March.*

FACILITIES

Common Rooms

- *There are two common rooms available for students to use during free periods and break times. The rooms provide refreshment facilities, pool table, music and a TV.*

Facilities

- *Facilities for members of the Sixth Form include;*
 - *A student car park*
 - *Two common rooms*
 - *Two study rooms and use of Dining Room ICT facilities.*
 - *Use of the Library/resource centre/Study facilities in the Dining room.*

Study Rooms

- *Work areas with several computers are available as well as printers. One study room is a dedicated Yr 13 Study area.*

STUDENT LIFE

Sixth Form education provides new opportunities for students to take their own decisions and to be more responsible for matters that affect them.

Attendance Requirements

- *Year 12 students are required to attend registration at the start of each morning and afternoon, as well as all lessons and assemblies. Should they have no timetabled lesson period 6, and no other requirements on them that afternoon, students may leave the school premises after period 5 (3.05 pm onwards). Year 12 students are free to remain on site or leave the site during lunchtimes. Following the first half term students in Year 13 can apply for a more relaxed registration process. This means that they are required to attend one registration per day, morning or afternoon, all timetabled lessons,*

Monday Tutor Group Assembly and full 6th form Theatre assembly each Friday. They are free to arrive and leave the premises as required, and may choose to study at home or at school during their 'free' Periods. Year 13 students are expected to sign in on arrival if not attending the first registration of the day.

- *All 6th Form students are required to sign out if they leave the school premises before the end of the school day.*

Cars / Driving Lessons

- *There are parking places for student cars but they must obtain permission from school to bring a car onto the site. Permission to have driving lessons at any time during the school must be requested from the Head of Sixth Form. Permission will normally be given if driving lessons occur in the afternoon session and do not impinge upon academic lessons. Permission to attend theory and practical driving tests during the school day should be requested from students' tutor well in advance of your appointments.*

Caution Money

- ***Payment of £50 Caution money** is required of all students in the Sixth Form. This is returned at the end of courses provided all books, locker keys etc are returned in good order and a leaver's form is completed.*

Entertainments Committee

- *At St Augustine's we recognise and give an emphasis to the Social Side of Sixth Form life. The Entertainment Committee meets regularly to organize social events; parties, trips, Charity events etc*

Peer Mentoring

- *At St Augustine's we now have a developed Peer Mentoring Scheme, which has been recognised as one of the best in the UK and our Sixth Form is at the heart of this venture. There are Twenty Four Peer Mentors and each one of them has received thorough training through CHIPS (Childline in Partnership with Schools) to give them the skills required for their supportive role within the school Community both on a one to one basis and for general school support. Students who continue their Peer mentoring throughout the Sixth Form may also be nominated for the Diana Award.*

Sixth Form Council

- *Representatives from every Form Tutor group meet on a regular basis with staff to discuss issues affecting the 6th form. Representatives from the Sixth Form Council sit on the school's Student Council.*

Sixth Form Ambassadors

- *The Sixth Form has 20 Ambassadors who act as role models for the rest of the school. Ambassadors are perceived as an extension of staff and enjoy both additional responsibilities and privileges.*

Sixth Form Trips

- *There is an opportunity for students in the sixth form to attend an organised ski trip (February).*
- *All students have some study time. This is an opportunity for students to engage in individual learning activities and all are expected to spend much of their time in the Library or 6th Form Study Room. Students should spend about 4/5 hours per subject per week in private study, most of which will be carried out at home. Students are given guidance as to how to organise your study programme.*

Young Enterprise

- *As part of the wider opportunities available to students, whilst studying in the Sixth Form, you will be offered the challenge of running your own company. Expert professional advice will be given to all the Young Enterprise Companies as they compete to set up their management teams, design and market products and attempt to gain an insight into the world of business.*

Community Service/Sports

- *Wednesday afternoons are committed to one of four activities:*
 1. *Community Service (this can be outside the Sixth Form Day).*
 2. *Work Experience (this can be outside the Sixth Form Day).*
 3. *Sport.*
 4. *Agreed Supervised Study.*

LATEST AVAILABLE GCSE/GNVQ RESULTS ACHIEVED BY STUDENTS AGED 15^ BY SUBJECT 2011

No of students on roll aged 15 = 213

GCSE RESULTS 2011

<i>Subject</i>	<i>Entries</i>	<i>A*</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>G</i>	<i>U</i>	<i>X</i>	<i>Q</i>	<i>A*-C</i>
<i>Additional Applied Science(0028)</i>	54	0	2	5	24	20	2	1	0	0	0	0	31
<i>Art & Design(3510)</i>	22	1	2	4	7	7	1	0	0	0	0	0	14
<i>Biology(1010)</i>	24	3	4	8	6	3	0	0	0	0	0	0	21
<i>Business (Voc)(0002)(Double)</i>	64	3	18	21	11	6	5	0	0	0	0	0	53
<i>Chemistry(1110)</i>	24	5	3	6	9	1	0	0	0	0	0	0	23
<i>Citizenship(4910)</i>	81	0	4	14	27	19	10	4	2	1	0	0	45
<i>D&T Food Technology(9020)</i>	34	1	2	12	6	9	2	1	0	1	0	0	21
<i>D&T Product Design(9080)</i>	37	0	1	10	11	6	5	4	0	0	0	0	22
<i>Dance(7230)</i>	9	0	0	1	1	2	3	2	0	0	0	0	2
<i>Drama(5210)</i>	36	6	4	7	13	4	2	0	0	0	0	0	30
<i>English Language & Literature(5010)</i>	213	8	33	69	66	29	6	2	0	0	0	0	176
<i>English Literature(5110)</i>	210	17	47	82	28	17	15	4	0	0	0	0	174
<i>French(5650)</i>	45	1	4	9	17	9	4	1	0	0	0	0	31
<i>Geography(3910)</i>	54	3	9	9	17	11	4	1	0	0	0	0	38
<i>German(5670)</i>	23	2	3	5	4	5	3	0	1	0	0	0	14
<i>Health & Social Care (Voc)(0003)(Double)</i>	36	0	1	8	13	9	1	4	0	0	0	0	22
<i>History(4010)</i>	75	10	22	27	7	7	1	1	0	0	0	0	66
<i>Information Technology(2650)</i>	138	32	58	26	13	3	1	0	0	5	0	0	129
<i>Mathematics(2210)</i>	213	10	33	48	58	31	17	14	2	0	0	0	149
<i>Music(7010)</i>	33	0	2	13	6	3	5	3	0	1	0	0	21
<i>Physics(1210)</i>	24	5	8	8	3	0	0	0	0	0	0	0	24
<i>Religious Studies(4610)</i>	204	13	30	47	52	30	13	15	4	0	0	0	142
<i>Science Single Award(1310)</i>	132	6	16	24	50	25	7	3	1	0	0	0	96
<i>Science: Additional(1320)</i>	59	8	15	11	21	3	1	0	0	0	0	0	55
<i>Science (Voc)(0008)(Double)</i>	86	2	21	46	17	0	0	0	0	0	0	0	86
<i>Sport/PE Studies(7210)</i>	52	0	9	19	11	12	1	0	0	0	0	0	39

OCR Nationals

		<i>D</i>	<i>M</i>	<i>P</i>	<i>A*-C</i>	<i>A*-G</i>
<i>Business</i>	16	0	3	13	16	16

BTEC's

		<i>D</i>	<i>M</i>	<i>P</i>	<i>A*-C</i>	<i>A*-G</i>
<i>Art</i>	20	3	8	9	20	20
<i>Applied Science (new 1 GCSE equiv)</i>	17	0	0	17	17	17
<i>Applied Science (old 2 GCSE equiv)</i>	13	0	0	13	13	13

LATEST AVAILABLE GCE A/AS EXAMINATION RESULTS BY EACH SUBJECT ACHIEVED BY STUDENTS AGED 17 AND 18 AT END OF SECOND YEAR OF STUDY[^]

No of students on roll aged 17 = 84

GCE A LEVEL RESULTS 2011

<i>Subject</i>	<i>Entries</i>	<i>A*</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>U</i>
<i>Accounting/Finance(7410)</i>	9	0	2	2	0	4	1	0
<i>Art & Design(3510)</i>	5	0	1	1	2	1	0	0
<i>Biology(1010)</i>	19	1	3	9	3	2	1	0
<i>Business (Voc)(0002)</i>	6	0	1	3	0	2	0	0
<i>Chemistry(1110)</i>	15	0	3	4	5	2	1	0
<i>D&T Product Design(9080)</i>	11	0	3	2	4	2	0	0
<i>Economics(4410)</i>	9	0	1	3	4	1	0	0
<i>English Language & Literature(5010)</i>	6	0	1	3	2	0	0	0
<i>English Literature(5110)</i>	18	2	6	6	3	0	1	0
<i>French(5650)</i>	3	0	1	1	1	0	0	0
<i>General Studies(7810)</i>	76	2	9	20	16	17	10	2
<i>Geography(3910)</i>	11	0	4	5	2	0	0	0
<i>Health & Social Care(0003)</i>	5	1	0	2	1	0	1	0
<i>History(4010)</i>	12	2	2	4	2	1	1	0
<i>Information Technology (Voc)(0010)</i>	10	0	0	2	3	0	5	0
<i>Mathematics Further(2330)</i>	1	0	1	0	0	0	0	0
<i>Mathematics(2210)</i>	21	2	7	5	4	3	0	0
<i>Media Film and TV Studies(5350)</i>	15	0	3	1	8	3	0	0
<i>Music(7010)</i>	4	0	0	1	0	1	2	0
<i>Performing Arts (Voc)(0015)</i>	3	0	1	0	2	0	0	0
<i>Physics(1210)</i>	15	1	4	5	2	3	0	0
<i>Psychology(4850)</i>	16	2	6	4	4	0	0	0
<i>Religious Studies(4610)</i>	8	2	1	2	3	0	0	0
<i>Science (Voc)(0008)</i>	10	0	0	6	2	1	1	0
<i>Sport/PE Studies(7210)</i>	8	2	1	4	1	0	0	0
<i>Travel & tourism(0017)</i>	5	0	0	1	4	0	0	0

GCE AS LEVEL RESULTS 2011 (does not include Yr12 2011)

<i>Subject Entries</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>U</i>
<i>Accounting/Finance(7410)</i>	1	0	0	1	0	0
<i>Economics(4410)</i>	1	0	1	0	0	0
<i>English Literature(5110)</i>	2	1	0	0	0	1
<i>French(5650)</i>	1	0	0	1	0	0
<i>General Studies(7810)</i>	18	0	2	3	5	6
<i>Health & Social Care(0003)</i>	2	0	0	1	0	1
<i>Mathematics Further(2330)</i>	1	1	0	0	0	0
<i>Mathematics(2210)</i>	3	0	0	1	2	0
<i>Media Film and TV Studies(5350)</i>	1	0	0	1	0	0
<i>Psychology(4850)</i>	2	0	1	0	0	1
<i>Religious Studies(4610)</i>	1	1	0	0	0	0
<i>Science (Voc)(0008)</i>	2	1	0	0	1	0
<i>Travel & tourism(0017)</i>	1	0	0	0	0	1

[^] On roll on the third Thursday in January, having reached the age of 17 or 18

CALENDAR FOR ADMISSION TO THE SIXTH FORM: 2012

<i>3 November 2011</i>	<i>Year 11 Information Evening Sixth Form Open Evening (6.30 pm – 8.30 pm)</i>
<i>February 2012</i>	<i>Individual student interview with a Senior Member of Staff</i>
<i>By 30th March 2012</i>	<i>Applications: Applications must be received by the Head of Sixth Form Mr M Connolly c/o Mrs A Eaton by 30th March 2012. Applications received after this date can only be considered if course numbers permit.</i>
<i>June 2012</i>	<i>External Students induction morning</i>
<i>23 August 2012</i>	<i>GCSE Results</i>
<i>From 23 August 2012</i>	<i>Sixth Form Advice Service (Excluding Bank Holiday weekend)</i>
<i>September 2012</i>	<i>Induction Programme</i>

DESTINATIONS 2011

Saleem Asghar	Birmingham City University, Business and Management
Paolo Bargiacchi	University of Sheffield, Mechanical Engineering
Nicola Barr	The University of Birmingham, English Literature and Italian Studies
Michael Bentham	University of Bath, Mathematics and statistics
Daniel Bitson	Worcester University, Sports and Exercise Science
Natasha Blundell	Plymouth University, Business Administration
George Bousfield	Nottingham Trent University, Real Estate
Lynsey Bright	Cardiff University, Radiography Diagnostic and Imaging
Lily Brown	The University of Reading, English Literature
James Canning	University of Birmingham, Theoretical Physics

Katie Chan	Kingston University, Business Management
Charlotte Cole	Oxford University, Mathematics
Niamh Connolly	The University of York, English
Daniel Constant	The University of Sheffield, Accounting & Financial Management and Information Management
Holly Coulson	Employment
Harry Crabb	University of Hertfordshire, English Literature with Creative Writing
Axelle Dommart-Terraneo	The Manchester Metropolitan University, French and Italian
William Dowling	Oxford Brookes University, Business, Management and Communications
Joshua Field	Employment
Nicholas Flinders	Coventry University, Product Design: Sports

Alex Flood	The University of Bradford, Chemical Engineering
Laura Forty	University of Worcester, English Literary Studies
Ben Gibbons	University of Worcester, Psychology
Alexander Gormley	The University of Birmingham, Geography
James Green	De Montfort University, Business and Management
Matthew Grubb	Employment
Lydia Haddon	Birmingham City University, Primary Education
William Hadley	The University of Sheffield, Information Management for Business
Thomas Hancox	Aberystwyth University, Genetics/Biochemistry
Lydia Harrop	GAP Year

Joshua Heard	Canterbury Christ Church University, Diagnostic Radiography
Jack Hennessy	The University of Birmingham, Mechanical Engineering
Harriet Horton	University of the West of England, Bristol, Business Studies
Lauren Jack	University of Worcester, Sports and Exercise Science
Amina Kahtoon	The University of Nottingham, Healthcare Science
James Kelly	University of Worcester, Geography
Rebekah Kennedy	Employment
Najma Khan	GAP Year
Jordan Kirby	Employment
Jessica Lake	University of Exeter, English Literature

Robin Layton	University of Leeds, Sport and Exercise Sciences
James Leatherland	University Campus Suffolk, Bioscience
Rachel Legge	University of the West of England, Bristol, Animal Behaviour and Welfare
Jack Leonard	The University of Sheffield, Mechanical Engineering
Ashwin Mathew	The University of Warwick, Biomedical Science
Annie Mattimoe	University of Worcester, Sociology
Abigail Mayo-Braiden	Newman University College, Birmingham, Primary Education
Pierce McCarthy	University of the West of England, Bristol, Enterprise Computing
Helen McDonald	Aberystwyth University, Spanish/French
Kieran McMahon	Nottingham Trent University, Physics with Astrophysics

Bethan Melley	Aberystwyth University, History
Tayler Meredith	The University of Birmingham, History and History of Art
Sulmaan Mohammed	The University of Birmingham, Mathematics
Sophie Monk	The University of Warwick, English Literature
Isobel Owen	University of Northampton, Fine Art
Sebastian Newton	University of Leeds, Psychology
Naomi Pearson	Bangor University, Psychology
April Powell	Coventry University, Product Design
Rebecca Powell	The University of Sheffield, Speech Science
Robert Price	Keele University, Chemistry

Jacob Quirke	University College Falmouth, English with Creative Writing
Amie Richards	Swansea University, Sports Science
Stefan Rietz	Cardiff University, Medicine
Ruth Rotherham	Aberystwyth University, English Literature
Harry Russell	Employment
Melissa Salkeld	Nottingham Trent University, Primary Education
Hannah Salter	Birmingham City University, Adult Nursing
Daniel Saunders	Birmingham City University, Music Technology
Sana Shafiq	Aston University, Birmingham, Optometry
Ateeq Shah	Liverpool John Moores University, Civil Engineering

Charlotte Simmons	Sheffield Hallam University, Metalwork and Jewellery
Christopher Simpson	University of Worcester, English Literary Studies
Peter Skett	The University of Manchester, Plant Science with Industrial/Professional Experience
Sam Smith	University of Worcester, Business Management
Zena Thompson	University of Worcester, Counselling Psychology
Patrick Tilt	Coventry University, Mathematics
Rachel Wearing	The University of Sheffield, Accounting & Financial Management
Simon Wells	The University of Birmingham, Medical Science
Simon Wickham	The University of Salford, Physics
Daniel Williams	Oxford University, Mathematics
Sophie Wiseman	GAP Year

What the Subject is about:

Accounting A Level gives students the opportunity to develop accounting skills that are essential in the world of business.

Year 1:

- **ACCN1 Introduction to Financial Accounting:** Purpose of Accounting. Prepare accounting records from source documents including books of original entry and double entry into ledgers. Prepare two and three column cash books and reconcile to bank statements. Prepare control accounts. Produce a trial balance and correct errors through a suspense account. Produce income statements (trading profit and loss) including some adjustments for sole traders and prepare balance sheets.
- **ACCN2_Financial and Management Accounting:** Compare types of business ownership and understand accounting concepts. Draw up ledgers for depreciation entries. Incorporate adjustments into income statements and balance sheets. Prepare internal accounts for Limited companies and analyse financial statements to comment on performance. Prepare and evaluate cash budgets. Analyse the importance of ICT in Accounting

Year 2:

- **ACCN3 Further Aspects of Financial Accounting:** Compare sources of Finance available to businesses. Calculate profits from incomplete records. Produce partnership accounts, account for changes in partnerships and account for dissolution of a partnership including the Garner v Murray rule. Prepare cash flow statements in accordance with International Accounting Standards. Interpret and analyse limited company published accounts and explain the significance on accounts of various International Accounting Standards. Calculate inventory values using AVCO and FIFO and reconcile to physical inventory
- **F104 ACCN4 Further Aspects of Management Accounting:** Prepare financial Statements for manufacturing organisations. Calculate and explain break even. Produce and interpret Marginal costing statements. Produce and interpret Absorption costing statements. Have knowledge of Activity Based Costing and compare to other methods. Calculate variances (and sub variances) and evaluate their causes. Reconcile budget to actual using variances. Produce investment appraisals using NPV and payback. Prepare and evaluate budgets. Demonstrate an awareness of other non financial factors when decision making.

How is the Subject Taught?

A variety of teaching and learning methods are used including lectures, small group discussions, seminars and practicals.

How the Subject is Assessed:

Assessment takes the form of four modular examinations. There is no coursework assessment

What further opportunities are there after taking “Accounting”?

Accounting is a useful subject for careers in a wide range of jobs in commerce and industry. It is a recognised qualification for entry to higher education. In addition it leads to exemptions from certain professional accounting exams such as ACA, CIPFA, CIMA and AAT.

For further information contact Mrs V Adey

What the Subject is About:

Biology involves the study of a wide range of exciting topics that are related to living organisms and their environment. Students are encouraged to develop essential knowledge and understanding of different areas of biology and how they relate to each other. An appreciation of how society makes decisions about biology-related issues and how biology contributes to the success of the economy and society is a key element of the course. This specification builds upon the concepts and skills that will have been developed in the new GCSE Science specifications

How is the Subject Taught?

Through lectures, small group discussions, group presentations, ICT, problem solving and practical sessions. These approaches will enable students to develop a number of skills that are relevant to future successes. The scheme of assessment will not only enable students to show what they know and what they can do, but also allow for stretch and challenge for the most able students. A2 students benefit from a residential Field Studies course which takes place at the end of Year 12/beginning of Year 13.

How the Subject is Assessed:

Through externally assessed written papers and internally assessed practical investigative and research skills. 'How Science Works' is a newly introduced section that builds upon the Key Stage 4 programme and will be assessed in the context of the unit content.

AS Level**Unit 1- Biology & Disease**

5-7 short answer questions plus 2 longer questions, a short comprehension and a short structured essay. Tests in January or May/June of Year 12. 33% of AS mark. 16% of total A level marks.

Unit 2 – The variety of living organisms

7-9 short answer questions plus 2 longer questions (1 data handling and 1 assessing analysis and evaluation). Tests in May/June of Year 12. 46% of total AS marks. 23% of total A level marks.

Unit 3 – Investigative and practical skills

Practical assessment plus written paper. 20% of the total AS marks. 10% of the total A Level marks.

A2 Level**Units 4 - Populations and environment.**

6-9 short answer questions plus 2 longer questions (a short comprehension and a short structured essay). Tests in January of Year 13. 16% of the total A level mark.

Unit 5 – Control in cells and in organisms

8-10 short answer questions plus 2 longer questions (a data-handling question and a synoptic essay) Tests in June of Year 13. 23% of the total A level

Unit 6 – Investigative and practical skills

Practical assessment involving statistical analysis plus written paper Test during Year 13. 10% of the total A level marks.

What further opportunities are there after taking "Biology"?

Biology provides students with access to a wealth of careers in Biology. It is desirable for many science based degree courses, including Healthcare, Medicine, Dentistry and Veterinary Science. It may also be used for entry onto Arts degree courses, including Law. Many prominent companies value highly students who have followed Science subjects to 'A' and degree level.

For further information contact Mrs B Rugen

What the Subject is About:

Chemists have greatly improved the quality of life for the majority of people. Our Specification is underpinned by recognition of How Science Works, to show Chemists as innovators, designing solutions to the problems that affect modern life. After gaining an understanding of basic concepts like Atomic Structure and Bonding, students go on to learn such topics including -

The combustion of fossil fuels leads to a net release of carbon dioxide which may cause global warming. We investigate alternative energies, such as bio-diesel and fuel cells.

Polymers and plastics have many uses in modern society, but Chemists are now addressing issues surrounding their disposal. Biodegradability, environmental impacts and advantages of recycling are addressed.

The pharmaceutical industry makes advances to improve human life. Students will learn the benefits and associated risks to humans from medicines. Examples include the unforeseen dangers of optical isomers, illustrated by the catastrophic effects of Thalidomide on unborn babies

How is the Subject Taught?

At AS, we appreciate that many students start slowly due to the transition from GCSE. Our Unit 1 is small enough to be taught by January to allow an internal examination after Christmas that will provide useful feedback to teacher and student alike. Both Units 1 and 2 will be externally examined at the end of the year. (Re-sits will be available the following year (including January)). Practical work is considered an essential part of the course. The style of internal assessment is similar to GCSE (although the Chemistry and mathematical skill are more demanding). The assessment will occur in January after several practice runs. A similar procedure is followed in Year 13 with regular testing to assess progress.

How the Subject is Assessed:**AS**

Unit 1: Foundation Chemistry – 1 hour 15mins

Unit 2: Chemistry in Action – 1hour 45mins

Internal assessment of practical skills. – approx 4 hours

A2

Kinetics, equilibrium and organic chemistry – 1 hour 45mins

Energetics, redox and inorganic chemistry – 1 hour 45mins

Internal assessment of practical skills – approx 4 hours

What further opportunities are there after taking “Chemistry”?

Chemistry is now viewed as the ‘hardest’ A2 subject available and consequently it is perhaps the most valuable ‘currency’ to have in the careers market. It is recognised that a successful candidate has demonstrated skills in recall, numeracy, dexterity (motor skills) and lateral thinking.

Successful candidates can expect to succeed in careers as diverse as medicine, chemical engineering, environmental research and improvement (a major growth area at present) and law. Careers in ‘the City’ are available as knowledge of Science, along with the skills mentioned above, are much sought after.

When Chemistry is combined with other sciences, maths and modern foreign language, then career opportunities are greatly magnified. Our country lacks workers skilled in Science who are able to ‘sell’ in a foreign country.

For further information contact Mr R Tilt

What the Subject is About:

The examination will build on your experience of GCSE Product Design. It will develop existing designing and making skills and introduce you to modern designing and manufacturing techniques. You will have the opportunity to study, propose and realise prototype solutions to designing and making opportunities closely linked to the real world of product design and manufacture.

How is the Subject Taught?

The subject is taught in a variety of methods which can include lectures, prepared seminars, research tasks, discussions, practical sessions, individual project work, training sessions etc.

AS LEVEL

At AS level candidates develop an understanding of a broad range of materials, with emphasis on the life cycle of products, manufacture and final disposal. This specification also considers the broader issues for the designer including the environmental sustainability of products and consumer safety:

Unit 1 – PROD1 Materials, Components and Application

50% of AS, 25% of A Level

2 hour written paper

80 marks

Based primarily on Materials and Components and consisting of three sections

- Section 1 contains compulsory limited response questions
- Section 2 offers a choice of one question from two
- Section 3 contains one compulsory question

Available January and June

Unit 2 – PROD2 Learning Through Designing and Making

50% of AS, 25% of A Level

Coursework – approx 50 hours

80 marks

- Written (or electronic) design portfolio
- Manufactured outcome(s)
- Coursework may take a number of forms: a simple design-and-make project, two smaller projects or a portfolio of work

Available June only

A2 LEVEL

At A2, the specification offers candidates the opportunity to further develop the knowledge and practical skills from AS. Candidates will continue to develop a body of coursework alongside an understanding of the processes and procedures of commercial production and manufacture:

Unit 3 – PROD3 Design and Manufacture

25% of A Level

2 hour written paper

84 marks

Based primarily on Design and Manufacture and consisting of two sections

Candidates answer three questions: one question from three in each section, plus a final question from either section.

Includes synoptic assessment

Available June only

Unit 4 – PROD4 Design and Making Practice

25% of A Level

Coursework – approx 60 hours

85 marks

Written (or electronic) design folder

Manufactured outcome

Candidates submit evidence of a simple, substantial designing and making activity

Available June only

What further opportunities are there after taking “Design and Technology”?

With this qualification you could go on to Higher Education or work in the engineering, manufacturing or design industries.

For further information contact Mrs J Winn or Mr Jones

What the Subject is About?

We study how a market economic system works and look at the role of the firm, the workers, consumers and Government. We consider the problems that such a system can create such as poverty, inflation, unemployment and environmental hazards. International Trade and the role of the European Union are also studied.

How is the unit assessed:**AS level****Unit 1: Markets and Market Failure**

Students acquire a knowledge and understanding of some basic microeconomic models, such as demand and supply and how to apply these to current problems and issues. Students also learn how a price mechanism operates and the causes of market failure.

Unit 2: The National Economy

Students acquire knowledge of the basic macroeconomic models of the economy and use these models to analyse the UK economy over the last ten years. This includes topics such as unemployment, inflation, international trade and economic growth.

A2 level**Unit 3: Business Economics and the Distribution of Income**

This unit builds on the basic models introduced in unit 1. The operation of firms and labour markets are analysed more fully and issues of market failure are revisited, including welfare economics.

Unit 4: The National and International Economy

In this unit students are expected to develop their crucial approach to the macroeconomic models introduced in unit 2. The topics covered in the AS unit are revisited and analysed using more complex models and economic cycles are also introduced.

What further opportunities are there after taking economics?

The skills acquired during a one or two-year course of study are transferable into many different career options.

Economics is particularly useful for those considering degrees and careers in Law, Management, Accountancy or Business.

For further information contact Mrs S Atherton

What the Subject is About:

The study of literature in English covering all three genres, Prose, Poetry and Drama, from the age of Chaucer to Modern Times.

How is the Subject Taught?

A range of teaching strategies is employed, including whole group discussions, smaller group work (e.g. for coursework) and individual presentations. When available and appropriate, theatre visits are also used.

There is also the chance to visit France and Belgium to further study the poetry and literature of World War 1.

How the Subject is Assessed:**AS level**

Unit Title	Description	Scoring
World War 1 Literature	Written paper. 2 hours open book. Candidates must answer two questions. One set poetry text plus wider reading.	30% of the total A level marks.
Creative Study	Coursework. One prose text and one drama text. Two tasks: one on prose text, and one on drama text. 2000-2500 words in total.	20% of the total A level marks.

A2 level

Unit Title	Description	Scoring
Reading for Meaning	Written paper. 2.5 hours. Closed book. Candidates must answer two questions involving unprepared extracts and wider reading on the unit theme <i>Love Through the Ages</i>	30% of the total A level marks.
Extended Essay and Shakespeare Study	Coursework. Three texts including a Shakespeare play. An extended comparative essay of 3000 words.	20% of the total A level marks.

What further opportunities are there after taking “English Literature”?

Whilst the most obvious future opportunities might lie in journalism, law, management and teaching the subject prepares one for a vast range of areas. In the past it has been combined with just about every other subject offered at this school.

For further information contact Mr L Butler

What the Subject is About:

The study of literature in English covering all three genres, Prose, Poetry and Drama from the age of Chaucer to Modern Times accounts for 50% of the course. The other half of the course involves the study of English Language usage in a range of practical and every day situations.

How is the Subject Taught?

A range of teaching strategies is being employed, including whole group discussions, smaller group work or seminars and individual presentations. When available and appropriate theatre visits are also used.

How the Subject is assessed:

AS level

Unit Title	Description	Scoring
Integrated Analysis and Text Production	2 questions on two set texts 1 question will address literacy and stylistic issues 1 question will be a language production task	50% of total AS marks. 1 hour 30 minutes examination
Analysing Speech and Its Representation	2 questions; one on a set text, one an unseen analysis of different speech texts 1 question will be an unseen comparative analysis of different speech texts. 1 question will be on a set text and will examine both the representation of speech and other stylistic issues within the set texts.	50% of total AS marks. 1 hour 30 minutes examination.

A2 level

Unit Title	Description	Scoring
Comparative Analysis and Text Adaptation	2 questions; one unseen analysis, one on a set text. 1 question will be an unseen comparative analysis of three different types of text of different genres, modes and/or historical periods. 1 question will be on a set text and will require candidates to do a recasting task of a particular kind, followed by a commentary in which they will explain the approaches they used in the task.	30% of total Advanced Level marks. 2 hour 30 minutes examination
Comparative Analysis through Independent Study	Coursework Unit 1 question 1 coursework task to be completed on an aspect of two texts (one of which must be poetry) chosen from a list approved by AQA. Evidence of drafting is a requirement.	20% of total AS marks.

What further opportunities are there after taking “English Language and Literature”?

Whilst the more obvious future opportunities might lie in journalism, law, management and teaching, the subject prepares one for a wide range of areas in an ever-changing employment market. In the past it has been combined with just about every other subject offered at this school.

For further information contact Mrs F Lake or Mrs R Stevens

What the Subject is About:

Geography is the study of how people interact with their environment. The subject examines how different natural and human environments and places provide both opportunities and problems for people. Students of geography also investigate and evaluate how environments and resources are managed and how problems are reduced. Sustainability is a major theme of the course.

How is the Subject Taught?

Through lectures, small group discussions, group presentations, ICT, problem solving and practical sessions. These approaches will enable students to develop a number of skills that are relevant to future successes. The scheme of assessment will not only enable students to show what they know and what they can do, but also allow for stretch and challenge for the most able students.

How the Subject is Assessed:

Unit	Level	Summary of content	Assessment
Unit 1: Physical & Human Geography	AS	Compulsory topics: <ul style="list-style-type: none"> • Rivers, floods & management • Population change Two optional topics to be studied from: <ul style="list-style-type: none"> • Cold environments • Coastal environments • Desert environments • Food supply issues • Energy issues • Health issues 	Unit test – 1 hour 70% of total AS marks 35% of total A level marks
Unit 2: Geographical Skills	AS	Geographical skills paper based on the content of unit 1. Two field studies are completed in order to prepare for Unit 2 – Shropshire river study and Dorset beach study. Skills include: investigative, map, graphical, ICT and statistical.	Unit test – 1 hour 30% of total AS marks 15% of total A level marks
Unit 3: Contemporary Geographical Issues	A2	Three current geographical issues are studied from: <ul style="list-style-type: none"> • Tectonic hazards • Climatic hazards • Ecosystems • World cities • Development and globalization • Conflicts and challenges 	Unit test – 2 hours and 30 minutes 30% of total A level marks
Unit 4A	A2	Geographical skills paper based mainly on 3-day sand dune ecosystem field study at Ainsdale, Lancashire.	Unit test – 1 hour & 30 minutes. 20% of total A level marks

What further opportunities are there after taking “Geography”?

Geography is a challenging and highly respected academic subject. Geographical study develops a wide range of intellectual and practical skills and a substantial body of knowledge and understanding which are of value in a variety of higher education courses and careers. In addition to taking degrees in the subject itself, many A-level geography students have gone on to complete degree courses in linked disciplines such as town and country planning, landscape architecture, environmental management, estate management and recreation management.

For further information contact Mr G Dugan

What the Subject is About:

German at AS level builds upon achievement at GCSE. The four skills are taught through topics such as: Media, Health and Fitness and much use is made of authentic materials and emphasis is placed on developing the students' confidence in communication in German. Students have their own copies of texts and CD's to extend the skills of listening and reading. Activities can be recorded using video equipment in the department. Students use individual CD players for the listening activities and the listening examinations.

How is the Subject Taught?

German is taught in small groups and students are expected to take an active part in discussions and role-plays. Lessons are lively and varied with listening activities completed as a whole class exercise or using cd players on an individual basis. We strongly advise that students take part in visits abroad whenever they can and a work experience placement can be arranged also. Once a week students have a conversation class with our German Assistant in groups of 2 or 3 to discuss issues relating to the course or to learn about German life. Students take the opportunity to gain a greater understanding of other cultures to prepare them to be well-informed and effective communicators.

How is the subject assessed:**AS Level**

Unit 1 - Speaking on general topic areas which students choose in advance.

Unit 2 - This involves exercises in Listening and Reading with a choice of topics so that students can write a short essay.

A2 Level

Unit 3 – Extended speaking where students choose an issue which they debate

Unit 4 - Writing - both general topics and students choose an area of particular interest to them.

What further opportunities are there after taking “German”?

Opportunities with a language are numerous from Business courses to Combined or Single Honours German degrees. Most subjects can now be studied with German such as Maths, Art, Media, and History to mention a few. Industries such as Banking, Management, Computer Technology, Customs and Excise, Accountancy etc are keen to recruit employees with foreign language skills.

For further information contact Mrs J Rose

What the Subject is About:

The subject explores health, human growth, communication skills, equal opportunities, health, social care and early year's services.

How is the Subject Taught?

Students will be taught using a variety of methods: Lectures, seminars, visits, visiting speakers, small group discussions, videos, student presentations, individual research, and essays.

How the Subject is Assessed:

Portfolio assessments are undertaken in June after internal assessment by staff. External assessments take place in January and June.

A/S (One year)

Unit F910 – Promoting quality care - External

Unit F911 - Communication in care settings - Portfolio

Unit F912 – Promoting good health - Portfolio

A2

Unit F919 – Care practice and provision

Students have to undertake two further optional units. The optional units require students to submit a portfolio unit and an externally assessed

What further opportunities are there after taking “Health and Social Care”?

The qualification provides a background for students who wish to progress to employment in the health service or early years sectors as auxiliary nurses and care assistants. In addition it provides a broad introduction to further or higher education following vocational pathways in: -

- Health Care - nursing, paediatric nursing, laboratory technician
- Social Care - social work, residential care, occupational therapy, child protection, voluntary worker.
- Early Years - nursery nurse, nursery teacher, reception classes, special educational needs, speech therapy.

For further information contact Miss J Hancocks and Mrs Porter

What the Subject is about:

History at AS/A2 level is designed to develop a range of historical perspectives and skills. History develops a breadth of knowledge by examining the history of different countries and societies during different periods. History allows pupils to appreciate the society in which they live, and develops an understanding and awareness of the world around them.

How is the Subject Taught?

A variety of teaching and learning methods are used to deliver the modules. Some of these include teacher presentation, paired and group work, student seminars and discussion. At the heart of everything we do is enjoyment of the subject, and a passion to discover our own opinions.

How is the subject assessed:

Assessment is via document questions and essays and coursework.

AS History Modules

Module 1; Document study - Origins of the American Civil War 1820-1861 (50% AS (25% A2)

Module 2; English History - Post-War Britain 1951-1990 (50% AS (25% A2)

A2 History Modules

Module 3; Coursework focusing on different elements of Elizabeth I's reign (20% A2)

Module 5; Themes - Britain and Ireland 1798-1921 (30% A2)

What further opportunities are there after taking History AS/A2

The skills acquired during a one or two year course of study are transferable into many different career options such as, accountancy, advertising, architecture, broadcasting, journalism, law and teaching.

For further information contact Mr Larkin

What the Subject is about:

The course develops students ICT software skills, and relates these skills to practical workplace applications.

How is the Subject Taught?

A combination of whole class teaching, small group discussion, independent study, and individual tuition.

How the subject is assessed:

Mandatory:

Unit 1: Communications and Employability Skills for ICT

Unit 2: Computer Systems

Optional:

Unit 8: E-Commerce

Unit 28: Website Production

Unit 30: Digital Graphics

Unit 42: Spreadsheet Modelling

The following grades can be awarded:

- Distinction star (D*) 140 UCAS points
- Distinction (D) 120 UCAS points
- Merit (M) 80 UCAS points
- Pass (P) 40 UCAS points

What further opportunities are there after taking BTEC National Subsidiary Diploma in ICT?

After successfully completing this course many students go straight into employment / university. Regarding the latter, the BTEC National Subsidiary Diploma in ICT provides a good stepping stone for the demands of university. ICT students learn very practical skills, i.e., Unit 1 - and can lead to a range of employment opportunities. The skills learnt during the course are also transferrable to other subjects and careers, such as, development of spreadsheet skills, web design and image manipulation.

If you would like information regarding the specification, please visit:

<http://www.edexcel.com/quals/nationals10/it/Pages/default.aspx>

For further information please contact Mr A Watkins

What the Subject is about:

The three areas are Pure, Statistics and Mechanics

Pure: Co-ordinate Geometry, Calculus, Trigonometry and Functions

Statistics: Data Analysis, Sampling, Probability and Hypothesis Testing.

Mechanics: Angular Motion, Oscillations, Volumes of Solids, Newton's Laws

Decision; Algorithms, Critical Path Analysis, Linear Programming, Networks

How is the Subject Taught?

A variety of teaching and learning methods are used including lectures, small group discussions, seminars and practical's.

How is the subject assessed:

Assessment takes the form of six examinations, one in respect of each module. There is no coursework assessment.

Year 1 A/S Applied Mathematics (8371)

Core 1, Core 2 – Statistics

Core 1, Core 2 - Mechanics

Year 2 A Level Mathematics (9371)

Core 3

- Algebraic Functions
- Functions
- Exponentials & Logs
- Numerical Methods
- Trigonometry
- Differentiation

Core 4

- Partial Fraction
- Co ordinate geometry
- Binomial Expansion
- Vectors
- Integration

What further opportunities are there after taking “Mathematics”?

Students can enter higher education to study a wide range of subjects including Mathematics, Science, Computing, Accountancy, Business Studies, Engineering to name a few. In the world of work, problem solving and logical reasoning skills acquired during this course are highly regarded.

For further information contact Mr T Palmer

What the Subject is About:

Mass Media is one of the primary forms of western culture and is central to contemporary discussion. Media Studies attempts to systematically and progressively develop critical reading and communication competencies in relation to the Mass Media. We also strive to attain Media literacy through the development of critical autonomy.

How is the Subject Taught?

Media Studies is taught through a variety of ways involving lectures, seminars and focus on group discussion. The key concepts are applied to a variety of texts, and the wider issues are applied in a textual context. Visits are used to reinforce class-based learning and a practical project is undertaken.

How the Subject is Assessed:**AS level**

Unit Title	Description	Scoring
Investigating Media	Section A: Four compulsory short answer questions on unseen piece of stimulus material (from moving image, audio, digital/web-based (e-media) or print) Section B: One essay question from a choice of two (based on a cross-media case study)	50% AS score. 1 hour 15 minutes. 45 minutes.
Creating Media	Externally set brief. Two linked production pieces (taken from two of the three media platforms studied in Unit 1) Evaluation (written) on both production pieces (1500 words)	50% of AS score

A2 level

Unit Title	Description	Scoring
Critical Perspectives	Section A: Three compulsory questions on two unseen stimulus pieces (1 hour including 15 minutes reading/viewing time) Section B: One essay from a choice of two pre-set topics (1 hour)	
Research and Production	Critical Investigation (range of media forms) Linked production piece (realised media artefact) (approval required from AQA)	

What further opportunities are there after taking "Media Studies"?

There are numerous Media based degrees and Media is also a part of many English courses. Career wise there are many branches of the Media and this course introduces many theoretical and technical elements.

For further information contact Mr L Butler

What the subject is about

At AS, students will be able to develop an understanding of the organisation of sounds, the context of music, and musical styles and genres. Candidates will create musical ideas with technical control and expressive understanding, making creative use of musical devices, conventions and resources.

AS Level

Unit Title – Influences on Music - Written Paper (1 hour 45 minutes) 30% of total AS marks 15% of total A Level marks

Music studied includes a set work from the Western Classical Tradition (currently Mozart's Symphony No. 41) and a choice of topic taken from:

- Choral Music in the Baroque Period
- Music Theatre: a study of the musical from 1940-1980
- British Popular Music from 1960-present day

Composing; Creating musical ideas – Coursework 30% of total AS marks 15% of total A level marks

Students will compose a piece based on a choice of 3 briefs in the following areas:

- Compositional Techniques
- Free composition or pastiche
- Arranging

Performing; Interpreting Musical ideas - Performing, 10-16 minutes 40% of total AS marks 20% of total A level marks

Students will present two performances from the following categories

- Solo performance on an instrument
- Solo performance on voice
- Solo performance on a second instrument
- Ensemble performance
- Technology based performance (sequencing)
- Technology based performance (multi track)

A2 Level

At A2 students acquire, explore and apply musical language and context. Students will create and develop musical ideas with greater technical control and expressive understanding, making increased use of musical devices, conventions and resources.

Music in context – Written paper (2hours 15 minutes) 20% of total A level marks

Questions are based on two areas of study: The Western Classical Tradition and a choice from:

- English Choral Music in the 20th Century
- Chamber Music from Mendelssohn to Debussy
- Four Decades of Jazz and Blues (1910-1950)

Composing: Creating musical ideas – Coursework 15% of total A level marks

Students will compose a piece based on a choice of 3 briefs in the following areas:

- Compositional Techniques
- Free composition or pastiche
- Arranging

A musical performance - Performing 10-15 minutes 15% of total A level marks

Two or more performances chosen from:

- Solo acoustic performances
- Technology performances
- One solo performance and one technology based performance

What further opportunities are there after taking music?

University degrees, Music College, Composer, Performer, Arranger, Session Musician, Music Industry, Music, Technology, Music Therapy, Teacher, Private Music teacher, Performing Arts and Theatre.

For more information contact Mr Long

What the Subject is About:

The course covers a wide variety of performance arts skills. Music performance, Music technology, Drama, Dance, Stage Management, Sound and Lighting, are all covered by the course.

How is the Subject Taught?

The course is taught by several subject specialists

How the Subject is Assessed:

The course is assessed through a portfolio of work which is collated during the year. This includes written reflection on practical work, as well the performances themselves. Each year there are many performance opportunities that students can use as assessed work.

AS level

Unit Title	Description
Unit 1 Investigating Performing Arts Organisations	choose 2 contrasting organisations to study (e.g: a theatre, a touring company, a stage school, a lighting company, a sound company, a dance school, a rock music venue)
Unit 2. Professional Practice: Skills Development	Produce work that demonstrates you skills in one or more of: Drama, Music, Dance, Music Technology, Design and technical theatre Stage Management
Unit 3 / 4. Professional Practice: Performance/p roduction	You can focus on <u>Performance</u> (acting, music, dance, music technology) or <u>Production</u> (stage management, design and technical theatre). Performing arts candidates produce one or more collaborative performance that draws together various performing arts disciplines, e.g. a play, a musical, a dance showcase Note: The show can involve students who are not on the performing arts course but performing arts students should take lead roles.

A2 level

Unit Title	Description
Unit 5. Getting Work	Gain advice and experience with freelance performing arts practitioners Produce a self-promotion strategy
Unit 6. Exploring Repertoire	As a theatre company you will produce two performances: A contemporary performance A historical performance Research the social, historical and cultural context of these pieces and explore the stylistic conventions involved in their performance.
Unit 7 /8. Producing your showcase.	Produce and present a 15 minute showcase consisting of 2 contrasting solo Performances and one duologue / duet.

What the Subject is About:

The course is based on the interaction between the theory and practice of Physical Education.

How is the Subject Taught?

Through a combination of classroom based and practical activities.

How the subject is Assessed:

Percentage of final assessment given to each component:

Personal Performance and
Practical Oral analysis - 35% of final mark at A Level
Theory - 65% of final mark at A Level

Modules to be studied

AS candidates take Units 1 and 2

A Level candidates take Units 1, 2, 3 and 4

Units	Level	Name	Weighting	
			AS	A Level
1	AS	An introduction to Physical Education. (Anatomy and Physiology, Acquiring Movement skill and Socio-cultural studies).	60%	30%
2	AS	Acquiring, Developing and Evaluating Practical Skills in Physical Education. (2 Practical Activities.)	40%	20%
3	A2	Principles and Concepts across different areas of Physical Education. (Historical Studies, Sports Psychology and Exercise and Sport Physiology).		35%
4	A2	The improvement of effective performance and the critical evaluation of practical activities in Physical Education (one practical activity).		15%

What further opportunities are there after taking “Physical Education”?

A Level PE is desirable for pupils looking for a career related to either sport or medicine.

For further information contact Mr S Ross or a PE teacher

What the Subject is about:

Physics is about the fundamental principles which govern the behaviour of our world and universe. Topics include particles, waves, electricity and mechanics. Physics principles are related to real contexts such as medicine, communications, transport and sport.

How the Subject is taught?

Discussion, demonstration and questioning are common features of class teaching. Problem solving and practical work (singly or in small groups) are also very important. The relevance of physics in the modern world is emphasised throughout the course.

How the Subject is assessed:**The AS course comprises three teaching units:****Unit 1: Physics On The Go;**

In this unit students study mechanics and the property of materials. It is assessed in a 90 minute examination, in both January and June. It makes up 120 UMS points.

Unit 2: Physics At Work;

In this unit students study electricity and waves. It is assessed in a 90 minute Paper in June. (120 UMS points)

Unit 3: Exploring Physics;

An internally assessed coursework module (60UMS points)

The A2 course comprises three units:**Unit 4: Physics On The Move;**

In this unit students study Momentum, Circular Motion, Fields and Particle Physics. It is assessed in a January examination. (120 UMS points)

Unit 5: Physics From Creation To Collapse;

This unit involves the study of Thermal Energy, Nuclear Decay, Oscillations, Astrophysics and Cosmology. It is assessed in a June examination. (120 UMS points)

Unit 6: Experimental Physics;

An internally assessed coursework module (60 UMS point)

What further opportunities are there after taking 'Physics'?

Physics is considered important in many careers, such as medicine and veterinary science, and is essential for engineering. In addition, the logical way of working which Physics encourages makes it valued for a wide variety of other courses and careers such as IT, Business Management, Law and Accounting.

For further information contact Mr O'Connor

What the Subject is About:

The examination will build on your experience of GCSE Product Design. It will develop existing designing and making skills and introduce you to modern designing and manufacturing techniques. You will have the opportunity to study, propose and realise prototype solutions to designing and making opportunities closely linked to the real world of product design and manufacture.

How is the Subject Taught?

The subject is taught in a variety of methods which can include lectures, prepared seminars, research tasks, discussions, practical sessions, individual project work, training sessions etc.

AS LEVEL

At AS level candidates develop an understanding of a broad range of materials, with emphasis on the life cycle of products, manufacture and final disposal. This specification also considers the broader issues for the designer including the environmental sustainability of products and consumer safety:

Unit 1 – PROD1 Materials, Components and Application

50% of AS, 25% of A Level

2 hour written paper

80 marks

Based primarily on Materials and Components and consisting of three sections

- Section 1 contains compulsory limited response questions
- Section 2 offers a choice of one question from two
- Section 3 contains one compulsory question

Available January and June

Unit 2 – PROD2 Learning Through Designing and Making

50% of AS, 25% of A Level

Coursework – approx 50 hours

80 marks

- Written (or electronic) design portfolio
- Manufactured outcome(s)
- Coursework may take a number of forms: a simple design-and-make project, two smaller projects or a portfolio of work

Available June only

A2 LEVEL

At A2, the specification offers candidates the opportunity to further develop the knowledge and practical skills from AS. Candidates will continue to develop a body of coursework alongside an understanding of the processes and procedures of commercial production and manufacture:

Unit 3 – PROD3 Design and Manufacture

25% of A Level

2 hour written paper

84 marks

Based primarily on Design and Manufacture and consisting of two sections

Candidates answer three questions: one question from three in each section, plus a final question from either section.

Includes synoptic assessment

Available June only

Unit 4 – PROD4 Design and Making Practice

25% of A Level

Coursework – approx 60 hours

85 marks

Written (or electronic) design folder

Manufactured outcome

Candidates submit evidence of a simple, substantial designing and making activity

Available June only

What further opportunities are there after taking “Design and Technology”?

With this qualification you could go on to Higher Education or work in the engineering, manufacturing or design industries.

For further information contact Mrs J Winn or Mr Jones

What the subject is about?

Psychology is an academic and applied science involving the systematic study of human and animal mental functions and behaviour. Psychologists are interested in how people act, react and interact as individuals and in groups.

What do students learn about?

At AS students develop a broad knowledge and understanding of the core areas of psychology. Topics include: memory, childhood attachment, research methods, stress management, individual differences and social influence.

At A2 students gain a deeper understanding of advanced research and scientific methods, eating behaviour, child cognitive development, relationships, media psychology and psychopathology (anxiety).

How is the subject taught?

A variety of teaching and learning activities are used including: class discussions, group work and presentations, guided research using texts/internet, note taking/lecture, DVD presentations, replication of key studies in psychology, workshops for basic statistics.

How the subject is assessed:**AS Level:**

Unit 1 – we study memory, attachment and research methods.

Unit 2 – we study stress, individual differences and social influence.

Each last 1½ hours and take place in May, although the option exists for students to take the Unit 1 exam in January.

A2 Level:

Unit 3 – we study eating behaviours, child cognitive development and relationships.

Unit 4 – we study psychopathology (anxiety), applied psychology (media) and advanced research methods.

The Unit 3 examination lasts 1½ hours and takes place in January, the Unit 4 examination lasts for 2 hours and takes place in June.

What further opportunities are there after taking Psychology?

Psychology can lead to a range of Higher Education degrees including: psychology, health, social science subjects and many others that require academic, science A-levels for entry.

Psychology is useful for many careers such as professional psychologist, business management, teaching, and health and social care careers.

For further information contact Mrs A Gisby

What the Subject is about:

Within Ethics students study ethical theory, conscience, practical ethics, abortion, assisted conception, assisted death, war, environment, sexual ethics. Philosophy covers the thinking of Plato and Aristotle. Arguments for and against the existence of God. Religious experience, sociological (Marx) and psychological (Freud) theory.

How is the Subject Taught?

A variety of teaching/learning methods are used: Video, DVD, Powerpoint, display, discussion, debate, seminars, practice questions and so on.

How is the subject assessed?

AS level:

Philosophy of Religion – scoring 50% AS, 25%A2

- Ancient Greek influences on philosophy of religion.
- Judeo-Christian influences on philosophy.
- Traditional arguments for the existence of God.
- Challenges to religious belief.

Religious Ethics- scoring 50%AS, 25% A2

- Ethical Theories (Kant, Utilitarianism, Natural Law)
- Applied Ethics Topics (Abortion, Euthanasia, Genetic Engineering, Embryo Research)

A2 level:

Philosophy of Religion – 25% A2

- Religious Language
- Experience and religion
- Nature of God
- Life and Death
- Miracle

Religious Ethics – 25% A2

- Meta-Ethics
- Free will and determinism
- Conscience
- Virtue ethics
- Applied ethics topics (business, environment and sexual ethics)

What further opportunities are there after taking Religious Studies: Philosophy of Religion and Religious Ethics”?

Many students go on to study philosophy, theology or ethics at University. There are a number of combination courses i.e. Theology and English Literature.

Careers which this subject contributes to include: Law, Teaching, the Media, Social Services; any career which requires a high degree of communication skills both oral and written.

No student has failed this subject at A2 in a 19 year period.

For further information contact Mr M Connolly/Mr K McCullough

What the Subject is About:

Sociology is about you. It is to help you have a wider knowledge and understanding of the society in which you live. It involves studying human beings and their patterns of behaviour. In order to do this, we focus on the way people form relationships and how these relationships, considered in their totality, are represented by the concept of a "society".

In this respect, the focus of the sociologist's attention is group behaviour. That is, the effect that the groups people join or are born into (family, work, education and so forth) have upon people's social behaviour.

How is the Subject Taught?

Sociology lessons require you to think, question and consider new ways of looking at the society you live in. Sociology lessons will be delivered in a number of ways, including group work, discussion, research, visual and written stimuli and data analysis. The use of ICT is inherent within the course and you will be asked to make presentations carry out sociological research and take an active interest in the issues that face us in society today. No prior learning is necessary for candidates to undertake this course of study.

How the Subject is Assessed:**AS Level**

Unit Title	
Unit 1 - Families and Households	1 hour written paper 20%
Unit 2 - Education with Research Methods	2 hour written paper 30%

A2 Level

Unit Title	
Unit 3 - Beliefs in Society	1 ½ hour written paper 20%
Unit 4 - Crime and Deviance with Theory and Methods	2 hour written paper 30%

What further opportunities are there after taking "Sociology"?

There are numerous Sociology based degrees and it is often combined with Psychology or Criminology. It can be combined with a large variety of subjects. Career wise there are many opportunities open to graduates such as careers in Teaching, Journalism, the Police, the legal profession, Social Work, Public Relations and Personnel Management. Much of the research into what is happening in our society is carried out by people with a sociological qualification and sociologists are found in local Government, the Civil Service and advising the Prime Minister his government and the other major political parties.

For further information contact Mrs K Butler

What the Subject is About:

Students are introduced to a variety of experiences exploring a range of media, processes and techniques. Relevant images, artefacts and resources relating to a range of art, craft and design disciplines are incorporated into the units of work. Developing an individual style through the production of a portfolio is an important element showing process as well as product.

How is the Subject Taught?

New media, processes and techniques are introduced to students through a series of workshops with a vocational emphasis. Knowledge and understanding gained from these workshops can be applied to student's individual focus within a unit of work. Individual targets are set by the teacher and student to encourage independent learning.

How the Subject is Assessed: Certificate Level – 30 credit qualification – equivalent to one AS level

Unit Title	Description	Weighting
<i>Mandatory</i> Unit 1: Visual recording	This unit aims to extend learners' ability to select and visually record from a range of sources in order to communicate information to different audiences, using appropriate presentation methods and for a range of specific purposes.	10 credits – 33% of Certificate grade
<i>Optional</i> Unit 2: Materials, Techniques and Processes	The aim of this unit is to develop learners' skills and understanding in working safely and creatively with the materials, techniques and processes associated with their specialist pathway.	10 credits – 33% of Certificate grade
<i>Optional</i> Unit 85: Exploring Specialist Techniques	The aim of this unit is for learners to explore the features of their chosen specialist field in art, craft and design by investigating the associated materials, techniques and processes.	10 credits – 33% of Certificate grade

Subsidiary Diploma Level – 60 credit qualification – equivalent to one A level

Unit Title	Description	Weighting
<i>Mandatory</i> Unit 1: Visual recording	This unit aims to extend learners' ability to select and visually record from a range of sources in order to communicate information to different audiences, using appropriate presentation methods and for a range of specific purposes.	10 credits – 16% of Subsidiary Diploma grade
<i>Mandatory</i> Unit 2: Materials, Techniques and Processes	The aim of this unit is to develop learners' skills and understanding in working safely and creatively with the materials, techniques and processes associated with their specialist pathway.	10 credits – 16% of Subsidiary Diploma grade
<i>Mandatory</i> Unit 3: Ideas and Concepts	This unit aims to broaden and deepen learner skills, knowledge and understanding of creative thinking, across contemporary and historical art and design, in order to inform their own practice.	10 credits – 16% of Subsidiary Diploma grade
<i>Mandatory</i> Unit 4: Communication	This unit aims to develop the breadth and depth of learners' knowledge, and understanding of and skills in communication through art and design. Learners will achieve this by studying how practitioners use primarily visual imagery to communicate ideas, messages and meaning, and then applying findings to their own ideas.	10 credits – 16% of Subsidiary Diploma grade
<i>Optional</i> Unit 85: Exploring Specialist Techniques	The aim of this unit is for learners to explore the features of their chosen specialist field in art, craft and design by investigating the associated materials, techniques and processes.	10 credits – 16% of Subsidiary Diploma grade
<i>Optional</i> Unit 86: Extending Specialist Techniques	The aim of this unit is to develop learners' skills and understanding in responding to a theme using research and planning skills, and select appropriate materials and making techniques, to produce and present a body of work.	10 credits – 16% of Subsidiary Diploma grade

What further opportunities are there after taking "Art and Design"?

Local and national colleges offer a year's BTEC Foundation Diploma in Art and Design. Also a wide range of degree courses are available in specific Art and Design disciplines. For creative careers ideas take a look at the list in the Art Department.

For further information contact Mrs C Jack

What the Subject is About:

The course gives students knowledge and understanding of business areas such as Human Resources, Marketing, Management and Finance and ICT in Business.

How is the Subject Taught?

Whole class lesson, small group discussions, individual tuition, individual and visits to businesses.

How the Subject is Assessed:

The six units have equal weighting and have portfolio based assessment. There are no exams in this qualification.

- The Business Environment
- Business Resources
- Introduction to Marketing
- Business Communication
- + two other units

The following grades can be awarded;

- Distinction star (D*) - 140 UCAS points
- Distinction (D) - 120 UCAS points
- Merit (M) - 80 UCAS points
- Pass (P) - 40 UCAS points

What further opportunities are there after taking BTEC National Subsidiary Diploma in Business?

Students choose to use their qualification to go to University or straight into employment. BTEC National Subsidiary Diploma Business is an excellent course which prepares students for the demands of University. Students learn the essential organisation, time management and research skills required to achieve a degree. Business students develop transferable skills and key skills that employers are looking for and they can lead to a wide range of employment opportunities. This can include areas such as Financial Management, Marketing, Production Management, Human Resource Management and Retailing.

For specification information - <http://www.edexcel.com/quals/nationals10/business/Pages/default.aspx>

For further information contact Miss Y Cashmore

What the Subject is about:

The course provides a theoretical and practical introduction to the travel and tourism industry. The size and structure of the industry and major tourism destinations in the UK and abroad are studied. The course also covers how travel and tourism are marketed, employment and careers in the industry and the ways in which customer service is provided. Detailed case studies are made of New York and Paris in Year 12.

How is the Subject Taught?

A variety of learning approaches are used. These include: teacher led explanations and activities, paired work, group discussions, student presentations, talks by external speakers, visits to places of work in the industry and to tourism destinations. London, Edinburgh, Paris and Devon are some of the places visited on the course. Much emphasis is placed on guided research. Students engage in assessed role-play when doing some of the customer service work.

How the Subject is assessed:**AS level:**

Unit 1; Inside Travel & Tourism – 2 hour examination
Unit 2; Travel & Tourism – A People Industry – Portfolio
Unit 3; Travel Destinations – Portfolio

A2 level:

Unit 8; Travel and Tourism Project (organise own visit) – Portfolio
Unit 9; Travel & Tourism – People and Quality – 6 hour seen examination
Unit 10; Current issues in Travel and Tourism – Portfolio

What further opportunities are there after taking “Travel and Tourism”?

Students can follow a degree and other courses in Travel and Tourism Management or directly enter employment in the travel and tourism industry eg: as airline cabin crew or travel consultants working in travel agencies.

For further information contact Mr G Dugan

What the Subject is about:

This course will allow you to study how science is applied in many different types of professions and industries. The focus of the course is on the use of science, concentrating on how scientists and others use science in their work. During the course you will be given the opportunity to visit scientific workplaces and meet people who use science on a daily basis. You will also learn how science contributes to our lifestyle and the environment in which we live.

How the Subject is taught?

The course is designed to allow you to spend time in the laboratory, working on the kind of practical projects that might be undertaken by employees working in science-based industries. This is achieved through class-based tuition, discussions, presentations and coursework designed to involve problem solving. The majority of the course involves independent research with teacher guidance given where necessary.

How the Subject is assessed:

The course is split into two units:

Units 1

This unit is coursework based which gives you a general introduction to the use of science in the workplace. You will research local organisations which use science and study one of these in-depth. This unit is worth 30% of the final grade.

Unit 2

This is a joint physics and biology unit which considers the use and transfer of energy in physical and biological systems. This unit is assessed via an examination, worth 40% of the final grade.

Unit 3

This chemistry unit explores the work of the analytical chemist and the types of work that they may carry out. This is another coursework based unit, worth 30% of the final grade.

What further opportunities are there after taking 'Applied Science'?

Applied science provides students with access to a wealth of careers both within the sciences as well as in industry. The practical aspects of the course are a desirable asset for many companies and thus achieving a good grade in this subject increases a student's potential in the job market.

For further information contact Mr K Porter or Mr D Robinson

What will you study?**AS Year** – Assessed – 3 modules

You will study one pure module (FP1); this will cover areas such as complex numbers, matrices and curve sketching. In addition to FP1 you will also study two applied modules, which will be from areas such as statistics, mechanics, decision and discrete Mathematics.

A2 Year – 3 modules

In your second year you will study a second pure module (FP2) and a further two applied modules. Typically you will build upon knowledge gained in both AS Level Mathematics and Further Mathematics.

Duration: 2 Years

Course Requirements

Any students wishing to undertake the two year Further Mathematics programme will be expected to have attained an A or A* in GCSE Mathematics.

WHY STUDY FURTHER MATHEMATICS

BECAUSE MATHEMATICS IS SO IMPORTANT - it is the only subject with a second AS and A level, which extend the standard A level Mathematics in both breadth and depth.

By taking an A or AS level in *Further Mathematics* you will;

- Deepen your knowledge and understanding of pure mathematics
- Be able to study a wider range of applied mathematics relevant to your future choice of degree/employment
- Develop your problem-solving and analytical skills, which are so valued by employers,
- Increase your success at university in maths-based subjects like Engineering, Sciences, Computing, Economics, and of course Mathematics itself.
-

MATHEMATICAL ABILITY IS A VERY VALUABLE ASSET: if you have some, make the most of it!

Studying *Further Mathematics* will;

- Boost your performance in your standard A level Mathematics, making topics seem easier
- Provide a more stimulating experience than the standard A level Mathematics on its own
- Develop areas of the brain untouched by other subjects, which will probably mean you end up earning more than the rest of us!

WHAT IS MORE;

A and AS level *Further Mathematics* carry UCAS points in exactly the same way as other such qualifications.

The government has recognised the importance of *Further Mathematics* and is supporting the national **Further Mathematics Network** to ensure that ALL students are able to access it.

For further information contact Mr T Palmer