



De Aston Sixth Form

Information for courses
commencing September 2019

Currently, the Department of Education, in conjunction with the Office of Qualifications and Examinations Regulations, are in the process of reforming both Level 2 and Level 3 qualifications. The outcomes of these reforms will affect the specifications and assessment methods of your son's/daughter's subject choices.

The reforms are being completed in a number of phases. The final phase involved the first teaching of reformed A Levels in Mathematics and Technology which began in September 2017.

Unfortunately, some specifications and assessment arrangements are still in draft form and may be subject to change. All information is correct at the time of going to print but we, along with all other 16 – 19 providers around the country, are awaiting announcements from the Department for Education. If and when there are any amendments, we will update you when we have more information.

We thank you in advance for your understanding at this time of great change in education.

Study Programmes

In De Aston School Sixth Form we have designed our varied curriculum to meet the needs of the wide range of students that we will cater for. This means that you can choose to follow a very traditional academic A Level programme, or you can take a more vocational programme, choosing courses that build practical skills at the same time as developing your academic abilities. Increasingly, a significant number of students are now choosing a 'mixed economy' of courses, combining both traditional academic A Levels and vocational courses.

Advanced Level study is challenging but highly rewarding and we aim to help students fulfil their potential during their two years in the Sixth Form. It is crucial to make sure that the courses you choose are right for your interests, skills and ambitions, and our admissions process will support you in doing this. We aim to tailor a student's study programme to their individual needs. We are proud of our excellent A Level results that, in the past few years, have taken students to a wide range of universities including those from the Russell Group.

Students have access to excellent facilities in a brand new suite opened in 2013; whatever courses you choose, you can be assured that you will be learning in modern, comfortable spaces, using up-to-date technologies and a wide range of specialist equipment.

De Aston School Sixth Form offers two levels of study programmes

Level 3

- **A Level Programme**

This is a traditional programme studied over two years in order to achieve full A Level qualifications.

- **Vocational Programme**

This consists of Level 3 BTEC National courses studied over one or two years depending on the size of the qualification.

- **Mixed economy Level 3 Programme**

This consists of a combination of A Level and vocational studies

Level 2

- **Learn to Earn Programme**

This is a one year course that aims to improve on level 2 achievement and develop the skills necessary for employment or further education.

Please note:

- **Re-sit GCSE English Language and Mathematics**

Any student that has not achieved at least a grade 4 in GCSE English Language and/or Mathematics will be required to continue studying these subjects in the Sixth Form.

Choosing your Study Programme

When you first make your application to join De Aston Sixth Form, we will ask you to make some preliminary subject choices. You do not have to make any final decisions on your study programme until the beginning of Year 12.

To help you decide what to study in the Sixth Form please consider the following questions:

1. Do I need to study certain subjects in order to fulfil a career or university subject ambition?
2. Have I looked on the UCAS website (www.ucas.com) to find out different university course requirements?
3. What am I good at and what I have enjoyed learning during Year 10 and Year 11?
4. Am I clear about the kind of future learning at university I want to do (e.g. science or arts-based)?
5. Do I wish to keep my options open and study a mix of science/arts-based subjects?
6. What GCSE results do I need to achieve to be able to study on the A Level Programme, Level 3 Vocational Programme or Level 2 'Learn to Earn' Programme? (see **The General Admissions Criteria** and the individual **Subject Requirements**)

You should also look at the section '**Thinking about going to university?**' to help you with your choices.

You will have a chance to discuss the answers to these questions during a meeting with a senior member of staff after you have made your application.

Should you wish to further talk about your subject choices and the way they may affect you or about our specific admissions criteria, please ask to see our **Head of Sixth Form, Mrs K Rivett** or our **Deputy Headteacher** (with responsibility for the curriculum), **Mr P Williams**.

We are delighted to meet parents and students at any time.

Please ring us on: 01673 843415 or email: kerry.rivett@de-aston.lincs.sch.uk / paul.williams@de-aston.lincs.sch.uk / enquiries@de-aston.lincs.sch.uk to make an appointment.

Thinking about going to university?

Below is some guidance on subject choices as recommended by different types of universities:

If you want to go to Oxford or Cambridge University (Oxbridge) or study Medical/Veterinary/Dentistry degrees:

- Oxbridge advise you take at least two subjects from the following lists:

ARTS/HUMANITIES - history; English literature; French; German;

SCIENCES – maths (including further maths); physics; chemistry; biology;

- For Oxbridge, the majority of your GCSE examinations must be graded A*/A
- Medical/Veterinary/Dentistry degree courses need biology and chemistry with physics and/or maths

If you have a good idea of the area you wish to study at university – e.g. English or history, or maths or engineering:

- Choose subjects which facilitate you getting into this area – English if you want to study English, geography if you want to study geography
- You will need to complement your first choice with subjects which will help develop the skills needed for study at a higher level – a range of arts subjects or a range of sciences
- If you are considering a competitive course e.g. law or English, then you will need at least two subjects from the ARTS/HUMANITIES list in the above section (geography and economics can be included in this list)
- If you are considering a competitive course e.g. engineering, then you will need at least two subjects from the SCIENCES list in the above section
- Other universities may need specific subjects e.g. for sports science, psychology, art, music. In this case it is important to research and then choose the subjects that will develop the correct skills (www.ucas.com or university prospectuses)

If you have no idea of the kind of subjects you want to study at university:

- You need to consider which subjects interest you and take broad facilitating subjects including at least one subject from the lists in the Oxbridge section – either ARTS/HUMANITIES or SCIENCES plus others that you are likely to achieve highly in.
- Research your options and find courses and careers that interest you as early as possible as it is vital in choosing the correct courses.

De Aston Sixth Form – General Admissions Criteria

We offer two pathways in the Sixth Form:

1. Level 3

A Level programme of study, where the minimum entry requirement is either: 5 GCSEs at grade 4/C or above, including English Language (at grade 4). A vocational qualification will be considered as an equivalent to a GCSE qualification provided that at least a Level 2 Merit has been achieved on the examination element of that course.

Level 3 qualifications, where the entry requirement is either: 5 A*-C/4 and above grades at GCSE plus at least a grade 4 in GCSE English Language. A vocational qualification will be considered as an equivalent to a GCSE qualification provided that at least a Level 2 Merit has been achieved overall.

2. Level 2 qualifications, where the entry requirement is: 5 GCSEs at Grade E/2 and above, including English Language and Maths at grade 3 and above. A vocational qualification will be considered as an equivalent to a GCSE qualification provided that at least a Level 2 Pass has been achieved overall.

In addition to these general criteria, individual subjects have specific grade requirements. Please refer to the separate 'Subject Specific Requirements' at the back of the prospectus.

Please Note:

Students can mix subjects for the A Level programme and the BTEC Level 3 programme providing they fulfil the General Admissions Criteria and the subject specific requirements.

Any student not achieving a GCSE grade 4 in English Language will be required to continue to study English Language up to and including GCSE English Language.

Any student not achieving a GCSE grade 4 in Mathematics will be required to continue to study Mathematics up to and including GCSE Mathematics.

All advertised courses are offered subject to numbers viability. Final decisions on course viability may not be made until the beginning of term in September 2019.

Student & Parent Guide to Vocational Qualifications at De Aston School

BTEC LEVEL 2 AND 3 QUALIFICATIONS

WHAT IS A BTEC LEVEL 2 AND 3 QUALIFICATION?

BTECs are a vocational or industry-based qualification, which started in the 1980s. Students learn about skills in relation to the industry of the BTEC course. However, the skills can relate to other industry areas and are transferable.

HOW ARE BTEC LEVEL 2 AND 3 QUALIFICATIONS ASSESSED?

All BTEC qualifications, except for public services, delivered at De Aston School have an element of external examination. For Level 2 courses, this is a traditional written examination for one unit (25% of the qualification). For Level 3 courses, external examination represents 50% of the whole qualification and is a combination of a traditional written examinations and controlled assessments. These are all marked by the examination board.

For the remaining units a student is required to produce a portfolio of evidence through assignments that relate to specific assessment criteria. Each piece of evidence can be purely written, practical or a combination of the two depending on the requirements of the assessment criteria. These are internally assessed and our assessments are verified by the examination board.

THE LONDON INSTITUTE OF BANKING AND FINANCE (FORMLY KNOWN AS IFS UNIVERSITY COLLEGE) QUALIFICATIONS

WHAT IS THE LONDON INSTITUTE OF BANKING AND FINANCE?

The London Institute of Banking and Finance, incorporated by Royal Charter, was originally founded in 1879 as the Institute of Bankers to develop the professional education of the financial services through regulated industry qualifications. Today it also works to develop the financial education and capability of school, sixth form and college students.

WHAT ARE THE IFS UNIVERISTY COLLEGE QUALIFICATIONS THAT APPLY TO 14 TO 19 YEAR OLDS?

The LIBF qualifications are designed to develop practical, day-to-day knowledge about financial planning, management and decision making, as well as learning about the history of money, the economic context and people's attitudes towards money, using real people in typical situations.

HOW DO LEVEL 3 VOCATIONAL QUALIFICATIONS RELATE TO TRADITIONAL A LEVELS?

All Department of Education and OFQUAL approved qualifications have equivalences to each other. Below is an extract in relation to the qualifications that we deliver in De Aston Sixth Form:

CAN I USE LIBF LEVEL 3 AND BTEC LEVEL 3 QUALIFICATIONS TO GO TO UNIVERSITY?

Yes, all approved Level 3 qualifications, whether A Level or vocational, carry UCAS points. You will need to go to the UCAS website (www.ucas.com) to find out a university's specific requirements for a specific course.

Level 3 BTEC / Cambridge Technical		Certificate	Extended Certificate		Subsidiary Diploma	Diploma	
	P	8	16		PP	24	32
	M	16	32		MP	36	48
	D	24	48		MM	48	64
	D*	28	56		DM	60	80
				DD	72	96	
				D*D	78	104	
				D*D*	84	112	

GCE		AS level	A level
	E	6	16
	D	10	24
	C	12	32
	B	16	40
	A	20	48
	A*	-	56

Level 3 EPQ		
	E	8
	D	12
	C	16
	B	20
	A	24
	A*	28

WJEC Level 3 Applied Diploma in Criminology		Certificate	Diploma
	E	8	16
	D	12	24
	C	16	32
	B	20	40
	A	24	48
	A*	-	56

ARE THESE QUALIFICATIONS APPROPRIATE FOR ME?

BTEC

The practical method of learning and assessment makes the BTEC courses completely different from traditional courses. The courses are appropriate for a student who has a specific interest in the industrial area or equally for someone who likes practical methods of learning. Students need to be aware that practical assessments can be role-plays, problem-solving tasks or may require weekend residential assessment. Also many Sixth Form (Level 3) students choose to do a combination of BTEC and A Level courses which gives them the benefit of practical and academic learning.

The LONDON INSTITUTE FOR BANKING AND FINANCE QUALIFICATION

Like the BTEC qualifications these are delivered in a very practical manner by focusing on the real lives of real people and situations that are highly likely to appeal to everyone. This type of course would suit a student that wants to develop their understanding of how to effectively manage the short and long-term financial decisions that adults have to make or for someone who wants to develop a career in the financial services industry. LIBF are one of the teaching centres and awarding bodies of the

professional qualifications needed to practice in the financial services industry at all levels including under-graduate degrees and post-graduate qualifications.

Should you require any further information on vocational courses, please email Mr Dan Willars at daniel.willars@de-aston.lincs.sch.uk or contact him by telephone via school reception.

Applied Law (BTEC Level 3 National Extended Certificate)

Course Content

Applied Law will give an understanding of the knowledge and practical skills underpinning the core principles of civil and criminal law. The course involves learning about laws created by Acts of Parliament and through rulings or precedents set by the courts. In addition students will learn about how these are applied and argued in different legal situations within the class and then assess in both the internal and external assessment tasks and examinations.

The Extended Certificate consists of 3 mandatory units and one optional unit:

Mandatory Units

1. Dispute Solving in Civil Law
2. Investigating Aspects of Criminal Law and the Legal System
3. Applying the Law

Optional units (all students will complete the same unit.)

4. Aspects of Family Law
5. Consumer Law
6. Contract Law
7. Aspects of Tort

Methods of Assessment

The following units are assessed externally by the exam board. Students are given pre-released material to prepare for the tasks and questions which will be completed in traditional examination conditions:

1. Dispute Solving in Civil Law – Externally Assessed
3. Applying the Law – Externally Assessed

The other units are assessed internally and verified by the examination board. In these units students complete tasks based upon an open-book assignment set by the examination board.

Special Features

This course has a student centred approach to learning. Learning will occur through a variety of approaches including practical scenarios, including visits to civil and criminal courts.

Career Routes

With the international recognition of BTEC National courses such as this, progression can be straight into employment. If successful, there are a variety of potential careers that can be explored, all of which will benefit from this course of study. For example, not just in the law profession, but one where research skills are needed to formulate and construct an argument in a written and verbal format based upon in-depth analysis and evaluation.

Subject Specific Requirements

See general admission criteria for Level 3 qualifications.

Applied Science (BTEC Level 3 National Extended Certificate)

Course Content

The Pearson BTEC Level 3 National Extended Certificate in Applied Science is intended for learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment, possibly in the applied science sector. The qualification is equivalent in size to one A Level and aims to give a coherent introduction to study of the applied science sector.

Designed for learners who are interested in learning about the sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in applied science.

Methods of Assessment

2 of the 4 units will be assessed externally.

The styles of external assessment used for qualifications in the applied science suite are:

1 Written examination (2 hours)

- Set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task. This will be in the form of a scientific investigation.

2 Units will be internal assessment. These could be assessed via:

- write-ups of findings from their own research
- use case studies to explore complex or unfamiliar situations
- projects for which they have choice over the direction and outcomes
- learner's ability to demonstrate practical and technical skills using appropriate equipment, procedures and techniques.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified.

Special Features

Students usually participate in industrial visits which act as an aid to see how the sciences are useful in the real world.

Career Routes

There are clear career routes into the field of science e.g. Pharmacy, Laboratory Technician, Medicine, Forensic Sciences, Scientific Research and development. The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of learning, including, but not exclusively, those which are science-related.

Subject Specific Requirements

Minimum grade 4 in Double Science

Minimum grade 4 in Mathematics.

Students with IGCSE equivalents will need to meet the grade C in science and grade 5 in mathematics.

Art, Craft & Design (A Level)

Course Content

This course focuses on all aspects of Art and Design (very much like the GCSE). During the first year, students are introduced to the idea of 2D and 3D representation through line, tone and colour based on figurative, representational and abstracted work as well as a wide range of practices that will develop their creative and problem solving skills. In addition, students explore links to artists / designers and cultures and use this information to develop their work. As students progress into the second year they will be encouraged to work more independently and produce a series of work based on their own experiences and tastes.

We will be exploring a range of subject matter covering the possibilities of:

- Fine Art: painting, printmaking or sculpture
- Graphic Design: illustration, packaging or advertising
- Photography: traditional, digital or moving image
- Textile Design: printed and digital textiles, fashion design or constructed textiles
- 3D Design: ceramics, product design or jewellery

Students should choose to study Art, Craft & Design because they have a desire to explore the full range of media possibilities and wish to experience new and exciting areas of study (not because they think they are good at it).

This work should take the form of idea generation, project development and completion, as well as critical studies research. Students must have this level of motivation or they will find the course increasingly difficult. Development in a practical subject only comes through doing the work.

It is essential to remember the actual quality of the work is only ONE of the FOUR criteria - this means stunning work can get low grades, and poor quality but well thought out work can get high grades

Assessment Objective 1 – Development - develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding

Assessment Objective 2 – Experimentation - explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops

Assessment Objective 3 - Quality and Thought - record ideas, observations and insights relevant to intentions, reflecting critically on work and progress

Assessment Objective 4 - Personal Work - present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and where appropriate, make connections between visual, written, oral or other elements.

Methods of Assessment

60% Personal investigation

This consists of 1.) A portfolio of practical work showing their personal response to either a starting point, brief, scenario, or stimulus, devised and provided by the candidate or centre. 2.) A related study of continuous prose with (1,000 - 3,000 words).

Art, Craft and Design continued

40% Final Exam.

(15 hours) Externally Set: 6-week prep time - an entire 'project' with final quality outcomes.

Special Features

Art trips / visits

Career Progression

On successful completion of these courses students will often go on to Art College (Grimsby or Lincoln) to do Art Foundation and then onto a chosen 'Creative' Degree. After further studies, besides working as a practising artist or designer, you may find other opportunities in such areas as: advertising; marketing; retailing; journalism and teaching.

Subject Specific Requirements

Minimum of GCSE grade 5 in Art.

(A serious student will be expected to do at least five hours of independent study every week, this is the same amount of time as taught lessons - think how much work you did on your GCSE, it is practically three times more per week in class and AT HOME.)

Biology (A Level)

Course Content

The biology course is designed to further develop interest and enthusiasm for the whole range of living organisms, the way they work, relate to each other and the environment in which they live. Students are guided to develop an appreciation of how society makes decisions about contemporary scientific issues, and how this science contributes to the success of the economy and welfare of society. One of the key features of this course is the development of experimental skills and there is an emphasis on learning through investigation.

Methods of Assessment

The methods of assessment are in the form of two externally assessed written examinations and one practical endorsement (non-examined). Students will keep a lab work book and be awarded 'pass' or 'unclassified' from 12 practicals. Students can still get a final grade without passing the practical endorsement.

Special Features

Students usually participate in ecology field trips.

Career Routes

There are clear career routes into the field of science e.g. Medicine, Veterinary Sciences, Scientific Research, Ecology, Sports Science etc., but biology is a valued qualification which can assist entry into a wide range of higher education courses which are not directly linked to science.

Subject Specific Requirements

Minimum grades 6/5 in papers 1 and 2 for science. Candidates must have completed the higher paper.

Minimum grade 5 in mathematics.

Students with IGCSE equivalents will need to meet the grade B in science and grade 6 in mathematics.

Business Studies (A Level)

Course Content

Focuses on many aspects concerning how to run a business successfully. These can be grouped roughly into the following sections: Marketing; Human Resources (recruitment and motivation of workers); Accounting and Finance; Operations Management (production methods, stock control etc.); impact of external influences (social, technological, economic, environmental, political, legal). Some parts of the course involve the use of numbers. Students do not need to be mathematicians, but they would be expected to have gained a grade 4 or better at GCSE Maths.

Methods of Assessment

All questions are related to case studies of business, some of which are pre-released so that they can be studied in class prior to the examinations.

Special Features

Participation in national competitions.

Career Routes

Students may go into general management, or specialise in any of the areas mentioned above e.g. advertising executive or accountant. Training in business studies is often a very valuable addition in many other careers i.e. students who go into engineering, fashion, science and so on are seen as being much more employable if they have an awareness of how their specialism contributes to the more general success of the firm which employs them.

Subject Specific Requirements

Minimum of a Merit in BTEC Level 2 Business.

Minimum of grade 4 in GCSE Mathematics.

Chemistry (A Level)

Course Content

The Chemistry course is designed to further interest and enthusiasm for the subject. Students are taught some of the fundamentals of chemistry and how chemistry has helped develop knowledge in other sciences. We offer the Salter's Chemistry course at A Level.

Methods of Assessment

The methods of assessment are in the form of two externally assessed written examinations and one practical endorsement (non-examined). Students will keep a lab work book and be awarded 'pass' or 'unclassified' from 12 practicals. Students can still get a final grade without passing the practical endorsement.

Special Features

Students usually participate in industrial visits which act as an aid to see how chemistry is useful in the real world.

Career Routes

There are clear career routes into the field of science e.g. pharmacy, laboratory technician, medicine, forensic sciences, scientific research and development, but chemistry is a valued qualification which can assist entry into a wide range of higher education courses which are not directly linked to science.

Subject Specific Requirements

Minimum grades 6/5 in papers 1 and 2 for Science. Candidates must have completed the higher paper.

Minimum grade 5 in mathematics.

Students with IGCSE equivalents will need to meet the grade B in science and grade 6 in mathematics.

Computer Science (A Level)

Course Content

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It is an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism.

The aims of this qualification are to enable learners to develop:

- An understanding and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation.
- The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so.
- The capacity to think creatively, innovatively, analytically, logically and critically.
- The capacity to see relationships between different aspects of computer science.
- Mathematical skills.

In the first year we explore computing principles: the structure and function of a processor; input; output and storage devices; operating systems and applications software; data; networking and the legal and ethical considerations of computing in society. This is supplemented with the study of algorithms; problem solving; software development and programming techniques

The second year combines a study of advanced computing theory, with a practical computing project.

Methods of Assessment

Written papers and coursework feature.

Special Features

This course makes extensive use of technology, for instance through creating wikis and blogs. There is an emphasis on problem solving using computers and on computer programming and algorithms.

Career Routes

As well as the established areas such as software engineering, technical support, database management and data analysis, emerging professions in web design, digital music and games design benefit from a knowledge of computing.

Students intending to study computer science related disciplines at university are strongly encouraged to also study A level mathematics.

Subject Specific Requirements

Minimum GCSE grade 5 in Mathematics.

Students who have not achieved a grade 6 in GCSE Mathematics may be considered if, during discussion with the course tutor, they can provide evidence of competence in computer programming. Students may be asked to complete a competency test.

Criminology (WJEC Level 3 Applied Diploma)

Course Content

This was a new qualification from September 2015 and will **enable learners to: use theories of criminality to analyse criminal situations; develop the knowledge and skills to research policy in practice; assess campaigns for changes in awareness and, examine information to review verdicts in criminal cases.**

Methods of Assessment

The Certificate and the Extended Certificate units are assessed as follows:

Year 1

- | | |
|--------------------------------|--|
| 1. Changing Awareness of Crime | Internally set and assessed assignment |
| 2. Criminological Theories | External Examination |

Year 2

- | | |
|-----------------------------|--|
| 3. Crime Scene to Courtroom | Internally set and assessed assignment |
| 4. Crime and Punishment | External Examination |

Special Features

This course has a student centred approach to learning. Learning will occur through a variety of approaches including practical scenarios.

Previous guest speakers within the department have included prison officers, police officers and politicians. External visits to local courts and to subject-related conferences have also been arranged. It is anticipated that these or similar opportunities will continue to be arranged.

Career Routes

With the international recognition of Level 3 vocational courses such as this, progression can be straight into employment. If successful there are a variety of potential careers that can be explored, all of which will benefit from this course of study, for example: probation officer, social worker, and scene of crime officer.

Subject Specific Requirements

See general admission criteria for Level 3 qualifications

Design and Technology: Product Design (A Level)

Course Content

The Design and Technology, Product Design course involves students in a project, designing and making a product to meet the requirements of a brief. The projects represent 50% of the final mark and the remaining 50% comes from the theory paper which covers a range of design and technology related topics

Methods of Assessment

Assessment is through final examination and the design folder for the coursework projects. The final examination is a two and a half hour paper and has an increased emphasis on maths and science in its content. Learners will choose their own project (which must be agreed by the staff for its suitability). The design folder is the evidence of all design and making work done during the project and is usually in the form of an A3 bound document.

Special Features

Our course caters for a wide range of students who could be interested in maths and sciences or, at the other end of the interest scale, art and design. Projects completed have been as diverse as agricultural equipment through to a full size tee pee!

Career Routes

An A Level in Design & Technology would be useful for any design-based career, and has many transferable aspects to other careers that might involve problem solving and a flexible approach:

- Product Designer
- Design Engineer
- Graphic Designer
- Architect
- Armed/Public Services
- Builder/Craftsperson

Subject Specific Requirements

Minimum of GCSE grade B in any technology subject. Learners must have an enthusiasm for designing and making things coupled with a willingness to work outside of class time to achieve the level of quality we are looking for.

Drama & Theatre (A Level)

Course Content

The Drama & Theatre course is for students with a passion for drama and who like to be challenged creatively and intellectually. It is also an excellent choice for demonstrating the broad educational range advocated by UCAS, as well as furthering transferable skills such as communication, presentation and rapport.

Practical exploration, devising, adaptation and performance is explored alongside the study of important theatre texts, influential practitioners, performance styles and analysis of live production. 'C' grades or above at GCSE Drama or English are essential.

Methods of Assessment

A range of assessment methods are used including practical performance examination, workshops, coursework essays, performance logs and formal written examination.

Special Features

Students may get opportunities to work with professional actors and directors in practical workshops, regularly attend the theatre and are involved in many practical projects. They are also provided with the opportunity of organising a drama club for lower school students.

Career Routes

Theatre Studies is both an invigorating and challenging experience which fosters the development of social skills and can lead to careers in many walks of life, careers as diverse as Public Relations, Entertainments Management, Hospitality, Education and specialised theatre posts, both on and off the stage. Many of our ex-students follow theatre-related careers but an equal number have utilised the wide range of skills learned in contrasting roles and professions.

Subject Specific Requirements

Minimum of GCSE grade C in Drama or grade 5 in English.

If a student has not studied GCSE Drama, evidence of physical/vocal confidence and creativity is required (audition may be required).

An ability to analyse text and articulate ideas verbally and in writing must be demonstrated. Students must be prepared to commit to extra-curricular rehearsals and activities.

Economics (A Level)

Course Content

A fundamental problem facing everyone is the economic problem – trying to satisfy unlimited wants with limited resources. Economists study how all decision-makers behave to try to make best use of resources – individuals, householders, firms, local government, national government. A study of such behaviour means that students will be able to understand and form opinions on many of the most important issues in life. Think about what is in the news at the moment: rising fuel and food prices, falling house prices; the “credit crunch”; child poverty; scrapping the 10% tax band; the impact of globalisation on the world; ‘Brexit’; all of these are integral to economics. Some parts of the course involve the use of numbers. Students who are particularly good at maths would find opportunities to put those skills to good use in this subject.

Methods of Assessment

Examinations consist of a mixture of multiple-choice, data response and essay questions.

Special Features

Participation in national competitions such as Shares4schools; training in critical thinking.

Career Routes

The most direct route would be into financial careers – banking, stock markets etc. However, the understanding of current issues gained and the development of logical thinking are highly prized assets which can lead into a wide range of careers. Large firms recruit economists to monitor and analyse external trends in the economy so that they can thus determine the best policies to cope with those events. Of course, the ultimate career choice would be Chancellor of the Exchequer!

Subject Specific Requirements

Minimum of a grade 5 in mathematics

Students with IGCSE equivalents in mathematics will need to meet the grade 5 criteria.

English Literature (A Level)

Course Content

Studying English literature gives you a unique lens through which to view our world. Simply put, we read every day; aspects of our culture are encapsulated by English literature. We learn about history, society, religion and politics all through the pages of a really good book! As the famous saying goes: 'today a reader, tomorrow a leader.'

However, studying literature also allows us to be introduced to other traditions which inform our rich literary history; we study American literature, Greek tragedies, crime fiction and revolutionary poetry. When studying literature, we can also gain the ability to extend our vocabulary while appreciating the beauty of the English language and how it can be used for specific and aesthetic purposes.

You will follow the AQA English Literature B syllabus. This is an exciting and varied course which covers a range of texts including novels, plays and poetry. This course aims to develop you into articulate, creative and informed readers and there is an expectation that if you wish to study English literature, that you are an avid reader. You will focus on ways of analysing structure, form and language in challenging literary texts which range from pre-1900 to modern writing. You will also learn the value of context and how it informs the writing of a text while also considering connections and comparisons between different texts.

Methods of Assessment

Regular formative essays in class, coupled with final exams and internally assessed coursework.

Special Features

Coursework offers the opportunity for some creative responses to texts. Furthermore, there are varied and engaging extra-curricular activities for our students to become involved in.

Career Routes

The career routes for English are endless as a qualification in A-Level English Literature encompasses the three key strands any employer or university desires: reading, writing and spoken English. An A Level in English literature is a valued and respected qualification for both Further and Higher Education, and the world of work. It is an esteemed qualification widely held in high regard by Russell Group universities.

A qualification in English literature outlines to an employer that you have developed comprehensive written and spoken communication skills, that you are adept at arguing a point, framing a narrative and analysing various levels of meaning. The study of literature will provide you with a fresh and creative angle with which to approach your studies and your lives.

Subject Specific Requirements

Must have no lower than a grade 4 in both English language and English literature and, in at least one, have a grade 5.

Financial Studies (The London Institute of Banking and Finance Level 3 Diploma)

The Diploma in Financial Studies has been designed to provide students with a challenging qualification covering the core disciplines of financial capability. Learners are encouraged to become responsible borrowers, sensible savers, and have an appreciation of the need for financial planning throughout their life.

Course Content:

The key content areas are:

- Importance of financial capability for immediate, short-term, medium-term and long-term financial needs;
- Financial services and products, including sources of help and advice;
- Borrowing, budgeting, financial planning and cash flow;
- The impact of external influences at different stages in the personal life cycle; and
- Risk and reward in managing personal finance.

In Year 12 students will complete the learning and the assessment for the following units:

- Unit 1 – Financial Capability for the Immediate and Short-Term
- Unit 2 – Financial Capability for the Medium and Long-Term

In Year 13 students will complete:

- Unit 3 – Sustainability of an Individual's Finances
- Unit 4 – Sustainability of the Financial Services System

How will I be assessed?

Both units will be assessed by external examination. They will be made up of the following components:

- Part A: 35 multiple choice questions (total marks: 35 / 100)
- Part B: pre-release case study requiring essay responses (total marks: 60 / 100)
- Part B will also assess spelling, punctuation and grammar (SPAG) through the essay responses (total mark 5 / 100)

A total of 400 marks are available from each unit comprising 100 marks.

What can I do at the end of this course?

Students will have the opportunity to progress to higher level financial services industry qualifications, including those required to practice in the industry, or business and finance related degrees.

Subject Specific Requirements

See general admissions criteria for Level 3 qualifications.

Geography (A Level)

Course Content

This three-unit A level Geography specification allows a balance between students' own particular physical, human and environmental interests and key geographical topics. The course is taught by established and experienced staff who devote a great deal of time assisting and directing student learning. The department uniquely provides students with a refreshing progression from GCSE to A Level Geography introducing topics that will stretch and excite students' minds, challenge perceptions and stimulate their investigative and analytical skills.

Fieldwork and trip

1. Birmingham:- social, cultural and economic fieldwork
2. Holderness coast:- physical and human landscapes fieldwork

Course Structure

Unit 1 - Physical Geography (water, carbon, climate change, coastal landscapes and natural hazards)

Unit 2 - Human Geography (globalisation, population and the environment and changing places)

Unit 3 - Geographical field work investigation

Methods of Assessment

Unit 1 & 2 examination 80%

Coursework investigation 20%

Special Features

The course has been designed to allow geographers the flexibility to build programmes that suit their own particular interests and needs. Fieldwork and research skills are a key feature of the Advanced Level (A2) Unit 3.

Career Routes

The course prepares students for a range of further and higher education options. Possible areas of employment:-

Town planning; architect; landscape architect; conservation and the environment; tourism; armed forces; police services; transport planner; cartography; international aid; surveyor; teacher.

Subject Specific Requirements

Minimum of grade '5' in GCSE Geography.

If a student has not studied GCSE Geography then a grade B in a humanities subject is required i.e. history, RE, sociology, business studies.

Health and Social Care (BTEC Level 3 National Certificate and Extended Certificate)

Course Content

This is a new qualification from September 2016 and will give an understanding of the knowledge and practical skills underpinning the common core principles of Health and Social Care, enabling progression to employment or higher level education. The BTEC National Certificate/Extended Certificate in Health and Social Care are designed to be flexible so that they reflect individual career aspirations

The certificate consists of two mandatory units:

8. Human Lifespan Development
9. Meeting Individual Care and Support Needs

The Extended Certificate consists of three mandatory units and one optional unit:

1. Human Lifespan Development
2. Working in Health and Social Care
3. Meeting Individual Care and Support Needs
4. Physiological Disorders and their Care

Methods of Assessment

The Certificate and the Extended Certificate units are assessed as follows:

Human Lifespan Development	External Examination
Working in Health and Social Care	External Examination
Meeting Individual Care and Support Needs	Internally set and assessed assignment
Physiological Disorders and their Care	Internally set and assessed assignment

Special Features

This course has a student-centred approach to learning. Learning will occur through a variety of approaches including practical scenarios. Students need to complete extended work placements over Y12/13 to achieve the diploma.

Career Routes

With the international recognition of BTEC National courses such as this, progression can be straight into employment. If successful there are a variety of potential careers that can be explored, all of which will benefit from this course of study, for example: care worker, health care assistant, occupational health nurse and nursing.

Subject Specific Requirements

See general admission criteria for Level 3 qualifications.

History (A Level)

Course Content

The History course has been designed to give as wide a variety as possible. The course looks at periods of revolution in three countries and three different times. In Year 12 you look at 17TH Century Britain and the overthrow of the monarchy. You also look at Germany in the 20th Century, a period of mass social, economic and political change. In Year 13 you look at Russia between 1855 and 1964 and how the country went through vast change. There is the opportunity to choose your own topic as a coursework title.

Methods of Assessment

The course is assessed through a mixture of conceptual and interpretative essays, document papers and coursework.

Special Features

The coursework in Y13 gives students the opportunity to create their own question on a topic of their own interest.

Career Routes

History is a very popular subject for universities and employers. It is valued for the skills of communication, analysis and empathy that it demands. It could lead to careers in law, journalism and teaching.

Subject Specific Requirements

Minimum grade 5 at GCSE in History or a relevant humanities subject

IT (OCR Level 3 Cambridge Technical Certificate)

Course Content

This qualification is designed for learners 16 years old or over who want to continue their education through applied learning by developing their knowledge and understanding of the principles of IT and global information systems.

Year 1:

Unit 1 - Fundamentals of IT: This unit will develop a sound understanding of IT technologies and practices that are essential for IT professionals. Information learnt in this unit will create a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how businesses use IT. After completing this unit, the knowledge, skills and understanding your students have developed will underpin their study for the additional units.

Unit 2 - Global Information: The purpose of this unit is to demonstrate the uses of information in the public domain, globally, in the cloud and across the internet, by individuals and organisations. Students will discover that good management of both data and information is essential and that it can give any organisation a competitive edge.

Year 2:

Unit 3 - Cyber Security: This unit has been designed to enable students to gain knowledge and understanding of the range of threats, vulnerabilities and risks that impact on both individuals and organisations. Students will learn about the solutions that can be used to prevent or deal with cyber security incidents resulting from these challenges. Students will be able to apply their knowledge and understanding of cyber security issues and solutions by reviewing and making recommendations for ways to best protect digital systems and information.

Unit 8 - Project Management: This unit will provide students with the opportunity to understand and use various project planning skills and techniques, thereby enabling to become more effective in the workplace.

Unit 9 - Product Development: The purpose of this unit is to prepare students to undertake product development activities. Students will learn about different product design methodologies and the role of the product development life cycle. In addition, they will discover the factors that influence product developments.

Methods of Assessment

Units 1, 2 and 3 are mandatory and externally assessed units that account for 66.6% of the total course marks. Unit 8 and 9 are internally assessed coursework units and account for the remaining 33.3% of the marks for the course.

Special Features

Students will use the school's computing department intranet web site to access much of the course content.

Career Routes

This qualification serves as a good accompaniment to almost any career path. The knowledge gained in the first three externally assessed units will prepare learners for a career in cyber security or any other general IT roles such as network technician. The skills developed in the project management and project development units are useful for

progression to computing or business-related higher education courses and for use in decision-making in the workplace.

Subject Specific Requirements

See general admission criteria for Level 3 qualifications.

Mathematics and Further Mathematics (A Levels)

Course Content

Mathematics is one of the broadest subject areas with applications in a variety of careers such as engineering, finance, medicine and sport; it is one of the most fundamental subjects that you can study. In mathematics we cover a range of pure and applied topics that are tested terminally in the second year of study. If you choose Further Mathematics as another A2 subject, you will be given the opportunity to experience a greater number of pure topics and a range of different applications of mathematics. A2 Mathematics is a subject that complements a variety of other A Level subjects and helps prepare students who will need to make use of mathematical methods at university level.

Methods of Assessment

In the first year, progress is tracked using the assignments, progress tests and a mock exam in the summer.

In the second year, grades are awarded following terminal exams in the summer with students sitting three two-hour papers for A2 Mathematics and four 1 hour 30 minute papers for A2 Further Mathematics.

Special Features

Students are supplied with a set of course notes, a full programme of study for the course and homework booklets. In addition, all students will have access to a range of online and electronic resources including topic power-points, assessment materials and hints for all assignment questions.

Career Routes

Employers in all walks of life readily accept A level Mathematics as a desirable qualification. If you want to go on to study at university then A level Mathematics will open more doors than any other subject.

If you are applying for a course such as engineering or medicine, many institutions prefer students to have Further Mathematics alongside their Mathematics A-level, particularly some of the Russell Group universities.

Subject Specific Requirements

A Level Mathematics: Minimum of a GCSE grade 6 in either Maths or Additional Maths. Students with IGCSE equivalents in mathematics will need to meet the grade 6 criteria. In addition, there is a two week programme at the beginning of the course that assess students' suitability for the subject. Students who do not meet our minimum requirements may be advised to choose an alternative course.

A Level Further Mathematics: To study Further Mathematics as a fourth subject a minimum of a GCSE grade 8 in either Mathematics or Additional Mathematics is required. Students with IGCSE equivalents in mathematics will need to meet the grade 8 criteria.

Mathematics in Context (Level 3 Core Maths)

Course Content

This course has been designed for students who have achieved at least a standard pass at GCSE but who do not want to delve into the very algebraic content that A Level Mathematics offers. Instead, this course highlights many of the real life scenarios where mathematics would be used in a variety of careers focusing on use of number, statistics and its relevance in the real world. It involves scenario-based tasks as part of the learning and assessment in order to build confidence in applying core maths skills in context. The content has been specifically chosen for its relevance to a wide range of future studies and employments, this includes:

- Applications of statistics
- Probability
- Linear programming
- Sequences and growth

Methods of Assessment

At the end of the course learners are assessed through two exams.

The first paper is a comprehension paper where students will be required to answer questions about studied source material available prior to the exam. Learners will be expected to analyse data and interpret their calculations within the context studied. This paper is worth 40% of the final grade.

The second paper is an application paper where students will be required to answer one question relating to the studied source material and three tasks relating to unseen material. Learners will be expected to apply their understanding to solve problems within the context of the questions asked. This paper is worth 60% of the final grade.

Special Features

Students are supplied with a set of course notes, a full programme of study for the course and homework booklets. In addition, all students will have access to a range of online and electronic resources including topic power-points, assessment materials and hints for all assignment questions.

Career Routes

Level 3 Core Maths is a relatively new qualification that is gaining traction with employers who are looking for mathematicians with understanding beyond that of GCSE that are about to apply their knowledge in context.

Subject Specific Requirements

Minimum of a GCSE grade 5 in either Maths or Additional Maths. Students with IGCSE equivalents in mathematics will need to meet the grade 5 criteria.

Media Studies (A Level)

Course Content

The examinations assess **media language, representation, media industries, audiences** and media **contexts**. There are **2 exams** and **1 coursework unit**.

Component 1: Media Products, Industries and Audiences

Written examination: 2 hours 15 minutes 35% of qualification

Section A: Analysing Media Language and Representation

This section assesses media language and representation in relation to **two** of the following media forms: advertising, marketing, music video or newspapers. There are **two** questions:

- **one** question assessing media language in relation to an unseen audio-visual or print text
- **one** extended response comparison question assessing representation in one set product and an unseen audio-visual or print resource in relation to media contexts.

Section B: Understanding Media Industries and Audiences

This section assesses **two** of the following media forms – advertising, marketing, film, newspapers, radio, video games - and media contexts.

- **one** stepped question on media industries
- **one** stepped question on audiences.

Component 2: Media Forms and Products in Depth

Written examination: 2 hours 30 minutes 35% of qualification

The examination assesses media language, representation, media industries, audiences and media contexts. It consists of three sections:

Section A – Television in the Global Age

There will be **one** two-part question or **one** extended response question.

Section B – Magazines: Mainstream and Alternative Media

There will be **one** two-part question or **one** extended response question.

Section C – Media in the Online Age

There will be **one** two-part question or **one** extended response question.

Component 3: Cross-Media Production

Non exam assessment 30% of qualification

An **individual** cross-media production based on **two forms** in response to a **choice of briefs set by WJEC**, applying knowledge and understanding of the theoretical framework and digital convergence.

Career Routes

Media Studies is a valuable qualification for both further and higher education and for the world of work. Media Studies requires all 21st century skills that employers look for, whilst a qualification will help with work in the media and other creative fields.

Subject Specific Requirements

Minimum of GCSE grade 5 in Media Studies if studied.

This course is reliant on a range of skills. If media studies has not been done at GCSE, then skills including those gained from ICT, English, drama, art and sociology are of particular value.

Modern Languages French or German (A Level)

Course Content

The course develops the skills of listening, reading, speaking, writing and translating in the context of the countries where the language is spoken. We use the target language to discuss everyday issues and have access to websites with up-to-date information. In addition to the study of the language and grammar, students also study literary texts and films and complete an individual research topic in their second year of study. This course is suited to students who already have a good GCSE in the language they wish to study. Students study the AQA French/German A Level two year course.

Methods of Assessment

There is an oral examination and a listening, reading and writing exam. Computers are used to access the listening material so that the extracts can be listened to individually.

Special features

An A Level course in modern foreign languages helps learners develop confidence, effective communication skills in French/German and a more thorough understanding of the culture of the countries where French/German is spoken.

Career Routes

Universities are keen to welcome linguists and the skills acquired by studying a language can be beneficial to many careers involving communication and business. It is also an essential requirement for studying other languages such as Chinese or Arabic. For more information about the importance of languages, go to:

www.whystudylanguages.ac.uk

Subject Specific Requirements

A minimum of a grade 5 at GCSE (or equivalent qualification) in the specified language is required in order to meet the demands of the course.

Native speaker status, including accuracy of written work, will be evidenced by performance in a written GCSE paper, administered by the school.

Music (A Level)

Course Content

There are three main elements to the A Level Music course; performance, composition and appraising. The exam board will be Edexcel.

The first of these elements aims to develop your skills as a performer. You will be required to perform on your chosen instrument on several occasions throughout the course, and give a short recital at the end of Year 2.

For the second element you will study various composition techniques and create two compositions.

In the final element of the course you will study the development of music, focusing on key works. You will learn the necessary vocabulary to analyse and write about music from a range of styles.

Methods of Assessment

The majority of this course is assessed through coursework (60%). There is also a Listening and Musical Understanding exam (40%).

Special Features

Students are taken on trips to see a range of musical concerts. Performing in school concerts is a major part of this course.

Career Routes

There are many opportunities to work in the music industry as a performer, composer, or producer. Students may go into teaching or music therapy.

Subject Specific Requirements

Minimum of grade 6 in GCSE Music

The ability to play an instrument to at least grade 5 level is mandatory.

Photography (A Level)

Course Content

Students will develop integrated knowledge, skills and understanding in the use of a digital camera, not only in automatic modes but in manual modes, dictating shutter speeds, aperture settings and other manual functions so that they can have a more creative influence on the outcome of their images.

In addition to this, students will look at existing photographers and their work and discuss why the images have been taken in the style that they have, giving reference to aspects such as the story behind the image, its composition and framing. With all of these skills and techniques the students will be challenged through a series of small projects that will build on these skills to produce a portfolio of work that shows the processes they have gone through in order to create the images they have. All this will then be the basis for the externally set exam that will test their skills of image capture, manipulation, context and presentation to enable them to come up with a final piece relevant to the exam title.

Methods of Assessment

60% Personal investigation

This consists of a Personal Study of critical and analytical writing of continuous prose (1,000 – 3,000 words) on a topic of their choice and a portfolio of practical work showing their individual response to the Personal Study starting point, brief, scenario, or stimulus, devised and provided by the candidate.

40% Final Exam.

(15 hours) Externally Set - 10-week prep time - an entire 'project' with final quality outcomes.

Special Features

The portfolio of work provides an excellent opportunity to demonstrate students' personal skills and creative development in producing a body of work that is totally individual to them. These portfolios are often used at higher education interviews to show their depth of skills.

Career Routes

This course is an ideal link to Art and Media careers.

Subject Specific Requirements

General Sixth Form admission criteria.

Special Features

London visit to exhibitions and the opportunity to capture images for work.

Physics (A Level)

Course Content

The physics principles underlying a wide range of everyday phenomena are exposed and problems solved through practical and theory. The course develops new understanding through a series of contexts such as mechanical and optical testing in the food industry; the electrical and heat transfer needs of a spacecraft; the frontiers of knowledge at cosmic level and sub-microscopic level and wave vibrations in earthquakes and in music.

Methods of Assessment

The methods of assessment are in the form of two externally assessed written examinations and one practical endorsement (non-examined). Students will keep a lab work book and be awarded 'pass' or 'unclassified' from 12 practicals. Students can still get a final grade without passing the practical endorsement.

Special Features

In the past, students have carried out an on-site investigation of the efficiency of a local combined-cycle power station. During the study of stars, evening star-watch sessions have been enjoyed.

Career Routes

Most engineering and medical careers, but also seen as rigorous preparation for thinking and problem-solving applicable to many jobs.

Subject Specific Requirements

Minimum grades 6/5 in papers 1 and 2 for Science. Candidates must have completed the higher paper.

Minimum of grade 5 in GCSE Mathematics.

Students with IGCSE equivalents will need to meet the grade B in science and grade 6 in mathematics.

Psychology (A Level)

Course Content

- Does watching violence make you violent?
- Have you ever said something that you didn't mean to (a Freudian slip)?
- Can you implant false memories?
- Can we predetermine who will commit crime?

If you are interested in exploring these questions then psychology could be for you!

Psychology is the scientific study of the mind and behaviour. This course aims to give learners a broad knowledge and understanding in the different areas of psychology (cognitive, developmental, social, individual differences, and biological) and an understanding of psychological theories, research and concepts. The course would appeal to anyone fascinated by human behaviour.

Methods of Assessment

100% examination consisting of multiple choice, short answer questions and essay style questions.

Special Features

In the past there have been visits to conferences; magistrates courts and crown courts as part of forensic psychology. The course also requires learners to carry out their own psychological investigations into human cognitions and behaviour.

Career Routes

Completion of Psychology A Level would give learners an excellent foundation to embark on a variety of degree courses. Useful for a range of 'people-centred' occupations from probation officers to mental health nursing.

Subject Specific Requirements

A minimum of GCSE grade 5 in English and a 5 in mathematics.

Minimum of a grade 5 in a humanities subject (i.e. geography, RE, history, business studies, sociology).

Public Services (BTEC Level 3 Subsidiary Diploma)

Course content

This is a practical, work-related course which covers the skills needed to enter the armed, emergency, security and other government or voluntary-funded services, as well as being someone who is interested in outdoor education or teaching.

You learn by completing projects and assignments that are based on realistic public services or related situations and activities.

What will I learn?

Unit 1 – Government, Policies and the Public Services

Unit 2 – Leadership and Teamwork in the Public Services

Unit 3 – Citizenship, Diversity and the Public Services

Unit 5 – Physical Preparation, Health and Lifestyle for the Public Services

Unit 15 – Planning and Management of Major Incidents

In addition students will develop research, report writing, leadership and teamwork as transferable skills, as well as a greater understanding of politics and current affairs that affects the military, emergency, voluntary and other public services.

How will I be assessed?

All units are assessed and graded by the department through the production of portfolios (coursework). A portfolio is a collection of evidence which demonstrates your ability to meet a particular unit's assessment criteria. The assessment criterion includes assessing your ability:

To deliver common public service tasks, for example, communicating with the public, the management of emergency situations and the planning and completion of given missions, objectives or tasks.

To work as part of an effective team in public service situations, this includes assessment field trips. You will have to commit time outside of the lesson to attend these learning and assessment activities.

To describe, explain and evaluate different public service situations.

There are no formal external examinations.

What can I do at the end of this course?

It is viewed as a useful qualification to enter careers within Local Government; Customs and Excise; Ambulance Services; Police Services; Fire Services; Care Work; Armed Services; Security and the Prison Service. Or progress to higher education or an apprenticeship.

Sociology (A Level)

Course Content

Sociology is the study of society. In sociology we will ask you questions you may never have thought of asking, and ask you to seek out answers to questions you may have thought were unanswerable:

- Does a family have to have two parents (of the opposite sex) to bring up children properly?
- Why, when girls continue to outperform boys in education, do men get paid more?
- Religious fundamentalism is on the rise – why?
- Prisons do not work – so what next?

Methods of Assessment

100% examination and consisting of short answer questions and essay style questions.

Special Features

Learners are actively encouraged to engage in subject-related opportunities such as university workshops and have previously had a range of visiting speakers, providing expert knowledge on areas such as counter-extremism measures and political engagement.

Career Routes

Very useful in any 'people-centred' occupations – journalism, law, teaching, social work and human resources - it will give you a broad understanding of British society in an interconnected globalised world.

Subject Specific Requirements

Minimum of GCSE grade 5 in Sociology.

If GCSE Sociology has not been studied, then a minimum of a grade 5 in a different humanities subject (i.e. geography, RE, history, business studies) is required.

Sound Engineering (BTEC Level 3 National Extended Certificate)

Course Content

This qualification is designed for learners who are interested in gaining an introduction into the study of sound engineering alongside other fields of study, with a view to progressing to a wide range of higher education courses, but not necessarily in sound engineering or music technology.

Year 1:

Mixing and Mastering Techniques: This unit aims to give you the skills to mix and master a digital audio workstation (DAW) project to a professional standard.

DAW (Digital Audio Workstation) Production: This unit is an externally set and marked task which requires you to develop an understanding of how a digital audio workstation can be used creatively to produce music, manipulate audio and mix music.

Year 2:

Studio Recording Techniques: In this unit you will cover the processes, equipment and practical skills required to produce multitrack recordings in a music studio environment.

Live Sound: In this unit you will study the technology and practice of live sound engineering and explore the types of work carried out by live sound engineers.

Working and Developing as a Production Team: In this unit you will develop an understanding of the collaborative process by which a music recording project is carried out.

Methods of Assessment

Year 1: Consists of two practical units one of which is externally assessed and contributes 66% of year 1 marks. The second unit is internally assessed and contributes 33% of year 1 marks (see above). These two units together contribute 50% of the total marks for the combined two years of the course.

Year 2: Consists of three practical units which equally contribute 33% of year 2 marks. These three units together contribute the remaining 50% of the total marks for the combined two years of the course, achieving a BTEC Level 3 *Extended Certificate* in Sound Engineering, which is equivalent to one A level.

Special Features

The BTEC Level 3 *Extended Certificate* in Sound Engineering is a highly practical and creative course of study that will develop new and existing skills for musicians or technicians alike.

Career Routes

This qualification will prepare you for direct employment in the digital music production sector and is suitable for those wanting to work in entry-level or even professional roles depending on other qualifications. It may also be used alongside other BTEC or A Level courses to progress to a higher or degree programme of study.

Subject Specific Requirements

See general admission criteria for Level 3 qualifications.

Sport (BTEC Level 3 Extended Certificate)

This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels. The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of study. It combines well with a large number of subjects and supports entry to higher education courses in a very wide range of disciplines. It is equivalent to one A Level.

Four units comprising of
Year 12

Anatomy and Physiology (Written exam) 90 minutes, 90 marks

The paper will contain short and long answer questions which will assess learners' understanding of anatomy and physiology and how the different systems of the body can affect sports performance.

Fitness Training and Programming for Health, Sport and Well Being (Written exam) Pre-release task 2 Hours, 60 marks.

Learners will interpret lifestyle factors and health screening data in order to create and justify a fitness training programme based on these interpretations. The task will require learners to develop and justify a training programme that meets the need of a specific client. This will include dietary, fitness and lifestyle modification techniques.

Year 13

Professional Development in the Sports Industry (internally assessed assignment)

Learners explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

Application of Fitness Testing (internally assessed assignment)

Learners gain an understanding of the requirements of fitness testing and learn how to safely conduct a range of fitness tests for different components of fitness.

The course is two years in duration

Subject Specific Requirements

Minimum of GCSE grade C in PE or a merit in BTEC Level 2 Sport if studied.

Travel and Tourism (BTEC Level 3 National Extended Certificate)

Course Content

This is a new qualification from September 2017 and will give an understanding of the knowledge and practical skills underpinning the common core principles of travel and tourism, enabling progression to employment or higher level education. The BTEC National Certificate/Extended Certificate in Travel and Tourism are designed to be flexible so that they reflect individual career aspirations.

Methods of Assessment

The Extended Certificate units are assessed as follows:

Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	The World of Travel and Tourism	90	Mandatory	External
2	Global Destinations	120	Mandatory	External
3	Principles of Marketing in Travel and Tourism	90	Mandatory and Synoptic	Internal
Optional units – learners complete 1 unit				
9	Visitor Attractions	60	Optional	Internal
11	Events, Conferences and Exhibitions	60	Optional	Internal

Special Features

This course has a student-centred approach to learning. Learning will occur through a variety of approaches including practical scenarios.

Students will be expected to visit travel and tourism organisations as part of their learning.

Career Routes

With the international recognition of BTEC National courses such as this, progression can be straight into employment. If successful there are a variety of potential careers that can be explored, all of which will benefit from this course of study, for example: visitor attraction manager, travel operator, travel agent, hotel manager and events and conference organiser.

Subject Specific Requirements

See general admission criteria for Level 3 qualifications

GCSE English Language

Course Content

This course follows the AQA English Language GCSE specification and it focuses on developing your reading, writing and oracy skills. English Language at a grade 4 is imperative for a future career or further study as it shows an employer that you are able to write accurately, comprehend a text and speak with confidence to an audience. This course covers all these requirements and you will be supported every step of the way in order to get the required pass in this qualification.

Methods of Assessment

The method of assessment is through examinations only. It consists of two examination papers:

- Paper 1: Creative Writing and Reading – 50% of course
- Paper 2: Writer's Viewpoints and Perspectives – 50% of course

Career Routes

Getting the required pass, of a grade 4, in GCSE English Language will dramatically improve your chances of employment as well as open doors for your future life choices.

GCSE Mathematics

Course Content

The course allows students to see applications of mathematics in a variety of contexts. In studying mathematics at GCSE level you are given the opportunity to demonstrate key skills which are required in everyday life, employment and further study.

Methods of Assessment

Externally set examinations taken throughout the course.

Special Features

Students have the opportunity to use online resources and support throughout the course.

Career Routes

Almost all employers and higher education establishments require GCSE Mathematics.

Enrichment Opportunities

In addition to academic studies, students will have an opportunity to broaden their curriculum through access to various enrichment activities.

Previously we have offered:

- Extended Project Qualification
- Community Sports Leadership Award
- Cooking for university
- Recreational music
- Holiday Spanish
- School Newspaper
- Duke of Edinburgh Award
- Community Art

Final provision will depend on the students' interests

Level 3 Extended Project Qualification (EPQ)

Course Content

- The greatest drummer of the 20th Century?
- The purpose of dreaming?
- The significance of Greek philosophy on renaissance Italy?

If you are interested in exploring a topic in depth and you are able to work independently then this may be the course for you. The EPQ develops an understanding and use of research skills on a topic chosen by the learner. It develops a learner's critical, and reflective study skills and allows learners to apply decision-making, problem solving, planning, analysis, synthesis, evaluation and presentation skills.

Methods of Assessment

Learners need to produce a production log, a written report, supplementary evidence and a presentation.

Learners will be assessed against four objectives:

Manage; Use resources; Develop and realise; Review

These will be assessed internally and then moderated externally.

NB: Learners are advised to write approximately 6,000 words when completing a dissertation.

Special Features

This qualification helps learners develop and demonstrate their project management skills and provides opportunities for extended writing, both of which are highly valued for progression to higher education and employment.

Learners can tailor their project to fit their individual needs, choices and aspirations with the agreement of their centre.

Career Routes

The EPQ is a standalone qualification and is often taken by learners in addition to their A level studies. Around 30,000 learners take an EPQ each year.

Completion of an EPQ equips learners with a massive range of skills that are sought after by employers and universities alike. Indeed, some universities will treat applicants preferentially when they have completed an EPQ on a topic relevant to their university application.

Subject Specific Requirements

A minimum of GCSE grade 5 in English.

Learn to Earn Programme

The Learn to Earn programme has been developed to provide students, who might not usually be able to access Sixth Form, the opportunity to gain valuable qualifications and develop essential skills required for the world of work.

The programme is likely to involve students studying:

- towards achieving a grade 4 in GCSE English and Maths;
- Level 2 BTEC in Public Services or Travel and Tourism;
- Level 2 Certificate in Financial Education;
- Level 2 ICT qualification (ECDL);
- 1 day a week on a work placement;
- Relevant modules in the BTEC Level 2 Work Skills qualification that will focus on vital skills such as writing application letters and interview technique that will support the next step into employment as well as leadership, teamwork and planning and carrying out common work-related tasks.

Specific Requirements

See general admission criteria for Level 2 qualifications

GCSE English Language

Course Content

This course follows the AQA English Language GCSE specification and it focuses on developing your reading, writing and oracy skills. English Language at a grade 5 is imperative for a future career or further study as it shows an employer that you are able to write accurately, comprehend a text and speak with confidence to an audience. This course covers all these requirements and you will be supported every step of the way in order to get the required pass in this qualification.

Methods of Assessment

The method of assessment is through examinations only. It consists of two examination papers:

- Paper 1: Creative Writing and Reading – 50% of course
- Paper 2: Writer's Viewpoints and Perspectives – 50% of course

Career Routes

GCSE English Language is a pre-requisite for most applications for further education and the world of work. Getting the required pass in GCSE English Language will dramatically improve your chances of employment as well as open doors for your future life choices.

GCSE Mathematics

Course Content

The course allows students to see applications of mathematics in a variety of contexts. In studying mathematics at GCSE level you are given the opportunity to demonstrate key skills which are required in everyday life, employment and further study.

Methods of Assessment

Externally set examinations taken throughout the course.

Special Features

Students have the opportunity to use online resources and support throughout the course.

Career Routes

Almost all employers and higher education establishments require GCSE Mathematics.

Pearson BTEC Level 1/2 Award in Travel and Tourism

The BTEC Level 1/2 Award in Travel and Tourism is designed to encourage you to develop the personal skills and qualities needed for working in the travel and tourism industry. It will be taught in the context of real and mock work situations, for example organising holidays for different clients and managing clients, including dealing with complaints.

What will I learn and How I will be assessed?

Unit	Title	Assessment method
1	The UK Travel and Tourism Sector	External
2	UK Travel and Tourism Destinations	Internal
3	The Travel and Tourism Customer Experience	Internal Synoptic
4	International Travel and Tourism Destinations	Internal

Which courses can I progress onto if I study BTEC Level 1/2 Award in Travel and Tourism?

You will be able to study BTEC Level 3 National in Travel and Tourism. The skills acquired would also be applicable to other Level 3 qualifications. Acceptance onto any qualification is subject to achieving the Sixth Form entry requirements.

Which careers could Travel and Tourism lead me to?

A huge range! Some examples are: cabin crew, travel agent, holiday representative, theme park manager, tour guide and tour operations manager.

Public Services (NQF BTEC Level 2 Award)

This is a practical, work-related course which covers the skills needed to enter the armed, emergency, security and other government or voluntary-funded services.

You learn by completing tasks, projects and assignments that are based on actual public services or related situations and activities.

What will I learn?

You will complete by the end of Year 12:

Core units:

- Unit 1 – The Role and Work of the Public Services
- Unit 2 – Working Skills in the Public Service Sector

Optional units:

We can pick from a range to suit the needs and interests of the class.

You will study two of these units:

- Unit 3 – Employment in the Public Services
- Unit 4 – Public Services and Community Protection
- Unit 5 – Health, Fitness and Lifestyle for the Public Services

How will I be assessed?

Unit 1 is assessed by a paper-based, external examination in January and June.

All other units are assessed using an assignment that requires the student to produce a portfolio of evidence (coursework) in relation to the set task and assessment criterion.

The assessment criterion includes assessing your ability:

- To deliver common public service tasks, for example, communicating with the public and the management of emergency situations;
- To work as part of an effective team in public service situations, this includes residential learning and assessment field trips. You will have to commit to using weekday evenings and weekends to attend these trips;
- To describe, explain and evaluate different public service situations

All portfolios of evidence are assessed by the department. Due to the examination board's new assessment rules, students can only formally improve their portfolio twice for each assignment before permission is required from the board for a further submission.

This applies to all BTEC Level 2 qualifications starting in September.

What can I do at the end of this course?

The qualification equips students to progress to a Level 3 BTEC in Uniformed Public Services.

It is viewed as a useful qualification to enter careers within Local Government; Customs and Excise; Ambulance Services; Police Services; Fire Services; Care Work; Armed Services; Security and the Prison Service.

The London Institute of Banking and Finance Level 2 Certificate in Financial Education

The Level 2 Certificate in Financial Education (CeFE) has been designed to enable students to be responsible citizens by providing them with the skills and knowledge to manage their money well and make sound financial decisions. The CeFE also aims to provide students with an understanding of the wider realm of public finance and the economy.

You learn by completing tasks and projects that are based on realistic, common personal finance situations and dilemmas.

What will I learn?

You will complete both the learning and the assessment for the following units by March:

- Unit 1: Finance, the Individual and Society
- Unit 2: Practices of Managing Money

You will complete both the learning and the assessment for the following unit by June:

- Unit 3: Financial Capability, Work and Enterprise

How will I be assessed?

All units are assessed via a case study based external examination. Each unit will be assessed in the following way:

- Unit 1 and 2: multiple choice questions in an online, on-demand examination, which has to be completed by March (total marks 35 in each unit).
- Unit 3: pre-release case study requiring written responses to five associated questions in fixed date paper-based examination, which is sat in May with the re-sit in June (total marks 25). Therefore lesson attendance is required until this resit is completed.
- Spelling, punctuation and grammar to be marked through the written responses in Unit 3 (total marks 5).

A minimum of a grade C (50%) is required on each unit to achieve at least an overall C for the qualification. A maximum of one resit is allowed for each unit.

The final grade is based upon a student's total mark out of 100 across all three units: A* (80 marks or above), A (70 to 79), B (60 to 69), C (50 to 59), Fail (0 to 49).

What can I do at the end of this course?

On completion, students have the opportunity to progress to the IFS University College Level 3 Certificate/Diploma in Financial Education, AS Levels or BTEC Level 3 qualifications.

Level 2 ECDL Certificate in IT Application Skills

The Cambridge Nationals in Creative iMedia will assess the application of creative skills through their practical use. It is designed to provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. The qualifications will encourage independence, creativity and awareness of the digital media and technology sectors. It will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products.

Course Content:

Learners will complete the following units by the end of Year 12:

- *R081: Pre-production skills:*

This first unit underpins the other learning in this qualification. Students will learn about how to plan pre-production effectively including understanding of client requirements and reviewing pre-production briefs. They will use this knowledge in the optional units when they develop their own media products. This unit also provides excellent transferable skills such as project planning which will be useful in a wide variety of contexts.

- *R082: Creating digital graphics:*

Digital graphics are a key part of most digital products and this mandatory unit will help support the other optional units in the suite. Students will learn the basics of digital graphics editing for the creative and digital media sector, considering client requirements that they learnt about in R081.

- *R085: Creating a multipage website:*

This unit enables students to understand the basics of creating multipage websites. Students will use their creativity to combine components to create a functional, intuitive and aesthetically pleasing website against a client brief.

- *R091: Designing a game concept:*

Students will identify core features of digital games in order to create a games design concept proposal that can be presented to a client for critical review.

How will I be assessed?

Unit R081: Pre-production skills is an exam based externally assessed, mandatory unit set through an OCR set and marked 1 hour 15-minute exam. This unit is worth 25% of the overall marks for the course. The three remaining units are all assignment based coursework units and are internally assessed in school and moderated by the exam board. Each of these units are equally weighted and are also worth 25% of the final marks for the course each.

What can I do at the end of this course?

The qualifications are recognised by Ofqual, DfE and 16–19 providers as progression to A Level, further education or on to an apprenticeship or work.

To complement classroom learning, students will undertake a weekly one-day work placement and record a log about the activities they have completed and the employability skills they have developed.

Employability Skills

The employability skills component will help learners gain the skills they need to stand out from their peers to secure and sustain employment in today's competitive job market. Learners not only develop skills they can demonstrate in an interview; they also will be able to gain a qualification they can show as evidence of their learning.

Examples of units of study are:

- Self-assessment
- Searching for a job
- Applying for a job
- Preparing for an interview
- Interview skills
- Managing your own money

