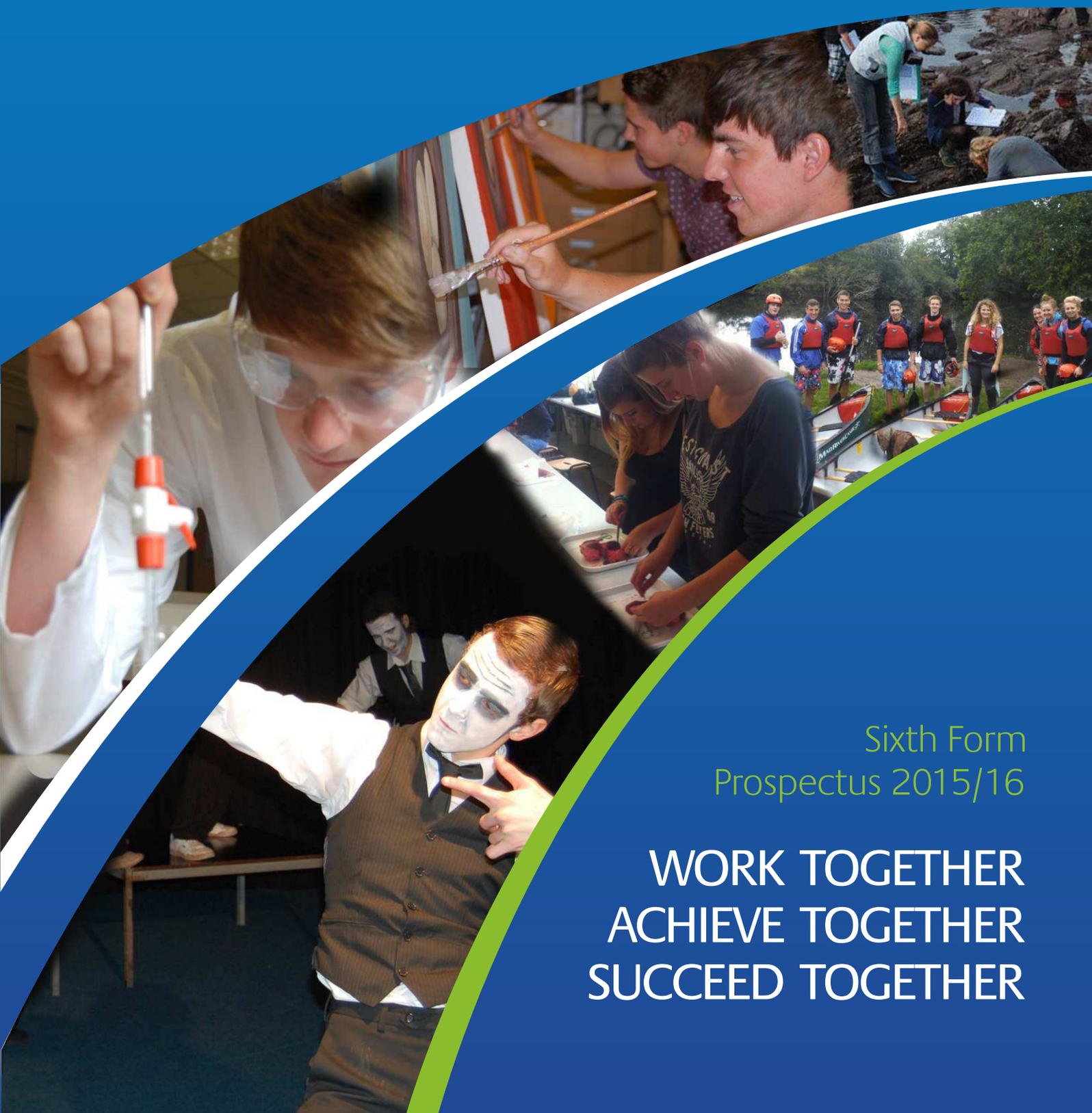




Gold Partner
2013/14



Plymouth School



Sixth Form
Prospectus 2015/16

**WORK TOGETHER
ACHIEVE TOGETHER
SUCCEED TOGETHER**

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Sixth Form Charity week which included a fashion show, pie a teacher, fancy dress and much more... we raised over £1600!

Leadership and management
are outstanding

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WHY PLYMSTOCK SCHOOL?



Mr D Farmer
Headteacher, BSc (Hons), PGCE, NPQH

We are delighted that you have taken this opportunity to find out a little more about Plymstock School. We are incredibly proud of our school and we gain immense pleasure from witnessing all that students and staff achieve.

A handwritten signature in black ink, appearing to read 'D Farmer'.

Mr D Farmer
Headteacher



Mr K Stone
Head of Sixth Form, BA/BSc (Hons), PGCE

» Welcome to the Sixth Form at Plymstock School

The Sixth Form at Plymstock School provides excellent opportunities for students of all abilities to further their studies and development beyond GCSE's. We offer an incredibly wide range of courses and we are confident that we can provide a dynamic and enjoyable curriculum for all learners.

This prospectus demonstrates the huge breadth of subjects and opportunities that are on offer in the Sixth Form.

The process for joining the Sixth Form begins with our open evening in November, then with our July induction programme, where students learn more about successful sixth form study and the nature of the courses on offer. Students also get the opportunity to sample lessons and meet with and ask questions of our current students as well as spending a day getting to know their tutor and the other members of their tutor group.

Plymstock Sixth Form has a fine record of Oxbridge and Higher Education entry. Last year over 60% of our students went into Higher Education and over 56% of our A Level grades were B grade or higher.

Of the 81 students that applied for university all gained entry onto the university course of their choice, many gaining places at Russell Group Universities. Students went on to study numerous courses such as: Childhood Studies at Bristol, Law and English at Exeter, Medicine, Biochemistry and Geoscience at Cardiff, Medicine at Southampton, Electric & Robotic Engineering, Adult Nursing and Geography at Plymouth, Forensic Computing and Security, Law and History at U.W.E, and Psychology, Clinical Psychology & Mental Health at Royal Holloway London. For those that chose to go in the world of work we saw our students gaining advanced apprenticeships at local firms such as Babcock Marine and In Deep and pursuing careers in the services as well as numerous national companies.

A handwritten signature in black ink, appearing to read 'K Stone'.

Mr K Stone
Head of 6th Form

Achievement in the sixth form is outstanding. Students make rapid progress over time. Attainment at the end of Year 13 is high. This is because students respond very well to the school's high expectations.

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WHY PLYMSTOCK SCHOOL?

Thank you for your interest in Plymstock School Sixth Form. You are in the process of making exciting decisions about your future options after you have completed your GCSE examinations. We realise students need a lot of support and guidance throughout the whole process. We want to ensure that you make an informed choice so that the course you study will allow you to be successful and achieve in your chosen degree or career.

As well as achieving academically it is important that students leave us with skills that will equip them for the world of work or higher education. Developing new skills and allowing students to improve their CV when applying for jobs or including them in their personal statement when applying to university is key. We believe that setting high expectations and providing a variety of opportunities will help students stand out in a competitive job market or university application process.

In the Sixth Form you will be encouraged to take part in the busy wider life of the

school. Whether it is sport, drama, music, debate, mentoring there is something for everyone. If you have new ideas then the fortnightly Senate allows you to voice your opinion.

We appreciate the importance of relevant work experience and voluntary work to help students secure places on degree courses and employment. All students are supported in finding relevant work experience or a voluntary work placement. Students often find this is one of the most important factors in helping them decide what they want to do in the future. We have excellent links with many local employers and charities and are extremely proud of our students' voluntary activities within the local community and charity fundraising during Charity Week and events such as Macmillan Coffee Mornings.

We have a large Sixth Form team to support students. Students benefit from excellent advice, guidance and support, not only from their tutor, who they see every day, but also from the Head of

Sixth Form and me as Sixth Form Pastoral Manager. We have a continuous open door policy so that students can talk to a member of the Sixth Form Team at any time. My role in sixth form is to provide pastoral support alongside the tutor team and I am located within the Sixth Form Centre so I am available all day – we do not want any student to leave school at the end of the day with a problem. Help is always available - no problem is too big or small!

The prospectus only gives a limited amount of information and we would encourage you to contact us or come and see the school for yourself and get a feel for whether the courses and the support we offer are right for you.



Rebecca Bowden
BA (Hons)
6th Form
Pastoral Manager

» Sixth Form Tutors



N Baker
BA (Hons), PGCE



R Baker
BSc (Hons), PGCE



D Burdett
BSc, PHD, PGCE



A Campbell
BA, PGCE



R Cohen
BA (Hons), PGCE



E Cromwell
BA (Hons), PGCE



K Glastonbury
BA (Hons), PGCE



J Leal
BA (Hons), PGCE



K Marshall
BSc (Hons), PGCE



M Schwarz
BA (Hons), MA, PGCE



L Skingle
BA (Hons), PGCE



P Steward
BEd



J Waterfield
BEd (Hons)



A Withey
BA (Hons), PGCE, AST



G Grenney
Sixth Form
Administrator

\\ The Sixth Form is outstanding. Students achieve extremely well due to highly effective provision and care.

Ofsted 2013 \\

ACADEMIC LIFE IN THE PLYMSTOCK SIXTH FORM: A STUDENT'S PERSPECTIVE

By Chris Biddle and Sophie Hill

Welcome

Plymstock Sixth Form prides itself on its success both academically and vocationally. All members soon form an invaluable community, with helpful students and supportive staff helping you to settle quickly into Sixth Form life. Whether continuing on from Year 11 or a new arrival, everyone will soon find themselves very much part of our friendly network. Every one of us will face challenges as we move forwards and onto different things, but with such an encouraging and supportive atmosphere, each step becomes that much easier. Whether you look to go onto university, an apprenticeship or find employment, the combination of educational excellence and social community will undoubtedly put you in good stead for a successful future.



Sixth Form life is naturally taken up with your programme of studies so whether completing A-levels or a vocational course, your workload will ultimately shape your time in the Sixth Form. The shift from GCSE to A Level can be a difficult one and many find the need to work more independently very challenging. This is however recognised by your teachers, who will offer you a profound level of support with your studies not only within lessons but by arranging revision groups, discussions and even informal chats to enhance your learning. With the need to balance school commitments and extracurricular opportunities in mind, Plymstock aim to ensure you are not alone. Our tutorial system aims to provide that essential support when help is required. Ensuring a dedicated tutorial time each morning means you are able to discuss academic matters or just any issues which are bothering you, something we believe is an important aspect of the Sixth Form.

Facilities

Within our dedicated Sixth Form building, a wide range of facilities are offered to enable you to achieve your potential and make your time in post 16 study really enjoyable. The Lower Common Room forms both a social hub and a place to exchange ideas – the perfect atmosphere to build up new friendships. Comfy seating, a music player and kitchen facilities are provided, making this a great place to relax in between study periods. Upstairs you will find our Upper Common Room, equipped with computers and work stations; a calm and focused setting is created to aid you in your studies. Our Lower Computer suite exclusive to Post 16 Students also ensures that you will always have access to computerised resources.



Sixth Form tutor group in fancy dress for charity week

Our Careers Library allows you to research your future career ambitions. Whether you want to find out more about a career you are interested in or set up a work placement to further your experience, each student is offered the best chance to find a pathway especially suited to them.

Opportunities

Plymstock Sixth Form is not just a place to work. Throughout your two years here, you will find plenty of roles, clubs and extra-curricular events to involve yourself with. As a member of Plymstock School, you will have access to our extensive sports facilities onsite. From the fitness suite to a 3G Astro Turf pitch, sporting interests are readily catered for. Furthermore, several leadership schemes are available, allowing you to share your passion with students lower in the school, and in the local community.

Opportunities are not just limited to the sporty. Whatever your interests, there is something for you to get involved in. From our Summer Ball Committee to the Reading Scheme, every member has the chance to share their talents and develop their abilities beyond academia. Through our Sixth Form Senate, new ideas are put into action- fortnightly meetings mean students can share their views and impact the running of the Sixth Form directly. One particularly enjoyable event is our dedicated annual charity week which brings the Sixth Form together for worthwhile causes. From themed fancy dress days to quiz



nights to fashion shows, every person is able to put their talents to good use, have lots of fun and help people in the process.

Trips such as The 'Lessons from Auschwitz' programme have allowed students to experience what they have learnt on a more personal level. Our successful connections with the 'Oxford UNIQ Summer School' and 'Sutton Trust Summer School' at various UK Universities also allow students to experience university life firsthand and get a taster of higher education. Finally, our Enrichment Week gives students the opportunity to come face-to-face with something new. With First Aid courses,

Surfing and Pan-Asian Cooking on the agenda, it is fair to say that learning is not just restricted to the classroom.

Our decision to pursue Post-16 Studies at Plymstock Sixth Form has left us with no regrets. Having developed our confidence, academic ability and personal skills, our experience of the Sixth Form has been extremely enjoyable and worthwhile. The combination of excellent teaching, pastoral support and enthusiastic students makes this a great place to study and we have no doubt that you too would have an unforgettable experience here at Plymstock.



The Sixth Form is outstanding. Students achieve extremely well due to highly effective provision and care.

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LESSONS FROM AUSCHWITZ



Each year a group of Sixth Form students are privileged enough to get the opportunity to take part in the Holocaust Educational Trust's Lessons From Auschwitz programme and this is an account of a Sixth Form Students Experience...

The Lessons from Auschwitz trip was split into three parts; the Orientation Seminar; the trip to Auschwitz and the Follow up Seminar.

The orientation seminar set out to prepare us for the trip to Auschwitz itself. We had the opportunity to hear the testimony of Zigi Shipper a holocaust survivor who's story was truly touching and somewhat surreal. For me

he was an inspiration, despite all he had been through in life he still had this remarkable bubbly and jokey personality. "You must never hate" he explained. If a man who has been suppressed and discriminated against through his life as much as Zigi has can still forgive then I believe we should take this as a valuable life lesson.

The second part of the trip was the trip to Auschwitz itself. We began in the town of Oświęcim (the town in which the Auschwitz camps are located) where the Germans removed every symbol of Jewish life including the synagogue. Not a single Jew now lives in this town. To me this says a lot about the mark the Holocaust has left even today.

During the visit to the concentration camps we got the opportunity to see the collections of hair, glasses, suitcases etc which were collected from the prisoners who were sent to Auschwitz. Walking around the camp it was difficult to take it all in. I personally walked around in silence among all my own thoughts however I truly found this trip to be one of the most memorable and rewarding experiences of my life. At the end of the walk we got to hear the views of Rabbi Shaw and join him in prayer. He truly inspired me. "If we can

be this barbaric and this destructive, we can be the most incredible species on the planet." How right he is, I left Auschwitz not feeling angry or sad, but feeling hopeful and in some ways proud. Hopeful that as we learn from history we develop into a greater race of human beings and slowly become more unite and accepting as well as proud that even through all this pain there are still Jews today who can freely live their lives and proudly call themselves Jewish. Let's not forget however it was not just Jews who suffered in the Holocaust but also the disabled, homosexuals etc.

The follow up seminar gave us a chance to talk about our experiences with other members of the group who also attended. We also began to discuss what we would do for our Next Steps Project and how we aimed to use our experience. Hannah and I decided to share our experience with Year 7's within the school, giving them a chance to ask questions, discuss their thoughts. We created small projects to allow them to express their feelings about the Holocaust.

Elsbeth Harry

TALL SHIPS

We arrived at the quay with the sun shining. After being given the safety talk and a tour of the cabins we set sail for Lymington. As a group we put the sails up and released the ropes. We voyaged on a Catamaran boat for five days and all the students were from different schools.

On our boat were seven people; we were all about the same age. Everyone was really lovely and we all bonded well through manning the boat and playing games. We had a big table on the boat which we often played games on in the evening. On the first night when we did boys against girls game of articulate: the girls won. It was amusing to find the boys early the next morning

practising their articulate skills! Being on board the Catamaran meant that we were given the experience of contributing to the workings of the boat, as well as a good social experience. On most of the days, we anchored the boat and explored the place we were in. This involved travelling in a dingy to beaches where we even had an opportunity to have a swim. For our lunch and dinner, we had a rota system so that different pairs cooked the meal each night. Cooking in a confined space turned out to be quite fun and producing a meal for the rest of the crew gave me a sense of achievement.

Personally I am so glad I went on the voyage as I found it to be a really happy, exhilarating five days which I will never forget.

Izzy Ford



SIXTH FORM ENRICHMENT WEEK

Enrichment Week is an exciting opportunity to participate in some great activities which you would not normally do in your school week. Take a glance at what was on offer for our Sixth Form students for 2013.

» Babs Horton

Babs Horton, prize-winning best-selling author provides a great opportunity to improve your creative writing skills in a day long workshop. Bab's uniquely atmospheric writing, full of mystery, magic and suspense will capture and enthrall.



» Pennywell Farm

Enjoy a day working on the farm, experience preparing feeds and feeding the animals, milking, grooming, mucking out, piggy cuddles and more!



» Self-Defence Classes

Learn how to protect yourself against an attacker in the girls only and boys only training sessions.



» Buckfastleigh Steam Railway

A group of students have an opportunity to experience working within the community for the day, taking a group of students on the Steam Railway and visiting the Totnes Rare Breeds Centre. This year we were delighted to take a group of students from Downham School on this special trip.



» Cooking Experience

Enjoy a day of cooking foods from a variety of cultures.



» Bug Hunting

If you're interested in bugs spend a few hours exploring the grounds looking for varying species of bugs and then take them back to the lab and identify what you have found. Duncan Allen is a font of knowledge and can identify any bug you find!



» BBC Cameraman Simon Ashcroft

This is a great experience for people interested in media. Simon Ashcroft is the TV picture editor for the BBC and has a wealth of experience and stories of the industry to entertain.



» Surfing

A day surfing at Whitsand Bay with experienced surfing instructors. For any ability.



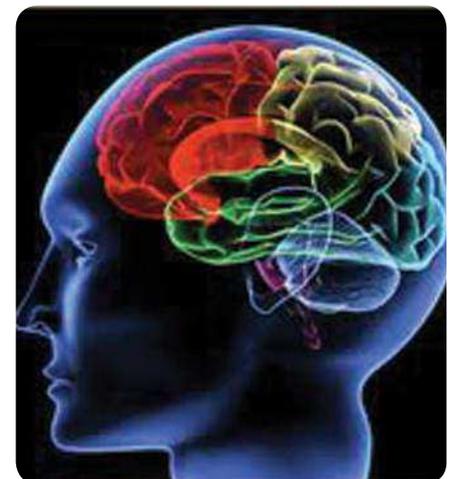
» First Aid

Gain an Emergency First Aid Certificate in this one day course to prepare you for an emergency situation.



» Dr Jason Fee

Interested in Forensic Psychiatry? Dr Jason Fee gives a fascinating insight into the profession in an hour long lecture. Jason will talk to you about his experience of Forensic Psychiatry and dealing with mentally disordered offenders, or those with similar needs, most of whom have come into contact with the criminal justice system or prisons.



LEVEL 3 SUBJECTS

Equivalent to 1 A Level

In order to study a Level 3 subject students must meet the requirements of the course as stipulated in the following pages.

If students do not meet these requirements they will not be permitted to study the course except in exceptional circumstances. All

students are expected to have gained a minimum of a C grade in Mathematics and English Language GCSE in order to follow a Level 3 programme of study. If they do not achieve these grades a place may still be offered on the proviso that they retake the subject in Year 12.

* Please be aware that the following subjects have a new programme of study:

Art, Biology, Business, Chemistry, Computer Science, English Language and Literature, English Literature, History, Physics, Psychology, Sociology.

Please see the relevant Head of Department for more information.



APPLIED SCIENCE

BTEC LEVEL 3 SUBSIDIARY DIPLOMA

» Staff

K Merritt, BSc (Hons), MEd, PCGE

M Harrison, BSc (Hons), PCGE

S Coomer, BSc (Hons), PCGE

R Smith BSc (Hons), PCGE

Examination Board: Edexcel Level 3
Students will be awarded a pass, merit or distinction in this 2 year BTEC National Subsidiary Diploma in Applied Science.

» Requirements

Recommended

At least 5 A*-C GCSEs (or equivalent). At least a Merit at BTEC Science or a grade C at GCSE Science.

» Skills Required

An interest in everything scientific, an ability to carry out practical work safely and carefully and the ability to work to deadlines are essential for this non-examination course. Good research and presentation skills are necessary for the portfolio based assignments, so good IT skills are also important. You will need to be self-motivated and be good at meeting deadlines.

» Syllabus, assessment & activities

Science is crucial in life and the world of work. Your knowledge of Science may be used in the future to understand and perhaps help solve problems with important worldwide issues such as diagnosing illness, drug preparation and environmental protection. The core modules include the use of microscopes to study cell structure, energy transfer, atomic structure and a variety of complex practical chemistry techniques. Structured questions, written reports and Powerpoint presentations will test understanding of the tasks. Modules opted (by the school) for the 2nd year of the course are; Physiology of Human Body Systems, Biochemistry and Genetics. In these units the practical and analytical techniques become more advanced and in-depth.

» Career paths & degree courses

A qualification in this subject can lead to careers in hospitals as a medical technician; working in a research laboratory or in the chemical industry; working with the forensic science service; working for a scientific magazine; nursing or social services.



| Module | AS Level | Module | A2 Level |
|---------------|---------------------------------------|----------------|--------------------------------------|
| Unit 1 | CORE: Scientific Principles | Unit 18 | Genetics & Genetic Engineering |
| Unit 2 | CORE: Science and the World of Work | Unit 11 | Physiology of Human Body Systems |
| Unit 3 | CORE: Scientific Practical Techniques | Unit 13 | Biochemistry & Biomedical Techniques |

ART*

» Staff

O Hurd-Thomas, BA (Hons), MA, PGCE.
(Head of Department)

C Wakeham, BA (Hons), PGCE

S Graves, BA (Hons), PGCE

Examination Board: OCR

» Requirements

Required

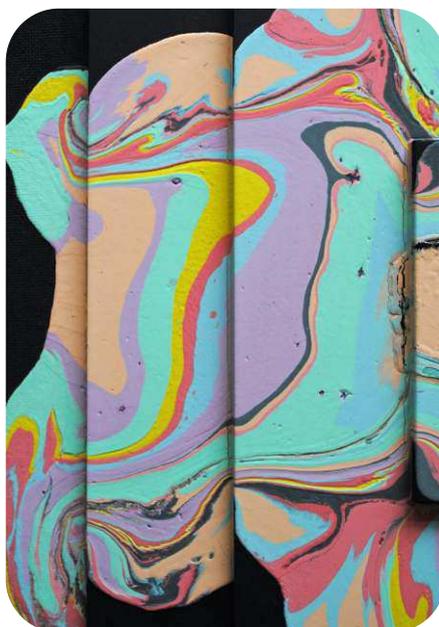
At least 5 A*-C GCSEs (or equivalent).
Grade B or above in GCSE Art. If not
studied at GCSE Art students must provide
a portfolio at GCSE B grade standard.

» Skills Required

Students must be able to demonstrate a
broad range of visual recording skills,
including a variety of drawing styles. They
will have to show a capacity for the critical
analysis of images, and to develop the
subject specific language to convey their
ideas and insights. The ability to explore a
range of materials and processes whilst
developing their ideas is important. This
naturally leads to the final realisation of
their intentions into a coherent body of art
work. An ability to manage time and
workload is essential for this course.

» Career paths & degree courses

The Art course at Plymstock is an excellent
stepping stone to further study at both
Foundation and Degree level. Thereafter
careers in the creative industries, either in
the Fine Arts (painting, sculpture etc.) or
applied areas such as graphic design,
advertising, architecture, fashion and film
are all possibilities. An Art A-Level is also an
asset for anybody considering a supporting
role in such industries, for example in the
financial, marketing and administrative
parts of the cultural sector.



» Course Costs

All Year 12 and Year 13 students are asked
to pay a studio fee of £30 at the start of
September. We also usually run a
residential trip to London for AS/A Level
students. This costs around £160 and
whilst it is not compulsory, it is an excellent
opportunity to broaden student
experience of art work.



AS Level

Coursework Portfolio; A broad skills-building introduction to a
variety of art processes, initially following a theme set within the
department. All work is thoroughly grounded in the research and
appreciation of art practices both traditional and contemporary.
Leading to a presentation of research and development and final
piece(s) as a final portfolio. **The AS coursework portfolio also
forms part of the student's A2 coursework submission
should the student elect to do the 2 year course.**

Controlled Assignment; Students respond to one of a range
of starting points set by the exam board. A period of supported
development work during Spring of the AS year leads to a 10
hour controlled test in which an outcome is to be produced. **The
Controlled Assignment accounts for 100% of the marks on
the AS course.**

A2

Personal Investigation; A development of the work done at
AS, but with an emphasis on depth of engagement with artists
and processes, that leads to one major project. The direction of
study is increasingly student led, and once again leads to a mature
presentation of ideas and research, together with a final portfolio
of art work. Includes a related written element of a minimum
1000 words of continuous prose. **The Personal Investigation
accounts for 60% of the marks on the A Level course.**

Controlled Assignment; Students respond to one of a range of
starting points set by the exam board. A period of supported
development work leads to a 15 hour controlled test in which an
outcome is to be produced. **The Controlled Assignment
accounts for 40% of the marks on the A Level course.**

BIOLOGY*

» Staff

J Birchnall, BSc (Hons), PGCE
(Subject Leader of Biology)

B Evans, BSc (Hons), PGCE

V Strohmaier, BSc (Hons), PGCE

K Merritt, BSc (Hons), PGCE, MEd

Examination Board: OCR (H021/H421)

» Requirements

Required

At least 5 A*-C GCSEs (or equivalent). At least 2 B grades (or equivalent) in Science.

Recommended

Mathematics GCSE at grade C or above.

» Skills Required

An interest in anything living, an ability to observe carefully using a microscope and an understanding of chemistry. Good organisation and the ability to meet deadlines are also important. Students will be expected to do a substantial amount of practical exam work during the course.

» Syllabus, assessment & activities

Biology is the study of life, past, present and future. Your knowledge of biology may be used in the future to understand and perhaps solve problems with important worldwide issues such as disease, food production, conservation and controlling population.

The AS modules involve studying cell structure and function, gas exchange, blood and the heart, plant structure and function, biochemistry, the key macromolecules, diet, a variety of diseases such as malaria and emphysema and evolution. A2 modules cover the nervous system, excretion, photosynthesis, genetics, respiration, bio-technology, populations and animal behaviour.

» Career paths & degree courses

An A Level in Biology can lead to entry to university to study Biology, Biochemistry, Genetics, Zoology and Plant Biology. Biologists from Plymouth have also followed careers such as Medicine, Nursing, Veterinary sciences, Ecology, Physiotherapy, Radiography, Psychology and Teacher training.



| AS Biology A H020 | | Assessment | Content In Exam Paper |
|-------------------|--------------------|--|-----------------------|
| Paper 1 | Breadth In Biology | 1 hour and 30 min written exam - 50% of AS | Modules 1, 2, 3, 4 |
| Paper 2 | Depth In Biology | 1 hour and 30 min written exam - 50% of AS | Modules 1, 2, 3, 4 |

Practical element of course is assessed in Module 1 - part of both written examinations

| A2 Biology A H420 | | Assessment | Content In Exam Paper |
|-------------------|----------------------|---|--------------------------|
| Paper 1 | Biological Processes | 2 hours and 15 min written exam - 37% of A2 | Modules 1, 2, 3, 5 |
| Paper 2 | Biological Diversity | 2 hours and 15 min written exam - 37% of A2 | Modules 1, 2, 4, 6 |
| Paper 3 | Unified Biology | 1 hour and 30 min written exam - 26% of A2 | Modules 1, 2, 3, 4, 5, 6 |

Practical element of course is also assessed in Module 1 - part of all 3 written examinations

BUSINESS

» Staff

G Hughes BA (Hons) PGCE
(Head of Department)

R Pearsall BA (Hons) PGCE NPQH

Examination Board: WJEC/AQA

» Requirements

Required

At least 5 A*-C GCSEs (or equivalent).

Recommended

English and Mathematics GCSE at grade C or above

» Skills Required

An ability to reason carefully, develop coherent arguments and commit these to essay format, therefore a good grade in English GCSE would be an advantage.

Students will have to be comfortable within a culture where independence, innovation, creativity and self-motivation are expected. High level of competence is needed in numeracy as there is a significant finance requirement. Students will need to be able to assess business strategy and evaluate various suggested outcomes. Students will need a keen interest in topical global business issues and current methods of business management.

» Syllabus, assessment & activities

The course will provide the student with the dynamic skills a manager would require in order to be successful in the business world. Employers who seek out leaders with up to date management skills will not be disappointed with a student who has completed this course. There will be scope to run a small enterprise in order to gain real life experience. There will be

numerous business visits to local business. There will also be use of Skype calls to engage with employers, this will also be complemented by visits to the school from managers and employers. There will be 2 exams that cover the 2 AS units (1st year) which provide a solid grounding of business. If a student decides to undertake A2 (2 years) there will be 3 final exams the first of which covers the 2 units covered in the AS option.

» Career paths & degree courses

The course provides a useful foundation for any Business degree course. Its links with industry current management and leadership topics will provide a positive point of difference when competing with other interview candidates. It will allow you to develop your potential beyond education in the real world.



| AS/A2 | Component |
|-------|---|
| AS/A2 | 1. Business Opportunities and Functions |
| A2 | 2. Business Analysis and Strategy |
| A2 | 3. Business in a Changing World |

CHEMISTRY*

» Staff

P McCormack, BSc (Hons), MRSC, PGCE
(Head of Chemistry)

E Parsons, BSc (Hons), PGCE

S Coomer, BSc (Hons), PGCE

Examination Board: OCR

» Requirements

Required

At least 5 A*-C GCSEs (or equivalent). At least 2 B grades (or equivalent) in Science.

Recommended

Mathematics GCSE at grade B or above.

» Syllabus, assessment & activities

The course is divided into chemical topics, each containing different key concepts of Chemistry. Once the key features of a chemical topic have been developed,

applications are considered.

The study of Chemistry develops a student's ability to analyse and understand the material world. The three main areas of chemistry are organic chemistry, which covers topics on carbon compounds and analysis, inorganic, the study of all the other elements of the periodic table, and their reactivity and physical chemistry, which looks at the "hows and whys" of chemical reactions. Chemistry A Level consists of two written examinations for AS and three longer written papers for A2, all of which are taken in June. There is also extensive practical skills endorsement.

» Skills Required

Strong candidates will have a range of skills, good study skills, mathematical ability and the ability to relate to abstract concepts all vital.

Students will be expected to do a substantial amount of work outside of lesson time in order to fully appreciate the links between different aspects of Chemistry. Self motivation and a capacity

for independent study is an essential pre-requisite for examination success in this subject.

This course is divided into chemical topics, each containing different key concepts of Chemistry. Once the key features of a chemical topic have been developed, applications are considered. Knowledge, understanding and practical skills are all assessed separately. Exams are in January and June.

» Career paths & degree courses

The study of Chemistry develops a student's ability to analyse and understand the material world. It is also an excellent preparation for science based university courses, including medicine. In our fast moving technology-based society, a qualification in Chemistry is more useful and relevant than ever. Well qualified scientists can expect rewarding careers both intellectually and financially.

| AS Chemistry | Assessment Overview | |
|--|--|---|
| Content is split into 4 teaching modules: | | |
| Module 1 | Development of Practical Skills | AS Paper 1 - Breadth in Chemistry |
| Module 2 | Foundations in Chemistry | |
| Module 3 | Periodic Table & Energy | AS Paper 2 - Depth in Chemistry |
| Module 4 | Core Organic Chemistry | |
| Both papers assess any content from all four modules | | |
| A2 Chemistry | Assessment Overview | |
| Content is split into 6 teaching modules: | | |
| Module 1 | Development of Practical Skills | A Level Paper 1 - Periodic Table, Elements and Physical Chemistry |
| Module 2 | Foundations in Chemistry | |
| Module 3 | Periodic Table & Energy | A Level Paper 2 - Synthesis & Analytical Techniques |
| Module 4 | Core Organic Chemistry | |
| Module 5 | Physical Chemistry & Transition Elements | A Level Paper 3 - Unified Chemistry |
| Module 6 | Organic Chemistry & Analysis | |
| Paper 1 assesses the content from Modules 1, 2, 3 and 5 | | A Level Practical Endorsement |
| Paper 2 assesses the content from Modules 1, 2, 4 and 6 | | |
| Paper 3 assesses the content from Modules 1 to 6 | | |

DANCE STUDIES

» Staff

S Wookey, BA (Hons), PGCE
(Head of Dance)

Examination Board: AQA

» Requirements

Required

At least 5 A*-C GCSEs (or equivalent). At least a grade B in Dance (if taken). If not studied at GCSE a practical audition will be necessary.

Recommended

English GCSE at grade C or above.

» Skills Required

At AS level you will focus on the development and performance of your own choreography and performing with a duo/trio. You will receive training in technique and the health and safety of the dancer. You will begin to develop critical skills for analysis of choreography and performance within your own work and in professional repertoire.

At A2 level your focus on choreography will shift toward choreographing for groups. You will develop knowledge and understanding about the development of Modern Dance, in particular Alvin Aitey's American Dance Theatre. Performance skills will be developed in relation to this study. You will continue to develop your technique and make an analytical study of

one set work and its cultural and artistic context.

» Syllabus, assessment & activities

What will the units cover?

Unit 1:

The dancer as a performer, the process and craft of choreography, own and professional works.

The significance of dancers, own and professional works.

Unit 2:

Process of solo choreography, investigation and research of ideas and outcomes.

Physical and interpretive skills in relation to the solo performance and choreography.

Performance skills within a duo/trio performance context.

Unit 3:

Investigating one area of study:

Alvin Aitey's, American Dance Theatre.

Critical Analysis and appreciation of one set work 'Zero Degrees' by Khan and Cherkaoui.

Unit 4:

Process of group choreography, investigation and research ideas and outcomes.

Solo performance skills in relation to a specific practitioner within a specific area of dance from unit 3.

» Career paths & degree courses

Dance Studies provides a useful foundation for degree courses in a wide variety of subjects including: Dance, Drama, Performing Arts, Dance in the Community, Theatre Studies and provides a good background for a large number of careers such as: Dancer, Choreography, Historian, Labanotater, Community Dancer, Dance Critic, and Teacher.



| Units | AS Level Modules | Units | A2 Level Modules |
|---|---|--|--|
| Unit 1: Understanding Dance | Written Paper: 1 hour 30minutes 60 marks Weighting: 40% of total AS marks 20% of total A2 marks | Unit 3: Appreciation: Content and Context | Written Paper: 1 hour 30minutes 80 marks Weighting: 25% of total A Level Marks |
| Unit 2: Choreography and Performance | Practical Coursework: 90 marks Weighting: 60% of total AS marks 30% of total A Level Marks Section A: 60 marks Solo Choreography and Performance Section B: 30 marks Performance in a Duo/Trio | Unit 4: Group Choreography and Solo Performance | Practical Examination: 75 marks Weighting: 25% of total A Level Marks Section A: 45 marks Group Choreography Section B: 30 marks Solo Performance |

COMPUTER SCIENCE*

» Staff

J Hartridge, PGCE (Head of Department)

R Swan, BSc (Hons), PGCE

Examination Board: AQA

» Requirements

Required

At least 5 A*-C GCSEs (or equivalent). At least a grade B in Computer Science (if taken).

Recommended

Mathematics GCSE at grade B or above.

» Skills Required

Students should be able to think logically to solve problems. They will also need perseverance and have good attention to detail to complete the programming tasks.

» Syllabus, assessment & activities

The AQA syllabus allows students to complete the AS level in year 12, assessed through an on-screen and a written paper exam. These topics are then developed and added to in year 13 for the full A level, with similar, but longer assessments, plus a coursework project, either a practical solution or personal investigation.

» Career paths & degree courses

This course is a good route onto degree courses in Computing and also Science, Engineering and Maths. It would also prepare students well for a variety of jobs in IT.



| AS Level | Content | A Level | Content |
|---|---|--|---|
| Paper 1 1 ½ on-screen exam 50% AS level | <ul style="list-style-type: none"> Computer programming Data structures Systematic approach to problem solving Theory of computation | Paper 1 2 ½ hour on-screen exam 40% A Level | <ul style="list-style-type: none"> Computer programming Data structures Systematic approach to problem solving Algorithms Theory of computation |
| Paper 2 1 ½ hour written paper exam 50% AS Level | <ul style="list-style-type: none"> Data representation Computer systems Computer organisation and architecture Consequences of uses of computing Communications and networking | Paper 2 2 ½ hour written paper exam 40% A Level | <ul style="list-style-type: none"> Data representation Computer systems Computer organisation and architecture Consequences of uses of computing Communications and networking Databases and Big Data Functional programming |
| | | Non-exam assessment 20% A Level | Solution to a practical problem e.g. website with dynamic content, computer game, control system OR investigation report e.g. rendering 3D worlds on screen. |

DRAMA & THEATRE STUDIES

» Staff

K Chick, BA (Hons) Secondary Drama QTS

S Lowe, BA (Hons), PGCE

Examination Board: AQA

» Requirements

Required

At least 5 A*-C GCSEs (or equivalent). At least a grade B at Drama. A practical audition will be necessary for those that have not taken the subject at GCSE.

Recommended

English GCSE at grade C or above.

» Skills Required

In practical modules, the process of creating a group presentation promotes negotiation skills and encourages the effective use of communication and interpersonal skills. Students should be able to demonstrate analytic and critical responses to live theatre and written plays and show a high level of commitment to their fellow students.

» Career paths & degree courses

Theatre studies allows the student to develop important social skills essential in any field of work. Many of our students go in to further study degrees in: Drama, Directing of Performing Arts, Law, Marketing, Public Services and Media.



AS Level

Unit 1: Live Theatre & Prescribed Play

A) Live Theatre – 45mins written end of year exam and end of 2 year course exam

Students will have the opportunity to see a wide range of live theatre at local establishments such as the Barbican Theatre, the Drum Theatre and the Theatre Royal. They will answer questions based on productions seen.

B) Prescribed play – 45mins written end of year exam and end of 2 year course exam

One play studies to be explored from the viewpoint of a Director/Performer/and Designer. We currently study Ibsen's 'A Doll's House' at AS.

Unit 2: Extract from a play text

Practical, assessed by an external visiting examiner. Student may either be assessed for their acting, directing or design skills, based on the work of a current professional practitioner or theatre company.

Students can cash in their AS at this point or continue the A2 course

A2 Level

Unit 3: Prescribed Play

2 further plays to be explored from the viewpoint of a Director/Performer/ and Designer.

During A2 we are currently studying Goldoni 'A Servant of Two masters' and Berkoff's 'The Trial'. Skills studied during this module will also be explored in Unit 4.

Students will be required to complete a 2 hour exam in this module.

Unit 4: Devised Play

Practical, assessed by an external visiting examiner. Students must prepare, develop and analyse an original piece of theatre, using theories and practices of any style or genre of performance.

ENGLISH LANGUAGE AND LITERATURE*

» Staff

D Burgess, BA (Hons), PGCE
(Head of Department)

A Bartlett, MA (Hons), PGCE

R Cohen, BA (Hons), PGCE

G Dale, BA (Hons), PGCR
(KS5 Manager)

K Glastonbury, BA (Hons), PGCE

J Lockley, BA (Hons), PGCE

M Schwarz, MA (Hons), PGCE

D Wyatt, BA (Hons), PGCE

Examination Board: AQA

» Requirements

Required

At least 5 A*-C GCSEs (or equivalent). At least a grade B in English Language.

» Skills Required

Students will be expected to undertake a substantial amount of reading so an enjoyment of this is essential. An interest in analysing the way language shapes the world we live in is also clearly important.

» Syllabus, assessment & activities

This course involved studying the way language functions in literary and non-literary texts. Students will learn how to analyse a wide variety of texts, from Shakespeare to everyday conversations. This course also enables individuals to produce their own original writing.

» Career paths & degree courses

English Language and Literature A Level provides a useful foundation for degree courses in a wide variety of subjects. The ability to communicate effectively is important for all careers, with this course.



| AS Level | A2 Level |
|--|--|
| <p>Views and Voices (1 hour 30 min exam)</p> <ul style="list-style-type: none"> Imagined Worlds - point of view and genre in prose. Set Texts include: Frankenstein, Dracula, The Handmaid's Tale. Poetic Voices - the forms and functions of poetic voice. Set Texts include the following poets: Donne, Browning, Duffy, Heaney. <p>People and Places (1 hour 30 min exam)</p> <ul style="list-style-type: none"> Remembered Places - the representation of place. Set texts include: AQA Anthology 'Paris' Re-creative Writing - adapting and shaping own writing with critical commentary. | <p>Writing about Society (Part of 2 hour 30 min exam)</p> <ul style="list-style-type: none"> Role of the Individual - recreative writing with critical commentary. Set Texts include: The Great Gatsby, The Kite Runner, Into the Wild. <p>Dramatic Encounters (Part of a 2 hour 30 min exam)</p> <ul style="list-style-type: none"> Conflict in Drama. Set texts include: Othello, A Streetcar Named Desire, All My Sons. <p>Making Connections (Coursework)</p> <ul style="list-style-type: none"> Investigation on a chosen theme and texts - personal investigation that explores a specific technique or theme in both literary and non-literary discourse (2500-3000 words). |

ENGLISH LITERATURE*

» Staff

G Dale, BA (Hons), PGCE
(KS5 Manager)

J Waterfield, MA (OXON), PGCE

L Williams, MA (Hons), PGCE

Examination Board: AQA

» Requirements

Required

At least 5 A*-C GCSEs (or equivalent). At least a grade B in English Language.

Recommended

A grade A or above in English Literature.

» Skills Required

An enjoyment of reading is essential.

» Syllabus, assessment & activities

This course involves studying a variety of literature from a range of genre and historical periods. These texts will be analysed on a thematic and linguistic level whilst also demonstrating an awareness of historical content.

» Career paths & degree courses

English Literature A Level provides a useful foundation for degree courses in a wide variety of subjects. Various careers are available to students of this subject, including journalism, law and publishing.



AS Level

Literary Genres – Aspects of Tragedy (1 hour 30 min exam)

- Drama – Study of one Shakespeare play and one further drama text.
Set texts include: Othello, King Lear, A Streetcar Named Desire, Death of a Salesman.

Literary Genres – Aspects of Tragedy (1 hour 30 min exam)

- Prose and Poetry – Study of one prose text and one poetry text.
Set texts include: The Great Gatsby, Tess of the D'Urbervilles, The Remains of the Day and collections of poetry by Hardy or Keats.

A2 Level

Texts and Genres (3 hour exam)

- Elements of political and social protest writing.
Set texts include: The Handmaid's Tale, Hard Times, The Kite Runner, A Doll's House, Henry IV Part One, and poetry by Blake and Harrison.

Theory and Independence (Coursework)

- The independent study of two different literary texts – one poetry and one prose.
Then the production of a conventional essay and a re-creative response (2,500 – 3,000 words each).

FRENCH

» Staff

Ms N Baker, BA (Hons), PGCE
(Head of Department)

Mrs R Kent, MA, PGCE
(Key Stage Manager)

Examination Board: AQA



The A Level course not only gives you more confidence communication in French, but allows you to learn about French culture and lifestyle.

— Aeisha Johnson, Year 13 2014



» Requirements

Required

At least 5 A*-C GCSEs (or equivalent). At least a grade B in GCSE French.

Recommended

English and Mathematics GCSE at grade C or above.

» Skills Required

The best language learners at AS/A2 are keen to speak, not shy to give their opinions, pay attention to detail (accuracy becomes increasingly important) and are interested in what's going on in France and the French-speaking world. They keep up to date by reading magazines and checking the foreign news on the internet.

» Syllabus, assessment & activities

The course involves studying French grammar and vocabulary in greater depth. Whereas GCSE equips you to go on holiday, AS/A2 equips you to be a young person in the French culture and to understand the social and cultural issues facing young people in the modern French-speaking world.

» Career paths & degree courses

AS AS/A2 in French can lead to higher education language courses including combined courses with another subject. Language skills are highly sought after in the business world. Specific careers involving French include: tourism, marketing, secretarial, translating, teaching, engineering, fashion.



Choosing the French A Level course gave me the opportunity to take part in an excursion to the European Parliament in Strasbourg. This allowed me to discuss world issues with peers from 27 other membered states. It was an incredible experience which helped motivate me to improve my French studies.”

— Aeisha Johnson, Year 13 2014



| Module | AS Level | A2 Level |
|--|--|--|
| Speaking 15 mins | Topics include relationships, leisure, sport and lifestyle, communication and media, music and fashion. Activities are topic discussions. | Topics include the multi-cultural society, the environment, science and technology and two chosen cultural topics. Activities are a debate and topic discussion. |
| Listening, Reading & Writing AS = 2 hr A2 = 2 hr 30 | Topics include relationships, leisure, sport and lifestyle, communication and media, music and fashion. Activities topic are listening, reading, writing and responding in French and English. | Topics include society, the environment, science and technology, culture. Activities are listening, reading, writing and responding in French and English. |

GEOGRAPHY

» Staff

R Diment, BSc (Hons), PGCE

J Wright, BSc (Hons), PGCE

K Blundy, BA (Hons), PGCE

Examination Board: AQA

» Requirements

Required

At least 5 A*-C GCSEs (or equivalent). At least a grade B in Geography, if not studied at GCSE a grade B or above in English.

Recommended

English and Mathematics GCSE at grade C or above.

» Skills Required

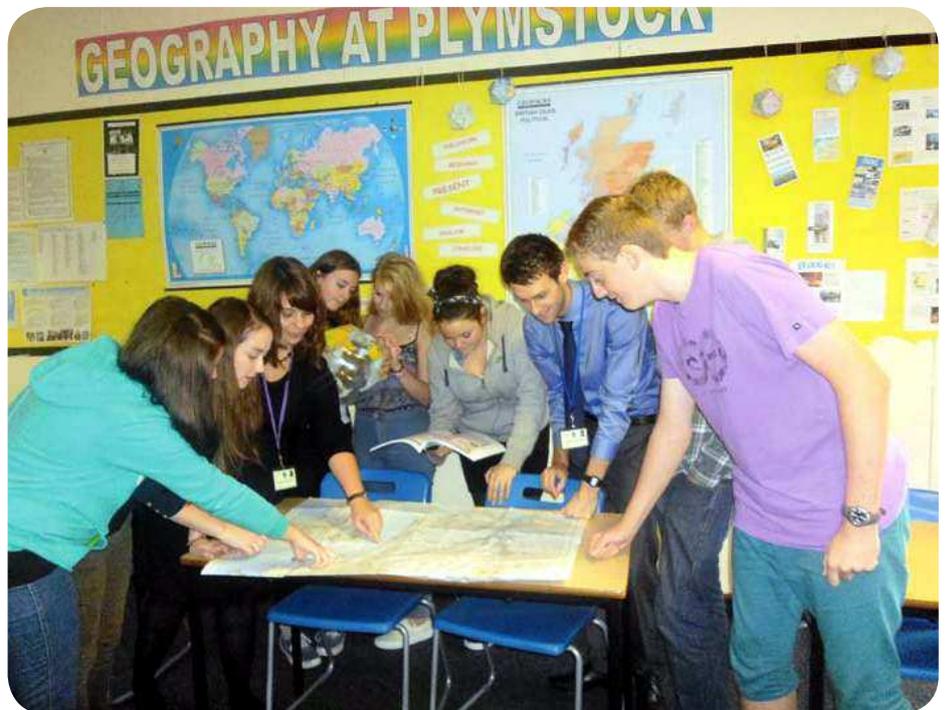
An ability to think logically and to be able to understand a range of physical and human processes over space and time. To be able to synthesise into a coherent account a range of information, to develop clear arguments and problem solve. To want to develop further aspects of graphicacy including the interpretations of maps, diagrams, cartoons etc. as well as data response – therefore good grades in both English and Maths GCSE would be advantageous.

» Syllabus, assessment & activities

All units specified in AQA GCE Geography offer opportunities for candidates to consider: their own roles, values and attitudes in relation to the themes being studied – and those of others including decision makers.

» Career paths & degree courses

Advanced study in Geography provides a useful foundation for degree course in a wide variety of subjects including: Geography; Geology; Biology; Law; Sociology; Criminology as well as providing a good background for a large number of careers such as: Cartography, Surveying, Planning, Meteorology; Oceanography, Travel, Tourism, Environment/Ecological Work, Management; The police Force, The Armed Forces, Teaching, Finance, Retailing and Marketing.



AS Level

Unit 1 Physical & Human Geography (2 hour written paper)

Core Physical Section: Rivers, Floods and Management

Optional Physical Topics: Coastal Environments

Core Human Section: Population Change

Optional Human Section: Energy Issues

Unit 2 Geographical Skills (1 hour) - a Geographical Skills paper based on the content of Unit 1

A2 Level

Unit 3 Contemporary Geographical Issues (2 hours 30 minutes)

Physical topics:

Plate Tectonics and Associated Hazards

Ecosystems: Change and Challenge

Human topics:

World Cities

Unit 4B Geographical Issue Evaluation (1 hour 30 Minutes) examination based on an advance information booklet)

GERMAN

» Staff

Ms N Baker, BA (Hons), PGCE
(Head of Department)

Mrs E Cromwell, BA (Hons), PGCE
(Key Stage Manager for German)

Examination Board: AQA

» Requirements

Required

At least 5 A*-C GCSEs (or equivalent). At least a grade B in GCSE German

Recommended

English and Mathematics GCSE at grade C or above.

» Skills Required

The best language learners at AS/A2 are keen to speak, not shy to give their opinions, pay attention to detail (accuracy becomes increasingly important) and are interested in what's going on in Germany and the German-speaking world. They keep up to date by reading magazines and checking the foreign news on the internet.

» Syllabus, assessment & activities

The course involves studying German grammar and vocabulary in greater depth. Whereas GCSE equips you to go on holiday, AS/A2 equips you to be a young person in the German culture and to understand the social and culture issues facing young people in the modern German-speaking world.

» Career paths & degree courses

An AS/A2 in German can lead to Higher Education language course including combined courses with another subject, such as politics or business. A specialised degree in languages will have many different elements in addition to the learning of the language itself. You will study your chosen language in its social, cultural and historical contexts, and the course is likely to have an element of translation. There are often specialist modules in literature or linguistics on offer and the course will almost always include a year abroad, which could be spent working or studying in a course of your choice. It's a hugely varied degree to pursue, and one that will not only develop your expertise and linguistic ability, but will also give you some great experience along the way. Graduates with languages are very employable. A recent report indicated that after 3.5 years, the mean salary of language graduates is higher than that of graduates of Engineering, Mathematical Sciences, Physics, Astronomy and Chemistry. Specific careers involving German include: business and finance, computing and IT, tourism, marketing, engineering, teaching, fashion and translating.



| Module | AS Level | A2 Level |
|--|--|--|
| Speaking 15 mins | Topics include relationships, leisure, sport and lifestyle, communication and media, music and fashion. Activities are topic discussion. | Topics include the multi-cultural society, the environment, science and technology and two chosen cultural topics. Activities are a debate and topic discussion. |
| Listening, Reading & Writing AS = 2 hr A2 = 2 hr 30 | Topics include relationships, leisure, sport and lifestyle, communication and media, music and fashion. Activities topic are listening, reading, writing and responding in German and English. | Topics include society, the environment, science and technology, culture. Activities are listening, reading, writing and responding in German and English. |

HEALTH & SOCIAL CARE

» Staff

N Bennet, BSc(Hons), QTS
(Head of Department)

K Merrit, BSc (Hons), PGCE

H Hughes, BA (Hons), PGCE

Examination Board: OCR

» Requirements

Recommended

At least 5 A*-C at GCSE (or equivalent).
English GCSE at grade C or above.

» Skills Required

An ability to produce independently 2 portfolios of work having been given the underpinning knowledge of each unit. There will be lots of writing, linking together your experiences and theoretical evidence.

» Syllabus, assessment & activities

This course is aimed at students wanting to improve communication skills and confidence in dealing with people in different circumstances. You will be expected to participate in work experience within the health, social care and early years sectors to encourage independent research.

» Career paths & degree courses

This course can lead to employment and further training in the health and care industries, such as: nursing, physiotherapy, social work, nursery nursing, nursery education and the care of the elderly. It is valuable in preparation for any vocation dealing with people. It can complement a whole range of other advanced level courses.



| Module | AS Level | Module | A2 Level |
|--|--|--|---|
| Promoting Quality Care Examination | Attitudes and prejudices Rights and responsibilities of service users and providers Facilitation of access to services Values of care Promoting quality care | Care Practice and Provision Portfolio | Planning provision of services Meeting of individual needs Working in teams Quality assurance The effects of National Policy and Legislation |
| Communication in Care Setting Portfolio | Types of communication Factors that support and inhibit communication Communication skills Theories relating to Communication Interactions with people | Anatomy and Physiology in Practice | This unit enables candidates to develop knowledge and understanding of the gross structure, basic micro-anatomy and functions of the main human body systems. The functions of these systems will be used to explain some of the symptoms of a range of common human diseases and dysfunctions, together with causes, appropriate diagnostic tests, care and treatment. |
| Promoting Good Health Portfolio | Principles of health and well-being Preventative measures and job roles Planning a health promotion Carry out a health promotion campaign | Child Development Portfolio | This unit enables the candidate to investigate the development of children from birth to eight years and to consider the influences that can affect their development. This unit will involve completing a case study and developing a learning aid/activity. |

HISTORY*

» Staff

A Withey, BA (Hons), PGCE
(Head of Department)

H Barr, MA (Hons), PGCE

D Willcocks, BA (Hons), PGCE

K Stone, BA/BSc (Hons), PGCE

Examination Board: Edexcel

» Requirements

Required

At least 5 A*-C GCSEs (or equivalent). At least a grade B in History if not studied at GCSE a grade B or above in English.

Recommended

English and Mathematics GCSE at grade C or above.

» Skills Required

The skills required are an ability to analyse carefully, study and synthesis evidence, develop coherent arguments and commit these to presentations and essay formats. Students will be expected to do a significant amount of reading and show a willingness to develop as autonomous learners, managing their workload and meeting deadlines.

» Syllabus, assessment & activities

The course rationale involves a study of how the two leading western democracies responded and adapted to the challenges brought about by the greater political, social and economic expectations of ordinary people in the twentieth century. Additionally the full A Level will include a study of the British Empire 1763-1914 and a coursework equivalent.

» Career paths & degree courses

History provides a useful foundation for degree course and careers in a wide variety of subjects including: 'Arts' and 'Social Sciences', Law Accountancy, Civil Service, Teaching, Banking, Business Studies, Personnel Management.



| AS Level | A2 Level |
|--|--|
| <p>Democracies In Change: Britain and the USA in the Twentieth Century</p> <p>Unit 1 - Britain Transformed, 1918-1997 60% of final AS grade Exam – 2 hours 15 min</p> <p>Unit 2 - The USA, c1920-1955: Boom, Bust and Recovery 40% of final AS grade Exam 1 hour 30 min</p> | <p>Democracies In Change: Britain and the USA in the Twentieth Century</p> <p>Unit 1 - Britain Transformed, 1918 - 1997 30% of final A Level grade Exam – 2 hours 15 min</p> <p>Unit 2 - The USA, c1920-1955: Boom, Bust and Recovery 20% of final A Level grade Exam 1 hour 30 min</p> |
| | <p>Aspects in Breadth and Depth</p> <p>Unit 3 - Britain: Losing and Gaining an Empire, 1763-1914 30% of final A Level grade Exam 2 hours 15 min</p> <p>Unit 4 Coursework 20% of final A Level Grade Students will complete a single assignment on a question set by the centre.</p> |

IT CAMBRIDGE TECHNICAL INTRODUCTORY DIPLOMA

» Staff

J Hartridge, BA (Hons), PGCE
(Head of Department)

R Swan, BSc (Hons), PGCE

Examination Board: OCR

» Requirements

Recommended

At least 5 A*-C at GCSE (or equivalent).
English GCSEs at grade C or above. At least
a grade C in ICT GCSE or Computer Science
(if studied).

» Skills Required

Students should have an interest in IT and
be able to work well independently and in
groups. Self motivation is vital and there
are lots of assignments and reports to
complete.

» Syllabus, assessment & activities

The Cambridge Technical syllabus allows
students to study at either level 2 or level 3
and also to study for one year or two. At
level 2 students will achieve the Extended
Certificate after one year and the Diploma
after two. At level 3 students will achieve

the Certificate after one year and the
Introductory Diploma after two. Both of
these carry UCAS points. All assessment is
through completion of assignments or
tasks, supported by written or digital
evidence.

» Career paths & degree courses

This course is a good route onto degree
courses in IT. It would also prepare
students well for a variety of jobs in IT, such
as network support, database
management, website development.



| Level 2 | Content | Level 3 | Content |
|---|---|--|--|
| Mandatory Units | <ul style="list-style-type: none"> Communicating in the IT industry Working in the IT industry | Mandatory Units | <ul style="list-style-type: none"> Communication and employability skills in IT Information systems |
| Optional Units Choose 2 units for Year 12 and a further 3 units if continuing into Year 13. NB. Choices may be restricted due to student numbers. | <ul style="list-style-type: none"> Installing computer hardware or software Setting up an IT network IT support/fault diagnosis and remedy Website development Computer graphics Multimedia design Developing computer games Animation techniques Etc. | Optional Units Choose 1 unit for Year 12 and a further 3 units if continuing into Year 13. NB. Choices may be restricted due to student numbers. | <ul style="list-style-type: none"> Computer systems E-Commerce Computer networks IT technical support Developing computer games Website production Computer animation Interactive media authoring IT systems troubleshooting and repair Client side customisation of web pages Etc. |

MATHEMATICS & FURTHER MATHEMATICS

» Staff

K Marshall, BSc (Hons), PGCE
(Head of Department)

E Monelle, MMath, PGCE

R Wright, BSc (Ed) (Hons), MEd

A Perry, MSc

J Pringle, BA (Oxon), LLM, PGCE

D Ward, BA (Hons), PGCE

S Pelley, BA (Hons), PGCE

L Graham, Bed (Hons), NPQH

Examination Board: Edexcel

» Requirements

Required

At least 5 A*-C GCSEs (or equivalent). At least a grade B in Mathematics GCSE.

Further Maths Required

A or above in GCSE Mathematics.

» Assessment

For AS Level you will take 3 units and for a full A Level you will take a further 3 units. For Further Mathematics at AS, you will take 9 units in total, and for Further Mathematics A Level, 12 units in total. Each unit is tested by a one and a half hour written examination and the units are equally weighted.

» Syllabus outline

Mathematics at A Level is a course worth studying not only as a supporting subject for the physical and social sciences but in its own right. It is challenging, but interesting. It builds on work you will have completed at GCSE, but also involves new ideas produced by some the greatest minds of the last millennium.

» Career paths & degree courses

Advanced GCE Mathematics is a much sought after qualification for entry to a wide variety of full-time courses in higher education. There are also many areas of employment that see Mathematics A Level as an important qualification and it is often a requirement for the vocational qualifications related to these areas. Higher Education courses or careers that either require A Level Mathematics or are strongly related include economics, medicine, architecture, engineering, accountancy, teaching, psychology, physics, computing and information and communication technology.



| Course | Modules |
|--|--|
| AS Mathematics (3 units in total) | C1 and C2 - Pure Mathematics S1 - Statistics |
| A2 Mathematics (6 units in total) | As AS Level plus: C3 and C4 - Pure mathematics One applied module, either S2 (Statistics), M1 (Mechanics), or D1 (Decision Maths) |
| AS Further Mathematics (9 units in total) | As AS Level plus: FP1 plus two applied units (M, S or D) |
| A2 Further Mathematics (12 units in total) | As AS Further Maths plus: FP2 plus two applied units (M, S or D) |

MEDIA STUDIES

» Staff

R Cohen, BA (Hons), PGCE
(Head of Department)

G Dale, BA (Hons), PGCE

J Lockley, BA (Hons), PGCE

Examination Board: AQA

» Requirements

Required

At least 5 A*-C GCSEs (or equivalent).

Recommended

At least a grade B in English Language.

» Skills Required

An ability to read a variety of texts, formulate opinions and reason carefully are all essential skills. Students will need to develop coherent arguments and commit these to essay format, therefore a good grade in English GCSE would be an advantage. Students will be expected to do a substantial amount of reading and have an interest in the media and its various forms of communication such as film, the internet, television and the press. There is also a practical element where students will be required to produce their own media texts, so ICT skills would be a definite advantage.

» Syllabus, assessment & activities

Students will study different topic areas ranging from advertising and marketing to popular culture. Key concepts such as representation, audiences and institutions are also studied. In addition, students will have the opportunity to use a range of media equipment such as digital video cameras and editing software on the iBook. This will be invaluable when creating their own media product.

» Career paths & degree courses

Media Studies provides a useful foundation for any Arts degree and provides a good background for a large number of careers such as: Journalism, Advertising, Marketing, Television, PR, Teaching and many others.



| Module | AS Level | Module | A2 Level |
|--|---|--|--|
| MEST1: Investigating Media 2 hour Written Paper | Students are introduced to a conceptual framework for reading and understanding media texts. Cross media studies from broadcast fiction, documentary, music, news and sport. | MEST3: Critical Perspectives 2 hour Written Paper | Students will study pre-set topic areas starting with representations in the Media and the impact of new/digital media. Recent media debates and media theory will be assessed. |
| MEST2: Creating Media Coursework | Students will use one or more media technologies to produce two finished pieces of practical coursework, accompanied by a written evaluation. | MEST4: Research and Production Coursework | Students undertake research into a media text or theme and link this to a production piece. |

PHOTOGRAPHY

» Staff

O Hurd-Thomas, BA (Hons), MA, PGCE
(Head of Department)

N Clarke, BA (Hons), PGCE

Examination Board: OCR

» Requirements

Required

A grade B or above at GCSE Art. If not studied Art for GCSE students must provide a portfolio at GCSE B grade standard.

Recommended

At least 5 A*-C GCSEs (or equivalent).

» Skills Required

A desire to create exciting and visually interesting imagery. An ability to reflect upon images created and develop/improve them further. A willingness to engage with, understand and write about how other photographers have used the photographic medium to communicate. The ability to manage time/resources/workload to meet deadlines. A sensitivity to the need to present work in a considered, clear and professional manner.

» Syllabus, assessment & activities

This is essentially an arts-based photography course, that focuses on the use of the photographic medium for personal creative expression.

At AS the Coursework Portfolio will represent a development of the skills outlined above over a six month period. The emphasis is on breadth, introducing students to a wide variety of photographic practices, both contemporary and historical.



» Career paths & degree courses

The photographic industry has many facets and, whilst the emphasis on this A Level course is on arts-based photography the course provides a starting point for all sectors of the industry. It would be possible therefore to consider careers in photojournalism or editorial photography, fashion & advertising, police or medical imaging as well as fine art approaches to the medium.

Intelligent image-making skills are an asset in related careers in the print/publishing sector, or even fields as diverse as archaeology, environmental science and graphic design.

» Course Costs

All Year 12 and Year 13 students are asked to pay a studio fee of £30 at the start of September. We suggest that students budget £25-£30 per term on printing and presentation costs. We also usually run a residential trip to London for AS/A Level students. This costs around £160 and, whilst it is not compulsory, it is an excellent opportunity to broaden student experience of art and photographic work.

AS Level

Coursework Portfolio: A broad introduction to a variety of photographic practices, initially following a series of mini-projects set within the department. All work is thoroughly grounded in the research and appreciation of lens-based practices both historical and modern. This leads to a presentation of research and development and final piece(s) in a final portfolio. **The AS coursework portfolio also forms part of the student's A2 coursework submission should the student elect to do the 2 year course.**

Controlled Assignment: Students respond to one of a range of starting points set by the exam board. A period of supported development work during Spring of the AS year leads to a 10 hour controlled test in which an outcome is to be produced. **The Controlled Assignment accounts for 100% of the marks on the AS course.**

A2 Level

Personal Investigation: A development of the work done at AS but with an emphasis on depth of engagement with photographers and processes that leads to one major project. The direction of study is increasingly student led, and once again leads to a mature presentation of ideas and research, together with final portfolio work. Includes a related written element of a minimum 1000 words of continuous prose. **The Personal Investigation accounts for 60% of the marks on the A Level course.**

Controlled Assignment: Students respond to one of a range of starting points set by the exam board. A period of supported development work leads to a 15 hour controlled test in which an outcome is to be produced. **The Controlled Assignment accounts for 40% of the marks on the A Level course.**

(see skills required for examples of coursework content)

PHYSICAL EDUCATION

» Staff

M A Taylor, Bed (Hons)
(Head of Department)

A Campbell, BA (Hons), PGCE
(Key Stage 5 Manager)

M K Taylor, BEd (Hons)

N Bellamy, BEd (Hons)

S Steward, BEd (Hons)

Examination Board: AQA

» Requirements

Required

At least 5 A*-C GCSEs (or equivalent). At least a grade B at GCSE PE theory component. It is essential that students are currently participating at least at club level outside of school.

Recommended

English GCSE at grade C or above.

» Skills Required

This A Level requires a number of skills due to the diverse nature of the course. A confidence in Science, especially Biology is needed to cope with the challenging exercise physiology content at both AS and A2. An ability to analyse, discuss and argue is required when studying both the origins of sport and their development in the UK. Furthermore an interest in the wider sporting world is essential when studying global issues such as World games. Finally, a good grasp of mathematics would be beneficial in order to fulfil the biomechanics requirement, studying areas such as Newton's Laws and Projectile Motion.

» Career paths & degree courses

Physical Education provides a useful foundation for degree courses in a wide variety of subjects including: Sport Sciences, Physiotherapy, Sports Management, Sports Coaching, Teaching and Leisure and Recreation.

» Syllabus, assessment & activities

This course studies the wide and varied area of sport. Sport in modern society is a multi-million pound industry that pulls in specialists in an astonishing range of careers. The syllabus covers aspects of performance analysis such as how to optimise the physiology of an athlete by training, perfecting technique through sports mechanics and the vital role that the mind plays through sports psychology. These topics are introduced at a participant level in the AS course and then further applied to the elite performer at A2. This course will involve a practical component in both years. It is therefore essential that students are good practical performers in at least one main sport.



| Year | Theoretical Content | Practical Content |
|--|---|---|
| AS 2 hour written paper | Applied exercise physiology Skill acquisition Opportunities for participation Use of levers in sport | Students ability is assessed as a performer, official or coach in a practical sport of their choice, demonstrating 5 core skills. |
| A2 2 hour written paper | Energy systems Sports psychology Evaluating contemporary influences Mechanics of movement | Students ability is assessed as a performer, official or coach in a fully competitive situation within a sport of their choice. |

PHYSICS*

» Staff

R Baker, BSc (Hons), PGCE
(Head of Department)

M Harrison, BSc (Hons), PGCE

Dr A Burdett, BSc (Hons), MSci, PGCE

Examination Board: OCR

» Requirements

Required

At least 5 A*-C GCSEs (or equivalent). At least 2 B grades (or equivalent) in Science.

Recommended

Mathematics GCSE at grade B or above.

» Skills Required

Good Physics students will need a range of skills: mathematical skills, self-study skills and the ability to relate to abstract concepts.

and inherent interest in this subject in order to do the necessary background reading to support their classwork. They will also have the ability to work in groups as well as to work individually.

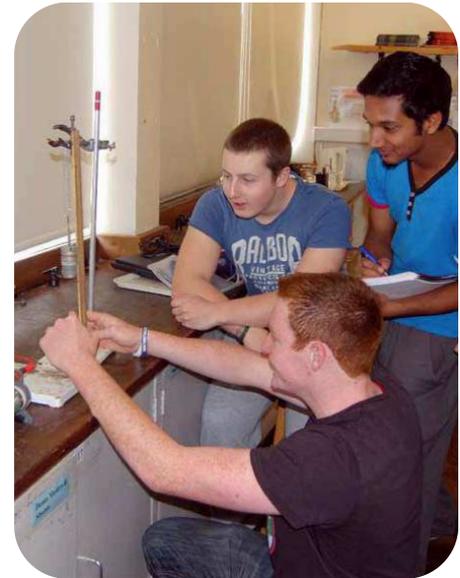
» Syllabus, assessment & activities

The Physics course will be assessed by two written papers at both AS and A2 Level. Internal assessment of practical skills is based on completing OCR set tasks. Each task is marked by the teacher using specific OCR mark schemes. Exams are in June.

» Career paths & degree courses

The study of Physics at AS/A2 Level prepares student to progress into further education. Physics is the basic subject for most engineering courses such as Civil,

Communications, all of which offer excellent career prospects. It links well with Mathematics and IT plus it is an advantage to have a Physics qualification if intending to study Medicine or pure Science.



| AS Physics H156 | | Assessment Overview | |
|--|--|---|-----------------------|
| Content is split into 4 teaching modules: | | | |
| Module 1 | Development of Practical Skills in Physics | Breadth in Physics (01) 70 marks 1 hour and 30 min written paper | 50% of total AS Level |
| Module 2 | Foundations of Physics | | |
| Module 3 | Forces and Motion | Depth in Physics (02) 70 marks 1 hour and 30 min written paper | 50% of total AS Level |
| Module 4 | Electrons, Waves and Protons | | |
| Both components assess content from all four modules | | | |
| Students will need to have the motivation to study the subject and to be able to work independently and in groups. | | | |
| A2 Physics H556 | | Assessment Overview | |
| Content is split into 6 teaching modules: | | | |
| Module 1 | Development of Practical Skills in Physics | Modelling Physics (01) 100 marks 2 hours and 15 min written paper | 37% of total A Level |
| Module 2 | Foundations of Physics | | |
| Module 3 | Forces and Motion | Exploring Physics (02) 100 marks 2 hour and 150 min written paper | 37% of total A Level |
| Module 4 | Electrons, Waves and Protons | | |
| Module 5 | Newtonian World and Astrophysics | Unified Physics (03) 70 marks 1 hour and 30 min written paper | 26% of total A Level |
| Module 6 | Particles and Medical Physics | | |
| Component 01 assesses content from modules 1, 2, 3 and 5 | | Practical Endorsement in Physics (04)* Non Exam Assessment | Reported separately |
| Component 02 assesses content from modules 1, 2, 4 and 6 | | | |
| Component 03 assesses content from all modules (1 to 6) | | | |

PSYCHOLOGY*

» Staff

L Russell, BA (Hons), MA, PGCE
(Head of Department)

R Richardson, BSc (Hons), PGCE

T Tipper, BSc (Hons), PGCE

Examination Board: AQA

» Requirements

Required

At least 5 A*-C GCSEs (or equivalent).

Recommended

At least grade C in English and Science.

» Skills Required

Psychology involves the analysing and exploration of human behaviour and examining the reasons behind why people behave in the way that they do. You will need to be good at analytical thinking and have a good grasp of statistical techniques. You should enjoy reading and writing essays, and will need to enjoy looking at theoretical explanations for behaviour. The course will involve looking at the theories that explain human behaviour.

» Syllabus, assessment & activities

There is no coursework. The course will involve applying the knowledge and understanding of psychology to different questions and them being able to thoroughly evaluate these explanations. Psychology is the science of the mind and psychologists use human behaviour as a clue to the workings of the mind. At AS there are two examinations. At A Level there are three examinations.

» Career paths & degree courses

Psychology provides a useful foundation for any degree course, including medicine. This subject is also relevant for any job that requires interpersonal skills such as Teaching, Nursing, the Health Care professions, Social Work, Educational Psychology and Law.



AS Level Modules

Social Influence
Memory
Attachment
Approaches in Psychology
Psychopathology
Research Methods

A Level Modules

Social Influence
Memory
Attachment
Approaches in Psychology
Psychopathology
Research Methods
Biopsychology
Issues and Debates
Relationships
Stress
Addiction

PUBLIC SERVICES

BTEC LEVEL 3 SUBSIDIARY DIPLOMA

» Staff

L Dover, BA (Hons) PGCE

P Steward, BEd (Hons)

Examination Board: Edexcel

» Requirements

Recommended

At least 5 A*-C GCSEs (or equivalent).

» Skills Required

Commitment, enthusiasm and willingness to get involved. Students will be expected to work independently in addition to the contact time with tutors.

» Syllabus, assessment & activities

The BTEC Public Services is targeted at learners who are interested in employment in the Public Services sector. The course combines both subject specific knowledge with practical skills including teamwork and leadership.

» Career paths & degree courses

The qualifications give learners the skills they need to understand the Public Services sector. The qualifications can also contribute towards applications for Higher Education where learners can pursue public services or specialist service qualifications at degree level for example. The BTEC Level 3 Qualification is equivalent to 1 A Level. Please note that some Russell Group Universities do not accept BTEC as an entry qualification for some of their degree programmes.



Year 12 BTEC Level 3 Certificate in Public Services (Equivalent to 1 AS Level)

Government, Policies and the Public Services
 Leadership and Teamwork in the Public Services
 Physical Preparation, Health and Lifestyle for the Public Services

Year 13 BTEC Level 3 Subsidiary Diploma in Public Services (Equivalent to 1 A Level)

Citizenship, Diversity and The Public Services

Optional Unit

Water/Land Based Outdoor and Adventurous Activities

* A small cost will be charged to cover instructor and equipment hire for the outdoor activity.

RELIGIOUS STUDIES, PHILOSOPHY & ETHICS

» Staff

D Slade BA, (Hons), PGCE
(Head of Department)

W Sprenkel, BA (Hons), Med, PGCE

L Skingle, BA (Hons), PGCE

Examination Board: OCR

» Requirements

Required

At least 5 A*-C GCSEs (or equivalent). At least a grade B in full course RS. If not studied at GCSE a minimum of a B grade in English.

Recommended

English GCSE at grade C or above.

» Skills Required

An ability to reason carefully, develop coherent arguments and commit these to essay format, therefore a good grade of a B or higher in English GCSE would be an advantage. Students will be expected to do a substantial amount of reading and have an interest in people; their beliefs, attitudes and values. Critical thinking about text and other media is also important. Enjoying reading and being able to handle controversial subject matter are essential. Students are expected to take responsibility for their own learning

and to keep up to date with tasks. A good sense of humour is advisable.

» Syllabus, assessment & activities

The course involves studies in Philosophy and Ethics. The Philosophy elements seek to develop students' ability to analyse and interpret material and to present coherent answers in essay form. The ethics element comprises studies of a variety of influential ethical theories and their application to a range of issues such as: Medicine, Science and The Environment.

» Career paths & degree courses

Religious Studies provide a useful foundation for degree courses in a wide variety of subjects including: Theology, Philosophy, Psychology, Law and Sociology and provides a good background for a large number of careers such as: Social Work, The Police Force, The Armed Forces, Journalism, Nursing/Medical Professions, Legal Work/Solicitors and Higher Education Lecturer/Tutor.



| Module | AS Level | A2 Level |
|-------------------|--|--|
| Philosophy | Ancient Greek influences on religious philosophy Judeo-Christian influences on philosophy of religion The Teleological Argument The Problem of Evil The Cosmological Argument Religion and Science The Moral Argument The Ontological Argument. | Religious Language Religious Experience Attributes Life and Death: The Soul |
| Ethics | Ethical Theories Natural Law Kantian Ethics Utilitarianism Religious Ethics Applied Ethics Topics | Ethical Topics and Theories Meta Ethics Free Will and Determinism The Nature & Role of the Conscience Virtue Ethics Applied Ethics Environmental & Business Ethics Sexual Ethics. |

SOCIOLOGY*

» Staff

L Russell, BA (Hons), MA, PGCE
(Head of Department)

R Lowney, BSc (Hons), PGCE

Examination Board: AQA

» Requirements

Required

At least 5 A*-C GCSEs (or equivalent).

Recommended

At least grade C in English and Humanities.

» Skills Required

You need to enjoy analysing and exploring the world around you. There will be lots of writing and you will be required to carry out wider reading. You need to be able to see two sides of an issue and be interested in exploring contemporary society in depth. As well as looking at topics you will also need to be able to demonstrate a deeper understanding of the connections between methods of sociological enquiry and theoretical approaches.

» Syllabus, assessment & activities

The course will involve applying the knowledge and understanding of sociology to everyday life. You will develop an awareness of cultural diversity, including national and regional differences. You will also explore the processes of differentiation and stratification which are central to an understanding of the contemporary world.

» Career paths & degree courses

Sociology provides a useful foundation for degree courses in a wide variety of subjects. This subject is also relevant for teaching, the police force, nursing, the civil services, the armed forces, social work, the media, advertising, personnel, general management, business and law.



AS Level Modules

Education
Methods and Context
Research Methods
Families and Households

A Level Modules

Education
Methods and Context
Research Methods
Families and Households
Media
Crime and Deviance
Theory and Methods

SPORT CAMBRIDGE TECHNICAL SINGLE AWARD INTRODUCTORY DIPLOMA

» Staff

M Kirk, BEd (Hons)

N Campbell, BEd (Hons)

K Dyke, BEd (Hons)

Examination Board: OCR

» Requirements

Recommended

At least 5 A*-C GCSEs (or equivalent). A grade C or above in PE GCSE. However, a qualification in PE is not a prerequisite. English GCSE grade C or above.

» Skills Required

This Cambridge Technical qualification requires a number of skills due to the diverse nature of the course. Strength in independent learning is desirable as the course is 100% coursework assessed. An ability to analyse, discuss and argue is required when studying all modules. An ability to build skills, and develop a knowledge and understanding in sport would further enhance a career in this area.

Route 1 on the Options Form

» Syllabus, assessment & activities

This course can be taken as an extended diploma in sport which is equivalent to 3 A Levels. This is a vocational style of course which does not have a practical performance element but does allow for practical based activity within each of the units. This is a non-examination course equivalent to 1 A Level. It is assessed in the form of coursework which is graded at pass (A Level grade E), Merit (A Level grade C) or Distinction (A Level grade A).

» Career paths & degree courses

Cambridge Technical provides a useful foundation for degree courses in a wide variety of subjects including: Sport Sciences, Physiotherapy, Sports Management, Sports Coaching or teaching and Leisure and Recreation, Sports Development and Sports Administration.



| Module | AS Level |
|---|--|
| The Physiology of Fitness | Know the body's response to acute exercise Know the long term effects of exercise on the body systems Be able to investigate the physiological effects of exercise on the body systems. |
| Current Issues in Sport | Know how sport has developed in the UK Know how media and technology influence modern sport Know how contemporary issues affect sport Understand the cultural influences and barriers that affect participation in sport activities. |
| Sports Coaching | Know the roles, responsibilities and skills of sports coaches Know the techniques used by coaches to improve the performance of athletes Be able to plan a sports coaching session Be able to deliver and review a sports coaching session. |
| Principles of Anatomy and Physiology in Sport (12 units in total) | Know the structure and function of the skeletal system Know the structure and function of the muscular system Know the structure and function of the cardiovascular system Know the structure and function of the respiratory system Know the different types of energy systems. |

SPORT CAMBRIDGE TECHNICAL TRIPLE AWARD EXTENDED DIPLOMA

» Staff

M Kirk, BEd (Hons)

N Campbell, BEd (Hons)

K Dyke, BEd (Hons)

Examination Board: OCR

» Requirements

Recommended

At least 5 A*-C GCSEs (or equivalent). A grade C or above in PE GCSE. However, a qualification in PE is not a prerequisite. English GCSE grade C or above.

» Skills Required

This Cambridge Technical qualification requires a number of skills due to the diverse nature of the course. Strength in independent learning is desirable as the course is 100% coursework assessed. An ability to analyse, discuss and argue is required when studying all modules. An ability to build skills, and develop a knowledge and understanding in sport would further enhance a career in this area.

Route 2 on the Options Form

» Syllabus, assessment & activities

This is a vocational style of course which does not have a practical performance element but does allow for practical based activity within each of the units. This is a non-examination course equivalent to 3 A Level. It is assessed in the form of coursework which is graded at pass (A Level grade E), Merit (A Level grade C) or Distinction (A Level grade A).

» Career paths & degree courses

Cambridge Technical provides a useful foundation for degree courses in a wide variety of subjects including: Sport Sciences, Physiotherapy, Sports Management, Sports Coaching or teaching and Leisure and Recreation, Sports Development and Sports Administration.



Modules

The 4 compulsory Modules are:

The Physiology of Fitness
Current Issues in Sport
Sports Coaching
Principles of Anatomy and Physiology in Sport

A further 15 modules will be chosen from the following topics:

Nutrition
Psychology
Team Sports
Sport as a Business
Exercise for Specific Groups
Outdoor and Adventurous Activities
Practical Individual Sports
Applied Sport and Exercise
Physiology

Leadership in Sport
Instructing Physical Activity and Exercise
Sports Injuries
Analysis of Sports Performance
Talent Identification and Development in Sport
Sport and Exercise Massage
Organising Sports Events
Technical and Tactical Skills in Sport

The Athletes Lifestyle
Assessing Risk in Sport
Fitness Training and Programming
Sports Development
Fitness Testing for Sport and Exercise
Work Experience in Sport

TRAVEL & TOURISM

BTEC LEVEL 3 SUBSIDIARY DIPLOMA

» Staff

D Butler, BA (Hons), PGCE
(Head of Department)

R Duff, BA (Hons)

P Steward, BEd

Examination Board:

OCR National Certificate (Level 3)

» Requirements

Recommended

At least 5 A*-C GCSEs (or equivalent).

» Skills Required

An ability to work effectively as a member of a team as well as an independent learner is absolutely essential. Good interpersonal and customer service skills. Skills linked to vocational elements of the course, these will be developed. An ability to research independently and in depth as well as numeracy, literacy and ICT. An ability to develop a portfolio of evidence to meet the requirements of the course is essential. Also practical skills relevant to the workplace of Travel & Tourism.

» Syllabus, assessment & activities

Students of the course will be expected to produce six portfolios of evidence based on exam board guidelines; there are no external examinations. Each portfolio will be produced in both lessons and at home.

All units are graded Pass, Merit or Distinction. Full award certificates are graded in the same way. For leavers attempting individual units, unit achievement is also individually certificated.

After Year 12, students who have achieved the Level 3 Certificate can go on to complete the 3 remaining units in Year 13 to achieve the Advanced Subsidiary Diploma equivalent of A2. They can be taken in combination with A Levels and other BTECs; they are regarded by most universities as the equivalent of A Level qualifications.

» Career paths & degree courses

These are challenging, yet attainable qualifications which relate directly to the expectations of employers. They give students hands on experience in a wide range of career linked skills, while supporting progression to the workplace, further education or higher education. They can also be completed in conjunction with a work placement.

Clearly anyone interested in a career in the Travel and Tourism sector (the world's largest employer) should consider this course. The course could work well with combinations of AS/A2 levels as well as other BTEC or national courses. Progression can be made to complete a DIPLOMA course or even Travel & Tourism/management or related courses at degree level.



| Mandatory Units | Optional Units |
|--|---|
| Unit 1 Investigating Travel & Tourism Industry | Unit 4 Customer Service In Travel & Tourism |
| Unit 2 Business of Travel & Tourism | Unit 5 Preparation For Employment |
| Unit 3 UK as a Destination | Unit 6 European Destinations |

LEVEL 2 COURSES AND WORK EXPERIENCE



COMMUNITY SPORTS LEADERSHIP AWARD

» Staff

A Campbell, BA, PGCE

» Requirements

There are no formal requirements needed to undertake this course. It is a practical course but a high skill level in particular sports is not required. The desire to improve your communication and organisation as well as get involved with younger students is essential.

» Skills Required

This Community Sports Leader Award does not require skills but instead attempts to develop skills. You will be trained in how to organise and deliver practical sports sessions aimed at Primary aged students. A huge focus is placed on the candidate gaining confidence in leading and really improving their range of communication skills. These are all very desirable not only at university but within today's modern work place.

» Please note:

This is a provisional course and it will depend on staffing and uptake as to whether it will run.

» Syllabus, assessment & activities

This course is designed to allow you to learn by watching and then attempting a range of activities, first with your peers and then with younger students. The assessment is continuous and there is no final exam at the end of the course. You will also gain a qualification in first aid that is nationally recognised. The course will take 2 lessons per week with a volunteering period built into the end of the course.

» Career paths & degree courses

It is important to stress that this NOT an A Level subject and therefore carries no UCAS points for university. However the skills of organisation and communication are very desirable to any post 16 choice and will look fantastic on your curriculum vitae.

Modules

1. Plan, lead and evaluate a sport/activity session
2. Developing leadership skills
3. Lead sessions to improve fitness
4. Adapting sports activities
5. Establish and maintain a safe sport/activity session
6. Organise and deliver a sports event or competition
7. Pathways in sport recreation
8. Adapting sports activities

GCSE MATHEMATICS AND ENGLISH LANGUAGE RETAKE

Students who have not achieved a C grade in GCSE Mathematics or English Language will re-sit these GCSE's in the Sixth Form

WORK EXPERIENCE

A Level students' can choose their own work experience placement. This can be fitted in around your timetable and could be for a set period each week, or in some cases as a week-long block.

Students find work experience a very worthwhile experience. It can also help you to decide on your career, and the knowledge and experience gained will prove invaluable.

Students who undertake Work Experience for a long period time show commitment to their career aspirations, which is something Higher Education Admissions Tutors are looking for when deciding who should be offered a place at University.

Some students, who can't fit in Work Experience throughout the school week undertake evening/weekend voluntary work, which should real commitment to their chosen career.



PLT - VOCATIONAL COURSES

» These are courses offered to Plymstock School PLT students.
Please see Mr Steward for more information

| Skills Sector | Courses | |
|---|--|--|
| Agriculture, Horticulture and Animal Care | Agriculture Animal Care | Environmental Landbased Equine |
| Arts, Media and Law | Art Music Technology | Performing Arts |
| Business, Administration and Law | Accountancy Business & Administration Business | Business, Retail & Enterprise Customer Service Legal Studies |
| Construction, Planning and the Built Environment | Carpentry Construction - Brick, Painting, Plastering | Plumbing |
| Education and Training | Supporting Teaching & Learning in Schools | |
| Engineering and Manufacturing Technologies | Engineering Fabrication and Welding | Marine Industry Vehicle Maintenance & Repair |
| Health Public Services and Care | Children & Young People's Workforce Health Sector | Health & Social Care Public Services |
| Information and Communication Technology | IT Users | IT Professional |
| Leisure, Travel and Tourism | Outdoor Programmes Playwork | Sports Travel Services |
| Retail and Commercial Enterprise | Barbering Beauty Therapy Hairdressing | Hospitality & Catering Nail Services Retail |
| Skills for Life/Preparation for Work | PSD/Skills for Working Life/Progression to Foundation Learning | |

* This list is subject to change for 2015/16

Every student will achieve some units during their first year but most courses are structured to reach Level 2 after two or three years. Some students may stay at school for a second or even third year. Others move into employment.

All courses are based on Practical Skills and there are some written exams.

All courses require a portfolio of written work to be completed – this will be done in the Training Centre on Mondays and Wednesdays.

The PLT course offers 3 parts to the week

» Training

Monday
& Wednesday

» School

Tuesday
& Friday

» Work Placement

Thursday

SCHOOL BASED PLT

» Functional Skills

PLT students are given the opportunity to work with specialist teachers to improve their Functional Skills in Information Technology.

These skills are vital both in the world of work and further education. The course is taught through assignments which also develop essential life skills and will take up one or two days per week. There will be Level 1 and Level 2 Functional Skills.

Each student is continually assessed.

Students must keep all their work as evidence when completing each section. Complete portfolios can be assessed for an ASDAN award and for Functional Skills Awards.

Examples of Assignments

Information Technology

Use a database or spread sheet effectively
Word process a piece of your work

These qualifications will lead to a greater knowledge and level of skill in the vital areas required by employers and further education.

LEVEL 1/2 PROGRESSION AWARD (AQUAPONICS)

This course will cover all aspects of Aquaponics and each unit of the course is counted towards achieving the full Level 1/2 award.



PLT WORK EXPERIENCE

All PLT students will choose a placement usually for 1 or maybe 2 days a week (Year 13 are on a work placement 2 days a week will come into school on just one day instead of 2).

The placement will enable you to put the job skills learnt on Monday and Wednesday (at your Training Centre) into practice in a 'real' job. You will have to think on your feet and develop your work skills.

You will receive regular visits from Mr Steward, who is always available to help you with any problems, and will ensure that you are enjoying the work.

Many students in the past have been employed full time with their Work Experience employer. Others learn about jobs they do, or do not, want to do.





The sixth form centre is fully Wi-Fi enabled and has over 70 standalone computers for the exclusive use of post -16 students.

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Mrs Sandie Woodford
Chairman of Governors

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Mrs Gemma Grenney
6th Form Administrator
E-mail: ggrenney@plymstockschool.org.uk

