

Index 2016/17	Pg.
1. The Sixth Form Centre	2
2. Entry Requirements	3
3. A -level Reform	3
4. What Happens Now	4
5. Applied Science	5
6. Art & Design	5
7. Biology	6
8. Business Studies	6
9. Chemistry	7
10. Computer Science	8
11. Design & Technology Product Design	9
12. Drama	10
13. English Language & English Literature	11
14. Food Technology	11
15. Further Mathematics	12
16. Geography	12
17. Health & Social Care	13
18. Health & Social Care Level 3 BTEC	14
19. History	15
20. ICT	16
21. Mathematics	17
22. Media Studies	18
23. Modern Foreign Languages	19
24. Music	20
25. Philosophy & Ethics (RS)	21
26. Physics	22
27. Psychology	22
28. Physical Education	23
29. Sociology	24
30. Textiles	25
31. Exam Results	26



NETHERTHORPE SCHOOL

6th FORM

Learn • Enjoy • Succeed

1. The Sixth Form Centre

The Sixth Form Centre at Netherthorpe School offers the opportunity for successful study for one or two years, in a vibrant, purposeful and welcoming community. The school has a long tradition of successful teaching and learning and yet continues to develop in response to the needs of our changing society.

Netherthorpe has a medium sized Sixth Form with approximately 170 students in Y12 and 130 in Y13. Our staff and students are friendly and welcome new students to the school. The atmosphere at Netherthorpe is a very positive, supportive one and we provide many opportunities for Sixth Form students.

We set high standards of dress, work ethic and conduct and we expect our Sixth Formers to be role models for the rest of the school.

We hope prospective Sixth Formers and their parents will find this prospectus helpful in planning for the future and we look forward to welcoming you to Netherthorpe.

1.1 We Have a Lot to Offer

We have courses suitable for a wide range of interests and abilities. Information about all the subjects offered is included in this Prospectus.

Students considering Post 16 study need to make careful and informed choices. There are many good reasons for progressing into the Sixth Form at Netherthorpe.

- The staff have considerable experience of the approach required for study at this Level and we are proud of the results achieved by former students. In addition, students have easy access to staff if they need extra help.
- A team of tutors guide Sixth Form students throughout their time at the Sixth Form Centre. This includes both personal and academic support; it begins with the original choice of courses and continues as their progress is monitored throughout the Sixth Form and beyond.
- The Sixth Form Centre is a friendly, lively community based in one part of the school. Sixth Form students have exclusive use of 2 common rooms with kitchens and a computer suite/ study room. In addition to this they can use the canteen all day as a study area with light refreshments available to purchase.
- There are many opportunities to become involved in the wider life of the school. Examples are organising charity discos, working with younger students and taking on the role of Prefect. In addition, students are encouraged to participate in other activities such as debating, drama and musical productions, sports competitions, volunteering and work experience. Every student who joins the school is placed into one of three houses, which compete throughout the year to win the Rose Bowl. House events range from sports through to quizzes. The Sixth Form Committee allows students to express their views and

discuss issues of concern. Each student group is represented and there are regular meetings.

1.2 Support

- If difficulties do arise we have a strong pastoral system to support students and a very clear behaviour management structure to enable students to succeed.
- Parents receive regular information about effort and attainment, and we strongly encourage attendance at parents' evenings. If problems are apparent we work closely with parents to resolve them. In this way we keep to a minimum the number of students who are unable to continue in the Sixth Form.
- Some Sixth Form students will be eligible for the government Sixth Form bursary; this includes payments at various intervals throughout the course. This is paid externally but students must fulfil certain conditions to gain the money.

1.3 Progression

The Sixth Form Centre is a stepping stone to further opportunities. Wherever possible it is useful to have a goal in mind from the outset, enabling us to advise you about your choice of subjects and entry requirements for particular occupations or courses. It is also possible for students to enquire directly about these requirements.

Each year many of our students move into Higher Education, and a large number of students are now studying at the most competitive universities including Oxford and Cambridge. We also have students who are successful in securing apprenticeships with top employers such as Rolls Royce, Nat West and Bowmer and Kirkland or who move onto foundation courses or into employment.

Whichever route students may wish to follow, a Higher Education and Careers Programme is organised to offer guidance and support when making these crucial decisions. All students who apply to university are asked to nominate a mentor (from the teaching staff). This mentor provides one-to-one support through the application process. Senior staff are available to offer additional support and guidance. Students not wishing to progress to university will also be mentored by staff to ensure that they find the most appropriate next step for them, and a dedicated careers team are on hand to help with CV's and job/apprenticeship applications.

2. Entry Requirements

Our students follow two year advanced courses with most students studying three subjects at AS Level in Y12, although some students do study four. Careful thought is needed when choosing subjects. Students will find A Level far more demanding than GCSE and unless a good grade is gained at GCSE students will find the demands too hard to meet.

The basic requirements for entry to Y12 to study A Levels are 5 higher grade passes (A* to C) in traditional GCSE subjects including either English Language or Maths. These are **the minimum requirements** if a student is to have a reasonable chance of gaining pass grades at A Level. We recommend at least five As before beginning a full course of four AS Levels.

To study the BTEC L3 course in Health and Social Care, four higher grade passes (A* to C) in traditional GCSE subjects including either English Language or Maths is required.

Please note the following:

- In order to study Mathematics, or a separate science students must have gained at least a B grade in Maths and Double Science at GCSE.
- To study Further Maths students must have at least a grade A in Maths and must study it alongside 3 A-levels, one of which has to be Maths.
- To study a Modern Foreign Language students must have at least a B in that subject at GCSE
- While BTEC qualifications obtained in Year 11 are useful qualifications for students following certain pathways, we do not believe they prepare students well for A Level study. **Therefore we only count one BTEC or OCR National qualification at merit or distinction Level in the five A* to C entry requirement (or four A* to C entry requirement for L3 BTEC).**
- Any students who do not achieve at least a grade C in GCSE English Language or Maths will have to re-sit that GCSE during Y12.
- Students will not be allowed to study an A level in any subject that they get lower than grade C for at GCSE.

3. A Level Reform

The government are in the process of reforming A levels to make them linear courses. This means that whilst AS exams are still available in most courses, they no longer contribute to the final A level grade. From September 2016 all subjects except Maths, Further Maths, HSc, ICT, Product Design, Textiles, Applied Science, Media Studies and Food follow the new linear program

Please contact us for further information if you are unsure about what this means.

4. What Happens Now

We hope that you will want to join us in 2016. The first step is to fill in the application form and return it to us before the deadline of 29th January 2016. All applications are acknowledged.

After the application deadline all students will be invited to attend a short informal meeting. This is an opportunity to discuss option choices and to confirm that Netherthorpe is indeed the best place for you to study. You will be asked to bring a copy of your most recent school report to the meeting so that we can look at your effort grades, attendance record and predicted GCSE results. As well as an opportunity for us to find out about you, it is your chance to ask questions about us. After we have met all applicants we write to all students offering conditional places.

Sixth Form Oversubscription Criteria

In the event of more than 80 external students applying for admission to Year 12 (and the total overall figure of 180 has been exceeded) the following oversubscription criteria will be applied:

1. Looked After children and previously Looked After Children who meet the academic criteria detailed above.
2. Children whose statement of Special Educational Needs or Education and Health Care Plan names Netherthorpe School and who meet the academic criteria detailed above.
3. Children who meet the academic criteria detailed above and are not living in the normal area served by school but have a sibling who is attending the school at the time of application and admission, see note (2) above for definition of sibling.
4. External applicants from Springwell Community College, Heritage High School, The Bolsover School and Hasland Hall Community School. Where there still remains too many applicants for the number of places priority will be given to those with the strongest predicted (and achieved) grades from the above schools.
5. All other children not eligible under the above criteria.

Tiebreaker: Students whose homes are nearest the school measured in a straight line using Ordnance Survey address point data. Distances measured from a defined point within the student's home to a defined point within the school as specified by Ordnance Survey.

Appeals at 16

Parents of students and students themselves not offered a place in the Sixth Form have a right of appeal either together or separately. Details regarding appeals will be sent in a letter.

All students who are offered a place will be invited to attend an induction day on Friday 1st July where they will have some taster lessons in their chosen A Levels, and take part in a range of team building activities. This is an excellent opportunity for applicants to find out more about the subjects they are thinking of studying, to get to know some of the staff and other students and to familiarise themselves with the school. A Level subject choices can be changed on this day, and at interview following results day if required.

We obviously wish you every success in your GCSE's and you will have a further interview just after results day in August to confirm your results and subject choices. We then look forward to welcoming you to the Sixth Form Centre in September 2016.

A FEW DIARY DATES

Friday 29th January 2016	Deadline for applications.
Monday 8th February-4th March 2016	Interviews-during school time for Netherthorpe students, after school for students from elsewhere
Friday 1st July 2016	Y12 Induction Day
Thursday 25th August 2016	GCSE Results followed by Interviews for Netherthorpe students
Friday 26th August 2016	Interviews for students from other schools
Tuesday 6th September 2016	Sixth Form New Term.

5. Applied Science

The Applied Science course aims to develop the knowledge and skills students need to understand how science is used in business and industry. Students increase their knowledge of human biology and wave physics. They develop their practical skills, their ability to follow particle procedures, complete risk analysis and process data. They will expand their research and reporting skills as they investigate the use of science in a range of businesses and they will examine energy use.

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

Students will need to satisfy the basic entry criteria for the Sixth Form. Students also need to have an interest and enthusiasm for Science, and have achieved a minimum grade C in two or more Science GCSE's or a Merit in two BTEC Applied Sciences.

WHAT IS THE COURSE CONTENT?

Each year there are two coursework units which contribute 33% each to the overall mark and one examined unit. In year 12 the examined unit content covers monitoring of the human body, while in year 13 the examined content covers working waves.

Students also need to carry out several assessed practical procedures, data analysis and produce reports on their findings. They will investigate 4 businesses that use science and one business's energy policy

HOW IS THE COURSE ASSESSED?

The information below is based on the OCR Applied Science course.

AS Level	Unit 1	Coursework Portfolio
	Unit 2	Coursework Portfolio
	Unit 3	Written Paper

A2 Level 2 coursework portfolio modules will be taken in addition to 1 written paper.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

Work independently to produce detailed and thorough research, carry out practical work methodically and precisely, and study the content required for the examined unit.

Please note this is the last year this qualification is available (OCR is no longer running the course) which means there would be no opportunity to retake any AS level modules in year 13.

6. Art & Design

WHAT QUALIFICATIONS DO I NEED TO BE ON THIS COURSE?

Students should have a GCSE grade A* to C in Art, and should possess good drawing skills. A good standard of English is also essential in order to undertake the written study and critical Art History and analysis section. The subject is very time consuming and students must be prepared to work outside lessons and at home on a regular basis.

WHAT IS THE COURSE CONTENT?

You will be encouraged to work in a variety of media and styles in your practical work - drawing from observation, drawing for communication, photography, collage, painting, printmaking, ceramics and sculpture form the main areas. Art History will take the form of group tutorials, theory and analysis lessons and personal discussions with staff.

HOW IS THE COURSE ASSESSED?

Coursework counts for 60% of the marks at A level with 40% for the final examination. This is one of the new A level courses, which means that it is de-coupled. Therefore, it is strongly recommended that students follow the course for the full two years.

All assessed units, both coursework and examinations, are marked by the centre and moderated by the exam board.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

This course includes practical work in a variety of media and styles as well as investigating equipment and materials thoroughly. Students will be expected to read and research widely and aim to gain a wide general knowledge of art and design. Essays will be expected on Art History and topics related to the chosen personal study. Individual visits to local art galleries will be expected as well as group fieldwork, which usually involves visits to London or sketching locally.

WHERE DOES THIS COURSE LEAD?

Your A-Level qualification can lead to the following:

- Wide acceptance to University and Higher Education courses.
- Essential for entry to Foundation Art and Design course at Chesterfield College i.e. pre Degree one year course.
- Many careers in the Art and Design area are possible-architecture, animation, photography, graphic art, interior design, jewellery, furniture, fashion etc.
- Art is useful for teaching at primary level.

7. Biology

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

Students must have two grade B passes in GCSE Science (core), Separate Sciences (inc Biology), or Additional Science. (Students with Applied or Additional Applied Science qualifications should consider choosing an Applied Science GCE). Students should also have a grade B pass in Mathematics and a grade C pass in English since an ability to do calculations and write prose is required. An interest in the subject is also essential and students will be expected to support classwork with background reading.

WHAT IS THE COURSE CONTENT?

The AQA Biology course will be taught. The AS course covers biological molecules, cells, how organisms exchange substances with their environment, genetic information, variation and relationships between organisms. In addition to the material covered in the AS course the A2 course also covers energy transfers in and between organisms, how organisms respond to changes in their internal and external environments, genetics, populations, evolution and ecosystems, the control of gene expression.

HOW IS THE COURSE ASSESSED?

The AS course will be assessed with 2 one and a half hour exams at the end of Y12. The A2 course will be assessed with 3 two hour exams at the end of Y13, each exam covering material from both years of the course.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

Students must be able to assimilate information and then apply their knowledge and understanding to interpret and explain biological data in a variety of contexts. Teaching includes a variety of styles and includes practical work. Students will need to work independently during the course and develop their learning skills. There will be a field trip which is usually run after exams have finished in Y12. This is to support Unit 4 and although not compulsory, it is an invaluable experience for students who wish to go on to A2 Biology. Students are expected to make a financial contribution towards the cost of the field trip.

WHERE DOES THIS COURSE LEAD?

Biology is a qualifying subject for Nursing, Medicine, Veterinary Science, Chemistry, Biotechnology, Biochemistry, and Hospital laboratory work, Radiography, Physiotherapy, Dietetics and Nutrition. It may be needed for sports science, speech therapy and related fields.

8. Business Studies

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

It is expected that students will have achieved 5 higher grade passes at GCSE including English and Maths. Students who have studied GCSE Business Studies must have a higher grade pass. Those who have not studied the subject can also take up A level. It is important that you have a lively and enquiring mind and an interest in current affairs and the business world.

WHAT IS THE COURSE CONTENT?

We follow the Edexcel syllabus. The units are organised into 4 themes and are designed to cover the key areas of business activities and include:

- Theme 1-Marketing and People
- Theme 2 -Managing business activities
- Theme 3-Business decisions and strategy
- Theme 4-Global business

HOW IS THE COURSE ASSESSED?

There will be 3 exams at the end of the second year; there is no coursework.

Paper 1 - Marketing, people and global businesses—this will cover content from themes 1 and 4. This will be a 2 hour exam and will be worth 35% of the total qualification.

Paper 2 - Business activities, decision and strategy—this will cover content from themes 2 and 3. This will be a 2 hour exam and will be worth 35% of the total qualification.

Paper 3 - Investigating business in a competitive environment—paper 3 will assess content across all 4 themes. This will be a 2 hour exam and will be worth 30% of the total qualification.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

Students will learn about the business world through application of business theories and concepts to a range of real-world contexts; this will be achieved through case studies, this approach will be widely used. Students will investigate, analyse and evaluate business opportunities and issues and make supported decisions and recommendations using both qualitative and quantitative methods. Students will be involved in a lot of independent research and need to keep up-to-date with developments in the business world. We expect our students to be willing to work hard outside lessons. In lessons there is a good mixture of individual and group work and students will be expected to contribute ideas in class discussions.

WHERE DOES THIS COURSE LEAD?

Students can progress from this qualification to higher education courses such as business management, business administration, accountancy and finance, human resource management, marketing, retail management, tourism management, and international business. They can enter a wide range of careers ranging from banking, sales, product management and general management to working in public sector organisations or charities.

9. Chemistry

WHAT ARE THE AIMS OF THIS COURSE

The aims of the AS and A Level Chemistry course are to develop:

- Interest and enthusiasm for Chemistry including developing an interest in further study and careers in Chemistry.
- Independent learning
- Practical and Analytical skills
- An understanding of the contributions science makes to society and the economy
- An essential knowledge and understanding of different areas of Chemistry and how different areas relate to each other.
- The AS modules will all be studied in Year 12.

PAPER	CONTENTS	ASSESSED
Paper 1	Physical chemistry, inorganic chemistry and relevant practical skills	June 2017
Paper 2	Physical chemistry, organic chemistry and relevant practical skills	June 2017

With the AS level course complete pupils can continue on to the A level course which is assessed as follows

PAPER	CONTENTS	ASSESSED
Paper 1	Physical chemistry, inorganic chemistry and relevant practical skills	June 2018
Paper 2	Physical chemistry, organic chemistry and relevant practical skills	June 2018
Paper 3	Any content, relevant practical skills	June 2018

As it is a 2 year course, for students who continue to A2 only the exams taken in Year 13 contribute to their A Level grade.

WHAT QUALIFICATIONS DO I NEED?

The most important attributes are an interest and enthusiasm for Chemistry. In addition, the minimum entry requirements are that students are expected to have achieved two grade B's in GCSE Science (core), Separate Sciences (including Chemistry) or Additional Science (Students with Applied or Additional Applied Science qualifications should consider choosing an Applied Science GCE). Students should also have achieved a minimum higher grade B pass in Mathematics due to the mathematical nature of the subject.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

The course will include extensive practical work and will be centred on a flexible learning approach, which will allow students to progress at their own pace. Students will be expected to work independently and meet all homework and course deadlines.

WHERE DOES THIS COURSE LEAD?

The course leads to a greater understanding of Chemistry. For many students it will lead into further education in areas such as Chemistry, Biology, Medicine and engineering. Career prospects are excellent in such fields.

10. Computer Science

WHAT QUALIFICATIONS DO I NEED TO BE ON THIS COURSE?

Students are expected to have a commitment and interest in the way computers work. An interest in problem solving and logical thinking are necessary for this 2 year course. We recommend students have at least a grade B in GCSE Mathematics to take this course. Computing / Computer science GCSE qualifications of grade C or above are not mandatory but also recommended.

Unit 1 (H446/01) Computer Systems

40% of the total A-Level marks

Course Content Characteristics of contemporary processors

Software and development

Exchanging data

Data types structures and algorithms

Legal, moral and ethical issues

Assessment External assessment

2.5 hour written paper

Unit 3 (H446/03or 04) Programming Project

20% of the total A-Level marks

Course Content Analysis of the problem

Design of the solution

Developing the solution

Evaluation

Assessment Coursework is internally assessed and externally moderated

Unit 2 (H446/02) Algorithms and Programming

40% of the total A-Level marks

Course Content Elements of computational thinking

Problem solving and programming

Algorithms to solve problems and standard algorithms

Assessment External assessment

2.5 hour written paper

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

The course consists of both the theory and practice of computing and computer systems. Lessons will consist of a mixture of written work and practical computing work including programming. Students are required to put in a considerable amount of work in their own time. It will be an advantage if they have a personal computer at home, ideally with the Microsoft Office package and Internet access.

Computer Systems (01)

This component will introduce learners to the internal workings of the Central Processing Unit (CPU), the exchanging of data and also looks at software development, data types and legal and ethical issues. It is expected that learners will draw on this underpinning content when studying computational thinking, developing programming techniques and devising their own programming approach in the Programming project component (03 or 04). Learners will be expected to apply the criteria below in different contexts including current and future uses of the technologies.

Algorithms and programming (02)

This component will incorporate and build on the knowledge and understanding gained in the Computer systems component (01). In addition, learners should: understand what is meant by computational thinking, understand the benefits of applying computational thinking to solving a wide variety of problems and understand the principles of solving problems by computational methods

Programming project (03/04)

Learners will be expected to analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The underlying approach to the project is to apply the principles of computational thinking to a practical coding problem. Learners are expected to apply appropriate principles from an agile development approach to the project development. While the project assessment criteria are organised into specific categories, it is anticipated the final report will document the agile development process and elements for each of the assessment categories will appear throughout the report.

WHERE DOES THIS COURSE LEAD?

This course will enable learners to progress to higher study or to progress directly to employment. If learners wish to progress to higher education many universities now recognise the value of an A level qualification in Computer Science. Learners could then go on to a career in Computing, Law, Business, Engineering or any of the Sciences. It will provide learners with a range of transferable skills which will facilitate personal growth and foster cross curriculum links in areas such as maths, science and design and technology. Computer Science is a very creative subject and skills such as problem solving and analytical thinking will all be refined and explored as learners progress through the learning and assessment programme.

11. Design & Technology Product Design

YOU MAY CHOOSE TO COMPLETE THIS COURSE WITH A FOCUS ON: Graphics, Resistant Materials, Engineering or Manufacturing

WHAT QUALIFICATIONS DO I NEED TO BE ON THIS COURSE?

Ideally students should have a good higher grade pass in Design and Technology (Resistant Materials, Food, Textiles) or Art. Students should also have the ability to express themselves fluently, on paper, using both graphics and text. Use of good ICT skills is a benefit.

WHAT IS THE COURSE CONTENT?

We follow the OCR, Design and Technology-Product Design course. This course aims to:

- Enable students to develop their design skills, technical ability, their own creativity, capability and entrepreneurial skills
- Apply knowledge and understanding to a range of technical activities and problems
- Apply critical thinking and collaborative skills. Across a range of issues prevalent to the modern world
- Develop innovative thinking and marketable design solutions for a product suitable for production

HOW IS THE COURSE ASSESSED?

The assessment for the course involves an examination unit (40% of the marks) and a coursework unit (60% of the marks).

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

Unit F521 is an Innovation Challenge examination. This is a design and model exercise that tests many of the skills needed for the coursework unit.

Unit F522 is the Product Study (This is a Design and Model coursework exercise) students critically analyse a product and develop innovative improvements. This covers design, development, CAD, modelling, evaluation and wider design theory.

Unit F523: Design, Make and Evaluate, candidates are required to produce a portfolio and product. The project covers research, specification, designing, development, CAD skills, practical skills and modelling, user testing and marketing of the product.

Unit F524: Product Design is a written paper that consists of two components. Candidates are able to select questions across the focus material areas and are asked to design solutions to given problems.

WHERE DOES THIS COURSE LEAD?

Product design is a far reaching and broad subject which allows for flexibility in delivery to support individual's preferences. The subject allows access into technical areas of engineering and manufacturing, or the arts and graphical side of industry, business or education. We aim to suit the choice of products studied to the students studying.

Students taking this course with maths and physics have progressed to Engineering, Manufacturing, Architecture and technical industries through university or apprenticeships. Equally students have used Product Design with arts or textiles to access fashion courses or employment. Product Design could well be studied as a complement to the study of Mathematics and the Sciences or to provide a contrast to the study of the Arts, Languages and Social Sciences. It will support many subject areas by developing presentation skills in a variety of media.

A Level product design provides a good entry qualification into employment, Further or Higher Education in many areas including: advertising, retail, fashion industry, structural and mechanical engineering, architecture, graphic design and many other areas of engineering.

Any further questions or support please see Mr R Green, Head of Technology

12. Drama

WHAT QUALIFICATIONS DO I NEED TO BE ON THIS COURSE?

Ideally students should have a B in GCSE Drama if taken and a B in English Literature. If students have not taken GCSE Drama they must be an able performer with a secure understanding of drama theory. To reach the required standard it is expected that at A level students will take part in rehearsals outside of timetabled hours.

WHAT IS THE COURSE CONTENT?

We follow the AQA Drama and Theatre Studies A Level course. The course offers students the freedom to choose both the content and the form of their practical presentations. Candidates will have opportunities to perform extracts from plays and to demonstrate their understanding of an influential director, designer, theatre company or other practitioner. Candidates will also have the opportunity to devise drama on any topic to be performed in a theatrical style of an influential practitioner. Studying Drama and Theatre Studies at A Level allows you to be creative as the course offers both written and practical elements. It offers the chance for students to further themselves as actors, directors and designers, as well as develop a greater understanding of theatrical history.

HOW IS THE COURSE ASSESSED?

Component 1 - Drama and Theatre

40% of A Level assessed as a 3 hour written paper.

- Students will study 2 set plays and answer questions based on their interpretation of selected scenes from the perspective of a performer, director or designer (Section A and B)
- Students will analyse and evaluate the work of a theatre company based on a live production they have been to see during the course. (Section C)

Component 2 - Creating Original Drama

30% of A Level assessed by your teacher and moderated by AQA

- You will work in groups of 2-6 to create an original piece of drama from an interesting stimulus of your choice and in the style of an influential practitioner (Brecht, Artaud etc.)
- You will produce a 'working notebook' which is worth 20% of your A level, which has two sections: Section 1: Rationale and Research and Section 2: Development and Refinement.
- You will also be assessed on the devised performance which is worth 10% of your A level.

Component 3 - Making Theatre

30% of A Level assessed by AQA examiners

You will practically explore (workshop) and interpret three key extracts from a different play and complete two assessment tasks:

- You will present Extract 3 to an audience and visiting examiner. This must be in the style of an influential practitioner, different to the one you chose for component 2. This is worth 20% of your A Level.
- You will produce a 'Reflective Report' analysing and evaluating your theatrical interpretation of all three key extracts studied. This is worth 10% of your A Level.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

The course will involve the following type of work: studying and performing the work of drama practitioners; devising and creating performances from dramatic texts; conducting independent reading and research; viewing live theatre productions; writing essays about live theatrical performances.

WHERE DOES THIS COURSE LEAD?

Students can pursue their interests and develop their skills in a range of practical drama elements including acting, directing, costume, setting, mask and technical design. However, through this course, students will also gain entry qualification for courses in higher education, whether in the area of Drama and Theatre studies or in a host of other subjects. The course lends itself well to students who want to study drama at Higher Education and then go on to a wide variety of job roles related to Theatre, TV, Film and Radio.

13. English Language & English Literature

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

All students should have a GCSE grade C or above in English Language. If you want to study English Literature, you should also have at least grade C in this subject. You should have an open mind to all sorts of texts and be prepared to engage in discussions about them. You need to have a good standard of English to be able to write clear and coherent essays. If you are taking Literature you need to be prepared to read...a lot!

WHAT IS THE COURSE CONTENT?

English Language There are three modules

1. Exploring Language (exam)
2. Dimensions of Linguistic Variation (exam)
3. Independent Language Research (coursework)

Students take the AS exam at the end of Y12 and the A2 exam at the end of Y13. If students continue to A2 it is only the marks from the A2 exams which count towards the final grade.

English Literature There are three modules

1. Love Through The Ages (exam)
2. Texts in Shared Contexts (The Lit of Modern Times) (exam)
3. Independent Critical Study (coursework)

Please note this is a 2 year course and no AS level is available so students will be examined entirely at the end of Y13.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

You should enjoy reading widely, be prepared to undertake independent research, make notes, join in group discussions and be able to write essays that demonstrate your understanding of texts, as well as your personal response to them. We encourage students to visit the theatre, attend workshops and study days to develop their subject knowledge.

WHERE DOES THIS COURSE LEAD?

Many students go on to further study at university and English is a widely respected academic subject which will provide you with many of the skills you need in Higher Education. There is also a wide variety of careers open to students of English, including journalism, television, radio, advertising, the legal profession and, of course, teaching.

14. Food Technology

EXAMINATION BOARD: AQA

WHAT QUALIFICATIONS DO I NEED TO BE ON THIS COURSE?

The subject has been designed for students who have taken GCSE Food Technology, Food Nutrition or Catering but will accommodate students coming new to the subject. Students must meet the five A* to C entry requirements.

WHAT IS THE COURSE CONTENT?

At AS students will study nutrition and design in the human context. Knowledge of food science and a wide range of materials and components used in the making of food products will be developed. Practical work is crucial to the understanding and development of knowledge and will form the main part of Coursework. The course will require at least one practical session a week.

HOW IS THE COURSE ASSESSED?

AS LEVEL **Unit 1**-Materials, components and application-2 hour written exam (50% of AS)

Unit 2-Coursework-a portfolio of recipe design and development (50% of AS)

The coursework will involve the development of food products and meals. This will involve the preparation and cooking of a range of foods, taking various factors into account.

A2 LEVEL **Unit 3**-Design and Manufacture-2 hour written exam (25% of total A2)

Unit 4-Coursework-(approx 60 hours)

A portfolio of recipe design and development (25% of total A2)

POSSIBLE CAREER PATHS

Students with AS or A Level Food Technology have access to a wide range of possible careers and higher education opportunities as well as learning vital life skills. Home Economics and Food Technologist are in a growth industry and the skills learnt in this subject will enable an insight into these roles. Nutritionists, catering and management, environmental, health visitors and consumer testing are all related career possibilities.

15. Further Mathematics

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

Further Mathematics is taken alongside A Level Mathematics and 2 other A Levels, for an additional three hours of contact time per week.

Students should consider Further Mathematics if they have a real interest and natural flair for Mathematics. At GCSE you must have gained an A or A* grade in Mathematics.

In order to be successful students must be willing to openly discuss ideas and problems with staff and each other. In addition to this they must be prepared to read around the subject and check through work, seeking further explanation if necessary.

WHAT IS THE COURSE CONTENT?

We follow the AQA syllabus. The course contains six modules which are intended to give an overview of the different areas of Mathematics rather than specialising in one discipline.

Decision-Includes critical path analysis and Game Theory.

Mechanics-Includes Circular motion, Newton's laws of Restitution and Mathematical modelling.

Statistics-Includes probability, correlation and regression, Mathematical modelling using a variety of distributions, Chi Squared and Hypothesis testing.

Pure Mathematics-includes further Calculus, Complex Numbers, Matrices, Differential equations and Polar Co-ordinates.

HOW IS THE COURSE ASSESSED?

All modules are equally weighted and assessed by an examination lasting 90 minutes.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

Lessons involve much discussion work and the occasional use of computer software and graphic calculators. Students are expected to make notes from worked examples and informal discussions. Due to the nature of the course additional work is often required outside of lessons. Practice of Mathematical skills is essential and so homework is regularly set.

WHERE DOES THIS COURSE LEAD?

Further Mathematics is not a prerequisite for any University course. However, it is beneficial to students considering a Mathematics Degree or those who intend to study Engineering or certain Sciences. For students considering Maths at Oxford or Cambridge, it would be very unwise not to study Further Mathematics. It is particularly valued by the more prestigious Universities and is almost expected for students wishing to study a Mathematics Degree there.

16. Geography

WHAT QUALIFICATIONS DO I NEED TO BE ON THIS COURSE?

Students who have studied GCSE Geography must have a higher grade pass. Those who have not studied the subject can also take up A Level. We expect our students to be willing to work hard outside lessons. In lessons there is a good mixture of individual and group work and students will be expected to contribute ideas in class discussions. It is important that you have a lively and enquiring mind and an interest in current affairs and in the environment.

WHAT IS THE COURSE CONTENT?

In the first year of the course, topics include tectonic processes and hazards, coastal landscapes, globalisation and regenerating places. In the Second Year, topics include Water Insecurity, Energy Security, Climate Change, Superpowers and Health.

HOW IS THE COURSE ASSESSED?

There will be two AS exams in the first year (each exam is 1 1/2 hours). In the second year, there are three A level exams (two of 2 hours and the other 1 hour 45 minutes). There is also a piece of coursework, which is 20% of the A level qualification. If students continue to A2, only the marks from Y13 examinations will contribute to the final grade.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

The course focuses on questions, issues and problems and as there is often no definite answer to a given problem, plenty of discussion will take place in lessons. Fieldwork is also very important and there will be one day fieldwork activities and a residential field course, based in North Wales. There will also be an opportunity to go on a curriculum enhancement study trip to the Bay of Naples in Italy.

WHERE DOES THIS COURSE LEAD?

Students will have access to a wide range of possible career and higher education opportunities. Geography combines well with sciences to support applications for courses like engineering, psychology, environmental sciences, oceanography and geology. If taken with humanities, geography supports an equally wide range of courses such as business, law, media, politics and philosophy. For students going straight into employment geography helps develop the key skills that employers are looking for. Geography teaching is also an option.

17. Health & Social Care

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

The most important attributes are an interest in and an enthusiasm for health and social care. As with all Advanced Level courses, five GCSE's at Grade C or above, preferably including English at grade C are required. Alternatively BTEC Health and Social Care at Distinction standard is required.

WHAT IS THE COURSE CONTENT?

Students are expected to complete the appropriate number of units depending on their chosen course:

1. AS single award-2 units (1 coursework, 1 externally assessed)
2. A2 single award-4 units (2 AS and 2 A2 units)

The units are designed to enable students to gain an understanding of the key aspects of Health and Social Care and include units on:

- Health conditions and patient pathways
- Effective Caring and communication
- Diagnosis, treatment and prevention
- Working in Health and Social Care

There is a trip opportunity to Disney Land Paris.

HOW IS THE COURSE ASSESSED?

Assessed by a combination of external assessment (externally set and marked) and internal assessment (portfolio evidence). Each unit is assessed by one method only.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

A student-centred approach to learning is adopted. There is often no set answer to a given problem and as such discussion plays a major role in lessons. Students will work individually and in groups and will have the opportunity to forge links with the health and social care sector.

WHERE DOES THE COURSE LEAD?

The course offers students the opportunity to develop the skills, knowledge and understanding which will prepare them for entry into employment in the health and social care sector or into Higher Education. There are now degree courses in Health and Social Care at some Universities. Career prospects are excellent in fields such as nursing, midwifery, health visiting, occupational therapy, primary teaching, Police and criminal justice roles, social work or any other caring profession.

18. Health & Social Care Level 3 BTEC

We offer the BTEC Level 3 Extended Diploma Course in Health and Social Care, Health Studies (providing sufficient interest is expressed to make the course viable)

WHAT QUALIFICATIONS DO I NEED TO BE ON THIS COURSE?

The most important attributes are an interest in and enthusiasm for Health and Social Care.

You will need four GCSEs at grade C or above. BTEC level 2 at Merit will be accepted as one of the four.

WHAT IS THE COURSE CONTENT? WHY DO THE COURSE?

Mandatory Units

- Human Lifespan Development
- Working in Health and Social Care
- Anatomy and Physiology for Health and Social Care
- Enquiries into Current Research in Health and Social Care
- Meeting Individual Care and Support Needs
- Work Experience in Health and Social Care
- Principles of Safe Practice in Health and Social Care
- Promoting Public Health

Optional Units

- Nutritional Health
- Understanding Mental Wellbeing
- Complementary Therapies for Health and Social Care
- Health Psychology
- Genetics

There is a trip opportunity to Disney Land Paris.

WHY DO THE COURSE?

This diploma is broadly equivalent to three A Levels. This course prepares learners to enter employment directly in the health sector or to progress on to further qualifications in higher education such as foundation degrees or professional qualifications such as Nursing and Midwifery.

HOW IS THE COURSE ASSESSED?

The course is made up of nine compulsory and two optional units. All units are internally assessed (coursework) and there will be 4 externally assessed units. Learners will have the opportunity to engage in work experience one day a week to enhance learning in lessons.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

This course is student centred, you will have the opportunity to work in groups and take part in discussions. You will be producing portfolio work.

Work experience will be a major part of the course; it will help you draw on your observations of the sector to design your coursework and build links with the Health and Social Care sectors.

You will have access to IT facilities at all points to enable the portfolio work to be completed.

HOW IS THE QUALIFICATION GRADED?

As with all BTECs you will be graded as Pass, Merit or Distinction in your units.

Your overall grade will be shown as three grades for example MMP or DDD.

WHERE DOES THIS COURSE LEAD?

This qualification is the main focus of a 2-year study programme of learning and equivalent to 3 A Levels, meaning that learners will be fully prepared for a range of health and social care degree programmes. The qualification is intended to carry UCAS points and is recognised by higher education providers as meeting admission requirements for many relevant courses, for example:

BSc (Hons) in Nursing, BA (Hons) in Social Work, BSc (Hons) in Physiotherapy, BSc (Hons) in Occupational Therapy, BSc (Hons) in Speech Therapy, BA (Hons) in Health and Social Care.

The health studies pathway in the qualification is more scientific in nature, and learners will select from a wider range of health science units. This will support learners applying for degree programmes that expect larger amounts of prior science knowledge. This can include certain degree programmes in:

Radiography, Midwifery and Nursing, Paramedic Science, Podiatry. Healthcare Science, NHS Practitioner Training Programme.

19. History

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

A-level History students are expected to have achieved a Grade C in GCSE History. We also welcome students who have not previously studied History as long as they have a good range of GCSE results. Good reading and writing skills are very helpful.

WHAT IS THE COURSE CONTENT?

Unit 1: The Tudors: England, 1485-1603

Students are given the chance to study the Tudor dynasty, the most significant and controversial family in British history. Students will deconstruct the myth from the reality of the Tudors' reign. This option allows students to study in breadth issues of change, continuity, cause and consequence through the following key themes; foreign policy, effectiveness of monarchy and government, economic, religious and social changes and the impact of key individuals and intellectual movements.

Unit 2: Revolution and Dictatorship Russia, 1917-1953

This course focuses on the fall of the Romanov dynasty and Russia's tumultuous transition from autocracy to communism via the Bolshevik Revolution of 1917. Students study the political, social and economic causes of revolution and the conflict between ideology and political reality. Detailed studies will be made of life under Lenin including the civil war, the red terror and the NEP before moving onto Lenin's death and the power struggle which ensued. In Y13 Pupils study the rise of Stalin and life under his rule. The cult of personality will be explored along with the role the economic five year plans and the purges played in modernising Russia to the extent it was a key player in the Potsdam negotiations post Germany's defeat in 1945. The Great Patriotic War and Stalin's dictatorship, 1941-1953 looks at the ideology behind totalitarianism as well as the transformation of the Soviet Union's international position as a 'super power'.

Unit 3: Historical Enquiry: –The African-American Civil Rights Movement 1865-1968.

The personal study is completed in Y13 and forms 20% of the A Level Mark. It is a research essay which is moderated internally and assessed by AQA

The course will provide students with a greater understanding of how the world we live in today has evolved. There are many enrichment opportunities provided by the department to support student experience of history such as lectures at Sheffield University, guest speakers and a visit to Auschwitz in Poland. The department also runs the Historical Society, giving pupils an opportunity to experience alternative histories that are not taught on the curriculum. For students wishing to study history at university we also offer the Edexcel extended project which allows pupils to complete a historical study on any time period of their own historical interest and acquire the potential to achieve 70 UCAS points.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

We expect our students to have a passion for history and be pro-active in their approach to their historical studies. We have many resources in the school library as well as on the school moodle system to support pupils with reading, note taking, discussion and debate, group work, presentations, document analysis, essay writing and individual research projects. All pupils will have access to The Historical Association subscription and to external borrowers access of the University of Sheffield Library system.

History will still offer an AS qualification in History by two exams at the end of Y12.

We also offer the full A Level course which consists of coursework and two written exams.

As an additional option, the history department offers the opportunity to complete an Extended Project on any area of historical controversy. This is the equivalent of an AS in UCAS points and is accepted by a wide range of universities.

We also offer a residential trip to Poland.

WHERE DOES THIS COURSE LEAD?

The skills which the student will acquire by following a course in A-level History will equip him/her for a variety of options after leaving the Sixth Form. Higher Education will be at the forefront of many students' minds but A-level History also opens the door to a range of employment - from law to banking, from teaching to management, from the Civil Service to journalism.

20. ICT

WHAT QUALIFICATIONS DO I NEED TO BE ON THIS COURSE?

You should enjoy problem solving using ICT and be able to work independently as well as with others. You will need to have an interest in developing the knowledge and skills you need to be a competent and informed ICT user and practitioner.

Unit 1 (G061) Information, systems and applications

60% of the total AS marks, 30% of the total A-Level marks

Course Content Data, Information, Knowledge and processing
Software and hardware components of an information system
Characteristics of standard applications software and application areas
Spreadsheet concepts
Relational database concepts
Applications software used for presentation and communication of data
The role and impact of ICT

Assessment External assessment
2 hour written paper

Unit 3 (G063) ICT systems, applications and implications content

30% of the total A-Level marks

Course Content The systems cycle
Designing computer based information systems
Networks and communications
Applications of ICT
Implementing computer based information systems
Implications of ICT

Assessment External assessment
2 hour written paper

Unit 2 (G062) – Structured tasks

40% of the total AS marks, 20% of the total A-Level marks

Course Content Design
Software development
Testing
Documentation

Assessment Controlled assessment/coursework. Internally moderated, externally assessed.

Unit 4 (G064) – ICT project content

20% of the total A-Level marks

Course Content Definition, investigation and analysis
Design
Software development, testing and installation
Documentation – evaluation

Assessment Controlled assessment/coursework. Internally moderated, externally assessed.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

You will enjoy the course if you have an interest in ICT. The course will also:

- Increase your awareness of the benefits and drawbacks of ICT and its impact on the way people live their lives.
- Increase your awareness of the impact of ICT in society.
- Teach a range of decision making and analytical skills which are directly transferable to the dynamic business world we live in.

WHERE DOES THIS COURSE LEAD?

This course provides a suitable qualification to progress on to University or full time employment. Information and Communication Technology draws on a wide range of academic disciplines, with a focus on understanding organisational, technical and business problems and searching for appropriate solutions in a global information and communication technology (ICT) environment. It leads to career opportunities within a wide variety of Information Communication Technology fields including networking, applications and systems analysis.

21. Mathematics

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

Students are expected to have a grade B or above in GCSE Mathematics as well as B's or above in double science or 2 of the separate sciences. In order to be successful students must be willing to openly discuss ideas and problems with staff and each other. In addition to this they may need to read around the subject and check through work, seeking further explanation if necessary.

WHAT IS THE COURSE CONTENT?

We follow the AQA syllabus. The course contains six modules : two Applied and four Pure

Decision-Includes Networks and applications and Linear Programming.

Statistics-Includes probability, correlation and regression and Mathematical modelling using the Binomial and Normal Distribution.

Four Pure Mathematics modules-The 'Traditional' elements of Mathematics including Algebraic Manipulation, Trigonometric Ratios, Co-ordinate Geometry, use of Logarithms and Exponential.

HOW IS THE COURSE ASSESSED?

All modules are equally weighted and assessed by an examination lasting 90 minutes.

Three modules, two pure and one applied, are examined in Summer 2017.

Core 1 is a non-calculator paper. The 3 remaining modules are examined in Summer 2018.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

Lessons involve much discussion work and the occasional use of computer software and graphic calculators.

Students are expected to make notes from worked examples and informal discussions. Practice of Mathematical skills is essential and so homework is regularly set. Alongside class-work this should make up a total of at least 8 hours of Mathematical study per week.

WHERE DOES THIS COURSE LEAD?

Mathematics is a highly prestigious A Level in its own right and will be valued by admission tutors regardless of the course applied for. It is also required to proceed with the study of Engineering, Mathematics, Physics or Physical Science related subjects. Prospective employers also hold the qualification in high regard.

22. Media Studies

WHAT QUALIFICATIONS AND SKILLS DO I NEED ON THE COURSE?

You do NOT need to have done GCSE Media Studies to access this course. Prospective students should have a range of higher grade passes; strength in English (C at GCSE), Drama, ICT and Graphic Design would be an advantage. You are expected to be able to analyse a range of media content and explain the intentions of the publishers and the effect on the audience. The course will also allow you to develop practical skills including; photography, filming, editing and design.

WHAT IS THE COURSE CONTENT?

The course consists of four units: Units 1 and 2 are studied in Y12 and units 3 and 4 are studied in Y13.

UNIT 1: Investigating the Media (Y12 AS)

Produce a cross media study that analyses

3 areas from:

- Film
- Television
- Music
- Digital Media
- Print publications

UNIT 2: Creating Media (Y12 AS)

Produce two fully realised productions from one of

the following:

- Print
- Broadcasting
- Digital Media

UNIT 3: Critical perspectives (Y13 A2)

This unit will look at the media industry and institutions and explore how audiences are identified, targeted and engaged by media texts. It will cover current issues in the media and the impact of media and technology on society.

UNIT 4: Research and Production (Y13

Investigation into an area of the media chosen by students. The investigation will lead into a practical production piece:

- TV advert
- Film trailer
- Magazine pages

HOW IS THE COURSE ASSESSED?

UNIT 1 and UNIT 3 are each linked to two 2 hour externally assessed exams taken at the end of both Y12 and Y13. Completing units 1 and 2 will gain an AS Level; completing units 3 and 4 as well will lead to a full A-Level. Each unit is equally weighted and carries 25% of the total mark.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

You will be expected to analyse and explain aspects of a range of media texts. You will need to be able to research into a topic independently and produce ideas for discussion. You will have the opportunity to plan, design and create your own practical work and learn new skills.

WHERE DOES THIS COURSE LEAD?

The skills you learn in Media Studies are directly applicable to any career in the media industry. The production of quality work helps you to demonstrate to employers, college tutors and university lecturers that you have the necessary skills to work in the media sector. The skills you learn (independent research, collaborative working, planning and project development) are also transferable to many other areas of work and study.

23. Modern Foreign Languages

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

A developing ability to speak the Target Language and exchange ideas is essential, as is an interest in Francophone or Hispanic countries and their cultures, the ability to reflect upon and improve their grammatical accuracy and to learn new vocabulary. A higher grade pass in the language at GCSE is a pre-requisite (A* to B) Students have to work independently and in small groups or pairs. An interest in current affairs and an enquiring mind is an asset in order to resolve problems and grapple with language patterns.

WHAT IS THE COURSE CONTENT?

The course will comprise of 4 topics in Year 12 and 4 topics in Year 13.

Year 12 Topics:	Family/Relationships: Relationships within the family, friendships, marriage & partnerships Healthy Living/Lifestyle: Sport/exercise, health & well-being, holidays Popular Culture: Cinema, music, fashion & trends Media: Television, advertising, communication & technology
Year 13 Topics:	Environment: Pollution, energy, protecting the planet Multicultural Society: Immigration, intergration, racism Contemporary Social Issues: Wealth & poverty, law & order, impact of scientific and technological progress Two French or Hispanic Culture Topics: e.g. study a film director or author from the target language area

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

Language exercises (e.g. grammar/translation/vocab learning)	Watch films (the department has a large collection of DVDs in Spanish and French to lend students)
Listening and reading exercises	
Regular (weekly) speaking sessions, one to one, with a native speaker	Go to a French-speaking or Spanish-speaking country if possible. Work experience placements have been organised in France in the Summer
Regularly review work studied in lessons	Aspire to be a Language Ambassador and support cross-curricular events in the Modern Languages department, such as the French breakfast, the Sheffield international market visit, the European Day of Languages event, the tapas trip
Research cultural items/relevant articles in the target language	
Follow current affairs to help inform your opinions on various topics	
Write essays on prescribed topics (AS) and on the chosen cultural topic (A2)	

HOW IS THE COURSE ASSESSED?

Both AS and A2 level are assessed by two end of year examinations. One exam tests listening reading and writing skills. The other is a speaking exam.

WHERE DOES THIS COURSE LEAD?

An A level in Spanish or French enables you to access many Higher Education courses. University Language degree courses can lead to jobs with an international angle particularly in business, financial services, computing, marketing, media and journalism, law, import-export, travel and tourism, interpreting, translating and teaching. Increasingly, UK universities offer a year abroad, whatever the subject studied, and a Languages A level can give students the confidence to take up such exciting opportunities. A language can be combined with a wide range of other subjects at university such as Law with French (Sheffield University) The communication skills you learn on this A level course are a very remarkable quality and make you an ideal person to be trained in another language. As there are too few linguists in the job market, with a French or Spanish A level, you will be sought after by many employers. Statistics show how languages give you better career prospects and earnings.

24. Music

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

We recommend a Grade B or above in GCSE Music, if taken. A student who does not have GCSE Music must be an able performer (Grade 5+) and a secure understanding of music theory is required in order to access the A Level Music course. To reach the required standard, it is expected that A level Music students will take instrumental lessons and take part in the extracurricular side of music whilst studying on the course.

WHAT IS THE COURSE CONTENT?

The course is designed to cover the following areas: Composing, Performing, Analysis and Aural work. Music combines creativity, imagination and academic study in a way that no other subject does and despite its highly creative nature the theoretical study of music history and theory is sufficiently rigorous that it is accepted as a challenging academic subject for entry to university courses, including universities in the prestigious Russell Group. Music is highly regarded because of the breadth of skills which students increase over the course, and the commitment they display in the development of their playing and compositional abilities. Studying Music at A Level allows you to be creative as much of the course is practical coursework and offers the chance for students to further themselves as musicians, as well as develop a greater understanding.

The course is delivered in accordance with the Edexcel specification and contains the following components:

Component 1: Performing (30% of the qualification)

Component 2: Composing (30% of the qualification)

Component 3: Appraising (40% of the qualification)

HOW IS THE COURSE ASSESSED?

For component 1, candidates are required to perform a recital of music on their chosen instrument(s) and can include some ensemble playing. The minimum performance time is 8 minutes and the performance is recorded and marked by an external examiner.

For component 2, candidates will create two musical compositions of their own. One will be a free composition (minimum of 4 minutes) and the other will be from a brief set by the exam board. Together these works will have a minimum of 6 minutes duration and for each, candidates will submit an appropriate score and recording. Both compositions are marked by an external examiner.

For component 3, candidates will sit a 2 hour written examination to test their knowledge and understanding of musical elements in the context of six areas of study. These are as follows: Vocal music; instrumental music; music for film; popular music and jazz; fusions; new directions. Each of these areas of study has 3 set works and the exam will also include unheard extracts of music that relate to the areas of study.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

The course will involve the following types of work: Listening to and studying pieces of music; Independent reading and research; Essay writing; Music Theory and composition; Practical instrumental work.

WHERE DOES THIS COURSE LEAD?

The course lends itself well to students who want to study music in Higher Education and go on to a wide variety of job roles related to music. It also develops a wide range of sought after skills that are transferable to other areas of education and industry such as analytical skills, creative problem solving and both oral and written communication skills.

25. Philosophy & Ethics (RS)

AN INTRODUCTION TO PHILOSOPHY AND ETHICS

For most of us, our daily lives are full of many things which keep us busy and preoccupied. Modern 21st Century life is very fast, often stressful and noisy. The pace of change in the realm of technology is faster than many of us can keep up with. Change is the one thing that is here to stay. Virtual reality is reality! The World Wide Web, online shops and services, DVD and MP3, are all examples of modern technology, which dominate many peoples' lives

From time to time we ask ourselves 'What is it all about?'. Fundamental questions of our human existence stare us in the face as we are confronted with conflict, injustice, pain, evil, suffering, failure and death.

Such questions as: Why do people have to suffer? Can a conflict between nations ever be justified? Is a doctor acting morally in taking the life of a patient at the patient's request? What is freedom and are we really free? What do we mean when we use the terms good and evil? What does it mean to exist? If a bad act has a good outcome can it ever be justified?

It is as we begin to ask such questions that we begin to think philosophically.

Ethics and the Philosophy of Religion invites you to ask questions, to challenge your views of others, to agree, disagree, think, debate, discuss and enquire.

Philosophy begins and ends with individuals trying to understand their world and their place and purpose within it. While ethics deals with questions of right and wrong.

The following is an outline of the course:

Students must meet the five A* to C entry requirement, but can take the subject without having studied it at GCSE level.

EXAMINATION BOARD-OCR **This is a new specification, and is likely to include the following content**

AS Level will include:

- **Philosophy of Religion** - ancient philosophical influences, arguments about the existence or non-existence of God, the nature and impact of religious experience, the challenge for religious belief of the problem of evil, the nature of the soul, mind and body, the possibility of life after death.
- **Religion and Ethics** - normative ethical theories, the application of ethical theory to two contemporary issues of importance, ethical language and thought.
- **Developments in Religious Thought** - religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world, sources of religious wisdom and authority, practices which shape and express religious identity, and how these vary within a tradition.

A Level will include:

- **Philosophy of Religion** - ancient philosophical influences, arguments about the existence or non-existence of God, the nature and impact of religious experience, the challenge for religious belief of the problem of evil, the nature of the soul, mind and body, the possibility of life after death, ideas about the nature of God, issues in religious language.
- **Religion and Ethics** - normative ethical theories, the application of ethical theory to two contemporary issues of importance, ethical language and thought, debates surrounding the significant ideas of conscience and free will, the influence on ethical thought of developments in religious beliefs and the philosophy of religion.
- **Developments in Religious Thoughts** - religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world, sources of religious wisdom and authority, practices which shape and express religious identity, and how these vary within a tradition, significant social and historical developments in theology and religious thought, key themes related to the relationship between religion and society

HOW IS THE COURSE ASSESSED?

The AS level will be assessed by two exams, each 1 hour in length. The A Level will be assessed by three exams, each 2 hours in length.

WHERE DOES THIS COURSE LEAD?

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

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

26. Physics

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

Students must have two grade B passes in GCSE Science (core), Separate Sciences (including Physics), or Additional Science. Students should also have achieved a minimum grade B pass in Mathematics due to the mathematical content. An interest in the subject is also essential and students will be expected to support classwork with background reading.

WHAT IS THE COURSE CONTENT?

The AS course covers measurements and their errors; particles and radiation; mechanics and materials; waves and electricity. In addition to the material covered in the AS course the A2 course also includes further mechanics and thermal physics; fields and their consequences; nuclear physics and an optional topic e.g. astrophysics or medical physics. A number of practical skills will also be gained throughout the course including manipulating equipment and materials, taking measurements and processing data.

HOW IS THE COURSE ASSESSED?

The AS course will be assessed with 2 one and a half hour exams at the end of Y12. The A2 course will be assessed with 3 two hour exams at the end of Y13, each exam covering material from both years of the course as well as practical skills.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

Students must be able to assimilate information and then apply their knowledge and understanding to interpret and explain physics concepts in a variety of contexts. Teaching includes a variety of styles and includes practical work. Students will need to work independently during the course and develop their learning skills which will be an essential skill in any further studies.

There will be opportunities for students to increase their knowledge of the subject with university events and a visit to CERN in Switzerland. Students are expected to make a financial contribution towards the cost of this trip.

WHERE DOES THIS COURSE LEAD?

The course provides excellent opportunities for further degree study and a wide range of careers in areas where there is national shortage of skilled personnel, e.g. Medical Physics, Electrical and Mechanical Engineering and many, many, more!

27. Psychology

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

No prior knowledge of Psychology is required. However, a good range of GCSE higher grades and a genuine interest in human behaviour are required. As Psychology is classed as a Science it would be helpful for students to have at least a grade C or above in GCSE Science.

WHAT IS THE COURSE CONTENT?

The AS course looks at various aspects of Psychology including memory, prejudice, obedience and the role of nature and nurture in defining our behaviour.

In the second year for A2 the course builds upon the AS units and applies the knowledge taught in the first year to the aspects of child and clinical psychology. Topics will include day-care, schizophrenia, eating disorders and how mental health is diagnosed.

HOW IS THE COURSE ASSESSED?

The course is made up of four units: two at AS level and two at A2. Students will all follow the full A level course and take all four examinations after the two year period.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

You will be expected to read textbooks and journals, undertake research, engage in discussions and complete written assignments. The department will expect you to show independence and resilience in your approach to fulfilling your potential.

WHERE DOES THIS COURSE LEAD?

Psychology is relevant to anyone whose work involves understanding and helping others e.g. teaching, nursing, law, police, social work, occupational therapy. It is highly regarded by universities who offer a wide range of courses and a number of students have been accepted by Oxford and Cambridge with Psychology as one of their A levels.

28. Physical Education

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

Prospective students should have a higher grade pass in Science and preferably a grade B or above in GCSE P.E. with at least a grade C on the written exam.

WHAT IS THE COURSE CONTENT?

AS level

Content Overview	Assessment Overview
Applied anatomy and physiology	Physiological factors affecting performance 35%
Exercise physiology	of total
Biomechanics, including technology in sport	70 marks
	1 hour 15 minute written paper
Applied anatomy and physiology	Physiological factors affecting performance 35%
Exercise physiology	of total
Biomechanics, including technology in sport	70 marks
	1 hour 15 minute written paper
Skill acquisition	Psychological and socio-cultural themes in physical education 35%
Sports psychology	of total
Sport and society	70 marks
	1 hour 15 minute written paper
Performance or Coaching	Performance in physical education 30%
Evaluation of Performance for Improvement (EPI)	of total
	60 marks
	AS level
	Non-exam assessment (NEA)

Content Overview

Applied anatomy and physiology

Exercise physiology

Biomechanics

Skill acquisition

Sports psychology

Sport and society

Contemporary issues in physical activity and sport

Performance or Coaching

Evaluation of Performance for Improvement (EPI)

Assessment Overview

Physiological factors affecting performance **30%**
of total

90 marks
A level
2 hour written paper

Psychological factors affecting performance **20%**
of total
A level
60 marks
1 hour 15 written paper

Socio-cultural issues in physical activity and sport **20%**
of total
A level
60 marks
1 hour written paper

Performance in physical education **30%**
of total
A level
60 marks
Non-exam assessment (NEA)

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

At least 80% of lessons will be classroom based, involving reading, essay writing, theory and discussion. Other lessons will be activity based. Students will be expected to develop some of their practical skills in activities outside of school. Students will be expected to purchase A-level P.E. kit.

WHERE DOES THIS COURSE LEAD?

Physical Education is a useful qualification for many courses in Higher Education, as well as careers in tourism, leisure, education and the armed forces. The course will prepare students for the further study of P.E. or Sports Science, as well as other related subject areas such as Psychology, Sociology and Biology.

29.Sociology

WHAT QUALIFICATIONS AND SKILLS DO I NEED ON THE COURSE?

You do NOT need to have done GCSE Sociology to access this course. Some of the essential skills you require to be successful on the course include:

- be willing to express your views in class discussions, debates and presentations.
- be willing to listen to and respect the views of others.
- be willing to summarise evidence in essays to present a clear argument which reaches a conclusion.

WHAT IS THE COURSE CONTENT?

You will undertake the AQA qualification in Sociology and study the following components:

To gain an AS qualification you will study:

Compulsory content: Education

Methods in Context

Research methods

Optional content: Culture and Identity

Families and Households

Health

To gain an A level qualification you will study:

Compulsory content: Education

Methods in Context

Research methods

Crime and Deviance

Theory and Methods

Optional content: Culture and Identity

Families and Households

Health

Work, Poverty and Welfare

Beliefs in Society

Global Development

The Media

Stratification and Differentiation

HOW IS THE COURSE ASSESSED?

AS Qualification 2 x 1.5 hour written examinations

A2 Qualification 3 x 2 hour written examinations covering the entire content of the course.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

During the course you will complete extended writing and essay tasks, so being comfortable reading and assimilating information is essential, as well as the ability to express ideas and communicate well in writing. Students will be expected to have an interest in current issues and be willing to discuss these.

WHERE DOES THIS COURSE LEAD?

Sociology is an extremely valued subject for higher education entry. Students of Sociology are particularly in demand for “people centre occupations” and professions that demand an analytical approach to problem solving. Hence, Sociology students have gone on to careers as wide ranging as law, police, journalism, teaching, social work, nursing, and personnel work.

30. Textiles

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

Students need to have a good higher grade pass in GCSE Textiles. Students should also have the ability to express themselves fluently, on paper, using both graphics and text.

WHAT IS THE COURSE CONTENT?

We follow the AQA Product Design Textiles course. The course aims to :

- Encourage students to take a broad view of Design Technology
- Develop students' capacity to design and make products to appreciate the complex relations between design, materials, manufacture and marketing.

HOW IS THE COURSE ASSESSED?

The assessment for the course involves two examination units (one at AS one at A2 each 25% of the marks) and two coursework units (AS and A2 - 25% of marks each)

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

Unit 1 A written examination which is based primarily on textile materials and components

Unit 2 A written design portfolio (coursework) with a practical outcome. This portfolio covers all aspects of the design and make process.

Unit 3 A written examination based primarily on Design and Manufacture

Unit 4 Candidates submit evidence of a single, substantial designing and making activity. This takes the form of a written design portfolio and a manufactured practical outcome.

WHERE DOES THIS COURSE LEAD?

Textiles gives students the opportunity to develop their own creativity, entrepreneurial and presentational skills.

This subject will link well with Art or other technology to aid students' career preferences.

Textiles can lead onto careers in fashion, surface pattern or interior design, in retail as a fashion buyer, or in management and sales in the retail sector. Textiles may also lead to a career as a fabric technologist and in the textiles manufacturing industry in a range of careers involved in the production of sewn goods.

31. Examination Results - Summer 2015

GCSE

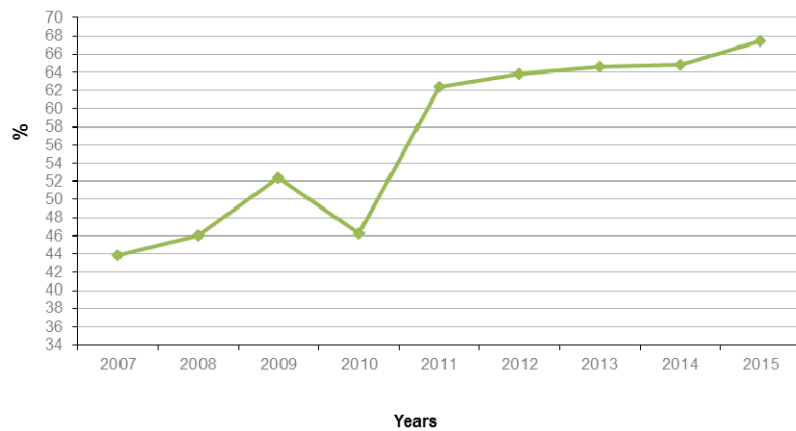
67.5% achieved 5+A*-C including English and Maths

76.3% achieved 5+A*-C

97.5% achieved 5+A*-G

29.4% achieved the EBACC

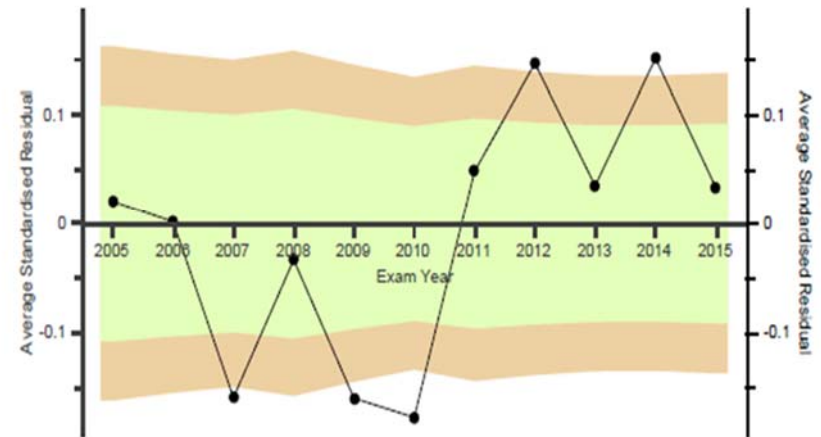
GCSE Students achieving 5+A* to C inc Maths & English



Sixth Form Results AS/A2

From ALIS national value added data

The central line is national expectations



Detailed Examination statistics are available on the School website from the Admissions section.

The courses shown in this Prospectus are correct at the time of going to print. Government policy may mean that there are some changes made to the assessment schedules.. Heads of Department will be able to offer the latest information at our Open Evening.