

ST . CLEMENT . DANES . SCHOOL



Sixth Form Prospectus 2012





November 2011

Dear Student,

SIXTH FORM ADMISSIONS 2012

Welcome to St Clement Danes. Our Sixth Form is popular and continues to grow. At present, we have 325 students who have either stayed on here or have come to us from other schools in the area. They, like us, believe that St Clement Danes Sixth Form has something special to offer.

Our aim is to secure the academic potential of each student through a personalised curriculum in which students can expect to receive regular assessment and targeted feedback. Equal importance is also placed on providing students with the opportunity to extend and enrich their knowledge, understanding and appreciation of the diverse local, national and international communities. In addition, we believe strongly in developing a student's ability to become an independent learner and their willingness to take responsibility for their own learning.

Academic Provision

St Clement Danes is a high quality learning environment with a dedicated Sixth Form Block and as a student in our Sixth Form, you can choose from a broad curriculum of 29 A Level subjects covering Sciences, Maths, Technologies, Social Sciences, Humanities, Arts, Sport and Languages. Every student is guided towards a balanced, manageable and personalised curriculum from day one, a policy that results in a high retention rate throughout the two years. In the summer of 2011, the Sixth Form achieved its best ever AS results and best at A2 in terms of the total UCAS points per student. In the Ofsted inspection report (October 2011) it was commented that the "quality of teaching and subsequent learning are outstanding".

A Level lessons are taught in smaller sets and the nature of study will alter with a greater reliance on independent study, lesson preparation, group work and presentations, led effectively by our highly experienced teaching staff.

An All-Inclusive Pastoral Programme

An important and successful component of the school is its commitment to the development of the whole person and this continues in the Sixth Form. The transition from GCSE to A Level is considerable and one which requires support. All students have a dedicated tutor who meets with them on a daily basis and is available to assist with current and future planning as well as to discuss any other concerns. These concerns are referred to the Sixth Form Leadership Team who are always available, maintain a high profile amongst the student population and are also involved in offering advice and guidance. In addition to frequent monitoring and assessment and subsequent reporting to parents, the Sixth Form also benefits from the availability of excellent monitoring data. This enables Leaders, Heads of Faculty and Subject Leaders to target individuals and work towards achieving the best possible outcome which led to an excellent pass rate at AS and A2 in 2011. In 2011, St Clement Danes was in the top 5% of schools nationally in terms of contextual value-added performance (the DFE measure of progress made by students from GCSE to A level) and among the best in Hertfordshire for A2 results in terms of value-added performance. During the recent inspection, Ofsted judged that "the care, guidance and support in the Sixth Form are outstanding".

Enrichment and Extended Projects

We know that academic success is not sufficient on its own. We place importance on ensuring that each student has the opportunity to develop new interests, get involved with the school or local community as well as learn new skills. All of these are essential for life beyond the Sixth Form. Our Enrichment Programme is considerable and includes such diverse activities as the Extended A Level Project, Young Enterprise, Duke of Edinburgh Award, European Work Experience, Community Sports Leader Award and General Studies.

Preparation for Post-18

The majority of our students decide to go on to Higher Education and preparation for this starts early in Year 12. Students are given expert guidance from the Sixth Form Leadership Team and tutors on how to research Higher Education courses. In addition, numerous outside speakers contribute to this preparation. For students who do not want to follow the university route, we make use of expert advice from our links with Hertfordshire Connexions and Hertfordshire Careers Service.

The writing of the all-important personal statement is carried out and supervised in tutor groups as is the completion of the electronic UCAS application. At the end of Year 12 all students will have the opportunity to have a practice interview for their chosen course or job during our Interview Forum. They are prepared for this by training sessions and lectures as part of Personal Development.

In 2011, our Year 13 students were again successful in gaining access to their chosen universities. From this cohort, 86% chose to go on to Higher Education with 34% being successful in gaining places at Russell Group or 1994 Group universities. The remaining either pursued a Gap Year (9%), Art Foundation (3%), Further Education (1%) or employment (1%). The range of destinations where these students are now studying can be seen on pages 13 and 14.

We are sure that should you choose to come to St Clement Danes, you, like the students featured in this brochure, will benefit from all that is mentioned above and much more.



Michael Garvey
Director of Sixth Form



I joined the Sixth Form just over a year ago and study Double Applied Business and PE. During this time I have developed not only academically but also as a person. I have made many new friends and I have also begun to bond with the Sixth Formers new this autumn. The Sixth Form socials are very enjoyable and give us the opportunity to get to know other Sixth Form students in a relaxed environment. In Year 12 I was asked to take part in a mentoring scheme which allowed me to give advice to a Year 8 student who needed support and this made me realise how much I had developed in my time at school. I was able to relate to them but also give advice and guidance with the benefit of my experience. St Clement Danes Sixth Form is a very friendly environment and the teachers are very approachable and supportive, expecting high standards and wanting us to achieve our potential. I am hoping to go to Reading University and I am getting more excited and more confident as I prepare for my final exams and this new experience.

I joined St Clement Danes at the beginning of Year 12 and I can honestly say Sixth Form has been a truly enjoyable experience. With the support of teachers and students alike, I have grown academically through studying English Literature, History and Spanish and as an independent and confident individual. St Clement Danes has provided me with a variety of opportunities to get involved with the school community; being chosen as Modern Languages Prefect has allowed me to pursue one of my main interests and has improved my ability to be an organised and responsible individual. In addition, I hope to continue studying History and Spanish at Durham or Exeter University next year. I feel fully prepared for my transition to higher education, thanks to the hard work and supportive atmosphere of the Sixth Form community.



I have attended St Clement Danes since Year 7 and have chosen to study Art, Photography and Textiles at A2 level. Staying on for Sixth Form was definitely the right decision as I have gained the skills I need for developing a diverse portfolio for my university application. I feel I have become more independent throughout Sixth Form, developing my skills at self-directed study. I hope to complete a one year Art Foundation course at Loughborough University and then a three year degree course in my chosen field of Art. Through the Art/Photography Department, I have been successful in both Art and Photography competitions, increasing my confidence and inspiring me to work hard, resulting in a portrait of mine being exhibited in the Mall Galleries, London.

I have attended St Clement Danes School since Year 7 and I am now in my final year in Sixth Form where I am studying Double Applied Business and Food Technology. I was given the opportunity to study Russian as part of the Sixth Form Enrichment Programme which was really enjoyable. I am also a member of the Sixth Form Student Management Committee which involves making decisions which help to benefit us in the Sixth Form. Overall my time in Sixth Form has helped me to become a more independent student which will make life at university next year easier, as I hope to go to Canterbury University where I want to study Primary Education.



I am currently in my last year at St. Clement Danes School studying Business Studies, Geography and Sports Studies. Since joining in Year 7, I have represented the school in a variety of sports and I continue to do so with the school's 1st XI football team. I have been lucky enough to go on football tours to the United States on two occasions which have both been incredible experiences and highly enjoyable. After Sixth Form, I am hoping to pursue my ambition of becoming a commercial airline pilot which would involve me attending a flight training organisation. However, I will still be applying to study Business Management at various universities which will act as my back-up plan. I feel that being in Sixth Form has and will be immensely beneficial for me, not just academically; it has helped make me become more independent, confident and an all-round better person. I feel that by continuing my education at St. Clement Danes I have the best chance of being successful whether I go to university or whether I go into employment.



In the Sixth Form, I have studied Maths, Further Maths, Physics and Chemistry. I really enjoy studying these subjects as they have definite answers to work towards. Although no-one ever believes it beforehand, I can tell you that going into Sixth Form is a very big step up from GCSE study - you are expected to take more responsibility for your own learning and as a consequence start to be treated as more of an adult with a more relaxed relationships with your teachers. I find this change very good, as I get on well with all my teachers and appreciate the smaller class sizes. The teachers are very supportive and willing to give up their time to help whenever needed. Once I leave Sixth Form I aim to study Maths at either Cambridge or Warwick, and I think St Clement Danes has prepared me very well for this.

I have been a student at St Clement Danes School since 2005, studying Drama, English Language and Music at A-level, with French at AS. I want to pursue a career in Acting and Theatre, and although I'm not required to have A Levels for any of the Drama Schools I am applying for, I feel St Clement Danes and my chosen A Levels have given me a plan B and a secure platform for the future. St Clement Danes offer many opportunities and excursions for all students, and I am very grateful for those I have been involved in. The most memorable trip of mine was a French Work Experience exchange to Lyon last year, and although in part it was challenging, I feel I grew so independent in only a little longer than a week. St Clement Danes has prepared me for the future, whether it may be continuing in education, or in a work place.



I've enjoyed attending Sixth Form as it has not only been academically rewarding, but has provided the environment and support needed to develop into a young adult. I am studying Maths, Further Maths, Economics and Physics at A-level, all of which I am passionate about. Undertaking an Economics-related Extended Project has encouraged my enthusiasm for the subject, and helped me to develop independent study skills - essential for Sixth Form life and vital for university. I have relished every opportunity Sixth Form has thrown at me, from school trips to being elected a prefect; every moment has been as equally enriching as the next.

I have been a student at St Clement Danes for six years and I am currently studying Economics, Physical Education and Geography, which I hope to study at university. I have enjoyed studying these subjects as my lessons are always varied and interesting and teachers are always willing to offer any extra help I need, giving me confidence for my exams. I am a part of the 1st XI football team - I have always enjoyed the variety of sports offered by the excellent PE department. I have also taken a role as a Charities Prefect, which involves organising the Sixth Form Prom and the Charities Week events. These are greatly enjoyed by all and not only enhance the social aspect of being part of the Sixth Form but also help to create a real community atmosphere. I have greatly enjoyed my time at St Clement Danes Sixth Form. It has encouraged me to take charge of my own learning and has taught me how to work independently, which has helped me become a more mature and well-rounded person.



Out of all my years at St Clement Danes, the Sixth Form has been the highlight for me. The support I need is always available and I am also encouraged to develop my skills independently which I feel will really prepare me for university. I am currently studying English Literature, Psychology and Philosophy at A2 level and I hope to read English at university next year. All my teachers are fantastic, and being an older student now presents the opportunity to be treated more maturely in my learning. Along with my academic interests, there are extensive chances to get involved in extra-curricular activities. I currently run a Dance Club, and I am setting up a Reading Club. In particular the position of English Prefect has been wonderful, giving me a chance to show my appreciation for what I have been so lucky to receive from such an outstanding school. I will certainly miss St Clement Danes when I am gone, as I have no doubt it will continue to get better and better for years to come.



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Academic Information

About A levels

A levels are made up of the AS level and the A2. Each part makes up 50 per cent of the overall A level grade.

AS levels are studied in Year 12 and the majority of AS courses will involve two modules of study and most will have external exams in the January or June of Year 12. An AS qualification is the first half of a full A Level; it is a valid qualifications in its own right.

In second year of Sixth Form, Year 13, you will study for your A2 exams which will lead to a full A level. Again, the majority of courses will involve two modules of study.

Most universities require no more than three A Levels for entry. However, there are some universities who do ask for 3½ A levels (i.e. four subjects in Year 12 and three in Year 13).

Year 12 - Entry Requirements for AS level

You will study AS courses in Year 12 and will be required to study at least three AS level subjects. You will therefore need good enough grades at GCSE to access at least three of your preferred subjects. The grade requirements for each AS course can be found in the green subject pages at the back of this brochure. You will need to have as a minimum a grade C in English or Maths.

GCSE APS

When you have your GCSE results, we will calculate your GCSE Average Point Score (APS). Each GCSE is given a value ranging from 8 points for an A* grade, 7 points for an A grade to 1 point for a G grade. Therefore a student who achieves eight GCSEs with grades of B,B,B,B,C,C,C,C will calculate the points total by simple addition: $6+6+6+6+5+5+5+5 = 44$. This points total is then divided by the number of GCSE qualifications to give the APS: $44 \div 8 = 5.5$.

This APS will be used by the Sixth Form Leadership Team to determine which pathway you should follow in the Sixth Form to ensure you have the best possible chance of reaching your potential and follow the most appropriate course of study. Please see the Sixth Form Pathway decision chart on the next page.

How do I select my AS subjects?

The jump from GCSE to A Level is a significant one. This applies not only to the level of understanding

required but to what is expected of you and your capacity to work independently. From early on in Year 12, you will find a real difference in the demands placed upon you and it is important that you choose your subjects carefully.

The following should help when deciding what to take:

Ensure you have a balanced choice. Do not take too many similar subjects (NB: forbidden combinations are identified on the individual green subject pages).

Choose subjects that you know you are good at and that you are likely to get a grade B or above at GCSE.

Bear in mind the demands that coursework will put upon you. Doing too many subjects that have a high percentage content of coursework and/or subjects that have substantial background reading could affect your overall performance.

Avoid choosing more than one new subject.

If you have a specific career in mind, then refer to a member of the Sixth Form Leadership Team when you are making A Level choices.

The choice of subjects is also determined by whether a student will use Pathway 1 (APS 6.0 or above) or Pathway 2 (APS less than 6.0).

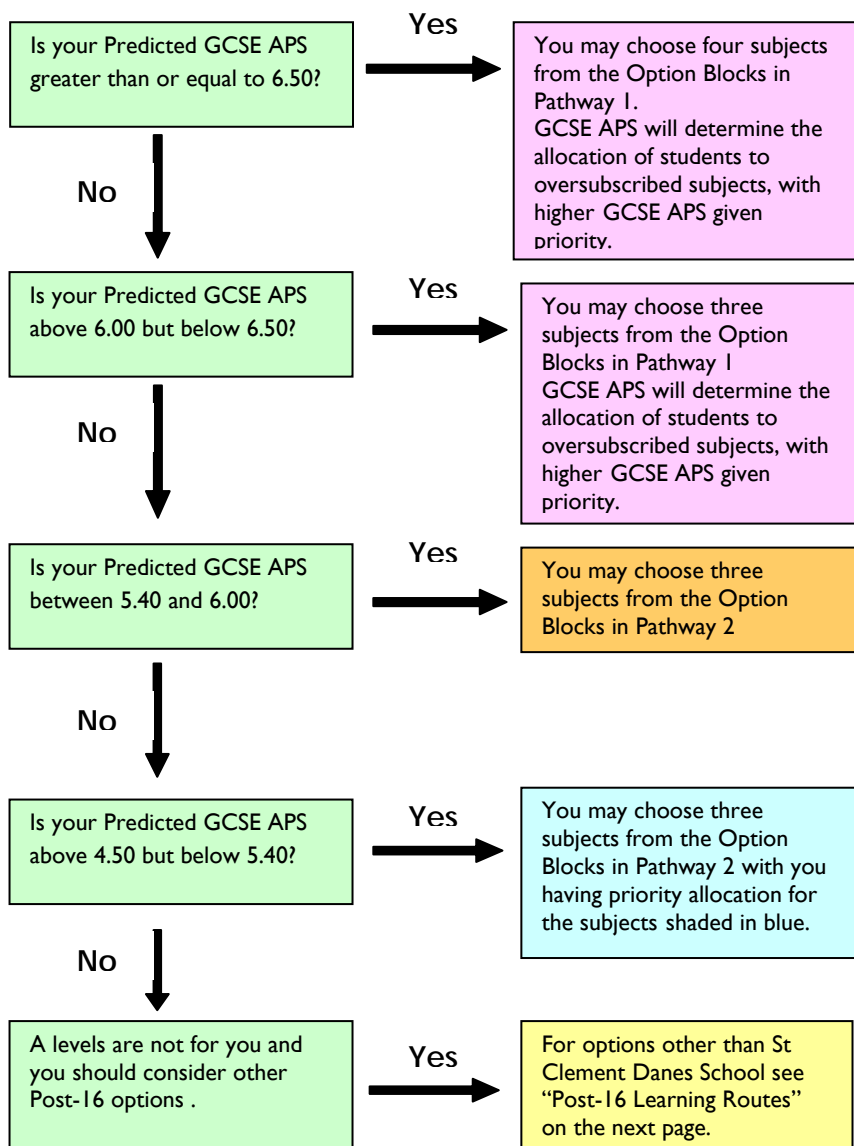
For a good number of degree courses, universities are not overly concerned which subjects you offer at A Level. Your ability to meet their entry requirements is more important. The number and the right combination of subjects could produce a better set of results. Three Bs are better than four Ds.

The final number of subjects that students will study will be confirmed at a meeting between the Director of Sixth Form and Heads of Faculties (known as "Round Table"). Here, the teachers discuss each student's choices with respect to their GCSE results and may advise a change. Where this happens, the student will be contacted before the start of the Autumn term. The school's decision at this Round Table on the nature of the individual package is based on professional expertise and will be final.

All Y11 students at St Clement Danes will have a Guidance Meeting with a member of the SLT or the Sixth Form team in December for help and advice with their Post-16 choices.

Successful External students will be invited for a guidance meeting on confirmation of their place following GCSE results.

Sixth Form Pathways



Pathway I – Refer to subject pages for further course entry requirements

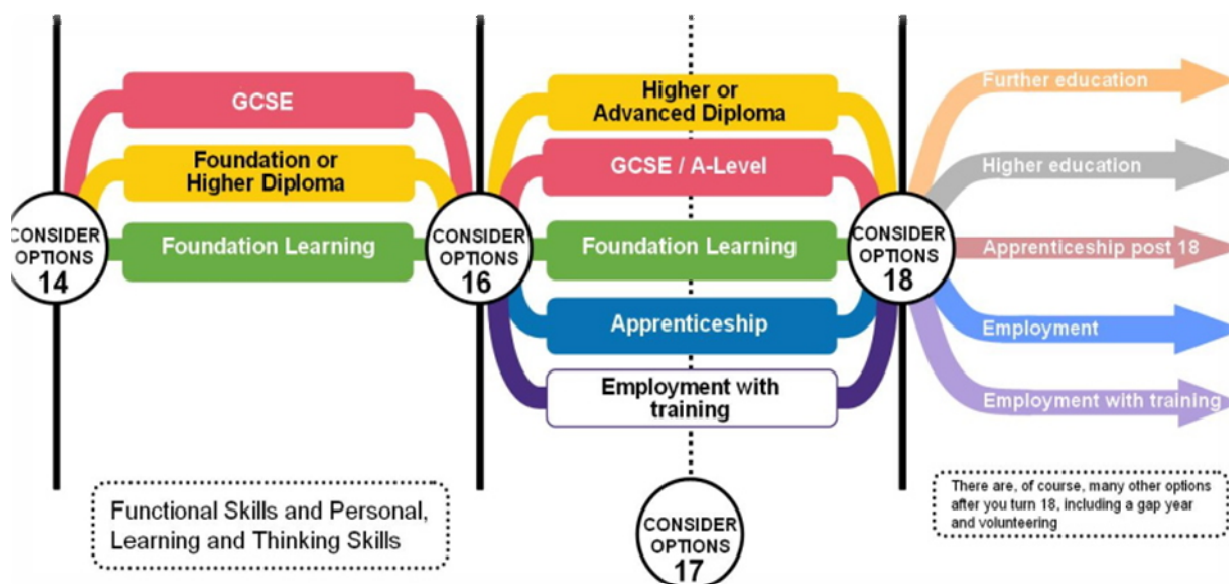
Option A	Option B	Option C	Option D	Option E
Biology	Biology	Applied Business	Business Studies	Chemistry
Business Studies	Economics	Art	French	Drama
English Language	English Language	Chemistry	Geography	Economics
English Literature	English Literature	Food Technology	Maths	Geography
History	Graphic Products	German	Photography	Physical Education
Physical Education	Human Biology	History	Physics	Textiles
Psychology	Maths	Italian		Philosophy
	Further Maths	Physics		
	Music	Psychology		
		Spanish		

Pathway 2 – Refer to subject pages for further course entry requirements

Option A	Option B	Option C	Option D	Option E
Business Studies	Applied Business (Single)	Applied Business (Single)	Business Studies	Applied Business (Double)
English Language	Economics	Art	French	Drama
English Literature	English Language	Food Technology	Geography	Economics
History	English Literature	German	Photography	Geography
Physical Education	Music	History		Physical Education
Psychology	Product Design	Italian		Textiles
		Travel & Tourism		
		Psychology		
		Spanish		

Post-16 Learning Routes

There are a number of different routes that students can take after they complete their GCSEs. The diagram below highlights the different possibilities that are available at St Clement Danes or other local institutions. At St Clement Danes, we presently offer A Levels but at times these qualifications might not meet the needs and learning styles of all students and alternative qualifications can be pursued which can offer the same opportunities.



Other Post-16 pathways include:

Diplomas: Diplomas have been designed in collaboration with employers and they will prepare young people for higher and further education and the world of work. There are three levels of Diplomas: Foundation (Level 1), Higher (Level 2) and Advanced (Level 3).

There are also other vocational qualifications available such as BTEC and OCR National Qualifications at all levels at other institutions.

Apprenticeships: These are aimed at young people aged 16-25 and involve working and training with an employer and studying for other qualifications with a learning provider. They last between 1-5 years, depending upon the type of Apprenticeship and the type of employment.

Entry to Employment (e2e): These are for those who want to go to work but do not feel ready for an apprenticeship or a job with training. e2e will help develop motivation, confidence and personal effectiveness. e2e is ideal if you are unsure about which career to follow, as it gives you on-the-job training, practical skills, team-building and help with English and Maths.

For information about any of the routes discussed on this page, please access the website **UCAS Search** which has a comprehensive search facility for Herts **Choices** – please see links below.

<http://www.ucasprogress.com/>

<http://www.hertschoices.org.uk>

GCSE Re-sits

For students who fail to gain a C in either GCSE English Language or Mathematics, we will endeavour to provide the opportunity to resit the GCSE to raise their grade to at least a C.

ONLY ONE OF THESE SUBJECTS CAN BE TAKEN AS A RE-SIT.

Students who have below a grade C in both of these subjects will not be considered for the Sixth Form. Please be aware that these classes could take place after school and that attendance is compulsory.

No other GCSE re-sit courses will be available at Post-16.

Extended Project

Students with a GCSE APS of above 7 (i.e. mainly A/A* grades) may be advised to pursue an Extended Project to enhance their knowledge of a chosen subject to a higher level. This A2-standard qualification is designed to push the more able students and improve their access to universities demanding higher entry requirements.

Year 13 – Entry Requirements for A2

To be accepted on an A2 course, students must have gained at least **Grade D** in that subject at AS.

It is expected that the majority of Year 13 students will continue to study three A2 courses. The school will negotiate with students the possibility of studying more or fewer courses.

It may be possible for Year 13 students to take additional AS courses, timetable allowing.

St Clement Danes aims to meet the individual needs of all its students. If students show aptitude, talent or enthusiasm and commitment in any area of the curriculum then they will receive appropriate enrichment and extension organised and delivered by faculties.

Pastoral Information

Organisation of the Sixth Form

The Sixth Form Leadership Team comprises a Director and a Pastoral assistant. Day to day running of the Sixth Form is facilitated by our Administrative Assistant.

Students are assigned a form tutor with whom they must register twice a day, and who is there to help and advise them. There are currently eight tutor groups in both Years 12 and 13. The tutors and the Sixth Form Leadership Team meet weekly.

The students are represented by the Sixth Form Student Management Committee. Each tutor group chooses two students to sit on this committee, led by two prefects, who meet fortnightly to address students' issues. This committee works closely with the Sixth Form Leadership Team. The Sixth Form is also represented on the School Council which meets every half-term.

Expectations

There are expectations which we believe are vital for your success in St Clement Danes Sixth Form and a firm set of procedures to ensure that the high standards are met at all times.

Attendance: you will be asked to read and agree to the terms of the Sixth Form Attendance policy during your first week. Simply, you should attend all lessons unless you have a valid reason not to; this reason must be communicated to us.

If you are persistently absent from lessons then your place in the Sixth Form will be put at risk.

Dress Code: there is a dress code which we expect you to follow and this can be seen on Page 9. In summary, we expect you to look smart and business like in preparation for the world of work.

Expectations of study: all students are expected to use their study periods effectively and complete at least five hours of independent study per AS level per week in addition to their set homework. This will mean students need to organise their time carefully and shall not engage in more than 10 hours of outside employment.

Monitoring

At St Clement Danes, there is a rigorous monitoring process and you should expect to be challenged on underperformance.

In the first month, you will be given a target grade for each of your subjects. This is derived from your GCSE APS and you will be expected to meet and exceed these targets in the majority of your work. Your progress will be regularly assessed by your teachers. If you are falling below your target grades, your teachers will report this to the Sixth Form Leadership team and with your teachers we will decide the support we should put in place to help you improve; we will involve parents if necessary.

A formal Tutorial Week will take place in mid-October to address any early concerns that teachers may have with those studying their subject. Students are then given approximately three weeks to make necessary changes in their approach in order to ensure they continue with the course. Initial AS predicted grades are issued to students in early December and a Year 12 Consultation Evening takes place soon afterwards so that parents and students have the opportunity to discuss performance.

A comprehensive Monitoring Report will be issued in the Spring Term. This will contain a revised set of predicted grades.

Personal Development

One period a fortnight is designated "Personal Development". We aim to provide a varied and interesting programme to broaden our students' outlook on life and also to prepare them for higher education or the world of work. This programme will include sessions on improving study skills, memory strategies, university preparation, financial awareness, healthy lifestyles and a variety of pertinent cultural, religious and political issues. These often involve the use of guest speakers.

Sixth Form Dress Code

Male

- Smart trousers – black, charcoal grey or navy
- Collared business shirt (short or long sleeved) - white or other plain colour
- Navy crew neck jumper or cardigan with Sixth Form logo*
- Black/Navy or Brown leather shoes (leather or leather look)

Female

- Smart skirt – black, charcoal grey or navy: maximum 5cm above the knee
- Tailored trousers – black, charcoal grey or navy
- Fitted collared shirt short or long sleeved – white or other plain colour
- Navy crew neck jumper or cardigan with Sixth Form logo*
- Black/navy/flesh coloured tights
- Black/Navy or Brown shoes (leather or leather look) – low heels

None of the following

- Leggings/jeggings/"body con"/jeans/chinos/hoodies
- Ugg boots/trainers/slip-ons/flip-flops/no boots

Formal Occasions - Speech Day, Commemoration

- Male:** Two-piece suit (sober in colour)
 - Collar and tie
 - Smart, proper soled shoes
- Female:** Two-piece suit (sober in colour)
 - Jacket with business style shirt or blouse
 - Formal dress (no jacket required)
 - Smart, proper soled shoes

***to be purchased from school supplier**

Extra Curricular Activities

Enrichment

Through our Enrichment and Extra-Curricular programme, students will have the opportunity to enhance their Personal, Learning and Thinking Skills as well as an understanding of Communication, Teamwork, Numeracy and ICT. These skills can be developed via a range of options, including:

- ♦ Duke of Edinburgh Award Scheme
- ♦ Extended A Level Projects
- ♦ Young Enterprise
- ♦ Lead Lecture Programme
- ♦ A range of languages offering different levels of certification – French, Spanish, Italian, German.
- ♦ The Community Sports Leadership Award
- ♦ General Studies

There are also many organised extra-curricular activities such as visits to museums, the theatre, art galleries and places of geographical interest.

Music plays a significant part in the life of St Clement Danes School and students with musical talent can join the Orchestra and the Jazz Band and perform in public at one of the many school events.

We put on an annual senior dramatic production where students perform or help back stage and many Sixth Formers get involved with the junior dramatic production.

There is also the opportunity to join one of the senior sports teams and also work with the younger students in sharing your love of sport.

Students are also encouraged to suggest, organise and implement enrichment and extension programmes for themselves.

Work Shadowing/Experience

Sixth Form students are encouraged to arrange work shadowing or work experience, when appropriate, in order to gain greater insight of specific careers. This is particularly important for students applying for university courses in competitive fields such as medicine, law, physiotherapy, veterinary science and teaching.

Work experience over two weeks is also a compulsory part of AS Modern Foreign Language courses. This takes place in France, Spain, Germany

and Italy. Opportunities exist for non-linguists to also participate and this has proved popular in the past few years.

Community Service

Students will spend a minimum of 60 minutes per week, in a placement for at least seven weeks.

To obtain maximum benefit, the student's placement should be continuous. Many students enjoy their voluntary work so much that they work for a much longer period than the minimum requirement.

The school is able to help in finding placements in local Primary/Junior Schools, playgroups and retirement homes. However, many students find their own placements.

A number of students work with lower school classes, particularly in Years 7 and 8, supporting classroom teachers in a subject area of their interest.

Prefects

Prefects, the Head Boy and Head Girl and their Deputies, play an important role in representing the school and assisting staff, both inside and outside of school and is regarded as a great honour.

In April, Year 12 students who wish to be considered submit a written application which will be viewed by staff in the school before voting occurs.

The four boys and four girls with the highest number of votes are invited to apply for the positions of Head Boy, Head Girl and their Deputies. All eight make presentations to the whole Sixth Form who then vote for their top choice.

Elected prefects take up their posts for one year after the Easter holiday of Year 12.

Preparation for life after Sixth Form

Lifelong Learning advice is given through the Personal Development/Tutorial Programme. Our Learning Resource Centre has a comprehensive section on employment and university entrance in addition to a range of interactive computer packages.

Speakers from Hertfordshire Connexions and University/College Admissions Departments come in to talk to the students about personal statements, interview technique, finance etc.

In the summer term of Year 12 we hold an “Interview Forum” where students are given a practice interview for the subject, course or job of their choice by a panel of teachers and invited guests. Students prepare their personal statement or CV and this is reviewed by the panel as part of the process. Useful feedback is given to the students on both their application and their interview technique.

In Year 13, the Personal Development programme for the first half term is dedicated to finalising the personal statement using feedback from the Interview Forum and tutors and completing the university applications via the UCAS system. If students are called for interview by their universities, we provide the opportunity for a mock interview beforehand.

Results and Destinations for 2011

2011 A Level Results (Year Group 13)

SUBJECT	ENTERED	A*	A	B	C	D	E	U
Applied Business	25	5	5	10	3	2	0	0
Art & Design	12	3	4	3	2	0	0	0
Biology	15	2	0	2	7	4	0	0
Human Biology	7	0	0	4	2	1	0	0
Business Studies	15	1	3	3	5	3	0	0
Chemistry	19	7	4	3	4	0	1	0
Drama	9	1	4	0	3	1	0	0
Economics	16	1	7	7	1	0	0	0
English Language	30	4	12	13	1	0	0	0
English Literature	18	3	3	8	4	0	0	0
Food Technology	9	3	3	2	0	1	0	0
French	7	1	2	2	2	0	0	0
Geography	15	1	4	1	6	3	0	0
Health & Social Care	8	0	0	1	3	3	1	0
History	25	2	3	9	9	2	0	0
Italian	4	0	0	2	2	0	0	0
Maths	37	11	6	13	5	2	0	0
Further Maths	4	2	1	1	0	0	0	0
Music	5	0	0	1	3	1	0	0
Music Technology	4	0	0	1	1	2	0	0
Philosophy	6	1	1	0	1	2	0	1
Photography	10	5	3	1	1	0	0	0
Physics	14	0	5	3	3	2	1	0
Product Design	12	0	3	0	4	3	2	0
Psychology	21	2	5	7	3	2	2	0
Spanish	3	0	0	2	1	0	0	0
Sport Studies	23	2	1	9	6	3	2	0
Textiles	7	2	2	2	1	0	0	0
TOTAL	380	59	81	110	83	37	9	1
Notes: The A/B Grades represent 65.2% of the grades achieved. The average number of UCAS points per student was 321.1 The average number of UCAS points per entry was 100.1								

Destinations of Leaving Students in 2011

<i>Destination</i>	<i>Course title</i>
Anglia Ruskin	Graphic Design
Anglia Ruskin	Popular Music
Bath Spa (2012)	Psychology/Sociology
Birmingham	Business Management
Birmingham	English Language
Birmingham	History of Art with American & Canadian Studies
Birmingham	Mechanical Engineering
Birmingham (2012)	Business Management
Birmingham City	Visual Communication
Bournemouth	Advertising with Marketing Communications
Bournemouth	Multimedia Journalism
Bournemouth	Professional Culinary Arts
Bournemouth	Psychology
Bournemouth	Retail Management
Bournemouth (2012)	Public Relations
Bournemouth College of Art	Art foundation
Bristol	Physics with Industrial Experience
Bristol	Chemistry with Study in Continental Europe
Bucks New	Art foundation
Bucks New University	Accounting and Finance
Bucks New University	Art foundation
Canterbury Christchurch	Music with Business Studies
Canterbury Christchurch	Sociology and Social Science with Health Studies
Canterbury Christchurch	Primary Education, Lower Primary (3-7), QTS
Canterbury Christchurch	Business Studies
Cardiff	Business Economics
Cardiff	English Language and Communication
Coventry	Spanish
Coventry	Business Administration
De Montford	Art foundation
East Anglia	Environmental Sciences
East London	Computer Games Design (Story Development)
East London	Popular Music Performance
Employment	
Exeter	English
Exeter	Psychology
Exeter	Flexible Combined Honours with Study Abroad
Gap Year	Playing Cricket in Australia
Gap Year	Ski-Instructor
Gap Year	Other
HAUC	Agriculture
Hertfordshire (2012)	Diagnostic Radiography and Imaging
John Moores (2012)	Business Studies
Kent	English Language and Linguistics
Kent	Drama and Theatre Studies (4 years)
Kent	Architecture
Kent	English Language and Linguistics
Kent (2012)	French and Italian
Lancaster	Natural Sciences
Leeds	Economics
Leeds	Economics
Leeds	English Language and Literature
Leeds Metropolitan	Accounting and Finance
Leeds Metropolitan	Music Production
Leicester	Physics
Leicester	Management Studies
Leith School of Cookery	
Lincoln	Forensic Science
Liverpool	Politics
Liverpool	History (Social and Economic)
Liverpool	Business Studies and French

<i>Destination</i>	<i>Course title</i>
Liverpool	Chemistry
London South Bank	Engineering Product Design
Loughborough	Sport and Exercise Science
Loughborough	Product Design Engineering
Manchester	Physics
Manchester	Materials Science and Engineering
Middlesex	Creative Writing and English Literature
Newcastle	Accounting and Finance
Nottingham	French and German (Beginners)
Nottingham Trent	Business
Nottingham Trent	Sport & Leisure and Educational Development
Nottingham Trent	History and International Relations
Nottingham Trent	Fashion Communication & Promotion
Portsmouth	Media Studies and Entertainment Technology
Portsmouth	History
Portsmouth	Business Economics
Portsmouth	Fashion and Textile Design with Enterprise
Portsmouth	Interior Design
Portsmouth	Sociology and Criminology
Portsmouth	Marine Biology
Portsmouth	Economics
Portsmouth	Business
Reading	French and Italian
Reading	Chemistry
Reading	Nutrition with Food Consumer Sciences with Professional Training
Reading	Business and Management
Reading	Graphic Communication
Reading	English Literature and European Literature & Culture
Roehampton	Sport Psychology
Saint Mary's Twickenham	Physical and Sport Education
Sheffield	Medicine
Sheffield	Mathematics with Study Abroad
Sheffield	Civil Engineering (4 years)
Sheffield Hallam	Marketing
Shepperton Studios	BTEC in Film Make-up and prosthetics
Southampton	Chemistry
Southampton	Music
Southampton Solent	Psychology (Counselling)
Southampton Solent	Business Studies
Surrey	Economics (3 or 4 years)
Sussex	English Language
Swansea	Economics
Swansea Metropolitan	Business
UAL	Journalism
UAL	Creative Advertising Strategy
UCA - Farnham	Art foundation
UCL	English
University Campus Suffolk	Interior Architecture and Design
University of the Arts	Fashion Illustration
University of the West of England	Real Estate
Warwick	Biochemistry
Warwick	Civil Engineering
West of England	Physiotherapy
Westminster	Journalism
Westminster	Photographic Arts
Westminster	Business Management (Marketing)
Wolverhampton	Policing
Worcester	Sports Therapy

Next Steps

We hope that if you decide to enter our Sixth Form, you will find the experience a rewarding and successful one. We will do all we can to ensure that this stage of your education is successful, but there must be commitment from you - both to your academic studies and to the school.

Remember whatever you choose to do, the more you give, the greater the satisfaction you will receive.

For details on how to apply to St Clement Danes Sixth Form, please see the following pages.

Sixth Form Admissions Policy 2011-2013

General Principles

We aim to offer a range of qualifications. Our policy is to ensure that students accepted into the Sixth Form can be placed on appropriate courses where they are likely to succeed.

All students in Year 11 at St Clement Danes will be encouraged to apply to the Sixth Form.

Applications from internal students who meet the academic requirements will be considered first.

We also accept applications from students wishing to transfer from another school (external applicants). The same admission criteria for individual subjects will apply. If there are more external applicants than the 18 places available then the over-subscription criteria will be applied (see page 17). In addition a reference will be requested from the current school of any external applicant and St Clement Danes must be in possession of this before any provisional offers are made.

Both internal and external candidates to the Sixth Form must have demonstrated commitment to their academic work during their GCSE courses.

Entrance Requirements Year 12: Internal and External Applications

Applicants are required to have the necessary qualifications to access **at least three A Levels**. Additionally, all students must have, as a minimum, GCSE English or Maths at C grade or above.

Grade B or above at GCSE is required in most subjects the student wishes to study at AS level. Exceptions to this are Further Maths, Applied Business, Travel and Tourism. You should consult the course details in the Sixth Form Brochure to find the specific entry criteria for these courses.

A Level courses are also subject to a limit on class sizes. In the event of over-subscription for a course, priority will be given to students with the highest average GCSE points score (capped at the top 8 GCSEs).

Students who wish to choose subjects in Pathway I must achieve a GCSE APS of 6.0 or above.

Entrance Requirements Year 13

Students must attain a minimum D grade in at least two AS levels to continue on to Year 13.

St Clement Danes does not admit external students into Year 13.

Application Process: Internal Student

All Year 11 students wishing to be considered for a place in the Sixth Form must complete the application form given to you with this brochure. You will see that there is an indication on the form of how many subjects you should study at AS level; this number is based on your GCSE predicted grades.

If we recommend that you study three subjects and you subsequently perform better than expected in your GCSEs, we may recommend that you select a fourth subject.

When you are completing the application form you are advised to discuss your choices with the subject staff, Key Stage 4 Pastoral Leader, the Sixth Form Leadership Team and your parents.

You will attend an individual interview with a senior member of staff to discuss whether the courses you have chosen are suitable and also meet your future aspirations.

You are advised to read the subject pages carefully and make sure you can meet the minimum entry requirements for your chosen subjects.

Please note – the **Option Blocks are provisional**. As the timetable takes shape over the next few months, we may be unable to accommodate some subject combinations. If your subject choices are affected by timetable constraints we will contact you so that you have time to reconsider.

The deadline for handing in the Sixth Form Application Form is **Monday 23rd January 2012**. You should return the completed form to the Main School Reception.

Once you have submitted your application, any questions you may have should be directed to Mr Garvey, Director of Sixth Form, and his team either by email: scdsixthform471@stclementdanes.herts.sch.uk or make an appointment at the Sixth Form office.

There will be no formal offer letter as all St Clement Danes Year 11 students are entitled to a place in the Sixth Form as long as the required GCSE grades are achieved.

GCSE Results Day and the start of term

On GCSE Results Day, 23rd August 2012, you will have the opportunity to talk to a member of the Sixth Form Leadership team if you need further advice and guidance regarding subject choices.

Before the beginning of the academic year in September, students will be asked to come into school to confirm their choices in the light of their GCSE results.

When this information is collected, the Director of the Sixth Form will convene a “Round Table” meeting with senior colleagues to confirm the individual A Level package for each student. Following this meeting, if there is a change recommended in the indicated choices of a student, a member of the Sixth Form Leadership Team will contact the student concerned before the beginning of the academic year.

Application Process: External Student

If there are more external applicants than places available then the school's oversubscription criteria will be applied.

Oversubscription Criteria for External Applicants for Year 12

Our published admissions number for Year 12 is 18. If there are more applicants who satisfy the minimum entrance requirements than there are places, then the following selection criteria will apply, in the order set out below:

1. Children in Public Care who meet the "entrance requirements" previously outlined.
2. The applicant who has the highest GCSE point score capped at eight subjects.
3. The applicant whose permanent home address is closest to the school. The distance to the school to an applicant's home address is calculated using a straight line distance measurement provided by Hertfordshire County Council's GIS system.

Applicants must have due regard to all information and instructions contained within the Sixth Form Brochure.

Closing Date for Application

The closing date for applications for both internal and external applicants to the Sixth Form is:

Monday 23rd January 2012

All applications must be addressed to the Director of Sixth Form at St Clement Danes School. The entrance requirements for individual subjects are outlined in the Sixth Form Brochure.

GCSE Results Day

All external applicants who are still interested in being considered for a place must contact the Admissions Officer at the school by:

11am, Friday 24th August 2012.

The relevant contact details on Results Day are:

Telephone: 01923 284169 option 5

Email: scdsixthform471@stclementdanes.herts.sch.uk

Withdrawal of a Place

The Governors of the school will withdraw an offer of a place if an applicant has failed to respond to such an offer before the beginning of term. Similarly, the Governors will withdraw a place that has been offered on the basis of a fraudulent or intentionally misleading application from a parent or student.

Right of Appeal

If an application is refused, there is a statutory right of appeal to the Independent School Appeal Panel. Further details of the appeal procedure will be provided with the letter explaining why the application has been refused.

Appeals against non-admission may be lodged by either the parent or the student.



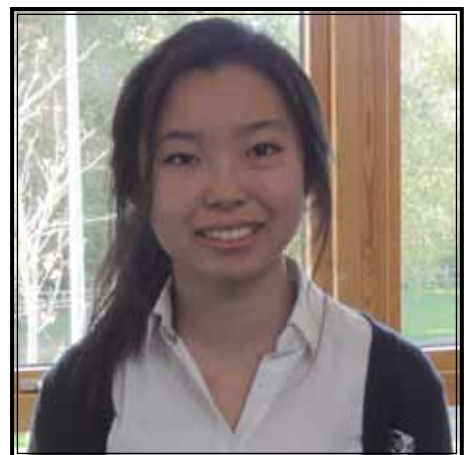
All of my lessons in Year 13 take place within the new Sixth Form block, so I have sampled its excellent facilities more than most. However, because of the opportunity I have been given of becoming a Year 7 Prefect, I do leave the building every once in a while! Currently I am studying Business Studies, Psychology and Economics at A2, and I also studied Chemistry at AS level. AS Economics and Psychology were new to me at the start of Year 12 and I can recommend both the content of the courses and the teaching in terms of the lengths that teachers are prepared to go towards ensuring understanding. Because of the support I've received, I am confident I will leave with excellent A-levels and personal skills to pursue my ambition to study a Business Management course at university.

I have enjoyed being part of St. Clement Danes School since I joined in Year 7. Currently I am studying Psychology, Music and Geography at A level. Taking up Psychology at A level has been a challenge but thanks to the wonderful support from my teachers I look forward to studying the subject at university. I have learnt skills in how to manage my work load effectively and from this experience I feel I have developed into a successful independent learner. Being part of the Sixth Form has giving me so many opportunities to be a part of the school community. As a keen musician, I take pleasure in joining as many music ensembles as possible and have been member of the orchestra for many years; for me, last summer's Orchestra tour of Tuscany was a major highlight. Peer mentoring and community service gave me the chance to help younger students and taking part in these activities was incredibly satisfying. Thanks to the friendly staff and students in the Sixth Form community I will remember my time in St Clement Danes Sixth Form as a great challenge but full of enjoyable times.



I have been at St Clement Danes since Year 7 and had no doubt that I wanted to stay on for another two years at Sixth Form. I have taken Chemistry, Biology and Maths to A2 level, and last year also studied Physics. It's great to be able to focus on subjects I really enjoy, and I much prefer the more adult relationship with teachers. I aim to study Medicine at university, and have been given massive amounts of support from Mr Garvey and my subject tutors, which has really helped my application. St Clement Danes Sixth Form is an excellent platform to build confidence and to gain skills that will make the transition to university and the working world much smoother.

I have been a pupil at St Clement Danes since Year 7. In the Sixth Form I am studying Food Technology and Music at A level and took Textiles at AS level. I am studying for Japanese A level out of school. The support I have received from staff and students has been incredible and through the Sixth Form I have dramatically built up my confidence. Time management is a vital skill to develop and in the Sixth Form I have learned to work independently. There are so many opportunities in the Sixth Form if you are willing to join in; as a violinist, I have been a keen member of the school orchestra for many years and I am now proud to be leader of the orchestra. Next year, hopefully after successfully auditioning, I hope to gain a place at one of the world's most prestigious music conservatoires in London and through the help and support of the staff at St Clement Danes I feel I am ready for this exciting challenge.





I am now into my seventh year at St Clement Danes and when I had to decide between moving school for Sixth Form and staying at St Clement Danes, the choice was obvious. I am studying Biology, Chemistry and Spanish at A2-Level and studied Maths to AS-Level. Aside from the high standard of teaching and effort from staff, St Clement Danes Sixth Form has helped me grow into a more mature and confident individual. The opportunities that Sixth Form offer help you to build your character and also enjoy your time. The enrichment programme caters for everybody's interest, whether that is learning a language or even digging deeper into politics. My position as Deputy Head Boy opened up more opportunities as I am now involved with School Council and other special events around school especially with the 150th Anniversary of the school fast approaching. The work is demanding but with the fantastic help from supportive teachers (and your peers) it can be enjoyable and makes the A-Level course a lot easier. Next year, I hope to be studying Medicine at either Bristol or Leeds University. The road to applying has been tough and long but without the dedicated help of the Sixth Form Management Team and Form Tutors, it would have been impossible.

I am currently studying Product Design, Economics and Maths at A-level and last year I also took AS Physics. I feel that I am excelling in each of my subjects due to the great facilities at the school and the constant reassurance and support from my teachers which helps me to take pleasure in my work. My favourite subject is Product Design. This is part of the large Design and Technology Faculty in the school which houses a range of cutting-edge equipment. It is thanks to this faculty that I am aiming to study either Architecture or a Design-based subject at university. My experience in the Sixth Form is one that I will not forget due to the knowledge I have gained and the fun I have had while learning, as well as the social atmosphere. In the Sixth Form the students are treated like young adults creating a more relaxed environment in which to learn. Overall the Sixth Form has taught me to be an independent learner and has given me greater confidence both socially and academically, which has been great preparation for university and the big wide world!



I have been at St Clement Danes School since Year 7 and am currently studying A-Levels in English Literature, History and French. I have thoroughly enjoyed my time in St Clement Danes Sixth Form as the atmosphere is friendly yet hard-working which will prepare me well for the future. My subject teachers are approachable and always willing to give up their own time when I am in need of help. The facilities in the Sixth Form are excellent and have helped to make my time in the Sixth Form a sociable yet productive experience. As well as help with academic success throughout the Sixth Form you are given many opportunities outside the curriculum. For example my subject choice of French has enabled me to complete a week of work experience in Lyon which I believe will be a valuable experience for the future. Next year I hope to go on to university to study English and History and I feel that the Sixth Form has prepared me well for the next stage in my education.

I joined the close-knit community of St Clement Danes in Year 12 and never have I received such a warm welcome from people who were new to me. I study Geography, Business Studies, Theatre Studies and Economics - this broad range of subjects has allowed me to keep my options open for future career paths as I believe that they complement one another. I feel privileged to be a part of the Sixth Form community at Danes as they truly do foster talents from all students ranging from sports, performing arts and academic societies among many more! Danes have personally allowed me to hone my passion for music by being able to sing in assembly to the whole school, being a part of the Gospel choir and performing in the Easter and Summer concerts which are always received with great delight. Not only are these extra-curricular activities offered but in the Sixth Form I was also given the option to participate in weekly enrichment sessions that ranged from Sports Leadership Award, Italian, Fair Trade, Russian, Government and Politics and Independent Living. After I leave Danes I hope to go to university and study Geography at Kings College London.





St Clement Danes Sixth Form

Headteacher: Josephine Valentine BSc, PhD
Chenies Road, Chorleywood
Hertfordshire WD3 6EW
Telephone 01923 284169 - Fax: 01923 284828
web page: www.stclementdaneshome.org.uk

Course Options

AS/A2 Levels

- 20 Applied Business (Single award)
- 21 Applied Business (Double award)
- 22 Art and Design
- 23 Biology
- 24 Business Studies
- 25 Chemistry
- 26 Drama and Theatre Studies
- 27 Economics
- 28 English Language
- 29 English Literature
- 30 Food Technology
- 31 French
- 32 Geography
- 33 German
- 34 History
- 35 Human Biology
- 36 Italian
- 37 Mathematics
- 38 Mathematics & Further Mathematics
- 39 Music
- 40 Philosophy
- 41 Photography
- 42 Physical Education
- 43 Physics
- 44 Product Design
- 45 Psychology
- 46 Spanish
- 47 Textiles
- 48 Travel & Tourism

Applied Business (Single Award)

Number of places per class is 24
PATHWAY 1 & 2

Exam board: AQA

Entry requirements: If GCSE Business Studies has been taken, students require a C grade in Business Studies, a C grade in GCSE English Language and C grade in GCSE Mathematics. If GCSE Business Studies has not been taken, then a C grade in GCSE English Language and C grade in GCSE Mathematics are required.

Priority for this course will be given to Year 12 students regardless of exam qualifications. A2 students taking AS Applied Business must meet GCSE entry requirements. No student is permitted to take Applied Business with Business Studies at *any* level.

Aims:

Students will be encouraged to acquire the following range of skills through the study of realistic business contexts:

- Practical skills: personal organisation and time management; ICT skills
- Presentation skills: producing a business report; making an oral presentation
- Personal skills: initiative; creativity; perseverance; willingness to learn and progress
- Interpersonal skills: working in teams; discussing problems or issues; leading a team
- Cognitive skills: investigative and research skills; problem solving; decision-making; using theory to analyse a real organisation; planning a project
- Students will develop the skills required for success as an entrepreneur, manager or employee
- Students will also explore business problems and learn to identify possible solutions.

This AS and Advanced GCE is a broad-based vocational qualification designed to allow candidates flexible progression routes, moving on to higher education (e.g. university) or further training and/or employment.

This course is portfolio-based with one external test (both at AS and A2). Assessment is weighted at 67% towards portfolio based assignments.

The Course at a Glance:

AS Examination
<p>(Single Award 8611 – 3 Units)</p> <p>Unit 1 Investigating Business This is a portfolio unit where candidates explore the aims and objectives of businesses, the needs of their customers and how these are met through the use of the marketing mix.</p> <p>Unit 2 People in Business This is a portfolio unit where candidates study the roles and responsibilities of people in business and the qualities an employer looks for in its employees.</p> <p>Unit 3 Financial Planning and Monitoring This is an externally assessed unit where candidates need to demonstrate their ability to calculate business costs and revenues and hence profits. They are required to know how managers use this information in decision making.</p>

A2 Examination
<p>(Single Award 8616 – 3 Units)</p> <p>Unit 8 Business Planning This is a portfolio unit where candidates are given the opportunity to produce a structured business plan for a new product or service.</p> <p>Unit 10 Promotional Activities This is a portfolio unit where candidates will learn how promotional activities such as advertising and personal selling are carried out by profit and not-for-profit businesses.</p> <p>Unit 12 Managing People This is an externally assessed unit where candidates need to demonstrate that they understand how different types of management style impact upon the way in which a business operates and upon the staff who work in it.</p>

Applied Business (Double Award)

Number of places per class is 20
PATHWAY 2

Exam board: **AQA**

Entry requirements: If GCSE Business Studies has been taken, students require a C grade in Business Studies, a C grade in GCSE English Language and C grade in GCSE Mathematics. If GCSE Business Studies has not been taken, then a C grade in GCSE English Language and C grade in GCSE Mathematics are required. Students should choose Applied Business (Double) from Option Block E and Applied Business (Single) from either B or D.

Priority for this course will be given to Year 12 students regardless of exam qualifications. A2 students taking AS Applied Business must meet GCSE entry requirements. No student is permitted to take Applied Business with Business Studies at *any* level.

Aims:

Students will be encouraged to acquire the following range of skills through the study of realistic business contexts:

- Practical skills: personal organisation and time management; ICT skills
- Presentation skills: producing a business report; making an oral presentation
- Personal skills: initiative; creativity; perseverance; willingness to learn and progress
- Interpersonal skills: working in teams; discussing problems or issues; leading a team
- Cognitive skills: investigative and research skills; problem solving; decision-making; using theory to analyse a real organisation; planning a project
- Students will develop the skills required for success as an entrepreneur, manager or employee
- Students will also explore business problems and learn to identify possible solutions.

This AS and Advanced GCE is a broad-based vocational qualification designed to allow candidates flexible progression routes, moving on to higher education (e.g. university) or further training and/or employment.

This course is portfolio-based with two external tests (both at AS and A2). Pupils studying for the Double award in applied business will study 3 of the same modules (at AS and A2) as those opting for the Single Applied Business award with three extra modules at both AS and A2. Assessment is weighted at 67% towards portfolio based assignments.

The Course at a Glance:

AS Examination	A2 Examination
(Double Award 8613 – 6 Units)	(Double Award 8619 – 6 Units)
Unit 1 Investigating Business	Unit 8 Business Planning
Unit 2 People in Business	Unit 10 Promotional Activities
Unit 3 Financial Planning and Monitoring (External Test)	Unit 11 The Marketing Environment (External Test)
Unit 4 Meeting Customer Needs (External Test)	Unit 12 Managing People (External Test)
Unit 6 Developing a Product	Unit 14 Managing Change
Unit 7 Career Planning	Unit 16 Managing Resources

Art & Design

Exam board: **Edexcel**

Number of places per class is 20
PATHWAY 1 & 2

Entry requirements: B or above in GCSE Art.

Aims:

Students will be taught to:

- Create personal work
- Develop creative and intuitive thinking skills
- Plan, organise and solve problems which are increasingly self-directed
- Analyse, inquire and record from primary and secondary sources
- Develop a critical vocabulary to analyse and make judgements about art with confidence
- Develop technical skills by a process of exploration and experimentation using tools, materials and visual language
- Communicate clearly using visual language to express their ideas and feelings

This course is intended to progress naturally from GCSE Art & Design. It provides an important balance with logic and knowledge based subjects, enabling students to achieve breadth to their AS Level choices. In a world that requires creative thinkers and problem solving skills, Art & Design provides students with this all important life skill.

Unlike all other AS courses, Art does not dictate which areas of knowledge students must study. It defines relevant methods of working. Both Unit 1 and Unit 2 offer life drawing and oil painting, as well as opportunities for studying photography, design, problem solving, large scale work, printmaking and 3D Art.

The Course at a Glance:

AS Examination
<p>Unit 1 Art & Design Coursework Growth & Decay.</p> <p>Students work through various observational studies of demise, six potential routes of ideas. Students choose one idea to pursue and develop into a final artwork. 30% of Advanced GCE, 60% of AS <i>Internally set, internally marked and externally moderated</i></p> <p>Unit 2 Art & Design Externally Set Assignment</p> <p>Theme is set by Edexcel, within a scheme of work structured week by week preparation leading up to the exam. Students work through various observational studies and four potential routes of ideas. Students choose one idea to pursue and develop into a final artwork. 20% of Advanced GCE, 40% of AS <i>Externally set, internally marked and externally moderated</i></p>

A2 Examination
<p>Unit 3 Art & Design Coursework</p> <p>Students choose their own theme to investigate and work through the four assessment objectives. These cover observation, development of ideas, artists studies forming connections with the work of practicing artists and materials testing. Students choose one idea to develop into a final artwork. 30% of Advanced GCE <i>Internally set, internally marked and externally moderated</i></p> <p>Unit 4 Art & Design Externally Set Assignment</p> <p>Theme is set by Edexcel. A scheme of work is structured week by week leading up to the exam. Students work through various observational studies and four potential routes of ideas. Students choose one idea to pursue and develop into a final artwork. 20% of Advanced GCE <i>Externally set, internally marked and externally moderated</i></p>

Biology

Number of places per class is 20 PATHWAY 1

Exam board: AQA

Entry requirements: BB or above in GCSE Science (Higher Core and Additional) and B or above in GCSE Mathematics.

Aims:

This course is designed to encourage candidates to develop:

- An enthusiasm for Biology
- Practical skills alongside understanding of concepts and principles
- An appropriate and relevant foundation of knowledge and skills for the study of Biology in Higher Education

The specification emphasises the ways in which biologists work, and the contributions of Biology to society. The course aims to build on concepts and skills that will have been developed in GCSE Science presenting Biology as exciting, relevant and challenging, and at the same time covering essential principles in contexts that students find interesting.

The course is particularly suitable for those wishing to pursue Biological Sciences in Higher Education.

The Course at a Glance:

AS Examination	A2 Examination
<p>Unit 1 - Biology and disease 33.33% of AS, 16.67% of A Level Written paper 1hr 15mins Exam is made up of both short and long answer questions</p>	<p>Unit 4 - Populations and environment 16.67% of total A Level Written paper 1hr 30mins Exam is made up of both short and long answer questions</p>
<p>Unit 2 - The variety of living organisms 46.67% of AS, 23.33% of A Level Written paper 1hr 45mins Exam is made up of both short and long answer questions, including an essay question looking a 'how science works'</p>	<p>Unit 5 - Control in cells and in organisms 23.33% of total A Level Written paper 2hrs 15mins A combination of short and long answer questions, including a data handling question and synoptic essay</p>
<p>Unit 3 - Practical and investigative skills 20% of AS, 10% of A Level Assessed practical work</p>	<p>Unit 6 - Practical and investigative skills 10% of total A Level Assessed practical work</p>

Business Studies

Number of places per class is 24
PATHWAY 1 & 2

Exam board: AQA 1131 / 2131

Entry requirements: If GCSE Business Studies has been taken, students require a B grade in Business Studies, a B grade in GCSE English and B grade in GCSE Mathematics. If GCSE Business Studies has not been taken, then a B grade in GCSE English Language and B grade in GCSE Mathematics are required.

Priority for this course will be given to Year 12 students regardless of exam qualifications. A2 students taking AS Business must meet GCSE entry requirements. No student is permitted to take Applied Business with Business Studies at *any* level.

Aims

- To develop critical understanding of organisations, the markets they serve and the process of adding value. This includes the consideration of the internal workings and management of organisations and, in particular, the process of starting and developing a new business
- To enable students to study business behaviour from the point of view of a range of stakeholders including customers, managers, creditors, owners/shareholders and employees. The course also raises awareness of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity
- To assist students in the development of a range of skills including decision-making, data handling, problem-solving and evaluation

This course is particularly useful for those students considering a career in Management or Business. If you are interested in how businesses operate and compete you will find this a motivating option.

The Course at a Glance:

AS Examination
<p>Unit 1 - BUSS1 Planning and Financing a Business 40% of AS, 20% of A Level 1 hr 15 mins exam Short answer questions and extended responses based on a mini case study <i>60 marks</i></p> <p>Unit 2 - BUSS2 Managing a Business 60% of AS, 30% of A Level 1 hr 30 mins exam Compulsory, multi-part data response questions <i>80 marks</i></p>

A2 Examination
<p>Unit 3 - BUSS3 Strategies for Success 25% of A Level 1 hr 45 mins exam Questions requiring extended answers based on an unseen case study drawing upon knowledge from AS units <i>80 marks</i></p> <p>Unit 4 - BUSS4 The Business Environment and Managing Change 25% of A Level 1 hr 45 mins exam Pre-release research tasks leading to the first section of a two section examination. Second section will consist of choice of essays. All questions will be essay style and synoptic therefore drawing upon knowledge from all four units. <i>80 marks</i></p>

Chemistry

Number of places per class is 20 PATHWAY 1

Exam board: OCR

Entry requirements: BB or above in GCSE Science (Higher Core and Additional) and B or above in GCSE Mathematics.

Aims:

- To develop essential knowledge and understanding of the concepts of Chemistry and the skills needed for the use of these in new and changing situations
- To develop an understanding of the link between theory and experiment
- To be aware of how advances in information technology and instrumentation are used in Chemistry
- To appreciate the contributions of Chemistry to society and the responsible use of scientific knowledge and evidence
- To sustain and develop students enjoyment of an interest in Chemistry
- To bring together knowledge of ways in which different areas of Chemistry relate to each other

AS Level Content/Skills:

Atoms, Bonds and Groups builds on GCSE topics such as electronic structure, chemical bonding, molar calculations and the Periodic Table. Chains, Energy and Resources introduces basic concepts of Organic Chemistry, energetics and rates of reaction, equilibria. Organic Chemistry is the study of carbon compounds.

Practical skills are tested through internally assessed coursework. The candidate's best marks in three skills areas (Quantitative, Qualitative and Evaluative) are submitted to the board.

A2 Level Content/Skills:

The A2 Units revisit AS work but in greater depth. In Organic Chemistry, there is greater emphasis on reaction mechanisms. In other aspects of the course, there is a mathematical approach to some parts of Physical and Inorganic Chemistry.

The Course at a Glance:

AS Examination	A2 Examination
<p>Unit F321 Atoms, Bonds and Groups 30% of AS Level 15% of A Level</p>	<p>Unit F324 Rings, Polymers and Analysis 30% of A2 15% of A Level</p>
<p>Unit F322 Chains, Rings and Energy Resources 50% of AS Level 25% of A Level</p>	<p>Unit F325 Equilibria, Energetics and Elements 50% of A2 25% of A Level</p>
<p>Unit F323 Practical Skills in Chemistry 20% of AS Level 10% of A Level</p>	<p>Unit F326 Practical Skills 20% of A2 10% of A Level</p>

Drama and Theatre Studies

Number of places per class is 20
PATHWAY 1 & 2

Exam board: Edexcel

Entry requirements: B or above in GCSE Drama.

Aims:

- To develop as confident and independent interpreters of drama and theatre
- To assimilate theatrical concepts through practical and analytical exploration of dramatic styles and theatrical methods. This should also involve the acquisition of appropriate terminology
- To recognise the importance of both discipline and co-operation within practical drama and theatre projects and acquire practical theatre skills in ensemble work, mime/movement, physical theatre, voice, improvisation/role play, acting techniques and characterisation, as appropriate to their own dramatic intentions.
- To enable candidates to develop further the appropriate production and performance techniques to realise the specific demands of their chosen play in production
- To appreciate and make connections between different theatre practices and dramatic forms and to comment analytically upon their significance
- To appreciate different styles of drama and approaches to theatre

Key Features:

- Emphasis on Drama and Theatre Studies as a practical, intellectual and artistic subject
- An holistic approach to the teaching and assessing of Drama and Theatre Studies at both AS and A Level
- Practical performance assessed by a visiting examiner in both AS and A Level units
- Coursework in the A Level includes devised performance
- Practical exploration of plays

The Course at a Glance:

AS Examination
<p>Unit 1</p> <p>Exploration of Drama and Theatre</p> <p>40% of total AS mark 20% of total A level mark</p> <p>Exploration of 2 plays chosen by the centre with exploration notes from the student.</p> <p><i>Internally assessed and externally moderated</i></p>
<p>Unit 2</p> <p>Theatre Text into Performance</p> <p>60% of total AS mark 30% of total A level mark</p> <p>A monologue or duologue externally assessed. A practical examination of acting or design skills in a directed production of a play and written concept of the interpretation.</p> <p><i>Externally assessed</i></p>

A2 Examination
<p>Unit 3</p> <p>Exploration of Dramatic Performance</p> <p>40% of total AS mark 20% of total A level mark</p> <p>Devising and performing unique and original piece of theatre with written evaluation and written evidence of research.</p> <p><i>Internally assessed and externally moderated</i></p>
<p>Unit 4</p> <p>Theatre Text in Context</p> <p>60% of total AS mark 30% of total A level mark</p> <p>Section A and B: Exploring a set play from the point of director.</p> <p>Section C: Performance analysis and research of theatre history.</p> <p><i>2 hr 30 mins written paper in three sections</i></p>

Economics

 Number of places per class is 24
 PATHWAY 1 & 2

Exam board: AQA

Entry requirements: If GCSE Business Studies has been taken, students require a B grade in Business Studies, a B grade in GCSE English and B grade in GCSE Mathematics. If GCSE Business Studies has not been taken, then a B grade in GCSE English Language and B grade in GCSE Mathematics are required.

Priority for this course will be given to Year 12 students regardless of exam qualifications. A2 students taking AS Economics must meet GCSE entry requirements.

Aims:

- To develop an understanding of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that affect everyday life
- To apply economic concepts and theories in a range of contexts and to appreciate their value and limitations in explaining real-world phenomena
- To analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of government within it

This course is for those students who are interested in how the UK economy functions and to what extent the government controls the market. If you question the government's priorities such as:

- Public spending on education and the NHS
- Low inflation and high employment
- Levels of interest rates and taxation
- Protecting consumers whilst encouraging business competition
- Joining the Euro

then you will enjoy this A level.

The Course at a Glance:

AS Examination	A2 Examination
<p style="text-align: center;">Unit 1 Markets and Market Failure <i>1 hr 15 mins exam</i></p> <ul style="list-style-type: none"> • The Economic Problem • The Allocation of Resources in Competitive Markets • Production and Efficiency • Market Failure • Government Intervention in the Market <p style="text-align: center;">Unit 2 The National Economy <i>1 hr 15 mins exam</i></p> <ul style="list-style-type: none"> • The Measurement of Macroeconomic Performance • How the Macro economy works; AD/AS Analysis, The Circular Flow of Income • Economic Performance; Economic Growth, Inflation and Deflation, Unemployment and The Balance of Payments • Macroeconomic Policy; Taxation and Spending, Interest Rates and Investment 	<p style="text-align: center;">Unit 3 Business Economics and the Distribution of Income <i>2 hour exam</i></p> <ul style="list-style-type: none"> • The Firm: Objectives, Costs and Revenues • Competitive Markets; Perfect Competition • Concentrated Markets; Oligopoly and Monopoly • The Labour Market • The Distribution of Income and Wealth • Government Intervention in the Market; Nationalisation, Regulation, Competition Policy, Cost Benefit Analysis <p style="text-align: center;">Unit 4 The National and International Economy <i>2 hour exam</i></p> <ul style="list-style-type: none"> • Macroeconomic Indicators • Managing the National Economy • The International Economy; Globalisation, Trade, Exchange Rate Systems and The European Union

English Language

Number of places per class is 24
PATHWAY 1 & 2

Exam board: **AQA (Specification B)**

Entry requirements: B or above in GCSE English (often referred to as GCSE English Language).

Aims:

- To encourage students to develop their interest and enjoyment in the use of English through learning more about the structures and functions of English, drawing on their experience and knowledge of language development and variation
- To enable students to express themselves in speech and writing with increasing competence and sophistication, producing texts for different audiences, purposes and in different genres
- To encourage students to undertake a varied programme of reading
- To enable students to develop skills of listening critically and attentively to spoken English

English Language will enable students to develop their ability to communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression. They will learn to demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing upon knowledge of linguistic features to explain and comment upon the choices made. They will gain understanding, through discussion and exploration, of concepts and issues relating to language in use, and will learn to distinguish, describe and interpret variations in the meanings and forms of spoken and written language according to context.

Parents and students should note that, as a consequence of the nature of this subject, some material studied may be considered controversial.

The Course at a Glance:

AS Examination
<p>Unit 1 Categorising Texts <i>(Examination)</i></p> <p>An introduction to the study of spoken and written language in use, focusing on three specific social contexts: Language and Power, Language and Gender, and Language and Technology.</p>
<p>Unit 2 Creating Texts <i>(Coursework)</i></p> <p>Students must submit two pieces of original writing on a topic of their choice, differentiated by audience, purpose and genre, and two accompanying commentaries which explore the writing process. The total written submission is of 3,000 words.</p>

A2 Examination
<p>Unit 3 Developing Language <i>(Examination)</i></p> <p>Students will study the acquisition of language by children and the development of changes in English over time.</p>
<p>Unit 4 Investigating Language <i>(Coursework)</i></p> <p>Students choose their own area of study, producing both an investigative analysis and a media text for a non-specialist audience on a related aspect of their chosen topic. The portfolio will total 3,000 words.</p>

English Literature

Number of places per class is 24
PATHWAY 1 & 2

Exam board: Edexcel

Entry requirements: B or above in GCSE English Literature.

Aims:

- To develop students' interest in and enjoyment of literature and literary studies
- To encourage students to independent and wide reading of both set texts and others that they have selected for themselves
- To encourage students to engage creatively with a substantial body of texts
- To enable students to develop and effectively apply their knowledge of literary analysis
- To promote the exploration of the contexts and wider interpretations of texts
- To develop students' deeper understanding of the changing traditions of literature in English

A2 English Literature will enable students to further develop the above skills, also requiring them to show knowledge and understanding of the significance of the ways in which writers use and adapt language, form and structure in texts. Students will study the interpretation of texts by different readers, how texts relate to literary traditions, movements and genres and the impact of cultural and contextual influences upon readers and writers.

Parents and students should note that, as a consequence of the nature of this subject, some material studied may be considered controversial.

The Course at a Glance:

AS Examination	A2 Examination
<p style="text-align: center;">Unit 1 Poetry and Prose <i>(Examination)</i></p> <p>Students will be examined on a selection of poems and two literary heritage novels. The examination will also require a response to unprepared material.</p> <p style="text-align: center;">Unit 2 Drama <i>(Coursework)</i></p> <p>Students must submit two responses up to a combined maximum of 2,500 words in length: an explorative study and a creative critical response.</p> <p>Three texts are studied: one play by Shakespeare; one other play written between 1300 and 1800; and a third text which provides critical or cultural comment.</p>	<p style="text-align: center;">Unit 3 Interpretations of Poetry and Prose <i>(Examination)</i></p> <p>Students will be examined on a selection of three texts, including one published after 1990. The examination will require students to compare and contrast texts and also to respond to unprepared material.</p> <p style="text-align: center;">Unit 4 Reflections in Literary Studies <i>(Coursework)</i></p> <p>Students submit an extended critical study of up to 3,000 words in length. Three texts are studied with no restriction on genre. Texts chosen should include one work of literary criticism or cultural commentary.</p>

Food Technology

Exam board: **Edexcel**

Number of places per class is 18
PATHWAY 1 & 2

Entry requirements: B or above in GCSE Food Technology.

Aims:

- To develop students' knowledge, understanding, skills and application for designing food products
- To develop a student's ability to produce food products that are fit for purpose, satisfy wants or needs, and enhance our day-to-day lives
- Give students the opportunity to demonstrate their design and technology capability
- Develop skills in planning, research, analysis, product development, project planning and evaluation

This qualification focuses on key areas that the food industry has to consider, including:

- Quality of food
- Processing of food
- Packaging and labelling
- Nutritional value and contribution to dietary control and sustained good health
- Food science
- Food hygiene
- Sustainability

The Course at a Glance:

AS Examination
<p>Unit 1 Portfolio of Creative Skills (60% of AS, 30% of A Level)</p> <p>Students are given the opportunity to develop their creative, technical and practical skills through a series of product investigation, design and manufacturing activities.</p> <p><i>Internally marked, externally moderated</i></p>
<p>Unit 2 Design and Technology in Practice (40% of AS, 20% of A Level)</p> <p>Students will develop a knowledge and understanding of a wide range of materials, components, additives and processes used in the design and production of food products.</p> <p><i>1 hr 30 mins exam</i></p>

A2 Examination
<p>Unit 3 Food Products, Nutrition and Product Development (40% of A2, 20% of total GCE)</p> <p>Students develop knowledge on food commodities, aspects of nutrition, product development and food innovation.</p> <p>A sound knowledge of main food commodities, composition, processing, spoilage, nutrition, lifestyles, new products, consumer behaviour, demographics and sustainable issues are covered.</p> <p><i>2 hr exam</i></p>
<p>Unit 4 Commercial Design (60% of A2, 30% of total GCE)</p> <p>Students are given the opportunity to apply skills they have acquired to design and make a food product of their choice. Students must adopt a commercial design approach .</p> <p><i>Internally marked, externally moderated</i></p>

French

 Number of places per class is 24
 PATHWAY 1 & 2

Exam board: AQA

Entry requirements: B or above in GCSE French (all from Higher Tier papers).

Aims:

- Develop an interest in, and enthusiasm for, language learning
- Develop understanding of the language in a variety of contexts and genres
- Communicate confidently, clearly and effectively in the language for a range of purposes
- Develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
- Consider their study of the language in a broader context
- Derive enjoyment and benefit from language learning
- Acquire knowledge, skills and understanding for practical use, further study and/or employment
- Communicate with speakers of the language
- Take their place in a multilingual global society
- Provide a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject
- Provide a sufficient basis for further study of languages at degree level or equivalent

Work Experience in France is a compulsory part of the course and normally takes place in February for approximately ten days. Students who take up a language at A level must consider this and other subjects' coursework deadlines. The latter will not serve as a reason for not going abroad.

Both AS and the full A level offer evidence to prospective employers of a significant level of achievement in all language skills, together with evidence of critical insight and a knowledge and understanding of another culture and the place of that culture within European development. Students leaving school to enter employment after gaining one of these AS qualifications will be able to show some evidence of language skills relating to the World of Work.

The gap between GCSE language and the expectations at AS are significant.

The Course at a Glance:

AS Examination	A2 Examination
<p style="text-align: center;">Unit 1</p> <p style="text-align: center;">Listening, Reading and Writing</p> <p style="text-align: center;">2 hr written exam (110 marks)</p> <p style="text-align: center;">70% of AS, 35% of A Level</p> <p style="text-align: center;">Unit 2</p> <p style="text-align: center;">Speaking Test</p> <p style="text-align: center;">35 minute speaking test, including 20 minutes preparation (50 marks)</p> <p style="text-align: center;">30% of AS, 15% of A Level</p>	<p style="text-align: center;">Unit 3</p> <p style="text-align: center;">Listening, Reading and Writing</p> <p style="text-align: center;">2 hr 30 mins written exam (110 marks)</p> <p style="text-align: center;">35% of A Level</p> <p style="text-align: center;">Unit 4</p> <p style="text-align: center;">Speaking Test</p> <p style="text-align: center;">35 minute speaking test, including 20 minutes preparation (50 marks)</p> <p style="text-align: center;">15% of A Level</p>

Geography

Number of places per class is 24
PATHWAY 1 & 2

Exam board: Edexcel

Entry requirements: B or above in GCSE Geography and C grade in GCSE Mathematics and Science. If you have not studied GCSE Geography, students require B grades in English, Mathematics and Science (Core and Additional).

Aims:

- Develop and apply their understanding of geographical concepts and processes to understand and interpret our changing world.
- Develop their awareness of the complexity of interactions within and between societies, economics, cultures and environments at scales from local to global.
- Develop as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.
- Improve as critical and reflective learners aware of the importance of attitudes and values, including their own.
- Become adept in the use and application of skills and new technologies through their geographical studies both in and outside the classroom.
- Be inspired by the world around them, and gain enjoyment and satisfaction from their geographical studies and understand their relevance.

Fieldwork:

Fieldwork is an integral part of the A Level course. Students will have the opportunity to attend a residential trip to Cornwall to explore the topics of extreme weather and rebranding in preparation for their Unit 2 examination.

Geography is an all-embracing subject. Students need an interest in and concern for the environment and current affairs. Geography is a good choice for those who wish to broaden their studies to cover Sciences and Humanities as it has elements of both. Geography is not only an appropriate qualification for a wide range of higher education courses but also delivers all the key skills now required for universities and the work place.

The Course at a Glance:

AS Examination
<p>Unit 1 Global Challenges Exam 1 hr 30 min 60% AS level, 30% A2 level Topic 1: World at risk Topic 2: Going global.</p> <p>Unit 2 Geographical Investigations Exam 1 hr 15 min 40% AS level 20% A2 level</p> <p>The following will be studied: Physical topic: Extreme weather Human topic: Rebranding places.</p>

A2 Examination
<p>Unit 3 Contested Planet Exam 2 hr 30 min 60% A2 level, 30% of total A level Six topic areas will be studied: Energy security, water conflicts, biodiversity under threat, super power geographies, bridging the development gap, the technological fix?</p> <p>Unit 4 Geographical Research Exam 1 hr 30 min 40% A2 level, 20% of total A level Study of tectonic activity and hazards.</p>

German

Number of places per class is 24
PATHWAY 1 & 2

Exam board: **AQA**

Entry requirements: B or above in GCSE German (all from Higher Tier papers).

Aims:

- Develop an interest in, and enthusiasm for, language learning
- Develop understanding of the language in a variety of contexts and genres
- Communicate confidently, clearly and effectively in the language for a range of purposes
- Develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
- Consider their study of the language in a broader context
- Derive enjoyment and benefit from language learning
- Acquire knowledge, skills and understanding for practical use, further study and/or employment
- Communicate with speakers of the language
- Take their place in a multilingual global society
- Provide a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject
- Provide a sufficient basis for further study of languages at degree level or equivalent

Work Experience in Germany is a compulsory part of the course and normally takes place in February for approximately ten days. Students who take up a language at A level must consider this and other subjects' coursework deadlines. The latter will not serve as a reason for not going abroad.

Both AS and the full A level offer evidence to prospective employers of a significant level of achievement in all language skills, together with evidence of critical insight and a knowledge and understanding of another culture and the place of that culture within European development. Students leaving school to enter employment after gaining one of these AS qualifications will be able to show some evidence of language skills relating to the World of Work.

The gap between GCSE language and the expectations at AS are significant.

The Course at a Glance:

AS Examination	A2 Examination
<p>Unit 1 Listening, Reading and Writing 2 hr written exam (110 marks) 70% of AS, 35% of A Level</p> <p>Unit 2 Speaking Test 35 minute speaking test, including 20 minutes preparation (50 marks) 30% of AS, 15% of A Level</p>	<p>Unit 3 Listening, Reading and Writing 2 hr 30 mins written exam (110 marks) 35% of A Level</p> <p>Unit 4 Speaking Test 35 minute speaking test, including 20 minutes preparation (50 marks) 15% of A Level</p>

History

Number of places per class is 24
PATHWAY 1 & 2

Exam board: Edexcel

Entry requirements: B or above in GCSE History. If students have not done History, they require an A in English Literature.

Aims:

- To provide different depths of study so that students are able to understand a broad sweep of history and complete their own historical research
- To give the students the opportunity of studying five countries, Britain, Germany, India, USA and the Soviet Union
- To develop the students' discursive skills and enable them to research material and construct persuasive opinions through an understanding of historians' work

The AS course is designed to develop fundamental historical skills through subjects which are new. The focus of the AS level is on the evaluation, analysis and interpretation of sources, which in turn will develop understanding of key issues. Students should start to develop their discursive writing skills with coherent arguments.

The A2 course is designed to develop individual research skills, and develop further the historical skills needed to analyse changes over time and the process of history. The students will combine all the skills developed to produce well-structured coherent arguments and to display an understanding and knowledge linking the past to the present.

During the two years of the A Level course, the History department organises a trip to New York and Washington to complement their study of American History.

The Course at a Glance:

AS Examination
<p>Unit 1 Written – Exam based on Historical Themes in Breadth 1 hr 20 mins AS 50% A study of two topics: Russia in Revolution 1881-1924 Stalin's Russia 1924-1953 <i>Externally assessed</i></p>
<p>Unit 2 Written – Source Based Exam 1 hr 20 mins AS 50% Britain and the Independence of India, 1900 - 1947 <i>Externally assessed</i></p>

A2 Examination
<p>Unit 3 Written – Synoptic exam based on Historical Interpretation 2 hrs A2 60% An in-depth study of the USA between 1917 - 1954 <i>Externally assessed</i></p>
<p>Unit 4 Written – Coursework (4000 words) A2 40% An extended essay on a topic chosen by the student based on the study of Germany 1845 - 1945 <i>Internally assessed and externally moderated</i></p>

Human Biology

Number of places per class is 20
PATHWAY 1

Exam board: **AQA**

Entry requirements: BB or above in GCSE Science (Higher Core and Additional) and B or above in GCSE Mathematics.

Aims:

This course is designed to encourage candidates to develop:

- Knowledge and understanding of how the body functions and the effects of environments, disease and infections on it
- Practical skills for carrying out biological investigations, whilst working safely and in an organised way
- The skills of recording, communicating reliable and valid results, presentation, analysis, application and evaluation of experimental activities

The Course:

The specification uses a thematic approach for covering the content. The course aims to reflect the everyday experiences of candidates, whilst being relevant to students by placing an emphasis on 'health' and 'how humans are interacting with/impacting on their environment' through a UK and urban perspective. The course also allows students to reflect on up to the minute issues and concerns.

The Course at a Glance:

AS Examination	A2 Examination
<p>Unit 1 - The body and its diseases 40% of AS, 20% of A Level Written paper 1hr 30mins Short answer questions, plus one longer question, involving a short comprehension/case study</p> <p>Unit 2 - Humans: their origins and adaptations 40% of total AS, 20% of A Level Written paper 1hr 30mins Short answer questions, plus one longer question, involving a short comprehension/case study</p> <p>Unit 3 - Practical and investigative skills 20% of AS, 10% of A Level Assessed practical work</p>	<p>Unit 4: Bodies and cells in and out of control 20% of total A Level Written paper 2hrs Short answer questions, plus one longer question involving methodology and data interpretation (some of the questions will have synoptic elements)</p> <p>Unit 5: The air we breathe, the water we drink, the food we eat 20% of total A Level Written paper 2hrs Short answer questions, plus one longer question that will offer a choice of two essay topics (some questions will have synoptic elements)</p> <p>Unit 6: Practical and investigative skills 10% of total A Level Assessed practical work</p>

Italian

Number of places per class is 24
PATHWAY 1 & 2

Exam board: Edexcel

Entry requirements: B or above in GCSE Italian (all from Higher Tier papers).

Aims:

- To develop understanding of the spoken and written forms of the foreign language from a variety of registers
- To communicate confidently, clearly and imaginatively in the foreign language through both the spoken and written word, using increasingly accurate, complex and varied language
- To increase sensitivity to language and language learning
- To develop critical insights into, and contact with, the contemporary society, cultural background and heritage of countries or communities where the foreign language is spoken
- To develop positive attitudes to foreign language learning

The course also:

- Provides a suitable foundation for further study and/or practical use of the foreign language
- Provides a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject
- Provides a sufficient basis for the further study of foreign languages at degree level or equivalent

Work Experience in Italy is a compulsory part of the course and normally takes place in February for approximately ten days. Students who take up a language at A level must consider this and other subjects' coursework deadlines. The latter will not serve as a reason for not going abroad.

Both AS and the full A level offer evidence to prospective employers of a significant level of achievement in all language skills, together with evidence of critical insight and a knowledge and understanding of another culture and the place of that culture within European development. Students leaving school to enter employment after gaining one of these AS qualifications will be able to show some evidence of language skills relating to the World of Work.

The gap between GCSE language and the expectations at AS are significant.

The Course at a Glance:

Units required for AS and Advanced GCE
<p>Unit 1 Oral 8 - 10 mins 30% of AS, 15% of A Level</p> <p>Unit 2 Listening, Reading and Writing 2 hours 30 mins 70% of AS, 35% of A Level</p>

Further units required for Advanced GCE
<p>Unit 3 Oral 11 - 13 mins 35% of A2</p> <p>Unit 4 Writing 2 hours 30 mins 65% of A2</p>

Mathematics

Number of places per class is 24
PATHWAY 1

Exam board: **AQA**

Entry requirements: B grade or above in GCSE Mathematics.

Aims:

- To provide a relevant and stimulating course of advanced study in Mathematics, including the provision of a suitable foundation for future study
- To develop a variety of skills in logical reasoning and problem solving using both written and verbal argument
- To encourage confidence, enjoyment and satisfaction through the development and use of Mathematics in a variety of contexts
- To promote an awareness of the relevance of Mathematics to other fields of study and the World of Work

The Core Mathematics content covers such topics as algebra, trigonometry, co-ordinate geometry, calculus and numerical methods for solving equations, i.e. the techniques of Mathematics. We use graphical calculators or computers as appropriate to aid our study.

Statistics includes handling numerical data, sampling, tests of hypotheses, correlation between two variables and probability theory. A practical approach is adopted where appropriate with the use of calculators or computers aiding investigation.

Mechanics involves the solving of physical problems by mathematical methods such as Newton's Laws of Motion and includes discussion of forces, work, power and momentum etc.

The Course at a Glance:

AS Examination	A2 Examination
<p>Unit 1 Core 1 (MPC1) Algebra, co-ordinate geometry, differentiation, integration</p> <p>Unit 2 (MPC2) Core 2 The above topics developed plus topics including functions, exponentials and logarithms, sequences and series</p> <p>Unit 3 Mechanics 1 (MM1B) or Statistics 1 (MS1B) Forces, vectors, study of motion, connected particles, projectiles Probability, data collection and description, distributions, estimation, correlation and regression</p>	<p>Unit 4 Core 3 (MPC3) Extension of all AS topics covered in Core 1 and Core 2 plus numerical methods</p> <p>Unit 5 Core 4 (MPC4) Core 3 topics developed further, plus vectors</p> <p>Unit 6 Mechanics 1 (MM1B) or Statistics 1 (MS1B) Forces, vectors, study of motion, connected particles, projectiles Probability, data collection and description, distributions, estimation, correlation and regression</p>

Mathematics and Further Mathematics

 Number of places per class is 24
 PATHWAY 1

Exam board: AQA (2 A Levels)

Entry requirements: A grade or above in GCSE Mathematics.

Aims:

- To provide a relevant and stimulating course of advanced study in Mathematics, including the provision of a suitable foundation for future study
- To develop a variety of skills in logical reasoning and problem solving using both written and verbal argument
- To encourage confidence, enjoyment and satisfaction through the development and use of Mathematics in a variety of contexts
- To promote an awareness of the relevance of Mathematics to other fields of study and the World of Work.

Some students wish to study Mathematics at a greater depth and may choose to achieve two A Levels in this subject. Students intending to study Mathematics, Physics or Engineering at University will find the course very challenging but enjoyable.

The Mathematics and Further Mathematics courses are made up of modules indicated in the table below:

	Mathematics			Further Mathematics		
Year 12	C1	C2	S1	D1	M1	FP1
Year 13	C3	C4	M2	D2	FP3	M3/S2

The Further Mathematics course comprises modules of Further Pure Maths, Statistics, Mechanics and Decision Maths, examined both in Year 12 and 13.

Modules that have not been described so far:

Further Pure 1 (AS) Algebra and graphs, complex numbers, series, calculus, complex numbers, matrices and transformations, numerical methods, general solution of trigonometric equations

Further Pure Maths 3 (A2) Series & limits, polar co-ordinates, differential equations

Statistics 2 (A2) Discrete and continuous random variables, Poisson distribution, estimation and hypothesis testing

Decision 1 (D1) Algorithms, Graphs and Networks, Matchings, Linear Programming, Mathematical Modelling

Decision 2 (D2) Allocation, Network Flows, Critical Path Analysis, Simple Algorithms, Dynamic Programming Game Theory

Mechanics 2 (M2) Development of all Mechanics 1 work, plus moments, centres of mass, work, energy, circular motion

Mechanics 3 (M3) Relative Motion, Dimensional Analysis, Collisions in one and two dimensions, Projectiles on Inclined Planes

Music

 Number of places per class is 20
 PATHWAY 1 & 2

Exam board: Edexcel

Entry requirements: B or above in GCSE Music. Grade V Music theory is also strongly recommended.

Aims:

- To encourage students to extend the knowledge, skills and understanding needed to communicate through music and take part in music making
- To encourage students to recognise and appreciate their culture, to have a respect for the culture of others and to understand how cultures develop
- To encourage students to develop different strengths and interests, providing access to music-related careers
- To provide a worthwhile, satisfying and complete course of study, which broadens students' experience, including skills of personal expression, sensitivity to others and self-discipline.

In the AS course, students will be involved in a wide variety of musical learning involving practical performance, theoretical study, creation of their own music and a full understanding of the effect of culture upon the development of music and vice versa. The course covers a wide variety of musical styles from classical, popular and world music traditions, and extends historically as far back as 1550. Within this wide range, candidates study two topic areas in greater detail.

Performance standard at AS is expected to be around Grade V level, and can be done on any instrument. The course involves a continuation of the composition work begun at GCSE, both in structured pastiche and in a more self-expressive way. By the end of the full A-level, it will be expected that students have greatly deepened their knowledge of music in general. They should be fully conversant with all the technical terms and the theoretical background to music. They should have some knowledge of the development of musical instruments and musical form. This is achieved through an extension of the work done at AS level – again in the form of composition, analysis, performance (at Grade VI level), pastiche and listening.

The Course at a Glance:

AS Examination	A2 Examination
<p style="text-align: center;">Unit 1 Performing Music (30% of AS, 15% of A Level) Perform solo or ensemble pieces lasting 5-6 minutes <i>(performed in school, internally assessed)</i></p> <p style="text-align: center;">Unit 2 Composing (30% of AS, 15% of A Level) The creation of a three-minute piece in response to a chosen brief. Students also write a CD sleeve to describe aspects of their final composition <i>(coursework, externally assessed)</i></p> <p style="text-align: center;">Unit 3 Developing Musical Understanding (40% of AS, 20% of A Level) Section A - Listening Section B - Investigating musical styles Section C - Understanding chords & lines <i>(2 hr examination, externally assessed)</i></p>	<p style="text-align: center;">Unit 4 Extended Performance (15% of A Level) 12 - 15 minute recital on any instrument <i>(performed in school, internally assessed)</i></p> <p style="text-align: center;">Unit 5 Composition & Technical Study (15% of A Level) Students must complete two tasks in this unit choosing from either one composition and one technical study or two compositions or two technical studies</p> <p style="text-align: center;">Unit 6 Further Musical Understanding (20% of A Level) Section A - Aural analysis Section B - Music in context Section C - Continuity and change in instrumental music <i>(2 hr examination, externally assessed)</i></p>

Philosophy

Exam board: **AQA**

Number of places per class is 24
PATHWAY 1

Entry requirements: B or above in English and English Literature.

Aims:

Students are encouraged to:

- Develop a range of transferable skills which can be applied far beyond the study of Philosophy
- Acquire knowledge and understanding of major debates and questions in philosophy and in ethics
- Interpret and critically evaluate philosophical concepts and ethical issues and engage with the original philosophical texts
- Examine the relevance of certain arguments of scholars and develop your own philosophical position

The course is academically challenging but it will reward those who are able to respond positively to a range of values and beliefs which may be very different from their own. It offers an opportunity to learn and analyse some of the most influential ideas ever conceived.

In addition to supporting Humanities subjects, it is also valuable for those considering careers in a variety of fields, in particular those related to medicine, law, social work, psychology and business. The course will develop your ability to understand difficult concepts and clear, logical argument which is a skill Colleges and Universities identify as essential for further academic study.

The Course at a Glance:

AS Examination
<p>Unit 1</p> <p>Written exam 1 hr 30 mins equal to 50% of AS</p> <p>Introduction to Philosophy 1:</p> <ul style="list-style-type: none"> • Reason and Experience - the source of knowledge • Why should I be governed? <p>Unit 2</p> <p>Written exam 1 hr 30 mins equal to 50% of AS</p> <p>Introduction to Philosophy 2:</p> <ul style="list-style-type: none"> • God and the world • The debate over free will and determinism

A2 Examination
<p>Unit 3</p> <p>Written exam 2 hr equal to 30% of A Level</p> <p>Key Themes in Philosophy:</p> <ul style="list-style-type: none"> • Political philosophy • Moral philosophy <p>Unit 4</p> <p>Written exam 1 hr 30 mins equal to 20% of A Level</p> <p>Philosophical Problems (original texts):</p> <ul style="list-style-type: none"> • Plato - The Republic

Photography (Art and Design)

Number of places per class is 18
 PATHWAY 1 & 2

Exam board: Edexcel

Entry requirements: If GCSE Photography has been taken, students require a B grade in Photography. If GCSE Photography has not been taken, then CC grade in GCSE Science (Core and Additional) and either Graphics, Product Design, Textiles or Art GCSE at B grade.

Aims:

The practical work ranges across analogue black and white photography and digital photography for the following reasons:

- Manually controlled photographs teach the students about apertures and shutter speed settings
- Students study innovators of the development of photography, allowing for a deeper understanding of photography's development and its contextual issues
- The skills acquired are fundamental to both colour and digital photography. The digital photographs and scanned analogue photographs can be photo-edited in Adobe Photoshop

Description of course:

The course is a combination of practical and theoretical work during which the students take, process, print and mount work to a very high standard. The practical work is supported by written submission which cover historical, contextual and technical issues raised by the work. In A2 there is one unit supported by a 1000 to 3000 word essay.

Photography draws heavily on students' cross-curricular knowledge. The students can direct their work into areas in which they have particular interests.

The Course at a Glance:

AS Examination	A2 Examination
<p style="text-align: center;">Unit 1 Photography Coursework Growth, Decay & Environment.</p> <p>Students use analogue methods & techniques of SLR manual camera & dark room printing, film processing, contact sheets & test strips. Students progress onto digital photography learning how to process and print. The course combines science of chemicals, theory & history of photography with artistic composition of styling.</p> <p style="text-align: center;">30% of Advanced GCE, 60% of AS <i>Internally set, internally marked and externally moderated</i></p>	<p style="text-align: center;">Unit 3 Art & Design Coursework</p> <p>Students choose their own theme to investigate and work through the four assessment objectives. These cover observation, development of ideas, photographic studies forming connections with photographers and materials testing. Students choose one idea to develop into a final artwork.</p> <p style="text-align: center;">30% of Advanced GCE <i>Internally set, internally marked and externally moderated</i></p>
<p style="text-align: center;">Unit 2 Art & Design Externally Set Assignment</p> <p>Theme is set by Edexcel, within a scheme of work structured week by week preparation leading up to the exam. Students work through various observational studies and four potential routes of ideas. Students choose one idea to pursue and develop into final prints.</p> <p style="text-align: center;">20% of Advanced GCE, 40% of AS <i>Externally set, internally marked and externally moderated</i></p>	<p style="text-align: center;">Unit 4 Art & Design Externally Set Assignment</p> <p>Theme is set by Edexcel. A scheme of work is structured week by week leading up to the exam. Students work through various observational studies and four potential routes of ideas. Students choose one idea to pursue and develop into final prints.</p> <p style="text-align: center;">20% of Advanced GCE <i>Externally set, internally marked and externally moderated</i></p>

Physical Education

Number of places per class is 24
PATHWAY 1 & 2

Exam board: AQA

Entry requirements: B or above in the written GCSE exam paper. Students who have not yet taken GCSE PE require a BB or above in GCSE Science (Core and Additional).

Aims for AS:

- To develop knowledge and skills to help understand the opportunities for and effects of leading a healthy lifestyle
- To develop personal skills/techniques across a variety of roles as part of their choice to improve performance

Aims for A2:

- To further understanding of physiological, psychological and biomechanical aspects that optimise performance
- To explore and evaluate the impact of contemporary issues such as technology and deviance in sport
- To utilise own knowledge and understanding developed during the course to improve personal performance, as a practical performer, coach/leader or official

We aim to deliver lessons with a variety of teaching styles and will use practical sessions as much as possible throughout the course.

It is an expectation that students spend at least an hour a week assisting in delivery of a lower school PE lesson or lunchtime club in their assessed activity.

Units 2 and 4 will give the student chance to be assessed in either 2 practical performances, 1 practical performance and 1 adopted role (coach/leader/official) or in 2 adopted roles in different sports.

The Course at a Glance:

AS Examination

Unit 1

Opportunities for and the effects of leading a healthy lifestyle

Written Paper 2 hrs

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

Section A: Applied physiology/ effects of training on performance. Analysis of movement. Skill acquisition/impact of psychological factors Opportunities for participation in physical activity.

Benefits / Barriers to society

Section B: Application of theory to a practical situation.

Unit 2 (Practical Coursework)

Analysis and evaluation of physical activity as performer and/or in an adopted role/s

40% of total AS marks, 20% of total A level

Assessment of student's ability to perform, analyse and evaluate the execution of core skills/techniques in isolation and a structured practice.

Internal Assessment with external moderation

A2 Examination

Unit 3

Optimising performance and evaluating contemporary issues within sport

Written Paper 2 hrs

30% of total A Level

Section A: Energy sources/systems. Specialised training and sports injuries.

Section B: Psychological factors optimising performance.

Section C: Development of elite performers. Development of rational recreation to modern day sport. Deviance in sport/sports technology.

Unit 4 (Practical & Written Coursework)

Optimising practical performance in a competitive situation

20% of total A Level

Assessment of student's ability to perform, analyse and evaluate their own performance in a competitive situation as a performer or in an adopted role. They will identify weaknesses and causes then suggest appropriate corrective measures.

Internal Assessment with external moderation

Physics

Number of places per class is 20
PATHWAY 1

Exam board: OCR

Entry requirements: BB or above in GCSE Science (Higher Core and Additional) and B or above in GCSE Mathematics (Higher).

Aims:

- Up to date Physics: modern ideas and applications, important trends
- Help with Mathematics: how to do the Mathematics and what it means ?
- Variety: something for everyone; fundamentals, applications, connections
- Involvement - you choose things to study in depth
- People and ideas: stories about where ideas came from and where they are going
- Real practical work: learning skills, investigating for yourself
- Using computers: tools, models, information
- Physics at work: medical and other applications, jobs Physics can lead to

This is a new and exciting Physics course, introducing ideas through real, up to date applications. The course is based around a textbook and a CDROM, containing lots of activities, extra reading material, images and modelling programmes.

AS Assessment - OCR Specs A Physics

G481 Mechanics (30%) 60 minute written paper.

G482 Electronics, Waves and Photons (50%) 105 minute written paper.

Practical Skills (20%) coursework.

A2 Assessment - OCR Specs A Physics

G484. The Newtonian World (30%) 60 minute written paper.

G485 Field, Particles and Frontiers (50%) 105 minute written paper.

Practical Skills Work (20%) coursework.

The Course at a Glance:

AS Examination/OCR Specs A	A2 Examination/OCR Specs A
<p>G481 - Mechanics Motions Forces in Action Work & Energy</p> <p>G482 - Electrons, Waves and Protons Electric Current Resistance D.C. Circuits Waves Quantum Physics</p> <p>G483 - Coursework Practical Skills in Physics set by OCR 1. Qualitative Task 2. Quantative Task 3. Evaluation Task</p>	<p>G484 - Newtonian World Newton's Law & Momentum Circular Motion & Oscillations Thermal Physics</p> <p>G485 - Fields, Particles and Frontiers of Physics Electric and Magnetic Fields Capacitors and Exponential Decay Nuclear Physics Medical Imaging Modelling the Universe</p> <p>G486 - Coursework Practical Skills in Physics set by OCR 1. Qualitative Task 2. Quantative Task 3. Evaluation Task</p>

Product Design

Number of places per class is 18
PATHWAY 1 & 2

Exam board: Edexcel

Entry requirements: B or above in GCSE D&T (Graphic Products, Resistant Materials, Textiles, Electronics or Food) or B or above in GCSE Art.

Aims:

- To develop creativity and the ability to design and make high quality products
- To develop an understanding of Product Design from a historical perspective and in current practice
- To apply knowledge and skills of design production processes to a range of design activities
- To develop an understanding of industrial practices in manufacturing and the roles of designers
- Use ICT to enhance design and technology capability

This subject is suitable for any student with a background/interest in product design and the development of new products, model making and CAD design. The course will allow students to continue their studies at University following any Design related degree. It will also give students a broad knowledge of industrial practice, giving real opportunity to those interested in careers in the Design and Manufacturing industry.

AS - Students are given the opportunity to develop their creative, technical and practical skills through a series of product investigation, design and manufacturing activities. Students produce **one** portfolio which will demonstrate their creativity and flair when researching, designing and making products.

A2 - Students are given the chance to apply skills they have acquired and developed throughout the AS course to design and make a product of their choice. A key feature of this unit is that the students must consider issues related to the environment and sustainability.

The Course at a Glance:

AS Examination
<p>Unit 1 Portfolio of Creative Skills (Graphic Products) (60% of AS, 30% of A Level)</p> <p>Students are given the opportunity to develop their creative, technical and practical skills through a series of product investigation, design and manufacturing activities.</p> <p><i>Internally marked, externally moderated</i></p>
<p>Unit 2 Design and Technology (Graphic Products) (40% of AS, 20% of A Level)</p> <p>Students will develop a knowledge and understanding of a wide range of materials and processes used in the field of design & technology</p> <p><i>1 hr 30 mins exam</i></p>

A2 Examination
<p>Unit 3 Designing for the Future (Graphic Products) (40% of A2, 20% of total GCE)</p> <p>Students develop knowledge on product development.</p> <p>Students will develop their knowledge and understanding of a range of modern design and manufacturing processes and contemporary design issues. Students will also develop an awareness of sustainable product design, industrial and commercial technology, systems, control and design in context.</p> <p><i>2 hr exam</i></p>
<p>Unit 4 Commercial Design (Graphic Products) (60% of A2, 30% of total GCE)</p> <p>Students are given the opportunity to apply skills they have acquired and developed throughout this course of study. Students design and make a product for their choice that completes with the requirements of a graphic product.</p> <p><i>Internally marked, externally moderated</i></p>

Psychology

Number of places per class is 24
PATHWAY 1 & 2

Exam board: AQA

Entry requirements: Students require a B in GCSE Additional Science or Biology, and a B grade in GCSE English and C or above in GCSE Mathematics. Students who have studied Applied Science need an A at GCSE.

Aims:

- To study research into the human mind and our behaviour
- To be aware of the various theoretical approaches in Psychology
- To understand and evaluate the methods used in psychological experimentation
- To be able to interpret and analyse the findings and conclusions of theory and research
- To apply the findings of psychological research to the real world

As Psychology is classified as a Science, students will need to possess an awareness of the value of a scientific approach to enquiry. Students also need a genuine interest in the human mind and our behaviour to fully appreciate this course. Psychology is a valuable subject for entry into a number of career areas. In particular Psychology may be of use in business, health-related careers, education and professions where interaction with others is a key feature. Skills developed in this course, such as the ability to think critically and create a well reasoned argument, can also be applied to many further study options and career choices.

Additional Information:

There is no coursework in A level Psychology. The examination in this subject consists of *extended* writing tasks including essays.

The Course at a Glance:

AS Examination
<p style="text-align: center;">Unit 1</p> <p style="text-align: center;">Cognitive Psychology, Development Psychology and Research Methods</p> <p style="text-align: center;">Written Paper : 1 hr 30 mins exam (50% of AS, 25% of A Level)</p> <p style="text-align: center;">Cognitive psychology, including memory and eyewitness testimony Development psychology, including early social development, attachment and the effects of day care Research methods, in the context of the topic areas.</p> <p style="text-align: center;">Unit 2</p> <p style="text-align: center;">Biological Psychology, Social Psychology and Individual Differences</p> <p style="text-align: center;">Written Paper : 1 hr 30 mins exam (50% of AS, 25% of A Level)</p> <p style="text-align: center;">Biological psychology, including stress, coping with stress and managing stress Social psychology, including majority and minority influence, obedience and independent behaviour Individual differences, including definitions of abnormality, approaches and therapies.</p>

A2 Examination
<p style="text-align: center;">Unit 3</p> <p style="text-align: center;">Topics in Psychology</p> <p style="text-align: center;">Written Paper : 1 hr 30 mins exam (25% of A Level)</p> <p style="text-align: center;">Aggression, Cognition and Development, Biological Rhythms and sleep Three essay style questions.</p> <p style="text-align: center;">Unit 4</p> <p style="text-align: center;">Psychopathology, Psychology in Action and Research Methods</p> <p style="text-align: center;">Written Paper : 2 hr exam (25% of A Level)</p> <p style="text-align: center;">Schizophrenia, Anomalistic Psychology, Research design and Data analysis,</p>

Spanish

Number of places per class is 24
PATHWAY 1 & 2

Exam board: AQA

Entry requirements: B or above in GCSE Spanish (all from Higher Tier papers).

Aims:

- Develop an interest in, and enthusiasm for, language learning
- Develop understanding of the language in a variety of contexts and genres
- Communicate confidently, clearly and effectively in the language for a range of purposes
- Develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
- Consider their study of the language in a broader context
- Derive enjoyment and benefit from language learning
- Acquire knowledge, skills and understanding for practical use, further study and/or employment
- Communicate with speakers of the language
- Take their place in a multilingual global society
- Provide a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject
- Provide a sufficient basis for further study of languages at degree level or equivalent

Work Experience in Spain is a compulsory part of the course and normally takes place in February for approximately ten days. Students who take up a language at A level must consider this and other subjects' coursework deadlines. The latter will not serve as a reason for not going abroad.

Both AS and the full A level offer evidence to prospective employers of a significant level of achievement in all language skills, together with evidence of critical insight and a knowledge and understanding of another culture and the place of that culture within European development. Students leaving school to enter employment after gaining one of these AS qualifications will be able to show some evidence of language skills relating to the World of Work.

The gap between GCSE language and the expectations at AS are significant.

The Course at a Glance:

AS Examination
<p>Unit 1 Listening, Reading and Writing 2 hr written exam (110 marks) 70% of AS, 35% of A Level</p> <p>Unit 2 Speaking Test 35 minute speaking test, including 20 minutes preparation (50 marks) 30% of AS, 15% of A Level</p>

A2 Examination
<p>Unit 3 Listening, Reading and Writing 2 hr 30 mins written exam (110 marks) 35% of A Level</p> <p>Unit 4 Speaking Test 35 minute speaking test, including 20 minutes preparation (50 marks) 15% of A Level</p>

Textiles

Number of places per class is 18
PATHWAY 1 & 2

Exam board: AQA

Entry requirements: B or above in GCSE D&T (Graphics Products, Resistant Materials, Textiles, Electronics or Food) or B or above in GCSE Art.

Aims:

- To develop creativity and the ability to design and make high quality products
- To develop understanding of the history of fashion and textile design
- To develop an understanding of industrial practices in manufacturing and the roles of designers and retail professionals
- To use ICT to enhance design and technology capability
- To recognise the social, moral, spiritual, and cultural values inherent in design and technological activity, and develop critical evaluation skills.
- To develop as discerning consumers able to make informed choices.

This subject is suitable for any student with a background/interest in Textile design, interior design, fashion and costume design. It is also relevant for students interested in retail buying, merchandising and fashion journalism. The course will allow students to continue their studies at University following any Design related degree. It will also give students a broad knowledge of industrial practice and provide opportunities to students interested in careers in the Design and Manufacturing industry.

This subject allows students to develop skills in creative design and decorative textiles and AS level follows closely on from GCSE.

The Course at a Glance:

AS Examination
<p style="text-align: center;">Unit 1 Materials, Components and Application</p> <p style="text-align: center;">Written paper 50% of the total AS marks 25% of the total A level marks 2 hrs</p> <p style="text-align: center;">This paper is based primarily on Materials and Components</p> <p style="text-align: center;">Unit 2 Learning through Designing and Making</p> <p style="text-align: center;">Coursework 50% of the total AS marks 25% of the total A level marks Approx 50 hrs</p> <ul style="list-style-type: none"> • Written (or electronic) design portfolio • Manufactured outcome(s) • Coursework may take a number of forms; a single design-and-make project, two smaller projects and/or a portfolio of work • 80 marks for Unit 2

A2 Examination
<p style="text-align: center;">Unit 3 Design and Manufacture</p> <p style="text-align: center;">Written paper 25% of the total A level marks 2 hrs</p> <p style="text-align: center;">This paper is based primarily on Design and Manufacture</p> <p style="text-align: center;">Unit 4 Design and Making Practice</p> <p style="text-align: center;">Coursework 25% of the total A level marks Approx 60 hrs</p> <ul style="list-style-type: none"> • Written (or electronic) design folder • Manufactured outcome • Candidates submit evidence of a single, substantial designing and making activity • 85 marks for Unit 4

Travel and Tourism

Number of places per class is 24
PATHWAY 2

Exam board: AQA

Entry requirements: (subject to pathways options). A minimum C grade in a GCSE English Language and Mathematics is required.

Aims:

Students will be required to investigate a range of Travel and Tourism contexts which will develop both Geographical and Business focused key skills and understanding including that of;

- Issues affecting the development of the industry and its potential affect on employment opportunities
- The scale and importance of the travel and tourism industry and the interdependence of its sectors
- The importance of the customer and also of sustainable development of host destinations and communities
- The positive and negative impacts of travel and tourism on people, the environment and economy
- The global and dynamic nature of travel and tourism, including changes and how the industry responds to these changes
- Planning and participating in visits to travel and tourism organisations and destinations

This AS and Advanced GCE is a broad-based vocational qualification designed to allow candidates flexible progression routes, moving on to higher education (e.g. university) or further training and into industry.

The course is significantly portfolio based, with one external written assessment (both at AS and A2). Assessment is weighted at 67% towards portfolio based assignments.

The course is taught collaboratively between the Business and Geography departments, reflecting the content and requirements of the course.

The Course at a Glance:

AS Examination
<p>Unit 1 Inside Travel and Tourism</p> <p>This is an externally assessed unit where candidates need to demonstrate their fundamental knowledge and understanding of the nature of the travel and tourism industries in terms of interdependency and role of differing sectors, as well the dynamic nature of travel and tourism.</p>
<p>Unit 2 A People industry</p> <p>This is a portfolio based unit where candidates investigate the importance of customer service through the training and skills needed in the context of differing customer needs and types.</p>
<p>Unit 3 Travel Destinations</p> <p>This is a portfolio based unit where candidates investigate the types and features of tourist destinations, including tourist appeal and transportation options.</p>

A2 Examination
<p>Unit 8 Travel and Tourism Project</p> <p>This is a synoptic portfolio unit in which candidates are required to work as part of a team to plan and carry out a travel excursion or a tourism event.</p>
<p>Unit 9 People and Quality</p> <p>This is an externally assessed unit which builds particularly on AS Unit 2 – A People Industry. This unit is about how managers in the travel and tourism industry ensure the quality of provision including the health, safety and security of staff and customers.</p>
<p>Unit 10 Current Issues in Travel and Tourism</p> <p>This is a portfolio based unit where candidates identify and research a contemporary issue in travel and tourism, evaluating the impacts on the travel and tourism industry and industry responses to it.</p>