

# **Sixth Form Open Evening**

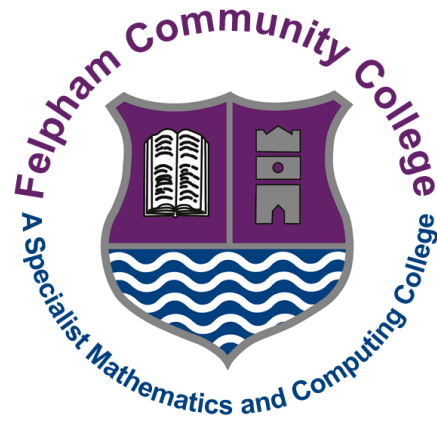
Thursday 10th November 2011

6.00pm - 8.00pm

Subject staff will be available from 6.00pm.

A presentation will take place in the main hall at 6.30pm, followed by a further opportunity to meet with Sixth Form teachers to discuss opportunities available.

We look forward to meeting you.

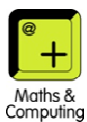


*A Mathematics &  
Computing College*

# Sixth Form Prospectus 2012 Entry

Sixth Form Leader: Mrs N Williams

Headteacher: Mr M Anstiss





As a Specialist Maths and Computing College, we aim to minimise our paperwork through the use of new technologies. We try to make as much information as possible accessible to all through our website or through links to other sources.

We do, however, understand that some people prefer to have access to paper copies. Should you wish to obtain a hard copy of our Sixth Form Prospectus, please contact the Sixth Form Office.

Information about the Sixth Form can be found at [www.felpham.com](http://www.felpham.com)

## **Message from the Headteacher**

Thank you for your interest in Felpham Sixth Form.

Students in years 12 and 13 benefit from exceptional provision at Felpham. Small group sizes, experienced staff and personalised guidance ensure our Sixth Form is a very special place, where students are supported to fulfil their potential.

Under the expert leadership of Noreen Williams and Sharon Knight our Sixth Form examination results have improved for six years in succession.

We are proud of our outstanding Sixth Form and hope you will join us in the future.



**Mark Anstiss**  
**Headteacher**

# Felpham Sixth Form – An Outstanding Record of Success

## Welcome to Felpham Sixth Form!

We are delighted that you have chosen to consider Felpham Sixth Form as the best place to continue your studies. We are proud that the majority of Felpham students choose to return to our Sixth Form and we also welcome an increasing number of students who join us from other schools and colleges.

Our Sixth Form will offer you the opportunity to develop both academically and socially. Above all, we aim to support you in reaching your academic goals and developing you as an independent learner who is ready to face the challenges of Higher Education and employment.

In our most recent Ofsted Inspection the Inspector highlighted:

“Students comment on their positive relationships with staff and appreciate what the school does for them. They feel well supported, both academically and in their personal development. Students place high value on the opportunities created as a result of their involvement in the organisation of events such as whole-school charity week. As one commented, 'The whole experience is just brilliant, it has changed what I want to do with my life.' Students also value the opportunities to extend their personal skills and the experience through mentoring younger students in subjects such as mathematics and their voluntary work in the local community. “

We hope that the information on offer here will answer all the queries you may have. Our Open Evening on 10th November will provide an opportunity for you to meet with Sixth Form students and staff. If, following this, you require any further information, or would like to visit the Sixth Form, do not hesitate to contact Mrs S Knight, the Sixth Form Year Manager, telephone number 01243 826511 ext 202, who will arrange a meeting with a member of our Sixth Form team.

*N. Williams*

Sixth Form Leader



**Noreen Williams**  
Sixth Form Leader



**Sharon Knight**  
Sixth Form Manager

# Felpham Sixth Form



*I'm now in my second year of Sixth Form, working towards A-Levels in Maths, Biology and Psychology. I'm relishing the challenge of meeting the high standards expected at A2 and continue to be motivated by the consistently engaging lessons my subject teachers work so hard to deliver.*

*Having enjoyed being part of the lively and sociable Sixth Form community, I applied for the position of Head Girl at the end of Year 12, hoping to pass on my positive attitude towards school life. I took up the role this September, and am using my new responsibility to help other students make the most of the opportunities at Felpham, in the Sixth Form and lower down the school.*

**Sophie Smith**  
**Head Girl**

## **The Sixth Form Contract**

Students are in the Sixth Form because they have chosen to work to improve their academic competence and to increase their prospects of a rewarding career. They are there to grow in confidence socially and further develop their knowledge of the world in general. The Sixth Form is not the place for passive or part-time students. In the broadest sense, all the time a student spends in college is educative – none more so than the private study periods that provide a valuable training in self-discipline and personal organisation. All students are asked to sign a contract that reflects this.

## **Pastoral Organisation**

The Sixth Form is divided into ten tutor groups, each a mix of year 12 and year 13. The form tutor plays a major role in monitoring the progress of each student, by means of frequent individual interviews, and contributes to both Education and Careers references, which the college provides for the Sixth Form leavers.

## **Standards and Expectations**

In a situation where the college has invited students to return to study at FCC and they have voluntarily taken up the offer, there should not be any discipline issues. Day-to-day differences of interpretation between staff and students will be dealt with by the tutors and Sixth Form Leader. Punctuality for lessons, proper attention to homework, effective use of private study time, respect for buildings and matters of dress are the main areas where Sixth Form students will be expected to set an example to the rest of the college. Smoking is not allowed anywhere on the college premises (a County rule insists on this).

## **Independent Study and Organisation of Time**

An important function of the Sixth Form is to give students the chance to organise their own work pattern and most students will have a certain amount of private study time. Year 12 students are expected to remain on the premises throughout each morning, however they may study off-site in the afternoon if they have free periods. Year 13 students will have the option of studying at home when they do not have any lessons. Our multimedia Library, the Sixth Form Common Room and a designated silent study area are the focal points for Sixth Form private study.



*I decided to come back to the Felpham Community College Sixth Form for a number of reasons.*

*For me, it offered what I needed to be able to achieve the grades I needed to continue onto further education. It has a history of great results and the teachers here are very personable and always have time to talk to you.*

*There are a great wealth of courses to choose from and there is careers advice on hand to give you information for the future. It really is a unique experience because of the close-knit Sixth Form community. I would strongly recommend applying here.*

**Josh Sangster**  
**Deputy Head Boy**

For A level courses approximately six hours a week of effective personal study is required for **each** subject, whilst when studying for GCSEs, at least three hours a week per subject is recommended. Effective use of private study time will reduce the amount of work that needs to be done outside college hours. Parents should note that homework need not have any set pattern. As students are encouraged to plan their own work programme they are able, in some cases, to adjust work-time through the week. Organisation of homework is one of the most difficult skills a student has to develop, and applicants are urged to give careful consideration to the demands that the Sixth Form will make on their time. **All students are given a Sixth Form Diary as an aid to personal organisation and planning.**

We advise that, unless absolutely unavoidable, students do not take time off from their courses for family holidays. Similarly, time spent on part-time employment needs to be monitored carefully and we would advise that this should take up a maximum of eight to ten hours per week.

### **Library**

The high technology, multimedia Library is available for student reading, research and study, from 8.00am until 4.00pm Monday to Thursday and 3.30pm on Friday.

All students have access to the stock of 11,000+ resources housed in the Library, which includes a wide range of reference, fiction and non-fiction books, cassettes, CD-ROMS and videos, and ten networked computers available to access the Internet and College Intranet. There is also a "short-term loan" area dedicated to the Sixth Form.



## **Sixth Form Facilities and Social Life**

The very centre of Sixth Form activity is the student Common Room and we are delighted with our facilities. The purpose-built Common Room includes a snack-bar, personal lockers and a television and music system, although the use of some of these facilities will, of necessity, be restricted to break and lunch times. The Sixth Form also organises various evening social functions and activities such as Quiz Nights and the popular Summer Ball.

*The Sixth Form Council aims to listen to the student voice and make decisions as a group that will benefit the Sixth Form as a whole. With representatives from both year 12 and year 13, the Council builds upon the community feel of the Sixth Form and ensures that all opinions are taken into account.*

The Sixth Form is designed as a democratic institution to prepare its members for a full life in the society that lies beyond its doors. There is an elected Sixth Form Council that meets regularly to discuss matters of concern and to forward, from students, suggestions for the development of the Sixth Form. There are regular debates which provide opportunities for frank discussion of topical and sometimes controversial issues.

*We hold weekly meetings to discuss any issues that arise, which in the past have included the need for improved kitchen facilities and extra laptops, both of which were acted upon and we are now seeing the benefits of. The Council also plays a significant role in planning the annual Sixth Form Ball, as well as charitable events, such as the Pink Day for Breast Cancer Awareness. As Head of the Council, I am proud of what we achieve as a group and look forward to passing on my responsibilities to others who will strive to make your time in the Sixth Form as enjoyable and accommodating as possible.*

**Mollie Whyte**



*I am happy with my choice of staying at Felpham Community College to complete my A Levels. I have attended the college since year 7 and always had a strong interest in sciences. This helped me decide to study Biology, Chemistry, Physics and Maths at the Sixth Form.*

*All of my lessons are enjoyable and being taught by some of my teachers for year eleven has made the courses comfortable and easy to settle into.*

*In addition to my studies, I have been offered many extra-curricular activities that will help enhance my university application. These include taking part in the Silver Duke of Edinburgh award and an Open University course in human genetics and health issues.*

*The college and friendly staff have given me an excellent foundation for my further studies at university in the future.*

**Tom Holland**

## **Physical Activities**

Physical Education in the Sixth Form is an option that offers the opportunity of playing all major games, as well as squash, badminton, volleyball, basketball, trampolining, fitness training and golf. This takes place every Wednesday afternoon throughout the year.

Students also have the opportunity to plan and participate in a 6<sup>th</sup> Form sports day that takes place during the winter and summer months. This is organised by the 6<sup>th</sup> Form committee and activities and events are chosen by students to suit their interests.

Leadership opportunities are also available to students to enhance the quality of experiences and their Curriculum Vitae. Sixth Form students take on key voluntary roles in the whole College Sports' Festival that takes part every summer. Organising, officiating and other key roles and responsibilities are undertaken to help the smooth running of the day.

Staff are keen to offer any specific sporting opportunities and fixtures that students may wish to participate in at a recreational or competitive level, against surrounding schools and colleges.

There may also be opportunities to gain some practical teaching experience with classes from the Lower School, primarily for students considering a teaching career in PE.

Physical Education has an important role to play in Sixth Form life, if only as a release from academic pressure. One must also remember that it is important to maintain a healthy body, as well as a healthy mind, and the activities offered will hopefully stimulate interest and cater for the needs of all Sixth Form students.

**Contact Mr B Hauxwell**



*I have been at FCC since year 7 and I didn't think twice about coming back for Sixth Form. I'm very much at home here with all my friends and familiar teachers.*

*I am taking A levels in Biology, Psychology, Maths and Further Maths, and I'm also looking forward to completing an Open University course in Human Genetics and Health Issues next year, which is a great opportunity that the college has given me.*

*The Sixth Form here is great for getting people involved and having fun, with quiz nights, team games and events run by the sixth form charity committee, which I am part of. I love the atmosphere here and the fact that the teachers are always working hard to ensure that everyone achieves their best.*

**Megan Vandriel**  
**Deputy Head Girl**

## **Applying to enter FCC Sixth Form**

- Read through this Sixth Form Prospectus carefully.
- Attend the Sixth Form Open Evening on Thursday 10<sup>th</sup> November. On this evening you will have the opportunity to meet with staff and students and to discuss your suitability for the courses.
- Application Forms are already available online and will need to be returned by 23rd January 2012.
- If you are an external candidate, please contact the Sixth Form Year Manager, who will add your details to our mailing list.

For the Academic Year 2012 onwards Felpham Community College will continue with its student-centred curriculum. Column options will no longer be determined in advance of students' subject selections. We will aim to ensure that all student selections are fulfilled. However, those students whose selections are not met will be given the opportunity to discuss alternatives with members of the college staff. Viability of all courses is subject, as always, to sufficient numbers of students applying.

Individual meetings will take place w/b 20th February 2012. Most students are offered a provisional place in the Sixth Form following this interview.

All students who apply to the Felpham Sixth Form are expected to attend the Induction Period on 5th and 6th July.

Course Enrolment – this will take place shortly after you receive your GCSE results (Thursday 23rd August 2012). At this point we can confirm or make any necessary changes to your choice of subjects.

You can contact us at

Felpham Community College Sixth Form  
Felpham Way  
Bognor Regis  
West Sussex PO22 8EL

Tel: 01243 826511 Ext 202  
e-mail: [fcc@felpham.org.uk](mailto:fcc@felpham.org.uk)



*I have attended Felpham Community College since year 7 and so did not hesitate to stay on for Sixth Form. Apart from geographical convenience, there were many aspects of the college that appealed to aspiring students like me. There is a friendly relationship between students and staff, built on mutual respect and politeness, and you can always rely on the teachers to find time for you if you are struggling with something and need some extra help.*

*Having made some really strong friendships over the past five years I felt that it was important to stay on into the Sixth Form at Felpham, knowing that my friends would help and support me through my studies, as they did through GCSEs.*

*The college has allowed me to achieve my full academic potential, and, by offering me the chance to do an OU course and other schemes like the Duke of Edinburgh Award, they have ensured that I experience a well-rounded education and I am able to offer to future employers a variety of skills and abilities that I might otherwise not have had. I would strongly recommend choosing the Felpham Community College Sixth Form as I have enjoyed my time here immensely.*

**Jonathan Barrett**

## **Types of Courses**

There are several types of courses offered in the Sixth Form and we offer a wide combination of AS, A2 and BTEC courses.

### **Level 3 BTEC Subsidiary Diploma and Diploma**

Level 3 BTECs are qualifications that are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare them for employment or study at degree level.

Level 3 BTEC Subsidiary Diploma and/or Diploma will be offered in:

Business

Health & Social Care

Information & Communication Technology

Music

Performing Arts

Public Services

Sport (development coaching and fitness)

Travel & Tourism.

All of the Level 3 BTEC Subsidiary Diploma and Diploma courses are 100% internally assessed and therefore favour students who work consistently and show dedicated effort. It is not essential to have studied the subject previously but all-round communication, literacy and numeracy skills will be required.

The expectation is that students should have achieved a minimum of four GCSE passes (including English) at Grade C or above to start a Level 3 BTEC Diploma.

All Level 3 BTEC Subsidiary Diplomas are two-year courses, with an AS equivalent awarded at the end of Year 12. Both employers and universities recognise Level 3 BTECs as being directly equivalent to A2 level.



*I enjoyed both the social and academic aspects of my secondary school experience at Felpham Community College, so the decision to stay on in the Sixth Form was easy.*

*So far, I am enjoying all of the subjects I am studying (Art, Business, Graphics and Sociology) because I have an interest in all of the them. However, the fact that I get along with my teachers does help.*

*I would definitely recommend that students come into the Sixth Form due to the general atmosphere and the wide range of courses.*

**Rachel Holden**

## **A Level/AS Level**

Most A levels will be based on four units of approximately equal size, each of which will be separately certificated. Two of the units will make up the Advanced Subsidiary (AS), representing the first half of an advanced level course of study. The other two will be known as A2, representing the second half.

Each A level is studied for ten periods per fortnight over two years

The AS and A levels we expect to offer at Felpham in the forthcoming academic year are:

Art, Craft & Design  
Biology  
Business Studies  
Chemistry  
Critical Thinking  
Drama & Theatre Studies  
English Language  
English Literature  
Food and Nutrition  
French  
Geography  
Graphic Communication  
History  
ICT  
Mathematics  
Further Mathematics  
Use of Mathematics  
Media Studies  
Photography  
Physical Education  
Physics  
Psychology  
Religious Education  
Sociology  
Spanish

A student intending to enter Higher Education to study for a degree is advised to take four AS levels in Year 12. She/he will then probably reduce to three subjects after the end-of-year 12 examinations.



*I am extremely pleased with my decision to continue my education at Felpham Community College. All the teachers are very friendly and are also always willing to help.*

*I am studying A-Levels in Maths, Business Studies, Psychology and Spanish. In addition to this I am taking an AS-Level in Critical Thinking and I will be completing the Extended Project, which carries valuable UCAS points to help with university applications.*

*The atmosphere within the Sixth Form is very friendly. I believe that this is vital in ensuring that all students have a productive and enjoyable two years.*

**Callum Aldous**

## **Level 2 BTEC Diploma**

This offers an alternative route into further education, Higher Education or employment for students who would prefer to concentrate on a career-related area, rather than academic subjects

**A Level 2 BTEC Diploma is studied over one year.**

The course is awarded by the highly-regarded BTEC organisation (now EDEXCEL) and the unit-based assessment enables students to know exactly how they are progressing, rather than waiting for the result of a final examination.

**A Level 2 BTEC Diploma** is suitable for those students who have gained a minimum of either two or three GCSEs at Grade D or above. A diploma is equivalent to four GCSEs at Grades A\* - C

We intend to offer the Level 2 BTEC Diploma with awards for:  
Business/Retail  
Health & Social Care  
Travel & Tourism

Alongside the Level 2 BTEC Diploma students may study GCSE retakes in English and Maths if required.

## **GCSE Retakes**

Mathematics and English courses are offered. It is expected that most students who have not achieved Grade C or above in English and Maths will enrol on this(ese) course(s).

**Details of all the above courses are available on-line. If you require a printed copy contact the Sixth Form Office on Ext 202. The viability of all courses depends on the number of students opting for them.**

**Although most books are provided free of charge, some expenditure may be incurred for essentials such as field trips and specialist materials**



*I have been at Felpham Community College since year 7, and the support which I received all the way through to year 11 influenced my choice to stay on at Felpham for Sixth Form. It has a very positive working environment and, with all the support from the teachers, you can't go wrong.*

*I chose to stay because it is easy for me to get to (which means no travelling costs), I have good relationships with the teachers and because of this they know how I learn best. I took Triple Science during years 10 and 11 and I have selected to study Chemistry and Biology at A level. The Triple Science gave me an advantage as we had already covered part of the A level course.*

*I am also taking Music because I play guitar and drums. The facilities at school allow me to practice well to advance my skills. I have the same teachers for all my subjects as I did in year 11, which makes the lessons comfortable and enjoyable for me. I have also been offered, and signed up for, two extra-curricular courses which are the Extended Project and Critical Thinking, both will bolster my University application. I believe that staying at Felpham was the right choice for me and will allow me to achieve my future goals.*

**Tom Smith**

## **Choices**

Some subjects readily and logically combine with others. At the discussion stage of applying, a student's choices will be scrutinised closely and advice given. We recommend all students to check on the qualifications needed for the particular career or degree courses that they are hoping to follow, before completing the application form.

## **Choosing your courses**

Level 3 students will choose three or four subjects to study at AS level. Again, this year we will not be asking students to choose from pre-determined option blocks. Our curriculum will be student-centred with the option blocks being formed after the students have made their choices. It is, therefore, very important that students make informed choices before submitting their application, having discussed with teachers their suitability for the courses they have chosen. Parents will also be able to discuss choices at our Open Evening on 10<sup>th</sup> November 2011 and also at the y11 Consultation Evening on 19<sup>th</sup> January 2012.

Many students will already have a career or Higher Education route planned and will know what subjects they intend to study. For others the choice may be less obvious; often these students will choose their favourite or 'best' subjects and will make career choices later. You may find the 'Qualifications Required for Degree Courses' section in the online prospectus helpful in making your decision.

Level 2 students can choose one of the Level 2 BTEC courses on offer. In addition, they may resit their English and/or Maths GCSE if necessary.

## **Further Elements of 6<sup>th</sup> Form**

### **ICT Facilities**

The college has excellent ICT facilities and Broadband connection ensures speedy access to the web. In addition to the ICT facilities in the Library, there are five fully-equipped ICT teaching rooms, as well as multimedia facilities for Media Studies and Drama. Many subjects use ICT extensively in teaching and learning, incorporating use of interactive whiteboards.

During private study time Sixth Form students may also use the Library and silent study area.

### **Careers, Higher Education and Personal Advice**

The college has a responsibility towards every student who has made the decision to return, just as the student has many responsibilities to the college. There is an intensive system of advice on Careers and Higher Education. The college subscribes to the handbooks of all the main institutions of Higher Education and organises visits to college and university open days. Throughout their Sixth Form career the students will receive ideas and information about what to do next, much of which forms part of their tutorial programme.

In the matter of personal advice and counselling it is hoped that the close relationships possible between students and staff in the Sixth Form will enable students to talk through problems with subject teachers and form tutors. The Year Leader or tutor can refer students for a careers' interview. Students can also self-refer if they feel they need careers' advice.

### **Work Experience**

For most students studying vocational courses, work experience is an integral and compulsory element of their course. These students may undertake several placements during the year, usually linked to specific modules being studied, or extended work experience throughout the year.

For other students, work experience is optional but particularly encouraged where a placement will complement a university application, for example, in medicine, journalism, law and veterinary science. Most universities request a minimum of two weeks' work experience for students going into teaching; this has to have taken place in the two years prior to starting the course. The employer's work experience report is a useful addition to a student's portfolio.

**Contact Mrs G Woodman**

### **The Open University's Young Applicants in Schools & Colleges Scheme (YASS)**

We offer our most able and motivated students the opportunity to enrol on Open University short courses. This year students are studying courses on subjects such as Cardiovascular Disease, Ethics and Essay writing. This opportunity enhances their applications and increases their chances of selection onto the most competitive HE courses.

**Contact Mrs N Williams**

## **Extended Project Qualification**

### **What is the value of doing an extended project?**

The qualification is designed as a "stretch and challenge" opportunity, and involves investigating a topic beyond the normal confines of an A Level qualification.

The depth of study demonstrates that you have some of the key skills required for university study. It is very good evidence to put in a UCAS personal statement that you can work independently, research, plan, argue and present. Moreover, it allows you to research and then execute a project based on any area of interest you may have, either practical or academic.

### **What is the Extended Project Qualification worth?**

It is regarded (in terms of UCAS points) as half an A Level. Please note that this does not mean it is an AS Level, since the standard of work is expected to be at least A2 standard and maybe beyond.

### **Why should I consider doing it?**

Firstly, the evidence seems to be that universities are very keen on students who have done, or are undertaking, an extended project, mainly because the skills that are involved are those that they believe are important for students to successfully access their courses. Universities will always seek out students who can demonstrate that they are independent and self-motivated learners. A successfully executed Extended Project is a clear indication that you possess these skills. Secondly, you find it an extremely rewarding experience that will test your planning, organisational and research abilities, as well as provide you with a whole suite of new skills, transferrable to life beyond the classroom.

### **What sort of projects can be done?**

There has to be a "product", which could be an extended essay on any topic (max 5,000 words). Alternatively, the product could be a play, a piece of art, a model, a musical instrument or a film.

There also has to be a presentation (usually involving a PowerPoint) in which you talk about your project and answer questions from a non-specialist audience.

Above all, the project should be on an area of personal interest that you are keen to find investigate further.

## **Extra Curricular Enrichment Activities**

All Sixth Form students at Felpham Community College are encouraged to take an active role in the community and, although not a compulsory element of the curriculum, it is hoped that students will dedicate some of their free time to helping others. Participating in extra curricular enrichment activities could also have a significant impact later on, when writing UCAS applications and pursuing career opportunities. The enrichment opportunities we provide at Felpham Community College include: **Duke of Edinburgh Award** – all students are invited to participate in the Silver Duke of Edinburgh award, in which they take part in physical, voluntary and skill-developing activities over a six to twelve month period. They will also complete a demanding weekend expedition across The New Forest, under canvas. On completion of the Silver award, students can then go on to complete the Gold level award.

**Outset Voluntary Youth Action** – Felpham Community College Sixth Form maintains firm links with Outset Youth Action. Students are able to obtain the prestigious V50 award by simply completing 50 hours of community service, either in or out of college.

**Charity Committee** - all students are invited to join the Sixth Form Charity Committee, leading the college in the organisation of a variety of events throughout the year, including sponsored walks and fundraising concerts, and culminating in a charity week in which sixth formers arrange a whole week of exciting activities. Participation in the committee can count towards hours for Outset or the service section of the Duke of Edinburgh award.

**Contact Mr G Treharne/Miss N Matthews**



## GCE A-Level results 2011

60 - total student entry

28 - boys, 32 - girls

### GCE A-Level results 2008 – 2011

#### Felpham Community College

#### National results

	2008	2009	2010	2011	2008	2009	2010	2011
	%	%	%	%	%	%	%	%
A* - B	43	44	45	<b>48</b>	51	52	53	
A* - E	96	96	98	<b>99</b>	97	98	98	



### GCE A-Level subject results 2011

<b>Subject (GCE unless stated)</b>	<b>Exam entry (Jun 11)</b>	<b>% A* - B entry</b>
Art & Design	4	0
Art & Design Graphics	4	25
Art and Design Photography	4	0
Biology	7	29
Business Studies	4	100
Chemistry	5	60
Critical Thinking	3	0
English Language	13	69
English Language & Literature	8	63
English Literature	7	57
General Studies	9	44
History	5	20
Information Technology Applied	6	0
Law	2	50
Mathematics	11	55
Media Studies	23	65
Performing Arts	3	33
Physical Education	3	100
Physics	4	50
Psychology	13	46
Sociology	5	20
BTEC National Award Business	6	17
BTEC National Certificate Business	7	57
BTEC National Certificate Health & Social Care	3	100
BTEC National Award IT Practitioners	6	17
BTEC National Award Public Services	7	14
BTEC National Award Travel & Tourism	4	0

## Level 3 BTEC Subsidiary Diploma and Diploma

<b>Subject</b>	<b>Level 3 BTEC Subsidiary Diploma in Business (single A Level)</b> <b>Level 3 BTEC Diploma in Business (double A Level)</b>
<b>Course Details</b>	<p>Level 3 BTECs are qualifications that are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare them for employment or study at degree level.</p> <p>The units covered include: Exploring Business Activity; Investigating Business Resources; Introduction to Marketing; Effective People, Communication and Information.</p> <p>Students studying for the subsidiary diploma complete 60 credits of learning, whilst those studying for the Diploma complete 120 credits.</p>
<b>Units</b>	100% internally assessed.
<b>Entry Requirements</b>	Four GCSEs Grade C or above including English.
<b>Contact</b>	Mrs J Wood - Curriculum Leader: Business and Vocational Studies

<b>Subject</b>	<b>Level 3 BTEC Subsidiary Diploma in Health and Social Care (single A Level)</b> <b>Level 3 BTEC Diploma in Health and Social Care (double A Level)</b>
<b>Course Details</b>	<p>Level 3 BTECs are qualifications that are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare them for employment or study at degree level.</p> <p>The units covered include: Developing Effective Communication in Health and Social Care; Equality; Diversity and Rights in Health and Social Care and Health; Safety and Security in Health and Social Care.</p> <p>Students studying for the subsidiary diploma complete 60 credits of learning, whilst those studying for the Diploma complete 120 credits.</p>
<b>Units</b>	100% internally assessed.
<b>Entry Requirements</b>	Four GCSEs Grade C or above including English.
<b>Contact</b>	Mrs J Wood - Curriculum Leader: Business and Vocational Studies

## Level 3 BTEC Subsidiary Diploma and Diploma

<b>Subject</b>	<b>Level 3 BTEC Subsidiary Diploma in IT (single A Level)</b> <b>Level 3 BTEC Diploma in IT (double A Level)</b>
<b>Course Details</b>	<p>This is a two year course which is specifically designed for those wishing to pursue a career in IT or go onto higher education. It is very practical in nature, with an emphasis on designing systems with an end user in mind.</p> <p>The units covered in the Subsidiary Diploma include: Communication and Employability Skills for ICT, Computer Systems, Website Production, Computer Animation, plus two other units.</p> <p>The units covered in the Diploma include all of the Subsidiary Diploma units plus: Software Design and Development, Information Systems, Computer Games Platforms and Technologies, Client Side Customisation of Web Pages, plus two other units.</p>
<b>Units</b>	Students studying for the Subsidiary Diploma complete 60 credits of learning, whilst those studying for the Diploma complete 120 credits.
<b>Entry Requirements</b>	Five GCSEs Grade C and above, including English, Mathematics, and at least 2 in ICT.
<b>Contact</b>	Mrs H Radford - Leader of Vocational ICT

## Level 3 BTEC Subsidiary Diploma and Diploma

<b>Subject</b>	<b>Level 3 BTEC Subsidiary Diploma in Music (single A Level)</b> <b>Level 3 BTEC Diploma in Music (double A Level)</b>
<b>Course Details</b>	<p>Level 3 BTECs are qualifications that are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare them for employment or study at degree level.</p> <p>The units covered include: Music Performance Techniques; Marketing and Promotion in the Music Industry; Pop Music in Practice; Music Project.</p> <p>Students studying for the subsidiary diploma complete 60 credits of learning, whilst those studying for the Diploma complete 120 credits.</p>
<b>Units</b>	100% internally assessed.
<b>Entry Requirements</b>	Four GCSEs Grade C or above including English.
<b>Contact</b>	Miss N Matthews - Curriculum Leader: Performing Arts

<b>Subject</b>	<b>Level 3 BTEC Subsidiary Diploma in Performing Arts (single A Level)</b> <b>Level 3 BTEC Diploma in Performing Arts (double A Level)</b>
<b>Course Details</b>	<p>Level 3 BTECs are qualifications that are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare them for employment or study at degree level.</p> <p>The units covered include: Performing to an Audience; Theatre in Education; Variety Performance; Special Subject Investigation. Students studying for the subsidiary diploma complete 60 credits of learning, whilst those studying for the Diploma complete 120 credits.</p>
<b>Units</b>	100% internally assessed.
<b>Entry Requirements</b>	Four GCSEs Grade C or above including English.
<b>Contact</b>	Miss N Matthews - Curriculum Leader: Performing Arts

## Level 3 BTEC Subsidiary Diploma and Diploma

<b>Subject</b>	<b>Level 3 BTEC Subsidiary Diploma Public Services (single A Level)</b> <b>Level 3 BTEC Diploma Public Services (double A Level)</b>
<b>Course Details</b>	Level 3 BTECs are qualifications that are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare them for employment or study at degree level. The units covered include: Government, Policies and the Public Services; Team Leadership in the Uniformed Public Services; Citizenship, Contemporary Society and the Public Services. Students studying for the subsidiary diploma complete 60 credits of learning, whilst those studying for the Diploma complete 120 credits
<b>Units</b>	100% internally assessed.
<b>Entry Requirements</b>	Four GCSEs Grade C or above including English.
<b>Contact</b>	Mrs J Wood - Curriculum Leader: Business and Vocational Studies

<b>Subject</b>	<b>Level 3 BTEC Subsidiary Diploma Travel &amp; Tourism (single A Level)</b> <b>Level 3 BTEC Diploma Travel &amp; Tourism (double A Level)</b>
<b>Course Details</b>	Level 3 BTECs are qualifications that are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare them for employment or study at degree level. The units covered include: Investigating Travel and Tourism; The Business of Travel and Tourism; The UK as a Destination and Customer Service in Travel and Tourism. Students studying for the subsidiary diploma complete 60 credits of learning, whilst those studying for the Diploma complete 120 credits
<b>Units</b>	100% internally assessed.
<b>Entry Requirements</b>	Four GCSEs Grade C or above including English.
<b>Contact</b>	Mrs J Wood - Curriculum Leader: Business and Vocational Studies

## Level 3 BTEC Subsidiary Diploma

<b>Subject</b>	<b>Level 3 BTEC Subsidiary Diploma in Sport (development, coaching and fitness)</b>
<b>Course Details</b>	<p>Examination Board: Edexcel</p> <p>The Level 3 BTEC qualification has been developed to give learners the knowledge, understanding and skills that they need to prepare them for employment in the Sports Industry.</p> <p>The course is equivalent to 1 AS in Yr12 and a full A2 by end of Yr13. It can also be taken with the full Diploma in Sport resulting in equivalent of 2 A-level grades at end of Yr13. Thus students studying the subsidiary diploma will achieve 60 credits.</p> <p>Grading is Pass (C grade), Merit (B grade) or Distinction (A grade).</p>
<b>Units</b>	<p>*100% internally assessed + practically assessed units.</p> <p>The units covered include: (Compulsory seven Units)</p> <p>Year 12 - Principles of Anatomy and Physiology in Sport; Physiology of Fitness; Assessing Risk in Sport; Fitness Testing for Sport and Exercise</p> <p>Year 13 – Sports Coaching; Sport Nutrition.</p> <p>In addition practical team and individual sports will be taught over both years.</p>
<b>Entry Requirements</b>	<p>Four GCSEs Grade C or above, including English.</p> <p><b>No</b> prior GCSE PE or BTEC sport experience is required.</p> <p>Applicants need to have a keen interest in sports and the sports Industry.</p>
<b>Contact</b>	Mr B Hauxwell - Curriculum Leader: Physical Education

## Level 3 BTEC Diploma

<b>Subject</b>	<b>Level 3 BTEC Diploma in Sport (development, coaching and fitness)</b>
<b>Course Details</b>	<p>Examination Board: Edexcel</p> <p>The Level 3 BTEC qualification has been developed to give learners the knowledge, understanding and skills that they need to prepare them for employment in the Sports Industry.</p> <p>The course is equivalent to 2 A-level grades. The Subsidiary Diploma is taught with this course and this is the first option, the Diploma is the second option (thus this course takes a double option block) and is 120 credits.</p> <p>Grading is Pass (C grade), Merit (B grade) or Distinction (A grade).</p>
<b>Units</b>	<p>*100% internally assessed + practically assessed units.</p> <p>The units covered include: (Compulsory seven Units)</p> <p>Year 12 - Principles of Anatomy and Physiology in Sport; Physiology of Fitness; Assessing Risk in Sport; Fitness Testing for Sport and exercise; Sports Development</p> <p>Year 13 – Sports Coaching; Sport Nutrition; Psychology for Sports Performance; Sports Injuries; Rules Regulations and officiating <b>or</b> Work experience in Sport</p> <p>In addition practical team and individual sports will be taught over both years.</p>
<b>Entry Requirements</b>	<p>Four GCSEs Grade C or above, including English.</p> <p><b>No</b> prior GCSE PE or BTEC sport experience is required.</p> <p>Applicants need to have a keen interest in sports and the sports Industry.</p>
<b>Contact</b>	Mr B Hauxwell - Curriculum Leader: Physical Education

## A Level and AS Level Courses

<b>Subject</b>	<b>Art, Craft &amp; Design</b>
<b>Course Details</b>	Examination Board: Edexcel  The A level course gives students the opportunity to develop their skills and knowledge, following a broad Art, Craft and Design course, using a range of two and three-dimensional approaches to their studies. The coursework and examinations require the creation of a substantial quantity of practical work, as well as an understanding and appreciation of the importance of other artists and designers. Students are encouraged to carry out independent research, and to visit galleries and exhibitions in order to experience historical and contemporary art and design at first hand.
<b>Units</b>	AS: coursework and externally set exam (8 hours) A2: coursework and externally set exam (12 hours)
<b>Entry Requirements</b>	Art and Design GCSE Grade B or above, or clear evidence of aptitude for the subject.
<b>Contact</b>	Ms A Harvey - Curriculum Leader: Art & Photography

<b>Subject</b>	<b>Biology</b>
<b>Course Details</b>	Examination Board/Specification: OCR  AS – H021 A2 – H421  The AS modules comprise: Cells, Exchange and Transport; Biological Molecules, Food and Health; Biodiversity and Evolution; Practical tasks.  The A2 modules comprise: Communication, Homeostasis, Photosynthesis and Respiration; Cellular control, Biotechnology and Gene Technologies and Environment; Practical tasks.
<b>Units</b>	AS: Practical tasks and examination. A2: Practical tasks and examination.
<b>Entry Requirements</b>	Five GCSEs at Grade C or above including either Additional Science or Biology at Grade B or above.
<b>Contact</b>	Miss D Ramshaw - Curriculum Leader (Temp): Science

## A Level and AS Level Courses

<b>Subject</b>	<b>Business Studies</b>
<b>Course Details</b>	<p>Examination Board/Specification: Edexcel – 9BS01</p> <p>The overall aim of the course is to encourage students to develop a critical understanding of organisations, the context in which they operate, the markets they serve and the process of adding value</p> <p>Units covered include developing new business ideas; managing the business, international business and making business decisions.</p>
<b>Units</b>	<p>AS – Examination</p> <p>A2 – Examination</p>
<b>Entry Requirements</b>	Five GCSEs Grade C or above, including a C grade in Maths
<b>Contact</b>	Mrs J Wood - Curriculum Leader: Business Studies

<b>Subject</b>	<b>Chemistry</b>
<b>Course Details</b>	<p>Examination board: OCR.</p> <p>The aim of the course is to encourage:-</p> <p>Students to develop their interest in, and enthusiasm for chemistry, including developing an interest in further study and careers in chemistry;</p> <p>Students to appreciate how society makes decisions about scientific issues and how science contributes to the success of the economy and society;</p> <p>Develop essential knowledge and understanding of different areas of chemistry and how they relate to each other.</p>
<b>Units</b>	Both AS and A2 have two examined modules and a third module involving internal assessment of practical skills
<b>Entry Requirements</b>	Five GCSEs at Grade C or above, including either Additional Science or Chemistry at Grade B or above, plus Maths at Grade B
<b>Contact</b>	Mrs K Goodall - i/c Chemistry

## A Level and AS Level Courses

<b>Subject</b>	<b>Critical Thinking</b>
<b>Course Details</b>	<p>Critical Thinking is a skills-based rather than a content-based A Level.</p> <p>It develops the ability to interpret, analyse and evaluate ideas and arguments and can support thinking skills in all subject areas - from arts and humanities to the sciences.</p> <p>It is an exciting, challenging as well as rewarding course that may well change your outlook on the way you view the world around you. It will certainly increase your ability to make reasoned, well informed and cogent judgements.</p>
<b>Units</b>	<p>Unit 1: Introduction to Critical Thinking – AS Unit 2: Assessing and Developing Argument – AS</p> <p>Unit 3: Ethical Reasoning and Decision Making – A2 Unit 4: Critical Reasoning – A2</p>
<b>Entry Requirements</b>	Acceptance onto a 2 year A Level programme
<b>Contact</b>	Mr A Webster - Curriculum Leader: Social Sciences

<b>Subject</b>	<b>Drama and Theatre Studies</b>
<b>Course Details</b>	<p>This course will give you an understanding of how to analyse Plays in a variety of ways and how they can be interpreted for performance. You will also have the opportunity to demonstrate your skills in a number of different performances, varying from devising your own production to being directed using a piece of text.</p>
<b>Units</b>	<p>Unit 1: Exploration of Drama and Theatre Unit 2: Theatre Text in Performance Unit 3: Exploration of Dramatic Performance Unit 4: Theatre Text in Context</p>
<b>Entry Requirements</b>	Usually a GCSE Grade B in Drama and in English or English Literature
<b>Contact</b>	Miss N Coney - i/c Drama

## A Level and AS Level Courses

<b>Subject</b>	<b>English Language</b>
<b>Course Details</b>	Examination Board/Specification: AQA Specification B AS - 1706 A2 - 2706  The AS units comprise: coursework, which is made up of two pieces of creative writing with analytical commentaries, and an examined unit focusing on spoken and written language in a variety of contexts, including gender, power and technology.  The A2 units comprise: coursework, which entails an investigation into a linguistic area of their choice and the production of a creative media test, and an examined unit on language development in children and language development over time.
<b>Units</b>	Unit 1: Categorising Texts ENGB1 Unit 2: Creative Texts (coursework) ENGB2 Unit 3: Developing language ENGB3 Unit 4: Investigating language (coursework)
<b>Entry Requirements</b>	Grade B GCSE or above in English
<b>Contact</b>	Ms J Constantine - Curriculum Leader: English

<b>Subject</b>	<b>English Literature</b>
<b>Course Details</b>	Examination Board/Specification: WJEC AS - 2171 A2 - 3171  The AS units comprise: An examined unit based on the study of poetry and drama, and a coursework unit which involves three pieces of work responding to the study of prose text: an analytical response, a creative response and a commentary.  The A2 units comprise: An extended coursework essay responding to three independently chosen texts, and an examined unit based on the wider study of poetry and drama.
<b>Units</b>	Unit 1: Poetry and Drama 1 LT1 Unit 2: Prose Study and Creative Reading (coursework) LT2 Unit 3: Period and Genre Study (coursework) LT3 Unit 4: Poetry and Drama 2 LT4
<b>Entry Requirements</b>	Grade B GCSE or above in English Literature and English
<b>Contact</b>	Ms J Constantine - Curriculum Leader: English

## A Level and AS Level Courses

<b>Subject</b>	<b>Food and Nutrition</b>
<b>Course Details</b>	Examination Board: OCR  This A-level course will give students an understanding of a variety of issues including nutrition, food production, food safety and hygiene, social and environmental issues and family and society issues. Students conduct their own investigative study from a selection of food related topics and are required to source ingredients for practicals once a fortnight. This course gives a full understanding of the importance of healthy eating and how it can be applied to people with different income and dietary needs.
<b>Units</b>	AS: Society and Health Resource Management A2: Investigative Study Nutrition and Food Production
<b>Entry Requirements</b>	<b>No</b> prior knowledge of the subject required
<b>Contact</b>	Mr D Woods - Curriculum Leader: Design & Technology

<b>Subject</b>	<b>French</b>
<b>Course Details</b>	Examination Board: AQA <b>AS content:</b> Healthy living/lifestyle Media Popular Culture Family/relationships  <b>A2 content:</b> Environmental issues The multi-cultural society Contemporary social issues Two cultural topics based around Target language countries
<b>Units</b>	The AS examinations comprise: Unit 1 - Oral 30% of AS Unit 2 - Listening/Reading/Writing 70% of AS  The A2 modules comprise: Unit 3 - Oral 15% of A level Unit 4 - Listening/Reading/Writing 35% of A level
<b>Entry Requirements</b>	Grade B or above in GCSE French
<b>Contact</b>	Miss D Williams - Curriculum Leader: Modern Foreign Languages

## A Level and AS Level Courses

<b>Subject</b>	<b>Geography</b>
<b>Course Details</b>	<p>The AS module comprises 2 units: Unit 1 - Global Challenges: · Topic 1: World at Risk · Topic 2: Going Global Unit 2 - Geographical Investigations · Topic 1: Investigating Crowded Coasts · Topic 2: Rebranding Places (urban and rural regeneration)</p> <p>The A2 module comprises a further 2 units Unit 3 - Contested Planet, including topics on: Energy Security, Water Conflicts, Biodiversity Under Threat, Superpower Geographies, Bridging the Development Gap and The Technological Fix. Unit 4 - Carrying out a research project and studying Consuming the Rural Landscape – Leisure and Tourism</p>
<b>Units</b>	<p>Unit 1 60% of AS Grade (30% of full A Level) Unit 2 40% of AS Grade (20% of full A Level) Unit 3 30% of full A Level Unit 4 20% of full A Level</p>
<b>Entry Requirements</b>	Grade C GCSE or above in Geography, English and Maths
<b>Contact</b>	Mr L Kingston - Curriculum Leader: Geography

<b>Subject</b>	<b>Graphic Communication</b>
<b>Course Details</b>	<p>Examination Board: Edexcel</p> <p>Graphic Communication conveys information and ideas by visual means. Images and words are organised to successfully communicate messages, often in two dimensions, using a range of techniques.</p> <p>The coursework and examinations require the production of a substantial amount of practical work, as well as an understanding and appreciation of the importance of graphic design in society. Students are encouraged to carry out independent research, and to visit galleries and exhibitions in order to experience historical and contemporary design at first hand.</p>
<b>Units</b>	<p>AS: coursework and externally set exam (8 hours) A2: coursework and externally set exam (12 hours)</p>
<b>Entry Requirements</b>	Graphic Design or Art and Design GCSE grade B or above, or clear evidence or aptitude for the subject.
<b>Contact</b>	Mr D Woods - Curriculum Leader: Design and Technology

## A Level and AS Level Courses

<b>Subject</b>	<b>History</b>
<b>Course Details</b>	<p>History isn't a subject that is stuck in the past. Far from it! Historical events are what have shaped society worldwide into what it is today. As George Santanyana so aptly said 'those who do not remember the past are condemned to repeat it.'</p> <p>AS: Students study two units designed to promote an understanding of change and development over time, plus an understanding of change over a short period studied in depth.</p> <p>A2: A2 offers a natural progression from AS. Unit 3 focuses on the relationship between the state and the people and the forces which influenced this relationship. Unit 4 is a historical enquiry which tests understanding of change over 100 years.</p>
<b>Units</b>	<p>Unit 1: Britain, 1483 to 1529 - AS Unit 2: The Impact of Stalin's Leadership in the USSR, 1924 to 1941 - AS Unit 3: Triumph and Collapse Russia and the USSR, 1941 to 1991 - A2 Unit 4: Historical Enquiry (Personal Study) - A2</p>
<b>Entry Requirements</b>	Grade B GCSE or above in History, Humanities, Geography and/or English
<b>Contact</b>	Mr M Pilling - Curriculum Leader: History

<b>Subject</b>	<b>A Level ICT (Computing) Level 3</b>
<b>Course Details</b>	<p>This is a two year course, which is specifically designed for students who wish to go on to higher education courses or employment where knowledge of Computing would be beneficial.</p> <p>The units covered in the AS are; Unit 1, this is a practical, on-screen, examination which allows students to demonstrate their knowledge of the fundamental principles of the subject, focusing on programming through a problem-solving scenario using pre-release material. Unit 2 focuses on the hardware and software aspects of Computing and the social and economic consequences of Computing.</p> <p>The units covered in the A2 build on the content of AS, with Unit 3 focusing on computational thinking, what can be computed, programming and problem solving including communication and networking. The second unit, Unit 4, students are required to work independently on a substantial computer-based project undertaken throughout the year. This project will demonstrate skills in analysis, design, construction/implementation, testing and evaluation.</p>
<b>Units</b>	<p>Unit 1: Problem solving, programming, data representation and practical exercise. Unit 2: Computer components, the stored program and the Internet. Unit 3: Problem solving, programming, operating systems, database systems and networking. Unit 4: The computing practical project</p>
<b>Entry Requirements</b>	Five GCSEs Grade C and above, including English, Mathematics at Grade B.
<b>Contact</b>	Mrs C Watson - Assistant Curriculum Leader: ICT

## A Level and AS Level Courses

<b>Subject</b>	<b>Mathematics</b>
<b>Course Details</b>	<p>Exam Board/Specification: AQA GCE Maths 5361/6361</p> <p>The AS Units Core 1 and Core 2 build on the algebra, geometry and trigonometry already studied at GCSE and also introduce and develop knowledge of calculus. The statistics unit builds on statistics and probability studied at GCSE.</p>
<b>Units</b>	<p>Studied in Year 12: AS - Core 1, Core 2 and Statistics 1</p> <p>Studied in Year 13: AS - Core 3, Core 4 and AS Mechanics 1</p>
<b>Entry Requirements</b>	Grade B GCSE or above in mathematics
<b>Contact</b>	Mrs V Thorn - Curriculum Leader: Mathematics

<b>Subject</b>	<b>Mathematics - Further</b>
<b>Course Details</b>	<p>Exam Board/Specification: AQA GCE Maths 5371/6371</p> <p>An additional challenge for students who have already chosen to study A Level mathematics but want to do more. Much of the information given about A Level Mathematics is also relevant here. Other units may be available depending on the interests of the students.</p>
<b>Units</b>	<p>Studied in Year 12: AS - Further Pure 1, Decision 1, Further Pure 2</p> <p>Studied in Year 13: A2 - Further Pure 3, Further Pure 4, Decision 2</p>
<b>Entry Requirements</b>	Grade A GCSE or preferably an A*. You will need to relish the challenge of Mathematics and be an effective independent learner.
<b>Contact</b>	Mrs V Thorn - Curriculum Leader: Mathematics

## A Level and AS Level Courses

<b>Subject</b>	<b>Mathematics - Use of</b>
<b>Course Details</b>	<p>Exam Board/Specification: AQA Use of Maths 5351</p> <p>This is a one year AS course made up of three units, two of which are assessed individually as Free Standing Mathematics Units.</p> <p>The main focus of the course is the practical application of mathematics – in other words its use as an aid to reasoning and problem solving and its usefulness in modelling the real world.</p>
<b>Units</b>	<p>Unit 1 – working with algebraic and graphical techniques (FSMU) Unit 2 – Using and applying statistics (FSMU) Unit 3 – Applying Mathematics Assessment – coursework and examination</p>
<b>Entry Requirements</b>	Grade C GCSE Maths from the higher tier entry
<b>Contact</b>	Mrs V Thorn - Curriculum Leader: Mathematics

<b>Subject</b>	<b>Media Studies</b>
<b>Course Details</b>	<p>Examination Board/Specification: AQA (AS 1571/A2 2571) The AS Units comprise: Investigating Media (examination on an unseen text and on a prepared cross-media study); Creating Media (practical coursework, including two productions, a film made as part of a group and another production in a different medium).</p> <p>The A2 Units comprise: Media: Critical Perspectives (examination on: unseen texts; the representation of a group in the media; the impact of digital media); Media Research and Production (coursework comprising a production piece made as part of a group with a linked independent critical investigation on a media topic of the student's choice).</p>
<b>Units</b>	<p>AS - Coursework and examination A2 - Coursework and examination</p>
<b>Entry Requirements</b>	<p>Five GCSEs at Grade C or above It is <b>not</b> necessary to have studied Media Studies at GCSE, minimum Grade C in English and Humanities. If Media Studies taken at GCSE, minimum Grade C.</p>
<b>Contact</b>	Mr P Hargood - Curriculum Leader: Media Studies

## A Level and AS Level Courses

<b>Subject</b>	<b>Photography - lens and light-based media</b>
<b>Course Details</b>	<p>Examination Board: Edexcel</p> <p>The A Level course gives students the opportunity to develop their knowledge and understanding of photography. The students mainly work using digital camera techniques, and they learn to edit and manipulate images in creative ways. There are opportunities to work with still and moving images, employing approaches that go beyond observation and recording.</p> <p>The coursework and examinations require the creation of a substantial quantity of practical work, as well as an understanding and appreciation of the importance of other artists and photographers. Students are encouraged to carry out independent research, and to visit galleries and exhibitions in order to experience historical and contemporary design at first hand.</p>
<b>Units</b>	<p>AS: Coursework and externally set exam (8 hours)</p> <p>A2: Coursework and externally set exam (12 hours)</p>
<b>Entry Requirements</b>	Art and Design GCSE Grade B or above, or clear evidence of aptitude for the subject.
<b>Contact</b>	Ms A Harvey - Curriculum Leader: Art & Photography

<b>Subject</b>	<b>Physical Education</b>
<b>Course Details</b>	<p>This exciting course will provide the individual student with the opportunity to build on their existing skills and to explore new areas in Physiology, Psychology and Socio-cultural studies.</p> <p>This work enables the learner to educate themselves and others so that health lifestyles can be adopted.</p> <p>Lessons will adopt an active, practical angle so students are able to relate the theory to the sporting reality.</p> <p>Practical work can be undertaken in sports, coaching or officiating.</p>
<b>Units</b>	<p>G451 - One two hour paper consisting of three questions from each component (40%)</p> <p>G452 - Practical unit consists of two assessed areas from sports, officiating and coaching. One written evaluation of performance will also be done (30%).</p>
<b>Entry Requirements</b>	<p>5 GCSEs Grade C or above.</p> <p>Grade C in theoretical component of GCSE PE course.</p> <p>Students must be actively competing in at least one sport, on a regular basis outside of college.</p>
<b>Contact</b>	Mr B Hauxwell - Curriculum Leader: Physical Education

## A Level and AS Level Courses

<b>Subject</b>	<b>Physics</b>
<b>Course Details</b>	<p>This course has been designed to provide a worthwhile educational experience for students whether or not they go on to study Physics beyond this level.</p> <p>From September 2008 the Advanced GCE is made up of three mandatory units at AS and three further mandatory units at A2. Two of the AS and two of the A2 units are externally assessed. The third AS unit and the third A2 unit are internally assessed and will include the assessment of practical skills.</p>
<b>Units</b>	<p>Unit 1: Mechanics - AS Unit 2: Electrons, Waves and Photons - AS Unit 3: Practical Skills in Physics 1 - AS Unit 4: The Newtonian World - A2 Unit 5: Fields, Particles and Frontiers of Physics - A2 Unit 6: Practical Skills in Physics 2 - A2</p>
<b>Entry Requirements</b>	<p>Five GCSEs at Grade C or above, including either Additional Science or Physics at Grade B or above, plus Maths at Grade B.</p>
<b>Contact</b>	<p>Mr C Macdonald - i/c Physics</p>

<b>Subject</b>	<b>Psychology</b>
<b>Course Details</b>	<p>The course aims to give students a wide knowledge of psychology and a sound understanding of issues, debates and perspectives.</p> <p>This course also provides students with a good grounding in preparation for higher education and an awareness of how to apply psychology to everyday life and the world around them.</p>
<b>Units</b>	<p>Unit 1: Psychological Investigations - AS Unit 2: Core Studies - AS</p> <p>Unit 1: Applied Psychology - A2 Unit 2: Approaches and research methods in Psychology - A2</p>
<b>Entry Requirements</b>	<p>Five GCSEs Grade C and above, including English, Mathematics and Science at Grade B and above <b>Please note</b> that you <b>do not</b> need to have studied GCSE psychology for this course.</p>
<b>Contact</b>	<p>Mr A Webster - Curriculum Leader: Social Sciences</p>

## A Level and AS Level Courses

<b>Subject</b>	<b>Religious Education</b>
<b>Course Details</b>	<p>AQA</p> <p>You don't have to be religious to study religion, just have an interest in the world around you and why people reach different conclusions, ideas and perspectives when looking at a similar issue.</p> <p>The AS will focus on one specific faith group, their beliefs and practices, festivals and teachings and look at religion within our society today.</p> <p>The A2 will further develop ideas around the place, function and relevance of religion within our society, tackling questions about faith schools and identity. Furthermore, specific attention will be placed in investigating religious fundamentalism and extremism, where does it come from? Why do some people resort to violence?</p>
<b>Units</b>	<p>Unit 1: Religion &amp; Contemporary Society AS</p> <p>Unit 2: World Religions AS</p> <p>Unit 3: Religion &amp; Contemporary Society A2</p> <p>Unit 4: Religious Fundamentalism A2</p>
<b>Entry Requirements</b>	<p>Grade C GCSE or above in Humanities and/or History, Geography, RE and English</p>
<b>Contact</b>	<p>Mrs L Waymark - R.E. Co-ordinator</p>

## A Level and AS Level Courses

<b>Subject</b>	<b>Sociology</b>
<b>Course Details</b>	<p>Sociology is the study of societies and, unlike other disciplines, it looks at how people live, behave and work together in groups.</p> <p>It asks questions about the world we live in and tries to explain why it is the way it is. Sociology teaches you to question the world around you. You will learn skills such as evaluation of theories, essay technique and how to respond to evidence. The course tries to encompass an active approach to learning with plenty of opportunities to 'go into the field' and actively re-search.</p>
<b>Units</b>	<p>AS: 'Education and Methods' and 'Wealth, Welfare and Poverty'</p> <p>A2: 'Crime and Deviance' and 'Mass Media'</p>
<b>Entry Requirements</b>	<p>Five GCSEs Grade C and above Grade B minimum in English</p>
<b>Contact</b>	<p>Mr L Kingston - . Subject Leader: Sociology</p>

<b>Subject</b>	<b>Spanish</b>
<b>Course Details</b>	<p>Examination Board: AQA</p> <p><b>AS content:</b> Healthy living/lifestyle Media Popular Culture Family/relationships</p> <p><b>A2 content:</b> Environmental issues The multi-cultural society Contemporary social issues Two cultural topics based around Target language countries</p>
<b>Units</b>	<p>The AS examinations comprise: Unit 1 – Oral 30% of AS Unit 2 – Listening/Reading/Writing 70% of AS</p> <p>The A2 modules comprise: Unit 3 – Oral 15% of A level Unit 4 - Listening/Reading/Writing 35% of A level</p>
<b>Entry Requirements</b>	<p>Grade B or above in GCSE Spanish</p>
<b>Contact</b>	<p>Miss D Williams - Curriculum Leader: Modern Foreign Languages Mrs G Newsom</p>

## Level 2 BTEC Diplomas

A level 2 BTEC Diploma is a practical, work-related course. You will learn by completing projects and assignments that are based on realistic workplace situations, activities and demands.

The course will introduce you to the employment area you have chosen and provide a good basis to go on to a more advanced work-related qualification.

A Level 2 BTEC Diploma is equivalent to four GCSEs.

A Pass is equivalent to four Grade Cs.

A Merit is equivalent to four Grade Bs.

A Distinction is equivalent to four Grade As.

A Distinction \* is the equivalent of four Grade A\*s.

Details of the courses on offer are on the following pages and the subjects offered are:

Business/Retail

Health & Social Care

Travel & Tourism

Alongside the Level 2 BTEC Diploma students will take ICT and Workskills courses.

## Level 2 BTEC Diploma

<b>Subject</b>	<b>Level 2 BTEC Diploma Business</b>
<b>Course Details</b>	<p>Examination Board: Edexcel</p> <p>The Level 2 BTEC diploma has been developed in the business sector to focus on education and training for future business employees.</p> <p>The units covered include: Exploring Business Purposes, Customer Service, Financial Control and Business Communication.</p>
<b>Units</b>	100% internally assessed
<b>Entry Requirements</b>	Two GCSEs at Grade D or above
<b>Contact</b>	Mrs J Wood - Curriculum Leader: Vocational Studies

<b>Subject</b>	<b>Level 2 BTEC Diploma Health and Social Care</b>
<b>Course Details</b>	<p>Examination Board: Edexcel</p> <p>The Level 2 BTEC diploma has been developed in the health and social care sector to focus on education and training for future care employees.</p> <p>The units covered include: communication and human rights; individual needs; anatomy and physiology; human lifespan development; creative and therapeutic activities in a health and social care setting; the impact of diet on health.</p>
<b>Units</b>	100% internally assessed
<b>Entry Requirements</b>	Two GCSEs Grade D or above
<b>Contact</b>	Mrs E Azimi - Vocational Studies

## Level 2 BTEC Diploma

<b>Subject</b>	<b>Level 2 BTEC Diploma in Travel and Tourism</b>
<b>Course Details</b>	<p>Examination Board: Edexcel</p> <p>The Level 2 BTEC diploma has been developed in the Travel sector to focus on education and training for future employees in the Travel Industry.</p> <p>The units covered include: US and European Travel Destinations, Customer Service, Marketing in the Travel Industry and ECO Tourism.</p>
<b>Units</b>	100% internally assessed
<b>Entry Requirements</b>	Two GCSEs Grade D or above
<b>Contact</b>	Mr G Treharne - Vocational Studies

<b>Subject</b>	<b>English Language and Literature</b>
<b>Course Details</b>	Examination Board/Specification: AQA Specification A  Examined units include: Literature: The novel and poetry bank English Paper 1: Reading and writing to argue/persuade/advise English Paper 2: Poetry from other cultures and writing to inform/explain/describe  Coursework includes: Original writing, media study, Shakespeare, prose study and 20th Century drama.
<b>Units</b>	
<b>Entry Requirements</b>	The course is primarily targeted at students who have achieved a Grade D at GCSE and who intend to achieve a Grade C.
<b>Contact</b>	Ms J Constantine - Curriculum Leader: English

<b>Subject</b>	<b>Mathematics</b>
<b>Course Details</b>	Exam Board/Specification: OCR GCSE in maths A J512  This course is ideal for students wishing to improve their GCSE grade in order to try to achieve a Grade C. The mathematical content of the course will build upon and review work done in Year 11.
<b>Units</b>	Examination only (Foundation Level – Grade G-C).
<b>Entry Requirements</b>	The course is primarily targeted at students who have achieved a Grade D at GCSE and who intend to achieve a Grade C.
<b>Contact</b>	Mrs V Thorn - Curriculum Leader: Mathematics

# Qualifications Required for Degree Courses

## A Levels for Art Degrees

**Archaeology** - Most subjects acceptable.

**English** - English required: English Literature is often preferred at older, more traditional universities. A foreign language can be useful; so can Theatre Studies.

**Fine Art (and Art Specialisms)** - Art an advantage. A portfolio of work for inspection is usually expected. For many specialisms the completion of a Foundation or other preparatory course (eg BTEC) usually expected.

**History** - History preferred or required by most establishments. English and Foreign Languages can be useful.

**Foreign Languages** - An A level in the main language to be studied is normally required for most Modern European Languages. Two A level languages, in most cases, are an advantage. Languages such as Arabic and Chinese can be learnt from scratch.

**Music** - Music required by most. An audition is normal. A high standard of performance (Grade VIII) usually required. A second instrument may also be preferred.

**Performing Arts** - Practical aptitude required. Interview is by audition.

**Politics** - Most subjects acceptable; History, Maths, Foreign Languages, English and Geography can all be useful.

## Science Degrees

**Agriculture (and Horticulture, Forestry)** - Chemistry almost essential and preferably two from Maths, Physics and Biology.

**Bacteriology, Microbiology, Biochemistry** - Chemistry almost essential and preferably two from Maths, Physics and Biology.

**Biology, Botany** - Chemistry and Biology almost essential.

**Zoology, Ecology Building** - At least one of Maths and Physics – preferably both.

**Chemical Engineering** - Preferably Chemistry, Maths, Physics - definitely at least two of these.

**Chemistry (and Polymer Science)** - Chemistry almost essential and at least one from Maths, Physics and Biology.

**Computer Science** - Maths required/preferred at many places. Many courses accept a mixture of Arts and Sciences.

**Dentistry** - Chemistry essential and two from Physics, Biology and Maths. For entry from 2007 applicants for certain universities must sit the UK Clinical Aptitude Test.

**Engineering (Electronic, Electrical, Mechanical, Civil, Production)** - Maths and Physics provides a useful basis.

**Food Science, Nutrition, Dietetics** - Chemistry almost essential with at least one other Science A level

**Geology (& Environmental Science)** - A combination of Sciences and also Geography is useful.

**Mathematics Statistics** - One or sometimes two Maths subjects essential.

**Medicine** - Chemistry essential and two from Physics, Biology and Maths. For entry from 2007 applicants for certain universities must sit the UK Clinical Aptitude Test.

**Metallurgy (& Materials Science)** - Physics and Chemistry are most preferred; Maths is sometimes needed or taken instead of one of the other Sciences.

**Nursing** - Chemistry and Biology are often preferred or required. Applied Health and Social Care is also favoured.

**Ophthalmic Optics** - Minimum of two sciences – Physics useful.

**Pharmacy/ Pharmacology** - Chemistry essential and two out of Physics, Maths and Biology.

**Physics** - Physics and Maths essential.

**Veterinary Science** - Chemistry, Biology and Physics almost essential. Maths acceptable at one or two universities instead of Physics/Biology. Applicants for a BVetMed course at selected universities must sit the Biomedical Admissions Test (BMAT).

## Mixed Degree Courses

**Accountancy** - Maths required/preferred by a few places.

**Architecture** - Maths required by some places: Physics preferred by some. Art, Geography, English and History could be useful.

**Business Studies** - Maths sometimes required. Foreign Languages useful

**Economics** - Maths required or sometimes preferred by some places.

**Geography** - Geography required at most places, although some only prefer it or will accept students without it. Biology, History, Languages, Maths, Physics and Chemistry can all be useful.

**Law** - Useful subjects: History, English and other essay-based academic subjects. Mathematicians and Scientists are equally considered

**Librarianship/ Information Science** - Sciences and Arts are equally acceptable, with a Science more useful for Information Science. Degrees are often joint/combined and an A level may therefore be needed in the other subject studies

**Management Studies** - Business Studies or Applied Business at A level desirable.

**Philosophy** - Arts and Sciences equally acceptable. Maths and Foreign Languages useful.

**Psychology** - Some places require Sciences, Biology, Maths, and Statistics useful. Other places are more flexible.

**Education** - An A level in an appropriate national curriculum specialist subject of study is normally required. All intending teachers must have GCSE (A-C) in English Language and Maths. Prospective Junior School teachers must have at least a grade C in a science subject as well. Applied Health and Social Care A level often favoured for early years teaching.

**Sociology** (Applied Sociology, Social Admin, Social Work) - A level Sociology – some do not require this.

**Sports Studies/ Leisure Management** - Some courses like or require A levels in Biology and Chemistry or Applied Leisure Studies.

**Surveying/Estate Management/Town and Country Planning** - Some areas of study require or prefer A level Maths, others accept any combination. Geography and Economics can be useful.

**Tourism Management** - Applied Travel and Tourism A level a useful introduction.