Sixth Form
A Personal welcome from the Principal

I am very pleased to be able to offer you more information about our distinctive Sixth Form, the range of courses and the wider opportunities we offer all students to enrich their academic and personal development. Our Sixth Form is designed to ensure our students achieve high quality examination results in an environment which balances their need for independence against our exceptional levels of care, support and guidance.

Christ the King College is a high performing school, unique in its past history, distinctive in its Christian foundation and firmly grounded in its total commitment to ensuring each individual student flourishes. The Sixth Form is fortunate in having its own designated Sixth Form Centre, enabling students to be independent and self-reliant. It is also very much part of the whole College community; in this way, students participate as role models and as leaders of the College through a range of opportunities, contributing to the life of the College and also preparing themselves for their future roles in society.

High standards and expectations pervade our ethos. Central to the Sixth Former’s life is academic study, the continued acquisition of the knowledge, understanding and skills which will prepare them for their futures, whether in university or employment. Our students are prepared to compete with their peers across the country with confidence, personal integrity and the highest qualifications they can achieve. Neither subject to the stricter controls of 11 – 16 secondary education, nor being given the complete freedom of Further or Higher Education institutions, our aim is for our students to leave us ready to embrace the challenges and opportunities of the future.

Such readiness for the future extends beyond the academic. Ever evident is the distinctive Christian character of the College, and the spiritual growth of our students continues into the Sixth Form, supported in the context of the combined traditions of our Catholic and Church of England foundation. Sixth Form students are challenged to be Christian role models to the rest of the College, and opportunities are available for personal reflection, Christian service and life-changing visits and experiences.

Christ the King College is also proud of its designation as a Specialist Maths and Computing School. Our students achieve highly in Maths, and we are committed both to preparing students for the ever-changing technological and digital age in which they live, in addition to responding to their instant engagement with the latest technology to support their learning. Our commitment, however, is to develop well-rounded young adults, and Sixth Form students have their own Library for private study and research, have access to a very wide range of sporting and musical opportunities, and are further enriched through cultural, educational and social visits and opportunities.

Whilst the majority of our Year 11 students move on into our Sixth Form, I am delighted that so many students also join us from other schools and from abroad. They soon become part of the thriving, sociable and caring community that is a hallmark of our success.

I am very proud, therefore, to offer you Christ the King Sixth Form as the place of education for your child. I hope that you find the information and photographs in this prospectus give you a very clear understanding of what we offer. Please do not hesitate to contact us if you have any questions or would like to visit the College.

Mrs Pat Goodhead MA DSG
Principal

Expectations of the Sixth Form

Christ the King College is founded on Gospel values which underpin all of our living and learning together. Our ethos statement makes our expectations clear:

“Jesus is the Way, the Truth and the Life. Inspired by His teaching, Christ the King College provides a Christian education underpinned by Gospel values.”

The fundamental expectation of our Sixth Form students is that they support our ethos and all that it stands for. In that way, we hope and pray that they will grow in the knowledge of the love of God, will learn to do His work on earth and become adults of integrity, principles and faith. Christ the King College students have a strong reputation for being caring, considerate and polite young people; it is expected that Sixth form students continue and build on this tradition.

We recognise that Sixth Formers need, enjoy and benefit from increased independence and autonomy as they prepare for Higher Education or the world of work. Christ the King College students are given this freedom. With this comes the expectation that they will reciprocate with maturity in their behaviour, commitment to their studies and loyalty to the expectations of Christ the King College.
Welcome from the Head of Sixth Form

At our Sixth Form, our students are building on their successes at GCSE by learning to learn, driving achievement forward and developing their aims for the future. Our students experience the right balance of independence, challenge and supportive guidance.

Our young people have such a tremendous variety of talents and skills. We feel that it is our role, in the Sixth Form, to equip our students with the tools that will enable them to realise their full potential. We take great pride in the consistently remarkable levels of progress that our young people make in their time with us. Managing such a vibrant Sixth Form is a significant privilege; we take great joy in supporting our students to achieve socially and academically in order to meet their aspirations.

Mrs Hayley Conway-Hughes BA
Head of Sixth Form

Welcome from the Head Girl and Head Boy

As Head Girl and Head Boy, we would like to welcome you to Christ the King College. Our Sixth Form has proved to be highly successful in its academic standing and unique ethos. This is shown in the aspirations, university offers and career prospects of Christ the King College students.

We offer a wide range of subjects with the highest quality teaching and facilities, providing our students with the skills and knowledge to achieve the best results possible. This, accompanied by the mature, caring environment in which we study, makes our Sixth Form a perfect place to learn.

However, we offer much more than this. As students, we are individually encouraged and supported to grasp every extra-curricular opportunity. Whether it’s applying to a summer school, organising a sporting event, or getting involved with the Debating Society, there will always be someone at Christ the King College who will encourage you and help ensure your success. The autonomous nature of our Sixth Form gives each student the chance to influence the running of our College and make a difference; not only in the classroom, but in the wider community.

We hope you can join us.

Isabella Chambers (Head Girl) & George Collins (Head Boy)
The Sixth Form Leadership Team provides student input and feedback to potential developments and changes to Sixth Form life. They allow for debate over the issues that really matter to the student body, whether academic or pastoral.

The team meets regularly with members of both the teaching and Senior Leadership Team and Governors to engage on issues of College dress code policy, structure of the Sixth Form day, social events and positions of responsibility. Our frequent meetings with Mrs Goodhead, the Principal, allow us to negotiate plans, so the actions we take will benefit everyone.

Throughout the year, we are involved in decisions on the look and feel of the facilities, running social and fundraising events, revision sessions for other students and supporting younger students across the College.

We strongly believe in the necessity for all students to have a voice in decisions being made and the Senior Prefects and Prefects work together to integrate the Sixth Form as a whole.

We take our roles seriously to guarantee that our Sixth Formers will enjoy a fulfilling as well as enjoyable experience. Being a part of the Student Leadership Team will also add credit to any university application or curriculum vitae, and therefore we fully encourage more people to become involved throughout this and the next academic year.

We collaborate with the College staff to ensure the transition from Year 11 to Sixth Form is smooth for both internal and external students. We also work closely with the Year 6 into Year 7 Transition Team, helping to make the move for the newest members of our College happy and successful.
Student Roles and Responsibilities

In addition to providing excellence in teaching and learning, Christ the King College Sixth Form also aims to afford our students with a sense of responsibility so that they are fully equipped to enter the world of Higher Education or work.

Our Sixth Form students are our role models and all Sixth Form students have the opportunities to take up extra responsibilities, building and developing interpersonal skills, leadership skills and the ability to think independently.

The range of opportunities available include:

- Head Boy and Head Girl
- Deputy Head Girl and Deputy Head Boy
- Assistant Head Girls and Assistant Head Boys
- Senior Prefects
- House Leaders
- Year 7 Mentors

Student Leadership Team

The elected representatives are presently working within the following areas:

Teaching and Learning, Community and Fundraising, Enrichment, Mentoring and Transition, Social and Sports Captains, Student Librarians and Student Lunchtime Supervision.

Mid-way through the first year, a formal application process takes place for those students wishing to assume many of the positions above. This includes a selection procedure, which is followed by an interview. Every post has specific responsibilities and includes an ongoing training programme where needed. The aim is to help nurture the talents of our Sixth Formers in the area for which they have been selected.

The role of Head and Deputy Head Boy and Girl are fundamental to the College. Those students who accept these roles at Christ the King College are expected to characterise excellence within study, leadership and the community life of the College. These positions oversee all other student responsibilities within the Sixth Form. These students liaise, where necessary, with the Teaching and Learning leadership and Governing Body of the College.

No matter where a student’s interests lie, whether it is leadership, academic, sporting, community life, teaching or the social element of the College, at Christ the King College, there will be an opportunity for all to shine and make a tangible impact regarding the life of the College.
Life in the Sixth Form at Christ the King College is a lively and stimulating environment for our students both academically and pastorally. Our ethos ensures that our students are encouraged to undertake an active role in both developing their own learning through independent study, and realising their full potential as people through the wide range of activities in which they become involved.

Student Voice

Student Voice is an element at Christ the King College that we promote to allow our students to have ownership of both their teaching and learning and the environment in which they work. The social calendar of any Sixth Form is important to ensure that a strong community develops between all students within it.

Members of the Leadership Team play an important role in deciding and organising social and fund raising events throughout the academic year, up to the end of year Ball.

Sixth Form and the House System

The House System of Christ the King College helps to promote a sense of community within the College, providing a rich variety of opportunities for students throughout the College to participate, adding a competitive element to mirror that of real life. Sporting, academic and vocational competitions take place throughout the year, and the Sixth Form facilitates the exciting possibility to develop a number of additional roles of responsibility within this system.

As part of their enrichment programmes, Sixth Form students take an active role in promoting existing events, whilst developing and leading new competitions in order to continue to engage students within the College. Leading by example is an expectation of all of our Sixth Formers and, through the House System, this is publicised on a regular basis.

Sixth Form House Leaders are expected to act as mentors to the Junior House Leaders appointed in other year groups in the College. This helps to ensure a consistency of excellence, whilst encouraging those younger in the College to be prepared to take on the challenges of leadership.

Christian Service, Worship and Prayer

The distinctiveness of our Christian ethos extends into our Sixth Form, encompassing the expectations we place on our students, the contribution that they make to the College and beyond and also, importantly, the further opportunities for the development of the students’ spiritual development that the Sixth Form provides.

The regular gathering of a Sixth Form Group is a time when a consideration of Christian aspects of life can take place. Opportunities to discuss the role of Christian spirituality exist, as does time for prayer. Students are able to lead these prayers, supported by the Chaplaincy resources of the wider College.

Beyond the College, many of our students contribute to life in their churches and parishes; such service is expected to be replicated within College and enhanced by many opportunities for outreach work at home and abroad.

Academic Standards in the Sixth Form

Christ the King College is proud of the achievements of its students to date, and we have every confidence that the aspirations of our students to fulfil their academic potential will continue to be achieved. In keeping with our ethos of ensuring that each individual student respects and values academic progress, our Sixth Formers possess a work ethic and determination to succeed that pervades their studies. Building on strong GCSE results, students are challenged by appropriate individual targets, and progress towards these is rigorously tracked whilst striving to achieve the right balance of independence, challenge and supportive guidance. A well-established pastoral system, combined with appropriate support and intervention mentoring, will ensure best possible outcomes for our students.

At A and AS Level, we challenge Sixth Form students to take increasing responsibility for themselves and their own learning and play a real role in the monitoring of their own progress. Students engage in self and peer assessment on a regular basis and their ability to do this is based on a working knowledge of criteria and personal targets.

Expectations and progress towards high level outcomes will be maintained as our students study and prepare for entry, in due course, into University, Higher Education and Employment.
Sixth Form Dress Code

The high standards of appearance expected across the College continue into the Sixth Form. Whilst Sixth Formers no longer wear the distinctive uniform of the main College, they are expected to dress in accordance with the Sixth Form Dress Code established through consultation with parents, governors and the students themselves. As ambassadors for the College and role models to the younger students, their dress reflects their growing maturity and independence whilst still preserving an element of community identity. Details of the required Dress Code can be found on the College Website.

Changes to AS and A Level

September 2017 signalled the end of the phased changes in A Levels. The final group of subjects, including Mathematics, Geology and Philosophy will follow the new reformed A Level course, so all A Level courses offered will now be reformed. All of these reformed A level subjects will have stand-alone AS and A Level examinations. The AS level subject content is designed to give students a significantly appropriate grounding in the subject to be able to move towards an A Level. Typically, students will take the AS examination at the end of Year 12. These AS examination results will be a useful indicator about the suitability for continuing on to A Level and also for UCAS applications.

The A Level subject content is designed to build on the learning that has taken place at AS and typically students will take A Level examinations at the end of Year 13.

The changes have also been included in a review of the curriculum with greater involvement from the Higher Education sector in deciding and agreeing subject content. The decision was reached to exclude practicals from the grading of Science A Levels (Practical work, fieldwork and individual investigations will still be an important part of the subject learning, but in most cases it will be accessed within the examination process). Mathematical and statistical skills will become more important in subjects such as Physics, Geography, Psychology and Economics, and Computer Science will have more focus on programming, algorithms and problem-solving.

Our Response

The ‘co-teachability’ of the AS and A Level courses, and our desire to allow our students to maintain their right to choose four subjects at AS without fear or compromise in their decision making at such an early stage in their Sixth Form journey, means we are not changing our options format. Therefore, all students will normally begin four AS subjects and, during their courses and the course of the year, they can make the appropriate decisions as to which subjects to continue to study at A Level.

Our Level 3 (AS/A2 Level) programme of study serves two purposes:

1. To allow individuals to reach their potential and gain the highest possible grades to enhance their futures.
2. To provide a true ‘bridge’ between College and University through a curriculum which offers a range of learning opportunities as well as time for independent study tasks related to current thinking and knowledge.

This method of learning reflects the maturity, ability and needs of our students and provides them with the tools to compete and progress within the national and international context.

We recognise that some students will not have achieved the Level 2 threshold of 5+ A*-C GCSEs including English and Maths. Personalised Level 2 programmes are constructed following one to one interviews in which each individual’s needs are met for their future pathways and progression and may involve placements.

Level 3 Courses (BTEC)

We are pleased to offer a wide selection of BTEC courses that reflect the more vocational and practical skill sets of some students. A student may follow all BTEC courses or mix and match BTEC with AS/A2 courses according to individual needs. The programmes of study are based around career pathways in Sport, Health and Social Care, Humanities (including Travel and Tourism), Arts and Child Development. Each of the pathways differs in the nature of the specialist learning and the work placements but will share the key components of BTEC work skills, GCSE Maths and GCSE English Language. These pathways provide a valuable framework for future studies or employment.

GCSE English and Mathematics

Students entering the Sixth Form are required to have achieved at least a level 4 in English and Mathematics. For those students for whom this is not yet the case, opportunities and support are provided throughout their time until they have achieved the minimum pass level. The courses are usually delivered through sessions at the end of the normal College day so that they do not impact on the students’ other Sixth Form course choices.

Teaching and Learning in the Sixth Form

This is an exciting stage in a student’s learning. Sixth Form learning is at a place between School and University. Our students will soon be progressing into the world of work or university and will be facing the challenges and opportunities in a 21st Century world which is moving faster than at than any other time during our history. As such, our young people will need skills, knowledge and understanding that will enable them to be successful as adults throughout their lives; to be confident, independent thinkers.

The style of learning is, therefore, more important than at any time in our past. However, our approach is considerate of a wide range of needs and talents. At the beginning of Year 12, our students start on a new adventure, just
a short distance away from their Year 11 studies. Therefore, many of the core basics of good teaching and learning strategies remain. However, our high expectations are that the learning experiences and styles will progress quickly. Students have the opportunity to engage in seminars and lectures; they will engage in substantial independent projects and studies, carefully facilitated by their specialist teachers. Students will be able to take advantage of individual tutorials and informal discussion groups where they will experience a much more adult orientated approach to learning and one which becomes akin to university and life beyond school.

Our students have proven time after time to be mature and ready for the learning experiences discussed above.

New Technologies

More than ever, students now have their own laptops, netbooks or tablet devices. The market has also changed and, as with all technologies, continues to change rapidly. At Christ the King College, we are ambitiously working towards encompassing all available technologies within our College. Our status as a Mathematics and Computer Specialist College allows us to have numerous contacts both Island-wide, nationally and internationally. We look to develop this specialism as technologies continue to develop at an astounding rate.

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

CURRICULUM PACKAGES ARE UNIQUE TO EACH STUDENT AND FLEXIBILITY IS PROVIDED TO TAKE A COMBINATION OF PATHWAYS WHERE APPROPRIATE

A LEVELS

- These courses provide intellectual challenge
- They are ideal for students who are good at understanding, absorbing and remembering new concepts
- At the end of your first year of study, you will take Advanced Subsidiary (AS) examinations
- These subjects can then be followed into the second year of study to gain the A Level components, leading to a full A Level
- A Level Pass grades range from A* to E
- Most students study four AS Levels in their first year and choose three of these to study as A2 in the second year, though this is dependent on ability and student needs

LEVEL 3 BTEC COURSES

- These courses are suitable for students who enjoy hands-on practical work with plenty of real life situations
- You will undertake projects that form the basis of unit results and an overall grade
- Each unit is graded Pass, Merit or Distinction
- BTEC courses will be offered as single, double or triple width as Award, Certificate or Diploma (1, 2 or 3 A Level Equivalent)

GCSE COURSES (MATHS AND ENGLISH)

- These courses will be available for students who have not yet achieved at least a level 4 grade
- There will be opportunities for students to retake to gain higher grades at fixed points throughout the year

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.
Sixth Form Facilities

The College has a dedicated Sixth Form Centre which includes a range of facilities enabling students to develop their independence beyond the classroom and their studies. Christ the King College is well known for its friendly, warm atmosphere and this extends into a mature and relaxed environment in the Sixth Form with an appropriate balance between the formal and the informal.

The impressive Sixth Form facilities include:

- A common room where students have opportunities to unwind and is the ideal place to relax, catch up with friends or study in an informal, comfortable and friendly environment.

- The Sixth Form Internet Café Bar and Catering Area where students are able to relax with refreshments in their own time in their own area.

- A Sixth Form Library in which students have access to the appropriate research facilities for their independent study in adult surroundings during College time and beyond.

- A Fitness Suite, as we believe health of body is as important as health of mind and spirit. Students use the fitness facilities for leisure, for pleasure and, of course, for keeping fit.

- Music Practice Rooms which are popular for both personal pleasure or for preparation for studies. The Music Practice rooms provide the necessary solitude and resources and acoustics for students’ requirements.

- A Drama Studio and large Hall with professional sound and lighting facilities provide space for learning, rehearsing and performing within the expressive arts subjects.
Achievements

Christ the King College students achieve highly at both GCSE and A Level, thus enabling our students to progress onto top universities, College and career placements.

Our students achieve exceptional results at GCSE and these are built upon in the Sixth Form. In 2017, the vast majority of students who wished to progress to university achieved their aim to do so. The outstanding results which they celebrated, combined with the highest level of care, guidance and support through the UCAS system, ensured they secured places at a range of prestigious universities across the country.

It is also important to point out that their excellent achievement reflects subjects which are academic, rigorous and respected by universities and employers. We cannot congratulate students and staff enough for their hard work, commitment and determination which have brought such well deserved success; this is the work ethic of Christ the King College.

The achievements at GCSE mean most of our students remain with us for their studies through A Level, and the students who join us from other schools and other countries help to bring a rich mix of learning and friendship.

Our reputation is built on the very firm foundations of high quality teaching, careful monitoring of each student’s needs and strong pastoral support. This, combined with an unequivocal focus on academic excellence and high aspirations, ensures that Christ the King College Sixth Form students achieve highly.

As Ofsted pointed out, “In the Sixth Form, teaching is never less than good, guidance towards appropriate future pathways is excellent, and leadership and management of the Sixth Form is outstanding.”
## Programme for Entry to Sixth Form 2018

### Sixth Form Process 2017 – 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th November 2017</td>
<td>Sixth Form Information Evening</td>
<td>First opportunity to receive information about Christ the King College Sixth Form</td>
</tr>
<tr>
<td>13th November - 24th November 2017</td>
<td>One to One meetings with current students</td>
<td>An opportunity to discuss current progress and potential future pathways</td>
</tr>
<tr>
<td>4th December – 15th December 2017</td>
<td>One to One meetings with external students</td>
<td>An opportunity for external students to meet senior staff, discuss current progress and potential future pathways</td>
</tr>
<tr>
<td>15th December 2017</td>
<td>Deadline for internal and external provisional applications to be received</td>
<td></td>
</tr>
</tbody>
</table>
| Spring Term 2018      | • Family support meetings for current and potential new students and their parents  
                        • Opportunities for visits and discussions with various staff members.  
                        • Various preliminary aspirational University visits, including Bath, Bristol, Cardiff, Swansea and Oxford | Opportunities to be supported through the process of choosing courses and combinations of subjects |
| 30th April 2018       | Confirmation of course offers to students                 | Courses will be offered to those who have applied at this stage. Applications will still be accepted beyond this date subject to course availability |
| May – June 2018       | GCSE Examinations take place                              |                                                                         |
| 29th June 2018        | Year 11 Prom for current students                         | An end of year celebration                                               |
| Week commencing 25th June 2018 | Trial AS Lessons                                       | An opportunity for all students to experience taster lessons in their chosen subjects |
| 2nd – 4th July 2018   | Distribution of summer reading and tasks where appropriate | To ensure that students are well prepared for the start of their courses |
| 23rd August 2018      | GCSE Results                                              | Senior staff and subject teachers will be available at the College on Results Day to offer advice and support |
| 5th September 2018    | Students join Year 12 at Christ the King College and experience a first day induction programme | The first day induction involves external speakers and focuses on securing ambition and raising aspirations |
| 6th September 2018    | Courses commence                                          |                                                                         |
| 6th September – 21st September 2018 | Right choice review period | Students are permitted the opportunity to review their courses and make changes if necessary during the first 2 weeks of term. Further changes will be subject to closer scrutiny. |
Careers

Christ the King College Careers Department organises a wide range of events and opportunities to ensure all of our Sixth Form students are in the best possible position to make an informed choice regarding their future pathways. We carry out extensive research and make as much early preparation as possible to secure access to their onward destination.

We offer a well-stocked resource area within the College, comprising a variety of software, the latest available University Prospectuses, access to the UCAS database, details of University Open Days and Taster Sessions as well as information regarding Employment, Careers Guidance and Gap Year opportunities.

Visits to a range of universities, such as Cambridge, Oxford, Cardiff, Bath and a number of London Universities take place and these opportunities continue throughout the Sixth Form, targeted to our students’ aspirations. The Careers Department also facilitates attendance at a Higher Education Fair. Additionally, a variety of trips and visits linked to Careers and future prospects is offered.

Our popular Guest Speaker programme attracts a wide range of interesting speakers which has included visits from such notable figures as Dr Helen Bulbeck from the Brainstrust Charity.

Guest speakers have also included Lord Fowler, Speaker of the House of Lords, Rt Hon Ann Widdecombe MP, Rt Hon Michael Mates MP, Sir Peter Bottomley MP, Jacob Rees-Mogg MP and Rob Flello MP, and a Skype call with Speaker of the House RT Hon John Bercow. The Careers Department links subject specific speakers with individual lesson topics and involvement from a number of Industry and Commerce personnel, in addition to membership of the national Speakers in Schools Scheme.

We also host a multi school event which involves a presentation by a liaison officer, representing Oxford and Cambridge, offering information on the University Application process in general, and how best to improve your chances of successfully securing a place at the University of your choice.

At all stages, the aim of the Careers Department is to develop extensive collaboration with staff, students and parents to prepare the students with tangible support for their journey into their career. There is a dedicated staff member for all students to call on for any careers related advice.

Work Experience

Christ the King College offers all of its Sixth Form students the opportunity to strengthen their future plans by taking part in relevant Work Experience.

Many of our students benefit by taking up this opportunity during Years 11, 12 and 13, and the Careers Department builds on this by offering additional, targeted opportunities to explore business and commerce links which will support any University or Employment application.
We are very proud of the care and support we provide at all levels at Christ the King College. We place a very strong emphasis on pastoral care in all aspects of a student’s time with us. Using an Individual Learning Plan (ILP), Tutors work with students to plan their futures and map their academic needs and outcomes.

Our young adults are part of a vibrant and lively community. They are assigned a tutor with whom they meet regularly and who will be available to provide advice and guidance on a daily basis. Students are provided with quality time to engage in individual discussion on a weekly basis to help ensure personal, spiritual and academic development within the College, thus facilitating a smooth transition from this phase of their education to University and beyond.

Tutors and teachers help ensure that their students have access to individual learning experiences. We recognise that our young adults need to develop study skills, good communication and people skills, confidence, flexibility, self-discipline and the ability to remain good humoured under pressure. We recognise motivation, individual opportunity and organisation are keys to success. Therefore, we have ensured provision for individual private study during the College day, thus helping to ensure the development of each student as an individual. The Sixth Form building includes facilities that promote independent study and a host of other possibilities regarding the way individuals engage in learning.

We also have a dedicated team of support staff who are available on a daily basis, to provide advice and support for individuals regarding issues which could be personal, health related, spiritual or learning related.

### Additional Educational Needs

Christ the King College recognises that there is a continuum of needs, which should be reflected in a continuum of provision, and that good practice in additional educational needs goes to the very core of good teaching and learning. The key values and beliefs that underpin the provision for students who have additional educational needs are:

- We understand each student, and each student’s individual differences
- We recognise that any student may, at any stage, have Special Educational Needs
- We encourage everyone to provide a supportive learning environment which respects the student’s different rates of development

Christ the King College has built up close working relationships with other establishments and external agencies to ensure appropriate support for all our students. As an inclusive community, we aim to assist students to attain their full potential and devise strategies to achieve that end, including access to appropriate courses in the Sixth Form.
The enrichment programme provided at Christ the King College is integral to both the well-being and the holistic development of each of our students. Our programme aims to provide a sufficient range of activities to ensure that each of our students feels that there are opportunities for them to partake in, and enhance, their own enjoyment of the Sixth Form. The range of opportunities, clubs and societies being offered at any one time are in response to the requests of our students. Invariably, if the students want a particular opportunity, a member of staff will help them to run it.

Participating in sport, music, performing arts, volunteering or joining a society is a great way to meet like-minded people, make new friends and gain additional skills, knowledge and understanding which will be of benefit regarding university applications and for life in the future. Enrichment at Christ the King College helps students to find peers who have similar interests to them but are not necessarily in the same academic classes.

Societies
A great deal of discussion and consultation takes place at the end of Year 11 and at the start of Year 12, regarding the College Societies that may be on offer throughout the Sixth Form. The range of Societies and activities on offer are based around the ‘expertise’ of staff or the particular interests of students. Christ the King College prides itself on the range of activities on offer, both during lunch time and after the normal College day. Joining a Society is a good way to make friends in our expanding College. Societies are run by students, with some staff support and some independently. The Societies include:

**Christian Union**
This is a club aimed at developing, discussing and enriching Christianity within the College. The club will also be developing a range of events and helping with worships on both sites.

**Debating Society**
The debating society meets each week to debate a particular topic. The team is now signed up to the Oxford Union which will allow them to take part at competition level.

**Duke of Edinburgh**
This programme continues to run as part of our Sixth Form programme. Sixth Formers will have a chance to complete their current level, up to and including Gold.

**Speakers’ Programme**
A speakers’ programme has been established within the Sixth Form, with a range of guest speakers coming to talk to students on a variety of different topics.

**First Aid**
First Aid courses have been established to provide all students with these vital life skills. First Aid courses are run as enrichment activities with recognised certificates being awarded for attendance and competence.

**Sports Clubs**
A wide range of sports clubs exist, including Golf, Basketball, Rugby and Table Tennis. Zumba sessions run by the students are very popular with both staff and students.

**Year 7 Buddy Scheme**
Our Sixth Form students have linked themselves to Year 7 tutor groups. Supporting, listening and laughing along with our newest students so they feel part of the College.

**Mentoring**
Mentoring systems within the College are very well supported and volunteers are well prepared for the valuable work they undertake in this role. The mentoring reaches across the years, subjects and abilities, proving an extremely popular and worthwhile service.
Arts Gold Award

The Gold Arts Award is a portfolio based qualification.

Students will be assessed through an evidence based portfolio which can be filmed, written or presented through photographs and blogs. Students can also be assessed and interviewed by tutors to form part of the assessment.

The assessment methods are flexible to suit individual needs, strengths and interests.

The aim is to develop young people’s creativity, communication, planning, teamwork and leadership skills. The award is also recognised on the UCAS Tariff.

Gold Unit 1

Personal Arts Development

Students extend their knowledge and skills as artists. Explore the professional arts world and form a view on an arts issue.

Gold Unit 2

Arts Project Leadership

Students take charge of an arts project, build their leadership skills and deliver their project to an audience. Students must take responsibility for every aspect of their project from planning to delivery and ending with evaluation.

Who is it for?

Students who have a dedicated interest in all aspects of the arts.

Students who can research, plan and organise independently.

Extended Project Qualification (EPQ)

What is the EPQ?

A research project into an area of the student’s choice. Students meet for supervisions in 1:1 and small group settings for support, monitoring and academic advice with their supervisor. To apply, students write a 500-word proposal outlining their ideas for the project, resources they intend to use and how it will help them in their future studies or career. Applications open in January of the first year and the EPQ runs until the December of the second year. The EPQ requires students to:

1. Keep an accurate, reflective record of their research progress in the EPQ Log Book
2. Complete a project product of either a 5000-word essay on their research area or a 1000-word essay accompanying an artefact (film, artwork, designed product, event, etc.)
3. Deliver a presentation in front of a group of peers and teachers about their EPQ and the research journey, followed by a brief Q&A session

All three elements contribute to the final mark. It is graded A*-E and is worth half a full A-level in UCAS points, up to 28 points for an A*.

What are the advantages of doing an EPQ?

It develops the skills of accessing research and academic writing necessary for success at university. It is a great way to demonstrate a passion for a subject and form part of a student’s personal statement. It gives students an opportunity to study a subject area outside of the A Level syllabus. Furthermore, research from Cambridge university claims that: “having an Extended Project Qualification is a positive indicator of university performance. For two students with the same A Level performance, the one with an EPQ generally has a higher
probability of achieving a good degree, particularly a first class degree.”

Who is it for?

The EPQ demands high levels of motivation and independence. It is an option to be taken in addition to the other subjects studied. On top of the weekly supervisions, students will need to be proactive and aim to spend an average of at least 2-3 hours per week studying in their own time.

Sport Mentoring

Sport at the College is wide ranging and enjoyed by a vast array of the students. Our Sport Mentoring programme sees our Sixth Form students take on the role of coaches, or officials, to students within younger teams in the College, helping them to develop their skills within a particular game, whilst more holistically developing the ideals of fair play and sportsmanship.

Sixth Form students undertaking any aspect of our Mentoring Programme will be provided with full training and will always be provided with support from the Sixth Form Leadership and Tutor Team as well as Student Services when appropriate. Our programme benefits the younger students in the College and provides a respected addition to any university application or curriculum vitae.

Performing Arts and Music

Christ the King College has a rich tradition across the Arts spectrum. Students annually have the opportunity to take part in Global Rock, a competition in which we have had much success over the past few years. There are also numerous opportunities for those in the College who are interested in music, with a number of different bands having been formed. They have engaged in individual performances through termly concerts, displaying the many talents our students have. The dedicated music recording suite and dance studio further enhance the dedication that our students show within this area of the College.
Dramatic Performances

Drama and performance is an important part of Christ the King College. A Level Drama and Theatre Studies provides opportunities for students to develop their performance skills and increase their confidence as well as study, in detail, the history of the theatre. Past whole College performances have included Bugsy Malone, Romeo and Juliet, We Will Rock You, The Tempest, Jesus Christ Superstar and Blood Brothers.

Sport

Christ the King College offers one of the largest and most successful programmes of academic and practical sports on the Isle of Wight. With our previous success as the best Secondary School for sport performance in Rugby, Cross Country, Athletics and several other areas, we endeavour to challenge the Sixth Form in the same direction for success. Students have the opportunity to study AS/A2 PE and Dance, BTEC Sport or to just take part in team sports or activities. The department has good facilities that include a sports hall and a wide range of equipment and facilities. The fitness suite and changing rooms further enhance our provision and enable us to remain competitive and continue with our successes in sport across the Island and beyond.

International Trips

Going abroad is always exciting, never more so than when students are at College and they have a strong group of friends. Christ the King College already offers a Ski Trip, visits to France, New York, Greece and a range of other places. Our students have the chance to experience learning in a unique and exciting way, in addition to participating in Christian support programmes in developing countries, including Ecuador, Ethiopia and Morocco. The thriving numbers in the Sixth Form combined with the enthusiasm of staff enable a wider array of overseas opportunities to take place.

Support through UCAS Process

Entry into Sixth Form marks the beginning of the process of Higher Education. At Christ the King College, the process of support for applying through the UCAS begins early in Year 12 and continues until students have sent off their application and have had responses from their chosen universities.

It is our aim to ensure that all Sixth Formers are able to achieve acceptance to the courses they wish to study. With this aim, throughout Year 12 and 13 we will provide:

- Visits to Higher Education Days to enable students to discuss courses with tutors from a range of universities, including those within the Russell Group
- Residential and day visits to universities to view the facilities and courses available to university students
- Specialised help for Medicine, Law and Dentistry
- Guest speakers from a range of universities, including Oxbridge
- Guest speakers offering advice about applications and student finance
- Access to the Careers Centre and individual support and advice on options available
- Access to software supporting HE choices
- Support with developing a Curriculum Vitae
- Information about open days and taster courses at universities
- Personal statement support from tutors
- Personal statement advice surgeries including support from university admission tutors
- A detailed timeline for the UCAS process to guarantee that deadlines are not missed
- Tutorials to support the use of the online application system
- Mock interviews and tests such as the UKCAT and BMAT, for those students facing these as part of their application process
The following pages describe the courses currently on offer to Christ the King College Sixth Formers.

To access A Level Courses, students are normally expected to have a minimum of 5 GCSEs graded between 4-9. However, individual circumstances will always be considered.

In making your selection, we suggest that you:

• Choose **subjects** you **enjoy**
• Choose courses in which you can **succeed**
• Choose courses **relevant** to your **future** plans
• Choose courses which suit your style of **learning**
• Choose courses which are **compatible** with each other
WHY STUDY ENGLISH LANGUAGE?
Have you ever thought about the way that a lot of things you read, write or hear are designed to influence the way you think and feel? Do you ever write or say things which you know represent people, places or things in ways that are not necessarily true? Do you know how, and why, we do this? And how this use of language is often linked to the power we hold – or our lack of it – in certain situations. If these questions interest you, then English Language is for you. In addition, we look at the history of our language, how our language changes according to the social groups we are in and how we learn to speak, read and write it as a young child. Learn to speak more powerfully, write more confidently and read more astutely.

WHAT SKILLS WILL I GAIN FROM STUDYING ENGLISH LANGUAGE?
This course will develop your skills in close analysis of language, how meaning is created and communicated and you will extend your own skills as a writer and communicator. You will need to work well as part of a group but also independently, undertaking and managing independent work.

HOW WILL I BE ASSESSED?
Two terminal exams in Year 12, both of 90 minutes duration, each counting for 50% of the AS Level. These papers will focus on Language and the Individual and Language Varieties. This will include a directed writing task on a topical Language issue. Year 13 also is assessed by two terminal examinations in addition to a piece of Independent Language research and a piece of creative writing. The examinations will focus on Child Language Development and Language Diversity and Change.

WHAT ARE THE KEY AREAS OF STUDY?
You will develop a broad knowledge and understanding of Language concepts which will enable you to analyse texts critically and systematically. Synthesising these skills will enable you to create a variety of distinct texts and styles.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?
English Language (and preferably Literature too) at Grade B or above. A love of language and fascination about how it works.

WHERE CAN ENGLISH LANGUAGE LEAD?
English Language is a useful qualification for a variety of career paths such as teaching, psychology, speech therapy, media and business – in fact any career where communication is valuable or valued. It is helpful for university degree courses in English/Linguistics, English Literature, Psychology, Business Studies, Journalism, Media, History, Sociology, Health and Social Care... the list goes on.
AS/A2 English Literature

WHY STUDY ENGLISH LITERATURE?
English Literature remains one of the most prestigious A Levels, and indeed university degrees. The OCR English Literature course is a challenging, exciting, interesting and varied course that covers a mix of modern and classic literature from a range of genres. Literature teaches a student how to read carefully and think critically; it gives students access to ways of living, of acting, of thinking, which they might never experience otherwise; it opens students’ minds to the past, to the present and to the future, forcing them to see beyond their own time and place, and in doing so to reflect critically upon it.

WHAT SKILLS WILL I GAIN FROM STUDYING ENGLISH LITERATURE?
The AS course builds on the GCSE English/Literature skills of reading, understanding and analysis. It aims to:

- develop confident, independent and reflective readers of a range of texts
- encourage students to express their responses effectively
- encourage the use of critical concepts and terminology with understanding and discrimination
- encourage students to reflect on their own responses to texts, to consider other readers’ interpretations, and to develop awareness of contexts in which texts are written.

Studying Literature teaches a student how to read carefully and think critically and opens students’ minds to the past, to the present and to the future. The course encourages students in developing the confidence to approach and tackle unfamiliar and diverse forms of books and writing.

As well as developing their skills in analysis and discussion, students studying Literature often find that it helps them develop their verbal skills and ability to plan and write extended essays in other subject areas.

HOW WILL I BE ASSESSED?
At AS, there are two external examinations (see below). If students continue in the second year to gain the full A Level qualification, there will be a further two external examinations and a coursework module.

WHAT ARE THE KEY AREAS OF STUDY?
For AS Level English Literature, there are two external examinations (each paper worth 50% of the AS level):

**Paper 1:** Hamlet (Shakespeare)
The Merchant’s Tale (Chaucer)

**Paper 2:** either The History Boys (Bennett) or A Streetcar Named Desire (Williams)
The Bloody Chamber (Carter)

For students taking the full A Level course, there is a mixture of external examination (two papers, each worth 40%) and a coursework unit (worth 20%).

The Coursework:
For the Coursework Module, students will need to closely analyse chosen pages of a post-1900 text and compare two further post-1900 texts (chosent coursework texts must include a poetry collection, a drama and a prose text). Students are strongly encouraged to read widely for this unit and choose their own texts.

**Paper 1:** Shakespeare
Drama and Poetry pre-1900

**Paper 2:** Close reading from Studied Topic Genre:
The Gothic
Comparative and Contextual Study from Studied Topic Genre

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?
Candidates should have the skills and knowledge acquired on a GCSE Literature course or equivalent.

It is recommended that candidates should have achieved at least a grade 5 at GCSE English Language and Literature.

WHERE CAN ENGLISH LITERATURE LEAD?
An English Literature A level is highly respected by universities. English Literature can lead effectively to degrees in subjects such as History, Law, Theology, Social Sciences, Politics, the Media, Computing, Teaching and, of course, Literature. English Literature also leads effectively to career opportunities in Government, Business, Management, Law, Publishing, Social Services, the Civil Service, the Media and...well, most careers!

AS/A2 Drama and Theatre Studies

WHY STUDY IN DRAMA AND THEATRE STUDIES?

Theatre provides an opportunity to develop communication, performing and theoretical skills within a Drama and Theatre context. This course provides an opportunity to study Drama and Theatre in an in-depth and meaningful way. You will extend your skills in both the understanding of theatre and analysis of performance. You will be involved with a wide range of tasks and take part in a variety of workshops developing expressive and performance skills. You will engage with live Theatre and understanding the craft involved with performing to a live audience. You will need to have a real commitment to the study of Theatre and have an excitement for live performance.

The course is split into three components: Component 1 – Drama and Theatre, Component 2 – Creating original Drama (Practical Unit), 3 – Making Theatre (Practical Unit).

WHAT SKILLS WILL I GAIN FROM STUDYING DRAMA AND THEATRE STUDIES?

Lesson work is creative, practical and will require your commitment. You will develop your ability to perform in front of others and learn to communicate effectively within theatrical means. You will be required to undertake study and analysis of live Theatre you have seen and develop understanding and be able to critique the two set texts – which you will also explore practically. You will participate in independent rehearsals for your practical exams and you will experiment and perform texts and devise your own original work. You can choose to be assessed on a number of skills including acting or directing and through a technical/production skill.

You will work with professional theatre companies, such as: Frantic Assembly and will develop your repertoire of performance skills, which can be transferable to other subjects.

You will explore the many layers of Theatre which when combined will lead to imaginative work and create mood and atmosphere. You will develop your critical understanding of performance and will be able to form well balanced opinions and responses to live theatre and its process.

HOW WILL I BE ASSESSED?

Over the three components you will be assessed on different Drama skills:

Component 1 will assess:
- Knowledge and understanding of drama and theatre
- Study of two set plays, one chosen from List A, one chosen from List B
- Analysis and evaluation of the work of live theatre makers

Component 2 will assess:
- Process of creating devised drama
- Performance of devised drama (students may contribute as performer, designer or director)

Component 3 will assess:
- Practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play
- Reflective report analysing and evaluating theatrical interpretation of all three extracts

WHAT ARE THE KEY AREAS OF STUDY?

- Two plays from a different style/period
- Study a style of practical theatre and work together to present a devised play in that style.
- Developing independent critical thought and understanding of theatre and its practitioners.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?

An interest in Theatre and a willingness to perform and engage with a creative process (There is a possibility to engage with a technical theatre process too).

WHERE CAN DRAMA AND THEATRE STUDIES LEAD?

A level Drama and Theatre Studies leads on to many higher education courses and professional training in Drama and other Arts and Humanities subjects. The transferable skills the subject offers are also highly valued in vocational areas including the media and television, teaching and arts administration.
WHY STUDY MEDIA STUDIES?

“I absolutely, in fact, increasingly believe in the crucial importance of media studies: they should be at the very heart of any educational system which claims to equip its citizens to deal with the complexities of life in the 21st century.” (Lord David Puttnam). Media plays an increasingly important role in shaping all of our lives in contemporary Britain – every time you watch TV, read a newspaper or magazine, search online, play a game on your smartphone or even glance up at a poster on the side of a bus, you are engaging with some form of media. All of these media texts communicate some kind of message to an audience. Therefore, it is becoming increasingly important to be able to understand and interpret all of these messages in order to make informed decisions as citizens. Media Studies is, therefore, not just a valuable and engaging subject to study at AS/A-Level, but also helps to prepare you for adult life in the 21st century.

WHAT SKILLS WILL I GAIN FROM STUDYING MEDIA STUDIES?

The course helps to develop key literacy, analytical, creativity and ICT skills. You will be involved in group work at times, but will also be required to engage in independent study.

HOW WILL I BE ASSESSED?

This course is currently being taught as a two-year A Level only. Therefore, at the end of Year 13, you will complete one non-examined assessment (NEA) worth 30% of the course and 2 x external examinations worth 70% of the course (35% each).

• Component 1: Media products, industries and audiences (EXAM)
• Component 2: Media forms and products in-depth (EXAM)
• Component 3: Cross-media production (NEA)

WHAT ARE THE KEY AREAS OF STUDY?

Over the two year course, you will study nine different media forms, including: advertising and marketing, film, magazines, music video, newspapers, online media, radio, television and video games. Your study of each of these media forms will be based on the theoretical framework that underpins the study of the media, through four inter-related areas of study: media language, audience, industry and representation.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?

No prior knowledge of the subject is required. The specifications build on, but do not depend on, the knowledge, understanding and skills specified for GCSE Media Studies. It is recommended that candidates have attained a 5 or above in GCSE English Language.

WHERE CAN MEDIA STUDIES LEAD?

A-Level Media Studies provides a solid foundation to further develop your skills at university level and would be a stepping stone to a wide variety of different university courses e.g. Media Studies, Media Production, Journalism, Film Studies, Politics, PR, Advertising and Marketing or many other humanities-based courses. Alternatively, both courses would also prepare you to go straight into a media-related job or apprenticeship.

---

WHY STUDY FILM STUDIES?

Film has the ability to inform, to educate, to entertain. It is an art form which has the power to change the way its audience views the world. Indeed, in a society in which 15 million people (on average) go to the cinema every month, it is clear to see that film matters.

AS Film Studies will enable you to develop a greater appreciation of different genres of film and to understand the history of film. It will also allow you to develop a critical approach to analysing film and relate films to the social and cultural contexts in which they exist.

WHAT SKILLS WILL I GAIN FROM STUDYING FILM STUDIES?

The course helps to develop key literacy, analytical, creativity and ICT skills. You will be involved in group work at times, but will also be required to engage in independent study.

HOW WILL I BE ASSESSED?

This course is currently being taught as a two-year A Level only. Therefore, at the end of Year 13, you will complete one non-examined assessment (NEA) worth 30% of the course and 2 x external examinations worth 70% of the course (35% each).

• Component 1: Varieties of film and film-making (EXAM)
• Component 2: Global film-making perspectives (EXAM)
• Component 3: Production (NEA)

WHAT ARE THE KEY AREAS OF STUDY?

Over the two year course, you will study eleven different films through a variety of topics, including: British Film, Hollywood, documentary films, experimental films and silent cinema. In the production component, you will produce a short film. Your study of all of these topics will be underpinned by key concepts of context, critical and theoretical approaches.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?

No prior knowledge of the subject is required. It is recommended that candidates have attained a 5 or above in GCSE English Language and Literature.

WHERE CAN FILM STUDIES LEAD?

A Level Film Studies provides the foundation for various university courses, e.g. Film Studies, Film Production, Media Studies, Media Production and Journalism, or into a film-related job or apprenticeship.
### AS/A2 French

#### WHY STUDY FRENCH?
An AS or A Level in French builds upon the linguistic skills and vocabulary gained during your GCSE course. Upon completion of the course, students feel that their French is at a sufficient level to be able to converse in various situations in the target language. Both the AS and A level courses will enable you to understand language delivered at a native pace. To put these skills into practice, we have excellent links with schools in France where there are currently opportunities for you to take part in an exchange.

The course draws upon areas of study and interest from a variety of different subjects. You will find that you will be able to discuss issues similar to those in other subjects, but in French!

#### WHAT SKILLS WILL I GAIN FROM STUDYING FRENCH?
The course develops the skills of reading, writing, speaking and listening through close study of contemporary materials and practical tasks, all designed to build fluency and confidence. You will develop the comprehension skills used at GCSE with longer and more complex pieces of spoken and written French. You will need to summarise the key points of spoken and written texts, and identify the nuances of meaning that a more complex text contains. You will be required to both speak and write at a higher level than the GCSE and at greater length. You will be engaged in group and discussion work as well as independent study. Debating skills are developed in the target language enabling you to demonstrate a suitable command of French for dealing with unpredictable elements found in dialogue.

There is a greater emphasis on both grammatical knowledge and spontaneity in order to equip you to write essays and have a detailed discussion in the spoken exams.

#### HOW WILL I BE ASSESSED?

<table>
<thead>
<tr>
<th>AS French</th>
<th>A-Level French</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will be assessed at the end of the first year of study. Paper 1: Listening, reading and writing</td>
<td>You will be assessed at the end of the second year of study. Paper 1: Listening, reading and writing</td>
</tr>
<tr>
<td>Paper 2: Writing paper (literature / cine literature)</td>
<td>Paper 2: Writing paper (literature / cine literature)</td>
</tr>
</tbody>
</table>

#### WHAT ARE THE KEY AREAS OF STUDY?

<table>
<thead>
<tr>
<th>AS French</th>
<th>A-Level French</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artistic culture in the French-speaking world</td>
<td>Aspects of French-speaking society: current issues</td>
</tr>
<tr>
<td>Literary texts and films</td>
<td>Artistic culture in the French-speaking world</td>
</tr>
<tr>
<td>Grammar.</td>
<td>Literary texts and films</td>
</tr>
</tbody>
</table>

#### ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?
Those considering this course should have a Grade B or above at French GCSE, as well as a Grade C or above in English GCSE. Knowledge of French society, culture, politics and literature is desirable.

#### WHERE CAN FRENCH LEAD?
The AS and A-Level qualifications give formal recognition of the many comprehension skills and productive skills you will have learned. In the 21st century global market, many private businesses and public sector jobs have contact with non-English-speaking people or organisations. An AS or A level in a language opens many opportunities for work both in the UK and abroad, not just in language-focused jobs, but in all sectors with international environments. The qualifications give students the necessary language skills to study abroad, possibly at universities in other EU countries, where there are few, if any, university tuition fees.

### AS/A2 Spanish

#### WHY STUDY SPANISH?
Spanish is one of the most widely spoken languages in the world. The AS course covers the four practical skills of listening, speaking, reading and writing and looks at a wide range of topics with personal, community and global focus and relevance. An AS or A Level in Spanish builds upon the linguistic skills and vocabulary gained during your GCSE course. Upon completion of the course, students feel that their Spanish is at a sufficient level to be able to converse in various situations in the target language. Both the AS and A level courses will enable you to understand language delivered at a native pace.

The course draws upon areas of study and interest from a variety of different subjects. You will find that you will be able to discuss issues similar to those in other subjects, but in Spanish!

#### WHAT SKILLS WILL I GAIN FROM STUDYING SPANISH?
The course develops the skills of reading, writing, speaking and listening through close study of contemporary materials and practical tasks, all designed to build fluency and confidence. You will develop the comprehension skills used at GCSE with longer and more complex pieces of spoken and written Spanish. You will need to summarise the key points of spoken and written texts, and identify the nuances of meaning that a more complex text contains. You will be required to both speak and write at a higher level than the GCSE and at greater length. You will be engaged in group and discussion work as well as independent study. Debating skills are developed in the target language enabling you to demonstrate a suitable command of Spanish for dealing with unpredictable elements found in dialogue.

There is a greater emphasis on both grammatical knowledge and spontaneity in order to equip you to write essays and have a detailed discussion in the spoken exams.

#### HOW WILL I BE ASSESSED?

<table>
<thead>
<tr>
<th>AS Spanish</th>
<th>A-Level Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will be assessed at the end of the first year of study. Paper 1: Listening, reading and writing</td>
<td>You will be assessed at the end of the second year of study. Paper 1: Listening, reading and writing</td>
</tr>
<tr>
<td>Paper 2: Writing paper (literature / cine literature)</td>
<td>Paper 2: Writing paper (literature / cine literature)</td>
</tr>
</tbody>
</table>

#### WHAT ARE THE KEY AREAS OF STUDY?

<table>
<thead>
<tr>
<th>AS Spanish</th>
<th>A-Level Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspects of Hispanic society</td>
<td>Aspects of Hispanic society</td>
</tr>
<tr>
<td>Artistic culture in the Hispanic world</td>
<td>Artistic culture in the Hispanic world</td>
</tr>
<tr>
<td>Literary texts and films</td>
<td>Multiculturalism in Hispanic society</td>
</tr>
<tr>
<td>Grammar</td>
<td>Aspects of political life in Hispanic society</td>
</tr>
</tbody>
</table>

#### ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?
Those considering this course should have a Grade B or above in Spanish GCSE, as well as a Grade C or above in English GCSE. Knowledge of Spanish society, culture, politics and literature is desirable.

#### WHERE CAN SPANISH LEAD?
The AS and A-Level qualifications give formal recognition of the many comprehension skills and productive skills you will have learned. In the 21st century global market, many private businesses and public sector jobs have contact with non-English-speaking people or organisations. An AS or A level in a language opens many opportunities for work both in the UK and abroad, not just in language-focused jobs, but in all sectors with international environments. The qualifications give students the necessary language skills to study abroad, possibly at universities in other EU countries, where there are few, if any, university tuition fees.
AS/A2 Latin

WHY STUDY LATIN?
Latin will appeal to those with an interest in classical history and civilisation; it requires an intelligent mind, linguistic ability and a flair for literature.

The Classical world is a fascinating place: reading the literature in the original language makes you appreciate its beauty and the extent of its influence on the modern world. Universities and employers are always impressed by students who have studied Latin as it teaches you to think logically and solve problems.

WHAT SKILLS WILL I GAIN FROM STUDYING LATIN?
You will improve your ability to analyse literature, your logical thinking skills, your problem solving and your appreciation of one of the greatest cultures of all time. It will challenge you, but you will thoroughly enjoy the experience and will gain much from it. As your grammar and vocabulary develop, you will find it helps broaden and enrich your understanding of English and other foreign languages.

HOW WILL I BE ASSESSED?
The scheme of assessment is as follows:
At AS Level there will be two exams, both to be taken at the end of Year 12, and each worth 50% of the final AS Level grade. These will be Language (1 hour 30 minutes) and Literature (2 hours).
At A Level there will be four exams, each to be taken at the end of Year 13. These will comprise: Translation (worth 33%); Comprehension (17%); Prose Literature (25%); and Verse Literature (25%). These exams will range in length from 1 hour 15 minutes to 2 hours.

Please note that the grade achieved at AS Level will not contribute to the overall A Level grade.

WHAT ARE THE KEY AREAS OF STUDY?
At AS Level you will develop your understanding of the language to enable you to translate and analyse passages of lightly adapted Latin with confidence. You will also study Roman literature in the original, approximately 400 lines of prescribed text from two authors such as Cicero and Ovid.

At A Level, you will further develop your ability to translate and analyse passages of original Latin. The literature prescription will include the texts studied at AS Level and add two further texts, either by the same authors to provide further depth of knowledge, or by different authors to provide a breadth of exposure to original Latin literature.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?
Students for this A level must have studied Latin at GCSE or its equivalent e.g. WJEC Level 2 and achieved at least a Grade B and should have at least a grade B in English Language.

WHERE CAN LATIN LEAD?
The skills of logical thinking and problem-solving provided by analysing Latin are eminently transferrable. This course will be helpful in many careers including: research, education, management, the civil service, law, banking, publishing, IT, journalism, archaeology or medicine.

AS/A2 Maths

WHY STUDY MATHS AND FURTHER MATHS?
Mathematics at AS and A Level is a course worth studying in its own right. It is challenging but interesting. It builds on work you will have met at GCSE, but also involves new ideas that some of the greatest minds of the last millennium have produced. It serves as a very useful support for many other qualifications as well as being a sought after qualification for the workplace and courses in Higher Education.

WHAT SKILLS WILL I GAIN FROM STUDYING MATHS AND FURTHER MATHS?
You will develop an understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment.
You will develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs.
You will learn to extend a range of mathematical skills and techniques and use them in more difficult, unstructured problems.
You will develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected.

HOW WILL I BE ASSESSED?
Each module is assessed with a separate exam.
The grades awarded are 80% and more for a Grade A, 70% and more for a grade B, 60% and more for a Grade C, 50% or more for a Grade D and 40% or more for a Grade E.

WHAT ARE THE KEY AREAS OF STUDY?
Both AS and A level Mathematics have a simple 2:1 ratio of pure to applied content.
Both AS and A level Further Mathematics have a simple 50:50 split between compulsory and optional elements.

AS Level Mathematics

AS Level Further Mathematics

Advanced Level Mathematics

Advanced Level Further Mathematics

WHERE CAN MATHS AND FURTHER MATHS LEAD?
Mathematics is a highly regarded subject, which complements almost all other subjects. Future career paths may include work in medicine, research and development, engineering, statistics, operational research, computing, accounting, actuarial work, business management, insurance, financial services, investment banking, economics and international finance.
## AS/A2 Business Studies

### Why Study Business Studies?
Business Studies will provide an exciting insight into the dynamic world of business, giving the basic skills needed to produce a business plan and manage a company. You will learn of the importance of marketing, how to identify, target and satisfy customers and how to motivate people to maximise output. You will learn about the financial implications of business decisions and how to calculate profit, forecast cash-flow and analyse accounts. You will also study business from a global perspective, the role of multinationals in society and the growth of India and China as global powers. Students will use a mix of theory, case studies and class discussion to analyse and solve problems.

### What Skills Will I Gain From Studying Business Studies?
Current students state that Business Studies greatly heightens awareness of current affairs and the impact of businesses on our lives. It also uses useful insights into how to manage people and resources plus how to manage their money. You will develop a range of transferable skills in weighing up arguments, analysing situations and making effective and justified decisions.

### How Will I Be Assessed?
AS Level: 2 written exams (1 ½ hours each) covering Themes 1 & 2. A Level: 3 written exams (2 hours each) covering Themes 1, 2, 3 & 4.

### What Are the Key Areas of Study?

<table>
<thead>
<tr>
<th>Theme 1: Marketing and people</th>
<th>Theme 2: Managing business activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>meeting customer needs</td>
<td>raising finance</td>
</tr>
<tr>
<td>the market</td>
<td>financial planning</td>
</tr>
<tr>
<td>marketing mix and strategy</td>
<td>managing finance</td>
</tr>
<tr>
<td>managing people</td>
<td>resource management</td>
</tr>
<tr>
<td>entrepreneurs and leaders</td>
<td>external influences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme 3: Business decisions and strategy</th>
<th>Theme 4: Global business</th>
</tr>
</thead>
<tbody>
<tr>
<td>business objectives and strategy</td>
<td>globalisation</td>
</tr>
<tr>
<td>business growth</td>
<td>global markets and business expansion</td>
</tr>
<tr>
<td>decision-making techniques</td>
<td>global marketing</td>
</tr>
<tr>
<td>influences on business decisions</td>
<td>global industries and companies</td>
</tr>
<tr>
<td>assessing competitiveness</td>
<td>(multinational corporations)</td>
</tr>
<tr>
<td>managing change</td>
<td></td>
</tr>
</tbody>
</table>

### Where Can Business Studies Lead?
Business Studies will prepare any student for the world of work, as a consumer employee, manager or entrepreneur. This course gives an excellent foundation for further study in Business, Economics, Accountancy, Marketing, the Social Science and Law. However, it opens a wide variety of doors and will enhance careers in almost all fields. The ‘FAME’ group of subjects (finance, accounting, management and economics) are amongst the most popular fields of study at university and are in high demand, careers in Business are highly paid.

### ARE There Any Special Qualifications I Need?
Grade Cs in both English and Maths are essential. GCSE Business is helpful, but students who have never studied Business do equally well. An interest in current affairs will prove very useful.

### Cambridge Technical Business Level 3

### Why Study Business Studies?
Business Studies gives an insight into and some of the skills needed to set up and run a successful business. You will learn how businesses set up and organise, the importance of marketing, how to identify, target and satisfy customers and how to motivate people and how to manage the financial aspects of a business, how to calculate profit, forecast cash-flow and analyse accounts. This Business qualification is designed to provide an understanding of business in a vocational environment. The course uses a variety of assessment styles (both practical and written) to give students confidence to apply their knowledge in the workplace and to develop the study skills needed on higher education courses.

### What Skills Will I Gain From Studying Business Studies?
Throughout the course, students will develop a range of skills desirable in the workplace and in higher education: independent investigation, team work, giving presentations, interpreting data and marketing and sales skills to name but a few.

### How Will I Be Assessed?
Several units are assessed by external tests, which have the opportunity for a retest if necessary. Internally assessed units, are produced as internally assessed coursework, which are moderated externally. Grades are awarded as Pass, Merit, Distinction and Distinction*.

At the end of the first year a Certificate can be achieved (AS Level equivalent)
At the end of year 2 an extended Certificate can be achieved (A Level equivalent)

In addition, there is the potential to independently study additional units to increase your qualification to either 1 ½ or 2 full A levels.

### What Are the Key Areas of Study?
To achieve the extended certificate students must achieve five units, three mandatory and two optional units.

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Unit Title</th>
<th>Assessment</th>
<th>Guided Learning Hours</th>
<th>Mandatory or optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The business environment</td>
<td>External test</td>
<td>120</td>
<td>Mandatory</td>
</tr>
<tr>
<td>2</td>
<td>Working in business</td>
<td>External test</td>
<td>60</td>
<td>Mandatory</td>
</tr>
<tr>
<td>3</td>
<td>Business decisions</td>
<td>External test</td>
<td>60</td>
<td>Optional</td>
</tr>
<tr>
<td>4</td>
<td>Customers and communication</td>
<td>Internal coursework</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Marketing and market research</td>
<td>Internal coursework</td>
<td>90</td>
<td>Optional</td>
</tr>
<tr>
<td>6</td>
<td>Introduction to human resources</td>
<td>Internal coursework</td>
<td>60</td>
<td>Optional</td>
</tr>
<tr>
<td>11</td>
<td>Accounting concepts</td>
<td>Internal coursework</td>
<td>60</td>
<td>Optional</td>
</tr>
<tr>
<td>16</td>
<td>Principles of project management</td>
<td>Internal coursework</td>
<td>60</td>
<td>Optional</td>
</tr>
<tr>
<td>17</td>
<td>Responsible business practices</td>
<td>Internal coursework</td>
<td>90</td>
<td>Optional</td>
</tr>
<tr>
<td>19</td>
<td>International business</td>
<td>Internal coursework</td>
<td>60</td>
<td>Optional</td>
</tr>
<tr>
<td>20</td>
<td>Business events</td>
<td>Internal coursework</td>
<td>60</td>
<td>Optional</td>
</tr>
<tr>
<td>21</td>
<td>Being entrepreneurial – evaluating viable opportunities</td>
<td>Internal coursework</td>
<td>90</td>
<td>Optional</td>
</tr>
</tbody>
</table>

### ARE There Any Special Qualifications I Need?
Students need 5 GCSE passes at grade C or above including English and Maths. Previous study of Business will prove useful, but students without a Business Studies background do equally well. A good grounding / interest in current affairs is very helpful.

### Where Can Business Studies Lead?
This course can lead to a variety of Business based Degrees such as: Economics, Business, Business Administration, Marketing, International Business, ICT and Accounting to name but a few! Students studying Business can go into a wide range of careers such as: Marketing, Administration, Human Resources, Accounting and Purchasing or setting up your own business. The skills you will learn in this course and the knowledge of the operation of business organisations will help you whatever career you choose.
Economics

**WHY STUDY ECONOMICS?**

Why have petrol prices dropped so much? Why does the government provide free education for people up to 18? Why did we experience the great crash of 2008 and why has recovery been so slow? Should we worry about the growth of China? Why is the government in so much debt? Should we be in or out of the EU? Why are cigarettes and alcohol taxed so heavily?

Studying Economics provides answers to many of these types of question. It is at the heart of many decisions in our modern world. If you wish to learn how the UK and global economic systems work, this subject will be great for you.

**WHAT SKILLS WILL I GAIN FROM STUDYING ECONOMICS?**

You will learn a lot of skills and knowledge that you can apply to other jobs or to your personal life. Learning about interest rates, exchange rates, economic indicators and equity markets can help you make better decisions about investing and obtaining mortgages.

You will learn more about how the world works. You will learn more about the impact decisions have on the firm, industry, and national level. You will learn more about the impact of international trade, both good and bad. You will discover the effect government policies have on the economy and on employment; again both good and bad. It will help you make more informed decisions as both a consumer and as a voter.

**WHERE CAN ECONOMICS LEAD?**

Students will be required to have gained at least a C Grade at GCSE in English Language.

**WHAT ARE THE KEY AREAS OF STUDY?**

Introduction to markets and market failure

- nature of economics
- how markets work
- market failure
- government intervention.

The UK economy performance and policies

- measures of economic performance
- aggregate demand
- aggregate supply
- national income
- economic growth
- macroeconomic objectives and policy.

Business behaviour & the labour market

- business growth
- business objectives
- revenues, costs and profits
- market structures
- labour market
- government intervention.

The global perspective

- international economics
- poverty and inequality
- emerging and developing economies
- the financial sector
- role of the state in the macroeconomy.

**ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?**

At least 5 GCSEs at C or above, including a grade B in English and Maths. A strong mathematical background is not strictly required, but many of the conceptual skills to understand and interpret data and analyse relationships are key skills. First and foremost must be a keen interest in the news and current affairs. An ability to argue a case, compare theory and reality and observe the differences are very important.

**WHERE WILL I BE ASSESSED?**

AS Level: 2 written exams (1 ½ hours each) covering Themes 1 & 2.

A Level: 3 written exams (2 hours each) covering Themes 1, 2, 3 & 4.

**HOW WILL I BE ASSESSED?**

A mixture of medium length ‘explain’ and essay style questions.

Government and Politics

**WHY STUDY GOVERNMENT AND POLITICS?**

We do not always like politicians and the things that governments do... But the business of politics touches every aspect of our lives. Whilst we might criticise governments for some of their policies, it has to be better than having no government at all. Society just would not function without an elected body to decide, say, what taxes will be levied, how those taxes will be spent on things like health and education or how the country will be defended. But no matter whether government makes you feel angry or reassured, it is worth having a knowledge of how the whole process of an elected government works.

**WHAT SKILLS WILL I GAIN FROM STUDYING GOVERNMENT AND POLITICS?**

GCE Government and Politics will enable students to develop a wide range of skills, including the ability to comprehend, synthesise and interpret political information; analyse and evaluate political knowledge; identify connections, similarities and differences between the areas studied; select relevant material and construct and communicate arguments clearly and coherently using appropriate political vocabulary.

**WHERE CAN GOVERNMENT AND POLITICS LEAD?**

Many students who have taken the A Level in Government and Politics go on to study Politics at university. From there, you might become a researcher, join local or national government or even start on the path to become a future Prime Minister! Of course, there are other job options too. If you are considering a career in journalism or the media, this course is very useful. Students also go on to become teachers or work in the legal profession.

**WHERE CAN GOVERNMENT AND POLITICS LEAD?**

Students will be required to have gained at least a C Grade at GCSE in English Language.

**WHAT ARE THE KEY AREAS OF STUDY?**

1. Government and politics of the UK
   - Written exam: 2 hours
   - 77 marks
   - 33% of A-level

2. Government and politics of the USA
   - Comparative politics
   - Written exam: 2 hours
   - 77 marks
   - 33% of A-level

3. Political ideas
   - Written exam: 2 hours
   - 77 marks
   - 33% of A-level

**HOW WILL I BE ASSESSED?**

A mixture of medium length ‘explain’ and essay style questions.
AS/A2
Computer Science

WHY STUDY COMPUTER SCIENCE?
The course is not about learning to use tools or just training in a programming language. Instead the emphasis is on computational thinking. Computational thinking is a kind of reasoning used by both humans and machines. Thinking computationally is an important life skill. Thinking computationally means using abstraction and decomposition. The study of computing is about what can be computed and how to compute it. Computer Science involves questions that have the potential to change how we view the world.

WHAT SKILLS WILL I GAIN FROM STUDYING COMPUTER SCIENCE?
This course, with its emphasis on abstract thinking, general problem solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, is a good foundation for further study.

HOW WILL I BE ASSESSED?
AS – Paper 1 : On-screen exam ; 1 hour 30 minutes  50% of AS
AS – Paper 2 : Written exam ; 1 hour 30 minutes  50 % of AS
A-Level – Paper 1 : On-screen exam ; 2 hours 30 minutes  40% of A Level
A-Level – Paper 2 : Written exam ; 2 hours 30 minutes  40% of A Level
A-Level – Non-exam assessment  20% of A Level

WHAT ARE THE KEY AREAS OF STUDY?

AS SUBJECT CONTENT
1. Fundamentals of programming
2. Fundamentals of data structures
3. Systematic approach to problem solving
4. Theory of computation
5. Fundamentals of data representation
6. Fundamentals of computer systems
7. Fundamentals of computer organisation and architecture
8. Consequences of uses of computing
9. Fundamentals of communication and networking

A-LEVEL SUBJECT CONTENT
10. Fundamentals of programming
11. Fundamentals of data structures
12. Fundamentals of algorithms
13. Theory of computation
14. Fundamentals of data representation
15. Fundamentals of computer systems
16. Fundamentals of computer organisation and architecture
17. Consequences of uses of computing
18. Fundamentals of communication and networking
19. Fundamentals of databases
20. Big Data
21. Fundamentals of functional programming
22. Systematic approach to problem solving

WHERE CAN COMPUTER SCIENCE LEAD?
Computing involves everyone, in every walk of life. So your career opportunities are endless. Jobs such as being a scientist, an engineer, a computer programmer or a medical scientist are wonderful opportunities. Then again, you might be interested in Education, Teaching or IT as an alternative career path.

BTEC
Level 3 ICT

WHY STUDY IT?
Edexcel BTEC Level 3 IT provides a solid foundation of knowledge, understanding and skills that are needed to prepare target driven and focused individuals for future studies or employment. The course is spread over two years and on successful completion you will be able to review progress onto further education or enter employment in a multitude of IT subject areas. This course leads to a qualification equivalent to one full A-Level.

WHAT SKILLS WILL I GAIN FROM STUDYING IT?
The qualification provides students with a challenging and interesting set of projects whereby they can showcase their ICT skills. The course will combine ICT related skills (Word Processing, Presentations, Spreadsheets and Databases) alongside developing important Business related personal skills such as presenting in groups, project management and teamwork.

HOW WILL I BE ASSESSED?
The course is assessed through four units. In two of the units the learners are required to create a portfolio of work. Each unit requires a strong work ethic, determination to succeed and ability to manage and maintain coursework projects. The coursework will be delivered in Year 13. Year 12 will include classroom based assessments, practical projects and presentations for the externally assessed units.

By studying this qualification, students will participate in four units:
• Information Technology Systems (Written Exam) 120 GLH
• Creating Systems to Manage Information (Synoptic Exam) 90 GLH
• Using Social Media in Business (Internal Assessment) 90 GLH
• Data Modelling (Internal Assessment) 60 GLH

WHAT ARE THE KEY AREAS OF STUDY?

Pearson BTEC Level 3 National Extended Certificate in Information Technology

The Extended Certificate includes three types of assessment; externally assessed, internally-assessed and synoptic.

- Externally Assessed: Each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 90 or 120 GLH to allow learners to demonstrate breadth and depth of achievement.
- Internally Assessed: learners are assessed by the College using a variety of styles to help them develop a broad range of transferable skills.
- Synoptic: Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task.

They are all designed to fit the purpose and objective of the qualification. They include a range of assessment types and styles suited to vocational qualifications in the sector.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?
Any student looking to study this qualification would ideally have attained GCSE in ICT or Computing at least grade 5 ("C"). We would also be looking for students who have attained at least 5 GCSE’s A*-C including English and Maths. Students must have a passion to learn about the IT industry and have a key interest in pursuing or using IT as a career.

WHERE CAN IT LEAD?
The qualification comprises six groups of skills that are essential to success in learning, life and work. In essence the qualification delivers the essential skills of: team workers, self-managers, independent enquirers, reflective learners, creative thinkers and effective practitioners. It is these skills that will enable young people to enter work and adult life confident and capable.
A-level Physics allows students to appreciate how fundamental Science works and to study optional topics that particularly interest them – including Astrophysics, Medical Physics and Applied Physics.

WHAT SKILLS WILL I GAIN FROM STUDYING PHYSICS?
As well as gaining a deep understanding of Physics, students will develop skills to treat practical problems in a systematic way, and to use practical skills to link theory with practice, deepening their knowledge. Students will be asked to apply the knowledge and understanding they learn from these practicals in their written exams. Practical-based questions will form about 15% of the total assessment. We’ve put these questions in one section of paper 3 of the A-level, so that students know what to expect and can prepare. They will be expected to number manipulation and data analysis skills in a clear and concise way.

HOW WILL I BE ASSESSED?
The new A-level is assessed in 3 written papers at the end of Year 13:

Paper 1 Topics 1 – 5 2 hr exam
34% of the total A-Level marks (short and long answers). 60 marks long and short questions 25 marks multiple choice

Paper 2 Topics 6 – 8 2 hr exam
34% of the total A-Level marks (short and long answers plus a comprehension question). 85 marks in total
60 marks: a mixture of short and long answer questions. 25 marks: multiple choice

Paper 3 – Practical Skills, Data assessment and Optional topic 2 hr exam
32% of total A-Level. 45 marks practical experiments and data analysis. 35 marks: Questions on optional topic

It is important that students realise that although we plan the course so that AS exams are sat at the end of Year 12, the A-level content is delivered alongside the AS content and there will only be a short period of revision before the AS exams; our focus will be to complete the whole A-level in a timeframe that allows for comprehensive skill development and revision for the main exams after two years, as it is only these final exams that count towards a student’s final grade.

WHAT ARE THE KEY AREAS OF STUDY?
The course starts with Measurements and their Errors. Students should be able to identify random and systematic errors and suggest ways to reduce or remove them. They should understand the link between the number of significant figures in the value of a quantity and its associated uncertainty. Students should be able to combine uncertainties in cases where the measurements that give rise to the uncertainties are added, subtracted, multiplied, divided, or raised to powers. Good mathematical skills are essential to being successful in A Level Physics.

We then move on to Particle and Radiation. This section introduces students both to the fundamental properties of matter, and to electromagnetic radiation and quantum phenomena. Through a study of these topics, students become aware of the way ideas develop and evolve in physics. They will appreciate the importance of international collaboration in the development of new experiments and theories in this area of fundamental research. Electricity and Waves follow Particle Physics and then on to Mechanics and Materials which includes Newton’s laws of motion and Young modulus, Further Mechanics, Thermal Physics, Fields and Nuclear Physics followed by the option topics.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?
Physics students need a good numerical and literacy grounding to support them in their studies as well as strong foundations across the full range of sciences. Trilogy (new double) or Separate (triple) should have been studied at GCSE and students should have achieved a grade 6 minimum in their Physics and Mathematics exams, as well as a 4 in English. The new specification has a much higher mathematics content than in previous years (30%). Students are usually expected to be taking mathematics A level, both to support this course and also to enable them to access the full range of related options in on-year study.

WHERE CAN PHYSICS LEAD?
Studying physics can help you to develop a range of skills that can be applied in many areas, both scientific and non-technical. These skills include problem solving, reasoning, numeracy, practical skills, communication and ICT. After completing an A Level in Physics student may go on to study astrophysics, quantum physics, particle physics, mathematical physics, thermodynamics and nanotechnology. There are also many other opportunities that you may take, including courses in marketing, finance, business, law, IT and journalism.
WHY STUDY CHEMISTRY?
Chemistry is a vibrant and exciting subject. It is involved in everything around us - from the making of new materials to understanding biological systems, from the food we eat to the medicines which keep us healthy, and from the quality of the water we drink to keeping the air we breathe pure.

The chemical and allied industries - fuels, pharmaceuticals, fragrances - are the most important manufacturing industries to the UK economy, recording trade surpluses of more than £4 billion each year. The industries employ large numbers of chemists in research, development, sales, marketing and management and a chemistry A-level will allow you to pursue a career in any of these areas.

WHAT SKILLS WILL I GAIN FROM STUDYING CHEMISTRY?
As well as gaining a deep understanding of Chemistry, students will develop practical skills through the delivery of a wide range of investigations. They will become adept at number manipulation and data analysis skills and will interpret and explain data in deep detail.

Critical thinking and applying knowledge to unknown situations are important in A level Chemistry. Time management and teamwork go hand in hand across both years of study as the volume of information and its application require a solid commitment throughout the whole course.

HOW WILL I BE ASSESSED?

The new A-level is assessed in 3 written papers at the end of Year 13:

CHEM1 – Physical and inorganic chemistry + relevant practical skills 2 hr exam
36% of the total A Level marks (short and long answer, plus extended response questions). 106 marks

CHEM2 – Physical and organic chemistry + relevant practical skills 2 hr exam
35% of the total A Level marks (short and long answers plus a comprehension question). 105 marks

CHEM3 – Synoptic paper on any content / practical skills 2 hr exam
30% of total A-level. 90 marks

Questions
40 marks: questions on practical techniques and data analysis
20 marks: questions testing ideas from across the specification
30 marks: multiple choice questions

It is important that students realise that although we plan the course so that AS exams are sat at the end of Year 12, the A2 content is delivered alongside the AS content and there will only be a short period of revision before the AS exams; our focus will be to complete the whole A-level in a timeframe that allows for comprehensive skill development and revision for the main exams after two years, as it is only these final exams that count towards a student’s final grade.

WHAT ARE THE KEY AREAS OF STUDY?
The AQA course leads students through a wide scope of ideas systematically. We start with physical chemistry where we explore the structure of the atom, how these ideas have developed over time and how the masses and atomic numbers of elements are obtained. We then learn about the mole and how to calculate masses, concentrations and volumes of substances. In the second year we then look at the development of the periodic table and the arrangement of the elements into groups and periods before reviewing the trends in chemical properties and behaviour. We explore the concept of chemical bonding and the properties that particular substances have due to their chemical structure before completing a large module on organic chemistry where we study the reactions of some of the most important chemicals in the world we live in e.g. the production of alkanes and alkenes used in fuels and plastic and the reactions of alcohols.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?
Chemistry students need a good numerical and literacy grounding to support them in their studies as well as strong foundations across the full range of sciences. Trilogy (new double) or Separate (triple) sciences should have been studied at GCSE and students should have achieved a 6 in their science and maths exams, as well as a 4 in English. The new specification has a much higher mathematics content than in previous years (20%) and we study mathematics throughout the two year course to support learners fully.

WHERE CAN CHEMISTRY LEAD?
Chemistry is a well-respected subject and is suitable for entry into a wide range of professions. With a qualification in Chemistry you could go on to Higher Education, studying Chemistry or other sciences or related subjects, or work in science-based industry such as Chemical Engineering, Materials Science or Biotechnology. It is essential for the medical field, Pharmacy and Environmental Science.

WHERE CAN GENERAL APPLIED SCIENCE LEAD?
This qualification is supported by a range of universities, and taken alongside other qualifications it can fulfil the entry requirements for a number of science-related higher education courses, including biomedical, forensic and sports science, as well as nursing. In addition, the qualification is eligible for UCAS points.
AS/A2 Environmental Science

WHY STUDY ENVIRONMENTAL SCIENCE?
Environmental science allows students to examine the human impact on the geography of our planet. Through studying the development of the Earth and its physical environment and resources, students will better understand the impact human populations have on our planet.

WHAT SKILLS WILL I GAIN FROM STUDYING ENVIRONMENTAL SCIENCE?
Students will undertake a mixture of fieldwork and laboratory-based studies. They will gain a full understanding of research methods and associated mathematical processing, developing their critical thinking and data analysis skills.

HOW WILL I BE ASSESSED?
We use the AQA exam board. For the A level final exams, there will be two three hour papers, consisting of a combination of multiple choice, short answer and extended writing questions. AS exams are available.

WHAT ARE THE KEY AREAS OF STUDY?
The key topics include the biophysical environment, energy resources, pollution, circular economy and sustainability. Research methods and accompanying mathematical skills are also taught.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?
In order to do well in this science A level, students should have achieved at least two grade 6s in their science GCSEs. Overall at least 10% of the marks in assessments for Environmental Science will require the use of mathematical skills. These skills will be applied in the context of environmental science and will be at least the standard of higher tier GCSE mathematics. Students should therefore be confident with this level of maths and have achieved at least a grade 5 at GCSE.

WHERE CAN STUDYING ENVIRONMENTAL SCIENCE LEAD?
Environmental Science is a good accompaniment to A-levels in geology, geography, biology, physics and maths and develops key skills including communication, teamwork and critical thinking. It can lead to degrees in a number of related fields, or as a science A level of interest for those in careers outside science and geography, such as journalism or law.

AS/A2 Psychology

WHY STUDY PSYCHOLOGY?
The mind is something intangible that exists within us. Is it an unlearn process of enzymes, chemicals and electric current moving within the structure of our neural networks which dictates the way we feel, think and behave the way we do, or is it more? Ever wondered if prison really does change criminal behaviour? Or why some people conform? Or perhaps if the experiences you had before the age of five really do shape the person you are today? AS and A-Level Psychology will give you an understanding of the way people think and why people behave in certain ways.

It is a science with cutting edge research that has real world applications to issues in everyday life, ranging from things like artificial intelligence to social change. Psychology has links with many disciplines including biological, computer and forensic science as well as humanities such as sociology, philosophy, anthropology and even literature. It involves study of theory, empirical evidence and practical applications. This mix of disciplines helps to make psychology such a fascinating subject.

WHAT SKILLS WILL I GAIN FROM STUDYING PSYCHOLOGY?
Studying Psychology will support students to:
- view the world around you from different perspectives
- develop analytical thinking skills
- plan and conduct scientific investigations
- analyse and interpret data (including statistical analysis)
- develop critical reasoning skills and problem solving

HOW WILL I BE ASSESSED?
For Psychology year one there are 2 examinations that test the skills and knowledge acquired in unit 1 and then unit 2. Both examinations are sat in the summer and consist of examinations lasting 1hr 30min and each contributes 50% towards the overall AS grade. Year 2 is assessed by way of three papers; all three are written exams lasting 2 hours and worth 96 marks, therefore each contributing 33.3% to the final A-level grade. Papers 1 and 2 are based on 8 compulsory topics including content from AS level whereas paper 3 assesses three choices from the optional topics. All papers test application of knowledge and skills through a range of multiple choice, short answer and long answer essay-style questions. There is no coursework for this subject. All students will be entered for the AS exams initially and then the A2 exams if they continue with the course.

WHAT ARE THE KEY AREAS OF STUDY?
At AS, candidates will develop a broad knowledge and understanding of the core areas of Psychology: social, cognitive, developmental, psychopathology, approaches in Psychology and research methods. At A2, the specification offers a range of topic-based options including: relationships, addiction, schizophrenia, stress, aggression and forensic Psychology. These topics bring together explanations from different psychological approaches and engage students in issues and debates in Psychology.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?
Psychology students need a good numerical and literacy grounding to support them in their studies as well as strong foundations across the full range of sciences. Therefore Science, Maths and English at grade 5 or above are preferable. The new specification has a much higher mathematics content than in previous years (10%) and we study mathematics foundations across the full range of sciences. Therefore Science, Maths and English at grade 5 or above are preferable.

WHERE CAN PSYCHOLOGY LEAD?
Students will learn the fundamentals of the subject whilst also developing skills valued by Higher Education (HE) and employers, including critical analysis, independent thinking and research. Many employers recognise the value of a degree in Psychology for the high level of diverse skills it develops so you can expect many varied job opportunities. Traditional areas of Psychology, requiring further study, include Clinical Psychology, Educational Psychology, Occupational Psychology, Health Psychology, Sports Psychology, Forensic Psychology and counselling. You will also be able to use your skills gained in other careers such as marketing and market research, occupational therapy, sales, and personnel management. The qualification also provides an ideal starting point for teaching and social work. The significant emphasis on research in this course equips you with the knowledge and skills required to continue on to postgraduate study, including possible PhD study and a further academic career.
AS/A2
Geology

WHY STUDY GEOLOGY?

Have you ever wondered . . .

• How the planet Earth formed?
• Why dinosaurs grew so large?
• If we should allow fracking?
• Why sink holes form?
• Could a mega-tsunami strike Britain?

Study A Level Geology to find out the answers to these questions and more . . .

Are you . . ?

• Wanting to be a civil or geotechnical engineer?
• Passionate about helping others through practical overseas development projects?
• Thinking of a career in conservation or land management?
• Fascinated by fossils and want to discover how they can help solve crime and find new oil reserves?
• Interested in resources and minerals?
• Planning to study Oceanography or Marine science?
• Keen on working outdoors in remote areas?
• Or do you prefer laboratory based investigation?
• Up for the challenge of prospecting and developing energy resources?
• Studying other sciences or maths?

WHAT SKILLS WILL I GAIN FROM STUDYING GEOLOGY?

• The Geology course gives you hands-on practical experience of how geology works in a number of real world applications.
• Introduces the transferable skills that geology graduates are highly regarded for within corporate and financial management: their ability to work effectively in multidisciplinary teams and their skills in evaluating and making decisions based on partial data sets.
• Subject cross-over with biology, chemistry, geography, physics and maths makes a powerful combination to optimise you’re A level grades and let’s you stand-out from the crowd.

HOW WILL I BE ASSESSED?

• The examinations in Geology are all synoptic, meaning that they cover all the content of the course.
• Total of 6 hours of examinations (2 x 2 hours 15 minutes and 1 x 1 hour 30 minutes) taken at the end of the course.
• A wide range of question types which include multiple choice, short answer and extended response questions.

WHAT ARE THE KEY AREAS OF STUDY?

• Development of practical skills in geology • Fieldwork • Minerals and rocks • Fossils and time • Earth structure • Plate tectonics • Geological structures • Sedimentary environments and time • Geochronology • Applied sedimentology • Fluids and geological processes • Igneous petrology • Sedimentary environments and time • Geochronology • Applied sedimentology • Fluids • Geotechnics • Engineering geology • Key concepts for basin analysis • Basin analysis in practice.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?

Due to the complexity of this qualification you need GCSE English, Maths and Science at Grade C or above. GCSE PE at a Grade B or above or BTEC extended certificate at distinction. Students are also required to take part in an active role outside College within a Sporting activity preferably to a high standard.

WHERE CAN GEOLOGY LEAD?

STEM degrees
Engineering:
Chemical Engineering with Oil & Gas Technology, Civil Engineering, Environmental Engineering, Civil & Coastal Engineering,
Engineering with Environmental Management, Engineering Geology & Geotechnics, Environmental Engineering, Geotechnics,
Material Science, Mining Engineering, Petroleum Engineering, Petroleum and Gas Engineering.
Geology:
Applied Geology, Archaeology & Earh Science, Earth & Ocean Science, Earth Science, Environmental Geology, Environmental Science,
Geoinformatics, Geology, Geological Hazards, Geologic Oceanography, Geophysics, Geology with Physical Geography,
A range of opportunities including Conservation & Countryside Management, Environmental Management, Environmental Studies,

AS/A2
Physical Education

WHY STUDY PHYSICAL EDUCATION?

Sport & fitness is a huge industry... and you can be part of it. If you’re keen on sport, you can make a healthy living from your passion. Whether that’s working for a football club, as a personal trainer at the local gym, or training to be a physiotherapist, there are lots of opportunities. From professional sport through to amateur teams and individuals who just want to get in shape, sport and fitness is a fast-growing business. Best of all, you could be in a career doing something that you love.

WHAT SKILLS WILL I GAIN FROM STUDYING PHYSICAL EDUCATION?

A Level Physical Education is not an easy course. You need to be able to recall, recognise and apply a plethora of information. Good English is needed for your synoptic questions and maths for analysis in Biomechanics. Practically you need to be able to analyse and be self- critical for improvements.

HOW WILL I BE ASSESSED?

The new AS Levels, for first teaching from September 2016, will be stand-alone qualifications in their own right. They will remain broadly at their current standard. There’ll be one examination series each year. The course will consist of 2 exam papers (70%) and a practical performance (30%).

New A Levels will be fully linear so assessment of a student’s knowledge and understanding of the whole course takes place at the end of two years of study. There will be 3 exam papers (70%) and a practical performance (30%).

WHAT ARE THE KEY AREAS OF STUDY?

The key areas of study and assessment will include the following:

Physiological factors affecting performance
Psychological factors affecting performance
Socio-cultural issues in physical activity and sport
Performance in physical education

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?

Due to the complexity of this qualification you need GCSE English, Maths and Science at Grade C or above. GCSE PE at a Grade B or above or BTEC extended certificate at distinction. Students are also required to take part in an active role outside College within a Sporting activity preferably to a high standard.

WHERE CAN PHYSICAL EDUCATION LEAD?

A Level PE is a completely different qualification to the other subjects as you are assessed on your talents as well as your academic ability. All Universities appreciate the complexity of this course and it is valued as one of the hardest A Levels. You can use this A Level to great effect across a broad spectrum of courses. Examples of these include PE Teacher, fitness instructor, coaching (community / clubs), Police, Fire Service and Armed Forces.
**BTEC National Sports**

### Why Study Sport?
BTECs create a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure where knowledge can be applied in different types of project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

### Which Course is Right for Me?
<table>
<thead>
<tr>
<th>BTEC Diploma</th>
<th>BTEC Extended Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports Performance and Coaching</td>
<td>Sport</td>
</tr>
<tr>
<td>• A two year course</td>
<td>• A two year course</td>
</tr>
<tr>
<td>• Equivalent to two A Levels</td>
<td>• Equivalent to one A Level</td>
</tr>
<tr>
<td>• Will be studied alongside 2 other A Level subjects</td>
<td>• Will be studied alongside 3 other A Level subjects</td>
</tr>
<tr>
<td>• Internally assessed units:</td>
<td>• Internally assessed units:</td>
</tr>
<tr>
<td>1. Anatomy and Physiology</td>
<td>1. Anatomy and Physiology</td>
</tr>
<tr>
<td>2. Fitness training and programming for health, sport and well-being</td>
<td>2. Fitness training and programming for health, sport and well-being</td>
</tr>
<tr>
<td>5. Application of fitness testing</td>
<td>7. Practical Sports Performance</td>
</tr>
<tr>
<td>7. Practical Sports Performance</td>
<td></td>
</tr>
</tbody>
</table>

### What Are the Key Areas of Study?
- You will study the following units:
  1. Anatomy and Physiology
  2. Fitness training and programming for 3. health, sport and well-being
  3. Professional development in the Sports Industry
  5. Application of fitness testing
  6. Sports Psychology
  7. Practical Sports Performance
  8. Coaching for Sports Performance
  17. Sports injury management
  22. Investigating business in sport and leisure
  28. Sports Performance analysis

- You will study the following units:
  1. Anatomy and Physiology
  2. Fitness training and programming for health, sport and well-being
  3. Professional development in the Sports Industry
  7. Practical Sports Performance
  22. Investigating business in sport and leisure

### How Will I Be Assessed?
BTEC Sport courses consist of both internally and externally assessed units.

**BTEC Diploma in Sports Performance and Coaching**
- 2 externally assessed units & 8 internally assessed units

**BTEC Extended Certificate in Sport**
- 2 externally assessed units & 2 internally assessed units

**Externally assessed units:**
- 1. Anatomy and Physiology is assessed through an exam set by Pearson. The exam is made up of both short and long answer exam style questions.
- 2. Fitness training and programming for health, sport and well-being is also assessed externally through Pearson. Part A, where Learners need to conduct preparatory research on key areas in response to a given scenario and can take up to four sides of A4 notes into the supervised assessment. Part B consists of a set task based on a scenario, to be completed within a two-hour controlled environment.
- 2.2 Investigating Business in sport and leisure – a synoptic type exam.

**Internally assessed units:**
- These units are assessed by specialised teachers here at Christ the King College.

Internally assessed units usually take the form of assignments, completed either during the unit or at the end. An assignment may take a variety of forms, including practical and written types of assignments. Within assignments you may be required to create posters, videos, presentations and written reports. All assignments are completed individually and are set within appropriate timescales.

### What Skills Will I Gain From Studying Sport?
In BTEC units there are many opportunities to give learners practice in developing employability skills through learning and being assessed in realistic vocational scenarios. Some of these skills may include:
- Cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- Intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development. There are also specific requirements in some units for assessment of these skills where relevant. For example, where learners are required to undertake real or simulated activities.

### Are There Any Special Qualifications I Need?
- BTEC Level 2 Sports Studies at a Merit or above or GCSE PE at a C or above
- GCSE at a C or above
- BTEC Level 3 in Sports Performance and Coaching
- BTEC Level 3 in Sports Performance and Coaching

### Where Can Sport Lead?
This qualification is primarily designed to support progression to employment after further study at university. However, it also supports learners who choose to progress directly to employment, as the transferable knowledge, understanding and skills will give learners an advantage in applying for a range of entry level roles or ‘school leaver’ industry training programmes and Higher Apprenticeships in areas, such as sport and fitness training, coaching, and sports performance research.

When taken alongside other qualifications in the study programme, learners can progress to higher education courses, for example:
- Taken alongside an A Level in Sociology, it could lead to a BSc (Hons) in Sport and Social Science, leading to a sports coaching role.
- Taken alongside an A2 Level in Biology, it could lead to a BSc (Hons) in Sport Rehabilitation, leading to roles as a sports rehabilitator or physiotherapist.
- Taken alongside an A2 Level in Mathematics, it could lead to a BSc (Hons) in Sport, Physical Education and Coaching Sciences, leading to roles such as a physical education teacher. Learners should always check the entry requirements for degree programmes with specific higher education providers.

---

**Christ the King College** | **www.christ-the-king.iow.sch.uk** | **01983 537070**
AS/A2 Food Science and Nutrition

WHY STUDY FOOD SCIENCE AND NUTRITION?
Level 3 Diploma in Food Science and Nutrition allows you to continue to progress and develop the skills learnt at GCSE and prepares you to progress at University in a food related area. It is a combination of practical work, food science theory and design.

WHAT SKILLS WILL I GAIN FROM STUDYING FOOD SCIENCE AND NUTRITION?
Aside from an excellent understanding of food science and nutrition, both theoretically and practically, you will gain:

- Skills required for independent learning and development
- Skills to ensure your own dietary health and well-being
- A range of generic and transferable skills
- The ability to solve problems
- The skills of project based research, development and presentation
- The ability to apply mathematical and ICT skills
- The fundamental ability to work alongside other professionals, in a professional environment
- The ability to apply learning in vocational contexts.

HOW WILL I BE ASSESSED?
You will be assessed by examination and externally moderated coursework projects.

You will be graded pass, merit or distinction and receive equivalent UCAS points in line with a normal A Level course.

WHAT ARE THE KEY AREAS OF STUDY?
Meeting the nutritional needs of specific groups
Ensuring food is safe to eat
Experimenting to solve food production problems
Current issues in food production and nutrition

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?
The qualification would support learners’ progression from study at Level 2, but in particular GCSE’s in Hospitality and Catering, Home Economics: Food and Nutrition, Biology, Physical Education, Humanities and Design and Technology.

WHERE CAN FOOD SCIENCE AND NUTRITION LEAD?
An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates. University courses could include

- BSc Food and Nutrition
- BSc Human Nutrition
- BSc (Hons) Public Health Nutrition
- BSc (Hons) Food Science and Technology

BTEC Level 3 Health and Social Care

WHY STUDY HEALTH AND SOCIAL CARE?
This course covers the key knowledge and practical skills required in the health and social care sector. The BTEC Level 3 offers an engaging programme for those students who are clear that health and social care is the area of employment that they wish to enter and pursue.

‘One person caring about another represents life’s greatest value’
– Jim Rohn

The course can be studied at two levels, either the subsidiary diploma which is equivalent to one A-level or the Diploma which is equivalent to two A-Levels. Both are two year courses with the full diploma requiring you to choose the double option block.

WHAT SKILLS WILL I GAIN FROM STUDYING HEALTH AND SOCIAL CARE?
Students will develop the skills and knowledge that they will need to begin a career in areas such as nursing, Midwifery, social work, occupational therapy, childcare, counselling or teaching.

Also students will develop their understanding of how to communicate effectively, they will also understand their rights as an employee and finally the importance of health and safety in the workplace. These are skills that are transferable to any career.

HOW WILL I BE ASSESSED?

BTEC Extended Certificate
- A two year course
- Equivalent to 1 A Level
- Will be studied alongside 3 other A level subjects

BTEC Diploma
- A two year course
- Equivalent to 2 A Levels
- Will be studied alongside 2 other A Level subjects

WHAT ARE THE KEY AREAS OF STUDY?

BTEC Extended Certificate
- Human Lifespan development (externally assessed)
- Working in Health and Social Care (externally assessed)
- Meeting Individual Care and Support Needs
- Physiological disorders

BTEC Diploma
- Human Lifespan development (externally assessed)
- Working in Health and Social Care (externally assessed)
- Ensures into current research in health and social care (externally assessed)
- Meeting individual care and support needs
- Principles of safe practice in Health and Social care
- Promoting public health
- Physiological disorders
- Work experience in Health and Social Care.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?
Students wishing to follow the BTEC Level 3 Subsidiary Diploma in Health and Social Care course are advised to have 5 GCSE A*-C. In addition to this, a merit or distinction in courses such as Level 2 Diploma in Childcare and Education, BTEC First Diploma in Health and Social care would be beneficial.

WHERE CAN HEALTH AND SOCIAL CARE LEAD?
This is a qualification for work in the Care Industries or it will enable successful students to go on to further courses, either HND or Degree’s in Nursing, Social Work, Occupational Therapy or other Health and Social Care related degrees.
BTEC Level 3 Children’s Play, Learning and Development

WHY STUDY CHILD DEVELOPMENT?
Over a two year course you will develop a range of practical skills and theoretical knowledge in the areas of child development, safeguarding children, supporting children’s additional needs and reflective practice. You will gain practical experience working with children aged 0-8 years working in different early years settings. Many students who enjoy and successfully complete this course progress onto Higher Education or employment working in schools and nurseries.

WHAT SKILLS WILL I GAIN FROM STUDYING CHILD DEVELOPMENT?
Students will develop the skills and knowledge that they will need to begin a career in early years education. Also students will develop their understanding of how to communicate effectively, they will also understand their rights as an employee and finally the importance of health and safety in the workplace but most fundamentally of all how to communicate and understand the needs of young children. These are skills that are transferrable to many careers.

HOW WILL I BE ASSESSED?
You will complete written assignments and practical observation in your placements. You will spend some days in a work placement. There will be one exam and one externally assessed research task.

WHAT ARE THE KEY AREAS OF STUDY?
The course comprises of 4 units:
- Children’s Development - Learners will develop an understanding of children’s developmental progress from birth up to seven years 11 months.
- Development of Children’s Communication, Literacy and Numeracy Skills - Learners will develop an understanding of how children develop literacy, language, numeracy and communication skills and how to promote and support this development.
- Play and Learning - Learners study the benefits of play, the influence of theories and approaches to play and how to provide and support purposeful play and learning activities for children.
- Keeping Children Safe – students will learn the responsibilities of a professional to promote and maintain health and safety and what to do in an emergency or when there are concerns about a child’s welfare.

Work placement is an integral part of the course. Over two years, students will complete over 50 hours of work placement, working with children aged 0-8 years, completing these hours within early years and primary school settings. Students are expected to work as part of the team and will carry out activities with the children and observe their development. Work placement enables students to build their confidence, communication skills and team working skills. During their time on work placement, they will be supported by placement staff and dedicated placement mentors, who visit the students on each placement, monitoring their progress and providing additional support.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?
Students wishing to follow the BTEC Level 3 Subsidiary Child Development course are advised to have 5 GCSE A*-C. In addition to this, a merit or distinction in courses such as Level 2 Diploma in Childcare and Education, BTEC First Diploma in Health and Social care would be beneficial.

WHERE CAN CHILD DEVELOPMENT LEAD?
This qualification is for those with an interest in progressing to a career as an early years educator. On successful completion, you will be ideally placed to seek employment as a Nursery Nurse in schools, nurseries or hospitals. Alternatively, you may continue on to Higher Education courses in Early Years and Family Studies, Paediatric Nursing or Primary Teaching.

AS/A2 Dance

WHY STUDY DANCE?
A Level Dance is an exciting course offering you the opportunity to experience dance through a range of sources. By gaining practical experience as a performer and choreographer, as well as developing theoretical concepts relevant to the subject, you will enjoy the many and varied forms of expression that being a student of dance offers.

WHAT SKILLS WILL I GAIN FROM STUDYING DANCE?
The course will develop your visual appreciation of dance and choreography; allow making balanced judgements about dance and allowing you the opportunity to make analytical comments about the contents of a dance. Other benefits include: gaining personal experience of performance and choreography, engage in critical thinking about dance as an art form, develop a significant foundation of knowledge for the study of dance through higher education, development of self-confidence, leadership, communication and expression which can be adapted to other situations and employment.

HOW WILL I BE ASSESSED?

<table>
<thead>
<tr>
<th>Component 1: Performance and choreography</th>
<th>Component 1: Performance and choreography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choreography and performance of a solo</td>
<td>Solo performance linked to a specific practitioner within an area of study</td>
</tr>
<tr>
<td>Performance in a duet/trio</td>
<td>Performance in a duet/trio</td>
</tr>
<tr>
<td>This is assessed through</td>
<td>This is assessed through</td>
</tr>
<tr>
<td>Practical exam</td>
<td>Practical exam</td>
</tr>
<tr>
<td>80 marks (60% of AS level)</td>
<td>80 marks (60% of A-level)</td>
</tr>
<tr>
<td>Externally set tasks are distributed by 15 September in the academic year of certification.</td>
<td>Component 2: Critical engagement</td>
</tr>
<tr>
<td>Component 2: Critical engagement</td>
<td>Component 2: Critical engagement</td>
</tr>
<tr>
<td>Two areas of study – chosen from five (one compulsory area of study).</td>
<td>Knowledge, understanding and critical appreciation of a compulsory set work and its location within a corresponding area of study.</td>
</tr>
<tr>
<td>• The reflection and understanding of your own choreographic and performance practice.</td>
<td>This is assessed through</td>
</tr>
<tr>
<td>This is assessed through</td>
<td>Written exam: 2 hours</td>
</tr>
<tr>
<td>• Written exam: 2 hours</td>
<td>80 marks (60% of AS level)</td>
</tr>
<tr>
<td>Questions</td>
<td>80 marks (60% of A-level)</td>
</tr>
<tr>
<td>Three sections:</td>
<td>Questions</td>
</tr>
<tr>
<td>• Section A: short answer questions on own practice (15 marks).</td>
<td>Two sections:</td>
</tr>
<tr>
<td>• Section B: short answer questions on the compulsory area of study (15 marks).</td>
<td>• Section A: short answer questions (25 marks) and one essay question (25 marks) on the compulsory set work/area of study.</td>
</tr>
<tr>
<td>• Section C: two essay questions on both areas of study – compulsory essay (25 marks) and an essay from a choice of four (25 marks)</td>
<td>• Section B: two essay questions on the second set work/area of study (25 marks for each essay).</td>
</tr>
</tbody>
</table>

WHAT ARE THE KEY AREAS OF STUDY?
Throughout AS and A-Level dance the students will learn key skills based around choreography and performance and how to implement them in a variety of dances including solos, duets and quartets. The theoretical elements are a critical engagement and appreciation of dance, this is based on the students own choreography and performance and that of professional works.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?
You will need an avid interest in dance and a passion to enhance your own and others’ performances, you will also need to be competent at literacy as you will be required to read and explore dance journals.

WHERE CAN DANCE LEAD?
Higher Education at dance establishments such as Rambert Dance Company, Laban Centre or Bird College. University courses in Dance/Expressive Arts/Theatre Arts.
AS/A2 PEARL
(Philosophy, Ethics and Religious Literature)

WHY STUDY PEARL?
This exciting new Religious Studies A level is the Edexcel examination board two year course. The range of topics studied means there is something for everyone. Although the main focus is Christianity the two year course will also consider other religious views and non-religious arguments on a wide variety of religious, philosophical and ethical issues, incorporating insights from psychology, sociology, scientific and historical enquiry.

WHAT SKILLS WILL I GAIN FROM STUDYING PEARL?
This course will help you develop skills of investigation, analysis, interpretation, evaluation, communication and debate. It will encourage you to develop your interest in a study of religion, philosophy and ethics and its relationship to the wider world, adopt an enquiring, critical and reflective approach to the study of religion and to reflect on and develop your own values, opinions and attitudes. The course incorporates skills from several subject disciplines (notably history, sociology, psychology and philosophy) and so helps the student with other subjects they might be studying.

HOW WILL I BE ASSESSED AND WHAT ARE THE KEY AREAS OF STUDY?
Edexcel Level 3 A level in Religious studies consists of three externally examined papers. Students are required to choose three papers from a choice of four.

Paper 1: Philosophy of Religion.
Paper 2: Religion and Ethics.

There is no coursework in this subject and all units of work are taught by qualified Religious Studies specialists trained in A level teaching.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?
This course has considerable demands on literacy skills so if you choose PEARL you will need to have a grade 5 in English language/literature. You would usually be expected to have achieved at least a grade 4 in Religious Studies. The Edexcel examination board has a mix of shorter and longer questions so this course is accessible to all students with basic English skills. A willingness to do independent study and reading is essential for the course.

WHERE CAN A STUDY OF PEARL LEAD?
The skills that you learn in Religious Studies will be useful to you in any number of careers including teaching, youth work, journalism, medicine, law, social work, counselling, community work and any other profession requiring knowledge and sensitivity to the beliefs and views of others.

Religious Studies A level is regarded very favourably by undergraduate courses in Law, Medicine History and some social science courses and is accepted by all major universities.

AS/A2 History

WHY STUDY HISTORY?
Historical events are what has shaped society worldwide into what it is today. Take the Magna Carta as a case in point. Signed in 1215, it was a charter which covered topics like taxes and citizen’s rights. But it didn’t exist in isolation. The Magna Carta wouldn’t have happened without the Norman conquest of 1066. There is also a direct line between the Magna Carta and the United States constitution which was signed in 1787, and of course the US Constitution is a role model for governance even today. Appreciating diversity the GCE History course has been designed to help you understand the value and significance of world events in the past. In the process you’ll gain a deeper understanding of social, cultural, religious and ethnic diversity. Knowing how people lived in the past helps to understand why people act as they do today.

WHAT SKILLS WILL I GAIN FROM STUDYING HISTORY?
History helps students develop a number of new skills including:

• Analysis, developing an argument.
• How to investigate facts and use deduction.
• How to put over your point of view fluently.
• How to work as a team to achieve results.

HOW WILL I BE ASSESSED?

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 1: The Tudors 1485-1547</td>
<td>This involves the study of significant historical developments over a period of around 50 years and associated historical interpretations. Written exam: 1 hour 30 minutes; two questions (one compulsory); 50 marks; 50% of AS exam.</td>
</tr>
<tr>
<td>Component 2: The Cold War 1945-1963</td>
<td>The first part of the corresponding full A-level option. This involves the study in depth of a major historical change or development and associated primary evidence. • written exam: 1 hour 30 minutes • two questions (one compulsory) • 50 marks • 50% of AS</td>
</tr>
<tr>
<td>Component 3: Historical investigation</td>
<td>A personal study based on a topic of student’s choice. This should take the form of a question in the context of approximately 100 years. 5,000-4,000 words; 40 marks; 20% of A-level; marked by teachers; moderated by AQA.</td>
</tr>
</tbody>
</table>

WHAT ARE THE KEY AREAS OF STUDY?
The Tudors form, the breadth study, 1485-1603. This includes looking at topics such as how Henry VII consolidated his position as king, the social and economic situation in England at the time and relations with Foreign Powers. It also includes fundamental changes brought about by religious reformation at the time. The themes of Government, Religion, Rebellion and Foreign relations run through the whole period.

The second key area of study is The Cold War. An in-depth look at a more recent period in World History that has had a major impact on the world we live in. Students will study the situation in Germany at the end of the Second World War and explore how The Cold War developed with the partition of Europe; the Korean war; Vietnam war and Cuban missile crisis. It also extends to the nuclear arms race and the space race.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?
This course has high demands on literacy skills so if you choose to study this course you will need to have a good grade at GCSE English Language and English Literature. A good grade at GCSE History is a definite advantage.

WHERE CAN HISTORY LEAD?
Students who specialise in history can go on to become historical researchers, work in heritage organisations or become teachers. But history also supports other career paths, such as journalism, politics, law, social work and public services.
AS/A2 Geography

WHY STUDY GEOGRAPHY?
A level Geography gives students the opportunity to be inspired by the world around them and engage critically with the challenges and issues of the 21st Century. Students will grow as independent thinkers who understand the importance of Geography in a rapidly changing world.

WHAT SKILLS WILL I GAIN FROM STUDYING GEOGRAPHY?
Geography helps students develop a range of skills involving: Research and analytical, communication literacy and numeracy, (statistical analysis) organisation and team work, problem solving and evaluation and using ICT especially GIS. Field work is an integral part of A level Geography.

HOW WILL I BE ASSESSED?
You will be assessed through written examinations over the course of the two years.
AS examinations will be available at the end of Year 12, if you choose to complete the AS course. This will be assessed through two written examinations (each 1 hour 45 minutes); Paper 1: Dynamic Landscapes (50%) and Paper 2: Dynamic Places (50%).
A2 examinations will take place at the end of Year 13, if you choose to complete the full course. This will be assessed through 3 externally examined papers (each 2 hours and 15 minutes) and an Independent Investigation (course work component). Paper 1 (30%), Paper 2 (30%), Paper 3 (20%) and the Independent Investigation (20%).

WHAT ARE THE KEY AREAS OF STUDY?
AS:
Paper 1: Tectonics and Coastal Landscapes
Paper 2: Globalisation and Regenerating Places
A2:
Paper 2: Globalisation, Regenerating Places, Superpowers and Migration, Identity and Sovereignty.
Paper 3: Synoptic – Players, Attitudes and Futures of one of the above areas.
Independent Investigation: You will choose your own study area (from the topics above) to carry out an independent investigation.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?
Geography demands a high level of competency in literacy and numeracy skills (grade C+). A good grade at GCSE Geography is an advantage because it suggest a sound general understanding of the subject. Students must demonstrate a passion for the subject as many elements of the course require independent study.

WHERE CAN GEOGRAPHY LEAD?
Geography is a multi-disciplinary subject so crosses the arts science boundary. The subjects fits alongside science, economic and other humanitarian courses therefore is seen by universities as a core subject. With access to degree programmes, including Earth Sciences, Geography, Geology, Archaeology, Oceanography, Leisure and Tourism, amongst others. Geography is also desirable for a number of other courses. Careers wide ranging possibilities because increasingly people who have the skills to work across physical and social sciences and use information effectively are seen as especially valuable and are consequently very employable. This is reflected in the Education Careers service data which suggest that geography students have some of the highest post study employment rates.
### AS/A2 Sociology

**WHY STUDY SOCIOLOGY?**

This qualification offers an engaging and effective introduction to Sociology. Society and how it functions is becoming more complex. Students examine these complexities on both a local and a global level. This enables a broad sense of the issues that are prevalent in many different cultures and societal groups. Alongside increased awareness of other societies, students will begin to examine, analyse and apply sociological explanations for reasons of why, and how different societies behave and respond as they do.

**WHAT SKILLS WILL I GAIN FROM STUDYING SOCIOLOGY?**

Students will learn the fundamentals of Sociology alongside developing skills valued by higher education (HE) and employers. This includes skills of critical analysis, independent thinking and sociological research. Analysis of texts and ideas is the main skill students will acquire from the course. Students are also encouraged to learn using several different methods and styles. They will be expected to have a significant level of independent working skills, alongside working as a team member for group work. They should be interested in investigating research already conducted and be able to assess facts. Students will be encouraged to develop presentation skills and increase their confidence in expressing their perceptions of different ideas in society.

**HOW WILL I BE ASSESSED?**

Our assessments continue to employ a variety of familiar question types, including short answer and extended writing/ essays, which target:
- Knowledge and understanding
- Application
- Analysis and evaluation.

Students’ understanding of research methods, gained through classroom experience of practical Sociology, will be assessed using the familiar ‘methods in context’ format.

**AS- Paper 1- Education with methods in context- 1 hour 30 minutes- 50% of AS level.**

**AS- Paper 2- Research Methods and topics in Sociology- 1 Hour 30 minutes- 50% of AS level.**

**A Level- Paper 1- Education, theory and methods- 2 hours- 33.3% of A level.**

**A Level- Paper 2- Topics in Sociology- 2 hours- 33.3% of A level.**

**A Level- Paper 3- Crime and Deviance with theory and methods- 2 hours- 33.3% of A level.**

### A2 Fine Art

**WHY STUDY FINE ART?**

This course provides you with opportunities to develop personal responses to ideas, observations, experiences, environments and cultures in practical, critical and contextual forms. It lays the foundation for further study of Art and Design or related subjects in Higher Education. In addition, it is suitable for students who wish to develop their interest in and enjoyment of Art and Design, providing a balance of subjects and fostering its value in lifelong learning.

**WHAT SKILLS WILL I GAIN FROM STUDYING FINE ART?**

You will develop skills in:
- Using different approaches to recording images, such as observation, analysis, expression and imagination.
- Studying work from a range of genres, historical periods and cultures.
- Understanding and using the formal elements of visual language.
- Using relevant materials, process and technologies.
- Critical analysis of your own work as well as that of artists and designers.

**HOW WILL I BE ASSESSED?**

There are four Assessment Objectives which are similar to those used to assess GCSE. All work is marked by the College and moderated by EDEXCEL. Students in Year 12 will be working towards examination in May/June of Year 13.

The course consists of two components;
- **Coursework Component (worth 60% of the total qualification)**
  - The assessment consists of 90 raw marks.
  - Work presented for assessment draws on topics from across the qualification relevant to the title being followed.
  - The assessment is completed over the duration of the course.
  - Assessment evidence consists of responses to internally set and negotiated assignments and personal starting points, including practical work, supporting studies and a personal study comprising a minimum 1000 words of continuous written prose.
- **Externally Set Component (Exam) (worth 40% of the total qualification)**
  - The assessment consists of 72 raw marks.
  - The Externally Set Assignment theme and starting points will be released each year, on 1 February.
  - The 15-hour period of sustained focus under examination.
  - Work presented for assessment draws on topics from across the qualification relevant to the title being followed.
  - Assessment evidence consists of responses to internally set and negotiated assignments and personal starting points, including practical work, supporting studies and a personal study comprising a minimum 1000 words of continuous written prose.

### WHERE CAN I GO NEXT?

Higher Education programmes. There are a wide range of University courses available in Art and Design including specialist courses in Graphic Design, Animation, Web Design, Illustration, and Digital Game Design.

### WHERE CAN SOCIOLOGY LEAD?

Community worker/Youth worker/Further education lecturer/International aid worker/Social research/Youth worker/Charity organisations/Housing services/ Probation/ Human resources/ Public relations/Police force.
AS/A2 History of Art

WHY STUDY HISTORY OF ART?

History of Art A Level involves the study of key works of art in the form of painting, sculpture and architecture from different time periods in the history of Europe and the western world. You will explore the relationship between society, culture, technology, politics and art and will learn to understand how visual language is used by artists to communicate ideas. Through analysis of the formal elements, materials, techniques, and processes used, you will be able to better appreciate and make critical judgements about art.

WHAT SKILLS WILL I GAIN FROM STUDYING HISTORY OF ART?

In studying History of Art you will learn how to research, analyse and to create reasoned argument about art through discussion and in written form. During the course you will develop the ability to undertake effective visual analysis of any work of art and architecture which is extremely valuable in a world dominated by visual images and messages. Visual literacy is developed by building understanding of key terminology, and in analysing and interpreting the choices made by artists in their art.

HOW WILL I BE ASSESSED?

Assessment in History of Art comprises of two exams take at the end of Year 13, each worth 50% of the final A Level grade.

• The first paper assesses visual analysis through personal response to photographs of pieces of art and in the second section questions are related to themes you have studied.
• The second paper requires you to answer questions on art work from different periods in history

Please note that there is no AS option for this qualification

WHAT ARE THE KEY AREAS OF STUDY?

There are three main areas of study under the headings of Visual Analysis, Themes in Art and Periods in Art History.

• Visual analysis is developed using examples from a broad range of paintings, sculpture and architecture.
• Themes explored include Nature, Identities and War in art and architecture.
• Periods studied are selected from different eras between 1400 and 2015
• Students will need to study a critical text to provide depth of understanding to support their responses to the exam questions.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?

Students will be required to have gained at least a C Grade at GCSE in English Language.

WHERE CAN HISTORY OF ART LEAD?

After studying this subject at A Level you could go on to take History of Art at university or use it to demonstrate the breadth of visual understanding when considering courses in the arts or architecture. The skills of critical and analytical thinking are transferrable and highly valuable in many areas of further study and the language content demonstrates a level of written communication necessary for a range of English based courses.

A2 Graphic Communications

WHY STUDY GRAPHIC COMMUNICATION?

Graphic Communication generally equips students with opportunities to develop personal response to ideas, observations, experiences, environments and cultures in practical and contextual forms.

Graphic Communication, being one of several subjects that form Art and Design studies, provides students with the opportunities to exhibit and present their creative knowledge and skills with commercial outcomes.

Opportunities exist for students to study, explore, experiment and respond to themes using both traditional and digital tools and media. Apart from their practical design skills, students are also expected to demonstrate their analytical and critical skills and present their findings in written as well as visual form.

WHAT SKILLS WILL I GAIN FROM STUDYING GRAPHIC COMMUNICATION?

To succeed in this course you must be very creative, able to explore and manipulate a wide variety of materials and media, and also have a high level of self-motivation. A significant level of literacy and analytical skills is also required in order to cope with the demands of self-expression and critical analysis that are an integral part of this course

HOW WILL I BE ASSESSED?

There are four Assessment Objectives which are similar to those used to assess GCSE. All work is marked by the College and moderated by EDEXCEL. Students in Year 12 will be working towards examination in May/June of Year 13.

The course consists of two components;

Coursework Component (worth 60% of the total qualification)

• The assessment consists of 90 raw marks.
• Work presented for assessment draws on topics from across the qualification relevant to the title being followed.
• The assessment is completed over the duration of the course.
• Assessment evidence consists of responses to internally set and negotiated assignments and personal starting points, including practical work, supporting studies and a personal study comprising a minimum 1000 words of continuous written prose.

Externally set Component (Exam) (Worth 40% of the total qualification)
The assessment consists of 72 raw marks.

• The Externally Set Assignment theme and starting points will be released each year, on 1 February.
• The 15-hour period of sustained focus under examination.

WHAT ARE THE KEY AREAS OF STUDY?

For the course, candidates should produce practical and critical/contextual work in one or more areas including illustration, advertising, packaging design, design for print, communication graphics, computer graphics, multimedia, animation, web design, film, television and/or video.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?

We would recommend that you will have gained a C Grade in a GCSE Arts subject and that your written communication is of a standard to meet the requirements of the course. This consists largely of annotation and critical analysis in the first year but extends to a 1000 minimum word written coursework component in the second year.

WHERE CAN GRAPHIC COMMUNICATION LEAD?

During the course you will build up a practical portfolio of work which can be used to support applications for work or for Higher Education programmes. There are a wide range of University courses available in Art and Design including specialist courses in Graphic Design, Animation, Web Design, Illustration, and Digital Game Design which directly prepare students for careers in the creative industries.
Photography

WHY STUDY PHOTOGRAPHY?

This course provides you with opportunities to develop personal responses to ideas, observations, experiences, environments and cultures in practical, critical and contextual forms. It lays the foundation for further study of Photography or related subjects in Higher Education. In addition, it is suitable for students who wish to develop their interest in and enjoyment of Photography, providing a balance of subjects and fostering its value in lifelong learning.

WHAT SKILLS WILL I GAIN FROM STUDYING PHOTOGRAPHY?

Using different approaches to recording images, such as observation, analysis, expression and imagination. Studying work from a range of genres, historical periods and cultures. Understanding and using the formal elements of visual language. Using relevant materials, process and technologies. Critical analysis of your own work as well as that of other artists and photographers.

HOW WILL I BE ASSESSED?

There are four Assessment Objectives which are similar to those used to assess GCSE. All work is marked by the College and moderated by EDEXCEL. Students in Year 12 will be working towards examination in May/June of Year 13.

The course consists of two components;

- Component 1: Performing (worth 40% of the total qualification)
  - The assessment consists of 90 raw marks.
  - Work presented for assessment draws on topics from across the qualification relevant to the title being followed.
  - The assessment is completed over the duration of the course.
  - Assessment evidence consists of responses to internally set and negotiated assignments and personal starting points, including practical work, supporting studies and a personal study comprising a minimum 1000 words of continuous written prose.

  Externally set Component (Exam) (worth 40% of the total qualification)

  - The assessment consists of 72 raw marks.
  - The Externally Set Assignment theme and starting points will be released each year, on 1 February.
  - The 15-hour period of sustained focus under examination.

- Component 2: Appraising (35% or 25% of the A level)
  - Depending on which performing option was chosen, Option A requires you to produce two compositions, one to a certain brief set in Year 13 and the other free composition; this is 25% of the course. Option B requires three compositions, two according to briefs set by the exam board and the third a free composition; this is then 35% of the course.

- Component 3: Compiling (35% or 25% of the A level)
  - There are three Areas of Study, The Western Classical Tradition, Into the Twentieth Century and Rock and Pop. Within those areas there are four set works in total to study, plus a general awareness of the genres, composers and musical features of each of those areas. More advanced listening skills to recognise keys, chords, cadences and other features are developed over the course and are needed for the exam. The exam itself takes place at the end of Year 13 and is a mixture of listening questions and longer answer questions.

WHAT ARE THE KEY AREAS OF STUDY?

Students will be required to demonstrate skills in all of the following: an ability to explore elements of visual language, line, form, colour, pattern and texture in the context of Photography. The ability to respond to an issue, theme, concept or idea or work to a brief. An appreciation of viewpoint, composition, depth of field and movement and the appropriate use of the camera, film, lenses, filters and lighting for work in their chosen area of Photography.

An understanding of techniques related to the developing and printing of photographic images.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?

We would recommend that you have gained a C Grade in a GCSE Arts subject and that your written communication is of a standard to meet the requirements of the course. This consists largely of annotation and critical analysis in the first year but extends to a 1000 minimum word written coursework component in the second year.

WHERE CAN PHOTOGRAPHY LEAD?

During the course you will build up a practical portfolio of work which can be used to support applications for work or for Higher Education programmes. There are a wide range of University courses available in Art and Design including specialist courses in Graphic Design, Animation, Web Design, Illustration, and Digital Game Design which directly prepare students for careers in the creative industries.

Music

WHY STUDY MUSIC?

Our A Level Music course is both challenging and stimulating, and it provides an excellent basis for lifelong learning and for Higher Education courses in Music. Students will gain experience with performing, composing and appraising music to an advanced level. Many universities and employers regard Music as being among the five most demanding A level qualifications, alongside English, Maths, Sciences and History – this makes it a very attractive subject to include on applications when approaching further academic study and employment. You will learn how music works and understand it in much greater depth than at GCSE level.

WHAT SKILLS WILL I GAIN FROM STUDYING MUSIC?

You will develop performance skills (solo and/or ensemble), compose music and learn about the elements of music as they apply to a range of musical contexts. You will build up your aural and analytical skills by studying set works and through wider listening.

HOW WILL I BE ASSESSED?

Component 1: Performing (35% or 25% of the A level)

- There are two options, Option A where you perform a minimum of three pieces, at least one of which as a soloist, with a total duration of 10-12 minutes; this is 35% of the course. If you choose Option B then you perform a minimum of two pieces with a total duration of 6-8 minutes, which is then 25% of the course.

Component 2: Composing (25% or 35% of the A level)

- Depending on which performing option was chosen, Option A requires you to produce two compositions, one to a certain brief set in Year 13 and the other free composition; this is 25% of the course. Option B requires three compositions, two according to briefs set by the exam board and the third a free composition; this is then 35% of the course.

Component 3: Appraising (40% of the A level)

- There are three Areas of Study, The Western Classical Tradition, Into the Twentieth Century and Rock and Pop. Within those areas there are four set works in total to study, plus a general awareness of the genres, composers and musical features of each of those areas. More advanced listening skills to recognise keys, chords, cadences and other features are developed over the course and are needed for the exam. The exam itself takes place at the end of Year 13 and is a mixture of listening questions and longer answer questions.

WHAT ARE THE KEY AREAS OF STUDY?

The Western Classical Tradition (focusing on the development of the symphony 1750-1900), Into the Twentieth Century and Rock and Pop.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?

You will have normally completed GCSE Music and will have the ability to play an instrument or sing to at least Grade 5 standard.

WHERE CAN MUSIC LEAD?

By the end of the A level Music course you will be ready for a university degree course, diploma at a music college or employment in the arts sector. A Level Music gives you a strong foundation for a wide range of Higher Education pathways, not just a career in composing or performing music. It can lead to work in the TV, radio or film industry, event management, broadcasting, journalism, education or business. There are many desirable and transferable skills to be gained by engaging in musical training to this level – a good number of graduate professionals in the areas of medicine and law, for example, have also studied Music at A level.
A2 Music Technology

WHY STUDY MUSIC TECHNOLOGY?
The A Level Music Technology course is suitable for anyone who has a keen interest in creating and recording music, and who wishes to broaden their experience and deepen their understanding of Popular music styles and developments in music technology. Creative industries are worth in the region of £84 billion to the UK economy annually (according to government statistics for 2014). Many of them involve music technology skills directly, or skills that are closely linked to this subject area.

WHAT SKILLS WILL I GAIN FROM STUDYING MUSIC TECHNOLOGY?
Where else can you experiment with recording equipment and computer technology arrange and compose music and learn about popular music, from rock and roll to reggae, heavy rock to hip hop? Music Technology plays a key role in music across the globe. Students, including those who do not play a traditional instrument, are encouraged to explore their musicality and create original music using technology.

HOW WILL I BE ASSESSED?
Coursework (Non-examined External Assessment, 40% of the total grade)
During the two year course, students will produce the following (a logbook must also be submitted):
- Component 1 – Recording [production tools and techniques to capture, edit, process and mix an audio recording]: one audio recording of between 3 and 3 ½ minutes in length, chosen from a list of 10 songs provided by Edexcel – this must have a minimum of 5 compulsory instruments and 2 additional instruments; keyboard tracks may be sequenced.
- Component 2 – Technology-based Composition [creating, editing, manipulating and structuring sounds to produce a technology-based composition]: one technology-based composition of 3 minutes in length chosen from three briefs set by Edexcel; synthesis and sampling/audio manipulation and creative effects must be used.
- Component 3 – Listening and Analysing [Written Examination, 25% of the total grade]
Students will complete a 1 hour 30 minute listening exam. Each student will have their own audio CD with two sections, A (listening and analysing) with four questions relating to unfamiliar commercial recordings and B (extended written response) with two essay questions also relating to recordings on the CD.
- Component 4 – Producing and analysing [Written Practical Examination, 35% of the total grade]
Students will complete a 2 hour 15 minute exam. Each student will be provided with a set of audio/MIDI materials for the practical element of the examination, to include: audio files relating to 3 instrumental/vocal parts; a single MIDI file from which a fourth instrumental part will be created or synthesised.

WHAT ARE THE KEY AREAS OF STUDY?
- Recording and production techniques for both corrective and creative purposes
- Principles of sound and audio technology
- The development of recording and production technology

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?
In studying the various genres and styles, you’ll be expected to have an understanding of relevant musical theory and terminology. If you have no GCSE in Music, or your music theory skills are limited, we will support you in building these skills to the required level – you’ll need to be prepared to put in extra work on this in order to succeed, particularly with Task A (Sequenced Realised Performance) and the exam.

WHERE CAN MUSIC TECHNOLOGY LEAD?
GCE Music Technology has been widely accepted by Higher Education providers and an A Level in Music Technology will continue to provide valuable experience and preparation for students aiming for further study in the subject. Study in Music Technology could lead to careers in the music and entertainment industry, sound design and engineering, broadcasting, media and video production, and music education.

Rock School

Level 3 Diploma

WHY STUDY ROCK SCHOOL?
The Level 3 Subsidiary Diploma is a two year, vocationally focused course which is worth more UCAS points than a full A Level. It suits students who have either completed the Level 2 Rockschool course in Year 11, or other musicians who may not have taken a formal course at KS4 but would like to combine musical training to a high level with other subjects at KS5.

The course provides students with a wide range of advanced music performing skills – it would, for example, be a suitable preparation for any sort of career that involves music performance. There is also the option to follow a one year version of this course.

WHAT SKILLS WILL I GAIN FROM STUDYING ROCK SCHOOL?
The ability to perform confidently in public and take full responsibility for putting on a concert or other music event; rehearsing effectively with others; problem solving and working as part of a team; studying and developing independence; taking control of your own development as an instrumentalist or singer and developing strategies to improve; leading music education workshops – these are all skills that you will gain.

HOW WILL I BE ASSESSED?
The Level 3 Subsidiary Diploma (two year course) consists of a portfolio of units which add up to at least 90 credits. There are two core units which are mandatory, relating to live performance/rehearsal and planning for a career in music. There will then be four or five optional units to complete over the two years, which can be tailored slightly to the needs of the group. Optional units include leading a music educational workshop, recording performances in the studio, developing instrumental/vocal skills and individual research projects. Assessment in most units is continuous and students must build up a folder of evidence as they go along to demonstrate their achievements. There is no exam, but almost everything done in the course counts towards this evidence.

WHAT ARE THE KEY AREAS OF STUDY?
These are based on the units that are chosen – see above for more details.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?
Some form of Level 2 music qualification such as Rockschool Level 2, BTEC or GCSE would be an advantage, but is not essential provided that you can play an instrument or sing to a good standard, enjoy performing in public and have a passion for practical music making.

WHERE CAN ROCK SCHOOL LEAD?
This course will provide a rigorous preparation for a career in music, so you could either put this into practice straight away, and start your own career in the music industry, or continue to extend your study further in a music college or university. Music colleges and conservatoires in particular have a very practical focus – being accepted on a course largely depends on the audition and interview. Musical training also provides a host of key skills and attributes that are very attractive to employers and higher education providers.
AS/A2
Product Design

WHY STUDY PRODUCT DESIGN?
A-level Product Design helps students take a broad view of Design and Technology, develop their capacity to design and make products and appreciate the complex relations between design, materials, manufacture and marketing. The new specification retains much of the content of the previous A-level specification and continues to provide students with the opportunity to produce a portfolio of design work as well as design and make a product. The course has 50 per cent coursework in order to recognise the importance of practical work within this subject. 15% of the course will assess maths skills, highlighting the importance of this skill within the area of technology.

WHAT SKILLS WILL I GAIN FROM STUDYING PRODUCT DESIGN?
A-level Design and Technology: Product Design requires students to engage in both practical and theoretical study. This Specification requires students to cover design and technology skills and knowledge. These have been separated into:
- Core technical principles
- Core designing and making principles
- Additional specialist knowledge.

HOW WILL I BE ASSESSED?
The A level course is made up of two components:
Component 1 - Written paper - 3 hours - 100 marks
Component 2 - Design and make project - 80 hours 100 marks.

The design and make project will be completed in lessons and independent study times and the theory exam will be completed at the end of the course.

WHAT ARE THE KEY AREAS OF STUDY?
You will have the opportunity to:
- Study a wide range of materials and applications, design communication, digital design and manufacture, design methods and processes, health and safety, design theory and the technological and cultural impact on the work of designers.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?
It is essential for students to have studied GCSE Design and Technology before commencing this course. This Specification includes a proportion of Maths, as well as links to science therefore a GCSE minimum of grade B in Maths and Grade C in Science subjects are necessary.

WHERE CAN PRODUCT DESIGN LEAD?
Product Design could take you into a number of exciting career paths. Architecture, Engineering and Product Design are paths all requiring skills learned within this A Level. There are numerous other area including: automotive design, interior design, interior, marine and landscape architecture, furniture design, set design, jewellery design, boat design and are paths all requiring skills learned within this A Level. There are numerous other area including: automotive design, interior design, marine and landscape architecture, furniture design, set design, jewellery design, boat design and are paths all requiring skills learned within this A Level. There are numerous other area including: automotive design, interior design, marine and landscape architecture, furniture design, set design, jewellery design, boat design and.

AS/A2
Textiles

WHY STUDY TEXTILES?
This course provides you with opportunities to develop personal responses to ideas, observations, and cultures in practical, critical and contextual forms through the medium of Textiles. It lays the foundation for further study of Textiles or other related Art and Design subjects in Higher Education. In addition, it is suitable for students who wish to develop their interest in and enjoyment of Textiles, through exploration of a range of textile media and techniques and development of practical and theoretical skills.

WHAT SKILLS WILL I GAIN FROM STUDYING TEXTILES?
You will develop skills in:
- Using different approaches to recording ideas, such as observation, expression and imagination.
- Studying work from a range of artists, designers and cultures.
- Understanding and using the formal elements of visual language in relation to textile design.
- Using relevant materials, process and technologies.

HOW WILL I BE ASSESSED?
There are four Assessment Objectives which carry equal weighting
All work is marked by the College and moderated by EDEXCEL. Students in Year 12 will be working towards examination in May/June of Year 13.

The course consists of two components;
Coursework (worth 60% of the total qualification)

Component 1 within the course consists of a minimum 1000 words of continuous written prose.
Externally set Component (Examination) (worth 40% of the total qualification) The Externally Set Assignment theme and starting points will be released each year, on 1 February. There is a 15-hour period of sustained focus under examination conditions in May of Year 13.

WHAT ARE THE KEY AREAS OF STUDY?
Key areas of study can include; textiles for interiors, fine art textiles and fashion textiles.
All study will include the following elements:
- Developing skills, which may include computer-generated ideas for development in colour, materials and construction, design, repeat pattern, surfaces and materials
- Knowledge and application of techniques such as weaving, knitting, embroidery, appliqué and fused or felted textiles
- The basis of textile or surface design printing
- Techniques such as mono-print, transfer-relief, relief-print, wood-cut, lino-cut, silk-screen and digital printing

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?
We would recommend that you have gained a C grade in GCSE Textiles or a related arts subject and that your written communication is of a standard to meet the requirements of the course. This consists largely of annotation and critical analysis at in the first year but extends to a 1000 minimum word written coursework component in the second year.

WHERE CAN TEXTILES LEAD?
Textile design could take you into a number of exciting career paths. Being a Fashion/Textile designer is a natural outcome but there are other job prospects, like working as an Interior Designer, the Theatre or in Fashion Merchandising and Buying. The Advertising and Marketing professions as well as the Manufacturing industry always need creative people.
AS/A2
Classical Civilisation

WHY STUDY CLASSICAL CIVILISATION?

Classical Civilisation is a varied and fascinating subject. It gives you the opportunity to study the culture and literature of the Greek and Roman world, reading the works of famous authors such as Homer, Virgil, Euripides and Sophocles in English translation. You will learn about the history, politics, philosophy and mythology of the ancient world through Ancient Theatre, Art, Oration and Epic.

WHAT SKILLS WILL I GAIN FROM STUDYING CLASSICAL CIVILISATION?

As well as being exciting and inspiring, this course helps you develop analytical skills, problem solving and intellectual flexibility which will be useful in a wide range of jobs or in further study.

HOW WILL I BE ASSESSED?

At AS Level there will be two exams, both to be taken at the end of Year 12, and each worth 50% of the final AS Level grade. These will be The World of the Hero and Culture and Arts. Both exams are worth 50% and are 1 hour 30 minutes long.

At A Level there will be three exams, each to be taken at the end of Year 13. These will comprise: The World of the Hero (worth 40%), Culture and Arts (20%) and Beliefs and Ideas (30%). These exams will range in length from 1 hour 45 minutes to 2 hours 20 minutes.

Please note that the grade achieved at AS Level will not contribute to the overall A Level grade.

WHAT ARE THE KEY AREAS OF STUDY?

You will study two main topics for AS; for the World of the Hero component, you will study Homer’s Odyssey principally as a work of literature, but also within its social, cultural and religious context. For the Culture and Arts component, you will study Greek Theatre – both tragedy and comedy. This will be learnt through the plays themselves and by studying archaeological evidence, particularly from pottery.

For A2 you will continue to study the World of the Hero, complementing your study of Homer’s Odyssey with a study of the Aeneid of Virgil. Again, this will be based on the poem as literature, but will also include other aspects, such as the historical and political context. The Beliefs and Ideas component will centre upon the Politics of the Late Republic, looking at Roman society in the first century BC. Selected works of Cicero will be studied in detail, along with other sources. Greek Theatre will also be revised from the AS Level study.

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?

You do not have to have taken Classical Civilisation GCSE to take it at A Level. However, as this is an essay-based subject with a large literature element, Grade B or better in GCSE English Language is preferable.

WHERE CAN CLASSICAL CIVILISATION LEAD?

Students who choose to read Classics at university go on to a variety of careers. They may go into law, politics, museum work, archaeology or teaching. The wide range of skills necessary to study Classics is of benefit to many different types of career. Universities offer Classics with or without Latin and in combination with English or Ancient History.

AS/A2
Philosophy

WHY STUDY PHILOSOPHY?

‘Philosophy’ translates the Ancient Greek as ‘love of wisdom’. While the course does cultivate this love of wisdom, deepens thinking and advances expressing yourself through written and verbal argumentation, it is best understood as a critical and precise investigation of your own ideas and explanations of the world and one’s place in it. It will improve your perception of the strengths and weaknesses in the views of yourself and others, both the philosophers we will learn about and the views of your peers, and introduce you to some of the most foundational ideas in human thought and culture.

WHAT SKILLS WILL I GAIN FROM STUDYING PHILOSOPHY?

The ability to reason logically, explain oneself clearly and analyse complex ideas are highly desirable to employers and universities alike. Yet, Philosophy is also a subject which is studied for its own sake; some people just are ‘philosophical’ by nature, and in studying it you may realise this potential with peers of a similar temperament. Both aspects are expressed in the skill of essay writing which is taught here to a very high standard, to meet the commensurately high demands of the A-Level specification.

HOW WILL I BE ASSESSED?

Philosophy is assessed by a single, three-hour examination in which all questions are compulsory. You must demonstrate: precise knowledge of the key ideas; how thinkers’ various theories relate to one another; and an ability to evaluate arguments in logical, well-structured essays. The full A-Level is assessed by two such exams.

WHAT ARE THE KEY AREAS OF STUDY?

Unit 1: Epistemology – what is knowledge?
- What is the underlying concept ‘knowledge’, when did it arise in the Western philosophical tradition and what do the most recent analyses of the concept have to say about how knowledge is to be defined?
- Can perception be a source of knowledge? Is there a difference between appearance and reality? Is there any reality beyond appearances?
- Can reason be a source of knowledge? Can anything be known by the mind alone, or are all our deductions and intuitions ultimately derived from what we experience through the senses?
- Scepticism. The limits of knowledge. Where does human understanding have to end? Can everything about reality ultimately be known? Can anything about reality ultimately be known?

Unit 2: Moral Philosophy – what is a good action / life?
- How do we understand ‘good’, when did it arise the Western philosophical tradition and what do the most recent analyses of the concept have to say about how goodness is to be defined?
- What do the ethical theories studied have to say about real-world issues such as eating animals or simulated killing (such as that in computer games)? Which is the most convincing guide to moral decision-making?
- Meta-ethics: does morality exist? Is morality, if so, how? Is not, what is the nature of the so-called moral concepts?

Unit 3: Metaphysics – how do we understand existence?
- What is the nature of existence? How do we understand what is? Is existence possible? Is existence necessary?
- Can mind and body both exist? Does a mind exist? Is it physical, a soul, or something else? The second is Metaphysics of God; does God exist? Can God exist? Can God exist?

Unit 4: Language – what is the nature of language?
- Does language have meaning? Is it possible to use language in a logical way? Can certain words be interpreted in different ways? Can language be used to express abstract ideas?

ARE THERE ANY SPECIAL QUALIFICATIONS I NEED?

The exam board, AQA, require a very high standard of written expression in the exam, so a good GCSE result in English will be essential. Classics, History and related subjects will at a high grade are highly desirable, too. The analytic skills required for the course often compliment scientific or mathematical thinking, so an interest or good grade there would be desirable as well.

WHERE CAN PHILOSOPHY LEAD?

Anywhere. An obvious choice is philosophy at university, and philosophy graduates end up in careers which include politics, academia, finance, business, the civil service, teaching and the media. But the skills of careful and thorough analysis coupled with the demands of high-quality writing will ensure that a good grade here will be beneficial no matter what path you take after College.
Christ the King College is proud to offer this course in partnership with Southampton Football Club and the Saints Foundation.
WHY STUDY SPORT?

The Sport and Football industry is one of the most successful industries in the world with a vast range of opportunities available within a range of different sports.

Here at Christ the King, with the Saints Foundation, the BTEC in Sport is delivered towards Football using the power of Southampton Football Club to engage students from 16-18 and give them an in-depth insight to the football industry alongside representing Southampton FC Saints Foundation in regional and National leagues.

WHAT WILL I STUDY?

Students will study a wide range of subjects within the Sports industry and they vary from Fitness testing to Sports Coaching covering both theory based units and practical based units giving all learning styles the variety needed to be successful. Students will do 14 units over a 2 year period. Students will also undertake Football training for 6-8 hours per week along with a game in an Internal league each week run by the Saints Foundation.

HOW WILL THE QUALIFICATION BE ASSESSED?

There are 10 internally assessed coursework based units along with 4 externally assessed units with an exam also. This will help students who wish to go into further education at University as it involves theory based coursework along with exams, testing the learner’s knowledge of the required subjects.

WHERE WILL THIS QUALIFICATION TAKE ME?

This qualification offers a wide range of further education opportunities such as University, Scholarships in the USA and employment within the Football and Sports Industry. In the past, the Saints Foundation have had 25% of their former graduates work both part and full time for the Saints Foundation developing a continued workforce for the organisation, along with providing an array of opportunities.

In particular the course prepares students for employment within the sport and leisure industry or further education courses at University such as: Sports Coaching, Physical Education with QTS, Fitness Instruction, Sports Development, Leisure Management, Sport and Exercise Science; as well as Football Studies, or Football Studies with Business offered at Southampton Solent University which is located within a close proximity to St Mary's Stadium, in Southampton City centre.
Christ the King College is an extremely healthy and encouraging environment to learn in, with constant support and exceptional resources always available. I study History, English and Biology which can be challenging subjects but my teachers are always there to help with work and meeting deadlines. In the future I hope to study Law at University and Christ the King College has been excellent in assisting me to find the appropriate work experience and guidance I need to achieve my goals. It is evident that the teachers truly care about their students and, to me, this makes Christ the King College a stand-out Sixth form.

Joella Maddin

Having been at Christ the King College for 9 years, I have seen how much the school has grown and developed. Now in my last year of Sixth Form, I know that there is no other place where I could have excelled to where I am today. The staff and the facilities are great and you can always find someone to help you! I am hoping to study Sports Technology at Loughborough next year and I know that this Sixth Form has prepared me for university in the best way possible. The care, consideration and support that the teachers provide is brilliant and I am very happy that I chose to stay here.

George Lawrence

A welcoming and family-like atmosphere is what Christ the King College has offered me. Teachers and fellow students are hard-working and have a passion for education. The Sixth Form helps to build our independence, preparing us to leave for university or other career pathways.

Harvey Downer

I enjoy being part of the Sixth Form community at Christ the King College because I am always presented with new, exciting opportunities. I am treated like a young adult, given more responsibility and a chance to expand my horizons. The courses are challenging but the staff are always happy and willing to help. The facilities are excellent and really support my independent learning.

Elizabeth Fradgely

Christ the King College Sixth Form has an amazing atmosphere where the gap between GCSEs and A levels is bridged in a welcoming environment. Since I joined the school in Year 7, I have enjoyed participating in the wide range of extra curricular activities that the school offers. This year I am taking part in several of the opportunities in the Sixth Form such as Youth Speaks, the Mock Court Competition, and the EU Mock Council. These provide a real enrichment to my A level subjects as well as giving me an insight into many possible career paths. Christ the King College has helped me to develop a greater understanding of my A Level subjects, by encouraging me to learn beyond the content of the specifications and reading around the topics covered in lessons.

Elsie Lewis

The atmosphere in the Sixth Form building is warm and welcoming and all staff and teachers are willing to go the extra mile in helping us to achieve our goals. We enjoy the chance to be independent and are trusted with extra responsibilities.

Hannah Landahl

During my time at Christ the King College I have received support and guidance, not only in my studies, but also in my extracurricular activities. These opportunities that have been available have allowed me to broaden my interests and passions that have impacted my everyday life and future plans. The staff here at the college are the main reason for this because they encourage us, the students, to try new things we may not have thought about before.

Zack Wells

I’m so glad I decided to come to Christ The King College for my A levels! My confidence has grown academically as well as personally, and I’ve developed great relationships with both the students and staff.

Holly Foskett

After transitioning from GCSEs to A Levels, the level of freedom in my studies that the Sixth Form gives means that I am constantly developing the independent study skills that will be vital for pursuing Higher Education.

Katharine Burton

Before the transition into Sixth Form at Christ the King College, I was worried about how different it would be to Year 11, and whether the step up would be too much. However, the transition was smooth, as all of the staff were willing to help you both in lesson and outside of them. I felt fully supported by everyone, and soon realised that I had nothing to worry about. In addition to this, the College really helped all of the students to settle in by allocating time to get to know each other, explaining the extra-curricular activities on offer and explaining how the Sixth Form works. Whether you have been at Christ the King before, or are coming from a different school, I am certain that the transition between the two will be both smooth and enjoyable.

Rees Cooper
I am extremely privileged to have been a Christ the King College student for seven years. This is a place where I have thrived in a safe, caring and encouraging environment. Although the Sixth Form is separate, giving students freedom and enabling us to become the young adults we are, the support and faith in us remains. I am studying Mathematics, Physics and History and aim to study Civil Engineering at University. The standard of teaching, along with the amount of extracurricular activities and opportunities, ensures that Christ the King College Sixth Form students get the grades they need. I highly recommend Christ the King College for all students who are looking to not only develop themselves as young adults, but to achieve all they can, preparing them for whatever their future may hold.

Isabella Chambers

I could not have found a Sixth Form environment that is more supportive, caring and encouraging than Christ the King College. My ambition to study History at university is a decision that has been fully embraced by all of my teachers and the support I have received in achieving this goal has been invaluable. During my time at the College, I have been inspired to delve deep into different areas of my subjects, to get the best out of my Sixth Form years and to develop a lifelong love of learning. The College is a place where each person is celebrated for their talents and individuality and I have thoroughly enjoyed my time here.

George Collins

I am currently in the final year of my Physics Master’s Degree from the University of Bristol, having spent the last 12 months working for Rolls-Royce. This was a great opportunity to apply everything I’ve learnt since leaving Christ the King College to the real world, and I’ve since been offered a Graduate role for the future. Aside from providing a great education, the range of extra-curricular opportunities at Christ the King was really helpful at job interviews. Being able to mention successes with the rugby team, Young Enterprise and debating allowed me to stand out from the crowd.

Jack Wilson

I study Medical Genetics (BSc) at Queen Mary University of London. It is a 4 year course and I am about to start my 3rd. I was fairly sure that I wanted to study Biology at University from when I started my A Levels at Christ the King (Biology, Chemistry, Classical Civilisation and English Literature.) I never ever imagined myself living and studying in London, it always seemed so daunting as an option. Two years on though I wouldn’t change a thing. Living in London is brilliant! There are so many cheap things to do as a student and I have had so many opportunities here. I have been involved with cutting edge research carried out by the 100,000 Genome Project, had work experience at GlaxoSmithKline and been awarded two scholarships for music- one by Queen Mary University of London and the other by the London Chamber Orchestra.

Atalanta Hersey

I’m currently studying at St Georges University of London. I’m in my 3rd and final year of Biomedical Science before starting clinical medicine next year. It’s been a long journey (with four more years to go before I can call myself a Doctor) but I’ve loved every step of it. Living in London is quite the contrast to island life, yet I’d recommend it to anyone. There are so many unique opportunities here. One such opportunity has allowed me to dive deeper into my field and I’m currently writing a clinical neurology paper for publication to assist in future NHS reform. I am so grateful for the care and support of the Sixth Form staff at Christ the King College who supported me through the university application process and ensured that I achieved my full potential.

Robert Sice
We offer places to all students currently studying at Christ the King College and anticipate being able to offer places to any students wishing to join Christ the King College from other schools or colleges. Individual courses, particularly those requiring practical facilities, may fill up quickly, in which case an early expression of interest would be very helpful. There are a number of ways of accessing the Application Form:

- A hard copy of the Application Form can be found in the Christ the King College prospectus pack
- The Application Form can be downloaded from the Sixth Form area of the College website www.christ-the-king.iow.sch.uk/Sixth-Form-Welcome
- Application Forms can be obtained directly from the College’s Admissions Officer, Mrs Holloway
- Please email applysixthform@christ-the-king.iow.sch.uk if you have any queries

Note: Current Christ the King College students are requested to complete the relevant parts of the Application Form in order for the subject choices and updated personal information to be compiled for the Sixth Form.
Our Foundation

A final word from Canon David A Lisseter BA
Chairman of Governors

Welcome to Christ the King College Sixth Form where the atmosphere is vibrant and energetic.

A happy, positive atmosphere pervades the College and the Sixth Form is no exception.

A place where young people can learn and aspire to top results.

A place to broaden the mind and to open up inspirational opportunities in dynamic groups leading to a smooth university transfer.

A place where teaching stimulates and inspires but never dictates.

An atmosphere and ethos that promotes intellectual curiosity and stimulates confidence.

A place to provide broad opportunities not just in breadth but also in depth.

A place where made friendships will last a lifetime.

Welcome.
Christ the King College
Wellington Road
Newport
Isle of Wight
PO30 5QT

t: 01983 537070
f: 01983 537080
e: admin@christ-the-king.iow.sch.uk
w: www.christ-the-king.iow.sch.uk