

November 2018

Dear Prospective Student

Many of you reading this prospectus will be familiar with Allerton High School, however, some students will be considering the school for their Post 16 courses without much background information. I hope you all find this prospectus informative in helping you with the choices you have to make.

Our aim in Post 16 education at Allerton High is to ensure all students achieve their potential not only in their chosen programmes of study but also in creative, sporting, practical and social activities. We will support and challenge our young people to be the best they can be so they confidently take up places in Higher Education, on apprenticeships or in employment. Results are excellent; over the past 3 years ALPS (an independent assessor of A Level Provision) rates our performance as "excellent", grade 3 on a 1-9 scale for Advanced Level results.

From September 2019, we will be offering 31 different Level 3 courses including A Level and Cambridge Technical programmes of study. There are a number of other accredited courses such as the Extended Project Qualification and the Duke of Edinburgh Award which we offer here in partnership with external organisations. We guide students carefully in selecting programmes of study since provision is more personalised in Post-16 education.

Students in Year 12 will be actively encouraged to participate in Enterprise activities, employability events and community projects inside and out of school. Post 16 students are appointed as Student Leaders and so take responsibility for managing younger students and representing the school at important events; some are employed by the school indicating just how much we rate their abilities.

A community of 315 students means we get to know our students well and are able to present them to their best advantage so they are successful in securing places at Higher Education or employment.

The majority of Year 13 students go on to Higher Education, including a number of students over recent years taking up places on the most competitive courses. We have developed strong links with HE institutions, though some students prefer to take a gap year after Advanced Level study. Whatever the career plan, a dedicated team of Post 16 staff will provide excellent care, guidance and support so that students maximise their learning potential.

Allerton High School provides an environment in which students feel secure and supported; where they can develop their leadership skills and achieve success. I hope that you will read this prospectus with interest, ask your teachers to advise you about your Level 3 potential and complete your application online at www.ucasprogress.com by Friday 21 December 2018.

I wish you success in your GCSE examinations and look forward to welcoming you into Year 12 in September 2019.

Yours sincerely

MRS E SILSON
Headteacher

A Word from Mr B Harding, Director of Post 16 Studies – November 2018

The Post 16 team are very proud of our Post 16 students and their achievements. These are wonderfully wide ranging, and reflect the drive and aspiration that we aim to develop in the young people who join our 6th Form. Just last year we saw students winning places on the most competitive courses, including Oxbridge, Medicine and Dentistry, but we have also sent students to Holland and America. We celebrated students playing for their country in sport, winning prestigious scholarships and gaining amazing work experience placements. In school we also saw students embrace a vast array of opportunities to challenge and develop themselves.

This prospectus, together with our Open Evening on 14 November 2018, will provide you with the key first sources of information and help you find out about Post 16 Studies at Allerton. I strongly encourage potential applicants and their parent/carers to attend this event. Before you begin your Post 16 studies you will be provided with enough information to choose the right courses to meet your needs and aspirations.

Entry into Post 16 at Allerton is dependent upon 5 GCSE's at 4/C or above including English and Maths. Our guidance and support programme is vitally important in helping you to fulfil your potential in Post 16 education. You will develop a close partnership with your Coach and Subject Teachers. From the day you enrol you will be set target grades for your courses. We review your progress on a regular basis using the Progress Review system. Regular tutorials assess your strengths and areas for development, providing strategies to help you improve. Annual reports, parent/carer consultation evenings and reviews strengthen links between teachers, students and parent/carers. Our Achievement Coach, Mrs Jane King deals with day to day problems and helps with all aspects of your learning and Mrs Wendy Brookes will always be available for any administrative help and support.

To complement your Post 16 studies we ask you to take an active role in our Personal Development Programme. This includes MAEcare, the Duke of Edinburgh Award, a range of student mentoring and local competitions such as LEAP. As well as being an interesting addition to your Post 16 Studies, your skills programme will enable you to develop and evidence the skills and qualities needed for the world after Post 16.

After reading our prospectus we hope you have an insight into Post 16 life at Allerton. As part of our community you will be encouraged to aim high, challenge yourself and fulfil your potential with support every step of the way. We look forward to working with you and hope you will be ready to enjoy the best years of your school life.



MR B HARDING
Assistant Headteacher/Director Post 16 Studies

Choice of Pathways

Our Sixth Form now has a variety of pathways to suit the needs of a wide range of learners. Whilst many students continue to take the traditional A Level route, others may take a combination of A Level and Level 3 Cambridge National qualifications.

Curriculum Pathways

All students entering the Sixth Form will have the opportunity to study a range of Level 3 courses. These will be completed over two years. Access to all courses will be determined by examination results and whether these meet the entry criteria for the different courses offered.

Number of subjects

We will ask you to select 4 subjects initially, but whether or not you complete a 4th subject to AS (very few will be encouraged to complete 4 full A Levels) will depend on GCSE results and progress through the year. This system allows you to ensure that the 3 subjects you take are the best for you, and give you the best chance of succeeding.

Entry Requirements

All students considering Post 16 courses are given specific information, advice and guidance throughout Year 11, both before and after the option process in the Autumn term. Every effort is made to ensure students access the right courses at the right level and that the combination of courses provides sufficient breadth and challenge to aid progression into further education, higher education, employment or an apprenticeship.

What do we expect of our Post 16 students?

We regard Post 16 students as young adults. As a result, we expect you to be mature and committed in the way you manage your learning and contribute towards the life of the wider school. At the same time, we recognise that you are still learning and we support you through the process of adjusting to life in the Sixth Form.

You will need to work more independently and manage far more of your own time; not all of your time will be with teachers. You will also have independent study periods with additional learning tasks to complete on your own. On top of this you may have to balance learning demands with social, family and work commitments. Research with our previous Post 16 students indicates many benefit from support in this process. At Allerton High this is offered in a number of ways and its aim is to help you achieve the highest possible outcomes from your time in Post 16 studies, both in your learning and exam grades as well as your personal development. It is a condition of joining our Sixth Form that each student agrees to take part in all aspects of the programme we provide to help you succeed. We believe that students choose our Sixth Form because they are committed to the highest levels of achievement in all they do, and want to work in a close knit and friendly environment.

Why should you choose Allerton High Post 16?

Every year we work with a wide range of students. Whatever level you are working towards, we expect you to work hard and all are encouraged to achieve their own personal targets. As well as a variety of taught subjects we offer, we have excellent facilities designated for our Post 16 students such as a specialist Study and Common Room with terrace.

Our subject staff are all trained specialists in their own areas. They are enthusiastic about learning and committed to the young people they work with. They give our students a great deal of time and support in and out of lessons and will enable you to achieve your highest possible grades.

Post 16 students receive a great deal of support in applying to university, college, apprenticeships or employment. We give individual support to students aiming for Oxbridge, Medicine, Dentistry or Law, as well as a range of other more unique pathways each year. We are also committed to supporting those students who progress to FE colleges and their chosen career directly after taking A Levels.

We make active use of Unifrog, a platform that supports students with excellent information on University in the UK and abroad, as well as apprenticeships and a range of other opportunities. This platform also supports applications with excellent tools to help with CV's and personal statements and a wide range of videos and resources.

If you apply to Oxford and Cambridge – as students do successfully each year – you are supported and given extra help with procedures and interviews through a structured programme. For this and other highly competitive courses like medicine, former students share their experiences and advise you how to proceed.

We offer a wide range of enrichment activities to develop your skills and qualities. This is crucial in your preparation for university or employment. Our Post 16 students support youngsters in the rest of the school, take part in fundraising, the Duke of Edinburgh Silver and Gold Award and develop their leadership skills. In Year 13 students have the option of completing a Level 3 Extended Project Qualification which is excellent preparation for study at university.

There are also additional opportunities to develop your individual interests and skills as well as taking part in a wide range of extra-curricular trips and activities. Additional fieldwork forms an important part of a number of courses as well as chances to attend specialist lectures at universities and a range of events to help you find out about university and career choices.

Support for our Post 16 Students

The main support for students in Years 12 and 13 is:-

Timetabled study has been introduced to support students in organising and making best use of their independent study time. This is added to timetables at the start of Year 12, but greatly reduced after Progress Review 1 if students show they are coping well with the independent nature of study at Post 16.

A Skills Programme running through the two years and focussing on study and employability skills. This programme is delivered through Coaching sessions, Curriculum Enrichment Days and timetabled sessions.

Our Achievement Coach (Mrs Jane King) offers small group and individual support in study periods with all aspects of learning. This support can be arranged by students or subject teacher referral.

While we are aware that many students have part time jobs to support them through their time in Post 16 study, we ask that students agree to work no more than 16 hours per week as a maximum in term time. The reason for this is that we know that additional hours will affect the way you are able to work and your eventual grades. A typical Post 16 student would be expected to complete up to 40 hours of independent study per fortnight over and above lessons. Even allowing for time spent working in study periods and other time in the

school day this still requires a considerable amount of work to be done at evenings and weekends.

As a young adult who has decided to stay on for further study we expect you to have a high level of motivation. This will show in your approach to study, participation in wider learning activities and commitment to life in the Sixth Form. Where students struggle to develop in these areas early on, we work with them and their parent/carers to remedy the situation.

Additional Studies

To provide additional 'stretch and challenge' we offer the opportunity to study the Extended Project Qualification (EPQ) which encourages students to produce an extended piece of work or artefact which relates either to an area they are already studying or something in which they have a particular interest in. Delivery involves a programme of study skills developing academic research skills, independence and good time management, all of which are essential to becoming a successful Post 16 student. Often the EPQ forms part of a university interview.

"We welcome the introduction of the Extended Project and would encourage you to undertake one as it will help you develop independent study and research skills".

Cambridge University

For the EPQ learners will be required to:-

- select a topic or area of interest.
- identify and draft aims of their project and justify their choice of project.
- plan, research and carry out their project.
- provide evidence of all stages of the project.
- deliver a presentation to a specified audience.

Building My Skills

Over the course of Year 12 the Esh Group will engage with all students, providing 3 workshop days with a further workshop to be delivered by other business links to both Esh and Allerton High School.

Students participating in the workshop will identify how the experiences they have in school are relevant to the skills needed in the workplace and how to articulate this experience to convince an employer that they have the skills required for their role.

This programme is a hugely engaging hands-on careers and skills awareness course. The series of activities will enable students to discover the skills needed for success in different workplaces and to help them identify the types of organisations and roles that match their own personal skills, talents and aspirations.

Enhancement Programme

Students take part in an exciting programme of enhancement activities. They are social activities providing the opportunity to gain experience as well as certification.

For example:-

Community – volunteering/organisation of our senior citizens' Christmas Party.

Work Shadowing – the opportunity to gain valuable experience in the profession of your choice.

Leeds Enterprise Activities Programme (LEAP) – a chance to run your own business.

Visiting Speakers

We have a comprehensive programme of visiting speakers which includes:-

- Architect
- Search Engine Optimisation Consultant
- Orthopaedic Surgeon
- Barrister (Criminal Law)
- Interview Skills
- Northumbria University Student Ambassadors
- Gap Years
- National Citizens Service
- Student Finance

Our visitors always provide a lively debate with our students.

Volunteering

We work with local organisations to provide interesting and varied volunteering opportunities. Our students have volunteered in the following settings, St John Ambulance, St Gemma's and Wheatfields, teaching PE to students in the SILC, working with Year 7 and 8 Coaching Groups, managing school sports' teams.

Certificates are awarded in recognition of the contribution students make to their community and form an integral part of university and job applications.

Duke of Edinburgh Award

There is opportunity for students to start, continue and gain this recognised award.

Camps International

Post 16 students from Allerton High are able to join a team and lead their own 4 week expedition to a developing country. A team are currently making plans for a visit to Costa Rica and Nicaragua in 2019.

OCR Cambridge Technicals - APPLIED SCIENCE

Level 3 Certificate & Extended Certificate

Preferred Previous Study

You should have achieved a minimum of five 9-4 Grades at GCSE including English and Maths. You must have achieved 5/5 for Combined Science, students who have completed Separate Sciences are also welcome to apply.

Year 1 - UNIT 1 Science Fundamentals

The aim of this unit is that learners develop an understanding of key concepts in Biology, Chemistry mainly with some Physics, building on their knowledge and understanding of the National Curriculum KS4 Science subject content gained in previous studies. As a result of studying this unit, learners will be able to apply these key concepts to vocational situations and contexts. This unit is assessed through a 2 hour written exam (50 % of Certificate, 20% of Extended Certificate).

Year 1 - UNIT 2 Laboratory Techniques

The aim of this unit is to provide learners with a good grounding in working in a laboratory. This is a general skills unit and covers generic skills required by technicians working in any kind of scientific laboratory including working for an industrial company, the NHS, contract analysis of environmental samples and working in the education sector. Students will learn about the roles and duties of a scientific technician and the systems used to ensure the effective operation of a laboratory. You will understand the importance of health and safety in the laboratory and know how to carry out and record the outcomes of standard laboratory procedures. This unit is assessed through a 2 hour written exam (50 % of Certificate, 20% of Extended Certificate).

Year 2 - UNIT 6 Controls of Hazards in the Laboratory

Running a research lab is a challenge. In all the hustle of loading the autosampler, pipetting, pouring, and mixing for research experiments, worker health and safety can be overlooked, inadvertently pushed aside or forgotten—sometimes with dire consequences. Understanding the legal requirements and recognizing hazards will help you to identify and minimize many of the common safety and health hazards associated with running a research laboratory. This unit presents an overview of the most common hazards encountered in typical

within the qualification and you can apply skills in the context of the practicals you will carry out elsewhere. spectroscopic techniques will also be established.

This unit is assessed by a Portfolio of written evidence worth 20% of the extended certificate.

Year 2 UNIT 18 Microbiology

Microbiology is the study of microorganisms. Microorganisms affect every aspect of life on Earth. Some microorganisms cause disease but the vast majority are completely harmless. In this unit you will learn about the commercial use of microorganisms in food production and in medical microbiology. You will also develop a range of practical manipulative skills, including aseptic technique and those used in bacterial identification, which will enable you to work safely and competently in a microbiology laboratory. This unit is assessed by a Portfolio of written evidence worth 20% of the extended certificate.

Year 2 UNIT 21 Product Testing Techniques

Consumer products are rigorously tested and regulated both before being allowed to be sold and after sale. Many cleaning, medical, hygiene and food products are bought directly “off the shelf”.

The ‘consumer’ in this unit is defined as the next purchaser in the chain not necessarily a member of the public buying a product in a shop.

In this unit you will have the opportunity of using the knowledge and skills you have gained in the mandatory units 1 ‘Science Fundamentals’ and unit 2 ‘Laboratory Techniques’. You will use a range of laboratory techniques in your investigations from inception, through to testing products.

This unit is assessed by a Portfolio of written evidence worth 20% of the extended certificate.

Units 1 and 2 Module exams are sat in January or June and marked externally.

All other units are marked internally and externally moderated.

This qualification has been developed in collaboration with higher education and other stakeholders in the science education sector. Therefore, the knowledge and skills gained will

research labs and will help you maintain a safe work environment. It also links to many other units

General Comment

The 1-year Certificate and 2-year Extended Certificate in Applied Science enables candidates to look at particular scientific principles and the way in which they are applied by particular fields such as health care, the chemical industry, sport science or pathology. The qualification covers a mixture of teaching and learning experiences from theoretical through to those with a clear practical emphasis.

The Certificate is equivalent in both duration and level of challenge to AS-Level, the Extended Certificate to a full A-Level.

The Certificate requires the completion of 2 units of work; 1 and 2. The Extended Certificate all 5 units.

Each Unit is graded Pass, Merit or Distinction, with overall grading for the course ranging from Pass to Distinction*

Exams last 120 minutes and consist of a mixture of multiple-choice, short answer and extended answer questions. Some exams can be retaken once.

Coursework in the form of written portfolios and each piece contributes 33.3% of the Extended Certificate.

The 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 cosmetic, pharmaceutical, analytical, biomedical, forensic and sports science, as well as nursing. In addition, the qualification is eligible for UCAS points.

provide the best possible opportunity for progress to higher education or employment.

The qualification is supported by the following universities:

- University of Leeds
- University of Brighton
- London South Bank University
- Coventry University
- Birmingham University
- Staffordshire University

The qualification is supported by many employers. Below is a small selection:

- MedImmune
- Siemens
- Huntingdon Life Sciences
- BAE Systems
- Kellogg's
- Veolia
- Williams F1 Team

The qualification allows progression to:

- Higher Education courses such as biochemical science, chemistry, food technology, human physiology, materials science and nursing.
- Employment in science sectors including the chemical industry, healthcare, leisure, medical and laboratory based science and food and catering industries.

The course is ideal for students for whom the traditional academic sciences pose too great a challenge, but wish to pursue their interest in science to the next level. 60% of the course is assessed through coursework, so a good work ethic combined with a genuine desire to learn more about the application of science and build on skills gained at GCSE is essential.

AS ART AND DESIGN (FINE ART OR PHOTOGRAPHY)

<u>Preferred Previous Study</u>	<u>General Comment</u>
<p>You should have achieved at least 5 GCSEs at Grades 9-4 or equivalent including English and Maths and to include one of the following:-</p> <p>You must also have a Grade 5 in GCSE Fine Art or Photography.</p> <p><u>Year 1</u></p> <p>September – February – Portfolio</p> <p>February – May – Exam</p> <p><u>AS Component 1: A portfolio of work internally assessed and externally moderated - 60%</u></p> <p>Both Fine Art and Photography students will produce a portfolio of work that includes research, development, refinement and a final outcome.</p> <p>Students will be encouraged to work independently and thoroughly develop their ideas.</p> <p><u>AS Component 2: Externally set assignment internally assessed and externally moderated-40%</u></p> <p>Students will be given a choice of 5 titles by the exam board and given approximately 14 weeks to research and develop ideas for the 10-hour exam. During the 10 hours' students will be expected to produce final piece for this component. All preparation work will be handed in at the start of the 10-hour exam.</p> <p>All externally set exam units will be held under exam conditions.</p>	<p>AS Fine Art and Photography is taught over 1 year.</p> <p>AS Fine Art and Photography is now commonly regarded by employers and universities as a complex and demanding subject. AS Art gives you the confidence to communicate your ideas in a wide range of exciting and innovative ways.</p> <p>If you study Fine Art or Photography at AS Level, you show that you can be analytical, are willing to be challenged by practical and intellectual problems, can work independently and that you can research a subject thoroughly and bring it to a visual conclusion.</p> <p>Work is graded A-U.</p> <p>Student Comments</p> <p>“I’ve developed skills that I didn’t know I had, it’s also broadening my imagination and it made me think more clearly.”</p> <p>“This course has helped me apply for a number of architecture courses and be accepted at my chosen university.”</p> <p>“I am now at art college and loving it due to completing this course.”</p>

A LEVEL ART AND DESIGN (FINE ART OR PHOTOGRAPHY)

Preferred Previous Study

You should have achieved at least 5 GCSEs at Grades 9-4 or equivalent **including English and Maths** and to include one of the following:-

You must have Grade 5 or above in GCSE Fine Art or Photography.

Year 1

July – February – Personal Investigation

February – May – Exam

A Level Component 1: Personal Investigation -internally assessed and externally moderated – 60%

A practical unit with a written element between 1000 – 3000 words on the given theme.

Both Fine Art and Photography students will produce a portfolio of work that includes research, development, refinement and a final outcome.

Students will be encouraged to work independently and thoroughly develop their ideas.

A Level Component 2: Externally set assignment - internally assessed and externally moderated -40%

Students will be given a choice of 8 titles by the exam board and given approximately 14 weeks to research and develop ideas for the 15-hour exam. During the 15 hours' students will be expected to produce final piece for this component. All preparation work will be handed in at the start of the 15-hour exam.

All externally set exam units will be held under exam conditions.

General Comment

A Level courses are taught over 2 years and are separate to the AS course. The course gives you the confidence to communicate your ideas in a wide range of exciting and innovative ways.

A level Fine Art and Photography is now commonly regarded by employers and universities as a complex and demanding subject. If you study Fine Art or Photography at A Level, you show that you can be analytical, are willing to be challenged by practical and intellectual problems, can work independently and that you can research a subject thoroughly and bring it to a visual and written conclusion.

Work is graded A*-U.

Student Comment

“I’ve developed skills that I didn’t know I had, it’s also broadening my imagination and it made me think more clearly.”

“This course has helped me apply for a number of architecture courses and be accepted at my chosen university.”

“I am now at art college and loving it due to completing this course.”

AS AND A-LEVEL ART AND DESIGN – THREE DIMENSIONAL DESIGN

Preferred Previous Study

You should have achieved a minimum of 5 9-4 grades at GCSE **including English and Maths** and Grade 5 or above in GCSE Design and Technology or Art and Design (3D Design).

Subject Content

Students will be introduced to a variety of experiences that explore a range of three-dimensional media, processes and techniques.

Students will explore the use of drawing for different purposes using a variety of methods and media on a variety of scales. Students can work in sketchbooks, workbooks and journals to underpin their work where appropriate.

Students will explore relevant images, artefacts and resources relating to a range of art, craft and design from the past and from recent times including European and non-European examples. This should be integral to the investigating and making process. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

Skills and Techniques

- Students will be expected to demonstrate skills in the context of their chosen area(s) of three – dimensional design. Students will be required to demonstrate skills in all of the following:
- Appreciation of solid, void, form, shape, texture, colour, decoration, surface treatment, scale, proportion, structure, rhythm and movement.
- Awareness of intended audience or purpose for their chosen area(s) of three- dimension design
- Awareness of the relationship between three-dimensional design and urban, rural or other settings.
- Appreciation of the relationship of form and function and, where applicable, the ability to respond to a concept, work or brief, theme or

AS Component 1: Portfolio.

Students will produce a portfolio of work which must include:

A selection of thoughtfully presented work that demonstrates the breadth and depth of the course of study

At least one extended collection of work or project, based on an idea, concept, theme or issue.

Students may also include:

Where appropriate to the students' area of study, test pieces, samples, models or maquettes.

There is no restriction to the scale of work produced but the students should carefully select, organise and present work to ensure that they provide evidence of meeting all four assessment objectives.

AS Component 2: Externally set assignment

A question paper will be provided with a choice of five questions to be used as starting points. Students are required to select one. Examination papers will be provided on 1st February.

Students will need to present preparatory work in a suitable format eg mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.

Supervised time – 10 hours

Following the preparatory period students must complete 10 hours of unaided supervised time with the first three hours of this time to be consecutive. In the 10 hours students are expected to produce a finished outcome or a series of finished outcomes informed by their preparatory work.

Students will be assessed against all four assessment objects and on their ability to work independently, working within the specified time constraints and developing a personal and meaningful response.

A-Level Component 1: Personal Investigation

This is a practical investigation supported by written material. The written material must confirm understanding of creative decisions, providing evidence of all four assessment objectives by:

topic or answer a need in the chosen area(s) of three dimensional design.

- The safe use of a variety of appropriate tools and equipment
- Understanding of working methods, such as model making, constructing and assembling.

General Comment

AS and A Level Art and Design – Three Dimensional Design is a fantastic opportunity to mix creativity with developing and demonstrating knowledge and skills relating to materials and processes.

Students will be able to experiment and develop work in a variety of formats to produce responses to set briefs, research, visits, concepts and themes. Both courses will demand the ability to research, develop and evaluate ideas through sustained investigations and realise a final outcome through informed studies and development.

A level Art and Design-3 Dimensional studies is now commonly regarded by employers and universities as a complex and demanding subject and relevant for further Architectural, Engineering, Product Design and Art based courses.

- Clarifying the focus of the investigation
- Demonstrating critical understanding of the contextual and other sources
- Substantiating decisions leading to the development and refinement of ideas
- Recording ideas, observations and insights relevant to intentions by reflecting critically on practical work.
- Making meaningful connections between visual, written and other elements

A-Level Component 2: Externally set assignment.

A question paper will be provided with the choice of eight questions to be used as starting points. Students are expected to select one. Students will be provided with examination papers on 1st February. Students will need to present preparatory work in a suitable format eg mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.

Supervised time- 15 hours

Following the preparatory period, students must complete 15 hours of unaided, supervised time and must produce a finished outcome or a series of related finished outcomes informed by their preparatory work.

Students will be assessed against all four assessment objects and on their ability to work independently, working within the specified time constraints and developing a personal and meaningful response.

AS ART AND DESIGN TEXTILES

Preferred Previous Study

You should have achieved at least 5 GCSEs at Grades 9-4 or equivalent **including English and Maths with a grade 5 in Art and Design (Textiles).**

Year 1

September–October – Skill building
October–January – Unit 1 Development project/portfolio work

February–May – Unit 2 Exam

AS Unit 1: A portfolio of work Internally assessed and externally moderated -60%

Students will produce a portfolio of work that includes work for sketchbooks, photographs, observational drawings and study sheets, developments of ideas using different materials, Artist research and a final outcome based on a theme chosen by them.

AS Unit 2: Externally set assignment Internally assessed and externally moderated-40%

Students will be given a choice of up to 5 briefs by the exam board and given a set number of weeks to research and develop ideas for the 10hr exam in that time students are to produce a final piece for this unit.

General Comment

A Level courses are taught over 2 years and are separate to the AS course.

AS Level Textiles is now commonly regarded by employers and universities as a complex and demanding subject. If you study Textiles AS Level, you show that you can be analytical, are willing to be challenged by practical and intellectual problems, can work independently, that you can research a subject thoroughly and bring it to a visual and written conclusion. AS Level Textiles gives you the confidence to communicate your ideas in a wide range of exciting and innovative ways.

Student Comment

“I’ve developed skills such as garment construction, fabric manipulation and drawing.”

“This course has helped me apply for a number of art and textiles related course and I have offers from my chosen universities.”

“I am now at art college and I am so glad I studied Textiles.”

A LEVEL ART AND DESIGN TEXTILES

Preferred Previous Study

You should have achieved at least 5 GCSEs at Grades 9-4 **including English and Maths with a grade 5 in Art and Design (Textiles).**

Year 1

**September – November – Skill building
November – March – Development
project/portfolio work**

**A Level Unit 1: Personal Investigation -
Internally assessed and externally
moderated – 60%**

A practical unit with a written element between 1000 – 3000 words on the theme of issues based art that includes sketchbooks, photographs and manipulations, observational drawings and study sheets, developments of ideas using different materials, Artist research and a final outcome.

**A Level Unit 2: Externally set
assignment -Internally assessed and
externally moderated -40%**

Students will be given a choice of up to 7 briefs by the exam board and given a set number of weeks to research and develop ideas for a final outcome. Students have 15hr exam to produce a final outcome for this unit.

All externally set units exam units will be held under exam conditions.

General Comment

A level courses are taught over 2 years and are separate to the AS course.

A level Textiles is now commonly regarded by employers and universities as a complex and demanding subject. If you study Textiles A Level, you show that you can be analytical, are willing to be challenged by practical and intellectual problems, can work independently, that you can research a subject thoroughly and bring it to a visual and written conclusion.

A level Textiles gives you the confidence to communicate your ideas in a wide range of exciting and innovative ways.

Student Comment

“I’ve developed skills such as garment construction, fabric manipulation and drawing.”

“This course has helped me apply for a number of art and textiles related course and I have offers from my chosen universities.”

“I am now at art college and I am so glad I studied Textiles.”

BIOLOGY

GCE A LEVEL

Preferred Previous Study

You should have achieved a minimum of five 9-4 at GCSE **including English and Grade 6 in Maths.**

If studying Combined Science at GCSE you must also have achieved Grade 6/6 or better in the Biology examinations.

If studying Separate Sciences at GCSE, Biology Grade 6 is required.

A-Level Combinations

If you wish to **take both Biology and Chemistry** A-Level then you need 6/7 or better in those separate subjects at GCSE.

If you have completed Combined Science you require a 7/7 in both disciplines.

The qualification is **linear**. This means that students will sit AS exams at the end of their AS course and all the A-level exams at the end of their A-Level course.

Subject Content For AS-level:

1 Biological Molecules

- All life on Earth shares a common chemistry. This provides indirect evidence for evolution.
- Despite their great variety, the cells of all living organisms contain only a few groups of carbon based compounds that interact in similar ways.
- Carbohydrates are commonly used by cells as respiratory substrates. They also form structural components in plasma membranes and cell walls.
- Lipids have many uses, including the bilayer of plasma membranes, certain hormones and as respiratory substrates.
- Proteins form many cell structures. They are also important as enzymes, chemical messengers and components of the blood.

- Nucleic acids carry the genetic code for the production of proteins. The genetic code is common to viruses and to all living organisms, providing evidence for evolution.
- The most common component of cells is water; hence our search for life elsewhere in the universe involves a search for liquid water.

2 Cells

- All life on Earth exists as cells. These have basic features in common.
- Differences between cells are due to the addition of extra features. This provides indirect evidence for evolution.
- All cells arise from other cells, by binary fission in prokaryotic cells and by mitosis and meiosis in eukaryotic cells.
- All cells have a cell-surface membrane and, in addition, eukaryotic cells have internal membranes.
- The basic structure of these plasma membranes is the same and enables control of the passage of substances across exchange surfaces by passive or active transport.
- Cell-surface membranes contain embedded proteins. Some of these are involved in cell signalling – communication between cells. Others act as antigens, allowing recognition of 'self' and 'foreign' cells by the immune system. Interactions between different types of cell are involved in disease, recovery from disease and prevention of symptoms occurring at a later date if exposed to the same antigen, or antigen-bearing pathogen.

3 Organisms exchange substances with their environment

- The internal environment of a cell or organism is different from its external environment. The exchange of substances between the internal and external environments takes place at exchange surfaces. To truly enter or leave an organism, most substances must cross cell plasma membranes.
- In large multicellular organisms, the immediate environment of cells is some form of tissue fluid. Most cells are too far away from exchange surfaces, and from each other, for simple diffusion alone to maintain the composition of tissue fluid within a suitable metabolic range. In large organisms, exchange surfaces are associated with mass transport systems that carry substances between the exchange surfaces and the rest of the body and between parts of the body.
- Mass transport maintains the final diffusion gradients that bring substances to and from the cell membranes of individual cells. It also helps to maintain the relatively stable environment that is tissue fluid.

4 Genetic information, variation and relationships between organisms

- Biological diversity – biodiversity – is reflected in the vast number of species of organisms, in the variation of individual characteristics within a single species and in the variation of cell types within a single multicellular organism.
- Differences between species reflect genetic differences. Differences between individuals within a species could be the result of genetic factors, of environmental factors, or a combination of both.
- A gene is a section of DNA located at a particular site on a DNA molecule, called its locus. The base sequence of each gene carries the genetic code that determines the sequence of amino acids during protein synthesis. The genetic code is the same in all organisms, providing indirect evidence for evolution.
- Genetic diversity within a species can be caused by gene mutation, chromosome mutation or random factors associated with meiosis and fertilisation. This genetic diversity is acted upon by natural selection, resulting in species becoming better adapted to their environment.
- Variation within a species can be measured using differences in the base sequence of DNA or in the amino acid sequence of proteins.
- Biodiversity within a community can be measured using species richness and an index of diversity.

General Comment

Biology A-Level goes into much more detail than you will have covered at GCSE. It will give you the skills to make connections and associations with all living things around you. Being such a broad topic, you're bound to find a specific area of interest, plus it opens the door to a fantastic range of interesting careers.

<p style="text-align: center;">Assessment at AS-Level</p> <p>AS-Level is assessed through 2 papers at the end of Year 12 or Year 13.</p> <p>Paper 1 90mins, 75 marks, 50% of AS-level 65 marks from short answer questions. 10 marks from a comprehension question.</p> <p>The questions will cover any content from topics 1-4, including relevant practical skills</p> <p>Paper 2 90 mins, 75 marks, 50% of AS-level 65 marks from short answer questions 10 marks from extended response questions</p> <p>The questions will cover any content from topics 1-4, including relevant practical skills</p>	<p style="text-align: center;">Assessment at A-Level</p> <p>A-Level is assessed through 3 papers at the end of Year 13.</p> <p>Paper 1 120mins, 91 marks, 35% of A-level 76 marks from a mixture of short and long answer questions. 15 marks from extended response questions.</p> <p>The questions will cover any content from topics 1-4, including relevant practical skills</p> <p>Paper 2 120mins, 91 marks, 35% of A-level 76 marks from a mixture of short and long answer questions. 15 marks from a comprehension question.</p> <p>The questions will cover any content from topics 5-8, including relevant practical skills</p> <p>Paper 3 120 mins, 78 marks, 30% of A-level 38 marks from structured questions including practical techniques. 15 marks for critical analysis of given experimental data. 25 marks for one essay from a choice of 2 titles.</p> <p>The questions will cover any content from topics 1-8, including relevant practical skills</p>
<p>Assessment of practical skills A-level <u>grades</u> will be based only on marks from written exams. However, 15% of the written papers will include assessment of practical skills such as:</p> <ul style="list-style-type: none"> • Independent thinking • Use and application of scientific methods • Numeracy and the application of mathematics to practical contexts • Use of instruments and equipment. <p>Practical competency will be assessed independently. This will be given as a separately recorded grade, assessed by the teacher. Students who demonstrate the required standard will receive a “pass” grade.</p> <p>The competencies will include:</p> <ol style="list-style-type: none"> 1. Following written procedures 2. Applying investigative approaches and methods when using instruments & equipment 3. Safely using a range of practical equipment and materials 4. Making and recording observations 5. Researching, referencing and reporting findings 	

EDEXCEL A LEVEL BUSINESS

Preferred Previous Study

You should also have a minimum of 5 9-4 or equivalent Grades at GCSE **including English and Maths**. Where GCSE Business has been studied at least a 5 must be achieved.

The course involves studying 4 themes over the 2 years of the course. In year 12, you will study

Theme 1: Marketing and People

Students will develop an understanding of:

- meeting customer needs
- the market
- marketing mix and strategy
- managing people
- entrepreneurs and leaders.

Theme 2: Managing Business Activities

. Students will develop an understanding of:

- raising finance
- financial planning
- managing finance
- resource management
- external influences.

Theme 3: Business Decisions and Strategy

This theme develops the concepts introduced in Theme 2. Students will develop an understanding of:

- business objectives and strategy
- business growth
- decision-making techniques
- influences on business decisions
- assessing competitiveness
- managing change.

Theme 4: Global Business

This theme develops the concepts introduced in Theme 1. Students will develop an understanding of:

- globalisation
- global markets and business expansion
- global marketing
- global industries and companies (multinational corporations).

Assessment

The AS qualification is assessed through 2 90 minute exams, each contributing 50% to the overall grade awarded.

The A level qualification is assessed through 3, 2 hour exams.

You will study real local and national businesses, engage with visiting business speakers, solve real business problems, and develop business ideas and strategies.

For further information about this, or any of the other Business courses on offer at Allerton High School, contact Mr S Walker on 0113 2034770.

CAMBRIDGE TECHNICAL EXTENDED CERTIFICATE IN LEVEL 3 BUSINESS

Preferred Previous Study

You should preferably have studied Business or Business and Communication Systems at GCSE but this is not essential. You should also have a minimum of 5 9-4 or equivalent Grades at GCSE **including English and Maths.**

The course involves 3 mandatory and 2 optional units. The mandatory units are:

Unit 1: The Business Environment

In this examined unit you will develop an understanding of how and why businesses operate in the way they do. You will look at a range of different types of business and business structures, and explore how the ownership of a business and its objectives are interrelated. You will understand the legal, financial, ethical and resource constraints under which a business must operate and how these can affect business behaviour.

Unit 2: Working in Business

In this examined unit you will cover the skills and understanding needed to work effectively within a business environment. This includes arranging meetings, working with business documents, making payments, prioritising business activities and communicating with stakeholders.

Unit 4: Customers and Communication

In this coursework unit you will learn the purpose, methods and importance of communication in business and the appropriateness of different forms of communication for different situations. You will develop the skills that will help you create a rapport with customers and have the opportunity to practise and develop your business communication skills. You will also learn about the legal constraints, ethical and security issues that

affect how businesses store, share and use information.

The 2 optional units are Unit 5: Marketing and Market Research and Unit 8: Introduction to Human Resources. These are both coursework units where you will look at the way businesses manage their workers and how they seek to market their businesses.

Assessment

Assessment is through a combination of coursework and examination with grades available at Pass, Merit, Distinction, and Distinction*

These grades are equivalent to E, C, A and A* at A level.

The Cambridge Technical Extended Certificate Level 3 Business course is a practical, hands on program for students who wish to develop their knowledge and understanding of the world of business.

You will study real local and national businesses, solve real business problems, and develop business ideas and strategies.

For further information about this, or any of the other Business courses on offer at Allerton High School, contact Mr S Walker on 0113 2034770.

CHEMISTRY

GCE A LEVEL

Preferred Previous Study

You should have achieved a minimum of five 9-4 Grades at GCSE **including English and at least a Grade 6 in Maths.**

If studying Combined Science, you must have at least achieved Grade 6/6 or at least grade 6 in the Chemistry examinations. If studying Separate Sciences GCSE Chemistry, Grade 6 is required.

If you wish to study both Biology and Chemistry at A Level you will need at least Grade 6/7 in those separate subjects at GCSE. If you have completed Combined Science you require at least 7/7.

AS Physical Chemistry

This module explores the fundamental principles that form the basis of Chemistry. Including Atomic Structure, Bonding and Energetics. This content should engage the intellectual curiosity of students.

AS Inorganic Chemistry

This unit looks in detail at the Periodic Table, looking in detail at the trends we see as we go along the Periods of the Table as well as down the Groups.

AS Organic Chemistry

This module introduces the idea of Organic (Carbon based) chemistry looking into the reaction of alkanes and alkenes which have been previously met at GCSE as well as introducing synthetic routes of alkanes and halogenoalkanes.

AS Practical's

There are 6 compulsory practicals to be completed in AS Chemistry, the skills used in these will be questioned on both exam papers. These include titration, calorimetry and organic tests.

AS Examinations

There will be two exams at the end of the AS course both are 1hr 30mins with 80 marks available, 15 multiple choice and 65 short and long answer questions.

A2 Physical Chemistry

This unit develops the concepts of physical Chemistry introduced at AS, extending the ideas of energetics and equilibria previously covered to introduce the idea of disorder and entropy, as well as introducing acid-base calculations and the electrochemical cell and how this could be used to power our vehicles in the coming years.

A2 Inorganic Chemistry

Again this unit further extends the content met in AS with further trends in the Periodic Table looked at, as well as the introduction of the fascinating chemistry of the Transition Metals.

A2 Organic Chemistry

This unit really enhances the knowledge gained at AS with numerous synthetic routes being discovered for the production of Amines, Polymers and Carbonyl Compounds. There is also an introduction to the captivating chemistry of the Benzene ring. This leads into a detailed study of the identification of organic molecules including NMR and IR.

A2 Practical's

There are a further 6 compulsory practicals to be completed in A2 Chemistry; the skills used in these will be questioned on all three exam papers. These include Preparation of Organic Compounds, Thin Layer Chromatography and Transition Metal Reactions.

A2 Examinations

There will be three examinations at the end of the A2 course these will cover all content covered during the two year program and all practicals completed. Each exam is 2 hours with Paper 1 and 2 being 105 marks of short and long answer questions. Paper 3 is 90 marks, focusing mainly on practical skills, with 30 marks of multiple choice questions.

General Comment

Have you ever wondered how we have worked out the structure of natural materials such as hormones or penicillin and then been able to make them in the lab – perhaps even improving their desirable properties?

How we can analyse over 100 different chemicals in one puff of cigarette smoke? The Chemical industry is Britain's third largest manufacturing industry and the UK's number one export earner. In spite of this, there is a shortage of chemists and so grades required for University entry are often low.

This is the essential A Level subject for anyone wanting to study medicine, veterinary science or dentistry.

It is also a valuable 'service' subject for those wishing to study Biology, Microbiology, Biochemistry, Materials Science, Forensics and Engineering.

An increasing number of students are combining the subject with one or more Arts subjects – perhaps because Chemistry is a very creative Science.

CORE MATHS

(AQA Level 3 Mathematical Studies)

<u>Preferred Previous Study</u>	<u>General Comment</u>
<p>You should have achieved a minimum of 5 9-4 Grades at GCSE or equivalent including Maths and English with a grade 6 in Maths</p> <p><u>Course Content</u></p> <p><u>Finance</u></p> <ul style="list-style-type: none">- Mortgages- Savings- Tax- Loans- Interest <p><u>Data</u></p> <ul style="list-style-type: none">- Sampling and bias- Processing and presenting- Comparing data sets- Normal distribution- Correlation and regression <p><u>Numerical analysis</u></p> <ul style="list-style-type: none">- “Fermi” estimations- Functional applications of maths- Proportions and percentages <p><u>Probability</u></p> <ul style="list-style-type: none">- Theoretical probability models- Experimental probability and predictions	<p>Core Maths has been designed to maintain and develop real-life mathematical skills. What students study is not purely theoretical or abstract; it can be applied on a day-to-day basis, whether in work, study or life.</p> <p>The course includes a financial mathematics element and can help with other A level subjects, in particular with science, geography, business studies, economics and psychology.</p> <p>Mathematical skills are becoming increasingly important in the workplace and in higher education - studying Core Maths will help students to keep up these essential skills.</p>

DRAMA AND THEATRE STUDIES

GCE AS and A LEVEL (Eduqas)

Preferred Previous Study

You should have achieved at least 5 GCSEs at Grades 9-4 or equivalent to include **English and Maths with a grade 4 in English Language and Drama if studied.**

Whilst a GCSE in Drama or Performing Arts is not an essential requirement, a passion for performing or technical theatre (set/sound/lighting/costume/make up) is.

AS - Component 1 **Performance Workshop**

C1: Internally assessed practical exam – 120 marks / 60%

A practical performance of two extracts from 2 contrasting plays, supported by a written evaluation.

Text 1 – a 10-15 minute reconstructed text performance in a theatre style, plus a written creative log of 1000 words.

Evaluation 1200-1500 words on reconstructed text performance only.

Text 2 – A faithful interpretation of a monologue plus a written creative log of 1000 words.

AS - Component 2 **Text in Context**

C2: Externally assessed written exam – 80 marks / 40%

A 1 ½ hour written exam on a set text (Cat on a Hot Tin Roof by Tennessee Williams).

Additional Study:

- Theatre Visits – minimum of three per year. You will use your live theatre experience to influence your practical work, and will refer to it in your coursework and written exams.
- Practitioner Research. Over the two years you will study:
Bertolt Brecht / Augusto Boal / Kneehigh Theatre / Frantic Assembly / Antonin Artaud / Katie Mitchell / Steven Berkoff / Alecky Blythe.

A2 - Component 1

Theatre Workshop

C1 A Level: Internally assessed practical exam – 60 marks / 20%

A 10-15 minute performance of a deconstructed extract of a text in the style of a chosen practitioner or company, plus a creative log of 1500 words.

A2 - Component 2

Text in Action

C2 A Level: Externally assessed practical exam – 120 marks / 40%

A group devised piece and a group performance of a text extract based on a stimulus set by the exam board, supported by a written process and evaluation report of 1500 words.

A2 - Component 3

Text in Performance

C3 A Level: Externally assessed written exam – 120 marks / 40%

A 2 ½ hour written exam. Candidates will study one set text pre 1956 (Cat on a Hot Tin Roof) and one text post 1956 (Love and Information), plus one extract from 'The Curious Incident of the Dog in the Nighttime'.

General Comment

Drama and Theatre Studies is taught by a team of enthusiastic and well qualified specialist teachers. Post 16 work is however a two way process. In return we expect full commitment and effort from our students.

This course is for you if you have ever:

- Wanted to study a variety of texts and practitioners to understand the history of theatre.
- Wanted to explore a wide range of Drama techniques and genres to deepen your performance knowledge.
- Wanted to perform in front of an audience or develop your technical skills.
- Wanted the opportunity to create your own piece of original theatre.
- Wanted to see a variety of live theatre to develop your own practice.

EDEXCEL AS AND A LEVEL ECONOMICS (SPEC B)

Preferred Previous Study

You should also have a minimum of 5 9-4 Grades at GCSE **including English and Maths at grade 5** and GCSE Business Studies grade 6 or above if studied

Theme 1: Markets, consumers and firms

Students will learn about the market economy and how market forces shape the way in which firms meet consumer demand, how firms raise the finance they need and how they measure their performance.

Students will consider how markets work, looking at how supply and demand interact to allocate resources in local, national and international markets. They will learn how to apply supply and demand analysis to real-world situations and be able to offer explanations to explain consumer behaviour.

Having investigated how markets work, students will then look at market failure. They will look at the nature and causes of market failure before considering the strengths and weaknesses of possible government interventions to remedy market failure.

Theme 2: The wider economic environment

Business growth and competitive advantage lead naturally to the ways in which consumers are influenced by and respond to changes in prices and incomes. This theme goes on to develop an understanding of the nature of productive efficiency and the need to improve it.

At this point, the theme broadens out to cover global issues, fluctuations in the economy and the ways in which governments respond to threats and changes with micro- and macro-economic policies.

Students will consider the different approaches that may be used by policy-makers to address the main economic issues.

Multinational corporations figure significantly in this theme, along with the study of global labour markets, poverty, inequality and income distribution.

Students will apply supply and demand analysis to the labour market as they see how wages are determined and look at other influences on the rewards of labour.

Theme 3: The global economy

Students develop their understanding of the meaning of globalisation. They then go on to explore ways in which firms expand into new markets and move to new locations for production, alongside looking at the issues relating to global trade and growth, and the trade policies that shape the global economy.

Theme 4: Making markets work

Students will investigate competition and market power in this theme, as well as other aspects of market failure, covered in greater depth from Theme 1: Markets, consumers and firms. The focus on regulation opens up the range of measures that can be used to prevent firms from using their market power in ways that are detrimental to the interests of society as a whole.

In-depth coverage of macroeconomic policy and the role of the financial markets allows students to explore the significant problems that have developed in recent years without needing technical understanding of the financial system.

Assessment

100% exam based:

Paper 1 covers themes 1 and 4 = 35%

Paper 2 covers themes 2 and 3 = 35%

Paper 3 covers all themes = 30%

General Comment

Students will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessment and demonstrate an awareness of current economic events and policies. Students are encouraged to use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist.

Need more info? Contact Miss R Oldroyd or Mr S Walker at Allerton High School – 0113 2034770

Student Comment

“Economics is an appealing and attractive subject which helps you to develop financial skills and prepares you for the real world. The teachers are good and help you with the transition from GCSE to A Level.”

For more information please go to:

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-b-2015.html>

ENGLISH LANGUAGE

GCE A LEVEL

Preferred Previous Study

It is essential that you achieve a **Grade 6 in English Language**. In addition you should also have achieved a minimum of 5 GCSEs at grade 9-4 or equivalent **including Maths**.

What will I study?

In Y12:

Language and the Individual

Study a range of texts from Shakespeare to a bus ticket!

Methods of Language Analysis

Learn how to analyse any text using a set of linguistic tools.

Language Diversity

Learn about dialects, sociolects, language and gender,

language and occupational groups.

Writing Skills:

How to write about language in both an academic form and for a "lay" audience.

In Y13:

Language Diversity and Change

How the English Language changes according to time, place, mode, purpose and audience and how it continues to develop.

Children's Language Development

How children acquire language - both speech and writing.

Language in Action

How to conduct your own small scale investigation into an aspect of language.

Writing Skills

How to present the investigation material for specific audiences, purposes and genres.

Original Writing- writing to persuade, tell a story or inform a specified audience.

At AS:

Paper 1: Language and The Individual (2 hour examination, 50% of AS).

Paper 2: Language Varieties (2 hour examination, 50% of AS)

At A2:

Non Exam Assessment: Investigation into an Aspect of Language 1500-2500 words coursework project.

Production of a language themed piece of text related to the investigation topic. (total: 20% of A2)

Paper 1. Language Diversity and Change (examination, 2 hours total: 40% Of A2).

Paper 2. Language Diversity and Change (examination, 2 hours total: 40% Of A2).

General Comment

A Level English Language is widely regarded as an excellent means of developing written and spoken communication skills. With an emphasis on close textual analysis and the production of original writing, the qualification provides evidence that you can read critically, write effectively and respond to the rich variety of the English Language. English has become firmly embedded as the lingua franca of the modern world, AS English Language gives you the key to unlock and utilise its potential.

Student Comment

"A valuable and challenging exploration of many aspects of English in use from language and power to how children acquire language".

ENGLISH LITERATURE

GCE A LEVEL

Preferred Previous Study

It is essential that you achieve a **Grade 6 in English Language and English Literature**. In addition you should also have achieved a minimum of 5 GCSEs at grade 9-4 or equivalent **including Maths**.

Y12 Unit 1: Aspects of Tragedy (Exam)

Close analysis of the tragic genre in two drama texts from different eras.

Section A: Shakespeare's Othello

Section B: Miller's Death of a Salesman.

Y12 Unit 2: Literary Genres

Section A: Romantic Poetry: A selection of the Poetry of John Keats.

Section B: Classic Prose Novels: Either Hardy's Tess of the D'Urbervilles or Fitzgerald's The Great Gatsby.

Y13 Unit 3: Texts and Genres: Elements of Political and Social Protest Writing

Three sections:

- **Section A** – Analysis of an unseen passage within the Political/social protest writing genre.
- **Section B** – Essay question on single study text (Tony Harrison, Charles Dickens or Khaled Hussaini)
- **Section C**:- Essay comparing two of the Social/Political protest texts.

Y13 Unit 4: Further and Independent Reading

Two pieces of independently researched and devised coursework:

- A response to a work of **poetry** of the students own choice but linked to a literary theory presented in the AQA Critical Anthology.
- A response to a work of **prose** of the students own choice but linked to a different theory presented in the AQA Critical Anthology.

General Comment

A Level English Literature has an excellent reputation as an academic and challenging subject. An AS Level in English Literature proves that you have good analytical and interpretive skills. It tells employers and universities that you have the skills to present a written argument.

Student Comment

“A chance to study great literature and build up a valuable range of skills in both written and spoken expression.”

LEVEL 3 DIPLOMA IN FOOD SCIENCE AND NUTRITION

Preferred Previous Study

You should have achieved at least 5 GCSEs at Grades 9-4 **including English and Maths**. Where Hospitality and Catering or Food and Nutrition have been studied at GCSE, grade 5 must be achieved.

The Level 3 diploma is taught over 2 years and the Certificate is taught in the 1st year.

THE COURSES

Level 3 Certificate – 1 Year

Unit 1 Meeting nutritional needs of specific groups

(i) External assessment
90 minute examination plus 15 minutes reading time

Unit 1 Meeting nutritional needs of specific groups

(ii) Internal assessment

Be able to plan production of complex dishes and
Be able to cook complex dishes
Practical skills test based on a specific scenario
e.g. Restaurant in a University town.

Level 3 Diploma – 2 years

Unit 2: Ensuring food is safe to eat (Mandatory)

Model assignment; externally assessed
"You are a full time permanent employees of **Easy eats** and have recently been promoted to the Catering manager for this event All other staffing will be supplied by an agency, on a casual contract basis. As Unit Manager it is your responsibility to train staff and produce a risk assessment for the event. Training materials will be issued prior to the event and the risk assessment will be used by the operations team to plan the resources needed and will be available on site for staff for reference."

Unit 3: Experimenting to solve food production problems (optional)

Model assignment: internally assessed
"The Nothing New Dairy is assessing customer satisfaction of their products. They have set up a blog for customers and each month they formally review the comments made, and any other

complaints they have received. Their newer flavour ice creams have caused concerns, therefore the development team have to investigate and solve any problems.

Unit 4: Current issues in Food science and nutrition (optional)

Model assignment: internally assessed
Learners have the opportunity to research an issue in relation to Food, Science and Nutrition that is of interest to them.

Suggestions for project titles
Is it easier to avoid obesity by following a vegetarian diet?
Does the provision of a school breakfast club improve concentration levels?
Is it possible to have a balanced diet on a low budget?
Does the current trend for juicing provide a healthy balanced diet?

Year 1

September – November – Skill building
November – March – Unit 1 internal assessment
March – May – Unit 1 external assessment preparation

Year 2

September – November – Unit 2 internal assessment
November – May – Unit 3 or 4

All externally set exam units will be held under exam conditions.

General Comment

The food industry is one of the largest on the planet, and people will always have to eat. This means if you are working anywhere along the food supply chain, you will always have a job. Although there are food companies that close or have layoffs, chances are you can apply your skills to other foods or processes. When working in the food industry, there are literally thousands of different jobs available. You aren't limited to lab work or a desk job. There is something for everyone, whether it be in quality, sales, marketing, manufacturing, teaching or in government. If you love food you will definitely enjoy working in this industry. Whether you are creating exciting new products, testing products for quality, or doing research, you will be exposed to amazing food. You will discover dishes and flavor combinations you have never even knew existed.

MODERN FOREIGN LANGUAGES – FRENCH

GCE A LEVEL

Preferred Previous Study

In order to take this course, you will need to have studied French at GCSE level or equivalent. You will need a GCSE Grade 6 or above in French. You will also require 5 GCSE's at grade 9-4 including **English and Maths**.

Paper 1: Listening, Reading and Writing (50%)

All questions are answered non-verbally or in French. Authentic material from a range of contexts is used, including complex factual and abstract content.

Questions will target both gist and detail.

The paper includes translations both from and into the target language, each of approximately 100 words.

The listening recording is controlled by the student.

Dictionaries are not permitted.

The examination is 2 hrs 30 mins and is worth 50% of the total marks.

Paper 2: Writing (20%)

Students write two essays in French. One essay should be on a set literary text (from a prescribed list) and the other on either a set literary text or on a film, again from a set list.

Dictionaries are not permitted.

The examination is 2 hrs and is worth 20% of the total marks.

Paper 3: Speaking (30%)

Students discuss a sub-theme from a prescribed list based on a stimulus card.

The card is given to the student for preparation 5 minutes before the start of the test. (5-6 mins)

Students then deliver a 2 minute presentation on an individual research project – prepared over the two-year course – and then discuss it with the examiner for up to 10 minutes.

Dictionaries are not permitted.

The examination is between 21 and 23 minutes and is worth 30% of the total marks.

General Comment

Did you know that 94% of the world's population does not speak English as a first language and that 75% of the world's population does not speak any English at all? We live in a multilingual world and UK companies are now realising that they need foreign languages to compete when trading internationally. Gaining an A Level qualification in a modern foreign language will put you ahead of the field in the eyes of employers and universities, whatever your future career may be. In fact, you can expect to earn 20% more if you have skills in a foreign language! Studying a modern foreign language also develops a wide variety of skills which are transferable to other areas of life, for example oral and written communication, textual analysis, expressing and defending a point of view.

There is no coursework for A Level French, instead there are three examinations, all of which are taken in the summer term of the second year. The examinations test your ability in all four skill areas – listening, speaking, reading and writing.

You have a huge array of options open to you if you gain an Advanced level qualification in French. Practically any job can involve languages, whether it is based in the UK or abroad. Here are some examples: credit controller; journalist; market researcher; recruitment consultant; management consultant; engineer; lawyer; business analyst; sales executive. Specialist language occupations include: interpreter; translator; language teacher; digital subtitler.

It may be that, if the UK does indeed leave the European Union, there will be more work for linguists since the UK will still need to trade with other European nations and yet English will no longer be the lingua franca of the EU.

FURTHER MATHS

GCE A LEVEL

Preferred Previous Study

You should have achieved a minimum of 5 GCSEs at grade 9-4 **including Maths and English. Grade 8 or higher in GCSE Maths** is required to study Further Maths.

Course Content

Pure:

Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors, Polar coordinates, Hyperbolic functions, Differential equations

Decision:

Algorithms and graph theory, Algorithms on graphs, Critical path analysis, Linear programming

Further mechanics:

Momentum and impulse, Work, energy and power, Elastic springs and elastic energy, Elastic collisions

General Comment

A-level Further Mathematics is seen by employers and universities alike as a demanding subject and alongside A-level Mathematics is listed as one of the “facilitating subjects” by the Russell Group of top universities.

The Further Maths course allows students to gain a wider and deeper understanding of mathematical concepts and techniques.

In the Pure topics, students develop their algebraic language with further proofs, series and equations.

Decision Mathematics is introduced as a new concept in the Further Mathematics course. This part of the course is an increasingly relevant branch of Mathematics and is particularly of use to those students who wish to study Computer Programming or get involved in strategic decision making. Algorithms are studied to solve problems including how route planners and Satellite Navigation units work out the most efficient route between two locations.

There is also the chance to extend the application of maths with more advanced mechanical modelling, considering the principles of conservation of energy and momentum, as well as analysing what happens in collisions.

There is no coursework for AS Further Mathematics, instead there are three examinations. All exams are taken in the summer. The examinations assess your understanding of the topics covered and your ability to apply the concepts to different situations.

Student Comment

“Increases your understanding of Mathematics.”

GEOGRAPHY AS and A LEVEL

Preferred Previous Study

You should have achieved a minimum of 5 GCSEs at grade 9-4 **including Geography, English and Maths** with Grade 6 in Geography and Grade 5 in English and Maths.

AS Component 1: Physical geography and people and the environment

You will study:

Coastal systems and landscapes
Hazards

Assessment: 1 hour and 30 minute exam.
50% of AS level

AS Component 2: Human geography and fieldwork investigation

You will study:

Changing Places

You will also carry out a **geographical fieldwork investigation** and be examined on this.

Assessment: 1 hour and 30 minute exam.
50% of AS level

A Level Component 1: Physical geography

You will study:

Coastal systems and landscapes
Hazards

Water and carbon cycles

Assessment is by a 2 hour 30 minute exam.
40% of A level

A Level Component 2: Human geography

You will study:

Contemporary Urban Environments
Global systems and global governance
Changing places

Assessment is by a 2 hour 30 minute exam.
40% of A level

A Level component 3: Geographical investigation

Students to complete an individual investigation that includes collection of data in the field.

3,000 – 4,000 words
20% of A level

General Comment

This AQA course has been designed to build on the knowledge and skills acquired at GCSE. It will appeal to those students who are interested in debates and issues about the world today. Fieldwork and research skills are key features of the course. We believe that out-of-classroom activities add to the enjoyment and relevance of geography. AS component 2 and A level component 3 are both based on a residential field-trip that takes place in Year 12.

There will be further fieldwork in Year 13 to support the course.

There is no coursework for AS Geography, instead there are two examinations. Both are taken in the summer term. The examinations assess your ability to analyse evidence from sources and to use that analysis to support your answers. Fieldwork knowledge and skills are tested in Component 2.

GOVERNMENT AND POLITICS

GCE A LEVEL

Preferred Previous Study

You should have achieved a minimum of 5 9-4 Grades or equivalent at GCSE **including English and Maths with a grade 5 in English.** No previous knowledge of UK or US Politics is required.

Component 1: Government and Politics of the UK

We look at democracy and political participation, why they are important and why they need to be strong. The ideas and policies of the main parties, what do they believe and should we believe them! Why we have elections and are they fair and effective. How do pressure groups, like Greenpeace, influence politics and how far should they? What impact has membership of the EU had on the UK and what impact will it have when we leave?

We also look at how our constitution works, how Parliament and devolution operates, and how the government acts, how well these things work and whether they should be different. We also study topics such as rights and responsibilities and examine how the court system defends them against over-powerful Governments.

Component 2: Government and politics of the USA

Here the comparable areas studied in Component 1 are studied in an American context, along with the special and interesting issue of race and ethnic politics.

We study the Constitution, the Congress, the Presidency, and the Supreme Court. All are examined to see how they work and how well they do. A grasp of how the world's only superpower operates is essential to an understanding of the world's current problems. A comparison will have to be made of the UK and US system as part of the exam paper.

Component 3: Political ideas

We study the 3 core ideologies of liberalism, conservatism and socialism, which allows students to debate their views on human nature, authority and the economy. We will also look at feminism, their ideas and their impact on society.

General Comment

Sooner than you think, you will be paying taxes, doing jury service, obeying an ever-increasing range of regulations, having your rights challenged and of course, having the vote. Studying politics is the best way of understanding all of these things. You will learn why voting is important, what the various parties stand for and what pressure groups are. You will look into the world of Parliament and of Members of Parliament and see the inside of government. We also examine human rights and how well they are defended by the courts. Politics is a well-respected qualification accepted by all universities and well suited to a very wide range of career choices.

There is no coursework for Government and Politics, instead there are three examinations taken at the end of the 2 years. If you wish to only take AS level exam this can be taken at the end of Y12 and you will only be tested on Component 1: Government and Politics in the UK. The examinations assess your ability to analyse evidence from sources and to use that analysis to support your answers as well as explain and debate key political concepts.

Student Comment

"This course has enabled me to understand how I fit into society and how we govern ourselves."

HEALTH AND SOCIAL CARE LEVEL 3 OCR CAMBRIDGE TECHNICAL CERTIFICATE/EXTENDED CERTIFICATE (TWO YEAR COURSE)

Preferred Previous Study

You should have achieved a minimum of 5 GCSE grades at 9-4 **including English and Maths with grade 4/4 in Science**. Where Health and Social Care has been studied at Level 2 a Pass must have been achieved.

This qualification isn't just about caring for babies or the elderly and the ill; it will provide learners with the skills, knowledge and understanding to progress into Higher Education on a health and social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies.

The assessments for the qualifications are made up of coursework modules and examined units.

YEAR ONE:

Unit 1: Building positive relationships in health and social care

(Mandatory unit Internally assessed) This unit aims to introduce you to the many different relationships that you will encounter within the health and social care sector, whether with colleagues, senior members of staff, other professionals within the sector or individuals who require care and support. You will understand how context can impact on relationships and the many factors that influence the building of positive relationships. You will be introduced to the concept of the person-centred approach and then given the opportunity to apply your newly learned skills in a practical way.

Unit 2: Equality, diversity and rights in health and social care

(Mandatory unit externally assessed – 1 hour 30 minutes written exam)

This unit will help you to understand the implications of diversity on practice and also the effects of discriminatory practice on individuals who require care or support. You will also gain an appreciation of how legislation and national initiatives can support anti-discriminatory practice. Strategies used to promote equality, respect diversity and support individuals' rights will be examined. You will develop the ability to recognise both good practice, and discriminatory practice in care situations. You will develop the judgement and decision making skills to choose appropriate responses to care situations and determine a course of action to promote the equality, diversity and rights of individuals in care settings.

Unit 3: Health, safety and security in health and social care

(Mandatory unit externally assessed – 1 hour 30 minutes written exam)

This unit introduces you to health, safety and security in health and social care. You will acquire the necessary knowledge and skills to equip you in maintaining a safe working environment for yourself, your colleagues and individuals who require care and support. You will learn how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them. You will also learn how to respond to different incidents and emergencies within health and social care settings.

YEAR TWO:

Unit 4: Anatomy and physiology for health and social care

(Mandatory Unit Externally assessed – 2 hour written exam)

This unit aims to introduce you to the basic structure and functions of the body systems involved in everyday activities and maintenance of health, including cardiovascular, respiratory and digestive systems. You will also understand the part played by organs such as the pancreas, liver and kidney. You will investigate the systems and organs involved in detecting and responding to change such as the nervous system as well as the eyes and ears.

Plus two further (optional) Internally assessed coursework units.

General Comment

This qualification will help you:-

- Develop the ability to work autonomously and effectively
- Be able to specialise in particular areas of health, social care and early years if you wish
- Obtain a qualification that is relevant to the workplace.
- Build your skills, knowledge and understanding of health, social care and early years needed to both continue studying at university and to start work.

HISTORY

GCE A LEVEL

Preferred Previous Study

You should have achieved a minimum of 5 9-4 Grades at GCSE **including English and Maths with at least a grade 5 in English.**

Unit 1: The Tudors: England 1485-1603

Students will study the 5 Tudor monarchs: Henry VI, Henry VIII, Edward VI, Mary I and Elizabeth I. We look at how they enhanced their power at home and abroad, the religious changes in the period as well as the plotting and backstabbing that went on in the Tudor court! The course will give students a fascinating insight into the lives of these monarchs, their personalities and problems.

Unit 2: Democracy and Nazism 1918-1945

Students will study the establishment of the Weimar government and its golden age and collapse. They will then build on their knowledge and understanding of Hitler's dictatorship, its impact on the people as well as its racial policies. This unit offers a gripping insight into a turbulent time in Germany's history.

Unit 3 Historical Investigation:

Communist Russia 1855-1953

Students must select an historical investigation topic based around Communist Russia which includes the dictators Lenin, Stalin and Khrushchev. They can select their own area of interest within this topic, such as the causes of the Russian Revolution, the Terror, or opposition and rivalries. They must use 3 primary sources to answer their own historical enquiry with the support and guidance of staff.

AS level option

If students opt to take just AS they study units 1 and 2. They will look at the same topics but only complete half of the course. So Unit 1 would cover only Henry VI and Henry VIII and leave out Edward VI, Mary I and Elizabeth I and Unit 2 would only cover the Weimar Government and go up to Hitler becoming Chancellor and leave out the Nazis in power and their racial policies. AS students would not study Unit 3 so there would be no coursework at this level.

General Comment

What do Gordon Brown – Ex-PM, Prince Charles - Prince, Ali G - Comedian, Jonathan Ross - TV presenter, Steve Coppel - Football Manager, Lord Coe - London Olympics boss and Corinne Bailey-Rae-Singer, an ex AHS student all have in common? They all studied history of course. So no more - "What can you do with history" or "I don't want to be an historian." You can be so many things with history due to the skills which it develops. Analysing evidence, developing an argument, and making a judgement are all used by people in many different jobs, e.g. lawyers, doctors, journalists, accountants.

Student Comment

"Not just learning facts about world history, but so many skills – such as how to explain and understand to a high level."

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE IN IT (2 UNIT AWARD, EQUIVALENT TO ONE AS LEVEL). CAMBRIDGE TECHNICAL EXTENDED CERTIFICATE IN IT (5 UNIT AWARD, EQUIVALENT TO ONE A LEVEL).

Preferred Previous Study

You should have achieved 5 GCSEs at grade 9-4 **including English and Maths**. Where Cambridge Technical Level 2 has been studied students should have achieved a Merit. Where Computer Science has been studied grade 4 is required.

Certificate

Entry Code: 5838

Equivalent to one AS level in terms of size.

What does this qualification cover?

Learners will take two mandatory units to achieve this qualification, Fundamentals of IT and Global information systems, both of which are externally assessed. The units provide learners with an insight into the IT sector as they investigate the pace of technological change, IT infrastructure, the flow of information on a global scale and important legal and security considerations.

The mandatory units also assist in the development of transferrable skills valued by Higher Education institutions such as communication and problem solving.

Extended Certificate

Entry Code: 5839

Equivalent to one A level in terms of size.

What does this qualification cover?

Learners will take five units to achieve this qualification. There are three mandatory units that are externally assessed. These are the Fundamentals of IT, Global information and Cyber security. The first two mandatory units are detailed in the Certificate above. The third mandatory unit reflects an important development around information security and requires learners to consider how data should be protected and the response of the IT sector to emerging threats such as cyber terrorism.

Learners must then take two of the four optional units that are centre-assessed and moderated by OCR. The optional units include Project management, Product development, Systems analysis and design and the Internet of Everything.

Examination Arrangements for L3 Cambridge Technicals

Two externally assessed units for the Certificate and three for the Extended Certificate.

General Comment

This qualification is designed for learners 16 years old or over who want to continue their education through applied learning by developing their knowledge and understanding of the principles of IT and global information systems. It is designed to be taken alongside other qualifications (such as Level 3 vocational Cambridge Technicals in Business, Digital Media and/or A level Computing, English or Mathematics) within a 16-19 study programme, primarily to support the main subjects.

Achievement of this qualification can support progression to go on and study in a Higher Education institution either on relevant IT degrees such as, Computing and Technology or Business IT or support progression on to other degree courses.

MATHEMATICS

GCE A LEVEL

<u>Preferred Previous Study</u>	<u>General Comment</u>
<p>You should have achieved a minimum of 5 9-4 grades at GCSE including Maths and English. You need to have a grade 7 or better in GCSE Maths.</p>	<p>A-level Mathematics is seen by employers and universities alike as a demanding subject. The course develops the students' mathematical understanding. There are three areas of development.</p>
<p><u>Course Content</u></p>	<p>Firstly: Pure Mathematics extends Algebra, Trigonometry, Graphs and introduces Calculus.</p>
<p><u>Pure:</u> Proof, Algebra and functions, Coordinate geometry in the (x, y) plane, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Numerical methods, Vectors</p>	<p>Secondly: Statistics develops the modelling of the distribution of data and tries to answer questions such as 'How likely is it for an adult female to be taller than 6 feet?' and how likely is it for a contestant on 'Deal or no deal' to win the big prize?</p>
<p><u>Statistics:</u> Statistical sampling, Data presentation and interpretation, Probability, Statistical distributions, Statistical hypothesis testing</p>	<p>Thirdly: Mechanics models real life physical situations. For example it helps to answer the questions 'How closely will ships pass each other if they continue on their present course?' and 'What forces will be generated when two objects crash into each other?'</p>
<p><u>Mechanics:</u> Kinematics, Forces and Newton's laws, Moments</p>	<p>There is no coursework for AS Mathematics, instead there are three examinations. All three modules are taken in the final summer. The examinations assess your understanding of the topics covered and your ability to apply the concepts to different situations.</p>
<p><u>Throughout:</u> Using and evaluating mathematical models</p>	<p><u>Student Comment</u> "A challenging and enjoyable subject."</p>

DIGITAL MEDIA - LEVEL 3 CAMBRIDGE TECHNICAL EXTENDED CERTIFICATE (OCR)

You should have achieved a minimum of 5 9-4 grades including **English and Maths**.

This course will provide opportunities for students to develop their skills in Media. Students will develop their knowledge in the following areas:

- Skills and knowledge relevant to the television and film industries
- An understanding of professional practice in the Media industry
- A showreel of portfolio work
- An understanding of how the Media industries are structured and how they work.

The Mandatory Units are as follows:-

Unit 1 - Media products and audience (90GLH) – Externally assessed

The aim of this unit is for you to develop your understanding of how different media institutions operate in order to create products that will appeal to specific target audiences.

Unit 2 – Pre-production and planning (90GLH) - Externally assessed

By completing this unit, you will understand the pre-production process the creative media industry follows when creating a product. You will learn how to carry out research in the planning stage of a media production and about the various acts of legislation that need to be considered.

Unit 3 - Create a media product (60GLH) – Internally assessed

The aim of this unit is for you to develop knowledge and understanding of the production processes of producing a media product from one of the following:

- Print-based product
- Audio-visual product
- Audio product

The Optional units are as follows:-

Unit 20 – Advertising campaign (60GLH) – Internally assessed

By completing this unit, you'll understand advertising campaigns and how audio-visual, print based or audio advertising media are used within them. You'll plan an advertising campaign for a product or service, selecting the appropriate media components to produce it. You'll produce original media components for incorporating into a campaign, considering the market and its target audience, as well as legal and ethical constraints, to ensure that all components comply with the required codes and conventions of the genre.

Unit 21 - Plan and deliver a pitch for a media product - (30GLH) – Internally assessed

You will choose to focus on either print, audio, or audio-visual media. By completing this unit you will be able to generate ideas for your own media product based on a client brief, pitch your ideas to a client, and be able to respond to feedback to prepare your idea for pre-production.

Unit 22 – scripting for media products (30GLH) – Internally assessed

By completing this unit you will understand scripts and the part they play in a range of media products. Learners will be able to generate a range of ideas and then use one of these ideas to produce a script for a media product, in response to a client brief.

Students are only allowed one re-sit at the exam. External assessment is only done once or twice a year. Units are assessed using a grading scale of Distinction, Merit or Pass.

LEVEL 3 RSL SUBSIDIARY DIPLOMA FOR MUSIC PRACTITIONERS (PERFORMING)

Preferred Previous Study

You should have achieved 5 9-4 Grades at GCSE or equivalent **including English and Maths and a Merit at BTEC Level 2 Music.**

The Level 3 Subsidiary Diploma for Music Practitioners (Performing) is equivalent to 1.5 A Levels. Students will be required to audition for the course. Relevant musical experience will also be taken into consideration.

Students complete two core units:

Unit 1: Planning for a Career in Music (15 credits)

The purpose of this unit is to familiarise yourself with the processes associated with effective career planning and to provide opportunities to link the course with overarching career aims.

Unit 2: Rehearsal Skills & Live Music Performance (30 credits)

This unit will provide opportunities for you to refine your rehearsal skills in preparation for a performance. You will also develop your performance skills through performance to a live audience.

Plus five other units:

Unit 3: Composing Lyrics (5 credits)

In this unit, you will develop your skills in writing effective lyrics for music composition through opportunities to explore various lyric writing devices.

Unit 4: Listening to Music (10 credits)

The aim of this unit is to develop your skills as a perceptive listener, to analyse and understand emotional responses to music and the factors that control these.

Unit 5: Evolution of the Record Industry (5 credits)

Throughout this unit, you will develop your understanding of the historical changes that have happened to the record industry and apply this understanding to career opportunities.

Unit 6: Session Musician (10 credits)

This unit will develop your ability to operate effectively as an instrumentalist/vocalist in a range of musical styles and contexts, to increase flexibility and promote versatility.

Unit 7: Music Sequencing and Production (15 credits)

In this unit, you will develop your skills in using music sequencing software, utilising the advanced functions of a Sequencing package and putting them into practice.

Students must provide their own instruments and any necessary cables. Students may wish to take the opportunity to attend ABRSM and/or Pop Music Theory classes as an additional qualification. This will take place as a twilight course.

General Comment

RSL Level 3 Subsidiary Diploma for Music Practitioners (Performing) develops students' performing skills over a two year period. **Due to the structure of the course, students must complete the 2 year course to gain a qualification; they will not get any qualification after studying it for one year.** Students will study (among other areas) many different performing styles, how to practice effectively, developing confidence and how to achieve a successful performance. Students also develop their writing skills and their ability to keep an accurate log of their musical activities.

There are no 'end exams'. Most of your coursework is assessed internally by your teachers and verified by RSL. Students complete a series of assignments for each unit and compile a course portfolio. You must also complete a final Controlled Assignment in the second year which is externally assessed.

PHILOSOPHY

GCE A LEVEL

<u>Preferred Previous Study</u>	<u>General Comment</u>
<p>You should have achieved a minimum of 5 9-4 grades at GCSE or equivalent including English and Maths with a grade 6 in English.</p>	<p>This is a linear exam which means all sections are assessed at the end of the 2 year course.</p>
<p>First Year</p>	<p>Why are we here? What is our purpose? These are questions we ask and explore in Philosophy. Living in a multi-cultural society means any career that you choose will involve you in working with people from different cultures and have different perspectives on the world and reality, to be informed is an advantage.</p>
<p><u>Unit 1</u></p>	<p>This course is for you</p>
<p>Epistemology – Perception what is it? Issues of realism, Berkley’s idealism, Necessary and Sufficient Conditions and Knowledge Empiricism.</p>	<ul style="list-style-type: none">• If you enjoy a good debate.• Can offer reasoned arguments to back up your point of view• Can see both sides of a discussion on philosophical and ethical issues.
<p><u>Unit 2</u></p>	<p>Students study and are examined in two units</p>
<p>Moral Philosophy - looking at Utilitarianism, Kant’s Deontological Ethics, Aristotle’s Virtue Ethics, The status of Ethical language cognitivism and non-cognitivism.</p>	<ul style="list-style-type: none">• The Philosophy of Religion and the Mind• Ethics and Epistemology
<p>Second Year</p>	<p>There is no coursework for A Level Philosophy; instead there are two separate examinations, in June. The examinations assess your ability to present an argument for and against a subject, discuss the argument and evaluate your own opinions, alongside the views of scholars/philosophers.</p>
<p><u>Unit 3</u></p>	<p>Student Comment</p>
<p>Metaphysics of God – exploring the arguments for the existence of God, the nature of God/ultimate reality, the problem of evil and religious language</p>	<p>“It challenges you to look at philosophical and ethical issues concerning our society and balance these theories against your own thoughts or beliefs.”</p>
<p><u>Unit 4</u></p>	
<p>Metaphysics of Mind – exploring Dualism, Conceivability, Qualia, Materialism, Functionalism and Brain Type Identity Theory.</p>	

PHYSICS

GCE A LEVEL

Preferred Previous Study

You should have achieved a minimum of 5 GCSEs at grade 9-4 with a grade 7 in Maths. You require a grade 6 in GCSE Physics or if studying Combined Science you must have at least achieved 6/6 or grade 6 in the Physics examinations. You must study Maths if you wish to study Physics.

Subject Content

1. Measurements and their errors

A working knowledge of the specified fundamental units of measurement is vital. Likewise, practical work in physics needs to be underpinned by an awareness of the nature of measurement errors and of their numerical treatment. The ability to carry through reasonable estimations is a skill that is required throughout the course and beyond.

2. Particles and radiation

This section introduces students to both the fundamental properties of matter, and to electromagnetic radiation and quantum phenomena. Students will become aware of the way ideas develop and evolve and appreciate the importance of international collaboration in the development of new experiments and theories.

3. Waves

GCSE studies of wave phenomena are extended through a development of knowledge of the characteristics, properties and applications of both travelling and stationary waves.

4. Mechanics and materials

Vectors and their treatment are introduced followed by the development of understanding of forces, energy and momentum. This section continues with the study of materials considered in terms of their bulk properties and tensile strength.

5. Electricity

This section builds on and develops earlier study of these phenomena from GCSE. It provides opportunities for the development of practical skills and lays the groundwork for later study of the many electrical applications that are important in society.

6. Further mechanics and thermal physics

The earlier study of mechanics is further advanced through a consideration of circular motion and simple harmonic motion. A further sections allow the thermal properties of materials, the properties and nature of ideal gases and molecular kinetic theory to be studied in depth

7. Fields and their consequences

The concept of a field is one of the great unifying ideas in physics. The ideas of gravitation, electrostatics and magnetic field theory are developed within the topic to emphasise this.

8. Nuclear physics

This section builds on the work of Particles and radiation to link the properties of the nucleus to the production of nuclear power. Students should become aware of the physics that underpins nuclear energy production and also of the impact it can have on society.

9. Astrophysics

Fundamental physical principles are applied to the study and interpretation of the Universe. Students gain deeper insight into the behaviour of objects at great distance from the Earth and discover ways in which the information from these objects can be gathered.

Assessment

Paper 1

Sections 1-5 and 6.1 (periodic motion)

Written exam 2 hours

85 marks

34% of A level

60 marks of short and long answer questions and 25 multiple choice

Paper 2

Sections 6.2 7 and 8

Written exam 2 hours

85 marks

34% of A level

60 marks of short and long answer questions and 25 multiple choice

Paper 3

Part A Compulsory: Practical skills and data analysis

Part B: section 9

Written exam 2 hours

80 marks

32% of A level

General Comment

Physics is all around us. It is in the electric light you turn on in the morning: the car you hope to drive to work; your wristwatch, mobile phone, games console, and that 3DTV you want for Christmas. It makes the stars shine every night and the Sun shine every day, and it makes a rugby ball soar between two posts for that essential last minute drop kick. In studying Physics you will use theories, models and ideas to develop and modify scientific explanations, consider applications and implications of science and appreciate their associated benefits and risks. An AS in Physics is considered desirable by both employers and universities alike as it is a complex and demanding subject which embeds many of the skills and qualities essential in today's world.

PSYCHOLOGY

GCE A LEVEL

Entry requirements:

You should have achieved a Minimum of 5 GCSEs at grades 9-4 or equivalent **including English and Maths at grade 5 and at least a Grade 5 in Psychology (if studied)**

AS Psychology develops students' understanding of why people behave as they do. Students learn about different psychological perspectives, methods used to develop theories and studies to support these theories. Students develop their written communication skills and their ability to describe and evaluate an explanation for our behaviour.

A level Psychology is useful for gaining acceptance into many Higher Education courses. It is particularly useful for students wishing to study science / social science based subjects. Psychology has application to many careers including clinical psychology, social work, teaching, educational psychology, personnel work, nursing and working with children.

OFSTED report :

'In one inspirational psychology lesson, sixth-form students confidently gave presentations to demonstrate their learning about the topic of cognition. Students routinely used subject-specific terminology and the teacher skilfully identified and clarified common misconceptions to enable learning to progress quickly.'

Course Content:

Exam Board: EDUQAS

You will cover a range of approaches in Psychology including psychodynamic, positive psychology and the behaviourist approach. You will develop key debating skills using current research to build balanced arguments, as well as understanding the research process.

By studying Psychology you will learn a number of key skills which are applicable across subjects and for university, these include:

- 1) Demonstrating knowledge and understating of scientific ideas
- 2) Apply knowledge to scientific procedures.
- 3) Analyse and interpret scientific information.

Examinations:

This course is 100% exam based, marked and awarded by the chosen examining body. All exams have equal weighting and well assess different elements of Psychology.

There will be a practical element to the course, students will be assessed on this in their exams.

For more information on the specification, please visit: www.eduqas.co.uk

SOCIOLOGY GCE AS-LEVEL

<p><u>Preferred Previous Study</u></p> <p>You should have achieved a minimum of 5 GCSEs at grade 9-4 at or equivalent including English and Maths with Grade 5 in English.</p> <p>If you have taken GCSE Sociology, you need to have gained a 5 grade or higher.</p> <p><u>AS Level Paper 1: 50%</u> 1 h 30m</p> <p>Section A: Education Section B: Methods in Context</p> <p><u>AS Level Paper 2: 50%</u> 1 h 30m</p> <p>Section A: Families and Households Section B: Research Methods</p>	<p><u>General Comment</u></p> <p>Sociology develops students' understanding of how and why people act as they do and how our society is structured. Students develop their written communication skills and their ability to frame a reasoned argument for or against a specific position.</p> <p>Have you ever thought:</p> <ul style="list-style-type: none">• Why isn't education equal for all?• What are the reasons for family diversity?• How do sociologists gather evidence? <p>If so, this is the course for you.</p> <p>There is no coursework for AS Level Sociology, instead there are a total of two examinations.</p> <p>The examinations assess your ability to analyse evidence from sources and to use that analysis to support your answers.</p> <p>Student Comment</p> <p>"A stimulating course that challenges widely held assumptions about the society we live in."</p>
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SOCIOLOGY GCE A-LEVEL

Preferred Previous Study

You should have achieved a minimum of 5 GCSEs at grade 9-4 **including English and Maths with Grade 5 in English.**

If you have taken GCSE Sociology, you need to have gained a **5 grade** or higher.

A Level Paper 1: 33%

2 hour written exam

Section A: Education
Section B: Methods in Context
Section C: Theory and Methods

A level Paper 2: 33%

2 hour written exam

Section A: Families and Households
Section B: The sociology of the mass media

A Level Paper 3: 33%

2 hour written exam

Section A: Crime and Deviance
Section B: Theory and Methods

General Comment

Sociology develops students' understanding of how and why people act as they do and how our society is structured. Students develop their written communication skills and their ability to frame a reasoned argument for or against a specific position.

Have you ever thought:

- What are the causes of crime?
- Why are women shown differently from men in the media?
- Why isn't education equal for all?

If so, this is the course for you.

There is no coursework for A Level Sociology, instead there are a total of three examinations; all taken at the end of the second year.

The examinations assess your ability to analyse evidence from sources and to use that analysis to support your answers.

Student Comment

"A stimulating course that challenges widely held assumptions about the society we live in."

MODERN FOREIGN LANGUAGES – SPANISH

GCE A LEVEL

Preferred Previous Study

You should have achieved at least 5 GCSEs at Grades 9-4 or equivalent **including English and Maths**. In order to take this course, you will need to have studied Spanish at GCSE level or equivalent. You will need a GCSE Grade 6 or above in Spanish.

Paper 1: Listening, Reading and Writing (50%)

All questions are answered non-verbally or in Spanish. Authentic material from a range of contexts is used, including complex factual and abstract content.

Questions will target both gist and detail. The paper includes translations both from and into the target language, each of approximately 100 words.

The listening recording is controlled by the student.

Dictionaries are not permitted.

The examination is 2 hrs 30 mins and is worth 50% of the total marks.

Paper 2: Writing (20%)

Students write two essays in Spanish. One essay should be on a set literary text (from a prescribed list) and the other on either a set literary text or on a film, again from a set list.

Dictionaries are not permitted.

The examination is 2 hrs and is worth 20% of the total marks.

Paper 3: Speaking (30%)

Students discuss a sub-theme from a prescribed list based on a stimulus card.

The card is given to the student for preparation 5 minutes before the start of the test. (5-6 mins)

Students then deliver a 2 minute presentation on an individual research project – prepared over the two-year course – and then discuss it with the examiner for up to 10 minutes.

Dictionaries are not permitted.

The examination is between 21 and 23 minutes and is worth 30% of the total marks.

General Comment

Did you know that 94% of the world's population does not speak English as a first language and that 75% of the world's population does not speak any English at all? We live in a multilingual world and UK companies are now realising that they need foreign languages to compete when trading internationally. Gaining an A Level qualification in a modern foreign language will put you ahead of the field in the eyes of employers and universities, whatever your future career may be. In fact, you can expect to earn 20% more if you have skills in a foreign language! Studying a modern foreign language also develops a wide variety of skills which are transferable to other areas of life, for example oral and written communication, textual analysis, expressing and defending a point of view.

There is no coursework for A Level Spanish, instead there are three examinations, all of which are taken in the summer term of the second year. The examinations test your ability in all four skill areas – listening, speaking, reading and writing.

You have a huge array of options open to you if you gain an Advanced level qualification in Spanish. Practically any job can involve languages, whether it is based in the UK or abroad. Here are some examples: credit controller; journalist; market researcher; recruitment consultant; management consultant; engineer; lawyer; business analyst; sales executive.

Specialist language occupations include: interpreter; translator; language teacher; digital subtitler.

It may be that, if the UK does indeed leave the European Union, there will be more work for linguists since the UK will still need to trade with other European nations and yet English will no longer be the lingua franca of the EU.

SPORT

CAMBRIDGE TECHNICAL SPORT AND PHYSICAL ACTIVITY

<u>Preferred Previous Study</u>	<u>General Comment</u>
<p>You will need a minimum of 5 GCSEs at 9-4 or equivalent including English and Maths.</p> <p>This qualification is designed to give learners a basic grounding in the understanding and knowledge of the sport and active leisure sector. Candidates must complete 5 units of which 3 are mandatory and 2 are optional. Mandatory content (66%). External assessment (42%). These are:-</p> <p>3 mandatory units:- (the top two are externally examined)</p> <ul style="list-style-type: none"> • Body Systems and the effects of physical activity (externally assessed) • Sport Organisation and development (externally assessed) • Sports coaching and leadership (internally assessed) <p>Optional Units which will be chosen by the school include:-</p> <ul style="list-style-type: none"> • Performance analysis in sport and exercise • Organisation of sports events • Biomechanics and Movement analysis • Physical Activity for specific groups • Nutrition and diet for sport and exercise • Sports Injuries and rehabilitation • Practical skills in sport and physical activities • Sport and Exercise Psychology • Sport and Exercise Sociology 	<p>This course is for you if you have ever had these thoughts:-</p> <p>I would like to pursue a career in the fitness industry.</p> <p>I would like to pursue a career in coaching or sports leadership.</p> <p>I would like to progress to a higher education qualification in a specific sport related area.</p> <p>Units are either centre assessed or assessed by external source. There will be timetabled exams. The full award is the equivalent of 1 A Level and is graded at Pass, Merit or Distinction. The full 2-year course must be completed to receive the award.</p>

Headline Examination Information 2018

Post-16

ALPS independent assessment of our school's Post-16 Provision is expected to give us a Three Year Average Grade of 4.5 – Top thirty percent of providers of Post-16 education nationally.

	Average GCSE Points	Average A-level Points	Average Grade	% A*-E grades	% A*-C grades	% A*/B grades
2018	45	30.1	C	98	73	46

Key Stage 4

Department for Education Measures	School 2018	National
Key Stage 2 Points – on entry Y11 were very similar to the national average figure.	28.9	28.7
Attainment 8 – points total for best 8 subjects including English & Maths which count double.	55.4	National data is not yet available for these measures
Estimated Progress 8 – a measure of how many grades above expectation that our students achieved i.e. 0.5 means that on average all students achieved half a grade better than DfE expectation in all best 8 qualifications including English & Maths.	0.74	
Average Grade (Best 8)	5.5	
English and Maths grade 5-9	60%	
English and Maths grade 4-9 (old C grade and above measure)	82%	
Students achieving EBacc (standard pass)	47%	
Students achieving EBacc (strong pass)	32%	
Other Measures	School	National
Students achieving 9-7 in English	28%	18%
Students achieving 9-7 in Maths	23%	20%
Students achieving 9 in English	3%	3%
Students achieving 9 in Maths	6%	4%

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