

Bournemouth Collegiate School



Sixth Form Information Booklet

CONTENTS

Welcome to the Sixth Form	4
The Sixth Form Experience	5
The Academic Curriculum at BCS	6
A Level Structure	
Implementation at BCS	
Modularisation	
Choosing the right course	
Pastoral Care	8
The Form Tutor System	
Methods of Study and Work	
Studying Arts Subjects	
Studying Science Subjects	
Assessment and Target Setting	
Planning for Higher Education and Careers	
The Wider Curriculum	11
Sixth Form Facilities	
Getting Involved: <i>Personal Development,</i>	
<i>Enrichment Programme, House System, Prefects,</i>	
<i>Community Action, Work Experience, Young Enterprise,</i>	
<i>Duke of Edinburgh's Award Scheme, Trips, Extra Curricular</i>	
Boarding	14
How to Apply	15
Entrance Procedures for New Pupils	
Entrance Procedures for Present Pupils	
A LEVEL/AS LEVEL COURSES	18
Art and Design	19
Biology	20
Business Studies	21
Chemistry	22
Design and Technology – Resistant Materials	23
Drama and Theatre Studies	24
English Literature	25
Geography	26
History	27
Home Economics	28
Mathematics and Further Mathematics	29
Media Studies	31
Modern Languages: French and Spanish	32
Music	34
Philosophy	35
Physics	36
Physical Education	37
Psychology	38
Religious Studies	39
<i>Other subjects that may be offered: Computing, Economics, Government & Politics and Law subject to demand.</i>	

WELCOME TO BOURNEMOUTH COLLEGIATE SCHOOL SIXTH FORM

As you contemplate the prospect of entering the Sixth Form in September, you will realize that this is a highly significant and exciting moment in your school career. It is the final step en route to university, some other form of higher education or employment; at the same time you will be occupying a position of status within the School which affords the opportunity of fulfilling an influential leadership role.

This is the stage when you can concentrate on a few subjects that you have chosen to study, while being taught in smaller groups and in a more informal style than you have experienced up to now. Most students take four AS levels at the end of the Lower Sixth, allowing a certain breadth in their education. The norm is to take three subjects on to A level in the Upper Sixth.

You will be given more responsibility for the organisation of your time and of your work, acknowledging your increased level of maturity and preparing you for still greater independence once you have left school.

The Sixth Form Area at BCS incorporates working and recreational facilities to help you benefit from your two years in the Sixth Form. You will find that plenty of sound advice and support is available to you when you need it, including, of course, expert guidance when decisions have to be made (as they soon will) about the future. There will be much hard work to be done as you aim towards what may well be a challenging set of A level grades, but I am sure that you will greatly enjoy your Sixth Form career.

We look forward to welcoming you into the BCS Sixth Form.

A handwritten signature in purple ink, consisting of a large, stylized 'S' followed by a long horizontal stroke and a final upward flourish.

Stephen Duckitt
Principal

THE SIXTH FORM EXPERIENCE

AIMS

Embarking on a Sixth Form career marks a milestone both academically and personally. New challenges lie ahead and these are accompanied by a series of privileges and responsibilities. During the next two years, staff hope to encourage each Sixth Former:

1. To achieve their personal best academically.
2. To establish a clear goal for life beyond school. In most cases this will be a place in Higher Education; for some it may be an opportunity to broaden their horizons with a GAP year.
3. To develop their potential as an individual; to grow in confidence, maturity and wisdom and be better equipped to face life as an independent young adult.
4. To take, where possible, a leadership role and assist staff in the smooth running of the school.
5. To maximise their involvement in extra curricular activities and play a part in shaping the life of the BCS community.

HOPES AND EXPECTATIONS

Sixth Formers will be expected to work hard and meet deadlines, increasingly taking responsibility for their own learning. Staff will be keen to build a new partnership with students based on a commitment to academic success and the support needed to achieve it.

Underpinning this, more open discussion is encouraged where Sixth Formers can express their opinions and views. Staff are on hand to offer advice and to listen to individual needs. A greater flexibility of approach emerges out of this relationship of mutual trust and co-operation.

Sixth Formers are key members of the BCS community and are expected to set an example to younger members of the school. In return, they receive a number of privileges including the facilities offered by the Sixth Form Area.

Academically, it is expected that students entering BCS's Sixth Form will have achieved a minimum of 5 passes (A* to C) at GCSE. It is helpful if these passes include English and Mathematics. However, at BCS we look beyond the academic and would wish applicants to become fully involved in the life of the school, offering their skills and abilities in one or more of a number of areas (e.g. drama, sport, music, clubs and societies, etc).

THE ACADEMIC CURRICULUM

A Level Structure

September 2008 marked a significant change in post-16 education. Changes in A level specifications mean that most A level courses now comprise four modules. The first two modules make up the (one year) AS level, an exit qualification in its own right, and the second two modules make up the A2 part of the A level course. A few A level courses still comprise 6 modules, 3 at AS and 3 at A2.

The AS components, worth 50% of the A level course, are pitched between GCSE and A level, with the A2 units being significantly more difficult – the Government is keen to protect the ‘gold standard’ of the A level examination. Questions at A2 will be worded to stretch and challenge all pupils and a new A* grade will be awarded at A level to pupils who score 90% in their A2 modules.

Implementation at BCS

AS levels provide an opportunity for post-16 students to continue more of the subjects they have studied up to 16, and/or commence some new ones. The choice of **contrasting** AS levels – say, English for Science students or Mathematics for Humanities students – will be of particular value in broadening the range of subjects studied. Studying **complementary** AS levels – Mathematics for Science students, for example – offers opportunities for broadening a particular area of study. A key factor in your decision-making should be to play to your academic strengths to ensure success at A level.

The number of subjects studied by students is flexible. Most Sixth Form students will study four subjects to AS level, continuing with three to A level standard. A number of students will choose to continue studying four subjects through to A level, whilst others may prefer to study three subjects to AS level and continue with these to A level. All subjects offered can be studied at A and AS level.

Modularisation

The modular nature of the A level courses present opportunities and challenges of its own. During May/June of the Lower Sixth, students will sit external examinations in each of the subjects that they study – the two AS modules. In those subjects being continued to A level, the two A2 examinations will usually be taken in June of the Upper Sixth; in some subjects an A2 module may be taken in January of the Upper Sixth.

Choosing the Right Course

Provisional choices of subjects will be sought in the Easter Term of Year 11, and the timetable will be constructed to accommodate subject options. Consultation with potential Sixth Formers and parents will ensure that the choice of subjects is in the Sixth Former’s best interests, bearing in mind career requirements and those of University entrance. BCS does not have a rigid blocking system – this allows timetabling of courses tailored to the individual needs of our students.

The choice of a suitable combination of A/AS subjects requires consideration of a number of points, including the following:

- **Breadth and Balance**
A mixed selection of Arts and Science subjects is often satisfying educationally. However, certain University courses require certain combinations of subjects, and guidance is available.
- **Academic Requirement**
AS and A level study is more demanding than GCSE, therefore a minimum of a grade B at GCSE is an important pre-requisite for A level study in that subject. The following subjects can be studied at A/AS level without a prior qualification at GCSE: Business Studies, Computing, Economics, Geography, Government and Politics, History, Law, Philosophy, Psychology, and Religious Studies.
- **Career Aspiration**
If you have a particular career in mind, it would be useful to research subject requirements at this stage.
- **Availability of AS/A Level Subjects**
The Contents page contains a list of available AS/A level subjects. Further details of each subject are given later in this handbook.

PASTORAL CARE

Form Tutor System

In order to provide careful counselling and guidance, students are allocated to small tutor groups under the supervision of a Form Tutor. Daily contact at registration, weekly Form meetings and regular contact in the classroom allow tutors to establish a close relationship with tutees and provide a programme of pastoral support. Early in the Lower Sixth the emphasis is placed on study skills. During the Easter and Summer terms Form Tutors offer guidance in applying to Higher Education. This culminates in the preparation of the first draft of their tutees' UCAS reference.

Methods of Study and Work

The emphasis in the Sixth Form is on supported learning. By the end of the Lower Sixth students should be developing their interests within the context of their chosen AS/A level subjects. They should be able to identify difficulties, and work on these areas with their Subject Tutors. The best University students are those who have learned to ask for guidance and do their own background work.

Subject Tutors will offer guidance on appropriate work for study periods and homework. Students can use excellent study facilities within the Sixth Form Area, the Library and subject departments, and work at home/boarding study's in proportions which suit their individual programmes. If work starts to slip more guidance is given.

All Lower Sixth Formers are expected to devote a minimum of twelve hours per week to their studies, over and above any work completed in school. It is expected that Upper Sixth Formers will spend about fifteen hours per week working at home/boarding study in addition to their study periods in school.

Studying Arts Subjects

Some subjects available in the Sixth Form may be new to Sixth Formers and will pose their own challenges; others, though more familiar, will be studied in a much more sophisticated way. An important feature of study on the Arts side is the premium placed on individual research and reading. Below the Sixth Form, homework is often set for a specific length of time on a particular evening. At A level, most work is much more long-term and this requires self-discipline and organisation. It is also a useful introduction to the study techniques and exercise of initiative vital in Higher Education. Class size is smaller than in GCSE groups, giving many more opportunities to contribute to debates and ample time for detailed analysis of work produced in essays and written assignments. In most Arts subjects the willingness of Sixth Formers to undertake background reading and to think for themselves will directly affect A level performance.

Studying Science Subjects

These are essentially experimental subjects and practical work is central to their study. This work is very time-consuming and takes up much of the allocated school time. It follows that Sixth Formers will need to study extensively at home/boarding study time.

As far as possible, the practical work is integrated with the theoretical studies so that students develop an insight into scientific methods of investigation and enquiry. Experimental observations lead to the development of ideas, theories and models which must then be tested by further, carefully designed experiments.

Carefully chosen texts support the courses but reading beyond these is of great importance. Well motivated students who are prepared to work consistently hard will find the courses stimulating and enjoyable. Out of them will develop a knowledge and understanding of the subjects and an appreciation of the ways in which they are usefully applied. If a student continues to study Science in Higher Education, either as a principal or subsidiary subject, the courses will provide a sound foundation but, whether or not he/she undertakes such further study, the courses should develop an understanding of the usefulness of scientific knowledge and process.

Assessment and Target Setting

At appropriate half-termly intervals the academic progress of each student is assessed in terms of effort and attainment. If we are concerned that a Sixth Former is experiencing difficulty with any subject, discussion will be arranged with Subject Tutors, the student and parents in order to remedy the situation.

Following the publication of October grades for the Lower Sixth, target setting is introduced – the setting of challenging yet achievable long and short term targets. The long term target is given in terms of a range of AS level points, and short term targets are set by Subject Tutors to correct areas of weakness. Regular half-termly interviews with Form Tutors allow consistent monitoring of targets, and provide an opportunity to set new targets when appropriate. We expect students to take increasing responsibility for their own academic progress.

Mock examinations take place in the Easter term of the Lower Sixth. Follow up for parents is by a report on receipt of which any difficulties can be discussed.

External AS examinations take place in May/June, the results of which will be used by Subject Tutors to assist in estimating likely A level grades for University applications. Counselling will be given over which subject (if any) to drop after the AS examinations.

Planning for Higher Education and Careers.

From the age of 14 students at BCS receive group tuition and individual counselling to enable them to make informed option choices and post-GCSE decisions with smooth transitions at both stages.

At Sixth Form level careers guidance becomes even more personalised. The students have access at all times to the Careers and ICT facilities in the Sixth Form Area, which include a host of reference books and University prospectuses. Individual counselling and advice are available from the Head of Careers, Form Tutors and other Senior Staff. In the Lower Sixth students have to make important decisions about their future. At a time of increasing competition for entry to both Higher Education and employment, all options have to be carefully researched and applications have to be planned ready to be put into action by the beginning of the Upper Sixth year. To assist them in their final choices there is a well-defined sequence of events.

1. All students complete the UCAS Stamford Test at the beginning of the Easter Term to help them identify University courses that reflect their academic interests. Further follow-up is available through the Centigrade scheme, which students may opt to take.
2. Students may visit local Careers Conventions where they have the opportunity to meet representatives from many professions and universities.
3. During the Easter and Summer Terms small groups of Sixth Formers visit the Head of Careers for counselling on researching Higher Education institutions and courses.
4. An evening for parents to learn about the UCAS procedures at BCS will be offered in the Easter term.
5. During the Summer Term, Sixth Formers are encouraged to organise their own visits to Open Days within the parameters laid down by the school.
6. Mock UCAS forms are completed by students towards the end of the Summer Term.
7. Final decisions on the choice of courses and institutions are made at the beginning of the Upper Sixth year, after counselling from Form Tutors and Senior Staff.
8. Instruction on interview techniques and mock interviews are given from October onwards to members of the Upper Sixth.

These events are complemented by talks from visiting speakers. Topics include choosing a University course, student life in Higher Education, admissions policies, sponsorship and scholarships, student grants and GAP Years.

THE WIDER CURRICULUM

Sixth Form Facilities

We have recently created a brand new sixth form area located right in the heart of the school on the middle floor of the main building where students have the opportunity to work and relax in their own environment. There is a large bright well furnished Common Room which can be used for socialising during breaks. There is a coffee bar/ internet café with coffee machines, a fully equipped kitchen and a number of PCs. Students can also use the work room which contains more PCs. These three rooms offer wireless internet connections for the convenience of our students.

Getting Involved

There is a huge range of opportunities available for Sixth Formers to develop themselves as individuals. Learning to handle responsibility, organise others or cope under pressure in unfamiliar circumstances are all part of the broader Sixth Form education. Whether for personal satisfaction or to create the right impression with University admissions tutors, students should be looking to participate in a range of activities outside academic lessons.

Personal Development

In order to support the process of personal development, a training course is run over two days in the autumn term of the Lower Sixth. The aim of the course is to introduce Sixth formers to the skills and processes of being both a team member and a team leader. Very demanding but also highly enjoyable, students discover their strengths and weaknesses through a series of physical activities, games and command tasks.

Enrichment Programme

The key objective of the BCS Enrichment programme is to give students a 'plan for life'. In general terms it will provide enrichment through sport, finance, social health awareness, and many practical skills. Elements of this will include:

- Public speaking and debating
- Survival cookery
- Photography
- First aid training
- A variety of guest speakers
- Finance and budget management
- Careers advice
- Interview techniques
- Mentoring younger members of the school
- Community Action

House System

Many Sixth Formers find the House System the ideal forum in which to show initiative and make decisions which affect those around them. While this can appear daunting at first, most students soon learn that it can be good fun to help and to organise others. A House Captain and House Prefects are appointed by the House Presidents in recognition of their personal and managerial skills in contributing to House events.

Prefects

Sixth Formers who demonstrate leadership potential during their Lower Sixth year can look forward to promotion as Prefects at school level. The team of Prefects is led by the Head of School who is usually supported by a Deputy. These appointments are made by the Head of the Senior School following consultation with House Masters/Mistresses, Form Tutors and teaching staff. The school would not run as efficiently without Prefect help. Prefects are invited on a further training course with Senior Staff.

Community Action

As part of the Sixth Form Enrichment programme there is an opportunity to be involved in various types of voluntary work within the community. This will take place during a block of study time or after school, if preferred.

Work Experience

Whilst all pupils in BCS do formal Work Experience in Year 10, members of the Lower Sixth are strongly encouraged to spend one week on work experience in either the Christmas or Easter holidays that they should organise themselves.

Young Enterprise

Members of the Lower Sixth have the opportunity to participate in the Young Enterprise Scheme. In this scheme members set up their own company. Having decided what it is they wish to produce and market, the company has to acquire shareholders, keep accounts and be audited. Members are therefore assigned specific roles and duties which they carry out for the eight months of the life of the company. All this takes place under the guidance of local firms such as JP Morgan and Abbey Life. Previous companies have won several first prize awards.

Duke of Edinburgh Award Scheme

The Duke of Edinburgh Award is a highly regarded scheme as it encourages young people to maintain a breadth of interests as well as involving them in some form of service in the community.

To qualify for the award, an expedition has to be undertaken as well as three other sections to be completed: Skills, Physical Recreation and Service. Further details can be found on the website www.theaward.org regarding the range of activities and requirements for these sections. You may wish to note that it is not essential to have completed either the Bronze or Silver Award in order to undertake the Gold Award as long as the participant is at least 16 years of age and has received the necessary training to undertake such an expedition. Many of the students at BCS have taken part in the Bronze and Silver expedition parts of the scheme. However, whatever the prior experience of walking expeditions may be, students will be given training in map and compass skills, route-planning and cooking.

Trips

There will be an opportunity to join in a range of different visits such as the theatre, opera, ballet, Palace of Westminster, the Victoria and Albert Museum, the Clothes Show, the National Chamber Music competition, the British Association for Young Scientists lectures, and various Sixth Form Conferences. The Sixth Form trip to New York is most popular, as are the Modern Foreign Language exchanges and choir trips.

Extra Curricular Activities

There are many more activities on offer besides those mentioned above. University Admissions Tutors and employers are looking for people who can manage their time effectively, balancing their academic work with other commitments. The Sixth Form offers a chance to get involved in something different, either as a participant or a leader. A detailed list of the sort of extra curricular activities available at BCS is provided on separate documentation.

Physical Education

Members of the sixth form participate in a variety of activities where the emphasis is primarily on lifelong enjoyment and participation. Lessons are option based on a half term rota. The activities available are; netball, football, rugby, swimming, health related fitness, trampolining, badminton, volleyball, tennis, basketball and many more.

Leadership also plays a key part and students will be able to assume roles and responsibilities as well as undertake a national governing body award to become a sports leader.

If sufficient interest is shown we also offer sixth formers the opportunity to travel and use off site facilities e.g. surfing*.

Arrangements are made for seniors to go to the Tennis Championships at Wimbledon and other international fixtures of interest.

*A charge is made to cover specialist instruction.

BOARDING

Ambition, maturity and self-discipline will enable students to work out a proven study routine for themselves. Travelling time, external family interruptions and contemporaries may all contribute to a disjointed pattern of work; within the boarding environment a structured working regime promotes good study practices from the outset, and many students benefit considerably from working alongside others.

Many of our Sixth Formers are full boarders, but weekly and flexi-boarding is becoming increasingly popular, allowing students to take a leading role as members of the community whilst maintaining regular contact with home.

Boarders are housed in the Trevor Davis building which combines living accommodation with study areas and recreational facilities. All Sixth Form boarders benefit from single study rooms and may also use the excellent sporting facilities on site.

Sixth Form students can go out during the day, in the evenings and at weekends. This greater freedom is designed to encourage a high level of responsibility and organisation.

Boarding is also an important social experience; we like to consider the Sixth Form as a 'bridge' between school and the very different freedom of University, college or employment.

HOW TO APPLY

The application procedure for new pupils to the school and for pupils already studying at BCS, whilst similar, differs in some important respects. Both procedures are outlined below.

ENTRANCE PROCEDURE FOR NEW STUDENTS

Whenever a potential pupil expresses an interest in coming to BCS, a pack of information is delivered and a tour of the school, with a current member of the Sixth Form, is arranged. The pupil also has an informal chat with the Principal and Head of the Senior School. This process helps clarify to the pupil whether or not BCS is the right school for them. It may, therefore, lead to the submission of a Sixth Form Application form. It is preferable for applications to be received before Easter 2010 in order to allow greater flexibility of subject choice.

Whilst the tour and submission of application can happen at any time, the following events occur at certain fixed times of the year:

- **Open Evening Tuesday 10th November 2009**
An opportunity for parents and students to see the facilities available to Sixth Form students and to gain a taste of what A level study is like in subjects in which they are interested.
- **Examination for Scholarship & Bursaries**
Scholarships for entry into the Lower Sixth are by application and an agreed date with the school. They are available for: 'academic, art, performing arts, music, sport and all-round'. For further details - contact Admissions on admissions@bournemouthcollegiateschool.co.uk.
- **Taster Day**
Taster Days are arranged as necessary in order to give opportunity to experience what life at BCS is like by attending lessons and chatting with current Sixth Formers on a range of issues.
- **Option of further discussion of A level subject choices.**
The Head of the Senior School or Director of Studies are available to help students refine their choices of A level subjects.
- **Sixth Form Induction Course June/July 2010**
Not to be missed! See below for details.
- **Post GCSE Interviews August 2010**
See below for details.

ENTRANCE PROCEDURES FOR PRESENT STUDENTS

- **Initial Careers Interview September/October 2009**
Each member of Year 11 is given a brief interview regarding possible careers and A level choices.
- **Sixth Form Handbook November 2009**
Sessions are organised in Form Periods to issue the handbook, explain how to make the most of Open Evening and to introduce some of the subjects offered at A level that were unavailable at GCSE.
- **Open Evening Tuesday 10th November 2009**
An opportunity for parents and students to see the facilities available to Sixth Form students and to gain a taste of what A level study is like in subjects in which they are interested.
- **Straw Poll of likely A level subjects January 2010**
A first opportunity to indicate A level subject choices.
- **Examination for Scholarship & Bursaries**
Scholarships for entry into the Lower Sixth are by application and an agreed date with the school. They are available for: 'academic, art, performing arts, music, sport and all-round'. For further details - contact Admissions on admissions@bournemouthcollegiateschool.co.uk.
- **Sixth Form Interviews February/March 2010**
Each student has an interview with a member of Senior Staff to further refine A level subject choices in the light of mock examination results and career ideas.
- **Completion of Sixth Form Application Form no later than Easter 2010**
Completed forms to be handed to the Director of Studies. Option blocks are formed on the information contained in these forms, so it is important to identify preferences as requested.
- **Sixth Form Induction Course June/July 2010**
See below for details
- **Post GCSE Interviews August 2010**
See below for details

Sixth Form Induction Course

All potential students who are interested in joining the BCS Sixth Form are required to attend an Induction Course at the end of the Summer Term. The programme has been developed to give students an opportunity to sample life in the Sixth Form, and to spend some time investigating the courses which have been chosen for AS/A level.

- AS/A level classes give a flavour of the way subjects develop beyond GCSE. Some teachers suggest background reading matter to prepare for a crisp start in September. Others encourage serious thought about coursework.
- There are further opportunities for one-to-one guidance on AS/A level subject choice.
- There is time to learn about the successful Young Enterprise scheme and a variety of clubs and societies.
- Also included in the programme is input about Higher Education and Sixth Form life.

The Induction Course provides a valuable introduction to the BCS Sixth Form. Participants appreciate the opportunity to get to know their new peers before the start of the autumn term.

Post GCSE Interviews – The Final Choice

Interviews with Senior Staff are arranged after the publication of GCSE results in August 2010. These interviews allow final discussion of the subjects to be studied. Subject to timetabling and number constraints, changes to subject choice are still possible at this late stage.

Details of A/AS Level Courses

ART & DESIGN

Entry requirements

A good grade in GCSE art, and enthusiasm and commitment to the subject.

Examination/assessment details

AS: Candidates take units 1 and 2

A-level: Candidates take units 3 and 4

Units:

Unit	Level	Name	Assessment Objective Weighting			
			A01	A02	A03	A04
1	AS	Personal Portfolio	30	30	20	20
2	AS	Controlled Assignment	30	30	20	20
3	A2	Personal Investigation	20	20	30	30
4	A2	Controlled Assignment	20	20	30	30

Assessment Objective Descriptors

A01 Develop A02 Experiment A03 Record A04 Present

Specification

AS

Unit 1

Coursework Portfolio

A portfolio of work from starting points, topics of themes determined by their centre. Work must illustrate exploration, research, acquisition of techniques and skills.

Unit 2

Controlled Assignment

Select one starting point from examination paper, research and prepare explanatory sheets to support selected questions (3 weeks). Complete realisation of end piece (5 hours).

A2

Unit 3

Personal Investigation

Submit one major project that has personal significance. Investigation to include a related personal study that must be between 1,000 and 3,000 words.

Unit 4

Controlled Assignment

Select one starting point from examination paper, plan and prepare over three week period. Complete realisation of end piece during 15 hours of controlled time in art studio.

Comments

Art & Design is both a form of communication and a means of expression of ideas and feelings. It forms a language which complements those of the literary, mathematical, scientific and factually based subjects. It is especially concerned with the development of the mental processes involved in visual perception and aesthetic experience. Art today is an integral part of our everyday life as society is becoming more aware of the importance of design. Students must be aware of the depth of commitment, personal involvement and research which is involved in AS and A2 art. The ability to work independently and act on constructive criticism is a prerequisite of this course.

Careers

Art is recognised as an academic A-level on many degree courses and can also be pursued in its own right. Entry into the study of art is usually through a one year Foundation Course followed by a three year BA Degree course. There are also vocational courses of varying lengths and qualification. The art department is always happy to advise students on the best path to follow and give guidance when producing and presenting portfolio work

BIOLOGY

Entry Requirements

The course is challenging, so it is important to have a good grade at GCSE in Biology or Science and Additional Science. As there is a large amount of chemistry in the specification, a firm grounding in this subject is useful.

Examination Details

The course consists of four Units (two at AS, two at A2) which are externally assessed through written examinations.

Two Units (one at AS, one at A2) are internally assessed, and assess students' practical skills. The assessment uses OCR-set tasks and mark schemes.

Specification

AS Units

1. Cells, Exchange and Transport
2. Molecules, Biodiversity and Human Interactions
3. Practical Skills in Biology 1

A2 Units

1. Communications, Homeostasis Energy
2. Control, Genomes and Environment, Practical
3. Skills in Biology 2

Careers

A-level biology is acceptable for HND and degree courses leading to careers in medicine, nursing, medical laboratory sciences, forensic science, dentistry, agriculture, forestry, speech therapy, physiotherapy, occupational therapy, biotechnology, biochemistry, pharmacy, pharmacology, public health and the food industry.

Entry requirements

Students should be proficient in the use of English and in numerical skills.

Examination/assessment details

The AS component of the course will be examined in January of the Yr 12 by means of two written papers, one for each module. A2 examinations in January of Yr 13 will also comprise two written papers, again one for each module.

Specification

AS

- | | |
|---------------|--|
| Unit 1 | Planning and Financing a Business 1 hour 15 minutes
40% of the total AS mark, 20% of the total A-level marks |
| Unit 2 | People and Operations Management, 1 hour 30 minutes
60% of the total AS marks, 30% of the total A-level marks |

A2

- | | |
|---------------|--|
| Unit 3 | Strategies for Success, 1 hour 45 minutes
25% of total A-level marks |
| Unit 4 | The Business Environment and Managing Change 1 hour 45 minutes
25% of total A-level marks |

The specification is designed to convey basic information about businesses and how they work. Students are required to analyse business decisions and to evaluate firms and their place in society. The following aspects of business are emphasized – the diverse nature of business enterprises, their inter-dependence and how businesses affect and are affected by external factors.

Comments

Business studies should appeal to all students with an interest in contemporary business, economic, political and social affairs.

Visits are proposed to local and national firms and teaching will be supported by visiting speakers.

Careers

Business studies will lead to a variety of higher education courses and careers such as business management, accountancy, banking, marketing, travel and tourism, and personnel work.

CHEMISTRY

Entry Requirements

The course is challenging, so it is important to have a good grade at GCSE in chemistry or good grades in science and additional science.

Examination/Assessment Details

The AS examination comprises of a one hour written paper and a one hour 45 minute written paper. Coursework for the AS consists of four practical exercises. The A2 examination comprises a one hour written paper and a one hour 45 minute written paper. Coursework for the A2 module consists of four practical exercises.

Specification

AS Units

F321	Atoms, Bonds and Groups	Atoms and Reactions Electrons, Bonding and Structure The Periodic Table
F322	Chains, Energy and Resources	. Basic Concepts and Hydrocarbons . Alcohols, Halogenoalkanes and analysis . Energy . Resources
F323	Practical Skills in Chemistry 1	. AS internal assessment

A2 Units

F324	Rings, Polymers and Analysis	Rings, Acids and Amines . Polymers and Synthesis . Analysis
F325	Equilibria, Energetics and Elements	. Rates, Equilibrium and pH . Energy . Transition Elements
F326	Practical Skills in Chemistry 2	. A2 internal assessment

Comments

The chemistry department comprises a specialist laboratory with its own integral library. Students are provided with a personal library of general textbooks together with specialist books and booklets as well as information sheets published in house.

Careers

Chemistry is an essential qualification for those considering careers in medicine, pharmacy, dentistry, pharmaceuticals and the chemical industry. It is also valuable in relation to teaching, the food industry, agriculture and the biological sciences.

Entry Requirements:

This course builds upon the knowledge, understanding and skills of KS3 and KS4 Design Technology. It is recommended that the candidates have some previous experience in Design and Technology and have attained communication and literacy skills at a level equivalent to GCSE grade C in English.

Summary of Units:

AS level: HO53

Unit 1: Advanced Innovation Challenge (20%)

Unit 2: Product Study (30%)

A level: H453

Unit 3: Design, Make and Evaluate (30%)

Unit 4: Product Design Exam Paper (20%)

Description of Units:

1. *Advanced Innovation Challenge*

Pupils take part in a timed seven hour, design challenge based on a pre-released theme, under examination conditions in the workshop. The challenge consists of research, a workbook, a modelling exercise and a written paper.

2. *Product Study*

This is a coursework unit. It consists of product analysis and product development, prototype modelling and testing. The candidate chooses the commercial product for this exercise.

3. *Design, Make and Evaluate*

Candidates are required to produce a coursework portfolio and practical project that demonstrates their designing, making and evaluation skills. They must demonstrate creativity, flair and innovation that can be assessed against the assessment criteria.

4. *Product Design Exam Paper*

This is a paper that consists of two components. Candidates will be able to select questions on a particular focus material area e.g. wood, metal and plastics. It will assess the ability of the candidate to make immediate design thinking responses to a given situation.

General Comments:

This course offers candidates the opportunity to study, propose and make prototype solutions closely linked to the real world of product manufacture in a range of materials. It also includes the designers' responsibilities to society and the current debate on environmental issues

DRAMA & THEATRE STUDIES

Entry Requirements

Students should have GCSE Drama at grade C or above. In exceptional circumstances students would be considered if they have demonstrated an interest in and aptitude for drama during their school career, as well as the ability to deal critically with drama texts.

Examination/Assessment details

AS: Candidates take units 1 and 2

A-level: Candidates take units 1, 2, 3 and 4

Unit	Level	Name	Duration	Weighting	
				AS	A-level
1	AS	Live Theatre Production seen and prescribed play	1 hour 30 minutes	60%	30%
2	AS	Presentation of an extract from a play		40%	20%
3	A2	Further prescribed plays including pre-twentieth century	2 hours		30%
4	A2	Presentation of revised drama			20%

Specification

AS:

Unit 1: Live theatre production seen and prescribed play

A – response to live theatre

B – study of one set play

Unit 2: Practical – presentation of an extract from a play

A2:

Unit 3: Further prescribed plays including pre-twentieth century

A – study of pre-twentieth century plays

B – study of twentieth century plays

Unit 4: Presentation of devised drama

Comments

This course will develop your practical theatrical skills and provide you with a sound theoretical base from which to work. You will extend your skills of evaluation and analysis, and build your self-confidence. There will be theatre visits as available and appropriate.

Careers

Drama & Theatre Studies is a popular choice at university. Through it can obviously lead to an acting career, the presentation skills and confidence it develops are invaluable in business, law, management, personnel and a whole range of careers.

ENGLISH LITERATURE

Entry requirement

A good grade at GCSE in both English Language and English Literature is desirable.

Examination/Assessment details

AS: Candidates take Units 1 and 2
A-level: Candidates take Units 1, 2, 3 and 4

Unit	Level	Name	Duration	Weighting	
				AS	A-level
F661	AS	Poetry and Prose 1800-1945	2 hours	60%	30%
F662	AS	Literature post-1900	Coursework	40%	20%
F663	A2	Drama and Poetry pre-1800	2 hours		20%
F664	A2	Texts in Time	Coursework		20%

Specification

Unit 1: Critical analysis of poetry and set prose text from this period focusing on narrative methods and effects and links to other readers' interpretations. The unit builds on literary skills developed at GCSE and extends understanding and analytical techniques in preparation for A2.

Unit 2: As part of coursework, candidates can choose to complete a close critical analysis of a section of their chosen text and to develop further their literacy skills. Candidates have the opportunity to explore texts informed by other readers' interpretations, which opens up perceptions on the role of author and reader.

Unit 3: Candidates can also explore connections and comparisons between literary texts, referring to one drama and one poetry text from the period. This encourages the development of further literary understanding and evaluation.

Unit 4: This unit allows learners to fully develop research skills and synthesise their knowledge and understanding in an extended individual study of literary texts across genres. Candidates have the opportunity to conduct study and research over a sustained period of time: good preparation for independent study at HE.

Comments

During the course you will develop your ability to think, talk, and write critically about literature and ideas. You will be encouraged to develop your own ideas and argue your own case. You do not have to agree with the staff, so long as you are able to support your own ideas well.

Careers

An English degree course can be followed at most universities and teacher training colleges. Whilst not a directly vocational degree, an English degree can lead into journalism, advertising, or teaching, to name but three of the more obvious areas. In addition to this, a degree in English demonstrates the ability to think analytically and creatively which is required in many fields, even those as seemingly unrelated to the subject as, for example, accountancy.

GEOGRAPHY

Entry requirements

Candidates should be enthusiastic, have an enquiring mind and enjoy geography. A good grade in GCSE geography is preferable but not essential. In addition they should have a good grasp of the English language and mathematics.

Examination details – OCR A Level

Unit	Level	Name	Duration	Weighting	
				AS	A2
1	AS	Managing Physical Environments	1½ hours	50%	25%
2	AS	Managing Change in Human Environments	1½ hours	50%	25%
3	A2	Global Issues	2 hours		30%
4	A2	Geographical Skills	1½ hours		20%

Specification

Managing physical environments: river environments, coastal environments, cold environments, hot and semi arid environments.

Managing change in human environments: managing urban change, managing rural change, the energy issue, the growth in tourism.

Global issues: candidates will study two options modules based on both environmental and economic issues.

Geographical skills: candidate's skills are developed through identifying geographical questions and developing skills around these.

Comments

The specification offers a strong foundation in both physical and human geography and some practical skills. It addresses many themes that are important in the new millennium such as concern for the environment and an appreciation of global change and inequalities. Students will be expected to take an active part in lessons and to read as widely as possible. Regular reading of a quality newspaper is advised and wherever applicable current TV documentary programmes and films are referred to.

Careers

Geography bridges the divide between arts and sciences and may profitably be studied in combination with a wide range of other subjects. The knowledge and variety of skills which are developed and practiced in Advanced Subsidiary and A-level geography provide the student with wide ranging opportunities for Higher Education and careers. It is viewed favourably in Higher Education, and is accepted as a physical science for courses such as medicine, dentistry and environmental science. A degree in geography may lead to a variety of careers: environmental management, town and country planning, landscape architecture, education, scientific research, communications, market research and recreational management.

HISTORY

Entry Requirements

Candidates should have a good GCSE grade (usually grade C or above) in order to study this subject at AS or A2 level. They should be enthusiastic, prepared to read widely and be willing to contribute in lessons.

AQA AS Level History (Award Code: 1041)

	<u>TITLE</u>	<u>EXAMINATION</u>
UNIT 1 HIS1M	USA 1890-1945 Students study the impact of a variety of factors and events on American society including Prohibition, mass immigration, World War I and World War II, Wall Street Crash, Ku Klux Klan and the Red Scare	LENGTH: 1 HOUR 15 MINUTES (72 marks) (50% - AS) (25% - A2) Candidates answer two essay questions
UNIT 2 HIS2P	The Campaign for African American Civil Rights in USA 1950-1968 Students consider the role of African American Civil Rights leaders e.g. Martin Luther King, Malcolm X as well as other factors which led to the Civil Rights Act of 1964 and the diversification of the movement thereafter	LENGTH: 1 HOUR 30 MINUTES (72 marks) (50% - AS) (25% - A2) Source question and essay question

AQA A2 Level History (Award Code: 2041)

UNIT 3 HIS3M	The Making of Modern Britain, 1951–2007 This unit promotes an understanding of change and continuity over approximately 50 years of British history. Students will study key events in depth, candidates will be able to demonstrate an understanding of important individuals such as Macmillan, Wilson, Thatcher and Blair as well as the enduring debate over European involvement.	LENGTH: 1 HOUR 30 MINUTES (30% - A Level) Two essays from a choice of three
UNIT 4	Coursework Whilst there are some restrictions of content to avoid overlap of Units 1-3, this coursework is essentially one of student choice. It must be set in the context of 100 years and be around 3500 words long.	(20% - A Level)

Comments

Candidates will be taught to think logically, organise large amounts of information and analyse events carefully. They should be prepared to question and discuss in class and listen to others' opinions. Candidates should be able to evaluate conflicting evidence and be able to recognise bias and distortion of the truth. Above all, the AS and A2 courses will cover a wide range of academic spectrums from the development of modern America to the impact of Margaret Thatcher on late 20th Century society. Universities look favourably on A2 history as it provides excellent experience for undergraduate courses.

Careers

There are obvious and direct links with careers in teaching, museums and libraries. Employers also appreciate the skills developed through the study of history in the following careers; journalism, law, civil and local Government service, estate agency, estate management and planning, medicine, business, banking, finance, public relations and television.

Entry requirements

A good grade at GCSE home economics: food and nutrition or food technology is preferable, although it is possible to follow the course without a GCSE in this subject. It would be an advantage to have studied biology, chemistry or science and additional science to GCSE.

Examination/Assessment details

AS: *Candidates take Units 1 and 2*

A-level: *Candidates take Units 1, 2, 3 and 4*

Unit	Level	Name	Duration	Weighting	
				AS	A-level
1	AS	Society and Health	1 hour 30 minutes	50%	25%
2	AS	Resource Management	1 hour 30 minutes	50%	25%
3	A2	Nutrition & Food Production	1 hour 30 minutes	-	25%
4	A2	Coursework	1 x 3000 words	-	25%

Specification

The AS course consists of three components:

Unit 1: Society and health - demography, family and society, contemporary issues, environmental issues, social welfare and community health issues.

Unit 2: Resource Management – food provision, selection and purchase of food, food safety and hygiene, food consumption patterns, consumer rights and income and expenditure.

The A2 course consists of three further components – two units from:

Unit 3: Nutrition & Food Production – nutrients and energy, nutritional and dietary needs of different groups and developments in the food industry

Unit 4: Coursework based on Unit 1, 2 or 3. In this unit the candidate selects their own content and develops their own task.

Comments

Home Economics A-level covers a variety of traditional topics as well as many new, exciting ones such as environmental issues. All the areas of study will be useful in everyday life as well as providing a good basis for a range of higher education courses. Written work and coursework is supported and enhanced by practical, experimental and investigative work as well as visits and talks from outside speakers.

Careers

A wide variety of degree and other courses are available to students with this AS or A-level qualification. It is a useful subject to have studied for the following careers: dietician, nutritionist, food chemist, technologist or stylist, food management, hospitality or hotel management, teaching, consumer protection, nursing, social work, leisure and tourism.

Entry Requirements

A good grade at GCSE Mathematics, at higher level (only two levels for GCSE now Foundation level is not enough). Further Mathematics may only be taken in conjunction with Mathematics.

Examination/Assessment details

The course follows the OCR specification for Mathematics A/AS level. Each unit will be assessed by a 1 hour 30 minute paper. There are two examination sessions each year, in January and June.

The scheme of assessment allows for certification of the following:

- Advanced Subsidiary GCE Mathematics (three units);
- Advanced Subsidiary GCE Mathematics and Advanced Subsidiary GCE Further Mathematics (six units);
- Advanced GCE Mathematics (six units);
- Advanced GCE Mathematics and Advanced Subsidiary GCE Further Mathematics (nine units);
- Advanced GCE Mathematics and Advanced GCE Further Mathematics (twelve units);
- Advanced Subsidiary GCE Pure Mathematics (three units);
- Advanced GCE Pure Mathematics (six units).

Specification

Summary of content for each unit

Pure Mathematics:

- C1 : Indices and surds ; polynomials ; coordinate geometry and graphs ; differentiation.
 C2 : Trigonometry ; Sequences and series ; Algebra ; Integration.
 C3 : Algebra and functions ; Trigonometry ; Differentiation and integration ; Numerical methods.
 C4 : Algebra and graphs ; Differentiation and integration ; Differential equations ; Vectors.
 FP1 : Summation of series ; Mathematical induction; Roots of polynomial equations ; Complex numbers ; Matrices.
 FP2: Rational functions and graphs; Polar coordinates; Hyperbolic functions; Differentiation and integration; Numerical methods.
 FP3: Differential equations; Vectors; Complex numbers; Groups

Mechanics:

- M1: Forces and equilibrium; kinematics of motion in a straight line; Newton's laws of motion; linear momentum.
 M2: Equilibrium of a rigid body; motion of a projectile; centre of mass; energy, work and power; uniform motion in a horizontal circle; coefficient of restitution and impulse.
 M3: Impulse and momentum; Hooke's law; motion in a vertical circle; simple harmonic motion; linear motion under a variable force; equilibrium of rigid bodies in contact.
 M4: Relative motion; centre of mass; moment of inertia; rotation of a rigid body; stability and oscillations

Probability and Statistics:

- S1: Representation of data; discrete random variables; probability; bivariate data.
 S2: Samples; statistical inference; continuous random variables; the Normal distribution.
 S3: The Poisson distribution; linear combinations of random variables; difference of population means and proportions; chi-squared tests; non-parametric tests.
 S4: Probability; continuous random variables; probability generating functions; moment generating functions; estimators; discrete bivariate distributions.

Decision Mathematics:

- D1: Algorithms; graph theory; networks; linear programming.
D2: Game theory; network flows; matching and allocation problems; critical path analysis; dynamic programming.

Comments

Mathematics is a most versatile and highly regarded subject at Advanced level. As well as combining traditionally with the sciences, many universities now have courses in, for example, mathematics with modern languages, mathematics and psychology, mathematics and music, to name but a few.

As the number of schools and colleges offering AS and A2 Further Maths increases, more Universities are looking for students studying the subject at this level. Please speak to the Maths teachers here to discuss your career path and whether AS Further Maths would benefit your university application.

Careers

Pure Mathematics is a valuable foundation for further study in many other subjects and for many careers. These include accountancy, architecture, banking, electronics, teaching, the actuarial profession, insurance, finance, local government, meteorology, quantity surveying, radiography and pharmacy.

Mechanics will be of value in the many branches of science and engineering, including aeronautics and forensic science.

Statistics deals with the analysis of data and its application in a variety of fields including medicine, economics, market research, insurance, geography, biology, chemistry, social science and agriculture. The course will be of value to anyone following a discipline that involves the statistical analysis of data at some stage in its development.

Further Mathematics is of relevance, in particular, to all students who wish to take a degree with a substantial mathematical content, eg mathematics, physics, mechanical engineering, electronic engineering, and aeronautics.

You will learn how and why media products take the forms they do, by analysing magazine covers, film trailers, adverts and popular TV genres such as soaps and sitcoms. You will also discover how these products are interpreted by audiences, how the industries are regulated, and how media-related issues are debated. And you will learn to use a whole new media "language" and study semiotics to be able to deconstruct popular culture.

In the practical part of the course, you will have the opportunity to create media products of your own which may include a trailer for a film, the opening of a new sitcom, a web page, a magazine, an advertising campaign. In the second year you will study two or three media industries in depth. The coursework consists of an extended research essay and production piece (either a film-making sequence, magazine cover etc) which gives you the chance to learn the skills of original media research.

Units are assessed as follows:

AS units

- MS1 Media Representations and Responses: unseen analysis paper and examination (50% of total grade)
- MS2 Media Production Processes: coursework (50% of total grade).

A2 units

- MS1 Media Investigation and Production: coursework (50% of total grade).
- MS2 Text, industry and audience: unseen analysis paper and examination (50% of total grade)

Entry requirements

A good grade in GCSE French.

Why Study French At A Level?

- French is globally spoken by about 80 million people as a first language.
- It is an official language in 29 countries and of all United Nations agencies and a large number of international organisations.
- Many universities offer courses with a language. This gives you the chance to gain international experience.
- Being fluent in a language makes you more employable and generally you will earn more.
- You can learn about other people and cultures and you gain excellent communication skills.

AS Topics

Media	television, advertising, communication technology
Popular Culture	cinema, music, fashion/trends
Healthy living/lifestyle	sport, health and well-being, holidays
Family/ relationships	relationship within the family, friendships, marriage/ partnerships

A2 Topics

Environment	pollution, energy, protecting the planet
The multicultural Society	Immigration, integration, racism
Contemporary Social issues	wealth and poverty, law and order, impact of scientific and technological progress

Plus - Two of the four cultural topics

Cultural topics

- Study of a target language speaking region/community
- Study of a period of 20th century history
- Study of a novelist, dramatist or poet
- Study of a director, architect, musician or painter

AS	Unit 1	Listening, reading and writing	2 hours
AS	Unit 2	Speaking	35 minutes
A2	Unit 3	Listening, reading and writing	2½ hours
A2	Unit 4	Speaking	35 minutes

Entry requirements

A good grade in GCSE Spanish is required to study this course.

Why study Spanish A level?

- Spanish is spoken by at least an estimated 350 million people around the world and is currently the 4th most commonly spoken language worldwide.
- Spanish together with English and Chinese will be the most widely spoken languages in the future.
- Internationally, people who speak Spanish often have opportunities to work in trade and business fields, tourism, diplomacy, teaching, etc.
- Many students choose to study A levels because they know they want to go to University or College to study for a Foundation or Honours Degree. However, A Levels are also a useful career qualification as they show employers you are capable of study at an advanced level.
- This course will be of interest to you if you have a natural interest in the Spanish language and Spanish speaking cultures. It will encourage you to widen your horizons on a variety of contemporary issues that are rooted in the target language countries.

AS TOPICS:

MEDIA	television, advertising, communication technology
POPULAR CULTURE	cinema, music, fashion/trends
HEALTHY LIVING/LIFESTYLE	sport, health and well-being
FAMILY/ RELATIONSHIPS	relationships within the family, marriage, partnerships

A2 TOPICS:

ENVIRONMENT:	pollution, energy, protecting the planet
THE MULTICULTURAL SOCIETY:	Immigration, integration, racism
CONTEMPORARY SOCIAL ISSUES:	wealth & poverty, law & order, impact of scientific & technological progress

PLUS – two of the four cultural topics

- Study of a target language speaking region/community
- Study of a period of 20th century history
- Study of a novelist, dramatist or poet
- Study of a director, architect, musician or painter

Assessment Units

AS	Unit 1	Listening, reading and writing	2 hours
AS	Unit 2	Speaking	35 minutes
A2	Unit 3	Listening, reading and writing	2 ½ hours
A2	Unit 4	Speaking	35 minutes

MUSIC

Entry requirements

GCSE music provides a good foundation for AS and A-level in music. Candidates also need to be able to play either one or two instruments to a good standard (approximately Grade 4).

Examination/Assessment details

Board: OCR

Unit	Level	Name	Weighting
1	AS	Performing (OCR-assessed)	40%
2	AS	Composing (teacher-assessed)	30%
3	AS	Introduction to Historical Study (2 hour examination)	30%
4	A2	Performing: (OCR-assessed)	40%
5	A2	Composing (teacher-assessed)	30%
6	A2	Historical and Analytical Studies (2 hr examination)	30%

Specifications

- Unit 1** Performing solo performance (up to 8 mins)
One of: a second instrument, or
duet or ensemble, or accompanying (2 – 4 mins), or
performing own composition (2 – 4 mins), or improvising
- Unit 2** Composing
Section A Harmonising melodies
Section B Composing or arranging
- Unit 3** Introduction to Historical Study
Questions on recorded extracts of music, orchestral scores, jazz repertoire and background knowledge
- Unit 4** Performing: Recital (up to 15 mins)
- Unit 5** Composing
Section A Harmonising
Section B Composing
- Unit 6** Historical and Analytical Studies
Questions on recorded extracts of music and a prescribed topic.

Comments

The specification encourages study of the widest possible range of music from folk, popular, jazz and classical traditions.

Careers

Students studying music in the sixth form in recent years have gone on to read for a wide range of degrees in a variety of subjects. Possible careers which might grow directly from a music degree are arts administration, teaching, performing, composing or sound engineer, but many music graduates go into all sorts of other professions, such as accountancy, law and management. Music is a highly employable subject given the transferable social, technical, creative and verbal skills developed by its study – not to mention the evidence of commitment provided by those long hours of practice.

Entry requirements

There are no specific entry requirements for this subject although a grade B or above in English, History or Religious Studies would be desirable. However, the ability to evaluate and analyse opinions and rationalize your own ideas is essential.

Examination/Assessment details

All four A level modules are assessed by examination. They cover different aspects of a variety of philosophical topics including philosophy of mind, political philosophy, philosophy of religion, epistemology and morality and ethics.

Specification

AS/A2 philosophy allows students to gain a thorough grounding in key concepts, themes, and techniques. It also allows them to improve and develop their ability to reason, form judgments, express themselves coherently and critically and evaluate philosophical texts.

Topics covered at AS level include:

Unit 1: Morality, personal identity, reason and experience and the idea of God.

Unit 2: Freewill and determinism, tolerance knowledge of the world and the value of art.

Topics covered at A2 level include:

Unit 3: Key themes in Philosophy. Students choose **two** themes from:

Philosophy of mind; political philosophy; epistemology; morality and philosophy of religion.

Unit 4: Philosophical problems. Students study **one** key text from a variety of options. The philosophers studied include: Hume; Plato; Mill; Descartes and Nietzsche.

Careers

A qualification in Philosophy is especially valuable for those whose chosen career will involve working with others, for example journalism, law, education, social work, medicine, the armed forces and the police. It is also a highly regarded qualification for entry into higher education.

This is an established course with a structure to fit the nature of sport today. The AS year builds upon prior learning at GCSE level with 60% theory and 40% practical workload. The focus of the two-year course is to develop the students' knowledge and skills in a number of key areas: **the coach/leader**, the **performer**, and the **official**.

These roles form the foundations for the practical aspects of the course and provide the focus for the delivery of the theory content. The course is well balanced and tailored to careers in the sport industry, it is practically challenging whilst retaining all of its academic rigour.

Advantages of the A level in Sport & PE

- Prepares young people for the careers in the sport's sector and industry.
- Presents students with exercise science based knowledge that could lead to higher learning in sports science, sport medicine, coaching or PE teaching.
- Provides education and training for sports related personnel who are employed in a variety work relating to fitness, coaching and outdoor pursuits.
- The coursework/examination/practical structure of the course meets all learners needs and aspirations.

Is this course suitable?

The entry requirements for this course are 5 GCSE's at A-C or equivalent. This course is a natural progression from GCSE studies so a background in GCSE PE would be useful but not essential. A grade C or above in GCSE science is a minimum requirement to study the course due to the scientific nature of some of the modules. All students on this course will gain the knowledge and skills necessary to study sport at degree or higher education level.

Entry requirements

The physics AS and A-level course is challenging and it is therefore important to have a good pass in GCSE physics or science. A good grade in GCSE mathematics is also advisable. We follow the OCR Physics A specification.

AS qualification (summer 2010)

Unit 1 covers foundation aspects of physics including forces, and motion. This is assessed in a 1 hour exam.

Unit 2 covers electrons waves and photons. This is assessed in a 1 3/4 hour exam.

Unit 3 is practical in nature and is assessed by practical tasks of a qualitative, quantitative or evaluative nature. These are set by the examination board.

A-level qualification (summer 2011)

This consists of three additional units:

Unit 4 covers more advanced aspects of forces and motion such as circular motion, oscillations and energy. This is assessed in a 1.5 hour exam.

Unit 5 covers modern physics and applications of physics in the modern world.

Unit 6 is again based upon practical tasks set by the examination board.

Summary of units

AS EXAMINATION H158		A-level examination H558	
1 hour	Unit 1 30% of AS level 15% of A-level	1 hour	Unit 4 15% of A-level
1 3/4 hour	Unit 2 50% of AS level 25% of A-level	1 3/4 hours	Unit 5 25% of A-level
Practical Tasks	Unit 3 20% of AS level 10% of A Level	Practical Tasks	Unit 6 10% of A-level

Comments

Physics is a subject that influences every aspect of our lives, from transport to communications, from work to leisure, from medical research to music. Physics supports other science and mathematics qualifications but can be studied separately. The new specification covers topics from cosmology through to sub-atomic particles and numerous other areas. Physics will play a vital role in the technological advances which will be made in the 21st century.

Careers

Physics is a valuable subject for those wishing to study engineering, medicine, information technology, mathematics and many others. Physics qualifications enable you to continue with scientific disciplines, teach or use your skills in industry.

In addition, the analytical and logical skills acquired studying Physics are prized in banking, financial services and management.

Entry requirements

It is not necessary to have gained a GCSE qualification in psychology and no prior knowledge of psychology is necessary. An interest in discovering more about the subject is sufficient and an A*-C grade pass in English, mathematics and a science at GCSE are desirable. Students should be enthusiastic, prepared to read widely and willing to contribute in classes.

Examination/Assessment details

There are two units of study for the AS course, all of which are assessed by summer examination. The A2 course consists of two further units, both of which are assessed by examination. This consists of a variety of options which build upon the topics covered during the first year.

Specification

AS: Unit 1: Cognitive and Development at Psychology –

- Short-term and long-term memory; models of memory; eyewitness
- Critical issue: eyewitness testimony and reconstructive memory.
- The development and variety of attachments; deprivation and privation; day care and its effects on social and cognitive development.
- Research methods – experiments, observations, survey, interviews, correlational analysis.

50% of the total AS marks or 25% of the total A level

Unit 2: Physiological Psychology and Individual Differences (Psychopathology) and Social Psychology

- Stress as a bodily response; sources of stress.
- stress related illness: stress management.
- Defining psychological abnormality; biological and psychologically models of abnormality.
- Conformity and minority influence; obedience to authority;
- ethical issues in psychological research.

50% of the total AS marks or 25% of the total A Level

A2: Unit 3: Introduction to approaches, issues and debates.
There are a variety of options available, of which three are studied and these include:
Sleep, Perception, Relationships, Aggression, Eating behaviour, Gender and intelligence, Learning and cognition.

Unit 4: Psychopathology, psychology in action and research.
Students once again have a choice of a variety of topics and study **one** topic from 3 in each area. These include:
Schizophrenia, Depression and phobic disorders, Media, Addiction and Anomalistic psychology

Careers

There are a wide variety of career options in psychology and these include education, forensics, teaching, sport, health, occupational , counselling and clinical psychology.

Entry requirements

It is not necessary to have studied this subject at GCSE but it is important to have an open, enquiring mind. The course is open to those of any religious faith, or none. The ability to evaluate and analyse others opinions is essential. Therefore a Grade C or above in English, History, or R S would be useful.

Examination/Assessment details

The two AS modules are assessed by examination. At A2 candidates will study a further two modules which build upon those begun at AS level and which explore the connection between these two areas of study.

Specification

AS/A2 Religious Studies offers students the opportunity to explore perennial issues with a focus on those aspects of religion which interest them most. A variety of transferable skills are developed during the course. These include independent research, leading a seminar, discussion, critical evaluation, textual analysis and essay writing.

Careers

A qualification in Religious Studies is especially valuable for those whose chosen career will involve working with others, for example teaching, police, social work, medicine, armed forces, law etc. It is, of course, a recognized qualification for entry into higher education.