

Our Sixth Form



Welcome to John Colet School

I am delighted that you are interested in Sixth Form study here at John Colet School. We are proud of our Sixth Form students who are a credit to the school and uphold the high standards and expectation that we expect of all our students. Our Sixth Form students are seen as role models for our younger students and they are actively involved in all aspects of school life.

We pride ourselves on the quality of our teaching and the combination of A Level and Btec courses to ensure that students study courses that suit their learning style so that they can reach their potential.

Academic progress and attendance are regularly monitored and students are supported through tutorial sessions and mentoring to prepare them for university and employment.

John Colet is a dynamic and successful school with a reputation for strong academic and all-round education. A talented team of colleagues work hard to provide all students with the best opportunities to be successful within a focused and supportive environment. Students are valued as individuals, helped to achieve their full potential and make the most of their ability. We are proud that John Colet is a happy school, where students and

teachers enjoy learning together.

Supporting our curriculum provision is a comprehensive extra-curricular and enrichment programme. We encourage students to become involved in a range of activities, notably music, sport, drama, dance, Inter form events, community service and fundraising for charitable causes. The learning that takes place helps our students to be confident, self-assured, caring, active and well-rounded citizens who contribute to society.

At John Colet we are able to offer the best of all worlds: knowledgeable, experienced teachers committed to ensuring every student succeeds, development of wider academic, social and moral skills, dedicated support and guidance, all within a vibrant and nurturing school environment.

Miss Sarah Palmer

Acting Head Teacher

ASPIRATION

When you join our sixth form, you will be encouraged to stretch your academic and social horizons. Students can choose from a range of BTEC and A Level subjects, delivered by experienced and nurturing staff.

Through open dialogue with teaching staff and tutors, we ensure students have the support they need to achieve their academic goal and secure their future aspirations. This may involve assistance with university entrance, apprenticeships, or preparing students for the world of work through work shadowing.

UCAS support is given to both students and parents to ensure this process is as smooth and successful as possible. Every year, many of our students are accepted in university courses including those from the Russell Group. Others join management traineeships or similar training programmes with top employers after leaving us.

The Visiting Speaker Programme is diverse and enables students to gain insight into the various careers and opportunities available to them in later life.





ACHIEVEMENT

In order to support progress, we ensure that effective study skills are nurtured in our students. This includes timetabled supervised study periods, academic tutor mentoring and guidance from our teachers throughout the year to help our students stay on track and achieve their goals.

Additionally, we offer all students participation into the Elevate study skills programme in September to develop their self-awareness as learners and maximise their learning power.

Our John Colet Learning Journal is designed to ensure students complete and record meaningful and enriching independent research, which often contributes to students developing a real passion for their chosen subjects. This journal is taken to every lesson and regularly discussed with peers and staff.

Our PSHE programme guides students through issues that may impede their progress whilst covering academic skills such as Harvard referencing and using online academic resources.

Parents are continually informed regarding progress through parents' evenings and reports to enable them to fully support their children and the school. Achievement is celebrated through termly student awards, giving the school the opportunity to recognise their hard work.

ENRICHMENT

Although we strive for academic achievement for all, there is certainly more to John Colet Sixth Form than just study.

Year 12 have the opportunity to develop their teamwork skills and public speaking during their bonding day in September. This will enhance their future classwork and prepare them for post-18 interviews.

We support one university visit each year for our students as well as organising a trip to a university in order for students to experience what it is like to study in higher education. We also have a designated information area for sixth form students to provide regularly updated opportunities for work experience and courses to supplement their learning with us. Every year two students are selected to represent John Colet in a visit to Auschwitz. Every two years, students can also take part in World Challenge; the 2018 trip will be to Nepal. We feel it is imperative to help develop the whole person so that they are prepared to take an active role in society and make a positive contribution to their community, challenging and developing every part of our students.

The hugely important Safe Drive Stay Alive programme visits to ensure our students are knowledgeable and sensible when they take to the road.

Finally, our Sixth Form Council is an integral part of sixth form life and they use this forum to organise social and fundraising events across the school. Over the years our students have raised thousands of pounds for 'Help the Heroes', 'Air Ambulance', 'Ian Rennie Hospice' and 'Hearing Dogs for the Deaf'. After all their effort, our students also get to take part in our popular 'Sports Day with a Difference' which is an unforgettable experience for all involved!



LEADERSHIP

We are very aware that the future is changing exponentially and it is vital that we embed transferable skills within our students. Through our development of their leadership we hope to foster professionalism, responsibility, empathy and perseverance.

All students in our sixth form take part in our community service programme where activities are selected for both their enrichment of the wider school community but also for the skills they develop within our sixth formers. These activities include:

- o Subject ambassadors, where students get the opportunity to promote a subject of their choice and work with lower years to support their learning.
- o Mentoring younger students, developing our sixth formers' ability to empathise with, organise and coach other pupils.
- o Toe by Toe reading, assisting younger students improve their reading skills.
- o Prefects who represent the school at a number of events and complete lunch and break duties once a week.

Several students also organise their own community service, linking it where possible to future career choices.

All our students assist the school at the school open evening for potential year 7s in September. This event really marks their transition into young adults in our school, working alongside staff to share what they are proud of.

We also have a strong head student team, where the students face a rigorous selection process. The students then represent the school at a number of events and work with the wider school community to improve standards and lead by example. This clearly develops their leadership skills and is something Year 12 students can aspire to.

FACILITIES

- Sixth Form Study Room
- Sixth Form Common Room
- Designated Sixth Form Library area
- Seminar Rooms
- Use of Multi Gym
- Use of Sports Hall and MUGA
- Music Practice Rooms



SUBJECT SPECIFIC ENTRY REQUIREMENTS

SUBJECT	QUALIFICATION	SUBJECT SPECIFIC REQUIREMENTS	OTHER REQUIREMENTS
ART	A LEVEL	Grade 4 in GCSE Art	
ART AND DESIGN TECHNOLOGY	BTEC	Grade 4 in an Art, Photography or Technology	
BIOLOGY	A LEVEL	Grade 6 in Biology, grade 5 in Chemistry and Physics	Grade 4 in Maths and an English GCSE
BUSINESS	A LEVEL	Grade 4 in Maths and an English	
CHEMISTRY	A LEVEL	Grade 6, in Chemistry and grade 5 in Biology and Physics	Grade 4 in Maths and an English GCSE
ENGLISH LITERATURE	A LEVEL	A grade 4 and a grade 5 in GCSE English Language and English Literature	
FILM STUDIES	A LEVEL	A grade 4 and a grade 5 in GCSE English Language and English Literature	
FINANCIAL STUDIES	A LEVEL	Grade 4 in Maths and an English	
GEOGRAPHY	A LEVEL	Grade 6 in Geography	
HISTORY	A LEVEL	Grade 6 in History	Grade 5 in Maths and an English GCSE
ICT	BTEC	Grade 4 in Maths and an English GCSE	
MATHEMATICS	A LEVEL	Grade 6 in Mathematics	
MEDIA STUDIES	A LEVEL	A grade 4 and a grade 5 in GCSE English Language and English Literature	
PHOTOGRAPHY	A LEVEL	Grade 4 in Art or Photography	
PHYSICAL EDUCATION	BTEC	A grade 4 in Science and English	
PSYCHOLOGY	A LEVEL	Grade 5 in Double/Triple Science and a Grade 5 in an English	Grade 5 in Maths
SOCIOLOGY	A LEVEL	A grade 4 in an English and in one or more of History, Geography or RE	

All students must also achieve the minimum entry requirements to study in John Colet Sixth Form.

ADVANCED LEVELS 2018

Admissions for Year 12 2018-2019

All students who apply to join John Colet Sixth Form studying A Levels and BTECs must achieve 5 A*-C/ grades 9-4 in separate subjects AND must meet the grade entry requirements for their chosen subjects. One BTEC OCR National qualification will be counted as one GCSE in one subject. GCSE grades cannot be considered at D/3 or below even if re-marks are requested.

- Entrance requirement into the Sixth Form will be a minimum of 20 points from 5 subjects which cannot be below a grade C or grade 4.

Traditional Grade System with allocated points:

A*	8.5
A	7
B	5.5
C	4
D	3
E	2
F	1.5
G	1
U	0

New Grade System

9	9
8	8
7	7
6	6
5	5 Good pass
4	4 Standard Pass
3	3
2	2
1	1

Studying with John Colet Sixth Form

- Any student who does not have a grade 5 in Maths or English will continue studying these subjects until at least a grade 5 has been achieved.
- All students must select three subjects to study from year 12 throughout their time in sixth form until the end of year 13.

The Extended Project Qualification

The Extended Project Qualification (EPQ) will be offered as an additional level 3 qualification for exceptional students wishing to take a fourth option in Year 12

Students are required, with appropriate supervision, to:

- choose an area of interest
- draft a title and aims of the project for formal approval by the centre
- plan, research and carry out the project
- deliver a presentation to a non specialist audience
- provide evidence of all stages of project development and production for assessment.

The EPQ is a well respected qualification by universities and other educational institutions.



THE CURRICULUM AND STUDENT SUBJECT CHOICE FOR 2017/ 2018

Monday 21 November 2017 'Into the Sixth Evening'

Parents and students are strongly recommended to attend this evening. All subjects will have a display table manned by the Subject Team Leaders and subject teachers. This evening gives parents and potential students the opportunity to discuss with teachers the details of the course and decide whether their skills and aspirations match the courses offered. Additionally, all subjects are represented by students currently studying in our sixth form who are able to offer real insights to potential John Colet sixth formers.

December 2017

Expressions of Interest Form to Form Tutor from year 11 students by Wednesday 6 December 2017.

January 2018

Students are asked to make formal, initial choices by Monday 22 January 2018. **This is an important deadline.**

All Year 11 will take part in informal interviews, along with external applicants, conducted by members of the Senior Leadership Team.

May 2018

Successful applicants receive a letter offering them a provisional place, just before the beginning of Year 11 study leave in the summer term.

August 2018

GCSE results day Students will be able to discuss with senior leaders the impact of their results on their Post 16 course choices. The day after results day a senior leader will be available to meet to discuss subject choices for any external students who require guidance.

September 2018

A student's subject choice can be reviewed in the light of GCSE results issued in August, and during the two day **Sixth Form Induction process** in September prior to the term starting. It is compulsory that you are able to attend the important induction days in September before the start of the Summer term. Please note that the majority of subjects require a grade 4 or above in English Language; check individual subject requirements.

October 2018

All students will complete assessments in every subject they are taking in the first week in October before the end of the first learning cycle. This assessment is a measure of independent learning and work ethic which are key to success at A Level. Students who do not pass the majority of assessments will have a highly structured level of support put in place.

PLEASE NOTE that some courses may not run if there are insufficient student numbers.

THE HOME/SCHOOL CONTRACT

At the start of the academic year each student and parent will sign a contract with the school to agree to the fundamental ground rules on matters such as dress code, use of mobile phones and ipods etc. Sixth Formers enjoy a greater degree of freedom: their responsibilities and achievements are rewarded by allowing them to wear their own choice of clothes following our recommended dress code, use of the Common Room and a greater say in the provision of extra-curricular events.

Home Study is only earned in Year 13, when ATL and progress grades are considered to be of an acceptable level by the Head of Year and when the student has completed their UCAS application or had an individual meeting with Connexions, with consistent contributions to their community service. Home Study amounts to 3 periods per fortnight, but will be withheld if students are not achieving their academic potential.

Registering - All students are registered a.m. and must attend two assemblies per week. This secure framework provides the best environment to achieve academic progress. For p.m. registration, all students must sign in by the Head of Year office if they have a study period.

Use of the Common Room is monitored. Our expectation is that students will use the designated Study Room, Library and timetabled free study rooms throughout the week to complete their work in study periods. Students have ownership of the new Sixth Form Common Room, ensuring that it is a comfortable, clean and tidy space in which to socialise and relax at break and lunch time.

SIXTH FORM DRESS CODE

All students must wear a lanyard at all times as this is a safeguarding issue.

At John Colet we have high expectations of behaviour and conduct. This extends to the appearance of our students.

Girls

Winter

- Dark trousers in a formal fabric – no jean material or style with pockets and studs; no leggings
- Skirts must be of a business appropriate length- no mini skirts; no Lycra; can be coloured
- Dresses – suitable length
- Smart jacket- can be coloured
- Can have a knitted jumper
- A shirt, blouse or smart business top; no strappy tops
- No hoodies/sweatshirts
- Shoes: leather, no canvas, no trainers, no Doc Martin boots, no flip-flops.

Summer

- Patterned skirts optional; cardigans optional

Boys

Winter

- Plain/striped shirts with a collar must be worn
- Ties must be worn at all times
- Smart suit type trousers, dark coloured, must be worn. No jeans or trousers which look like jeans (with rivets on pockets), no combats or shorts
- Smart suit-type jacket, or plain V-neck jumper
- No hoodies/sweatshirts
- No baseball caps
- Shoes: Brown or black leather shoes only to be worn. No canvas, no trainers.

Summer

- Polo shirts without ties optional for second half of summer term

All students are reminded of the following, in line with school rules:

- Lanyards **must** be worn at all times, as for Staff.
- No facial jewellery.
- Hair styles and colours must be appropriate and natural.
- Denim, or material that looks like denim, is not permitted. No trousers with rivets.
- Tattoos - these must not be visible at any time.
- Natural/subtle nail varnish.

As part of the Home/School agreement, you and your parents have signed at the start of the year, you have agreed with the above conditions of studying here.

REMEMBER

The school reputation in the community is directed by the appearance, conduct and courtesy of our students and you will be expected to lead by example. The Sixth Form are role models for the rest of the school.

Failure to comply:

Student sent home to change if living locally. If students do not live locally, they will be sent to work in isolation in the Inclusion Unit for the day.

Meeting of parents/guardians with Head of Sixth Form.

ACADEMIC AND WELL_BEING SUPPORT

MENTORING

All students are mentored regularly by either their Form Tutor or Head of Sixth Form and guidance is provided to ensure they are able to achieve their full potential.

CONNEXIONS

Connexions support students by giving information, advice, guidance and practical help with all sorts of issues that might be affecting young people at school, college, work or in their personal or family life. They can also refer to specialist support if it is needed.

Connexions Personal Advisers visit John Colet on a weekly basis.

Students can request interviews via the School Librarian who will contact Connexions on their behalf.

Alternatively students can contact Connexions directly via 0845 217 1366;
Email: aylesbury@connexionsbucks.org.uk or www.connexionsbucks.org.uk for information, advice and guidance.

Sixth Form students receive additional support via:

- ✓ Personal, Social, Health education seminars
- ✓ UCAS application process
- ✓ Practice university/Job interview
- ✓ CV writing lessons
- ✓ Assistance with higher education research / application
- ✓ Apprenticeship/A level job opportunities/job seeking sessions
- ✓ Visiting speakers
- ✓ Results days
- ✓ Parents' Evenings
- ✓ Meeting with Counsellor in school
- ✓ University visit and Higher Education Convention Day visits
- ✓ Meeting with Forces children's designated Counsellor. Forces children can apply for a meeting via the request slips stored by the registers.

A Level results 2017

SUBJECT	No. of Entries	A*%	A%	B%	C%	D%	E%	U%	% A*-B	% A*-E
ART & DESIGN	8	0	0	37.5	50	0	12.5	0	38	100
ART & DESIGN BTEC	6	0	33.3	0	25	41.7	0	0	33	100
ART & DESIGN PHOTOGRAPHY	2	0	0	50	0	50	0	0	50	100
BIOLOGY	2	0	50	0	0	0	50	0	50	100
BUSINESS STUDIES	19	0	21.1	26.3	15.8	15.8	10.5	10.5	47	90
COMMUNICATION STUDIES	9	0	11.1	44.4	44.4	0	0	0	56	100
ENGLISH LITERATURE	14	0	7.1	21.4	35.7	35.7	0	0	29	100
EXTENDED PROJECT QUALIFICATION	2	0	0	0	0	50	50	0	0	100
FILM STUDIES	10	0	0	50	50	0	0	0	50	100
GEOGRAPHY	5	0	0	20	60	20	0	0	20	100
HEALTH & SOCIAL CARE	5	0	20	20	20	20	0	20	40	80
HISTORY	15	6.7	6.7	13.3	13.3	33.3	26.7	0	27	100
ICT	4	0	25	50	25	0	0	0	75	100
MATHEMATICS	7	0	0	14.3	42.9	14.3	0	28.6	14	71
PHYSICAL EDUCATION	2	0	0	50	0	0	0	50	50	100
PSYCHOLOGY	24	0	12.5	20.8	20.8	16.7	29.2	0	33	100
RUSSIAN	1	0	100	0	0	0	0	0	100	100
SOCIOLOGY	13	0	15.4	46.2	23.1	7.7	7.7	0	62	100
TRAVEL & TOURISM	6	0	0	33.3	33.3	16.7	16.7	0	33	100

Destination information for the Year 13 of 2017.

These are the destinations of the students who have given permission for us to publish where they are attending university.

60% Attending University

40% Full time Employment/Training

Name of University	Course Title
Chester	Accountancy
Buckingham	Law
Bath	Social Work
Sheffield Hallam	Criminology
South Wales	Set Design
Oxford Brookes	Mechanical Engineering
Loughborough	IT & Business
Lincoln	Accounting & Finance X2
Birmingham	Architecture
De Montfort	Journalism & Creative Writing
Fashion Retail Academy	Visual Merchandising
Aston	Psychology
Loughborough	Commercial Management
Southampton	History & Politics
Reading	Speech and Language
Reading	Art & Film
Derby	Environmental Hazards with Geography
Portsmouth	Interior Design
Southampton	Marine Biology
Hertfordshire	Film and Television
Portsmouth	Criminology - Forensic Science

SUBJECT: Title of GCE: Exam Board: Syllabus Number:	ART A Level Art and Design AQA 7201
Entry Requirements: To take GCE in Art, students are required to have a grade 4 or above in Art at GCSE.	
Course Overview: Students will study the Art, Craft and Design syllabus which allows them to vary approaches and materials that they work with during the two year course. Students choose from: drawing, painting, mixed media, sculpture, printmaking and art based photography, ceramics and glass. Students use skills they have previously been taught to create a strong and creative independent project. They study artists, designers, craft people and contextual sources that relate and respond to their own pathway. Student have group and individual tutorials to support their study and discuss with their teachers the direction their work is taking. As an example of skills developed, in unit 1 students must show knowledge and understanding of: <ul style="list-style-type: none"> • How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts in the chosen area(s) of study • Historical and contemporary developments and different styles and genres • How images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created • Continuity and change in different styles, genres and traditions • A working vocabulary and specialist terminology that is relevant to their chosen area(s) Year 13 students have an opportunity to go on a trip to London galleries where they are able to produce observational work and collect information that supports their studies.	
A Level Assessment: Exam - Externally Set Assignment question examined over 15 hours 40% of final grade Coursework - Component 01: Personal Investigation 60% of final grade.	
Brief outline of coursework/controlled assessments: Component 01: Personal Investigation. – 60% of final grade. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by a written essay of 1500 - 3000 words.. The focus of the investigation must be identified independently by the student and must lead to a finished	

outcome or a series of related finished outcomes. Work needs to be completed by the 1st January and a large final outcome completed, the final deadline for complete submission is 31st January.

Component 02: Externally Set Task – 40%

The early release paper will be issued on 1st February and will provide learners with a number of themes, each with a range of written and visual starting points, briefs and stimuli.

A response should be based on one of these options. A full project is required and students will have 10 school weeks to complete it, then a final outcome will be produced during a controlled 15 hour examination.

Career Opportunities:

Some of the careers and jobs that could be considered after taking Art are as follows: Exhibition designer, Fine artist, Further education teacher, Higher education lecturer, Illustrator, Museum/gallery curator, Printmaker, Secondary school teacher, Art therapist, Arts administrator, Commercial art gallery manager, Interior and spatial designer, Museum/gallery exhibitions officer, Multimedia programmer, Tattoo Artist.

"I find art therapeutic and I enjoy the creativity and freedom it allows"

A level Art student.

Useful revision websites:

www.dailypainters.com

[ArtSchools.com](http://www.artschools.com)

<http://www.saatchi-gallery.co.uk/stuart/>

<http://www.artdaily.com/index.asp>

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

[Studentartguide.com](http://www.studentartguide.com)

For more information or advice contact:

Mrs G White

SUBJECT:	ART AND DESIGN TECHNOLOGY
Title of GCE:	BTEC Level 3 Foundation Diploma in Art and Design (2 year course)
Exam Board:	Edexcel
Entry Requirements:	
To take BTEC level 3 Foundation Diploma in Art and Design, students are required to have a grade 4 or above in Art, Photography, or a C grade in Product Design, Graphics or Textiles at GCSE.	
Course Overview:	
<p>Students study artists, designers, craft people and contextual sources that relate and respond to their work in all units. Students have group and individual tutorials to support their study and discuss with their teachers the direction their work is taking. Students have the opportunity to go on a trip to London galleries where they are able to produce observational work and collect information that supports their studies.</p> <p>Each unit aims to tackle the following skills:</p> <ul style="list-style-type: none"> • Encourage learners to develop the skills, understanding and knowledge of working with a range of 3D materials in order to fully realise the potential of their ideas. • Extend students' ability to select and visually record from a range of sources in order to communicate information to different audiences, using appropriate presentation methods and for a range of specific purposes. • Develop learners' skills and understanding in working safely and creatively with the materials, techniques and processes associated with their specialist pathway. • Broaden and deepen skills, knowledge and understanding of creative thinking, across contemporary and historical art and design, in order to inform their own practice. • Learners will study how practitioners use primarily visual imagery to communicate ideas, messages and meaning, and apply findings to their own ideas. • Develop skills and understanding of the use of computers in art and design. Students will research existing applications of computer use, and develop creative responses through their own study and production of computer-based art and design work. • Students will investigate historical practice in art, craft and design relevant to their specialist pathway. Learners will gain an insight into different practitioners' ideas and approaches and will use their research to inform and inspire their own practice. <p>This BTEC is equivalent to 1.5 A' Levels. Students can achieve grades made up from Distinction*, Distinction, Merit or Pass.</p> <p>Students who complete this course will be able to go onto Art Foundation at College or straight into an Art or Design based degree.</p>	

A Level Assessment:**Exam:**

Unit 1 – Visual Recording and Communication – 3 hr Presentation Examination.

Unit 2 – Critical and Contextual Studies in Art and Design – 5 hr Written Examination.

Coursework:

Unit 3 – The Creative Process

Unit 4 – Materials Techniques and Process in Art and Design.

Unit 12- Fine Art Materials, Techniques and Processes

Unit 13 – 3D Design Materials, Techniques and Processes

Brief outline of coursework/controlled assessment:

Units will be split between the Art Department and the Technology Department.

Units are moderated internally with external verification.

The course will include the assessment of:

Unit 3 – The Creative Process

Unit 4 – Materials Techniques and Process in Art and Design.

Unit 12- Fine Art Materials, Techniques and Processes

Unit 13 – 3D Design Materials, Techniques and Processes

During year 1 students will take unit 1, 2 and 4. Unit 1 and 2 are externally set by the examination board. Unit 4 will focus on the use of material, techniques and processes used within art and design through a project title 'Recycled and Found Objects'.

In year 2 students will study the remaining units, 3, 12 and 13. This will enable student to express themselves creatively, experiment with making methods and explore independently ways of designing and producing objects and art.

Career Opportunities:

Some of the careers and jobs that could be considered after taking BTEC Art and Design are as follows: Exhibition designer, Fine artist, Further education teacher, Higher education lecturer, Illustrator, Museum/gallery curator, Printmaker, Secondary school teacher, Art therapist, Arts administrator, Commercial art gallery manager, Interior and spatial designer, Museum/gallery exhibitions officer, Multimedia programmer, Tattoo Artist.

"Studying BTEC Art and Design allow you to be creative, experiment with many different media including found objects. It teaches you transferable skills and how to work independently" A level Art & Design Technology student.

For more information or advice contact:

Mrs G White

SUBJECT:	BIOLOGY
Title of GCE:	A Level Biology
Exam Board:	AQA
Syllabus Number:	7402

Entry Requirements:

At least 5 grade A*- C GCSE subjects, which must include:

Triple Science GCSE students:

Grade 6 in Biology, grade 5 or above in Chemistry and Physics.

Grade 9-4 in Maths, and English Language or Literature.

Double Science GCSE students:

Grade 6, 5 and above in Combined Science

Grade 9-4 in Maths, and English Language or Literature.

Course Overview:

We aim to develop a genuine interest and enthusiasm for the study of Biology and potential careers in the subject. The content of the syllabus aims to relate Biology to real world concepts and make it relevant for our students, with a wide range of topics being covered from microbiology, infectious and lifestyle diseases, anatomy, biochemistry, genetics, ecology and much more.

Biological molecules covers a wide range of different substances that are essential for life, from water through to DNA. Students will look at the structure of the molecules and how this gives rise to beneficial properties. DNA and genetics will be covered in depth, looking at the changes and variation in DNA which gives the vast range of species we see on Earth. It will also look at gene expression and how DNA is converted into proteins.

The ecology units in the course will go into detail on how ourselves, and other organisms, interact with the environment around us. The importance of maintaining ecosystems and the balance of different molecules will be discussed, such as Carbon and Nitrogen. Students will also learn the complex processes of how organisms stay alive, in both photosynthesis and respiration.

Students will develop an understanding of how different areas of Biology relate to each other and how scientific research is undertaken. Practical and investigative skills will be honed during practical activities throughout the course.

The depth and breadth of Biology enables students to develop their capacity for problem solving, following the scientific model and showing that they can understand concepts at a complex level.

A Level Assessment:

Paper 1 (2 hours, 35% of A level)

Paper 2 (2 hours, 35% of A level)

Paper 3 (2 hours, 30% of A level, this exam includes 1 essay question)

Papers are assessed on the following topics:

Biological molecules

Cells

Organisms exchange substances with their environment

Genetic information, variation and relationships between organisms

Energy transfers between organisms

The control of gene expression

Required practicals

Coursework/Controlled Assessment:

There is no formal controlled assessment. However, the students have to demonstrate sound practical skills through a series of assessed practical activities to pass the course. At the end of the course successful students will receive an endorsement of practical skills together with their A-level grade.

Career Opportunities:

An A-level in Biology would naturally lead onto further education courses such as Biology, Zoology, Microbiology, Forensic Science, Medicine, Sports Science, Conservation, Ecology and many more. Biology is also considered to be a facilitating subject; so is regarded highly when applying for any further education course. You may decide to enter the world of work after A-level studies, in which case Biology could lead on to Science technician roles in the NHS, or laboratories.

"Biology is an incredibly interesting and intriguing subject, where you will find yourself learning things about yourself that you wouldn't even have imagined were possible."

A level Biology student

Useful revision websites:

<http://www.s-cool.co.uk/a-level/biology>

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

For more information or advice contact:

Mrs P Norris

SUBJECT: Title of GCE: Exam Board: Syllabus Number:	BUSINESS A level Business AQA 7132
Entry Requirements: Normal Sixth form entry requirements including a Grade 4 in English Language or Literature and Maths	
Course Overview: <p>The A-Level is a two year course and has 10 areas of subject content which are examined in over 3 papers. Paper 1 will consist of multiple choice, short answer and essay questions. Paper 2 will consist of data response questions and Paper 3 will consist of questions based on a case study.</p> <p>Over the two years you will look at why businesses exist and the related nature between businesses in different sectors from the extraction of raw materials in the primary sector to the final service provided in the tertiary sector. You will also use theories and models to analyse the different types of leadership and management and how these two key topics differ.</p> <p>You will also investigate the impact that management has on the decisions taken by the business both at a functional and strategic level. Finally, you will analyse the internal and external factors that influence decision making within businesses and use data to measure business performance.</p> <p>The course draws on a wide range of real-life business case-studies and past data; this equates to a challenging but rewarding course of study. Previous case studies have been on companies such as Sony, Sainsbury's and Krispy Kreme.</p> <p>As a member of the Business Studies department you will also be invited to take part in many extra-curricular activities to put your new-found Business acumen to the test such as, the student investor programme and the Shares4Schools competition.</p>	
<u>A Level Assessment:</u> <p>Paper1: Business 1: written exam Worth 33.3% of A level</p> <p>Paper 2: Business 2: written exam Worth 33.3% of A level</p> <p>Paper 3: Business 3: written exam Worth 33.3% of A level</p> <p>Coursework/Controlled Assessment: Not Applicable</p>	

Career Opportunities:

This A-level provides an excellent grounding for employment and further education within business, management, marketing, finance and economics.

'Business Studies enables me to understand the world around me. I have developed my analytical and evaluative skills which supports me in all of my subjects' A Level Business Studies Student.

Useful revision websites:

www.businessstudiesonline.co.uk

www.tutor2u.net

www.thetimes100.co.uk

For more information or advice contact:

Mr L Adams

SUBJECT:	CHEMISTRY
Title of GCE:	A level Chemistry
Exam Board:	AQA
Syllabus Number:	7405

Entry Requirements:

At least 5 grade A*- C GCSE subjects, which must include:

Triple Science GCSE students:

Grade 6 or above in Chemistry and grade 5 or above in Biology and Physics.

Grade 9-4 in Maths, and English Language or Literature.

Double Science GCSE students:

Grade 6, 5 or above in Combined Science.

Grade 9-4 in Maths, and English Language or Literature.

Course Overview:

Chemistry aims to develop students who are motivated and curious to delve into the material world and how it works. The content is focussed on relating everyday concepts such as the development of new technologies to the scientific theory behind their evolution. Students will develop an understanding of key areas such as drug and medicine production and environmental impact reduction.

The course begins with atomic structure and amount of substance which form the foundations for the rest of the course. Physical chemistry topics will look in detail at how reactions proceed and the factors that influence their rate, yield and energy transfers. Students will also study the different types of bonding and use bonding theory to explain the physical and chemical properties of substances in a topic which will build on students' prior knowledge from GCSE.

Inorganic chemistry involves looking at trends and patterns in the Periodic table and linking these patterns to atomic structure, in particular their electron arrangements. The physical and chemical properties of the elements in period 2 and group 7 will be looked at in detail.

The organic chemistry units will look at how carbon combines with other elements to create families of compounds with specific functional groups and properties. Students will also study how these compounds are produced and how they can be used to create more complex carbon based compounds. Students will be required to undertake investigations analysing compounds and the synthesis of different molecules to further their understanding of the compounds. The topic will also develop further the students' knowledge of alkanes and alkenes from GCSE.

The depth and breadth of Chemistry enables you to develop your capacity for problem solving, applying mathematical skills to practical situations, following the scientific model and showing that you can understand concepts at a complex level.

Practical skills will be honed throughout the course in a range of different investigations related to the topics.

A Level Assessment:

Paper 1 (2 hours, 35% of A level)

Paper 2 (2 hours, 35% of A level)

Paper 3 (2 hours, 30% of A level)

Papers are assessed on the following topics:

Physical Chemistry – atoms, structure and bonding, energetics and acid/bases

Inorganic Chemistry – groups and elements on the periodic table

Organic Chemistry – alkanes and alkenes, functional groups, analysis and synthesis

Coursework/Controlled Assessment:

There is no formal controlled assessment. However, the students have to demonstrate sound practical skills through a series of assessed practical activities to pass the course. At the end of the course successful students will receive an endorsement of practical skills together with their A-level grade.

Career Opportunities:

An A level in Chemistry would naturally lead onto further education courses such as Chemistry, Applied Chemistry, Engineering, Forensic Science, Medicine, Sports Science, Material Science and many more. Chemistry is also considered to be a facilitating subject; so is regarded highly when applying for any further education course. You may decide to enter the world of work after A level studies, in which case Chemistry could lead on to Science technician roles in the NHS, or laboratories.

'If you are up for a challenge, chemistry will be a good choice. It gives a view into the building of everything from the simple to the advanced, and sometimes the peculiar!'

A level Chemistry student.

Useful revision websites:

<http://www.s-cool.co.uk/a-level/chemistry>

<http://www.a-levelchemistry.co.uk/>

For more information or advice contact:

Dr P Myatt

SUBJECT:	ENGLISH LITERATURE
Title of GCE:	A level English Literature A
Exam Board:	AQA
Syllabus Number:	7712
Single or Double Award:	Single

<p>Entry Requirements:</p> <p>Students must achieve a grade 4 or above at GCSE English Language <u>and</u> English Literature with at least one of these disciplines at grade 5 or above.</p>
<p>General Information:</p> <p>Students will study a minimum of eight texts including two novels (at least one pre-1900), two plays (Shakespeare and post-1900) and poetry across the two years.</p> <p>Working from the belief that no text exists in isolation but is the product of the time in which it was produced, 'English Literature A' encourages students to explore the relationships that exist between texts and the contexts within which they are written, received and understood.</p> <p>In Love through the ages, the theme of love, one of the most central themes in literature, is explored across time. Students are required to read widely across a range of texts. Working with texts over time involves looking at ways in which authors shape meanings within their texts. It also involves thinking about a wide range of relevant contexts, some of them to do with the production of the text at the time of its writing, some (where possible) to do with how the text has been received over time, and most of all in this specification contexts to do with how the text can be interpreted by readers now. And finally, because texts and their meanings are not fixed, interpretation is not fixed, and multiple interpretations are possible.</p> <p>The course enables students to:</p> <ul style="list-style-type: none"> • Study a variety of literary texts. • Develop their understanding in the study of language, form and structure, exploring connections and comparisons between texts where appropriate. • Demonstrate an understanding of the significance and influence of the contexts in which the texts were written. • Carry out background research and wider reading regarding historical context and influences, as well as reading such publications as 'The English Review' to increase their understanding of how to write about literature in an analytical way. <p>This course can open numerous degrees including: English Literature, English Language, Media, Journalism and Law.</p>
<p>A Level Assessment:</p> <p>Exam – 80% of total grade</p> <ul style="list-style-type: none"> • Love through the Ages. One question open book, two questions closed book (40% of A-level). This exam includes two unseen poems. • Texts in Shared Contexts. Open book (40% of A-level). One extract will be unseen.

Coursework/Controlled Assessment:

Independent Critical Study

20% of total grade

Brief outline of coursework/controlled assessment:

Independent Critical Study: Texts across Time

Comparative critical study of two texts, at least one of which must have been written pre-1900

One extended essay (2500 words): 20% of A-level

Career Opportunities:

Qualifications in English can lead to many careers such as: journalism, publishing, copywriting, marketing, teaching, law and advertising.

"I like the way English allows me to channel my creativity into words"

"I just find it really interesting. I'm really enjoying the books we are studying"

A level English Literature student.

For more information or advice contact:

Mr T Chisnall or Mrs J Gott

SUBJECT:	FILM STUDIES
Title of GCE:	A LEVEL
Exam Board:	EDUQAS
Syllabus Number:	Qualification number pending
Single or Double Award:	Single

Entry Requirements:

Students must achieve a grade 4 or above at GCSE English Language and English Literature with at least one of these disciplines at a grade 5 or above.

Course Overview:

Film is one of the main cultural innovations of the 20th century and a major art form of the last hundred years. Those who study it characteristically bring with them a high degree of enthusiasm and excitement for what is a powerful and culturally significant medium, inspiring a range of responses from the emotional to the reflective. Film Studies consequently makes an important contribution to the curriculum, offering the opportunity to investigate how film works both as a medium of representation and as an aesthetic medium.

This course is designed to introduce A level learners to a wide variety of films in order to broaden their knowledge and understanding of film and the range of responses films can generate. This specification therefore offers opportunities to study mainstream American films from the past and the present as well as a range of recent and contemporary British films, American independent films and global films, both non-English language and English language. The historical range of film represented in those films is extended by the study of silent film and significant film movements so that learners can gain a sense of the development of film from its early years to its still emerging digital future. Studies in documentary, experimental and short films add to the breadth of the learning experience.

Production work is a crucial part of this specification and is integral to learners' study of film. Studying a diverse range of films from several different contexts is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own filmmaking and screenwriting. This is intended to enable learners to create high quality film and screenplay work as well as provide an informed filmmaker's perspective on their own study of film.

A Level Assessment:**EXAM:**

Component 1: Varieties of film and filmmaking Written examination: 2½ hours 35% of qualification

Component 2: Global filmmaking perspectives Written examination: 2½ hours 35% of qualification

Coursework/Controlled Assessment:

Component 3: Production Non-exam assessment 30% of qualification

Brief outline of coursework/controlled assessments:

This component assesses one production and its evaluative analysis. Learners produce: either a short film (4-5 minutes) or a screenplay for a short film (1600-1800 words) plus a

digitally photographed storyboard of a key section from the screenplay an evaluative analysis (1250-1500 words). The coursework must be submitted by Easter 2018.

The school has limited equipment for film making and students are encouraged to use their own filming equipment. The school can recommend appropriate, free editing software.

Career and further studies opportunities:

- Degrees in Media, English Literature and Journalism
- Jobs in media, journalism, film and television

Useful weblinks:

- www.imdb.com
- <http://www.rottentomatoes.com/>
- www.filmfestivals.com
- www.channel4.com/more4
- <http://www.ukfilmcouncil.co.uk/home>
- www.ukscreen.co.uk
- <http://www.britfilms.com/>
- www.screenonline.org.uk (BFI)
- www.filmguardian.co.uk
- <http://www.boxofficemojo.com/genres>
- www.bbc.co.uk/radio4/arts/filmprogramme/index.shtml
- <http://www.statistics.gov.uk/default.asp>

For more information or advice contact:

Miss K Miller/Miss A Hill

SUBJECT: FINANCIAL STUDIES
Title of Exam: LIBF Level 3 in Financial Studies
Exam Board: LIBF

Entry Requirements:

Normal Sixth form entry requirements including a Grade 4 in English Language or Literature and Maths

Course Overview:

This exciting new offer is a fully certified Level 3 qualification from the London Institute of Banking & Finance. It is fully recognised by UCAS and universities.

The financially-related content of DipFS serves as a strong grounding for undergraduate study within finance and business-related disciplines, with many students going on to study accounting, business, finance and banking.

The course runs over two years. In the first year students complete the Certificate in Financial studies learning to make informed financial decisions through the understanding of the risks and challenges involved in personal finance and the importance of financial planning. Students do all of this through developing key skills such as critical analysis and evaluation. In the second year student's progress to the full Diploma in Financial Studies.

Financial capability takes students on a journey, recognising the importance of managing their own money both day to day and in planning for future life events. For example, buying their first property.

Sustainability is the key term when looking at the final year units. In these units students will explore the actions they can take to protect their finances and make their money work for them. Students will also look at the sustainability of the financial services system - this involves looking at institutions and the factors that influence them.

- Unit 1 - Financial Capability for the Immediate and Short Term
- Unit 2 - Financial Capability for the Medium and Long Term
- Unit 3 - Sustainability of an Individual's Finances
- Unit 4 - Sustainability of the Financial Services System

A level Assessment:

There is a variety of assessment used on the DipFS including online multiple choice examinations and extended written examinations.

Year 1:

- 2 Multiple choice examinations each lasting 45 minutes
- 2 Written examinations each lasting 45 minutes

Year 2:

- 2 Multiple choice examinations each lasting 1 hour
- 2 Written examinations each lasting 2 hours

Career opportunities:

Possible future career opportunities include stockbroking, trading, accountancy, business, and finance.

Useful revision websites:

www.tutor2u.net

www.thetimes100.co.uk

For more information or advice contact:

Mr L Adams

SUBJECT: Title of GCE: Exam Board: Syllabus Number:	GEOGRAPHY A Level Geography AQA 2030
Entry Requirements: Must have a top half of grade 5 in GCSE Geography, along with the minimum 5 GCSE grades 9 - 4 or above.	
Course Overview: <p>The geography A level contains a mix of human and physical geography. Physical geography focuses on the contrasting systems of hot deserts, coasts and glacial landscapes and the types of environments created. This section specifies a systems approach to the study of water and carbon cycles. The content invites students to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations. Students will also study hazards within a geographical context including plate tectonics and volcanic eruptions and how humans respond to natural disasters.</p> <p>Physical geography offers the opportunity to exercise and develop geographical skills including observation, measurement and geospatial mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork</p> <p>In human geography the focus is on globalisation – the economic, political and social changes associated with technological developments and other driving forces which have been a key feature of global economy and society in recent decades. This includes flows of capital, labour, products, services and information; global marketing; trade agreements; patterns of production, distribution and consumption. It also includes a comparative study of 2 locations in terms of economic development and/or population density and/or cultural background and/or systems of political and economic organisation. Human geography investigates the increased interdependence and transformed relationships between peoples, states and environments and have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs.</p> <p>Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them.</p>	
A level Assessment: Paper 1: Physical Geography (40% of A level) Paper 2: Human Geography (40% of A Level))	

Coursework/Controlled Assessment:

Geography Fieldwork investigation
(20% of A Level)

Component 3: Geography fieldwork investigation

Students take part in a 5 day residential fieldwork activity which is designed to support the development of investigative skills needed to undertake a piece of extended writing. Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any aspect of the course content.

Coursework is a 3,000 to 5,000 word assignment.

Career opportunities:

The subject of geography is useful for students considering careers as Quantity surveyors, architects, web designers or structural engineers.

'A study of geography opens up your way of thinking to understand your position in the physical world' A Level Geography student.

Useful revision websites:

Useful web links

<http://www.greenpeace.org/international/>

<http://www.statistics.gov.uk/>

<http://www.foe.org/>

A good site to use if you need a map

<http://www.georesources.co.uk/outlinemaps.htm>

Everything weather-related

<http://www.met-office.gov.uk/>

AS module on rural environments and
GCSE Environmental module

<http://www.countryside.gov.uk/>

For AS Urbanisation module

<http://www.geography.btinternet.co.uk/urbanenvironments.htm>

Useful for local coursework enquiries

<http://www.aylesburyvaledc.gov.uk/avdc/>

Transport issues

http://www.dft.gov.uk/stellent/groups/dft_control/documents/homepage/dft_home_page.hcsp

Development issues (KS3 and A level)

<http://www.usaid.gov/>

For more information or advice contact:

Mrs A Kelly

SUBJECT:	HISTORY
Title of GCE:	A Level
Exam Board:	AQA
Syllabus Number:	7042

Entry Requirements:

9-6 grade in History and five grades 9-5 in other GCSE subjects, which must include: Grades 9–5 in English Language or Literature. If you have not studied History at GCSE you may still take History A level but we will require 9-6 in English Language or Literature.

Course Overview:

Paper 1: Breadth Study: Tsarist and Communist Russia, 1855–1964

In year 12 students will study the government of Russia in the late 19th and early 20th century and the events leading to the Russian Revolution in 1917. In year 13 the course will cover the development of Russia as a Communist state from 1917 until 1964 with a particular focus on the leadership of Lenin and Stalin.

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions: How was Russia governed and how did political authority change and develop? Why did opposition develop and how effective was it? How and with what results did the economy develop and change? What was the extent of social and cultural change? How important were ideas and ideology? How important was the role of individuals and groups and how were they affected by developments? Key events and individuals you will study include; the impact of the Crimean War, Alexander II, Alexander III, Tsar; Nicholas II Impact of the 1905 Revolution and the First World War. The 1917 revolution, Bolshevik takeover. Stalin, Lenin Khrushchev and The Cold War.

Paper 2: Depth Study: The Making of Modern Britain, 1951–2007

In year 12 students will study post-war Britain from 1951-1979. They will consider the political, social and economic impact of the Second World War and the effect this had on Britain's global status. In year 13 the focus will be on the development of modern Britain between 1979-2007, considering the impact of Thatcherism and the era of New Labour.

The Making of Modern Britain 1951-2007 option allows you the opportunity to study in depth the key political, economic, social and international changes which have helped to shape Britain in the second half of the 20th century. It explores concepts such as government and opposition, class, social division and cultural change. It encourages reflection on Britain's changing place in the world as well as the interrelationship between political policies, economic developments and political survival.

Firstly you have the opportunity to study Britain in the 1950's. You will consider why people were better off and the impact of this on their lives. Themes include; the Conservative governments Churchill, Eden, Macmillan; domestic policies; internal Labour divisions; reasons for Conservatives' fall from power. You will study economic developments: post-war boom; balance of payments issues and 'stop-go' policies. Social developments: rising living standards; the impact of affluence and consumerism; changing social attitudes and tensions; class and 'the Establishment'; the position of women; attitudes to immigration; racial violence; the emergence of the 'teenager' and youth culture. Scandals rocked the establishment such as the Profumo affair, Suez crisis and Cambridge spy ring. In Foreign relations the course focuses on attempts to join the EEC; relations with and policies towards USA and USSR; debates over the nuclear deterrent; Korean War; Suez; the 'Winds of Change' and

decolonisation. You will look at the 1960s. Social and cultural change: the expansion of the mass media; growth in leisure activities; the impact of scientific developments; the reduction in censorship; progress towards female equality; changes in moral attitudes; youth culture and the 'permissive society'; anti-Vietnam war riots; issues of immigration and race and all themes covered. In the 1970's the focus moves to the miners' strikes; the 'troubles' in Northern Ireland, the progress of feminism; the Sex Discrimination Act; race and immigration; youth; environmentalism and Britain's entry into and relations with Europe. Finally there is a chance to study the controversial figures of Margaret Thatcher and Tony Blair, to look at their governments in the 1980's and 90's and to consider their social, political, economic and military legacies.

A Level Assessment:

Paper 1: Breadth Study: Tsarist and Communist Russia, 1855–1964
Worth 40% of A level

Paper 2: Depth Study: The Making of Modern Britain, 1951–2007
Worth 40% of A level

Coursework/Controlled Assessment:

Historical Investigation: An independent study.
Worth 20% of A-level.

Brief outline of coursework/controlled assessments:

For the Historical Investigation students will have a series of lessons looking at the development of democracy in Britain between 1800-1920 and will then select one of four questions to investigate in more depth. Students will be required to carry out independent research, select their own source material, read various interpretations and produce a 3000-3500 word essay in answer to their chosen question.

Career Opportunities:

History is a highly valued and well respected A level. The skills and knowledge developed through the study of history can lead students into a wide variety of careers including archaeology, public relations and politics.

Useful revision websites:

<http://spartacus-educational.com/>
<http://www.historylearningsite.co.uk>
<http://www.bbc.co.uk/history>

For more information or advice contact: Miss S Ellwood

SUBJECT:	ICT
Title of GCE:	BTEC Level 3 National Foundation Diploma in Information Technology
Exam Board:	Pearson BTEC
Syllabus Number:	601/7576/X
Single or Double Award:	1.5 A level
Entry Requirements:	
A minimum of five GCSEs at grade C/4 or above in five subjects. This must include a minimum of grade C/4 in English Language and Maths GCSE.	
Course Overview:	
<p>Information Technology (IT) involves the use of computers in industry, commerce, the arts and elsewhere. IT includes aspects of defining structure, behaviour and views of IT systems, interaction of humans with IT systems, project management and the general ability to use computers. Increasingly businesses are implementing IT strategies to manage and process data both to support many business processes and to deliver new opportunities.</p> <p>During this qualification learners study the design, creation, testing and evaluation of a relational database system to manage information. They will also explore how businesses use social media to promote their products and services. Students implement social media activities in a business to meet requirements. This is in addition to learning how to create and manage information effectively, create and develop websites and respond to the ever changing world of mobile apps.</p> <p>The qualification, when studied with other level 3 qualifications, is aimed at progression to higher education.</p>	
A Level Assessment:	
<p>There are six units, four internally assessed and two externally assessed. Externally assessed units will have an exam at the end of year 13.</p> <p>Exams:</p> <p>Unit 1 Information Technology systems (May Year 13)</p> <p>Unit 2 Creating Systems to Manage Information (May Year 13)</p> <p>Coursework</p> <p>Unit 3 Using Social Media in Business (April Year 12)</p> <p>Unit 4 Programming (April Year 12)</p> <p>Unit 5 Website Development (April Year 12)</p> <p>Unit 6 Mobile Apps Development (April Year 13)</p>	
Brief outline of coursework/controlled assessments, with percentage of final GCE for each piece:	
<p>Students study the relationship between hardware and software, managing and communicating information and data, and the principles of designing and developing computer programs across four mandatory units:</p> <ul style="list-style-type: none"> • Information Technology Systems (Externally assessed, 24% of the qualification) 	

- Creating Systems to Manage Information (**Externally assessed, 17% of the qualification**)
- Using Social Media in Business (**Internally assessed, 17% of the qualification**)
- Programming (**Internally assessed, 17% of the qualification**)

Students also study two additional units from the following: data modelling, website development, mobile apps development and computer games development. (**Internally assessed, 12.5% of the qualification each**)

Career Opportunities:

Entry level roles related to IT include vocational apprenticeship roles, software development and games design.

"The ubiquity of computers and technology in the world has made it even more important to study ICT." A level ICT student

"Studying Applied ICT has enabled me to apply my knowledge to business in technological context." A level ICT student.

Useful revision websites:

<https://www.codecademy.com/>

<http://www.w3schools.com/>

<http://www.appinventor.org/>

For more information or advice contact:

Mr Khan, Mr Bradbury

SUBJECT: Title of GCE: Exam Board: Syllabus Number:	MATHEMATICS A Level Mathematics AQA 7357
Entry Requirements: <p>Minimum of a high Grade 6 grade at GCSE Mathematics. After completing their GCSE in the summer, students are required to return in June/July for a 10-hour bridging course to improve their skills in algebra in preparation for the Sixth Form. All students are given a booklet of work which is to be completed by the start of the course in September. At the end of September, students are required to sit a test to determine their long-term suitability for the course.</p> <p>Students are expected to put in at least 5 hours of independent study per week in preparation for the start of their A level study in mathematics.</p>	
Course Overview: <p>Mathematics at A Level builds on content that students will have met at GCSE, but also introduces them to new mathematical concepts produced by some of the greatest minds of the last millennium.</p> <p>Paper 1 : Proof, Algebra and functions, Coordinate geometry, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Numerical methods</p> <p>Paper 2: Any content from Paper 1 and content from: Vectors ; Quantities and units in mechanics; Kinematics; Forces and Newton's laws; Moments</p> <p>Paper 3: Any content from Paper 1 and content from: Statistical sampling; Data presentation and Interpretation; Probability; Statistical distributions; Statistical hypothesis testing</p>	
A Level Assessment: <p>Paper 1 - Pure Mathematics 1 2 hours;worth 33.3% of A level</p> <p>Paper 2 - Pure Mathematics 2 & Mechanics 2 hours;worth 33.3% of A level</p> <p>Paper 3 - Pure Mathematics & Statistics 2 hours;worth 33.3% of A level</p> <p>Coursework/Controlled Assessment: Not applicable.</p>	
Career Opportunities: <p>Maths is a fascinating subject in its own right but is also a requirement for many higher education courses, especially sciences and engineering. Many of our former A level students have continued with their maths studies at a higher level, while others have gone on to take a wide variety of subjects leading to careers in teaching, engineering and finance.</p>	

'A Level Maths is interesting, challenging and extremely rewarding. It opens up so many doors for future jobs and other opportunities in life.' (A level Mathematics student).

Useful revision websites:

www.mymaths.co.uk

www.integralmaths.org

For more information or advice contact:

Mrs H Leather

SUBJECT:	MEDIA STUDIES
Title of GCE:	A level Media Studies
Exam Board:	AQA
Syllabus Number:	7572
Single or Double Award:	Single
Entry Requirements:	
Students must achieve a grade 4 or above at GCSE English Language <u>and</u> English Literature with at least one of these disciplines at grade 5 or above.	
Course Overview:	
<p>The course enables students to:</p> <ul style="list-style-type: none"> • View, evaluate and analyse a variety of media products • Develop practical skills spanning a range of media forms (e.g. how to put together a newspaper or magazine) • Develop research, problem-solving skills and creativity • Refine debating skills through the discussion of contemporary issues from a range of perspectives • Build their capacity for independent research • Gain a deeper appreciation and understanding of the role media plays in day-to-day life. <p>Why it appeals to students:</p> <ul style="list-style-type: none"> • its contemporary relevance • the hands-on practical work involved in producing a video, web page or magazine • the skills gained from the coursework units – learning about the process in the planning phase, developing production skills and evaluating their completed work against their intentions • how the topics covered relate to their everyday lives 	
A Level Assessment:	
<p>Paper 1: Issues and debates in the media (35% of A-level)</p> <p>Paper 2: Analysis of media products (35% of A-level)</p>	
Coursework/Controlled Assessment:	
<p>Worth 30% of A Level.</p> <p>Non-exam assessment: Creating a media product.</p>	
Brief outline of coursework/controlled assessments:	
<p>Students independently create a media product (part of a newspaper or magazine, a short television or radio programme) in response to a brief set by the exam board</p> <p>Students will write a statement of intent which will be assessed, along with the media product itself (30% of A-level)</p>	
Career opportunities:	
<p>Degrees in Media, English Literature and Journalism or Jobs in media, journalism and advertising.</p>	

For more information or advice contact:
Mr T Chisnall or Mrs L Abslom

SUBJECT:	PHOTOGRAPHY
Title of GCE:	A Level Photography
Exam Board:	AQA
Syllabus Number:	7206
Entry Requirements:	
To take GCE AS in Photography students should either have a grade 4, or above, at Photography or Art GCSE. However, we will consider students who show a clear interest and aptitude in the subject, based on presentation of a photographic portfolio	
General Information:	
Students will study the AQA Art and Design Photography syllabus which allows them to work digitally. We use Image manipulation to experiment with images. Students need to have a camera of their own.	
Students are required to work in one or more area(s) of Photography, such as those listed below. They may explore overlapping areas and combinations of areas:	
<ul style="list-style-type: none"> • portraiture • landscape photography (working from the urban, rural and/or coastal environment) • still life photography (working from objects or from the natural world) • documentary photography, photojournalism • fashion photography • experimental imagery • multimedia • photographic installation • moving image (video, film, animation). 	
Students will develop their skills in:	
<ul style="list-style-type: none"> • the ability to explore elements of visual language, line, form, colour, pattern and texture in the context of Photography • awareness of intended audience or purpose for their chosen area(s) of Photography • the ability to respond to an issue, theme, concept or idea, or work to a brief or answer a need in Photography • appreciation of viewpoint and composition • appropriate use of the camera and lighting for work in their chosen area(s) of Photography • understanding of techniques related to the production of photographic images and, where appropriate, presentation and layout. 	
A Level Assessment:	
Component 01: Personal Investigation - Coursework	
60% of final grade	
Component 02: Externally Set Task - 15 hour examination	
40% of final grade	

Brief outline of coursework/controlled assessment:

Component 01: Personal Investigation. – 60% of final grade.

Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. Students must complete work in the following four areas: 1. artist research, contextual information and respond to these sources, 2. experimentation using different media and materials, 3. observations from both primary and secondary sources, 4. present work and final outcomes. Work needs to be completed by the 1st January and a large final outcome completed, the final deadline for complete submission is 31st January.

Component 02: Externally Set Task – 40%

The early release paper will be issued on 1st February and will provide learners with a number of themes, each with a range of written and visual starting points, briefs and stimuli.

A response should be based on one of these options. A full project is required and students will have 10 school weeks to complete it, then a final outcome will be produced during a controlled 15 hour examination.

Career opportunities:

A career in photography provides endless opportunities, below are a few examples Portrait photographers, Commercial photographers, Wildlife photographers, Fine arts photographers, Aerial photographers, Scientific and medical photographers, News photographers, Sports photographers, Photography Teacher

"I love the way I am able to capture a moment in time in one single shot"

"Image manipulation allows me to experiment with my images and by changing contrasts I am able to make my images much more pleasing" A Level Photography student.

Useful revision websites:

www.dailypainters.com
www.photographergallery.co.uk

For more information or advice contact:

Mrs G White

SUBJECT: Title of GCE: Exam Board: Syllabus Number:	PHYSICAL EDUCATION BTEC Level 3 National Extended Certificate in Sport Pearson (601/7218/6)
Entry Requirements: Students must obtain at least an upper grade 4 in their GCSE PE examination. Students must take part in one sporting activity at a competitive level outside of school. However, if the student has not taken GCSE PE, the department may allow a suitable grade 4 or above candidate to start the course, if their results in GCSE English (Language or Literature) and Biology are grade 4 and above.	
Course Overview: Unit 1:Anatomy and Physiology Unit 2:Fitness Training and Programming for Health, Sport and Well-being Unit 3:Professional Development in the Sports Industry Unit 4: Sports Psychology	
BTEC Assessment Units 1 & 2 are assessed externally Unit 1: Anatomy and Physiology - written examination 1.5 hours, worth 90 marks Unit 2: Fitness Training and Programming for Health, Sport and Well-being - A task is set and marked by Pearson and completed under supervised conditions. Units 3 & 4 are assessed internally	
Brief outline of coursework/controlled assessments:	
Career Opportunities: A BTEC in Sport is desirable if wanting to go to university to study any sports related course such as Coach Development, Sports Journalism, Sports Psychology or Sports Science. Careers that would benefit from having BTEC Sport are PE teaching, Sport massage or Sports Rehabilitation, Leisure Centre Management and Sports Coaching.	

Useful revision websites:

www.aqa.org.uk

www.culture.gov.uk

www.eis2win.org.uk

www.brianmac.co.uk

www.netfit.co.uk

www.teachpe.com/sportpsychology/leadership.php

For more information or advice contact:

Mr J Atkinson

SUBJECT:	PSYCHOLOGY
Title of GCE:	A Level Psychology
Exam Board:	AQA
Syllabus Number:	7182/1, 7182/2, 7182/3

Entry Requirements:

5 grade 9 - 4 GCSE subjects, which must include: 9 – 5 in Maths, and English Language or Literature and Science grade 5 or above (may be Additional or Triple but not core).

Course Overview:

At A level, students will have the opportunity to design and conduct informal research in and outside the classroom, using a variety of methods.

This subject is classed as a Science. It is extremely useful in combination with other Sciences, as well as Humanities subjects, as it enables students to understand how human beings behave, both individually and as part of a group or society.

Over two years of study, students will have the opportunity to design and conduct informal research both in and outside the classroom, using a variety of methods. A confident understanding of Maths is therefore essential as students will be expected to create and analyse data.

Paper 1 details: 'Social Influence' includes studies on compliance and obedience; 'Attachment' refers to child development and bonding.

Paper 2 details: 'Approaches' include five different ways of examining human and animal behaviour. They include the Biological approach (how we inherit traits and how genes affect behaviour), the Behaviourist approach (how we learn and become conditioned by other people and the environment), and the Cognitive approach (how we process information).

Psychology can help you understand yourself and how you learn.

A Level Assessment:

Paper 1: Introductory Topics in Psychology: Social Influence; Memory; Attachment; Psychopathology.

Paper 2: Psychology in Context: Approaches in Psychology; Biopsychology; Research Methods.

Paper 3: Issues and debates in Psychology: Gender; Schizophrenia; Forensic Psychology. (Studied in Year 13).

Each of the 3 Papers is a 2 hour paper and worth 33.3% of the marks.

Coursework/Controlled Assessment: Not applicable

Career opportunities:

It is therefore relevant to all career paths. It is useful for students who intend to study a subject at university which requires a Science A level, such as nursing.

It is relevant to any career as it focuses on understanding human beings in a variety of situations and environments such as Human Resources and where working as part of a team is required.

'I enjoy participating in debates in Psychology, as it is interesting to hear other people's opinions. We always discuss interesting and controversial topics.' A level Psychology student.

'Psychology is a lesson I look forward to. I always feel engaged in my lessons and it encourages me to learn. Everyone can have a voice in psychology, and every voice contributes to my learning.' A level Psychology student.

Useful revision websites:

www.rcpsych.org.uk

<http://bps-research-digest.blogspot.com/search?q>

<http://www.psychexchange.co.uk>

For more information or advice contact:

Mrs A Cobley

SUBJECT:	SOCIOLOGY
Title of GCE:	A Level Sociology
Exam Board:	AQA
Syllabus Number:	7192

Entry Requirements:

5 grade 9 - 4 GCSE subjects which must include a 4 grade or above in English Language or English Literature, and at least a top half of grade 4 in one or more of the Humanities subjects (History, Geography or RE).

Course Overview:

Sociology is the study of people in social groups. It attempts to see through and look beyond what seems obvious, by considering a range of factors which influence our behaviour in groups, such as culture, globalisation, socialisation, gender, ethnicity and social class.

This course aims to introduce students to the key concepts and themes of Sociology and to encourage them to critically analyse contemporary society and the issues facing the modern world.

A level sociology aims to ensure that students are able to use contemporary research to evaluate and question the way in which society is organised. Students will be encouraged to explore the education system which they are part of, and critically analyse the purpose and role of education in modern society. Students will interact with a range of different theories and explore how the education system is researched by sociologists. The course encourages students to look outside of the UK and investigate how education has become a global issue. Students will be expected to carry out small scale research tasks, some of which may be based in the lessons around school.

The study of families and households develops students understanding of a number of accepted structures in the way we live today. Students will explore how families in the UK are changing in modern society and will, for example, investigate the effect of migration on traditional families structures. A firm understanding of changes in the law will underpin knowledge on the way in which families are changing.

One of the most popular areas of sociology is the study of mass media and its influence over individuals and society. The sociology of mass media explores the impact of new media across different groups in society and around the world. Students will be expected to critically analyse the selection and content of the news and carry out research into the stories selected to be published. This area of study draws heavily on contemporary news stories and sociological research.

Crime and deviance focuses on the patterns of offending through the use of official statistics and other ways of measuring crime. Students will be expected to analyse this through different elements of class, gender, ethnicity and location. A critical approach will be required to evaluate the reasons for these trends and the role in which the police and the criminal justice system may play in creating such figures. Also, students will evaluate the impact that green crime, online crime and state crime has on our world.

Throughout A level sociology students will be exposed to a range of theories and methods that sociologists use in their work. They will develop the skills to use many of these in their analysis and identify how sociological research can affect government policy.

A Level Assessment:

Paper One: Education with theory and methods

Paper Two: Topics in sociology, Families and household; the media

Paper Three: Crime and deviance with theory and methods.

All papers are 2 hours duration and account for 33% towards final grade.

Coursework/Controlled Assessment:

Not applicable.

Career Opportunities:

Sociology is an essential element in the study of medicine, law, teaching and social work. Careers in this field of study could include child care, social work, teaching, public relations, advertising and the police.

‘Sociology has opened my eyes to the real world around me and I will never look at the world in the same way again.’ A Level Sociology student.

Useful revision websites:

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

<http://www.sociologyonline.co.uk/>

<http://www.barrycomp.com/bhs/>

For more information or advice contact:

Mrs A Kelly