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# **FOREWORD**

**Mr S Jackson, Headteacher**

Dear Student

Welcome to the Blue School Sixth Form Prospectus.

We are pleased to offer a very wide range of courses from which you will be able to select a suitable programme.

In recommending these courses, I am delighted to report that in 2008 Blue School sixth form students achieved the best ever A-level results seen at the school. I would attribute such continued success to the motivation and commitment of students - and to the high quality teaching provided by staff at the school. The result is that the vast majority of our students go on to pursue their chosen course of Higher Education or employment with high quality training.

As in previous years, a GCSE score of five grades A\* to C entitles you to follow a full programme in Year 12, although you will wish to look at the requirements for particular subjects before confirming your choices. Should you achieve fewer than five GCSE grades A\* to C, we will endeavour to arrange a reduced programme better suited to your needs. We will plan reduced programmes on an individual basis with the students concerned. You may wish to consider returning initially for one year to raise your portfolio of qualifications.

To help you achieve your best we feel that you should have access to first class facilities. This is why many of the recent building adaptations were targeted at the improvement of study and social areas for senior students.

Together with success in your chosen subjects we are keen that all students should enjoy a fulfilling experience during the Sixth Form. We are continuing to enhance the extra curricular programme, which includes drama and music productions, residential visits, exchanges, field trips, international expeditions, competitions and community service. Our excellent sports facilities also provide the chance to participate in a wide range of activities.

We look forward to continuing to work with you in the future.

Yours sincerely

**Steve Jackson**  
**Headteacher**

# INTRODUCTION

## A brief guide to the courses

Since September 2000 the whole post-16 curriculum has changed. A-levels were broken down into two components - Advanced Subsidiary (AS) and the Advanced Level 2 (A2).

We are offering 23 A' Level courses at The Blue School. This is one of the widest choices of Advanced Courses available anywhere. Through collaboration with the Wells Cathedral School, we are also able to offer Law at AS/ A2 level.

**AS Levels** - These are one-year courses that can either stand alone or form the first part of A Levels. The AS Level is pitched at a level of difficulty to bridge the gap between GCSE and Advanced Level (A2). Most students will study four AS Levels in Year 12, instead of the traditional three A Levels.

**Advanced Level A2s** - These are one-year courses available to students who have already covered the AS course. They are at a higher level of difficulty and offer opportunities for in- depth study. They include an exam, which covers all aspects of the course, including the AS. An AS + A2 = A Level.

## Entry Requirements

For entry to Advanced Courses we normally ask for at least five GCSE passes at A\* - C.

A good record of conduct and commitment to school is also a requirement as Sixth Form courses are demanding and Sixth Formers act as role models for our school community.

## What do I need to do to apply?

The Y11 into Y12 Options Evening is on Thursday 22nd January 2009. Once you have considered the courses available we would ask you to fill in the Application Form, giving details of your choices. You will also be asked to attend an interview in the Spring Term. External applicants should contact Mrs Vallis, Head of Year 12, to arrange a visit to the school.

## Who joins the Sixth Form?

The great majority of our Sixth Form students joined Wells Blue School in Year 7 or shortly afterwards. We also have a growing number of students who transfer from other schools and are attracted by our breadth of courses and character of study.

Wells Blue is very much a comprehensive Sixth Form. We offer something for everyone – from high-flying academics to those who wish to build upon their GCSE achievement before moving on to employment or further study.

## Careers advice

We have a Connexions Adviser at The Blue School, who can help, alongside tutors and subject teachers, with:

- careers guidance
- course options
- applying to higher education

### **Some questions to ask yourself before you make your choices:**

- What qualifications are necessary for each course?
- What qualifications do I need for my career in a few years?
- What qualifications do I need for higher education?
- What subjects do I need for my career?
- What subjects do I need for my higher education course?
- Is my combination of subjects suitable and appropriate?
- Have I browsed the careers pages on the Internet and elsewhere?
- Do I need to speak to my careers teacher/adviser?
- Do I need to speak to any subject teacher further?
- Do I need to speak to the Head of Sixth Form, Mr. Richards, or Head of Year12, Mrs Vallis?
- Do my parents know what I intend to do?

### **Social events**

One of the high points of the Sixth Form year is the Upper Sixth Leavers' Ball. This is organised by the senior students and has been held at Wells Town Hall for the last five years. Students themselves arrange a large number of other events.

### **Financial Help**

Eligible students may apply for the Education Maintenance Allowance (E.M.A.) if they are following an approved course of at least 12 hours per week and maintain satisfactory attendance and progress. Further details can be found on this website:

[www.dfes.gov.uk/financialhelp/ema](http://www.dfes.gov.uk/financialhelp/ema)

### **Success in your studies**

The most important aspect of Sixth Form life must be achieving the goals that you set yourself when you applied. This means simply obtaining the best grades and qualifications of which you are capable. At The Blue School we take that success very seriously and will provide the support and pressure that you need to do your best. Sixth Form students are members of small tutor groups and benefit from individual mentoring. We believe that the support of a tutor is a vital aspect of achieving success.

### **Broader success too**

Life in the Sixth Form ought to offer more than just academic success. We offer opportunities to develop a whole range of other skills (sporting, dramatic, musical, organisational and leadership), which will not only enhance your applications but also stand you in good stead for life.

## **What will I do in a typical week?**

Lessons for your courses will obviously form the bulk of your timetable. In addition to the main AS courses, most students will have a double period of General Studies, which will help you to develop advanced learning skills. The programme of study will cover a broad range of contemporary and inter-disciplinary areas, including issues of citizenship. This course can be taken as a full A level in the Upper Sixth. Sixth Form students may opt to take the European Computer Driving Licence (ECDL) course in I.T. The other major academic commitment is personal study. Excellent facilities exist in the Sixth Form Study Area.

Wednesday afternoons are used for games, either team sports such as rugby, hockey, football or netball or one of a range of individual options, such as the Duke of Edinburgh Award.

Alternatively in Year 12 students may offer at least one lesson per week for Community Service. Previous examples of this have been helping teachers at The Blue School or in neighbouring Primary Schools, supporting the IT Department or library and offering assistance in Residential Nursing Homes.

Sixth Form is a full time commitment and the week is very busy. Students should expect to have school work every night and must not therefore engage in excessive paid employment whilst studying.

## **Non-Blue School Applicants**

Applicants from other schools are always welcome at The Blue School. You will normally be invited to attend an informal interview with your parent(s) and to spend a day in school in order to “get a feel” of the place before making up your mind. Students who wish to apply to join the Sixth Form should contact Mrs. S. Vallis, Deputy Head of Sixth Form, on 01749 836238.

Entry to the full A-level programme is possible for all students who have achieved at least five good GCSE passes at grade C or better. Applicants may also be considered for an appropriate reduced programme of study if they just fall short of this requirement.

The school offers a programme of enrichment courses, designed to broaden your experience and enjoyment of the two years spent with us.

In the Ofsted inspection of the school in 2007 all aspects of the Sixth Form were described as outstanding. Here are extracts from the Inspectors’ report:

“Overall effectiveness of the sixth form is outstanding. There is highly effective support and monitoring of students’ achievement and the consistently excellent quality of teaching supports students in reaching very high standards both at AS and A level. This has been sustained over a long period of time.”

“Links with other post-16 providers offer ample opportunities for students to follow alternative pathways at other institutions if necessary.”

“In the sixth form, standards are extremely high and achievement is outstanding.”

“The personal development of students is outstanding. Students take up the abundant opportunities offered to them to grow as compassionate young people.”

Fine Art may be defined as work, which is produced as an outcome of the student's personal experience, rather than that which is created exclusively for a practical function or that which is the outcome of a tightly prescribed brief.

Work produced for this specification will demonstrate the use of formal elements and creative skills, and give visual form to individual thoughts, feelings, observations and ideas. Students will show evidence of trying to extend their own and others' ways of seeing the world. They will use the visual language of the subject sensitively and thoughtfully to support their intentions.

The course encourages a broad approach, which allows candidates to develop a sound grounding in a number of areas while still exploring the subject in depth. Students can work within any of the following areas: drawing, painting, sculpture, printmaking, ceramics, photography or alternative media for the endorsed FINE ART AS/A2.

Students will be taught by two teachers over four double periods per week.

- **Drawing:** There is an initial intensive programme of drawing giving students good grounding in what is a key skill of the course.
- **Coursework Projects:** Two practical projects are undertaken themed around still life and human figure. Skills, techniques and processes are taught during lessons. Students use these as a starting point for developing ideas creatively and independently.
- **Life Drawing:** This is an optional extra. Students who attend the weekly after school sessions find that their work benefits immensely. We recommend that all A-level students attend.

### Summary of scheme of assessment

	Component	Weighting	Method of assessment
<b>AS</b>	Unit 1 Art and Design Coursework	30% of Advanced GCE 60% of AS	Internally set Internally marked Externally moderated
	Unit 2 Art and Design Externally	20% of Advanced GCE 40% of AS	Externally set Internally marked Externally moderated
<b>A2</b>	Unit 3 Art & Design Coursework Practical work Personal study	30% of Advanced GCE	Internally set Internally marked Externally moderated
	Unit 4 Art & Design Externally Set Assignment	20% of Advanced GCE	Externally set Internally marked Externally moderated

**What are the entry qualifications for this course?**

A minimum requirement of a grade B at GCSE, although experience suggests that students will be better placed to cope with the course if they have achieved an A grade at this level.

**What opportunities are available to you after completing this course?**

We encourage and develop creative thinking and independent learning: both are skills which enable success in a wide range of careers. At the end of their A level course, students will have a practical portfolio of work. This is an essential requirement for entry into Art Foundation and will also support application into degrees such as fine art, sculpture, illustration, photography, textile design, theatre design, graphic design, architecture, art history, 3D design and media.

Full details of the specifications for this course can be found on the Examination Board website: [www.edexcel.org.uk](http://www.edexcel.org.uk)

The QCA has made changes to the AS and A levels subject criteria and exam boards have developed new specifications to meet these requirements. The AQA specification has been selected as it builds on concepts and skills developed at GCSE, presents Biology as exciting, relevant and challenging, and is rigorously assessed.

## What does this course involve?

All Year 12 students taking Biology will complete a one year AS course and for successful candidates A2 Biology is offered as a further one year course in Year 13. This subject will look to present biology as a subject that is highly relevant to the world we live in and which is an integral part of that world. It will cover many different areas of contemporary and traditional biology that will be presented in an interesting and stimulating way.

## How will you learn?

Students will have four double periods of teaching per week that will be split between two members of staff. Each member of staff will be responsible for teaching a portion of the two taught modules. Learning will be active and include practical work, group discussion, and the presentation of work to the rest of the group. There will also be opportunities to research and write about current issues in biology such as cloning.

## What exams and coursework are involved?

All AS Biology students will take 3 units:

- **Unit 1** Biology and disease
- **Unit 2** The variety of living organisms
- **Unit 3** Practical and investigative assessment

Unit 1 and Unit 2 are each assessed by separate unit tests that range from one hour fifteen minutes to one hour forty five minutes and there will be a mix of short answer and longer essay style questions. The key skill areas within Unit 3 are assessed throughout the year. Some skills are assessed internally then sent off for moderation and some are marked by the exam board externally.

Students who continue onto A2 Biology will take a further three units:

- **Unit 4** Populations and environment - 1½ hour structured question examination
- **Unit 5** Control in cells and in organisms - 2¼ hour synoptic examination
- **Unit 6** Practical and investigative assessment – assessed throughout the year

The A-level grade is based on a combination of the A2 assessments and AS score which makes up 50% of the final award.

## What are the entry qualifications for this course?

You will need at least the grades BB in GCSE Science and Additional Science or a B grade in GCSE Biology.

**What opportunities are available to you after completing this course?**

Completing an A level in Biology could lead to a broad range of career opportunities in: Nursing, Physiotherapy, Medicine, Forensic Science, Sport Science, Pharmacology, Veterinary Medicine, Conservation, Zoology, Microbiology.

Full details of the specifications for this course can be found on the Examination Board website: [www.aqa.org.uk](http://www.aqa.org.uk)

## Who is this course designed for?

This qualification gives a relevant overview of how business operates and affords a flexible approach to both the coursework and examined units. It is one of the few 'A' level courses which can be tailored specifically for ALL students as Business is the environment for all employment and a student can study specific businesses which might well become their future employers.

Students will take the following 3 AS units in the Lower 6<sup>th</sup> year and the list of A2 and units follows.

## What does this course involve?

UNIT 1 – (examined unit) – to be taken Jan 2010

INVESTIGATING PEOPLE AT WORK – all businesses have aims which influence how they operate and objectives to guide the people who work in them. In this unit you learn about these, together with the different organizational structures of business. To provide goods and services, businesses rely on the people who work for them. The student will learn about how and why people work in business, and what influences them at work.

UNIT 2 – (coursework) – to be moderated in June 2010

INVESTIGATING BUSINESS – this unit explores the world of business to find out how businesses manage and review their finances and other resources; how they study and forecast their performance. Also students find out how important knowledge of financial management is for the effective planning and evaluation of a business. The student will obtain, use and assess information drawn from real businesses and investigate the setting up of a small business which provides a service to the local area only.

UNIT 3 – (coursework) – to be moderated in June 2010

INVESTIGATING MARKETING – to be successful businesses need effective marketing to achieve their business objectives. This will include determining the needs and wants of target markets and delivering the desired goods or services more effectively than its competitors. The student will need to know what a business is selling, its price, who they are selling to, where it is being sold and why people buy that type of product or service and then produce a marketing mix for a new OR existing product or service.

The A2 units cover topics such as:

Business development	Managing and developing people
Marketing decisions	Impact of finance on business decisions
International dimensions of business	Organising an event
External influences on business	

## How will you learn?

Coursework is assessed internally and externally assessed. Approximately 2/3rds of the qualification is assessed internally as coursework. This is particularly effective for those students who are not confident under examination conditions as they can work towards good grades via their coursework.

There are 3 exit points that allow the student to choose when to 'cash in' his/her units. These are:-

1. An AS qualification of 3 units. (1 unit externally assessed)
2. A double AS qualification of 6 AS units (2 units externally assessed).
3. An A2 qualification of 3 AS units and 3 A2 units (2 units externally assessed)

- All units have clear assessment objectives easily understood by students, parents, employers and teachers.
- There will be a flexible learning package, which allows the student to tailor a programme of study to their own needs eg an emphasis on marketing if the student is interested in a future career in this area.
- An opportunity to learn and acquire the skills of research, IT use, evaluation and in-depth analysis techniques through work related contexts and personal research.

### **Entry qualifications.**

No specific requirements. **Students do not have to have a prior GCSE Business qualification.**

### **What opportunities are available to you after completing the course?**

Students who have already taken this course have successfully gone onto a range of occupations from HE to employment. Many have taken university courses that have included a business element and have subsequently moved into managerial jobs ranging from education and law to public relations and advertising.

Full details of the specifications for this course can be found on the examination website: [www.edexcel.org.uk](http://www.edexcel.org.uk)

## What does this course involve?

The syllabus has been developed to provide a course which will be of benefit to students who have no expectations of continuing with science after A level, as well as those for whom Chemistry will form a major part of their tertiary education. The applications of Chemistry in the real world are an important aspect of this course. The Salters' Advanced Chemistry course is designed to be a lively and interesting look at the importance of Chemistry in our modern world and will develop the chemical ideas and skills necessary to succeed in this subject. The course builds on many topics introduced at GCSE placing a greater emphasis on understanding and includes a significant component of organic chemistry. It provides an excellent basis for further study of the subject at university or in chemistry related careers, or a very valuable qualification which is accepted by many non-scientific degree courses.

## How will you learn?

The applications of Chemistry in the real world are an important aspect of this course. Learning takes place through a wide variety of activities that include experimental work, demonstrations, research exercises, group discussions, problem-solving and applications of ICT. As a preparation for HE, students will be expected to be more responsible for their own learning.

## What exams and coursework are involved?

The AS can be awarded at the end of Y12 and has the following assessment:

AS exam: 2 papers (in June)	F331	Chemistry for Life (30% of total AS mark) 1h written paper
	F332	Chemistry of Natural Resources (50%) 1.75h written paper (includes 1 advanced notice question)
AS coursework: (during course)	F333	Chemistry in Practice (20%) 5 skills are assessed by the teacher on practical activities set by OCR.

Or the total mark obtained at AS can be carried forward as 50% of the A2. The remaining 50% of the A2 assessment is as follows.

A2 exam: 2 papers (in June)	F334	Chemistry of Materials (15% of total A2 mark) 1.5h written paper
	F335	Chemistry by Design (20%) 2h written paper
A2 coursework:	F336	Chemistry Individual Investigation (15%) Students work on an investigation of their own choice. The reports are marked by the teacher and moderated by OCR.

## What are the entry qualifications for this course?

You will need at least the grades BB in GCSE Science and Additional Science or a B grade in GCSE Chemistry.

### **What opportunities are available to you after completing this course?**

Chemistry is an essential subject at A2 level for students wanting to study chemistry, biochemistry, medicine and veterinary science. However, it is very useful for those who plan to study physical, material and biological sciences and many students who go on to engineering will have taken Chemistry. Chemistry may also be an option for those who are as yet undecided about their future careers and want to 'leave doors open'. For those who are unlikely to pursue a career in science, studying chemistry will help develop analytical skills and enable more informed judgements to be made about increasing complex scientific issues of the day.

In the past, Chemistry has been combined most often with maths, physics and biology. Less orthodox subject combinations have been chosen more recently by some students, including subjects like design, history, economics or a modern language. These combinations still allow a student to follow a career in science, but will keep open other career pathways. Students who intend studying physical sciences at tertiary level should take a post-16 Maths course.

Full details of the specifications for this course can be found on the Examination Board website: [www.ocr.org.uk](http://www.ocr.org.uk)

## What does this course involve?

This course aims to:

- develop the ability to analyse problems and apply computers to their solution
- emphasise abstract thinking, general problem solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking
- develop an understanding of the organisation of computer systems including software, data, hardware, communications and people
- develop awareness of trends in computing applications and their influence on society
- use computers to solve problems effectively
- enable students to learn a programming language with an emphasis on computational thinking – what can be computed and how to compute it

The course is designed to provide students with an up-to-date, interesting and highly relevant overview of the technicalities of computers and Information Systems. There is a mixture of theoretical study and practical programming work using the school's PC computers.

## In addition, the A level encourages candidates to:

- develop an understanding of the main principles of systems analysis and design
- develop their project management skills and understanding of the need for team work

## How will you learn?

The course consists of a mixture of theoretical and practical sessions. For most of the course there will be fifty percent of each per week. During the practical lessons students will learn how to write programmes using the **Visual Basic** programming language. In addition they will be introduced to other languages and will use a variety of standard software packages.

## What exams and coursework are involved?

**AS Unit 1 – Problem Solving, Programming, Data Representation and Practical Exercise:**  
Fundamentals of Problem Solving, Fundamentals of Programming, Fundamentals of Data Representation, Systems Development Life Cycle

**Unit 2 – COMP2 Computer Components, The Stored Program Concept and the Internet:**  
Fundamentals of Computer Systems, Hardware Elements of Computers, Machine Level Architecture, Hardware Devices, The Structure of the Internet, Web page design, Consequences of Uses of Computing

**A2 Unit 3 – COMP3 Problem Solving, Programming, Operating Systems, Databases and Networking:** Problem Solving, Programming Concepts, Operating Systems, Databases, Communication and Networking

**Unit 4 – Centre Assessed Project:** A programming project that will allow the student to demonstrate their programming expertise, understanding of computer systems and skills in analysing, designing, implementing, testing and evaluating systems. It is marked by the teacher and then moderated by AQA

**What are the entry qualifications for this course?**

Although it is desirable for students to have passed the GCSE ICT examination this is not essential if a prospective student is well motivated and has a keen interest in computer programming.

**What opportunities are available to you after completing this course?**

This course will provide the skills and knowledge that will allow students to progress to Higher Education courses which focus on the design, use or application of computers in any one of a large number of different areas. The computer may be the primary focus of the course or it may be used in conjunction with another area of study.

Full details of the specifications for this course can be found on the Examination Board website: [www.aqa.org.uk](http://www.aqa.org.uk)

## What does the course involve?

This long established and highly successful course offers students an opportunity to pursue a creative course in resistant materials. Students are expected to work in a wide range of materials on a number of two and three-dimensional projects using skills and techniques ranging from traditional hand skills to the most modern. Core experiences include 3D product design and manufacture covering areas such as lighting, furniture and jewellery. The state of the art Design & Technology Centre provides an extensive range of new equipment. These facilities allow students an opportunity to use some of the most current technological equipment. Students experience both Computer Aided design (CAD) and Computer Aided Manufacture (CAM) as a part of the course. The use of industry standard software such as Photoshop, SolidWorks and CorelDraw for CAD linked to state of the art CAM cutting equipment, including laser cutting, enables students to move from designing on screen to making with a computer controlled machine in one seamless operation.

## How will you learn?

This course offers a unique opportunity for students to identify and solve real problems by designing and making products in a wide range of contexts relating to their personal interests.

The course aims to encourage students to:

- develop and sustain their own innovation, creativity and design and technology capability to recognise constraints and to produce high quality products;
- develop a critical understanding of the influences and of the processes and products of design and technological activity from an historical perspective and in current practice;
- apply knowledge, understanding and skills of design production processes to a range of technological activities and develop an understanding of industrial practices;
- use information and communications technology to enhance their design and technological capability.

The specification content is grouped under two key areas of designing and making as follows:

Designing	Design and Innovation	AS
	Product Analysis	AS
	Human Responsibility	A2
	Public Interaction	A2
Making	Materials and Components	AS
	Industrial and Commercial Practice	AS
	Processes	A2
	Production Systems and Control	A2

### **What exams and coursework are involved?**

The course is assessed through four modules, which are common to each focus area.

<b>AS</b>	Unit 1	Examination Paper (2 hrs)	20%
	Unit 2	Design and Make Projects (40 hrs)	30%
<b>A2</b>	Unit 3	Examination Paper (2 hrs 30 mins)	20%
	Unit 4	Design and Make Projects (60 hrs)	30%

### **What are the entry requirements for this course?**

Students considering opting for this course should be currently working towards grade B at GCSE

### **What opportunities are available to you after completing this course?**

Students in recent years have progressed direct on to university degree courses in computer aided design, fashion, furniture design, jewellery, textiles, engineering, automotive design, product design and civil engineering. Other students have moved onto art and design foundation courses.

Full details of the specifications for this course can be found on the Examination Board website: [www.wjec.co.uk](http://www.wjec.co.uk)

## What does the course involve?

This course builds upon the successes of GCSE Textiles allowing students to develop and pursue creatively products constructed from textile materials. The requirement of portfolio evidence gives students the opportunity to experience a large range of creative techniques. Students will use CAD/CAM as a key part of the course and this will include industry standard software such as Photoshop and Coreldraw to enable design ideas to be drawn and developed in new and exciting ways. Stencils, patterns and fabric can be cut and engraved using the latest laser technology to enable students to move from ideas to making in a seamless operation. Most students do prefer to focus on fashion, researching historical influencing, understanding who the 'fashion designer' is and making clothing that reflect Haute Couture. A visit to Bath Costume Museum to view and study Haute Couture starts the AS course. This course allows students to concentrate wholly on fashion if they so wish. Opportunities do arise if students wish to use fabrics with other D & T materials, thus emphasising the flexibility offered with this course. All products made are professionally worn and/or shown in a catwalk fashion show and displayed each year in the summer term.

## How will you learn?

This course offers a unique opportunity for students to identify and solve real problems by designing and making fashion and/or textile products in a wide range of contexts relating to their personal interests.

The course aims to encourage students to:

- develop and sustain their own innovation, creativity and design and technology capability to recognise constraints and to produce high quality fashion products;
- develop a critical understanding of the influences and of the processes and products of design and technological activity from an historical perspective and in current practice;
- apply knowledge, understanding and skills of design production processes to a range of technological activities and develop some understanding of industrial practices;
- use information and communications technology to enhance their design and technological capability.

The specification content is grouped under two key areas of designing and making as follows:

Designing	Design and innovation	AS
	Product Analysis	AS
	Human Responsibility	A2
	Public Interaction	A2
Making	Materials and components	AS
	Industrial and commercial practice	AS
	Processes	A2
	Production systems and control	A2

### **What exams and coursework are involved?**

The course is assessed through four modules, which are common to each focus area.

<b>AS</b>	Unit 1	Examination Paper (2 hrs)	20%
	Unit 2	Design and Make Projects (40 hrs)	30%
<b>A2</b>	Unit 3	Examination Paper (2 hrs 30 mins)	20%
	Unit 4	Design and Make Projects (60 hrs)	30%

### **What are the entry requirements for this course?**

Students considering opting for this course should currently be working towards grade B at GCSE.

### **What opportunities are available to you after completing this course?**

There are many opportunities for students within the field of design. Students in recent years have progressed direct on to university degree courses in architecture, computer aided design, fashion, graphic illustrative fashion design, interior design, jewellery, textiles, and product design. Other students have moved onto art and design, costume and theatre design and foundation courses in preparation for other creative and expressive courses.

Full details of the specifications for this course can be found on the Examination Board website: [www.wjec.co.uk](http://www.wjec.co.uk)

## What does the course involve?

This long established and highly successful course offers students an opportunity to pursue a creative course in graphic design. Students are expected to work in a wide range of media on a number of two and three-dimensional projects using skills and techniques ranging from traditional hand skills to the most modern computer technology. Core experiences include corporate and retail graphics, packaging design and manufacture, architecture and interior design. The state of the art Design & Technology Centre provides an extensive range of quality equipment. These facilities allow students an opportunity to use some of the most current technological equipment. Students experience both Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) as a part of the course. The use of industry standard software such as Photoshop, SolidWorks, Corel Draw and Graphite for CAD linked to state of the art CAM cutting equipment, including laser cutting, enables students to move from designing a package on screen, and then printing it in full colour to finally cutting with a computer controlled laser cutter in one seamless operation. This integrated approach enables students to produce very high quality prototype products.

## How will you learn?

This course offers a unique opportunity for students to identify and solve real problems by designing and making graphic products in a wide range of contexts relating to their personal interests.

The course aims to encourage students to:

- develop and sustain their own innovation, creativity and design and technology capability to recognise constraints and to produce high quality products;
- develop a critical understanding of the influences and of the processes and products of design and technological activity from an historical perspective and in current practice;
- apply knowledge, understanding and skills of design production processes to a range of technological activities and develop an understanding of industrial practices;
- use information and communications technology to enhance their design and technological capability.

The specification content is grouped under two key areas of designing and making as follows:

Designing	Design and Innovation	AS
	Product Analysis	AS
	Human Responsibility	A2
	Public Interaction	A2
Making	Materials and Components	AS
	Industrial and Commercial Practice	AS
	Processes	A2
	Production Systems and Control	A2

## What exams and coursework are involved?

The course is assessed through four modules, which are common to each focus area.

<b>AS</b>	Unit 1	Examination Paper (2 hrs)	20%
	Unit 2	Design and Make Projects (40 hrs)	30%

<b>A2</b>	Unit 3	Examination Paper (2 hrs 30 mins)	20%
	Unit 4	Design and Make Projects (60 hrs)	30%

**What are the entry requirements for this course?**

Students considering opting for this course should be currently working towards grade B at GCSE

**What opportunities are available to you after completing this course?**

Students in recent years have progressed direct on to university degree courses in architecture, computer aided design, packaging design, graphic design and interior design. Other students have moved onto art and design foundation courses.

Full details of the specifications for this course can be found on the Examination Board website: [www.wjec.co.uk](http://www.wjec.co.uk)

## What does this course involve?

- encouraging candidates to develop their interest in and enjoyment of drama and theatre
- encouraging knowledge of social and cultural contexts of drama and theatre
- developing candidates' ability to respond critically and sensitively to theatre in performance

## How will you learn?

Through a variety of theatrical styles and conventions, involving improvisation, workshops and public performances, to investigate contemporary and historical issues. Dependent on current programmes, the work is underpinned by public performances of regional and national companies.

## What exams and coursework are involved?

Assessment is through moderation for the practical and external examination.

During the AS course of study students are required to study the theory and practice of theatre practitioners, leading to a practical performance exam in term two. The practitioner chosen for study is Antonin Artaud, the surreal and avant garde French theorist/ writer/performer/director. Students will be exposed to bizarre and occasionally obscene texts. The course is challenging both physically and intellectually.

## AS Units

- 1 Study of a playtext and visiting live theatre  
1hr 30min written exam  
100 marks  
60% of AS mark, 30% of total A level
- 2 Performance of an extract from a play  
80 marks  
40% of AS mark, 20% of total A level  
A 15 – 45 minute performance of a play extract (depending on size of group) and supporting notes of between 1500-2000 words.

## A2 units

- 1 Study of two playtexts including pre-20<sup>th</sup> century  
2hr written exam  
30% of A level
- 2 Performance of a devised piece of theatre  
15 – 45 minute performance of a piece of original theatre devised by the candidates themselves and supporting notes of between 1500-2000 words  
20% of A level

## What are the entry qualifications for this course?

There is no prescribed prior knowledge. However it is recommended that candidates should have shown themselves capable of operating at a level of practice and understanding of drama equivalent to that required for GCSE Drama or GCSE English Language/Literature.

**What opportunities are available to you after completing this course?**

Many university courses require students to have highly developed skills in communication, co-operation, problem-solving and independent study skills. These are precisely the areas of expertise we aim to develop throughout the course.

Degree courses in drama and theatre at university.

Professional acting training at drama schools.

Theatre Design and technical courses at a variety of HE institutions.

Full details of the specifications for this course can be found at [www.aqa.org.uk](http://www.aqa.org.uk)

## What does this course involve?

The new A-level Economics syllabus was launched to start in September 2008. The emphasis has been put on academic “stretch and rigour”. Put another way, the idea is to give students the chance to demonstrate not just subject knowledge, but the ability to analyse current events and to come to a judgement as to the best way to deal with them.

**The first year of study (AS)** is centred on basic economic tools and concepts. This includes how prices are determined by markets, that is, the prices of goods, the prices of services, your salary, the value of shares and the profits companies make. We then look at the limitations of markets – how they might work when it comes to health, education, environmental pollution and climate change. All this is described as *micro-economics*. Finally, in Year 12 we will look at how consumer expenditure, taxes, government expenditure, prices, unemployment, production, the value of sterling and government policies all interact with each other. This is called *macro-economics*.

**The second year** focuses on how the economics learned in the first year can be applied to a range of problems. The first unit concerns the way that transport is delivered in a modern economy. Governments intervene to a very great extent in road, rail, air and sea transport. The issues of congestion, safety, taxes, subsidies and environment all get a very thorough airing.

The final unit concentrates on how economies grow, develop and trade with each other. The economic map of the world is changing fast. China has recently overtaken the UK to become the fourth largest economy in the world. Wars are fought to secure dwindling energy and mineral reserves, whilst significant numbers of people across the world live in poverty. We try to go behind the headlines to find out what is going on and why.

## Will it suit me?

Economics is a social science that encompasses a range of disciplines: business, politics, sociology, psychology, philosophy, maths and English. To be interested, you really need to care about what is going on around you. If you are concerned with the way the world is heading or even if you want to change it, economics is the place to start. It usually leads to a realisation that there are more questions than answers, and that that, in essence, is no bad thing. You will need a fair level of English and be able to solve limited, practical maths problems.

## ASSESSMENT

Code	Title	Value	Details of paper
AS F581	Markets in action	50% of AS 25% of A2	1.5 hr. data based paper with short questions and 1 longer question
AS F582	The National and International Economy	50% of AS 25% of A2	1.5 hr. data based paper with short questions and 1 longer question
AS F584	Transport Economics	25% of A2	2 hr. data based paper with 1 mandatory question and 1 essay from 3.
AS F585	The Global Economy	25% of A2	2 hr. pre-release material with variety of questions.

## What does this course involve?

The European Computer Driving Licence® (ECDL) is an internationally recognised qualification which enables people to demonstrate their competence in computer skills. It is fast becoming the most widely recognised qualification in the field of work-related computer use. Its key benefits are that it:

- raises the level of competency in ICT and computer skills
- improves productivity at school and work
- provides an industry recognised qualification

## How will you learn?

Teaching is in one double lesson each week but students are expected to complete another hour a week in their own time. Each student works at their own pace and completes tests when they are ready. All teaching materials are 'online' and are available to students at home.

## What exams and coursework are involved?

The ECDL syllabus is designed to cover the key concepts of computing, its practical applications and their use in the workplace and society. It is broken down into seven modules, each of which must be passed before an ECDL certificate is awarded.

The seven modules that make up the ECDL are:

1. Basic concepts of IT
2. Using the computer and managing files
3. Word processing
4. Spreadsheets
5. Database
6. Presentation
7. Information and Communication

## What are the entry qualifications for this course?

None

## What opportunities are available to you after completing this course?

Major employers such as the NHS, HSBC and Sainsbury's have adopted ECDL as the benchmark ICT qualification and increasingly Universities are requiring students to have reached this level of competence.

Full details of the specifications for this course can be found on the ECDL website

[www.ecdl.co.uk](http://www.ecdl.co.uk)

## What does this course involve?

During the course we aim to:

- Extend students' knowledge and understanding of literary texts from a range of periods and genres.
- Develop a critical approach to the different techniques used by writers
- Encourage students to develop their own judgement through the consideration of other interpretations of the texts
- Explore the cultural, historical and literary contexts in which texts were written
- Introduce students to critical theories and methodologies appropriate to literary studies
- Allow students to develop their own interests and broaden their reading experience, thus engendering a life-long interest in and passion for literature and reading.

## How will you learn?

During the course students will be taught through:

- Discussions, reading and annotating texts together, lecture and note taking, creative tasks and responses, group and individual presentations and interactive IT lessons.
- We will also formally teach a variety of study skills including: how to annotate a literary text, how to read critically, how to develop independent reading and research skills, note-taking and organisation skills and formal essay writing skills.

**Enrichment opportunities:** There are the usual opportunities to visit the theatre and see live performances of set texts. Students may attend relevant revision conferences for certain modules. From time to time we have other enrichment opportunities, for example a recent trip to Coleridge's Cottage in Dorset as part of our study of his poetry and prose or a trip to Shakespeare's Globe Theatre in London.

## What Exams and Coursework are involved?

**AS Unit 1:** Exam - 'Aspects of Narrative'

**AS Unit 2:** Coursework - 'Dramatic Genres'

**A2 Unit 3:** Exam - 'Texts and Genres'

**A2 Unit 4:** Coursework - 'Further and Independent Reading'

## What are the Entry qualifications for this course?

In order to gain a good grade at AS level Literature a minimum of a B at GCSE Literature is required, as well as a general interest in reading.

## What opportunities are available to you after completing this course?

Although there are some professions and occupations listed below, the English Literature AS/A level teaches analytical skills useful in a wide range of career paths.

Professional Writing; Journalism; Publishing; Advertising; Marketing; Law; Teaching; Lecturing; PR; Academic Research or further study.

Full details of the specifications for this course can be found at [www.aqa.org.uk](http://www.aqa.org.uk)

### Who is this course designed for?

The AS General Studies course is taken by all students in Year 12 as a supplementary course to their main AS programme of study. The course explores a number of contemporary inter-disciplinary subjects and presents issues relevant to young adults as they become more independent members of society. The course may be taken in Year 13 as a full A level subject. The main objectives of the course are:

- to encourage students' interest in subjects that they might not otherwise study at A-level
- to raise awareness about contemporary developments and issues in science, society, the arts and popular culture
- to develop skills in communication across a wide range of subjects
- to enhance social skills by extending students' range of interests and knowledge
- to facilitate the exchange of views and experiences between students from different subject backgrounds who might not otherwise have the opportunity to work together on a post 16 course.
- to enable A level students to examine subjects in a wider context; for example, in studying a science subject students might also consider the economic, social and moral implications
- to promote the value of a broad-based education among young people
- to provide an additional focus for teaching personal and social education to post 16 students
- to introduce students to intellectual perspectives and ways of thinking that they might not otherwise encounter in their primary A level subjects
- to enable students and teachers to work together in an academic less pressurised way than that which may be characteristic of other A level subjects
- to encourage debate and exchange of ideas among students at a key stage in their personal and educational development
- to promote respect for the values of tolerance, free speech and open-mindedness
- to provide additional practice in key study skills such as essay writing, numerical analysis, I.C.T. skills, research and comprehension

### What does this course involve?

The AS course consists of two modules each containing ten units of work:

Module 1 - Conflict; Module 2 - Space. Each module is examined by a written paper lasting 1½ hours in June. There is no coursework element. Students are required to attend one double lesson per week and undertake some individual research as appropriate. Extra work is kept to a minimum wherever possible to avoid excessive pressure on students following a full programme of study. Class activities are varied and include video presentation, discussion, note-taking, group and pair-work, private research, debate and teacher-led lecture.

### How will you learn?

Another advantage of this course, above and beyond the more flexible learning style outlined above, is that subject specifications, lesson plans, and other course materials are available to students on the school network and may be taken home for individual use. Students also receive paper copies of all relevant materials.

## Entry qualifications

### **PLEASE NOTE THE AS COURSE IS COMPULSORY FOR ALL STUDENTS IN YEAR 12**

#### **What opportunities are available to you after completing this course?**

Students may opt to take General Studies to A2 level in Year 13, either as an additional subject or as a replacement for another mainstream course, which has been discontinued. The A2 course requires attendance at two double lessons per week and regular homework. Many universities recognise General Studies as a full A level and some students will increase their chances of a successful application if they have passed General Studies as a third or fourth subject.

Full details of the specifications for this course can be found on the Examination Board website: [www.aqa.org.uk](http://www.aqa.org.uk)

# GEOGRAPHY

AQA AS 1031 A2 2031

Contemporary Geography is a subject which explicitly engages with the relationship of human populations to each other over space and time and the human population's relationship with their physical environment at a variety of scales from local to global. The course allows the investigation of a wide variety of situations within physical landscapes and the human environment and their application to the future.

## How will you learn?

Students will experience a range of teaching techniques from at least two members of staff. There are a number of fieldwork opportunities for both physical and human Geography including residential and day long courses. In addition there are opportunities to take part in seminar work with UWE, Bristol and Bath Universities. The Geography Department is also a member of the Geography Association from which we can take lectures and resource material. Students will, however, be expected to become self-learners and read around the subject.

## What Modules will be followed?

<b>AS</b>	Physical and Human Geography (2 hour paper – 35%)	<b>Rivers</b> (Core) Options (Choose 1) Cold Environments Coastal Environments Hot Desert Environments
		<b>Population Change</b> (Core) Options (Choose 1) Food Supply Options Energy issues Health issues
	Skills (1 hour paper – 15%)	Fieldwork Research Skills ICT Cartography Statistical Skills
<b>A2</b>	Contemporary Issues (2 hour paper – 30%)	Choice from at least 3 of: Plate Tectonics Weather and Climate Ecosystems' challenges
		World Cities Development and Globalisation Contemporary Conflicts
	Fieldwork Paper (1 hour 30 minutes – 20%)	Extended writing and short answer based on students' fieldwork investigation

**What are the entry qualifications for this course?**

GCSE Geography, Science and English at C or above will generally be required before allowing students to start the course. Individual students may, of course, discuss variations in this requirement with the Head of Department.

**What opportunities are available to you after completing this course?**

Geography opens the door to a wide variety of careers in a number of related fields: oceanography and climatology are important for investigating climate change and its implications for the future. The understanding of rocks and minerals and their formation could be important to oil companies. Human Geography is important to a future where the pressure on resources is becoming ever more important and the leisure industry relies on suitably qualified students to join its ranks. Obviously, an A level in Geography fits you for further study on the subject at University.

Full details of the specification for this course can be found on the Examination Board website: [www.aqa.org.uk](http://www.aqa.org.uk)

## What does this course involve?

Geology is a science subject that studies the Earth in terms of the landforms and life forms that have evolved over geological time. Geology brings together aspects of Physics, Chemistry, Biology and Geography in the study of Plate Tectonics, the Earth's Internal Structure, Rocks, Minerals, Fossils, Seismology, Volcanicity, Energy Resources (Coal, Oil and Natural Gas), Water Supplies, Mineral Deposits, Engineering Geology, Plant and Animal Evolution, Slope Stability, Industrial Materials and Geological Mapping. Geology includes integral aspects of Environmental Science and studies the economic and environmental implications of resource exploitation. The units are set within the context of the Geological Evolution of the British Isles. The syllabus also includes new units on Planetary Geology and the Evolution of the Atmosphere.

## How will you learn?

Teaching strategies involve an emphasis on laboratory work and fieldwork. Field trips are conducted in Wales, Devon and Dorset as well as local trips in Somerset. Field trip costs are borne by the school and samples/data collected in the field are analysed in the laboratory.

## What exams and coursework are involved?

In Year 12 students complete three Units with two written Exams, one practical Assessment and one fieldwork exercise. The AS Units are:

- G1 Plate Tectonics, Earth Structure, Volcanicity, Earthquakes, Planetary Geology
- G2 Igneous, Sedimentary and Metamorphic Rocks
- G3 Practical Assessment and Fieldwork

In Year 13 three more Units are completed with two written Exams, one practical Assessment and one fieldwork exercise. The A2 units are:

- G4 Environmental and Economic Geology. Oil and Natural Gas, Coal
- G5 Fossils and Evolution of Life. Evolution of the Atmosphere. Vertebrate and Dinosaur Evolution
- G6 Practical Assessment and Fieldwork

## What are the entry qualifications for this course?

No specific qualifications beyond the normal qualifications for the Sixth Form. Students have the opportunity to take the GCSE exam in Geology during the AS and A2 courses.

## What opportunities are available to you after completing this course?

Some students study for degrees in Geology, Geophysics, Geochemistry, Earth Science, Environmental Geology, Environmental Science, Engineering, Physical Geography, Geography, Planning, Natural Sciences, Oceanography, Biology and Chemistry, although past A Level Geology students have studied for a wide variety of Degrees ranging from Medicine, Computing, Maths, Economics, Accountancy, Design and Technology, Pharmacy, Media, Architecture to Theatre Studies, Languages, Journalism, Politics, Agriculture, Tourism and Teaching. Geology can also be used as a Science qualification.

Full details of the specifications for this course can be found on the Examination Board website: [www.ocr.org.uk](http://www.ocr.org.uk)

## What does this course involve?

The course is designed to promote knowledge and understanding of fundamental political problems and the means and processes used by society to resolve them. Students are encouraged to develop a wide range of skills, namely the ability to acquire and interpret information, to survey and interpret opinion critically to draw comparisons and conclusions and to communicate with clarity. The course aims to enhance the individual's ability to apply

knowledge and understanding to his/her present and future life. In all societies there will be conflicts of interest between groups that want different things. Politics is concerned with how these conflicts are resolved.

## How will you learn?

The work is mainly written but discussion plays a major role in the teaching programme. Essays are set on all major topics and are expected to be substantial and show evidence of wide reading around the topic. Students will be expected to use a range of resources and keep themselves up to date by regular reading of the quality press and through the broadcast media and the Internet. Briefer, more topical exercises are set to coincide with the more significant political 'events'.

The Lower Sixth year is devoted to British Politics and American Government is the emphasis in the Upper Sixth.

## What exams and coursework are involved?

The assessment is based on 4 Units - 2 for AS and 2 to complete the A2 taken in June each year. Credits can be stored and aggregated after the final examinations. There will be the opportunities to rework assessments taken earlier:

### AS

**Unit 1** Contemporary politics of the UK

**Unit 2** Contemporary government of the UK

### A2

**Unit 3** Contemporary US government and society

**Unit 4** Government and Politics – US Option

## What are the entry qualifications for this course?

No specific qualifications beyond the normal qualifications for the 6th Form.

## What opportunities are available to you after completing this course?

Past students have gone on to study a range of subjects at degree level - Law, Politics, PPE, International Relations and a number are now working within local and national political institutions. In following the course the student will need to acquire and develop a range of skills and in this respect it acts as a useful preparation for any higher education course or employment.

Full details of the specifications for this course can be found on the Examination Board website: [www.ocr.org.uk](http://www.ocr.org.uk)

## **What Does This Course Involve?**

This is a broad-based 'vocational' qualification. All aspects of the course relate to individuals health and well being within specified health care settings. The AS course is completed in Year 12, the A2 in Year 13. Assessment is based on Units. Students are required to complete THREE mandatory Units in Year 12 and a further THREE, with some choice, in Year 13. Students who do not give of their best under examination conditions will be pleased to read that 67% of this qualification is awarded through portfolio evidence and is internally marked before being externally assessed by the exam board. AS content focuses on: the rights, responsibilities and values in health care settings; communication in care settings and the health and well-being of individuals. The A2 develops the AS content addressing: service provisions and practitioner skills and the understanding of human behaviour and physiology.

## **How Will You Learn?**

The Unit content requires students to learn through using an investigative and problem- solving approach. Higher-level skills involve evaluation, learning to make judgements and drawing conclusions about health related issues discussed and researched. Appropriately, 'hands-on' learning takes place. Many case studies are analysed, some involving visiting and interviewing clients within a care setting. To enable development, professionals will need to be interviewed. This involves analysis of communication abilities and thus the use of appropriate techniques and styles. Much work will be based on discussion and teamwork and devising and carrying out professional presentations. Conventional lecture style lessons are also incorporated, varying the learning styles covered in this course. Researching, going out and finding out, talking and meeting people in health care settings forms a large part of this course - we like to call it, 'learning while doing'. By the end you will become an effective, empathetic communicator, someone who appreciates people for who they are and you will gain a real sense of self-worth.

## **What Exams and Coursework are involved?**

For AS GCE TWO Units will be assessed internally, through a teacher-assessed portfolio and ONE Unit will be assessed externally through an examination. All are equally weighted and mandatory. At A2 GCE **another** THREE Units are completed. ONE Unit is mandatory and assessed internally, the other TWO are optional, with some restrictions, and one of these has to be externally assessed.

Details of the assessment units are shown on the next page.

LEVEL	UNIT TITLE (Unit number in brackets)	Mode of Assessment	Mandatory (m) Optional (o)
AS	Promoting Quality Care (1)	<b>External</b>	m
AS	Communication in Care Settings (2)	Portfolio	m
AS	Promoting Good Health (3)	Portfolio	m
A2	Care Practice and Provision (10)	Portfolio	m
A2	Understanding Human Behaviour (11)	<b>External</b>	o
A2	OR Anatomy and Physiology in Practice (15)	<b>External</b>	o
A2	OR Social Trends	<b>External</b>	o
A2	Child Development (13)	Portfolio	o
A2	OR Mental Health Issues (14)	Portfolio	o
A2	OR Research Methods in Health and Social (16)	Portfolio	o
A2	OR Crime and its Impact on Individuals and Society (17)	Portfolio	o

### What are the Entry Qualifications?

There are no formal entry qualifications above those expected to gain entry into the sixth form.

### What Opportunities Are Available To You After Completing This Course?

This course is designed to give a broad introduction to the health care sector and aims to prepare students for future study in higher education or further training, which might be whilst in employment. Students having completed the course will be fully prepared to enter a variety of HND or degree level courses in health and social care related subjects. Nursing, Midwifery, Social Work, Health Management and Teaching have all been popular choices in previous years.

Full details of the specifications for this course can be found on the Examination Board website: [www.ocr.org.uk](http://www.ocr.org.uk)

### What does this course involve?

**Challenging Authority: actions and reactions:** At A-level we study 4 Units based on the idea of challenging authority. It is important to study the history of Britain but also to compare and contrast this with events in other parts of the globe. In Year 12 students study 2 Units and sit the exams in May and June, but in Year 13 they have the opportunity to produce a piece of coursework which leaves them with just one exam in June of their final year. We believe that this allows students time to mature before they are expected to produce structured essays within a time limit.

### In Year 12 students study:

**Unit 1: Britain 1815-65:** Have you ever wondered what made Britain great? Well, this Unit gives you the opportunity to consider the development of the British nation at a time when Europe was in turmoil. Why did Britain never have a revolution? What were the key issues facing the rulers of the day? From Lord Liverpool and his 'reactionary' government of the 1810s, through the significant contributions of Peel, to Lord Palmerston and his gun-boat diplomacy of the 1860s, this Unit allows you to understand the nature of rule within Britain, and the challenges to it. As well as embracing political, social and economic developments, this Unit allows students to consider Britain's position in relation to Europe and the wider world as she sought to protect her pre-eminence.

**Unit 2: The Campaign for African-American Civil Rights in the USA 1950-68:** What are the issues surrounding the fight for African-American Civil Rights in the USA? This Unit allows investigation into the issues that surround the treatment of African-Americans in this period and their struggle to obtain the vote. There will be focus on the tactics that they used, and the methods they adopted. Why was the impact of peaceful struggle so significant? Why did some African-Americans turn to militancy to achieve their goal? The main emphasis will be on the problems faced and the solutions introduced by African-Americans, but there will also be consideration of the responses of the courts, Federal Government and the whites themselves. There is also an investigation into significant individuals e.g. Martin Luther King, Malcolm X, Stokely Carmichael, John F Kennedy and Lyndon B Johnson.

### In Year 13 students study:

**Unit 3: Monarchies and Republics in France 1815-1875:** Why do the French revolt? The French were not settled after the revolution in 1789 and followed this with revolutions in 1815, 1830 and 1848. Why? In a period where Britain showed relative stability, despite the challenges to authority, why were the French constantly using force to overthrow their governments? This Unit considers the key issues of liberalism, republicanism, radicalism and anti-clericalism. What led to constitutional monarchies being overthrown and replaced with republics? Why did republic give way to Empire? This Unit allows discussion of key individuals and events which shaped the history of France from the end of the Napoleonic War to the humiliating defeat by Prussia, and her attempts to establish a Third Republic.

**Unit 4: Authoritarianism and democracy in Spain, France and Italy c. 1870-1995:** This Unit is designed to let students develop a personal enquiry into an aspect of history related to France, Spain or Italy. This allows scope to look at the establishment and downfall of Liberal Italy, 1817-1922, and to then focus on the fascism of Mussolini. Students can then focus on the rise of communism in Italy after 1945, and why they failed to make a breakthrough. When looking at Spain the students can choose to focus on the fortunes of Spain through monarchy and republic. What were the reasons behind the rise of fascism in Spain, and how was Franco able to survive until 1975. There is also scope to focus on the Spanish Civil War; why were so many individuals drawn into this conflict, why does it still have such an impact on popular imagination and culture? Students can also look at the fortunes of France after 1875, looking at the survival of the French Republic up to 1918, and the reasons for the downfall of the Third Republic. Students will also look at the controversial Vichy regime between 1940-44, the collaboration of the French with the Nazis, and the impact and legacy this has had for France.

Students will also consider the impact of De Gaulle on France, and his legacy. This course will allow students to focus either on one country, or on a combination of two or three with their personal study. It will allow a greater scope for students to develop their own areas of interest, which will be assessed through one essay of 3500 words, and a research diary of 500 words.

### **Examinations and assessment:**

Students undertake Units 1 and 2 in order to obtain an AS in History. This can be completed after one year, and each unit comprises 50% of the final mark. Unit 1 is assessed by 2 essays in a 1¼ hour exam at the end of Year 12. In order to obtain the full A-level students carry forward their 2 AS Units (now worth 25% each of the full A-Level), and complete one exam and one piece of coursework. Unit 3 is assessed by two essays in a 1½ hour exam. These essays are required to show greater depth and explanation than those at AS. Unit 4 is assessed through coursework. Students are taught the course described, and then have to produce a piece of written work of no more than 3500 words analysing a historical issue of the period.

### **Key Skills:**

Candidates will follow a broad course of study within this Unit, and this allows them to develop a number of key skills. Students' communication is obviously vitally important in the History course. Students are encouraged to debate the issues which arise, both in oral and written forms. Group work, pair work, and individual assignments all allow students to develop their skills. It is important that students are able to contribute to the wider historical debate. Students are also encouraged to reflect on their own work, and look to improve this further. They are encouraged to look at their work, and the work of their peers through assessment skills, and consequently to see how improvements could be made. Students are also looking at historical problems and issues, and they are encouraged to address these in innovative ways. Students are also encouraged to use ICT and to develop their ICT skills. There are opportunities for students to use different forms of presentations, and they are encouraged to be as imaginative as possible with these. A variety of different teaching and learning styles are used to allow students to engage with the curriculum as much as possible.

### **What are the entry qualifications for this course?**

Students need not have taken GCSE History, but a C grade at GCSE in an equivalent subject is considered desirable,

### **What opportunities are available to you after this course?**

History provides you with a variety of skills including the ability to research independently, to collate and to process large amounts of information. This is valuable in many professions. A Level History helps to develop the skills needed in employment or further study.

Full details of the specifications for this course can be found on the examination board website: [www.aqa.org.uk](http://www.aqa.org.uk)

## What does this course involve?

Pure maths based around indices, surds, co-ordinate geometry, differentiation, integration, trigonometry, sequences, series, algebra and functions, numerical methods, graphs, differential equations and vectors. This body of knowledge and skills are then applied to real-life situations involving Statistics and Mechanics. The Statistics involves the representation of data, probability, discrete random variables and bivariate data. The Mechanics covers force as a vector, equilibrium of a particle, kinematics of motion in a straight line, Newton's laws of motion and linear momentum.

## How will you learn?

Each topic is developed step by step through teacher exposition, discussion and students making links as different areas of maths are increasingly connected. There are no extended pieces of coursework. Students receive follow-up work from each maths lesson. Appropriate use of calculators and computers is expected.

## What exams and coursework are involved?

Students sit 3 module exams at the end of year 12. Each exam is 1½ hours long. The proposed modules are Core Maths 1, Core Maths 2 and Statistics 1. There is no coursework component. A further 3 module exams are taken in Year 13 in Core Maths 3, Core Maths 4 and Mechanics 1.

## What are the entry qualifications for this course?

A student must obtain a grade B in GCSE Maths or better.

## What opportunities are available to you after completing this course?

Almost anything. Maths underpins all areas of life; Maths skills learned at A-level, such as logical thinking, problem solving and statistical analysis, may be closer to those actually used in the workplace than the skills developed in many other subjects.

In certain areas, employers actually prefer mathematics graduates over those in the discipline of employment (for example, certain accountancy firms prefer mathematics graduates over accountancy graduates.)

## A2 Mathematics (Year 12)

This is available to students who have already completed two AS level Maths modules in Year 11.

## AS Further Mathematics (Year 13) OCR 3892

This involves the study of three further modules: Further Pure 1, Further Pure 2 and Statistics 2.

## A2 Further Mathematics (Year 13) OCR 7892

This involves the study of AS Further Mathematics and three further modules in Decision Maths 1, Mechanics 2 and Further Maths 3 or Mechanics 3 (to be decided).

Full details of the specifications for this course can be found on the Examination Board website: [www.ocr.org.uk](http://www.ocr.org.uk)

## What does the course involve?

As all forms of mass media are now a large part of contemporary western cultures, this course seeks to provide students with ways of critically reading, engaging with and producing mass-media texts.

## In particular it aims to:

- Provide students with a conceptual framework, which will give them the critical tools necessary to carry out their own readings and investigations of the mass media.
- Allow students to engage with theory, research and ideas relating to a wide variety of media texts e.g. film, radio, TV, internet, advertising, newspapers, magazines, etc.
- Allow students to explore the historical, social, political and economic contexts relevant to the critical reading of media texts and an understanding of media issues.
- Provide students with practical knowledge and enjoyment of media texts and technologies and allow them to create their own media texts.

## How will you learn?

Lessons will be taught using a variety of methods to suit the different learning styles and preferences of students, including:

Discussion, textual and contextual study, lecture and note taking, independent research, group work and practical skills lessons in a variety of media text production.

## What exams and coursework are involved?

<b>AS Module 1:</b>	Exam – ‘Investigating Media’
<b>AS Module 2:</b>	Coursework – ‘Creating Media’
<b>A2 Module 3:</b>	Exam – ‘Media: Critical Perspectives’
<b>A2 Module 4:</b>	Coursework – ‘Media: Research and Production’

## What are the entry qualifications for this course?

Due to the high level of media 'literacy' in the course, a minimum of a grade C in GCSE English Language and/or Literature is required.

## What opportunities are available to you after completing this course?

A wide range of analytical and practical skills are taught on the course leading to possible Careers in: Media production, journalism, PR, marketing, advertising, ICT, teaching.

Full details of the specifications for this course can be found on the Examination Board website: [www.aqa.org.uk](http://www.aqa.org.uk)

**What does this course involve?**

The course will involve the study of the language and culture of French and Spanish speaking communities and their affairs. The Modules for each language deal with the following at AS:

- Media (TV, Advertising, Communication technology)
- Healthy Living (Sport/exercise, health and well-being, holidays)
- Popular Culture (Cinema, music, fashion/trends)
- Family relationships (friendships, marriage/partnerships)

And at A2:

- Environment (Pollution, energy)
- Multi-cultural Society (Immigration, Racism, Integration)
- Contemporary Social Issues (wealth/poverty, law and order, scientific and technological progress)
- Cultural Topics – Choice of 2 from the study of a region, a period of history, the work of an author, dramatist or a director/architect/musician/painter

**How will you learn?**

Teaching takes place in small groups in a relaxed and friendly atmosphere so that students can continue to improve their skills at an increasingly advanced level. We study the language and culture through reading, listening, own research, role-play, debate, discussion, translation and grammar work, usage of DVDs and IT. Students greatly enjoy the change in pace from GCSE and the freedom to discuss major themes of interest, often remarking on how refreshing the style of class is. We also expect students to do a substantial amount of research and listening practice on their own, in order to supplement the class time. This helps to build up students' independent study skills.

**What exams are involved?**

There are two exams at AS and at A2, involving listening, reading and writing and an oral test.

**Unit 1** Listening, Reading and Writing

**Unit 2** Oral – 15 minutes – discussion on AS topics

**Unit 3** Listening, Reading and Writing

**Unit 4** Oral – 15 minutes – a for/against discussion followed by a conversation on the two cultural topics studied for A2.

**What are the entry qualifications for this course?**

We recommend a Grade A at GCSE at least, which must have been obtained by doing higher papers. The jump to AS is quite difficult but we are well used to helping our students through the transition period and there are many helpful study guides and materials at students' disposal.

**What opportunities are available to you after completing this course?**

After A levels in languages, there are tremendous opportunities to do Language degrees of many varieties. It can often be a good idea to start another language from scratch at University - we have former pupils currently studying Russian and Chinese - and all other subjects nowadays can be studied with a language alongside. Job opportunities for Language graduates are the best after medicine – good communication skills make them very employable. There is a particular demand for linguists in the finance world and simultaneous interpreting.

Full details of the specifications for this course can be found on the Examination Board website: [www.aqa.org.uk](http://www.aqa.org.uk).

## **Level 3 BTEC National Award in Music (Performing) - Edexcel**

### **What does this course involve?**

The BTEC National Award in Music Performing is a practical, hands-on approach to learning the skills that will be used in employment within this area of the Music industry sector. It is ideal if you want to

- gain training before seeking employment in the music industry,
- progress to higher education vocational qualifications such as Edexcel Level 5 BTEC Higher Nationals in Music Performance and/or Music Production,
- develop a range of skills and techniques,
- develop personal skills and attitudes essential for successful performance in working life.

### **How will you learn?**

This advanced level course allows in-depth study of music performance techniques through a practical approach. Specific modules include:

- aural perception skills
- improvising music
- listening skills for musicians
- music performance session styles
- singing techniques and performance
- pop music in practice
- studying music from around the world
- working and developing as a music ensemble

There are three core modules:

- music performance techniques – the ability to devise and follow a structured practise schedule and to demonstrate improvement in instrumental/vocal technique
- planning a music project – working as an arts administrator; organising and managing the behind the scenes preparation for a music event
- music project – you create and promote a live music event

### **What exams and coursework are involved?**

All modules are assessed as coursework and accredited with pass, merit or distinction awards. These count towards your UCAS points if you go on to Further Education. Achieving a distinction on a national Award BTEC is like achieving an A grade at A level.

### **What are the entry qualifications for this course?**

GCSE music is desirable but not essential. Applicants should however be able to demonstrate instrumental/vocal competence to a standard of grade 5 or above. The potential to be able to progress technically and demonstrate improvement during the course is essential, therefore a commitment to pursuing instrumental/vocal lessons with a specialist teacher is vital. Experience of ensemble musicianship will also be highly beneficial.

**What opportunities are available to you after completing this course?**

You may decide to pursue further BTEC qualifications or study a degree course in music. Alternatively you may wish to seek employment in the music sector in a number of varied and interesting ways, putting your vocational skills into practise straight away as a freelance musician and session player for example. Alternatively, your increased knowledge of the music industry freelance world and awareness of musicians rights may interest you in terms of a career as a music lawyer.

Full details of the specifications for this course can be found at [www.aqa.org.uk](http://www.aqa.org.uk)

## What does the course involve?

The course involves learning about how the mind and body respond to sport and exercise and how sport fits into today's society. In addition there is high emphasis placed on the importance of, and benefits from, a balanced, active and healthy lifestyle. The course is divided into two modules per year. In Y12 these compulsory modules are "An introduction to Physical Education" and "Acquiring, developing and evaluating practical skills in PE".

In the first module three distinct areas are taught:

- Anatomy and physiology – skeletal and muscular systems, motion and movement and the cardiovascular and respiratory systems
- acquiring movement skills – classification of movement skills, development of skills, information processing, learning skills, motor control of skills in activity.
- Socio-cultural studies – physical activity (characteristics and benefits of different types), sport and culture (characteristics and provision of sport in the UK, Australia and USA), contemporary issues (e.g. drugs in sport, violence, sponsorship, Olympic Games, etc).

In addition to the classroom based learning, the course involves practical lessons and assessment in two contrasting sports either as a performer in both or as a coach or official in one and performer in a second. In all cases pupils have to evaluate their performance in detail.

## How will you learn?

Learning occurs through a variety of ways including discussion, note taking, practice exam questions, oral presentations, practical experiments, referring to text books, undertaking personal research and so on. Students are expected to undertake work in their own time including attending sports practices and to read around the subject and build up knowledge of sports issues in the media and society generally.

## What exams and coursework are involved?

Module G451 "An introduction to PE" is assessed via one 2 hour written paper with one compulsory structured format question with sub-questions on each of the areas (Anatomy and Physiology, Acquiring Movement Skills and Socio-cultural Studies), a total of three questions. This is worth 60% of the AS and 30% of the whole A-level.

Module G452 "Acquiring, Developing and Evaluating Practical Skills in PE" is assessed internally by school staff and moderated by external examiners. This is worth 40% of the AS and 20% of the whole A-level.

Coursework takes the form of practical performance in the two sports (either as a player, official or coach) and one verbal critical evaluation of a live performance by another candidate.

Y13 follows a similar pattern of assessment with modules, which build on the Year 12 work. Unit G453 has a 2½ hour exam with questions in two sections: socio-cultural options and scientific options. Students will have been taught three areas and will answer one question on each area. The final part of each question is an essay style answer requiring students to draw on work from both Year 12 and Year 13. In the practical element (G454) candidates only get assessed in one sport and the critical evaluation is expected to be in much greater detail.

**What are the entry qualifications for this course?**

It is an advantage to have done GCSE Physical Education/Games and a good grade at GCSE science, particularly biology, would be beneficial although these are not compulsory requirements. Students will need to demonstrate a high level of motivation in all aspects of the course, which along with demanding practical sessions, also includes a rigorous and challenging theoretical component.

**What opportunities are available to you after completing the course?**

AS and A2 PE is a good grounding for one of many careers in sport including fitness instructor/personal trainer, sports management, teaching, leisure officer, sports development officer although many of these careers require further study. AS and A2 PE is also recognised by universities for UCAS points for virtually all degree courses even if the students chosen route is not one involving sport or PE.

Full details of the specifications for this course can be found on the examination board website: [www.ocr.org.uk](http://www.ocr.org.uk)

## **What does this course involve?**

The course presents the subject of Physics in contexts in which it is used or studied. These contexts have been selected to promote awareness of how Physics can improve people's lives, how it is used in engineering and technology and how research in it extends our understanding of the Physical world at a fundamental level.

The contexts used at A/S level are those of sport, space exploration, music production, archaeology, food production and spare part surgery. In the A2 course the contexts are transport, communication, sub-atomic physics, building designs and the origin and fate of the universe.

## **How will you learn?**

You will develop your knowledge and understanding of Physics through reading and discussion, through whole-class, small group and individual practical activities, through answering a whole range of questions and solving a variety of problems.

You will be involved in research, in writing reports and making presentations, making frequent use of information technology.

## **What exams and coursework are involved?**

A/S level is assessed through two written unit tests (80%), normally taken at the end of the year and assessed coursework (20%). Coursework involves the assessment of an experiment which is based on a case study of an application of Physics or a Physics-based visit.

The A2 course leading to the Advanced Physics qualification is examined through two written papers (80%) and coursework (20%) which involves planning and performing an experiment and analysing the results.

## **What are the entry qualifications for this course?**

You will need at least a grade B in Science and Additional Science or Physics at GCSE level. We strongly recommend that students taking Physics also take Mathematics to at least A/S level. However, each unit is supported by Maths notes and highly numerate students have been successful in taking Physics without Mathematics.

## **What opportunities are available to you after completing this course?**

Advanced level Physics is a required qualification for a wide range of Higher Education courses. The course is a sound preparation for vocational studies in the science sector at level 4, for example Higher National courses, as well as degree-level courses in Physics, many related sciences, medicine and a wide range of engineering courses. A/S and A level Physics are also sound preparation for a wide range of employment in the science sector from engineering through to medicine. Radiography and biotechnology are just two possible areas.

Full details of the specifications for this course can be found on the Examination Board website: [www.edexcel.org.uk](http://www.edexcel.org.uk)

## What does this course involve?

The two year course consists of one year AS level, for which students will sit two, one and a half hour examinations which are equivalent to half of the total A-level grade. For the A2 level, there will be two examinations of 1½ hours and 2 hours respectively.

## Modules to be studied for the AS level, topic areas briefly outlined:

- **Cognitive Psychology** - The nature of memory - what affects the recall of memories? How can we improve memory? Are memories reliable? e.g. can we convict someone of a crime as the result of eyewitness testimony?
- **Developmental Psychology** - Why do babies form attachments? Do these affect their relationships as adults? Can lack of an attachment lead to psychopathy? Does day care have a positive or negative effect on infants?
- **Research Methods** – How do psychologists design and carry out research into human behaviour?
- **Physiological Psychology** - What are the effects of stress on the body? Do males and females react differently to stress? Does stress lead to illness and is this more likely in people with certain personality types? What can we do to control stress?
- **Social Psychology** - What will people do in order to fit in with social norms? Will people obey orders and give electric shocks to another person? How can people resist pressures to conform and obey authority? How is social change brought about?
- **Individual Differences** - What is abnormality? Why do people develop abnormal behaviour? What are the biological and psychological explanations of abnormality? What are the treatments for abnormality and are these successful?

## Areas of study for the A2 include:

- **Cognitive Psychology** – Perception – the development of perceptual abilities and the nature-nurture debate.
- **Developmental Psychology** – Gender development in relation to both biological and social influences.
- **Social Psychology** – Explanations of aggression in relation to social and biological factors.
- **Individual differences** – An understanding of schizophrenia or depression.
- **Psychology in Action** – The effects of the media on behaviour.
- **Psychological research and scientific method**

## What are the entry requirements for this course?

Students must demonstrate an aptitude for intellectual enquiry, the investigational nature of the subject requires students to be able to critically analyse evidence for and against an argument. Students must be able to formalise hypotheses, and be able to evaluate and criticise the relevance of results. An ability to express ideas clearly is therefore essential and **a minimum grade B at GCSE English Language** is required. A grade B at GCSE English Literature would be an advantage. The coursework involves systematic planning and an ability to analyse data, therefore **minimum grades of C at GCSE are required for Mathematics and Science.**

## What opportunities are available to you after completing this course?

The course is suitable for any student who wishes to study Psychology or a related course at degree level. The A level is also useful for any career which involves working with people e.g. management, teaching, nursing, social work, the police etc. Full details of the specifications for this course can be found at:

[www.aqa.org.uk](http://www.aqa.org.uk)

### **What does this course involve?**

The PHILOSOPHY content examines some of the classic philosophical issues:

- What is TRUTH?
- What arguments are there FOR and AGAINST the existence of God
- What KIND of God do different people believe in?
- How do humans conceive of LIFE AFTER DEATH?

The influence of PLATO and ARISTOTLE is considered as well as that of JUDAEO-CHRISTIAN ideas.

In ETHICS the issues include:

- How do humans tell RIGHT from WRONG?
- Are some things ALWAYS right/wrong?
- Does it depend on the CIRCUMSTANCES/CONSEQUENCES?
- How can these ideas be APPLIED TO ISSUES such as sexuality, modern medical ethical issues and the morality of war and conflict?

### **How will you learn?**

Discussion, use of PowerPoint devised by both staff and students, directed reading, teacher-led lecture, group work and attending conferences are all used extensively.

### **What exams and coursework are involved?**

Assessment is by examination:

- AS Philosophy & AS Ethics (Summer Year 12)
- A2 Philosophy & A2 Ethics (Summer Year 13)

### **What are the entry qualifications for this course?**

None are essential, and there is NO NEED to have studied GCSE Philosophy & Ethics, although good use of English becomes increasingly important as the course progresses.

### **What opportunities are available to you after completing this course?**

Having considered some of the most enduring questions of human interest in a systematic and rigorous fashion, is an asset in virtually any area of endeavour, academic or otherwise. This is increasingly the case in a plural and multi-cultural society.

Each year students' progress from this course to related degrees such as Philosophy, Theology and Anthropology.

Full details of the specifications for this course can be found on the Examination Board website: [www.ocr.org.uk](http://www.ocr.org.uk).

## SIXTH FORM EXAMINATION RESULTS

2008 GCE ADVANCED SUBSIDIARY RESULTS ACHIEVED BY STUDENTS AT END OF YEAR 12.								
	Entries	A	B	C	D	E	U	X
Biology	25	4	6	2	8	3	2	0
Biology Human	7	0	0	0	1	4	2	0
Business (VOC)	23	2	7	10	2	1	1	0
Chemistry	27	7	4	5	7	3	1	0
Computer Studies	10	2	1	2	4	0	1	0
Design & Technology - Product	39	21	9	6	0	2	1	0
Drama	10	1	4	2	2	0	1	0
Economics	11	1	3	2	2	1	2	0
English Literature	17	2	11	3	1	0	0	0
Fine Art	13	4	2	3	2	0	0	2
French	11	3	3	2	2	1	0	0
General Studies	120	6	14	27	15	20	35	3
Geography	18	0	2	6	2	2	6	0
Health & Social Care	7	1	2	1	1	2	0	0
History	44	5	11	13	8	5	1	1
Mathematics	54	16	11	7	11	1	8	0
Media Film and TV Studies	10	0	3	2	1	2	2	0
Physics	19	7	7	1	3	1	0	0
Politics	10	0	2	2	2	1	3	0
Psychology	30	9	8	4	3	3	2	1
Religious Studies	17	1	5	4	3	2	2	0
Science: Geology	11	3	0	6	2	0	0	0
Spanish	2	0	1	1	0	0	0	0
Sport/PE Studies	15	2	1	2	6	3	1	0
<b>TOTALS</b>	<b>550</b>	<b>97</b>	<b>117</b>	<b>113</b>	<b>88</b>	<b>57</b>	<b>71</b>	<b>7</b>

2008 GCE ADVANCED LEVEL RESULTS ACHIEVED BY STUDENTS AT END OF YEAR 13.								
	Entries	A	B	C	D	E	U	X
Biology	5	0	2	0	2	1	0	0
Biology Human	4	1	2	0	1	0	0	0
Business (VOC)	11	0	0	1	3	6	1	0
Chemistry	21	5	7	4	2	2	1	0
Computer Studies	4	2	0	2	0	0	0	0
Design & Technology - Product	21	11	9	1	0	0	0	0
Economics	4	3	0	1	0	0	0	0
English Literature	17	4	3	7	2	1	0	0
Fine Art	4	2	0	1	1	0	0	0
French	7	3	2	2	0	0	0	0

2008 GCE ADVANCED LEVEL RESULTS ACHIEVED BY STUDENTS AT END OF YEAR 13.								
Geography	5	1	2	1	1	0	0	0
Health & Social Care	7	1	3	3	0	0	0	0
History	29	7	11	5	4	2	0	0
Mathematics	43	24	12	4	1	2	0	0
Mathematics Further	8	8	0	0	0	0	0	0
Media Film and TV Studies	9	0	1	6	2	0	0	0
Physics	22	8	7	4	2	1	0	0
Politics	11	2	5	0	2	1	1	0
Psychology	19	9	6	2	2	0	0	0
Religious Studies	21	4	8	4	3	2	0	0
Science: Geology	7	2	3	1	1	0	0	0
Spanish	2	2	0	0	0	0	0	0
Sport/PE Studies	5	1	2	2	0	0	0	0
TOTALS	286	100	85	51	29	18	3	0

2008 ADVANCED EXTENSION AWARDS ACHIEVED BY STUDENTS AT END OF YEAR 13.					
	Entries	Distinction	Merit	U	X
Maths	4	1	2	1	0
TOTALS	4	1	2	1	0

2008 STEP ACHIEVED BY STUDENTS AT END OF YEAR 13.					
	Entries	Distinction	1	2	U/X
Maths	2	0	1	1	0
TOTALS	2	0	1	1	0