

The **Blue School**

Sixth Form Prospectus 2010 to 2012

This prospectus has been designed for screen reading in accordance with the guidelines published by the British Dyslexia Association. For your convenience each section starts on a new page.

If you would like a copy of this prospectus in a different format please do not hesitate to get in touch.

www.theblueschoolwells.co.uk

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Welcome to the Blue School Sixth Form.

Sixth form students at The Blue are consistently amongst the very highest achievers in Somerset. This was acknowledged by Ofsted who in judging all aspects of the sixth form to be 'Outstanding' stated;

The 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.

Following a period of significant expansion and development at the school students this year will be able to choose from the widest range of 1, 2 and 3 year courses we have ever offered. This prospectus contains a summary of each of these courses.

As well as a very wide range of courses our students also enjoy a first class learning environment. In recent years our campus has benefited from extensive investment much of which has been targeted at the sixth form. As well as enjoying specialist facilities in all curriculum areas our sixth form also have exclusive access to a number of dedicated spaces for private study. In addition to class leading facilities for learning we also provide students with a range of bespoke social spaces. The new Milton Gallery will be available to the sixth form and students are currently helping to design a new sixth form common room which will be open in September 2010.

Our sixth form has a fabulous ethos with a prevailing atmosphere of high expectation and success. This in itself is a significant factor in securing remarkably high levels of achievement over a long period of time. We are extremely fortunate to attract highly motivated and committed students who, when supported by our high quality teachers, make excellent progress. Those choosing The Blue can be confident that they are making a decision that will maximise their chances of achieving their best and that through this success they will secure opportunities to go on to their preferred choice of university, training or employment. Choose our sixth form now and you are more likely to have more choice in the future.

Together with success in chosen subjects we are keen that all students should enjoy a fulfilling experience during the Sixth Form. We offer an extensive and varied 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 games and activities.

We look forward to sharing in your future success.

Steve Jackson

Headteacher.

We offer a range of 1 and 2 year courses. Along with our GCE A Level programme we also offer a variety of vocational courses. The following gives a brief summary of these pathways. If you would like further information please do not hesitate to get in touch.

GCE Advanced Level - AS

These are 1 year courses that can either stand alone or form the first part of a full GCE A Level. The AS Level is pitched at a level of difficulty to bridge the gap between GCSE and GCE Advanced Level A2 courses. Most students choose to study four AS Levels in Y12.

GCE Advanced Level - A2

These are 1 year courses available to students who have already completed the AS course. They are at a higher level of difficulty and offer opportunities for in-depth study. Most students choose to study 3 A2 courses in Y13. An AS + A2 = A Level.

BTEC Level 3 Extended Diploma

These are 2 year courses which are equivalent to 3 GCE A Levels. They are designed as specialist qualifications for students who have a clear view of their preferred pathway for university or future career. They are highly valued by universities, further education colleges and employers. At the Blue School the timetable arrangements allow students who are studying a BTEC course the option of choosing an additional GCE A Level subject.

BTEC Level 3 Subsidiary Diploma

These are 2 year courses as described above but equivalent to 1 GCE A Level.

BTEC Level 2 Diploma

These are 1 year courses designed to be studied by students returning to Y12 to 'top up' their GCSE results. Equivalent to 4 GCSEs these courses will give students the entry qualifications they need to progress on to advanced level courses at The Blue.

Entry Requirements

For entry to the full Level 3 advanced course programme we normally ask students to have successfully completed Level 2 (4+ GCSEs at A* to C). Applications from students who have not yet completed Level 2 will be dealt with on an individual basis.

- The Sixth Form Open Evening for prospective students is held at the school during the autumn term each year. Details are confirmed by newspaper advertisements and our website.
- Copies of the current sixth form application form are available from our website. These can be accessed in Word and PDF formats. The form, which may be completed by hand or computer, should be returned before the end of the autumn term.
- A programme of interviews will be arranged for all applicants at the start of the spring term. Parents are encouraged to attend.
- Offers will be confirmed by post following immediately following the interviews.
- The offer letter will confirm the courses that the school will be running in the sixth form. Important: please note that it is the policy at The Blue to guarantee that the courses included in the offer letter will run regardless of take-up in both Y12 and Y13 of the sixth form. Students can therefore be secure in the knowledge that they will be able to study all of their subjects to completion without the worry of courses being cut.
- In addition to the programme and times described above we are happy to accommodate interest from external candidates or those wishing to join midyear. Please contact the school on 01749 678799 to organise a visit or speak with a senior member of staff.
- Financial Assistance. 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 from: <http://ema.direct.gov.uk/>

An Apprenticeship is a work based training programme. Its purpose is to provide learners with the experience and qualifications to meet future skills need. Anyone that has the necessary ability and motivation for success in their chosen apprenticeship programme is eligible to join. Programmes vary in length and are usually between 12 and 24 months, depending on the vocational areas. All apprenticeship programmes contain a suite of qualifications that are relevant to the particular vocational area. There are three levels of Apprenticeship:

Apprenticeships (equivalent to five good GCSE passes)

Apprentices work towards work-based learning qualifications such as an NVQ Level 2, Key Skills and, in some cases, a relevant knowledge-based qualification such as a BTEC. These provide the skills you need for your chosen career and allow entry to an Advanced Apprenticeship.

Advanced Apprenticeships (equivalent to two A-level passes)

Advanced apprentices work towards work-based learning qualifications such as NVQ Level 3, Key Skills and, in most cases, a relevant knowledge based certificate such as a BTEC. To start this programme, you should ideally have five GCSEs (grade C or above) or have completed an Apprenticeship.

Higher Apprenticeships

Higher Apprenticeships work towards work-based learning qualifications such as NVQ Level 4 and, in some cases, a knowledge-based qualification such as a Foundation degree.

Skills and Qualifications Awarded	
NVQ Level 2/3	Level 2 Apprentices select ONE of the following: Food and Drink Service Food and Drink Service (Drinks only) Food and Drink Service (Food only) Front Office Professional Cookery Housekeeping Hospitality Services (Multi-skilled) Level 3 Apprentices select the following: Hospitality Supervision
Key Skills	Application of Number Level 1 or 2 Communication Level 1 or 2
Technical Certificates	The knowledge-based element of the Apprenticeship is covered through independent assessment of the knowledge contained within the NVQ.
Employment Responsibilities and Rights	Proof of the induction process having taken place will be required when claiming certification. The evidence for this will be an approved and signed copy of the employment responsibilities and rights induction component.

Programme-Led Apprenticeships

Where a young person aged 16-18 has been assessed as being suitable for an apprenticeship but would benefit from more off-the-job support or cannot immediately find an employed apprenticeship, they may join a programme-led apprenticeship programme. This means beginning studies at school before moving on to an Apprenticeship

with an employer. In this case, The Blue School would provide the apprentice with work experience, with the intention of employing or helping the learner to find suitable employment. This would usually be within the first 6 months of the programme. The apprentice would not be receiving a wage whilst on the programme-led apprenticeship, but students are eligible to apply for the Education Maintenance Allowance (EMA).

Employee-Led Apprenticeships

If you take an Apprenticeship in this way, you will be paid a wage of at least £95 per week by the employer. Employers may pay more than the minimum. You will receive on-the-job training and assessment and usually spend one day a week in the training kitchen at the school.

Further information can be obtained from: www.apprenticeships.org.uk

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 element. Students who attend the weekly after school sessions find that their work benefits immensely. We recommend that all A-level students attend.

Scheme of Assessment			
	Component	Weighting	Method of assessment
AS	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
A2	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.

What does this course involve?

All Y12 students taking Biology will complete a one year AS course and A2 Biology is offered as a further one year course in Y13. This subject will look to present Biology as a subject that is highly relevant to the world in which we live 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 e.g. 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 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 internally assessed and externally moderated; others are externally assessed and moderated.

At A2 Biology includes 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 AS score and the A2 assessments which are each worth 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.

Aim of the course

To provide the knowledge and practical skills to improve your understanding of many sports related subjects. You will be able to practically apply what you learn, thus improving sporting and exercise knowledge. It is an excellent foundation course for those wishing to develop their sports education in preparation for studying the BTEC Level 3 Extended Diploma in Sport.

Alongside this programme you will have opportunity to study for further certification in:

- Fitness Instruction
- First Aid
- Manual Handling
- Sports coaching

This one year course will occupy approximately three days per week which allows time for other courses as appropriate e.g. one AS course, GCSE re-sits in English and Maths or a Key Skills qualification (Level 2) in Numeracy and Literacy.

Who is the course for?

The course is ideal for people with a keen interest in sport, health, exercise and/or fitness who wish to progress to a career in the Sports and Fitness industries. The final qualification is worth 4 GCSEs at grades A* to C.

Entry requirements

You will need a minimum of one GCSE at grade C or above from Maths, English, Science, (or PE), along with at least 4 other GCSE passes at grade D or above.

Course content

This course is a 60 credit qualification that consists of two mandatory units worth a total of 15 credits plus a range of optional units worth 45 credits.

The mandatory units are:

- Fitness Testing and Training
- Practical Sport.

The optional units are selected from:

- Anatomy and Physiology for Sport
- Injury in Sport
- Planning and Leading Sports Activities
- Development of Personal Fitness
- Exercise and Fitness Instruction
- Business Skills in Sport
- Planning and Running a Sports Event

Assessment

Each unit will have a number of assignments that are assessed using standardised grading criteria, leading to an overall unit grade of Pass, Merit or Distinction. Each assignment will have a hand out and hand in date set at the start of the year.

Course structure

This course is equivalent to three GCE A levels. There are 180 credits comprised of mandatory units worth 70 credits and optional units worth 110 credits. For each module students have to produce work showing that they can demonstrate the assessment criteria for that unit. The course will run over three options columns and will have the equivalent of three days teaching per week thus enabling students the choice of studying a complementary A level course.

All students follow the same 18 units but according to their preferred university or career aspirations they can choose how their qualification is focussed, e.g.

BTEC Extended National Diploma in Business (Law) or
BTEC Extended National Diploma in Business (Marketing) or
BTEC Extended National Diploma in Business (Retail).

How will you learn?

- The work will be varied with a variety of assessment approaches such as work placement, observation, videoing of evidence, recording of interviews etc. Not all assessment needs to be completed by written coursework.
- There will be an opportunity to learn and acquire the skills of research, applied ICT, evaluation and in-depth analysis techniques through work related contexts and personal investigation.

What exams and coursework are involved?

There are no examinations on this course and the qualification is assessed entirely through work produced in school. The coursework produced is internally assessed and externally moderated. All of the course units have clear assessment objectives easily understood by students, parents, employers and teachers.

As an all coursework syllabus the course is particularly appropriate for those students who are not confident under examination conditions as they can work towards good grades via their coursework. Although there are no final exams, students will have to be committed to working hard throughout the course as the coursework demands will be significant.

What does this course involve?

There are 18 units of coursework with no examinations. The 4 mandatory units are:

- The business environment
- Business resources
- Introduction to marketing
- Business communication

There are a further 12 units which are dedicated to respective career/academic pathways:

Law:

- Aspects of contract and business law

- Aspects of civil liability for business
- Aspects of the legal system and law-making process
- Aspects of criminal law relating to business

Marketing:

- Creative product promotion
- Market research in business
- Relationship marketing
- Internet marketing in business

Retail:

- Understanding retailing
- Visual merchandising in retail
- Fashion retailing
- Food retailing

The final units are designed to 'round off' the qualification by focusing on how to get employment in business and on the use of business technology:

- Development planning for a career in business
- The impact of communications technology on business.

Who should take this course?

This qualification is ideal for:

- Students who know that they wish to pursue a business related degree at university
- Students who want to have a sound and recognised qualification for direct entry into employment whilst still retaining the option to take a Higher Education course in the future.

There are no additional requirements beyond those usually expected for sixth form study.

What opportunities are available to you after completing the course?

Students who have taken this course have successfully progressed to Higher Education and/or employment. Many have taken business related university courses and have subsequently moved into managerial jobs ranging from education and law to public relations and advertising. This chosen programme of study allows students to access employment opportunities in this geographical area and beyond. For example, Bristol has a Crown Court and a large legal network; it is also, together with Bath, a recognised retail and marketing centre with a number of businesses providing opportunities for employees with these specialist skills. The retailing units are new to the 2010 specifications and reflect how important modern retailing is and how the global environment affords so many employment opportunities.

Course structure

This course is equivalent to three GCE A levels. There are 180 credits comprised of mandatory units worth 70 credits and optional units worth 110 credits. For each module, students have to produce work showing that they can demonstrate the assessment criteria for that unit. The course will run over three options columns and will have the equivalent of three days teaching per week thus enabling students the choice of studying a complementary A Level course. Students following the course will be encouraged to take a full part in the many sports and fitness related activities at the school.

How will you learn?

- The work will be varied with a variety of assessment approaches such as observation, videoing of evidence, recording of interviews etc. Not all assessment needs to be completed by written coursework.
- There will be an opportunity to learn and acquire the skills of research, applied ICT, evaluation and in-depth analysis techniques through work related contexts and personal investigation.

What exams and coursework are involved?

There are no examinations on this course and the qualification is assessed entirely through work produced in school. The coursework produced is internally assessed and externally moderated. All of the course units have clear assessment objectives easily understood by students, parents, employers and teachers.

As an all coursework syllabus the course is particularly appropriate for those students who are not confident under examination conditions as they can work towards good grades via their coursework. Although there are no final exams, students will have to be committed to working hard throughout the course as the coursework demands will be significant.

Course content

The mandatory units include:

- Principles of anatomy and physiology
- The physiology of fitness
- Assessing risk in sport
- Fitness training and programming
- Sports coaching
- Sports development
- Fitness testing for sport and exercise
- Practical team sports

The optional units include:

- Practical individual sports
- Sports nutrition
- Current issues in sport
- Leadership in sport
- Exercise, health and lifestyle

- Instructing physical activity and exercise
- Psychology for sports performance
- Sports Injuries
- Analysis of team performance
- Talent identification and development
- Rules, regulations and officiating sport
- Organising sports events
- Profiling sports performance

Who should take this course?

This qualification is ideal for:

- Students who know that they wish to pursue a sports related degree at university
- Students who want to have a sound and recognised qualification for direct entry into employment whilst still retaining the option to take a Higher Education course in the future.

There are no additional requirements beyond those usually expected for sixth form study and it is not a requirement to have previously studied GCSE PE.

What does this course involve?

The syllabus has been developed to provide a course which will be of benefit both 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 Higher Education, 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:

- F331 - Chemistry for Life. 30%. 1h paper.
- F332 - Chemistry of Natural Resources. 50%. 1.75h paper including 1 advanced notice question.
- F333 - Chemistry in Practice. 20%. Coursework. 5 skills assessed through set practical activities.

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:

- F334 - Chemistry of Materials. 15%. 1.5h paper.
- F335 - Chemistry by Design. 20%. 2h paper.
- F336 - Chemistry Individual Investigation. 15%. Coursework. Students' investigation.

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 progress to Higher Education 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.

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 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 wish. Opportunities do arise if students wish to use fabrics with other D&T materials, thus emphasising the flexibility inherent in 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 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 content is grouped under two key areas of designing and making as follows:

Designing	Making
Design and Innovation - AS Product Analysis - AS Human Responsibility - A2 Public Interaction - A2	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:

AS	A2
Unit 1 - Examination Paper (2h) 20% Unit 2 - Design and Make Projects (40h) 30%	Unit 3 - Examination Paper (2.5h) 20% Unit 4 - Design and Make Projects (60h) 30%

What are the entry requirements for this course?

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

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.

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

Designing	Making
Design and Innovation - AS Product Analysis - AS Human Responsibility - A2 Public Interaction - A2	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:

AS	A2
Unit 1 - Examination Paper (2h) 20% Unit 2 - Design and Make Projects (40h) 30%	Unit 3 - Examination Paper (2.5h) 20% Unit 4 - Design and Make Projects (60h) 30%

What are the entry requirements for this course?

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

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.

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 and an excellent selection of traditional 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, Solid Works 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 content is grouped under two key areas of designing and making as follows:

Designing	Making
Design and Innovation - AS Product Analysis - AS Human Responsibility - A2 Public Interaction - A2	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:

AS	A2
Unit 1 - Examination Paper (2h) 20% Unit 2 - Design and Make Projects (40h) 30%	Unit 3 - Examination Paper (2.5h) 20% Unit 4 - Design and Make Projects (60h) 30%

What are the entry requirements for this course?

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

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.

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 examination and externally moderated practical work. 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. The course is challenging both physically and intellectually.

AS Units	A2 Units
<p>Study of a playtext and visiting live theatre. 1hr 30min written exam. 100 marks. 60% of AS mark, 30% of total A level.</p>	<p>Study of two playtexts including pre-20th century. 2hr written exam. 30% of A level.</p>
<p>Performance of an extract from a play. 80 marks. 40% of AS mark, 20% of total A level. 15 to 45 minute performance of a play extract (depending on size of group) and supporting notes of between 1500 to 2000 words.</p>	<p>Performance of a devised piece of theatre. 15 to 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.</p>

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. Progression routes include:

- 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.

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?

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, English Literature 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.

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. Students work at their own pace and complete 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:

- Basic concepts of IT
- Using the computer and managing files
- Word processing
- Spreadsheets
- Database
- Presentation
- Information and Communication

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

What do these courses involve?

The courses 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)

At A2 the modules deal with:

- 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 - for/against discussion followed by conversation on the two 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.

Who is this course designed for?

The General Studies course is available to all students as a supplementary course to their main 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 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, ICT 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. Class activities are varied and include video presentation, discussion, note-taking, group and pair-work, private research and debate written questions.

How will you learn?

An advantage of this course 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.

What does this course involve?

Contemporary Geography is a subject which explicitly engages with the inter-relationships between human societies and the impact that people have upon the physical environment, at both global and local scales. The course allows the investigation of a wide variety of issues and management decisions that people in a wide variety of settings are currently facing and endeavouring to solve.

What modules will be followed?

AS	Physical and Human Geography 2h paper 35% A Level 70% AS	Core - Rivers Options (Choose 1) Cold Environments - Coastal Environments - Hot Desert Environments
		Core - Population Change Options (Choose 1) Food Supply Options - Energy issues - Health issues
	Skills 1h paper 15% A Level 30% AS	Fieldwork Research Skills - ICT - Cartography - Statistical Skills
A2	Contemporary Issues 2.5h paper 30% A Level	(Choose 1 or 2) Plate Tectonics - Weather and Climate - Ecosystems' challenges
		(Choose 1 or 2) World Cities - Development and Globalisation - Contemporary Conflicts
	Fieldwork Paper 1 hour 30 minutes 20% A Level	Extended writing and short answers based on students' fieldwork investigation

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 investigations for both physical and human geography including visits to cities, coastal areas and river landscapes. 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 so we can take advantage of their lectures and resource materials. Students will, however, be expected to become self-learners and read around the subject including newspapers plus geographical journals in addition to text books and web sites.

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 plus their formation could be important to mining companies and engineers. Study of Human Geography

is crucial to a future in which the pressure on resources is becoming ever more important and the leisure industry relies on students with geographical knowledge to join its ranks. Obviously, an A Level in Geography prepares you for further study of the subject at University and it is suitable for any students needing an understanding of contemporary issues plus the ability to express ideas in extended writing.

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
- 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 Y12 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 Y13 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?

There are no specific requirements 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.

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'. Y12 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. Credits can be stored and aggregated after the final examinations. There will be the opportunity to rework assessments taken earlier:

AS		A2	
Unit 1	Contemporary politics of the UK	Unit 3	Contemporary US government and society
Unit 2	Contemporary government of the UK	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, students 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.

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 Y12 and the A2 in Y13. Assessment is based on units. Students are required to complete 3 mandatory units in Y12 and a further 3 in Y13.

Students who do not give 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
- the health and well-being of individuals

The A2 develops addressing:

- service provisions
- practitioner skills
- 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. Appropriate '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 form a large part of this course - we like to call it 'learning while doing'. By the end, students become effective, empathetic communicators who appreciate people for who they are and they gain a real sense of self-worth.

What exams and coursework are involved?

In Y12, at AS Level, 2 units will be assessed internally (through a teacher-assessed portfolio) and 1 unit will be assessed externally through an examination. All are equally weighted and mandatory. In Y13, at A2 Level, another 3 units are completed. 1 unit is mandatory and assessed internally, the other 2 are optional (with some restrictions) and one of these has to be externally assessed.

LEVEL	UNIT TITLE (Unit number in brackets)	Mode of Assessment	Mandatory (m) Optional (o)
AS	Promoting Quality Care (1)	External	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)	External	O
A2	or Anatomy and Physiology in Practice (15)	External	O
A2	or Social Trends	External	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.

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 Y12 students study 2 Units and sit the exams in May and June, but in Y13 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 Y12 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 Y13 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 Y12. 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.

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 are universally required in the workplace. 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 (Y12)

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 (to be decided).

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?

- | | | |
|---------------|------------------|-------------------------|
| • AS Module 1 | Exam | Investigating Media |
| • AS Module 2 | Coursework | Creating Media |
| • A2 Module 3 | Exam Media | Critical Perspectives |
| • A2 Module 4 | 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
- public relations
- marketing
- advertising
- ICT
- teaching.

What does this course involve?

This course will develop your practical skills and knowledge for a career in the hospitality industry. Your learning will involve a combination of theory and practical course elements covering a wide range of hospitality topics. You may want to develop your customer service skills as well as practical skills such as maintaining housekeeping and cleaning supplies. We provide practical training in a restaurant environment and our takeaway outlets. You will also have the opportunity to develop your cooking techniques and learn how to work best in a team.

Students may take Maths and/or English GCSE re-sits alongside the NVQ. It is also possible to undertake an A Level as well, although the time needed to practise cooking skills, in order to achieve the qualification, may limit this option. Students will be encouraged to discuss the possibilities on an individual basis.

Entry requirements

There are no formal requirements, but students who have an interest in cooking, or are undertaking voluntary or paid work within a Hospitality and Catering environment, where the skills you learn can be practised, will be best placed to join this course. Students may need a current Food Hygiene Certificate which can be achieved at the start of the course.

Course Description

This NVQ is delivered mainly in the school's training kitchen and restaurant environment, depending on the units chosen. The course consists of planning and assessment, tutorials and observation of your practice in the workplace.

Course Content

The qualification is made up of 9 units, 2 mandatory and 7 optional. The mandatory units are:

- Maintain a safe, hygienic and secure working environment
- Give customers a positive impression of yourself and your organisation

Candidates can select 7 optional units from the following 5 groups (listed below are a sample of the units available and not a comprehensive list):

Front Office optional units:

- Deal with communications
- Deal with bookings
- Resolve customer service problems
- Identify and provide tourism related information and advice

Housekeeping optional units:

- Clean and service a range of areas
- Work using different chemicals and equipment
- Maintain housekeeping supplies

- Carry out periodic room servicing and deep cleaning

Food and Drink optional units:

- Prepare and clear areas for table service
- Serve food at the table
- Prepare and dispense and instant hot drinks
- Provide a counter/takeaway service

Food preparation and cooking optional units:

- Prepare, cook and finish vegetables for basic dishes
- Prepare, cook and finish pasta dishes
- Prepare and present food for cold presentation
- Prepare and finish simple salad and fruit dishes
- Prepare and cook fish, meat and poultry

Generic optional units:

- Maintain and deal with payments
- Contribute to effective teamwork
- Maintain food safety when storing, preparing and cooking food
- Maintain food safety when storing, holding and serving food

There are additional units should the qualification form part of an apprenticeship framework.

How will you learn?

Learning takes place through a wide variety of practical activities covering a selection of the above units. Assessment is by production of a personal portfolio of evidence demonstrating understanding and application of the NVQ Standards. Evidence will be a mixture of observation, witness testimony, discussion and candidate evidence. There will be an induction and tour of the catering facilities, as well as an introduction to the course tutors involved in your programme together with an overview of how you will achieve your qualification. All programmes contain a series of on-line assessments.

Course Progression

- Level 3 City & Guilds Hospitality Supervision

Course Career Prospects

This qualification can lead to a variety of employment opportunities in the hospitality industry, for example:

- Bar Manager
- Chef
- Concierge
- Conference and Banqueting Assistant/Manager
- Waiter/Waitress

This is an ideal course to be considered as part of a full Apprenticeship programme.

What does this course involve?

This course will develop your practical skills and knowledge for a career in the catering industry. You will work in a realistic working environment where you will produce a range of quality meals that may be sold in the school catering outlets. In addition there will be some classroom theory delivery. The course covers a broad range of cookery skills and techniques suitable for basic menu items. Food hygiene and health and safety qualifications will also be achieved.

Students may take Maths and/or English GCSE re-sits alongside the NVQ. It is also possible to undertake an A Level as well, although the time needed to practise cooking skills, in order to achieve the qualification, may limit this option. Students will be encouraged to discuss the possibilities on an individual basis.

Entry requirements

There are no formal requirements, but students who have an interest in cooking, or are undertaking voluntary or paid work within a Hospitality and Catering environment, where the skills you learn can be practised, will be best placed to join this course. Students will need a current Food Hygiene Certificate which can be achieved at the start of the course.

Course Description

This NVQ is delivered wholly in the school's training kitchen which is adjacent to the main production kitchen. The course consists of planning and assessment, tutorials and observation of your practice in the workplace.

Course Content

The qualification is made up of 14 units, 3 mandatory and 11 optional. The mandatory units are:

- Maintain a safe, hygienic and secure working environment
- Contribute to effective teamwork
- Maintain food safety when storing, preparing and cooking food

The 11 optional units include:

- Prepare, cook and finish basic poultry dishes
- Prepare, cook and finish basic meat dishes
- Prepare, cook and finish basic soups
- Prepare, cook and finish basic fish dishes
- Prepare, cook and finish basic vegetable dishes

There are additional units should the qualification form part of an apprenticeship framework.

How will you learn?

Learning takes place through a wide variety of practical activities covering all of the above units. Assessment is by production of a personal portfolio of evidence demonstrating understanding and application of the NVQ Standards. Evidence will be a mixture of observation, witness testimony, discussion and candidate evidence. There will be an

induction and tour of the catering facilities, as well as an introduction to the course tutors involved in your programme together with an overview of how you will achieve your qualification. All programmes contain a series of on-line assessments.

Course Progression

- Level 3 City & Guilds Professional Cookery
- Level 3 City & Guilds Supervision

Course Career Prospects

This qualification can lead to a variety of employment opportunities in a practical cookery position, for example:

- Commis Chef
- Sous Chef
- Head Chef
- Chef Manager

This is an ideal course to be considered as part of a full Apprenticeship programme.

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.

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 AS 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?

AS 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. AS 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.

What does this course involve?

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

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:

- Physiological Psychology - Biological rhythms, sleep states and disorders of sleep.
- 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 investigative 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. The coursework involves an ability to analyse data, therefore minimum grades of C at GCSE are required for Mathematics or 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.

2009 GCE ADVANCED SUBSIDIARY RESULTS ACHIEVED BY STUDENTS AT END OF YEAR 12.								
	Entries	A	B	C	D	E	U	X
Biology	27	8	7	4	4	2	2	0
Business (VOC)	9	1	1	5	2	0	0	0
Chemistry	20	9	4	3	0	2	2	0
Computer Studies/Computing	7	0	0	3	1	1	2	0
D&T	24	9	9	3	3	0	0	0
Economics	15	4	5	2	4	0	0	0
English Literature	28	12	8	5	1	1	1	0
French	10	5	3	1	1	0	0	0
Geography	7	2	4	0	1	0	0	0
Health & Social Care	9	0	3	3	2	1	0	0
History	41	11	18	3	6	3	0	0
Law	2	0	0	0	0	2	0	0
Mathematics	36	23	4	5	3	1	0	0
Media Film and TV Studies	9	0	1	5	1	2	0	0
Physics	21	6	2	4	2	4	3	0
Politics	8	1	2	4	1	0	0	0
Psychology	30	8	5	6	5	3	3	0
Religious Studies	13	2	2	2	6	0	1	0
Science: Geology	6	3	2	1	0	0	0	0
Sport/PE Studies	5	0	2	0	2	1	0	0
TOTALS	327	104	82	59	45	23	14	0

2009 GCE ADVANCED LEVEL RESULTS ACHIEVED BY STUDENTS AT END OF YEAR 13.								
	Entries	A	B	C	D	E	U	X
Biology	19	2	3	4	6	4	0	0
Biology Human	3	0	0	0	1	2	0	0
Business (VOC)	11	1	3	5	2	0	0	0
Computer Studies	6	2	1	1	2	0	0	0
Chemistry	18	7	3	3	3	2	0	0
D&T	24	13	6	3	2	0	0	0
Drama	6	1	1	0	3	1	0	0
Economics	8	1	3	1	2	1	0	0
English Literature	17	4	8	5	0	0	0	0
Fine Art	8	3	3	0	2	0	0	0
French	7	1	3	3	0	0	0	0
Geography	10	0	2	5	2	1	0	0
Health & Social Care	4	0	2	1	0	1	0	0
History	32	8	7	11	5	0	1	0
Mathematics	38	17	9	5	5	2	0	0
Mathematics Further	3	2	0	1	0	0	0	0
Media Film and TV Studies	3	0	1	1	1	0	0	0
Physics	15	7	2	3	2	1	0	0
Politics	5	0	0	3	2	0	0	0
Psychology	22	11	5	4	1	1	0	0
Religious Studies	11	2	3	5	0	1	0	0
Science: Geology	6	3	0	0	3	0	0	0
Spanish	2	0	2	0	0	0	0	0
Sport/PE Studies	9	3	1	2	3	0	0	0
TOTALS	287	88	68	66	47	17	1	0

2009 ADVANCED EXTENSION AWARDS ACHIEVED BY STUDENTS AT END OF YEAR 13.					
	Entries	Distinction	Merit	U	X
Maths	1	0	1	0	0
TOTALS	1	0	1	0	0