

Ryton Comprehensive School and Hookergate School



London Art Trip November 2010

Sixth Form Prospectus 2011 - 2012

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Headteacher's Introduction

The Sixth Form at Ryton Comprehensive is one of the defining features of the school. We offer a very broad range of courses that can lead to higher education at University, employment or further training. Ours is a successful Sixth Form and most students will be able to find an appropriate route.

Being a Sixth Former here offers all sorts of opportunities to achieve, not just academically. There is a thriving social life organised by students themselves; a strong commitment to organising charity events; a tradition of getting involved in enriching extra-curricular activities which boost confidence and experience; all of this helps our students stand out from the crowd of other well-qualified young people when they leave us.

Sixth Formers have their own facilities including a Common Room with a Bistro, and dedicated study facilities. As young adults, you have a say in running your own affairs via the Sixth Form Committee. The Head Boy/Girl and Senior students liaise with the Leadership Team and members of the Governing Body. Increasing student involvement and responsibility is an important part of our School Improvement Plan and being a Sixth Former means you will have an important voice. You will be an example to younger students and an ambassador for the school.

We expect a lot from you in terms of your work and commitment and you will get most out of life here by making the most of the opportunities we offer. You are making a series of important choices which will change your life. That sounds worrying but it is also very exciting. Read and research thoroughly – and enjoy your choices!

Steve Williamson
Headteacher



Steve Williamson, Headteacher

What are A Levels?

A Levels are normally studied over two years. An A Level comprises of a number of units (sometimes called modules). A Levels are split into two parts: AS, studied in Year 12 and A2 studied in Year 13. The scores from the units in both parts are added together to form an A Level grade.

Units can be repeated an unlimited number of times.

Most students choose to study four or three AS subjects in the first year (Year 12 or Lower Sixth). AS Levels are accepted as a stand alone qualification. This means that you do not have to go on to the A2 part if you do not need to, or want to.

The most popular option (and the one that most universities would regard as being the 'standard' model) is to carry three of the AS subjects on to A2.

AS/A2 Level

Applied Information and Communication Technology
Art and Design – Fine Art
Biology
Business Studies
Chemistry
English Language
English Literature
French
Further Mathematics
Geography
German
History
Italian
Mathematics
Media Studies
Music
Performing Arts
Photography
Physical Education (PE)
Physics
Politics
Product Design – Graphics with Materials Technology
Psychology
Religious Studies
Sociology
Spanish
Textiles Technology

What is the BTEC National?

The BTEC National qualification is a vocational qualification and is equivalent to 'A' Levels. For example:

BTEC Level 3 National Certificate = 1 AS Level
BTEC Level 3 National Subsidiary Diploma = 1 A Level
BTEC Level 3 National Diploma = 2 A Levels

The BTEC National qualifications have equivalent point scores to AS/A2 and can be used to gain entry to higher education. Students can achieve a pass, merit or distinction.

BTEC qualifications are assessed using on-going coursework assignments. There are no exams.

BTEC Nationals are offered in:

ICT
Media
Science
Sport

Students can combine AS/A2 and BTEC National qualifications.

CACHE Level 3 Diploma

Childcare and Education

This is a full time course and is the equivalent of 3 A Levels

Level 2 Vocational Pathway

This one year course is suitable for students who wish to stay at school but who do not achieve 4 A*-C grades or equivalent.

The course runs in partnership with Gateshead College, with three days spent in College in the vocational subject area and two days in school working on tutorial and enrichment activities as well as improving Maths and English skills.

The vocational subjects include:

Business
Construction
Health and Social Care
I.C.T.
Media
Retail
Travel and Tourism

The UCAS Tariff

Qualification	Grade	Tariff Points
A2 Levels	Grade A	120
	Grade B	100
	Grade C	80
	Grade D	60
	Grade E	40
BTEC National Diploma	Double Distinction (DD)	240
	Distinction/Merit (DM)	200
	Double Merit (MM)	160
	Merit/Pass(MP)	120
	Double Pass(PP)	80
AS Levels (not continued to A2)	Grade A	60
	Grade B	50
	Grade C	40
	Grade D	30
	Grade E	20
Extended Project (equivalent to half an A level)	Grade A	60
	Grade B	50
	Grade C	40
	Grade D	30
	Grade E	20
CACHE Level 3 Diploma: Child Care and Education(equivalent to 3A levels)	Grade A	360
	Grade B	300
	Grade C	240
	Grade D	180
	Grade E	120

Entry Requirements

Entry into Sixth Form and acceptance onto courses is dependent on achieving the required grades in Year 11. There are a number of course combinations on offer at Ryton Comprehensive School and outlined below are the requirements for each of these routes.

In Years 10 and 11 students will have followed a variety of courses. In addition to following GCSE courses students may have followed BTEC courses and/or a DiDA course in ICT. For the purpose of sixth form entry it is important to understand that passes at BTEC or DiDA level are considered as one GCSE pass in one subject each, other than for students wishing to take four A Levels.

Students wishing to study 4 A Levels:

Must have achieved 5 A* to C in 5 different GCSE subjects – not including BTEC or DiDA.

Students wishing to study 3 A Levels:

Must have achieved 5 A* to C in 4 different subjects areas – including BTEC and DiDA.

Students wishing to study BTEC Diploma + 2 A Levels

Must have achieved 5 A* to C in 4 different subject areas – including BTEC and DiDA.

Students wishing to study BTEC Diploma + 1 A Level

Must have achieved 5 A* to C in 4 different subject areas.

Students wishing to study BTEC Diploma

Must have achieved 5 A* to C - all subjects

For this option students can count a BTEC and DiDA qualification as:

- A pass at BTEC First Diploma/Certificate = 2 GCSE passes
- A pass in ICT AiDA = 1 GCSE pass
- A pass in ICT CiDA = 2 GCSE passes

For all other course options please discuss requirements with your tutor.

Examples	Student 1	Student 2	Student 3	Student 4
English Language	B	C	D	A
English Lit	C	C	D	A
Maths	D	B	C	B
Science	CC	BB	CC	AB
Geography	D	D	D	B
BTEC Media	Pass	--	Pass	--
CiDA	Pass	Pass	--	Pass
GCSEs A*-C	4	5	3	6
A* - C all subjects inc BTEC & DiDA	6	6	5	7
Eligible for 4 A Levels	No	Yes	No	Yes
Eligible for 3 A Levels	Yes	Yes	No	Yes
Eligible for BTEC + 2	Yes	Yes	No	Yes
Eligible for BTEC + 2	Yes	Yes	No	Yes
Eligible for BTEC + Workskills	Yes	Yes	Yes (BTEC = 2)	Yes

Subject Specific Entry Requirements

Notes:

1. Student must have achieved 5 A* to C grades in at least 5 different GCSE subject areas (not including BTEC or DiDA).
2. Student must have achieved 5 A* to C grades in at least 4 different subject areas (* see note below).
3. Student must have achieved B or higher in this subject at key stage 4.
4. Student must have achieved C or higher in this subject at key stage 4.
5. If a student did not study this subject at key stage 4 then they must achieve a B in a related subject.

* Note: What do BTEC and DiDA qualifications count as?

For the purpose of point 2:

- A pass or higher in a BTEC subject counts as a 2 grade Cs in 1 subject area
- A pass or higher in ICT CiDA counts as a 2 grade Cs in 1 subject area.
- A pass or higher in ICT AiDA counts as a 1 grade C in 1 subject area.

Subject	Eng Lang	Eng Lit	Maths	Science	Note
Art					Point 2 & 3
Biology				BB	Point 1
Business St					Point 1 & 4
Chemistry			B	BB	Point 1
Eng Lang	B				Point 1
Eng Lit		B			Point 1
French					Point 1 & 3
Further Maths			A		Point 1
Geography					Point 1 & 4
German					Point 1 & 3
History		B			Point 1
ICT	C		C		Point 1 & [Point 3 or Credit in CiDA]
Italian					Point 1 & 3
Maths			B		Point 1
Music					Point 2, 3 The ability to play an instrument to grade 4 standard.
PE				B	Point 2 & B in Biology
Performing Arts	C				Point 2
Physics				BB	Point 1 & 3
Politics					Point 2
Product Design	C				Point 2 & 3
Psychology	C			CC	Point 2
RE		B			Point 2 & [Point 3 or 5]
Sociology					Point 2 & 5
Spanish					Point 1 & 3
Textiles	C				Point 2 & 3
BTEC Sport					[Point 2 & 4] or Point 1
BTEC Media					[Point 2 & 4] or Point 1
BTEC ICT					[Point 2 & [Point 4 or Pass CiDA]
CACHE	C				4 A* to C grades in at least 4 different subject areas.

Enrichment

All students in Year 12 do an enrichment course.

Ryton offers a wide range of choice to suit all interests. The current range of enrichment courses include:

Duke of Edinburgh Award
Culture Club
Certificate of Sports Leadership
Performing Arts
GCSE Italian
GCSE Photography
Journalism

These are currently under discussion for 2011 – 2012. However, there are lots of other opportunities to broaden your curriculum by writing articles for both the Sixth Form magazine and the school newspaper, taking part in the Debating Society, being a member of a sports team and taking part in university master classes.

Departments also offer numerous visits, with recent trips including a London Art trip, German Department trip to Berlin, History and French Department trip to Paris, Politics trip to London and Geography field work in the Peak District.

Opportunities for Personal Development

Voluntary Work

All students are encouraged to do some voluntary work, either within or outside school. Students can gain credit for this work through 'involvedgateshead'. This scheme is well recognised by both employers and institutes of higher education and certainly forms a valuable part of a student's C.V. or personal statement.

The Sixth Form organise their own charity week, which is held in school time just before Christmas. They decide which charity they wish to donate to and what activities are going to take place. In 2009, the chosen charity was The Teenage Cancer Trust and students raised over £2,500. Tutor groups and individuals organise activities and have fun in the process.

A message from the Head Girl and Head Boy

Making the choice to go continue your schooling and join Ryton Sixth Form is not one that should be taken lightly, A-levels are not easy and require both hard work and dedication. The step up in terms of work load and the requirements to achieve the top grades may take some getting used to. Rest assured though, if you choose subjects that you are passionate about and enjoy your two years will fly by, I know mine did! You will soon realise that as a Sixth Former you gain a new respect from your teachers, this gives greater freedom opportunities to make your learning more efficient but you should be careful not to abuse that respect by letting your work slip. Although many teachers seem to be more hands off at A-level you can be sure that they will still be happy to help if you have a problem, as will Mrs Farrow who is the probably the most helpful person you could hope to find and can almost always be found in the Sixth Form office. Of course it's not all work. Socialising is made easier by the organisation of sixth form parties by your elected senior students, themed parties are common place and are always bags of fun! The common room is also a great place to take 15 minutes out of a busy schedule to have a chat, put some music on and a drink (just be sure not to spend all your time there, the library does still exist!). I hope that this helps you with your decision but just remember that it's your choice not anyone else's. If you go to sixth form for the wrong reasons you may regret it so take time over this choice. Adam Sewell (Head Boy)

Sixth Form; for me it has been a total rollercoaster of emotions. On one hand, the independence and trust to be a dedicated student is endearing and exciting, until it really hits you quite how hard it can actually be to live up to expectations. Sixth Form isn't for everyone and that's the main decision you have to deal with when the comfort of regimented school life ends. The work load from GSCE is a dramatic change once you begin your courses, but smaller classes and the personal choice of subjects you enjoy, allows you to have more one on one time with your subject teachers and the ability to choose what you actually want to study, should keep you interested. The freedom of Sixth Form sees a very different way of life at school. You are given a lot of privileges compared to earlier education. Free lessons are provided in your timetable to allow you to have free time to complete any coursework or homework and squash in any extra exam revision, down in the Sixth Form study area in the library. Sixth Form also has its own common room where you can either work at the tables, or relax on the sofas with your friends, listening to music. Carol and Margaret cook up their specialities in the common room café during the dinner hour – be nice and they will keep you the best food. Members of Sixth Form take it upon themselves to organise monthly parties, specifically for Years 12 and 13. This gives everyone a chance to meet people they may otherwise have not spoken to in school, as well as a chance to let your hair down for a night. My advice would be to think very carefully and ensure you make the right decision for you. Select subjects you will enjoy. Sixth Form can be fun, but you must remember you have stayed in school to learn. Finding the balance between studying and your social life will see you do well in whatever you choose to do. Good luck with whatever you decide for the future. Charlotte Mitchell (Head Girl)



What's good and bad about Sixth Form?

A random sample from the Common Room:

Good things:

- Getting to know other students better due to the smaller classes.
- The social life-loads of Sixth Form parties throughout the year
- Relationships with teachers are more relaxed
- Charity Week.
- Carol and Margaret (the Sixth Form Dinner Ladies) are legend.
- Despite using free lessons for homework, you still have more free time
- You find yourself talking to people you wouldn't usually speak to.
- You are able to gain more confidence in yourself due to the independence 6th Form gives you.
- Common Room.
- Uniform is smart but casual

Bad things:

- Long days because of sixth lesson and supervised study sessions.
- January exams come around so quickly.
- Music in the Common Room...not being able to play it loud.
- Workload.
- Having to keep the Common Room tidy.

Sixth Form Common Room Picture Board



Student Profiles – Current Year 12



Name:
Courses being studied:
Aims for the future:
Reasons for joining Sixth Form:

Thoughts on your studies so far:

Matthew Walton
Biology, History, Geography.
University.
I did my GCSE subjects at Hookergate and came to Ryton as they could offer me the courses that I wanted to study. I am enjoying the work but it is harder than at GCSE but teachers are very supportive.



Name:
Courses being studied:

Aims for the future:
Reasons for joining Sixth Form:

Thoughts on your studies so far:

Thomas Frost
English Language, English Literature, Music, Performing Arts
University then I hope to become a teacher.
Need A Levels for university. Wanted to stay in a familiar environment with my friends.
Very challenging, lots of work but well worth it.



Name:
Courses being studied:
Aims for the future:
Reasons for joining Sixth Form:

Thoughts on your studies so far:

Joel Greenwell
Biology, Chemistry, Maths, Spanish.
Medicine Degree at University as I want to become a Doctor.
I wanted to do my A levels but in a familiar environment so I stayed at Ryton.
They are going really well. I have the right balance between school and my social life. The workload is not as bad as it is made out to be!



Name:
Courses being studied:
Aims for the future:
Reasons for joining Sixth Form:
Thoughts on your studies so far:

Lucy Coles
English Language, English Literature, RE, Sociology University. I would like to become an English teacher.
Need A levels to get into University
I love my subjects, I'm glad I picked them although it is a lot of work



Name:
Courses being studied:
Aims for the future:
Reasons for joining Sixth Form:
Thoughts on your studies so far:

Erin Clydesdale
Art, Geography, Sociology
University to study Physical Geography or Town Planning.
To meet new friends at a different school, I came from Hookergate to Ryton. I like the structure of the school day and the feel of school rather than College.
I am really enjoying my studies so far especially Art and Sociology because they are different to what I have done in the past.



Name:
Courses being studied:
Aims for the future:
Reasons for joining Sixth Form:
Thoughts on your studies so far:

Sophie Bousfield
CACHE Diploma in Child Care and Education
To be a Paediatric Nurse or Midwife
Ease, convenience, this course will get me into university.
GREAT!

Student Profiles Current Year 13



Name:

Kathryn Royal

Courses being studied:

English Literature, Sociology, Politics

Plans after Sixth Form:

University to study Sociology

Activities out of class:

Debate Club, Maverick, Documentary Club

Advice to students entering Ryton Sixth Form:

Use the library during free periods to do work so you can keep on top of it all and don't be afraid to ask for help.



Name:

Margaret Polito

Courses being studied:

Maths, Sociology, Psychology, Further Maths AS

Plans after Sixth Form:

University then become a psychologist for the Probation Service

Activities out of class:

Assistant Fencing coach/Fencer, Young Fire Fighter Instructor

Advice to students entering Ryton Sixth Form:

Work hard but not too often, don't freak out about it all AND ASK ANY QUESTIONS!



Name:

Courses being studied:
Plans after Sixth Form:
Activities out of class:

Scarlett Handy

*Psychology, History, English Language
Nursing*

I am a member of the Young Fire Fighters Association.

Advice to students entering Sixth Form:

Work hard, be organized, good time keeping, do not be worried to ask a teacher for help.



Name:

Courses being studied:
Plans after Sixth Form;
Activities out of class:

Sarah Musgrove

*Psychology, History, English Language, Biology AS
University to study History*

Debate Club, Sport

Advice to students entering Sixth Form:

Work hard, focus and get help if you need it! Use your free time for work, not for messing around.



Name:

Courses being studied:
Plans after Sixth Form:
Activities out of class:

Jordan White

*Physics, English Literature, Geography
University to study Geography*

Fencing coach/Fencer

Advice to students entering Sixth Form:

As long as you put the work in you will succeed! Relax and enjoy your time in Sixth Form.



Name:

Ryan Barton

Courses being studied:

Chemistry, Maths, RE

Plans after Sixth Form:

University

Activities out of class:

Lots of sporting activities.

Advice to students entering Sixth Form:

You must put a lot of work into your studies but also enjoy it.



Name:

Ashley Gorman

Courses being studied:

Psychology, Performing Arts

Plans after Sixth Form:

University to study Architectural Technology

Activities out of class:

Maverick magazine, Debate Club, School productions

Advice to students entering Sixth Form:

Use free time wisely, keep on top of work and really consider your choice of course, don't just chose them because you think it's an easy option and don't be shy to ask for help.



Biology Field Trip

How to Join

Students from Ryton Comprehensive School and Hookergate School, Year 11 – you will complete an on-line application form. You will then be given a date for an interview during school time to meet with a member of the Leadership Team or Head of the Sixth Form. Your choices will be discussed during the interview.

An Options Convention will be held on Thursday 3 March 2011 at 6.00 p.m. to allow students and parents to consider the wide range of courses on offer.

Once you have completed your on-line application form, it will then be processed and you will be issued with a confirmation letter explaining the entry requirements for the chosen combination of courses.

On-line applications should be submitted by Friday March 11th 2011.

You will be required to confirm your choices on GCSE results day.

Do not panic, you can always change your choices as long as they fit with the timetable.

Outside applications – An application form can be downloaded from the website – www.rytoncs.co.uk – by following the Parents / Year 11 options link. It is advisable to also arrange an interview with either Mrs Short or Mrs French by ringing the Sixth Form office on 0191 4132113 ext 208.



Japanese Music Workshop

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A Level Applied Information and Communications Technology

To study this course you should also have an interest in developing the knowledge and skills you need to be a competent and informed ICT user and practitioner. You will enjoy A Level ICT if you would like to be able to select and use appropriate ICT tools and techniques to help you carry out investigations, solve problems, make decisions, and present and communicate information. The skills that you learn in A Level ICT will support your study in all other subject areas.

<u>AS Units</u>	<u>A2 Units</u>
<p>Unit 1 - The Information Age In this unit you will learn about the information & communication technologies that enable people to access and exchange information. You will also look at the impact that the internet has had on the way people conduct their personal and professional lives, explore the services it offers and gain 'hands-on' experience of using some of them.</p> <p>Unit 2 - The Digital Economy Paperless transactions are hallmarks of the digital economy. In this unit, you will investigate how organisations are responding to the pressures of the e-marketplace by using transactional websites to:</p> <ul style="list-style-type: none"> • present their products and services • gather information • provide a personalised service. <p>You will also use database software to understand the use of databases in organisations.</p> <p>Unit 3 - The Knowledge Worker In this unit you will learn about making informed decisions using the knowledge available to you (in the form of a spreadsheet model). You will learn to use spreadsheet software and some of the advanced tools and techniques.</p>	<p>Unit 7 - Using Database Software In this unit you will develop your knowledge of, and skills in using, databases further. You will learn the principles of data modelling and sound database design, and will use relational database software to build working database systems. Your work for this unit will culminate in the design, development, testing and evaluation of a database for a specific purpose within a given scenario.</p> <p>Unit 8 - Managing ICT Projects This unit will introduce you to some formal project management tools and methods and give you an opportunity to use specialist software to plan and monitor projects. You will be able to put into practice what you have learnt by setting up and running a small-scale software project.</p> <p>Unit 10 - Using Multimedia Software In this unit you will increase your understanding of the features and possibilities of the ICT tools needed to produce a multimedia product. You will use these and other tools to produce a well-designed multimedia product that communicate your ideas effectively. Your work for this unit will culminate in the design, development and testing of an interactive multimedia product for a specified target audience.</p>

<u>Assessment details</u>			<u>Assessment details</u>		
Unit 1	E-portfolio	Internally assessed coursework	Unit 7	Practical task	Externally assessed in exam conditions
Unit 2	E-portfolio	Internally assessed coursework	Unit 8	E-portfolio	Internally assessed coursework
Unit 3	Practical task	Externally assessed in exam conditions	Unit 10	E-portfolio	Internally assessed coursework

Progression

The GCE in Applied ICT qualifies for UCAS points so if you complete it successfully you could move on to study for a degree or BTEC Higher National Diploma in related subjects such as ICT, Computer Science, Information Systems, Multimedia, Software Engineering, Computer Networking, e-Business and Information Management. You could also go on to work based training such as IT User/Practitioner NVQs, vendor-specific qualifications or IT apprenticeships.

Exam board

Edexcel

A Level Art and Design - Fine Art

A Level Art and Design is a continuation of GCSE and involves researching and recording visual information in a variety of media and using a range of processes including painting, printmaking, textiles, photography and drawing. You will use the work of artists and designers to give your work direction and must be able to develop creative ideas. You must be able to present a personal response which demonstrates your visual understanding and realises your intentions.

<u>AS Units</u>	<u>A2 Units</u>
<p>Unit 1 - Portfolio In this unit you will work from a given starting point or theme to produce one or more considered conclusions. The work will involve the exploration of media, development of ideas, visual evaluation and the production a personal response.</p> <p>Unit 2 – Externally Set Assignment You will select a starting point from a range of 5 themes set by AQA this will be issued to you on 1st February. You will have a 5 hour supervised period during your preparation period, to produce a piece of developmental work There is no final exam.</p> <p>You will put up an exhibition of all work produced on the course.</p>	<p>Unit 3 – Personal Investigation In this unit you will develop a body of work through personal investigations based on an idea, issue, concept or theme. This will be supported by a 1000 -3000 word report.</p> <p>Unit 4- Externally Set Assignment You will select a starting point from a range of 8 themes set by AQA this will be issued to you on 1st February. You will have a preparation period followed by a 15 hour controlled test in which you will produce a final personal response.</p> <p>You will put up an exhibition of all work produced during Year 13.</p>

<u>Assessment details</u>			<u>Assessment details</u>		
Unit 1	Portfolio	50% AS (25% of A level)	Unit 3	Personal Investigation	25% of A level marks
Unit 2	Externally Set Assignment	50% AS (25% of A level)	Unit 4	Externally Set Assignment	25% of A level marks
All work is internally marked and externally moderated.			All work is internally marked and externally moderated.		

Progression

Art and Design AS and A2 level are excellent foundations for degree courses and/or careers in the fields of Fashion and Textiles, Fine Art, Graphics, Architecture, Interior Design, Theatre and Film Set Design and Photography. The creative nature of the course provides support for further study towards related areas such as Advertising, Film and Media Studies, Theatrical Studies, Creative Writing and Museum and Gallery based careers.

Exam board

AQA

A Level Biology

Why Biology?: Biology is in an exciting place right now—often top of the headlines due to health concerns, genetics and disease yet biologists still have many questions left to answer—but how do scientists develop their theories when there is no textbook full of answers? There is a lot to learn in biology—but still so much left to discover.

The new A-level introduces current scientific research, the aim is for you to understand how the scientific community works together to advance our understanding of biology

<u>AS Units</u>	<u>A2 Units</u>
<p>Unit 1: Biology & Disease Digestive and gas exchange systems, communicable and non-communicable diseases, symptoms of disease and interpretation of data. Written paper (1h15), short answer and comprehension 33% of AS marks, 17% A2 marks.</p> <p>Unit 2: Variety of Living Organisms Genetic and environmental effects upon variation, biochemical and cellular differences in variation, metabolic requirements and adaptations. Written paper (1h45), short answer and two long answer questions 47% of AS marks, 23% A2 marks.</p> <p>Unit 3: Practical & Investigative Skills Principles of designing investigations. Skills of implementation, analysis and evaluation. 20% of AS marks, 10% A2 marks.</p>	<p>Unit 4: Populations & Environment Ecosystems, energy transfer and chemical element cycles. Written paper (1h30). 17% of A2 marks.</p> <p>Unit 5: Control in Cells & Organisms Stimulus and responses, biology of nervous and endocrine systems. Written paper (2h15). 23% of A2 marks.</p> <p>Unit 6: Practical & Investigative Skills Principles of designing investigations, skills of implementation, analysis and evaluation, including statistical analysis. 10% of A2 marks.</p>

<u>Assessment details</u>			<u>Assessment details</u>		
Unit 1	1 hour 15 min Exam	33.3% of AS Mark	Unit 4	1 hour 30 min Exam	17% of Mark
Unit 2	1 hour 45 min Exam	46.7% of AS Mark	Unit 5	2 hour 15 min Exam	23% of Mark
Unit 3	Practical Assessment	20% of AS Mark	Unit 6	Practical Assessment	10% of Mark

Progression

Biology A-level can be used to help fulfil the entry requirements of many university courses leading to qualifications in fields such as: medicine, veterinary science, physiotherapy, environmental sciences, teaching and the ever expanding world of biotechnology, to name but a few.

Exam board

AQA

A Level Business Studies

To study this course you should have an interest in business studies or want to set up and run your own business. You do not need to have studied GCSE business studies to take this course.

During the course you will develop transferable skills that will support your study in other subject areas and in further education such as conducting research, carrying out calculations, interpreting and analysing data, applying knowledge to unfamiliar situations, developing arguments, making and justifying business decisions, identifying problems and proposing solutions. We aim to keep the subject content as real as possible which means keeping up to date with what is happening in business/news. This also includes study visits during the block week to add with understanding of A2 content.

<p>AS The AS units focus on small to medium-sized businesses operating within national, as opposed to international markets</p> <p>Unit 1 – Planning and Financing a Business In this unit you will learn about the issues involved in a business start-up, such as research and planning, as well as the factors that determine success. You will be expected to carry out research individually on an appropriate local business that will help you develop your understanding by applying theory to the real world of business.</p> <p>Unit 2 – Managing a Business In this unit you will focus on how established businesses might improve their effectiveness by making tactical decisions at a functional level. You will develop skills in interpreting data measuring the effectiveness of a business on areas including: profitability, labour turnover and market share.</p>	<p>A2 The A2 units build on the AS units by considering more complex business scenarios and focusing on strategy as opposed to tactics.</p> <p>Unit 3 – Strategies for Success In this unit you will focus on larger businesses which may be trading in international markets, and how managers measure the performance of business. This unit considers functional strategies that larger businesses adopt to achieve their objectives.</p> <p>Unit 4 – The Business Environment and Managing Change. In this unit you will draw upon all other areas of the course to consider the relationship between businesses and external factors. It will assess how external factors can act as catalysts for change in a range of businesses. This unit also examines the ways in which businesses can manage change successfully when responding to external stimuli.</p>
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<u>Assessment details</u>			<u>Assessment details</u>		
Unit 1	1hr 15min written exam	40% of AS 20% of A2	Unit 3	1hr 45min written exam	Externally assessed 25% of A2
Short answer questions & extended responses based on a mini case study			Questions requiring extended answers based on an unseen case drawing upon knowledge from AS		
Unit 2	1 hour 30min written exam	60% of AS 30% of A2	Unit 4	1hr 45 min written exam	25% of A2
Compulsory, multi-part data response questions			Part A: Based on pre-release research tasks. Part B: A choice of essays. All questions will be essay style and drawn upon knowledge from all 4 units.		

Progression

A-Level business studies qualifies for UCAS points so if you complete it successfully you could move on to study for a degree or a BTEC National course in related subjects such as business, finance, administration, HR management, events management, marketing or accounting to name but a few. This course will also benefit you should you want to enter straight into work after leaving school as you would have a better understanding of the business environment, likewise the skills and knowledge would benefit anyone wanting to be an entrepreneur. A survey carried out by Higher Education Careers Service Unit found that based on 2009 graduates Business and Marketing graduates had a higher post-graduation employment rate of 72%.

Exam board

AQA

A Level Chemistry

Our objective is to ensure that learning is enjoyable and enhances a candidate's enthusiasm for Chemistry. The AQA course is tailored to follow on from Additional Science at GCSE and will develop a candidate's knowledge and understanding to provide a pathway to further study.

<u>AS Units</u>	<u>A2 Units</u>
<p>Unit 1 – CHEM1: Foundation Chemistry In this unit you will learn about the basics for studying A level. You will study atoms, bonding, periodicity and oil. You will be taught the maths to study reacting quantities.</p> <p>Unit 2 – CHEM2: Chemistry in Action We look at the energies changes during a reaction, monitor rates and get to grips with equilibrium. We study Groups 2, 7 and the transition metal. We explore organic chemistry and the chemical industry.</p> <p>Unit 3 – CHEM3: Investigative and Practical Skills In this unit you will learn every aspect of practical Chemistry. We will teach you how to carry out a wide variety of practical techniques.</p>	<p>Unit 7 – CHEM4: Kinetics, Equilibria and Organic In this unit you will develop your knowledge of, and skills introduced in AS. We start looking at topics in more depth and build upon the Knowledge gained in AS.</p> <p>Unit 8 – CHEM5: Energetics, Redox and Inorganic Chemistry This unit will introduce you to chaos and Free Energy. You will look at batteries and electrode potentials. We will explore the Chemistry of the elements in the third period and develop our knowledge of Transition metals.</p> <p>Unit 10 – CHEM6: Investigative and Practical Skills In this unit you will develop even more practical skills. We will teach you how to carry out even more practical techniques.</p>

<u>Assessment details</u>			<u>Assessment details</u>		
Unit 1	1 hour 15 min Exam	33.3% of AS Mark	Unit 4	1 hour 45 min Exam	20% of Mark
Unit 2	1 hour 45 min Exam	46.7% of AS Mark	Unit 5	1 hour 45 min Exam	20% of Mark
Unit 3	Internal Assessment	20% of AS Mark	Unit 6	Internal assessment	10% of Mark

Progression

An A Level in Chemistry will allow you access to various professions such as: Agriculture, Biochemistry, Engineering, Optometry, Pharmacy, Finance, Politics and Law.

An A Level in Chemistry is now essential for anybody who wishes to be an undergraduate studying for a degree in Medicine, Dentistry and Veterinary Science. Most Universities will not accept you onto any of these or other medical degrees without a B or above in Chemistry.

Exam board

AQA

A Level English Language

To study this course you should have an interest in language in all its forms and a wish to become an increasingly accomplished user of it. To achieve this, you need to become something of a linguistic explorer. You will learn how to describe language precisely and to classify it in many different ways, developing an appropriate terminology for the purpose.

<u>AS Units</u>	<u>A2 Units</u>
<p>ENGB1 – Categorising Texts This introduces you to ways of investigating and understanding better the diversity of uses and contexts for spoken and written English in the modern world and in your own life. In this module you will be required to use linguistic methods to analyse and investigate a variety of texts taken from everyday sources. You will be required to study how spoken and written texts reproduce ideas about cultural values and assumptions, with a key focus on the following topic areas: Language and Gender Language and Occupation Language and Technology</p> <p>ENGB2 – Creating Texts This gives you a chance to be creative – to develop your own expertise as writers. You are advised to choose tasks that reflect your own interests and for which you perceive a realistic audience. The following are examples of the types of original writing that could be chosen: Writing to entertain, persuade, inform, advise or instruct...the list is endless. Your coursework file will consist of two pieces and should be between 1500 – 2500 words. This will be accompanied by two commentaries totalling 1000 words.</p>	<p>ENGB3- Developing Language This module of your A2 course consists of two distinct areas of study – the development of language in children – language acquisition – and the developments in the English language that have taken place over time – language change. This unit takes further the study of social contexts, genres of speech, writing and multi-modal texts first explored at AS by embedding questions about language development in particular contexts of use. The whole module counts for 30% of the total A level marks.</p> <p>ENGB4 – Investigating Language The aim of this module is to encourage you to apply your knowledge of frameworks to a small research project in a chosen aspect of spoken or written English in use. Your choice of topic and data are recognised as valuable aspects of learning but your choice must be manageable and assessable. Your investigation will be between 2500 and 3500 words and is worth 20% of your total A level marks. On completion of the investigation you will be expected to use your findings to produce a media text (e.g. Newspaper or magazine article) highlighting the ideas and issues surrounding your chosen topic.</p>

UNIT	LEVEL	NAME	EXAM/ Coursework	AS WEIGHTING	A2 WEIGHTING
ENGB1	AS	Categorising Texts	2 hours	60%	30%
ENGB2	AS	Creating Texts	Coursework	40%	20%
ENGB3	A2	Developing Language	2 hours and 30 minutes		30%
ENGB4	A2	Investigating Language	Coursework (2500-3500words)		20%

Progression

Studying English Language could lead to many exciting career paths including public relations, the media (publishing, journalism, advertising etc), teaching and administration. Past students have gone on to study a wide range of subjects at University and most of them acknowledge that the skills they acquire in this subject help them with their under-graduate study and in their world of work and leisure.

Exam board

AQA

A Level English Literature

To study this course you should desire to become an independent and critical reader of a wide range of texts across a variety of genres. You will enjoy A Level English Literature if you like to observe, analyse, debate and articulate independent interpretations. The skills that you learn in A Level English Literature will help you develop a confidence to discuss and reflect upon current affairs and moral dilemmas. The experiences outlined in the texts you study will help you think about the experience of living and operating in modern society.

AS Units

Unit 1 – Aspects of Narrative

At AS, Unit 1 will introduce students to the central position of narrative and the ways in which literary texts work. Study of this module requires students to develop their powers of critical exploration as they seek to gain an understanding of the ways in which an author has conveyed their ideas and experiences. Four texts will be studied – two prose / two poetry.

Unit 2 – Dramatic Genres

This forms the coursework requirement in Year 12 in that students are asked to produce two essays which both explore an aspect of the dramatic / tragic genre. Two dramatic works will be studied - one of these texts will be written by Shakespeare.

A2 Units

Unit 3 – Texts and Genres

This unit requires the study of a “community” of texts grouped together by genre. Texts will be grouped within the categories: ***Elements of the Gothic or Elements of the Pastoral***. Students will study a minimum of three texts and at least one of these texts will be taken from the time period 1300-1800.

Unit 4 - Further and Independent Reading

In this unit, students will study a wide range of texts, the different ways of reading texts and critical ideas applied with discrimination to literary texts. Students will study at least three texts, one of which will be a ***pre-released anthology of critical writing*** which students will then ***apply*** to a literary text of their choice.

Assessment details

Unit 1	2hr Exam	60%
Unit 2	Coursework Two pieces	40%

Assessment details

Unit 3	2hr Exam	60%
Unit 4	Coursework Two pieces	40%

Progression

Whatever you choose to do at University and beyond, you may be glad that you chose a subject which trains you to think both logically and imaginatively, in an age in which you may change career several times. All jobs requiring analytical or communication skills – which is nearly all jobs in the 21st century – benefit from an understanding of language and competence in expression. The skills you will acquire are transferable and will change the way you read and think equipping you with skills needed in all future positions of responsibility.

Exam board

AQA Specification B

A Level Further Maths

<p>AS Level</p> <p>In <u>Year 12</u> the three modules are Further Pure 1, Statistics 2 and Decision Mathematics.</p> <p><i>Further Pure 1</i> includes Complex numbers, Numerical methods, Coordinate systems, Matrix algebra, series and proof.</p> <p><i>Statistics 2</i> includes Binomial and Poisson distributions, Continuous random variables, Continuous distributions and Hypothesis testing.</p> <p><i>Decision Maths</i> includes Algorithms, the Route inspection problem, Critical Path analysis, Linear programming and Matchings.</p> <p>Assessment: The exam board we use is Edexcel. There is no coursework. All modules have 1½ hour exams, all taken in June.</p> <p><u>Entry requirements</u>: students must have a grade B or better on the Higher GCSE course, although a grade A or A* is preferable. This course is for those who found GCSE Mathematics very easy and who want to challenge themselves mathematically.</p>	<p>A2</p> <p>In <u>Year 13</u> the modules are Further Pure 2 and 3 and Mechanics 2.</p> <p><i>Further Pure 2</i> includes Inequalities, Complex numbers, Differential equations, Maclaurin and Taylor series and polar coordinates.</p> <p><i>Further Pure 3</i> includes Hyperbolic functions, Coordinate systems, Integration, Vectors and Matrix algebra</p> <p><i>Mechanics 2</i> includes Kinematics, Centres of mass, Work and energy, Collisions and Statics of rigid bodies.</p>
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Assessment:

There is no coursework.
All modules have 1½ hour exams, all taken in June.

Progression

Further Mathematics is recommended for anyone who wants to take a Mathematics degree, or a mathematics related degree such as Engineering or Science, at University. University admissions tutors are more frequently looking for Further Maths AS or A level to help them distinguish between candidates.

Exam board

Edexcel

A Level Geography

To study this course you should have an interest in understanding the interactions between the physical and human world in which you live. Geography allows you to develop the knowledge and skills you need to be a competent and informed member of society along with the ability to make reasoned decisions about issues and events which are affecting different parts of the world on a daily basis. The skills you acquire in Geography such as research, from secondary sources and through fieldwork enquiry, analysing and presenting your findings and solving problems are highly valued and sought after by both Universities and Employers. If you find you are often asking Where, Why, When, Who, What and How Questions to present day issues then you are thinking like a Geographer and the subject is one which you will enjoy. Geography compliments most subject areas and has transferable skills that will support your study in your other sixth form courses.

<p><u>AS Units</u></p> <p>Unit 1 – Global Challenges a) World at Risk b) Going Global</p> <p>In the World at Risk you will examine the trends, cause and impacts of a range of Global Hazards from tectonic (earthquakes & volcanoes) to Climate Change. You will also investigate the challenges they pose to different societies and how best to manage them.</p> <p>Going Global investigates the changes in the world today from different Global Groupings, Global Networks and Changing Cities due to Migration and Development along with the challenges they cause for the future.</p> <p>Unit 2 – Geographical Investigations a) Extreme Weather b) Rebranding Places</p> <p>Extreme Weather is of course very topical to our world today and we will be investigating the impacts of meteorological events such as flooding, snow & ice storms and hurricanes on society. Our urban & rural areas are constantly undergoing change and Rebranding Places looks at the many schemes implemented to make these changes for the benefit of all. Both aspects of the unit will involve practical fieldwork in Sheffield and the Peak District.</p>	<p><u>A2 Units</u></p> <p>Unit 3 – Contested Planet a) Energy Security b) Water Conflicts c) Biodiversity under Threat d) Superpower Geographies e) Bridging the Development Gap f) The Technological Fix</p> <p>Contested Planet -- Synoptic themes & links. Focuses on the distribution and use of resources – energy, water and biodiversity. It considers the range of threats these resources face as humans deplete them as well as considering how humans might manage them to ensure future survival. The unit also contrasts the power and wealth of the supremos with the state of the poor and hungry on the other side of the development gap. The unit also considers the role of technology in addressing geographical challenges.</p> <p>Unit 4 – Geographical Research a) Pollution and human health at risk.</p> <p>This unit will identify the many Health Risks facing the world today. As we are becoming a more multi-cultural society and travel across the globe in search of work, a better lifestyle, or simply for pleasure then we come into contact with diseases that we have never before faced. This unit is designed to help you understand the causes of these health risks and how we can best manage them in order to improve health on a global scale.</p>
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<p><u>Assessment details</u></p> <table border="1"> <tr> <td>Unit 1</td> <td>Global Challenges</td> <td>60% June Exam (1h.30m)</td> </tr> <tr> <td>Unit 2</td> <td>Geographical Investigations</td> <td>40% January Exam (1h.15m)</td> </tr> <tr> <td>Fieldwork</td> <td>Derbyshire</td> <td>October</td> </tr> </table>	Unit 1	Global Challenges	60% June Exam (1h.30m)	Unit 2	Geographical Investigations	40% January Exam (1h.15m)	Fieldwork	Derbyshire	October	<p><u>Assessment details</u></p> <table border="1"> <tr> <td>Unit 3</td> <td>Contested Planet</td> <td>60% June Exam. (2h.30m)</td> </tr> <tr> <td>Unit 4</td> <td>Pollution & Health</td> <td>40% January Exam (1h.30m)</td> </tr> </table>	Unit 3	Contested Planet	60% June Exam. (2h.30m)	Unit 4	Pollution & Health	40% January Exam (1h.30m)
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Progression

The A Level Geography course is an ideal pre requisite for studying the subject at University as well as providing a good base for many other subjects including Law & Medicine. The skills developed throughout the course are highly sought after by universities and employers.



Exam board

Edexcel

A Level History

History will appeal to you if:

- You have an interest in the world around you, the society in which you live in, and how it has developed.
- You like learning about people, how they interact, and what motivates them.
- You enjoy discussion, debate and argument.
- You like to think for yourself and develop your own ideas.
- You enjoy research and analysing material to check for bias and propaganda.

<u>AS Units</u>	<u>A2 Units</u>
<p>Unit 1 – Russia 1881 - 1953 In this unit you will learn about the developments in the Russian empire between the assassination of Alexander II and the death of Stalin. This covers the rise of communism, life under Lenin, the rise and fall of Trotsky and life during Stalin's dictatorship, including the part played by Russia in the Second World War.</p> <div style="text-align: center;">  </div> <p>Unit 2 – The Experience of Warfare in Britain 1854 – 1929 The main focus of this option is on the impact of war on social, economic and political developments during this period. You will cover three wars, the Crimea, Boer War and the First World War. In each of these wars there are some interesting characters such as Florence Nightingale, Kitchener, Winston Churchill and Haig to study. You will also get the opportunity to look at developments in fighting and in medicine.</p>	<p>Unit 3 – France, 1786 – 1830: Revolution, Empire and Restoration. This unit covers 4 main areas:</p> <ul style="list-style-type: none"> • The onset of revolution and the collapse of the monarchy of Louis XVI and Marie Antoinette. • Life during the Terror and the role of Robespierre. • France under Napoleon Bonaparte. • The restoration of the Bourbon Monarchy. <div style="text-align: center;">  </div> <p>Unit 4 – American Civil Rights 1877 – 1981. This is a coursework unit where you undertake a Historical Inquiry on the contribution of American Presidents on the development of the progress of civil rights. You also get to do your own investigation on a significant figure within the civil rights movement such as Malcolm X, Rosa Parks or Martin Luther King.</p>

<u>Assessment details</u>			<u>Assessment details</u>		
Unit 1	Examination	1 hr. 20 min (50% of AS, 25% of A2)	Unit 3	Examination	2 hr. (30% of A level)
Unit 2	Examination	1 hr. 20 min (50% of AS, 25% A2)	Unit 8	Coursework	(20% of A level)

Progression

History A level equips students with the skills for a wide variety of university courses. Equally, graduates in history have gone on to enter a wide range of occupations, for example, the former Prime Minister Gordon Brown is a Historian.

Exam board

Edexcel

A Level Maths

AS Level	A2
<p>The three modules are Core 1, Core 2 (both Pure Mathematics) and Statistics.</p> <p><i>Core 1</i> includes Algebra and Functions, Coordinate geometry, Sequences and series, Differentiation and Integration.</p> <p><i>Core 2</i> includes Further algebra, Circles, Sequences and series, Trigonometry, Exponentials and logarithms, Applications of differentiation and integration.</p> <p><i>Statistics</i> includes Representation and summary of data, Probability, Correlation and regression, Discrete random variables, the Normal distribution.</p> <p>Various topics which form part of the Higher GCSE course occur in these modules, including laws of indices, surds, solution of quadratic equations, transformation of graphs, the straight line, the sine and cosine rules, representation and summary of data and probability. This means that there are strong links between GCSE and AS level so that the course content is not totally unfamiliar.</p> <p>Assessment is by exam only. We use the Edexcel course. All modules are taken in the summer term and are 1½ hours each.</p> <p>Students must have a grade B or better at GCSE. They should be confident in the use and manipulation of algebra. Most importantly they should be prepared to work hard and to ask for help when they come across difficulties in the course content. It is imperative to keep up to date and on top of the work taught and set in Mathematics A level. Those who do this usually do well, but those who don't often drop the course without gaining a qualification.</p>	<p>The three modules are Core 3, Core 4 and Mechanics.</p> <p><i>Core 3</i> includes Functions, Trigonometry, Exponentials and logarithms, Differentiation and Numerical methods.</p> <p><i>Core 4</i> includes Rational functions, Parametric equations, the Binomial series, Differentiation, Integration and Vectors.</p> <p><i>Mechanics</i> includes Vectors in mechanics, Kinematics, Dynamics, Statics and moments. This is the study of particles in equilibrium (i.e. stationary) and in motion.</p> <p>The Core modules build on the Pure Mathematics learnt in Year 12.</p> <p>Assessment is by exam only. We use the Edexcel course. The C3 module is taken in January, C4 and M1 are taken in the summer term. All module exams are 1½ hours each.</p>

Progression

A level Mathematics is a relevant field of study for many further courses including engineering, computing, economics, medicine, finance and business. Any students thinking of taking a mathematics degree should take Further Mathematics. This increasingly applies to other courses involving mathematics at the more competitive universities.

Exam board

Edexcel

A Level Media Studies

The AS/A2 Media Studies course gives students a critical insight into the reading of the mass media. The course develops a wide range of skills, from technical, creative and organisational to communication and teamwork.

<p><u>AS Units</u></p> <p>During the AS Media course students investigate the Media in order to understand and evaluate how meanings and responses are created. Students study media products, media platforms and media technologies.</p> <p><u>Unit 1</u> Investigating Media</p> <p><u>Unit 2</u> Creating Media</p>	<p><u>A2 Units</u></p> <p>During the A2 Media course students are encouraged to demonstrate, develop and formulate their understanding of the media and its influential role in today's society.</p> <p><u>Unit 3</u> Critical Perspectives</p> <p><u>Unit 4</u> Media: Research and Production</p>
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<u>Assessment details</u>			<u>Assessment details</u>		
Unit 1	2 hour written exam	50% of AS Mark 25% of A2 Mark	Unit 3	2 hour written exam	25% of A2 Mark
Unit 2	Practical Unit	50% of AS Mark 25% of A2 Mark	Unit 4	Practical Unit	25% of A2 Mark

Assessment

A Level Media equips students with the skills for a wide variety of employment opportunities and university courses.

Exam board

AQA



A Level Modern Foreign Languages French/German/Spanish/Italian

To study an MFL you should have achieved at least a B at GCSE. You should have an avid interest in current affairs of the country of the language you are studying and be willing to express and develop your opinions on a wide range of topics in the target language.

<u>AS Units</u>	<u>A2 Units</u>
<p>Unit 1: Spoken Expression and Response</p> <p>30% of total AS marks 15% of total GCE marks</p> <p>8 - 10 minute assessment in 2 sections</p> <p>Section A requires students to respond to 4 questions set by Edexcel on a stimulus related to the student's general topic area.</p> <p>Section B requires the Teacher/Examiner to engage the student in a discussion that, although still relating to the same general topic area and its linked subtopics moves away from the main focus of the stimulus.</p> <p>Unit 2 – Understanding and written response 70% of total AS marks 35% of total GCE marks 2 hour 30 minute paper and has 3 sections</p> <p>Section A requires students to listen to a range of authentic recorded material and to retrieve and convey information given in the recording by responding to a range of questions in the target language.</p> <p>Section B requires students to read authentic materials and to retrieve and convey information by responding to a range of target language test types.</p> <p>Section C requires students to write 200-220 words in the form of a letter, report or article in the Target Language based on a short printed stimulus.</p>	<p>Unit 3: Understanding and Spoken Response</p> <p>35% of total A2 marks 17.5 % of total GCE marks</p> <p>11-13 minute assessment</p> <p>Students first outline their chosen issue for about one minute, adopting a definite stance towards the issue. They should then defend and justify their opinions for up to four minutes. The Teacher/Examiner will then initiate a spontaneous discussion in which a minimum of two further unpredictable areas of discussion will be covered</p> <p>Unit 4: Research, Understanding and Written Response 65% of total A2 marks 32.5% of the total GCE marks 2 hour 30 minute paper and has 3 sections</p> <p>Section A: A short written translation exercise to test students' ability to transfer meaning from English to the target language effectively</p> <p>Section B: An essay in the target language in response to one from a choice of seven questions, linked to the prescribed general topic areas, that invite either discursive or creative writing</p> <p>Section C: A research-based essay (240-270 words) that relates to the culture and/or society of a Target Language country/countries or community.</p>

Progression

Students taking modern languages at AS/A2 level at Ryton have gone on to study French/German/Spanish/Italian at university, sometimes in conjunction with a new language.

Many students also study a language at university in conjunction with another subject such as Business, Law, and Sciences. This combination has led to job opportunities in Europe as well as with UK firms such as Proctor and Gamble who need linguists to conduct their business.

Exam board

Edexcel

A Level Music

The new Edexcel Advanced Level A Level Music is designed to be stimulating and enriching for students. At both AS and A2 Level, students experience all three main musical disciplines of performing, composing and listening and understanding. Students develop **performance** skills (solo and/or ensemble), **compose** original music and learn about **harmony**. They will build up their **aural** and **analytical** skills through studying a selection of works from the *New Anthology of Music* and wider **listening**.

The full course (AS plus A2) is excellent preparation for higher education courses in Music, but is equally valuable for non-specialists as a second or third area of study.

<u>AS Units</u>	<u>A2 Units</u>
<p>Unit 1 Performance 5-6 Minutes as a soloist and/or as part of an ensemble- any instrument or voice.</p> <p>Unit 2 Composition Create a 3 minute original composition in response to a chosen brief set by the exam board. Produce a recording and write CD sleeve notes to accompany the piece.</p> <p>Unit 3 Developing Musical understanding Listening to familiar music and understanding how it works.</p> <p>Section A- Listening to extracts and answering questions on features of the music.</p> <p>Section B- Investigating musical styles.</p> <p>Section C- Understanding chords and lines. Identifying harmonic and tonal features then completing a short section of four part choral harmony.</p>	<p>Unit 4 Extended Performance 12-15 minute balanced programme as a soloist and/or as part of an ensemble- any instrument or voice.</p> <p>Unit 5 Composition and Technical Study</p> <p>Section 1- Composition Create a 3 minute original composition in response to a chosen brief set by the exam board.</p> <p>Section 2- Technical Study Builds on the harmony work studied for Unit 3, Section C</p> <p>Students have three options. They can complete 1 Composition + 1 Technical Study <u>or</u> 2 Compositions <u>or</u> 2 Technical Studies</p> <p>Unit 6 Further Musical understanding Listening to familiar and unfamiliar music.</p> <p>Section A- Aural analysis Section B- Music in context Section C- Continuity and change in instrumental music.</p>

<u>Assessment details</u>			<u>Assessment details</u>		
Unit 1	30% AS (15% A Level)	Internally assessed coursework	Unit 4	30% A2 (15% A Level)	Internally assessed coursework
Unit 2	30% AS (15% A Level)	Externally assessed coursework	Unit 5	30% A2 (15% A Level)	Externally assessed coursework
Unit 3	40% AS (20% A Level)	2 hour externally assessed exam	Unit 6	40% A2 (20% A Level)	Externally assessed exam

Exam board

Edexcel

A Level Performing Arts

AS Units

Unit 1 -Developing Skills for Performance

In this unit you will learn how to assess and monitor your own skill level accurately, the importance of regular and meaningful practice. You will also learn how to evaluate your skill development and discover how the skills you learn would be used in the working practices of professionals.

Internally assessed portfolio

Unit 2 - Planning for a Creative Event

This unit will allow you to communicate a creative idea and to understand how to plan to make the event happen. You will apply your planning to an actual event in order to understand the importance of the planning process and how it relates to the success of the event.

Internally assessed portfolio

Unit 3 - Performing to a Commission

This unit offers you the opportunity to contribute to the creation of a performance in response to a commission that will be set by Edexcel.

Externally assessed by Edexcel examiner.

A2 Units

Unit 4 - Employment Opportunities in the Performing Arts

This unit will help you to understand the demands that are made on those who wish to work in the performing arts industry. You will need to understand the variety of employment opportunities that are available and how they fit into the various arts organisations that make up the industry.

Internally assessed portfolio

Unit 6 - Advanced Performance Practice

In this unit you can choose to specialise in a specific performance role. You will be involved in a performance event. It is important that you discover how to develop the skills that are appropriate for your ability but also which stretch you so that you improve your standard.

Internally assessed portfolio

Unit 7 - Production Delivery

This unit provides the opportunity to develop, rehearse and deliver a complete performance. Your role may be as a performer, a member of the production team or as an administrator.

Externally assessed by Edexcel examiner.



Exam board

Edexcel

Art and Design - Photography

A Level Photography will introduce you to a variety of experiences exploring a range of photographic media, techniques and processes. You will be made aware of both traditional and new technologies. You will use the work of artists and designers to give your work direction and must be able to develop creative ideas. You must be able to present a personal response which demonstrates your visual understanding and realises your intentions.

<p>AS Units</p> <p>Unit 1 - Portfolio In this unit you will work from a given starting point or theme to produce one or more considered conclusions. The work will involve the exploration of photography, development of ideas, visual evaluation and the production a personal response.</p> <p>Unit 2 – Externally Set Assignment You will select a starting point from a range of 5 themes set by AQA this will be issued to you on 1st February. You will have a 5 hour supervised period during your preparation period, to produce a piece of developmental work There is no final exam.</p> <p>You will put up an exhibition of all work produced during Year 12.</p>	<p>A2 Units</p> <p>Unit 3 – Personal Investigation In this unit you will develop a body of work through personal investigations based on an idea, issue, concept or theme. This will be supported by a 1000-3000 word report.</p> <p>Unit 4- Externally Set Assignment You will select a starting point from a range of 8 themes set by AQA this will be issued to you on 1st February. You will have a preparation period followed by a 15 hour controlled test in which you will produce a final personal response.</p> <p>You will put up an exhibition of all work produced during Year 13.</p>
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AS Assessment details

Exam board: AQA

Unit 1	Portfolio	50% AS (25% of A level)
Unit 2	Externally Set Assignment	50% AS (25% of A level)
All work is internally marked and externally moderated.		

A2 Assessment details

Exam board: AQA

Unit 3	Personal Investigation	25% of A level marks
Unit 4	Externally Set Assignment	25% of A level marks
All work is internally marked and externally moderated.		

Progression

Photography AS and A2 level are excellent foundations for degree courses and/or careers in the fields of Fashion and Textiles, Advertising, Graphics, Film and Media and Photo Journalism.

Exam board

AQA

A Level Physical Education

To study this course you must have a keen interest in all aspects of PE including both theory and practical. You must have two sports in which you can be assessed either as a performer, coach or official.

<u>AS Units</u>	<u>A2 Units</u>
<p>You gain knowledge and understanding of sport and physical education, as well as analysing the major concepts and principles. You will also develop an understanding of the scientific, socio-cultural logical and environmental factors which influence sport and physical education.</p> <p>The units comprise:</p> <p>UNIT G451: An introduction to Physical Education</p> <ul style="list-style-type: none"> Section A- Anatomy & Physiology Section B- Acquiring Movement skills Section C- Socio-cultural studies relating to participation in physical activity <p>UNIT G452 Acquiring, developing and Evaluating Practical Skills in Physical Education</p> <ul style="list-style-type: none"> Performance Evaluating and planning for improvement of performance. 	<p>These units provide the opportunity to explore the mind and body in action as well as considering the background to many of the activities we enjoy today.</p> <p>UNIT G453: Principles and Concepts Across Different Areas of Physical Education</p> <ul style="list-style-type: none"> Section A- Historical Studies [Option A1] Section B- Sports Psychology [Option B1] Exercise & Sport Physiology [Option B3] <p>UNIT G454: The improvement of effective Performance and the Critical Evaluation of Practical Activities in Physical Education</p> <ul style="list-style-type: none"> Performance of practical skills Evaluation, appreciation and the improvement of performance

<u>Assessment details</u>			<u>Assessment details</u>		
UNIT G451	Exam	2 hours (60% of AS)	UNIT G453	Exam	2 hours 30 minutes (70% of A2)
UNIT G452	Practical & Oral Coursework	(40% of AS)	UNIT G454	Practical & Oral Coursework	(30% of A2)

Entry Requirements

GCSE PE at B grade and GCSE Biology at B grade. Students who wish to follow A Level PE who did not opt for PE at GCSE require a GCSE B grade in Biology and will also need to complete a successful interview with the course leader.

Progression

Students have progressed to university to study the following disciplines: Sports Studies, Sports Science, Medicine, Physiotherapy, Engineering and others with an interest in business and leisure.

Exam board

OCR

A Level Physics

Physics is the study of how the universe works from the smallest parts of atoms to the creation of the universe itself. In some ways it is the ultimate puzzle. The course is demanding and rewarding in equal measure. It requires great determination, hard work and organisation but, in return it allows the world around us to be viewed from a different perspective. The course covers the application of Physics in a range of situations – modern communication techniques, electrical engineering and spaceflight to name a few but it also deepens awareness of reality by touching on quantum mechanics and relativity.

<u>AS units</u>	<u>A2 Units</u>
<p><u>Physics in Action G491</u> In this unit you will examine digital imaging and its uses, sending signals like radio and broadband cable etc. as well as the Physics of materials and how we can now design them to purpose. In addition, you will study sensors and how to improve measurement in practical work.</p> <p><u>Understanding Principles G492</u> This unit tackles the physics of wave motion and the huge range of things it is involved in as well as the ghostly world of quantum reality where things are not just stranger than you imagine but are stranger than you <i>can</i> imagine. Alongside this, there will be a detailed look at how we can master the physics of motion and the prediction of outcomes using mathematical laws and models.</p> <p><u>Physics in Practice G493</u> This is the coursework section which involves a presentation, making high quality measurements and studying a pre-released information sheet for the exam.</p>	<p><u>The Rise and Fall of the Clockwork Universe G494</u> It might not be a catchy title but this unit will transport you into the realm of mathematical modelling, the way matter behaves in extremes of hot or cold. You will also embark on a thrill ride through gravitation and relativity where space and time can distort, then on to study the big questions about the universe; was there a big bang at the start? Why does time only seem to go one way? Why is there something instead of nothing? Are there many universes?</p> <p><u>Field and Particle Pictures G495</u> This unit will concentrate on the Physics of fields – how things can affect each other at a distance without ever touching. In particular we look and electromagnetism and its uses such as the motor, transformers and generators. The electric field is also covered in the context of particle accelerators such as the LHC at CERN. We finish by delving into the microcosm that is atomic and particle Physics and consider the new ways we have learned to think about the very building blocks of existence.</p> <p><u>Researching Physics</u> This coursework involves writing a detailed report on an area of Physics which interests you and managing a practical investigation to find out something new.</p>

<u>Assessment details</u>				<u>Assessment details</u>		
Unit	Mode	Weighting for AS	Weighting for A	Unit	Mode	Weighting for A
G491	Exam	30%	15%	G494	Exam	15%
G492	Exam	50%	25%	G495	Exam	25%
G493	Coursework	20%	10%	G496	Coursework	10%

Progression

Physics demands a whole range of transferable skills such as problem solving, numeracy, creativity and resilience. Many technical university courses will happily accept a Physics grade and Physics training opens doors to a wide range of employment opportunities.

Exam board

OCR

A Level Politics

Students taking Politics should have an interest in current affairs and the way in which Politics affects society both at home and abroad. The course will appeal to students who enjoy keeping abreast of debates which feature on the BBC's Question Time or in the pages of the 'quality' newspapers. As well as learning how to present cogent and effective arguments in written form, students will get the chance to develop their critical thinking skills by analysing up-to date material from a variety of sources including television, print media and the internet. In recent years, Politics students have also had the opportunity to take part in some exciting encounters with some of the most important politicians in the country.

<u>AS Units</u>	<u>A2 Units</u>
<p>Unit 1 – People and Politics This part of the course looks at different ways of doing Politics in the UK. It focuses on the question; How democratic is Britain? It then looks at the various ways in which the will of the people can be expressed, featuring elections, parties, pressure groups and referendums. Students will have a chance to look at the big ideas in Politics and how they compete to try to explain the world we live in and what should be done to improve it.</p> <p>Unit 2 – Governing the UK In the second unit, we look at the different arenas in which Politics takes place in the UK. Students look at the role of an MP both in her constituency and in Parliament. Parliament itself comes under scrutiny, as does the Government, the role of the Prime Minister and his Cabinet. Students also look at the Constitution and the Civil Service and assess the extent to which they can influence the operation of day to day politics in the UK</p>	<p>Unit 3 – US Politics and Society As in the first year of the course, students get a chance to look at the way Politics is done, but this time they make comparisons with the USA. A central focus of this unit is on elections and the factors which determine their results. In turn, the way in which campaigning US-style affects the decision-making process also receives our attention. Students will also look at the way parties, pressure groups and the influence of race and civil rights as a motivating political factor help us to gain a more complete picture of Politics in the USA.</p> <p>Unit 4 – Governing the USA The final part of the course looks again at the institutions in which politics takes place, this time focussing on the Presidency, Congress, the US Constitution and the Supreme Court. Students are able to compare the checks and balances which exist in the US system with those they have already studied in the UK. In so doing, they have chance to analyse significant trends in US political history, especially in the last fifty years, and to discuss the impact they have on the political life of Americans.</p>

<u>Assessment details</u>			<u>Assessment details</u>		
All exams take place in the summer term. It is possible to re-take some of the summer exams the following January.			All exams take place in the summer term.		
Unit 1	1 hr. 20 mins Exam	Externally assessed 50% of total mark	Unit 3	1hr 30 mins Exam	Externally assessed 50% of total mark
Unit 2	1 hr. 20 mins Exam	Externally assessed 50 % of total mark	Unit 4	1 hr. 30 mins Exam	Externally assessed 50% of total mark

Progression

Politics is a very well-respected discipline at university. Many of our students have gone to study it at degree level at some of the country's top universities. It also provides evidence to universities of skills in written communication and research and can be used to meet their requirements for entry on to a wide range of Arts, Social Science and Science courses. Politics can lead to careers in journalism, policy-making, research, local government, town planning and a host of other areas.

Exam board

Edexcel

A Level Product Design

Product design will appeal to students who have an interest in developing creative and practical skills in product manufacture. The ideal student would have a creative and innovative mind with the ability to think 'outside the box' but also the ability to think logically when it comes to problem solving. On the one hand you will be taught to approach design tasks in a professional and commercial manner and on the other, you will examine the wider world and its increasing influence on the field of design through ergonomic, economic, aesthetic and cultural issues.

<u>AS Units</u>	<u>A2 Units</u>
<p>There are 4 units in total you will study 2 units each year:</p> <p>Unit 1 (AS) Design and Technology in practice (written paper 40% of AS) In this unit you will examine some of the many factors of product design. Through focused tasks you will learn about industrial and commercial practices, building an understanding of all factors needed in the development of any new product.</p> <p>Unit 2 (AS) Portfolio of creative skills (coursework 60% of AS) You will learn the skills that are required in product design by analysing existing products in 4 main areas:</p> <ul style="list-style-type: none"> - Performance - Materials and components - Manufacture - Quality <p>You will then develop practical skills and techniques through the development of new products.</p>	<p>Unit 3 (A2) Design and Technology in practice (written paper 40% of A2) In this unit you will begin to refine your existing knowledge base and start to consider how modern design practice is shaped by the constantly changing world around us. You will gain a fair greater insight through topics such as:</p> <ul style="list-style-type: none"> -The use of ICT in the modern design practice -Examining systems and control (including a factory visit for hands on experience) -Looking at where design has come from through an examination of some key figures in design history -Learning about the increasing importance of sustainable design <p>Unit 4 (A2) Commercial design (60% of A2) Unit 4 represents your opportunity to design and develop a product of your choice by implementing knowledge and skills acquired throughout the course. You will have the opportunity to be creative, adventurous and innovative in producing a final product or prototype to commercial standards. The work created here should form the crowning glory of your 2 years and be able to be used to further your design portfolio which could be used in future university and job applications</p>

<u>Assessment details</u>			<u>Assessment details</u>		
Unit 1	40% of AS	Externally assessed in exam conditions	Unit 3	40% of A2	Externally assessed in exam conditions
Unit 2	60% of AS	Internally assessed coursework external moderation	Unit 4	60% of A2	Internally assessed coursework, external moderation

Progression

The A Level in Product Design qualifies for UCAS points so if you complete it successfully you could move on to study a degree or BTEC Higher National Diploma in related subjects such as engineering, graphic design, marketing, furniture design, interior design, architecture and construction.

Exam board

AQA

A Level Psychology

To study this course you should have an interest in psychology and in how people think and behave. The A-level course offers you an insight into why we behave as we do, and to be able to explain or predict how someone might react. As the exam is written, it is good if you are comfortable with writing essay style answers, and to have a general interest in Science is useful as some components of the course involve some scientific theory.

<u>AS Units</u>	<u>A2 Units</u>
<u>PSYA1</u> <u>Cognitive Psychology:</u> Examine two models of memory Look at the accuracy of eyewitness testimony How can we improve memory? <u>Developmental Psychology</u> Explanations of attachment Impact of daycare <u>Research Methods</u> Different types of research in psychology Designing an experiment Ethical considerations Data analysis and presentation <u>PSYA2</u> <u>Biological Psychology</u> How stress affects the body What causes us stress? Stress management <u>Social Psychology</u> Conformity Obedience How we can avoid social influences <u>Psychopathology</u> Definitions of abnormality Biological and psychological approaches to psychopathology Biological and psychological therapies	<u>PSYA3</u> <u>Aggression</u> Social, biological and evolutionary theories into aggression <u>Eating Behaviour</u> Factors that influence our eating behaviour Psychological and biological explanations of bulimia nervosa <u>Cognition and development</u> Theories of cognitive development Theories of moral understanding Development of sense of self, understanding of others and social cognition <u>PSYA4</u> <u>Psychopathology</u> Diagnosis of depression Biological and psychological explanations of depression Biological and psychological therapies for depression <u>Anomalistic Psychology</u> Issues of pseudoscience and scientific fraud Controversies of paranormal psychology Function of paranormal beliefs Research into paranormal psychology <u>Research Methods</u> Application of the scientific method Designing a psychological investigation Use of inferential tests in analysis.

Exam Assessment:

PSYA1 and PSYA2 are both 90 minute long exams, held in June. Each unit is 50% of the AS, or 25% of the full A-level
PSYA3 is a 90 minute exam in June, and counts for 25% of the total A-level
PSYA4 is a 2 hour exam and counts for 25% of the total A-level

Exam board

AQA Psychology (A) specification

A Level Religious Studies

Students taking Religious Studies should have an interest in understanding ideas humans have surrounding some of the 'big' questions people have asked. Pupils will enjoy studying R.S. if they wish to challenge some of the assumptions they hold about right and wrong, the nature of God, reality and the meaningfulness of language. Students will be introduced to a variety of philosophers and critically evaluate their contribution to human knowledge. The course is academically rigorous and requires students to develop skills in written argument.

<u>AS Units</u>	<u>A2 Units</u>
<p>G571: AS Philosophy of Religion Students are introduced to the ideas of the ancient Greek philosophers Plato and Aristotle. Pupils will consider the nature of reality from the perspective of these two philosophers. The course then moves on to consider the goodness of God and the idea of God as creator. Pupils will then tackle various arguments for the existence of God and the challenges to those arguments from science and the existence of evil. In this Unit pupils will study the ideas of Descartes, Anselm, Kant, Paley, Mill and Freud.</p> <p>G572: AS Religious Ethics This section of the course tackles different understandings of right and wrong from the perspectives of various ethical frameworks. Students will consider whether concepts of right and wrong are relative to the situation or absolute regardless of circumstances. The course covers the ethical theories of Utilitarianism, Natural Moral Law, Kantian Ethics and Situation Ethics. Candidates will be required to apply the ethical theories they have studied to the following issues; abortion, euthanasia, genetic engineering, war and peace</p>	<p>G581: A2 Philosophy of Religion At A2 pupils will consider the meaningfulness of Religious language and what light it sheds upon human understanding of God. Pupils will consider whether a distinction should be made between the body and soul. Different views of the afterlife including reincarnation and resurrection will be tackled as will the nature of God. Religious experiences will be critically studied as will the topic of God's interaction with humanity.</p> <p>G582: A2 Religious Ethics A2 Ethics introduces pupils to the topic of Meta Ethics. Meta Ethics considers the nature of ethical language and what different philosophers understand by words such as 'good', 'bad', 'right' and 'wrong'. Students will consider the nature of free will and the extent to which human behaviour can be considered determined. The nature of the conscience and the role it plays in making ethical decisions will be studied. This section of the course introduces pupils to Virtue Ethics, which along with the theories considered at AS must be applied to ethical issues surrounding sex, business and the environment.</p>

<u>Assessment details</u>	<u>Assessment details</u>
<p>2 exams will be sat in the summer term. It is possible to re-take some of the summer exams the following January. All exams are externally assessed. G571: AS Philosophy of Religion 50% of AS GCE marks 1.5 hour exam 70 marks G572: AS Religious Ethics 50% of AS GCE marks 1.5 hour exam 70 marks Candidates are required to answer two two-part essay questions from a choice of four.</p>	<p>2 exams will be sat in the summer term. AS level counts for 50% of the advanced GCE grade All exams are externally assessed. G581: A2 Philosophy of Religion 25% of advanced GCE marks 1.5 hour exam 70 marks G582: A2 Religious Ethics 25% of advanced GCE marks 1.5 hour exam 70 marks On each paper candidates are required to answer two open essay style questions from a choice of four.</p>

Progression

The subject helps pupils acquire transferable skills including analysis and interpretation of complex material, critical thinking and the ability to produce extended evaluative pieces of writing; all of which provide Universities with evidence of the candidate's suitability for further academic study. Following this course would prepare students with a suitable foundation for further study within the Arts, Humanities and Social Sciences, many of our students have gone on to study degrees with Religious Studies or Philosophy as a core element.

Exam board

OCR

A Level Sociology

Students taking Sociology should have an interest in social issues and trends in society. They will benefit from paying close attention to stories in the media about crime, families, education and poverty in the developing world. During the course, they will learn to develop their written communication skills, particularly in the writing of coherent arguments in the form of essays. Students will also be able to employ critical thinking skills in order to interrogate material from a variety of sources such as film, television news, print media and research by sociologists.

<u>AS Units</u>	<u>A2 Units</u>
<p>Unit 1 – Families and Households</p> <p>This unit looks the role that families and household play in shaping society. It asks: Why do we have families? Why are they the size and shape they are? Who benefits from family life? What are the alternatives to the nuclear family? Studying this part of the course will give you an insight into the way that different sociologists explain such things as relationships between couples, the changing nature of childhood, the rise of divorce and single parent families, and the increasing number of different choices which people make about family life.</p> <p>Unit 2 – Education and Methods in Context</p> <p>This part of the course looks at the way in which schools have been researched by sociologists. It considers the purpose of education and asks whether all students benefit from school equally. It focuses on some of problems brought about inequalities between children of different classes, genders and ethnicities. In addition, this course looks at the methods which sociologists have used to study education and asks students to make judgements about which ones are best suited to research both inside and outside of the school context.</p>	<p>Unit 3 – World Sociology</p> <p>This unit looks at Global development and asks questions about the causes of inequality and poverty in the developing world and the response of the developed world to them. It considers current debates about the effectiveness of aid, the problems associated with population growth, and the extent to which globalization can be seen as a force for good or bad.</p> <p>Unit 4 – Crime and Deviance and Theory and Methods in Context</p> <p>In this part of the course we look at different explanations of crime ranging from gangs and subcultures through to the impact of class, gender, age and ethnicity. We pay particular attention to debates between different sociological approaches looking at issues such as the extent to which our actions are determined by forces beyond our control or are, instead, a result of our own conscious choices.</p> <p>Like Unit 2, this unit also looks at the way in which Sociologists do their research, focusing on the use of crime statistics of the type which hit the headlines in the newspapers, and comparing their usefulness with the kind of research which has led some sociologists to interview victims and offenders and even to become gang members in their studies of crime.</p>

<u>Assessment details</u>			<u>Assessment details</u>		
All exams take place in the summer term. It is possible to re-take some of the summer exams the following January.			All exams take place in the summer term.		
Unit 1	1 hr. Exam	Externally assessed 40% of total mark	Unit 3	1 hr. Exam	Externally assessed 40% of total mark
Unit 2	2 hr. Exam	Externally assessed 60 % of total mark	Unit 4	2 hr. Exam	Externally assessed 60% of total mark

Progression

Sociology A-level is a versatile and well-recognised subject. Many of our students have gone on further study at university in degrees which have Sociology as a core element, or which are closely related, such as Criminology. It also provides evidence to universities of skills in written communication and research and can be used to meet their requirements for entry on to a wide range of Arts, Social Science and Science courses. Sociology can also help towards vocational qualifications and a career in social work and other social policy-related careers.

Exam board

AQA

A Level Textiles Technology

A-Level Textiles technology gives you the opportunity to develop your capacity to design and make garments and textile products. In doing so you will gain skills in product design and utilise different materials in manufacturing your own product(s). You will also explore techniques for developing, presenting and manufacturing your ideas, such as drawing, using ICT in design, applying colour, embellishment techniques, manipulating fabric and construction techniques. These will all enhance your ability to think creatively and make 'QUALITY' professional looking products.

<u>AS Units</u>	<u>A2 Units</u>
<p>There are 4 units in total and you will study 2 units each year:</p> <p>UNIT 1 (AS): Materials and Components (written paper, 2 hours, 25% of total A level marks). Students will learn about fabric construction, components, history of design, the role of a designer, marketing, health and safety, ethics and the environment.</p> <p>UNIT 2 (AS): Learning through designing and making (coursework, 25% of total A level marks). Students will complete an A3 portfolio of work showing the design process and linking it to industry. A manufactured garment/product(s) must be produced showing the prototype version and final linked to the current high street trends. Students are expected to provide their own fabric and components for this piece of work.</p>	<p>UNIT 3 (A2): Design and manufacture (written paper, 2 hours, 25% of total A Level marks). Candidates further develop their knowledge and understanding of materials and components, design and market influences and processes and manufacture. The synoptic assessment will focus particularly on knowledge of materials and components in relation to the context of application, market demands and through processes and manufacture. Students will explore the effects of major developments in textiles technology, product and fashion life cycles, global production, product maintenance, systems and control and careers that exist within the industry.</p> <p>UNIT 4 (A2): Design and making in practice (coursework, 25% of total A Level marks). Students are expected to show progression from AS and the focus is on costume design for film and theatre.</p>

<u>Assessment details</u>			<u>Assessment details</u>		
Unit 1	Exam	Externally assessed.	Unit 3	Exam	Externally assessed.
Unit 2	Coursework	Internally assessed coursework	Unit 4	Coursework	Internally assessed coursework

Progression

This course provides wide opportunities within design for further education and job opportunities. The obvious route to follow is of course a fashion or textile designer but other areas you could work in are merchandising, buying, advertising, marketing, manufacture, textile science or fashion media. Interior design has never been more popular and this course would provide a valuable stepping stone.

Exam board

AQA

BTEC National Diploma Information Technology

To study this course you should also have an interest in developing the knowledge and skills you need to be a competent and informed ICT user and practitioner.

On the BTEC course you will study 12 units of work over 2 years.

What qualification will I get?

The full two year course is the equivalent to 2 A levels but there may be the flexibility to obtain the BTEC National Certificate (equivalent to 1 AS) or the BTEC National Subsidiary Diploma (equivalent to 1 A level) by reducing the number of units covered.

<u>Compulsory Units</u>	<u>Optional Units</u>
<p>There are 3 compulsory units that you must study on this course. They are:</p> <p>Unit 1 - Communication & Employability Skills in IT In this unit you will identify and learn about the non-technical skills and attitudes seen as being key to employability as well as the technical skills and knowledge required for specific jobs in IT. You will also improve your general communication skills and understand how to exploit specific application packages and tools.</p> <p>Unit 2 - Computer Systems In this unit you will learn about the components of computer systems and the suitability of the different components for a business purpose. You will also learn practical skills such as installing system components.</p> <p>Unit 3 - Information Systems Information systems are combinations of software, hardware and communication networks, used to collect organise and distribute useful information in organisations. In this unit you will manipulate data to generate meaningful information by using an IT tool such as a spreadsheet or database to process the data.</p>	<p>The remaining 9 will be made up of Optional units. They will include units of work that covers topics such as:</p> <ul style="list-style-type: none">• Computer Networks• IT Technical Support• Database Design• Spreadsheet Modelling• Website Production & Management• Human Computer Interaction• Digital Graphics and Computers• Computer Animation• I.T. Project Management

Assessment details

To complete the units successfully you will be given a variety of assignments to complete which are assessed and graded either Pass, Merit or Distinction by your ICT teacher.

Progression

BTEC National Diplomas are valued by employers and higher education (universities and colleges). Students go into careers in many IT related disciplines as technicians and technical support and progress to professional status in their chosen field.

If you want to get a job you could work areas such as Computer Networking, User Support or Software Development.

If you decide to go to university or college you could take a degree or a BTEC Higher National in subjects such as Computing, E-Commerce, Information Technology or Networking.

Exam board

Edexcel

BTEC National Diploma Creative Media Production

The BTEC Diploma in Creative Media Production is made up of 13 units over 2 years.

Some students may choose to exit the course after 1 year and will receive the **BTEC Subsidiary Diploma in Creative Media Production (Television and Film)** qualification on completion of 7 Units.

<p>Unit 1 - Pre-Production Techniques for the Creative Media Industries This unit will develop your understanding the skills in pre-production. You will plan for a production such as making a video, learning how to organise and deploy resources and understand legal and safety issues.</p> <p>Unit 2 - Communication Skills For Creative Media Production In this unit you will develop your ability to communicate your thoughts and ideas through pitches, proposals and reports to a range of audiences using appropriate modes of address and forms of technology.</p> <p>Unit 3 - Research Techniques For the Creative Media Industries Through this unit you will develop understanding of and skills in research relevant to create media products. You will present their findings in written and oral forms and learn how to cite and reference sources.</p> <p>Unit 4 – Creative Media Production Management Project In this unit you will manage the production of a media product from the initial idea through to completion. You will develop your own ideas and set your own topic for this production.</p> <p>Unit 5 – Working to a Brief in the Creative Media Industries This unit will help you develop your understanding of going through the whole process of working to a brief from initial</p>	<p>negotiations, through the developing and realising of ideas in liaison with the client, to final self-evaluation on completion of the work.</p> <p>Unit 8 – Understanding the Creative Media Sector This unit aims to develop your knowledge of the Creative Media Sector and the structure of organisations and companies. The unit will develop their understanding of job roles, working practices and regulation, and will enable you to prepare the necessary documentation to apply for a job in these industries.</p> <p><u>Optional Units</u></p> <p>Students take 7 optional units over the two years that could include;</p> <ul style="list-style-type: none">• Film Studies• Advertising Production Techniques• Stop Motion Animation Production• Single Camera Techniques• Film and Video Editing Techniques• Corporate and Promotional Video Production• Factual Program Production Techniques for Television• Multi Camera Techniques• Producing Print Based Media <p>Students learn through a series of practical work related assignments for each unit. For example researching target audience (unit 3) and filming and editing an advert for a new brand of clothing reflecting your research (unit 30).</p>
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Assessment details

Each assignment is assessed as Pass, Merit or Distinction and these marks add together to give a Pass Merit or Distinction for the course. A Distinction is worth the same UCAS points as an A at A Level, Merit is the same as a C, and a Pass is the same as an E at A Level. There is no Exam.

Entry Requirements

To study this course you should also have an interest in developing the knowledge and skills associated with media production. You do not have to have taken BTEC Media in Year 10 and 11 to undertake the course.

Progression

BTEC National Diplomas are valued by employers and higher education.

Exam board

Edexcel

BTEC National Diploma in Applied Science

As with all BTECs, this course is assessed continually by laboratory assignments, case studies and projects. It is designed for students with an interest in using scientific skills in the world of work. The course covers a wide range of scientific applications which can include medical and forensic units. It can be studied alongside other BTECs or A levels. There will be links with medical/ local industry/police/fire service etc. wherever possible.

What qualification will I get?

The full two year course is the equivalent to 2 A levels but there may be the flexibility to obtain the BTEC National Certificate (equivalent to 1 AS) or the BTEC National Subsidiary Diploma (equivalent to 1 A level) by reducing the number of units covered.

<p><u>Units</u> The course is made up of six compulsory units as well as some optional ones. The following gives an idea of some of these:</p> <p>Compulsory units include</p> <ul style="list-style-type: none">• Fundamentals of science• Working in the Science Industry• Scientific Practical Techniques	<p>Some optional units which may be available include</p> <ul style="list-style-type: none">• Forensic Photography• Traffic accident investigation• Genetics and Genetic Engineering• Diseases and Infections• Mathematical calculations for Science
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What qualifications will I need to get on the course?

A minimum of 4 GCSEs at grade C or above including Science, Maths and English will be required. Because the course is based on continual assessment it is vital that you attend regularly and are prepared to work hard in and out of school so a real interest in the subject matter will be required as well.

Progression

The course will allow learners to move into a wide range of work areas or further/higher education courses including degree courses, laboratory technician work, nursing, the police force and forensic pathology to name but a few.

Exam board

Edexcel

BTEC National Diploma Sport and Exercise Sciences

To study this course you should have an interest in developing the knowledge and skills associated with sport and exercise sciences. You do not have to have taken BTEC Sport in year 10 and 11 to undertake the course. For the BTEC Diploma in Sport you will complete 12 units over 2 years.

What qualification will I get?

The full two year course is the equivalent to 2 A levels but there may be the flexibility to obtain the BTEC National Certificate (equivalent to 1 AS) or the BTEC National Subsidiary Diploma (equivalent to 1 A level) by reducing the number of units covered.

<p><u>Mandatory units</u></p> <p>Unit 1 - Anatomy for Sport and Exercise This unit explores the structure and function of the skeletal, muscular, cardiovascular and respiratory systems.</p> <p>Unit 2 - Sport and Exercise Physiology In this unit you will discover how the body responds to exercise: 1 Understand the initial responses of the body to exercise 2 Understand how the body responds to steady-state exercise 3 Understand fatigue and how the body recovers from exercise 4 Understand how the body adapts to long-term exercise.</p> <p>Unit 3 - Sport and Exercise Psychology This unit applies a scientific approach to the study of people and their behaviour in sporting environments, and explores the application of knowledge gained through that study.</p> <p>Unit 4 – Research Methods for sports and Exercise Sciences On completion of this unit a learner should: 1 Understand key issues in research methods for the sport and exercise sciences 2 Understand data collection techniques for the sport and exercise sciences 3 Understand qualitative data analysis techniques for the sport and exercise sciences 4 Understand quantitative data analysis techniques for the sport and exercise sciences.</p>	<p>Unit 5 – Research Project in Sport and Exercise Sciences This unit involves research work in sport and exercise and will require planning, data collection, data analysis, communicating research findings with others and using key aspects of reflective practice to evaluate the research undertaken.</p> <p><u>Optional Units</u></p> <p>The remaining 7 will be made up of Optional units. They will include units of work that <u>from</u> topics such as:</p> <ul style="list-style-type: none">• Sports Biomechanics in Action• Exercise, Health and Lifestyle• Fitness testing for Sport and Exercise• Fitness Training and Programming• Analysis of Sports Performance• Sports Nutrition• Current Issues in port• Instructing Physical Activity and Exercise• Sports Injuries• Sports Coaching• Practical Individual Sports*• Practical Team Sports*• Outdoor and Adventurous Activities*• Work Experience in Sport <p>* Students may only select one of these three units</p> <p>Due to changes in the BTEC Sport specification the units that students will study are yet to be finalised.</p>
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Assessment details

To complete the units successfully you will be given a variety of assignments to complete which are assessed and graded Pass, Merit or Distinction by your BTEC teacher.

Progression

BTEC National Diplomas are valued by employers and higher education.

Exam board

Edexcel

CACHE Diploma: Child Care and Education Level 3

To study this course you should be interested in working with children as you will be working in an early years setting, alternate weeks throughout the two year course. You will enjoy practical work and assignment based work and you will build up a portfolio of evidence from your early years experience based on observations and activities with children. You will use the skills of problem solving, decision making and be able to present and communicate information, work as part of a team and gain valuable life skills particularly those of self-confidence, time management and organisational skills. You will work in at least 4 different placements during the course.

This two year course cannot be studied alongside other subjects (although GCSE re-sits may be possible) as it is a full time course equivalent to **3 A Levels; 360 UCAS points**. It is possible to study this as a one year course in Year 12 or 13 where you would gain the equivalent of two A' Levels.

<u>Year 12 units</u>	<u>Year 13 units</u>
<u>Unit 1</u> An Introduction to Working with Children. This unit prepares you for work experience in a range of child care settings.	<u>Unit 7</u> Play and learning in children's education. This unit looks at theoretical approaches and current research in the field of play and education.
<u>Unit 2</u> Development from conception to age 16 years. You will learn how to assess children through observations at different stages of their development.	<u>Unit 8</u> Caring for children. This unit includes thinking about the diverse needs of individual children and working in multi-professional teams.
<u>Unit 3</u> Supporting children. This unit includes work on child protection and equal opportunities.	<u>Unit 9</u> Development of professional skills. This unit runs throughout the course to include 125 placement days in total.
<u>Unit 4</u> Keeping children safe. This unit includes extra qualifications in First Aid and Foundation Food Hygiene.	<u>Unit 12</u> Nutrition and healthy food for children
<u>Unit 5</u> The principles underpinning the role of the practitioner. This unit includes current research on child education.	<u>Unit 14</u> Working with children with special needs
<u>Unit 6</u> Promoting a healthy environment for children.	<u>Unit 18</u> Working with babies from birth to 12 months

<u>Assessment details</u>	<u>Assessment details</u>
In Year 12 units 1 – 6 are each assessed through a structured assignment task of 3500 words. There is also a 1 hour exam in May based on a case study.	In Year 13 each unit is assessed through a structured assignment task of 3500 words. There is also an externally assessed research assignment of 5000 words.

Progression

On completion of the course you will be qualified to work as an Early Years Practitioner in a school, nursery, children's centre, in a hospital on a children's ward or as an assistant to a Health Visitor or as a children's holiday rep. The qualification is nationally and internationally recognised.

You could move on to study at a university for a degree in various subjects such as Teacher Training, Nursing, Social Work or Early Childhood Studies.

Exam board

CACHE

Level 2 Vocational Pathway

This one year consists of a “package” of qualifications that will improve the employability of students who do not achieve 4 A*-C GCSE grades or equivalent.

Students taking this course will be given support and advice about what they choose to do at the end of this 1 year course whether it be employment, a course at college or an NVQ training course.

Students will spend 2 days per week in school and 3 days per week at College.

In school students will work on improving English and Maths skills and take part in a range of enrichment activities.

During their time at College students can choose one of the following vocational qualifications:

- BTEC First Diploma in Business
- BTEC First Diploma in Construction
- BTEC First Diploma Health and Social Care
- BTEC First Diploma in Information Technology
- BTEC First Diploma in Media
- BTEC First Diploma in Retail
- BTEC First Diploma in Travel and Tourism

Each of these is equivalent to 4 GCSE A*-C grades.

Students will also have the opportunity to gain work experience in a vocational area that interests them.

Students will benefit by still having the support of the school who know them and yet are becoming more independent by attending college.



A Level coursework educational visit to Leeds in November 2010



CACHE Early Years students

We are happy to provide this document in larger print or other formats if required and if you have any special requirements regarding access to premises or services, please let us know as soon as possible. If you require any further information please contact Karen Westgarth at school on 0191 4132113.

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