



CALDEW
SCHOOL

SIXTH FORM PROSPECTUS



WELCOME



Welcome to Caldew Sixth Form. Our expectations of you are high just as your expectations of Caldew School will also be high. Whether you are with us for one or two years, have been here since Year 7 or are new to the school we want to have a partnership between you, your parents and your teachers which leads to you continuing to develop and be successful.

In some ways life in the Sixth Form is different from what you have experienced so far. There is more choice about what you study and there is more scope to pursue wider

interests. You will also find that in many subjects you are in smaller groups and this will allow you to develop a strong working relationship with your teachers. They will treat you more as a student rather than a pupil but with this comes responsibility. Teachers will expect you to be able to work more independently and they will expect you to show a real interest in your studies through you undertaking wider reading and research. As you develop your understanding their demands of you will increase with the common goal of you reaching your potential in your studies.

I look forward to working with you over the next two years and supporting you as you realise your ambitions on this next stage in your education. We consistently achieve good results as a school for our Sixth form students and our students go onto a wide range of employers and universities when they complete their studies with us. I am sure you will be as equally successful.

Michael Gaunt
Assistant Head, Sixth Form

Pupils, including students in the sixth form, are proud to attend Caldew School. They feel well supported, happy and safe in this welcoming community. There are high levels of trust and respect between pupils, students and staff.

Ofsted 2022



Leaders have created a welcoming and supportive environment at this school. Pupils and students achieve well in their learning. They are well prepared for their next steps in education, employment or training.

Ofsted 2022



or help them to develop their reading skills. Our students also contribute to the wider community through the school council and Duke of Edinburgh programmes.

If you want to have a Sixth Form life where you will find academic success and personal development, then Caldew School is the right place for you. I hope you find this prospectus useful and informative. I would be delighted to welcome you into our thriving Sixth Form so you can be part of our successful learning community.

Yours sincerely

Ms Vicki Jackson
Headteacher

Message from THE HEADTEACHER

Dear Student

I am delighted that you are considering joining the Sixth Form at Caldew School. I believe it is a place where you will receive a high quality education and be provided with a wide range of opportunities that will raise your aspirations and help you develop the personal skills to make you successful in your life beyond school.

Our students achieve excellent outcomes and the majority go on to study at university after Sixth Form, indeed many go to Russell Group Universities or Oxbridge. Other students progress to specialised higher education institutions to continue their studies in areas such as Performing Arts or Agriculture whilst others move directly into employment. We pride ourselves in high quality guidance to ensure every student has a clear progression route when they finish Sixth Form.

Our Sixth Form students are also important members of our school community; they set an example and are role models for our younger students. For that reason, we have Sixth Form students who are Student Leaders who volunteer to mentor younger students

ENTRY REQUIREMENTS

The school welcomes applications from students both already at Caldew School and those from other schools. We do however have some clear parameters that we normally work within that we would expect our students to fulfill:

- 5 GCSE's at Grade 4 & above including English and Maths.
- Grade 5 or better at GCSE in order to study History (or Grade 5 in a similar subject such as Geography), Maths, Physics, Chemistry and Biology.

While these are guidelines they are not immovable rules about whether a student is capable of studying in the Sixth Form. If you are in any doubt about whether it is the right option for you please talk to Mr Gaunt the Head of Sixth Form.

EXAMINATIONS

During the year you will have "trial" exams to help you prepare for the summer sessions. These take place in both Year 12 and Year 13.

SCHOOL BURSARIES AND FINANCIAL HELP

If a student is eligible for free school meals they will receive £800 towards the cost of their studies. Any students that are looked after children will also receive from the school £1,200 towards the cost of their studies.

APPLYING TO JOIN THE SIXTH FORM

Please read carefully the course descriptors contained in the following pages of the book before deciding on which subjects to study.

All students should choose 3 subjects to study for two years, along with either EPQ or Core Maths in year 12.

Students with above average GCSE attainment will also be supported to study Core Maths and EPQ.

ENRICHMENT AND EXTRA-CURRICULAR ACTIVITIES

You will have many opportunities to take part in activities outside of your subjects. These are important because they broaden your experience and provide you with experiences to write about on UCAS personal statements or to include on a C.V. They should also be fun and give you the chance to work with other people.

These are some of the opportunities you will get involved in:

- University visits
- Curriculum Taster Days
- Careers, Advice and Guidance
- Mock Interviews
- Guest Speakers
- Sports Teams
- Peer Mentoring
- Work Experience
- Duke of Edinburgh Award
- School Council
- EPQ
- Core Maths

PERSONAL DEVELOPMENT

All students will have a one hour weekly timetabled lesson in the Sixth Form as part of their personal development. In this lesson students will look at issues on the theme of Health and Wellbeing, Living in the Wider World and Sex, Relationships and Society.



During my time in Sixth Form I have attended mock interviews with major employers, encouraged to take part in work experience which has supported my personal development. I have benefitted from the individual support from teachers and the smaller class sizes.



Emily

Studying Physics, Maths, Psychology, EPQ and applying for degree apprenticeships in Engineering

LESSONS, THE SCHOOL DAY & PROGRESS MONITORING

Subjects are based on four hours of lesson time in Year 12 and five hours in year 13.

There will be times during the week that you do not have timetabled lessons, this varies depending on your course combinations. During this private study time there is dedicated area for Year 12 in the Library where you can access laptops and support from the Librarian. Your teachers will continue to monitor your progress and use your grades to help support you to achieve your potential.

During Year 13 students complete their private study in the Sixth Form Common Room.

We find that private study helps students to complete work in a structured way and reduces the amount of work students have to complete at home.

HOMEWORK

You are used to homework and the demands it brings. You will receive several hours of homework for each subject. Some subject areas will give you long term homework tasks such as research for a piece of coursework. This is where you need to show maturity and self-discipline and organise your work.

Part of the discipline of studying at a higher level is remaining organised and planning your time well. That will mean setting yourself deadlines and intermediary points so that you complete work on time. It is your responsibility to do so and while staff will support you the skill of time management will be crucial.

EPQ (EXTENDED PROJECT QUALIFICATION)

An EPQ (Extended Project Qualification) is a sixth-form qualification that involves students choosing a topic, carrying out research, creating a report and delivering a presentation.

Students write a dissertation of around 5,000 words which must be well researched and academically based. Following this, students deliver a 10-15 minute presentation to a group of non-specialists about their topic.

Students are expected to spend around 120 hours on their EPQ - although some take more time, others less.

Students are taught the skills required to complete their EPQ and are supported as they write it.

How are they graded?

EPQs are currently graded A* to E and they are worth up to half an A level, as well as UCAS points. An A* in the EPQ is worth 28 UCAS points, an A 24, B 20, C 16, D 12 and an E 8.

As a general guide the grading of an EPQ is based on:

- 20% - Project planning and time management: how you use the time and resources available
- 20% - Using resources and research skills: how you collect and use information

- 40% - Developing an idea and producing an outcome: how you plan and create the project outcome
- 20% - Evaluation and presentation: your reflection on the project process and communication of the project to others

What are the benefits?

- Many universities and employers look favourably at EPQs when assessing applications and some give lower offer requirements for those students who have at least a grade A in their EPQ
- EPQs help develop skills such as critical thinking, problem-solving, presentation and creativity
- EPQs help prepare you for managing independent research and project management, which are common features of university study and the world of work
- You choose the subject, so it helps you delve deep and become an expert into topics you feel passionately about
- An EPQ can give you something unique to talk about in interviews - if it's related to the university course or job you're applying for, even better
- It could widen your options for funding – some university's scholarships require students to hold a research project qualification



“Sixth-form leaders and teachers are experienced, and are effective in ensuring that the good outcomes that students have previously reached at the end of the sixth form are sustained. As a result, students benefit from an education which enables them to move on to further success when they leave.”

SUBJECT SPECIFICATION

Applied Science builds on GCSE knowledge and quickly progresses to an advanced level of application which requires a significant commitment to homework and a mature approach to study periods. Practical work is at the heart of the course, including three portfolio assessed units on modern practical techniques in Science and investigating Science. As a level 3 qualification, this course is the equivalent of an AS level (for the certificate) or a full A level (if the extended certificate is completed). This means the content covered in Biology, Chemistry and Physics is also present in the A level specifications so it is a comparable qualification. As the content in this is equivalent to A level, this course has been endorsed and recognised by a large number of universities as fulfilling the criteria of other qualifications at the same level. The advantage to students is that the examined component is reduced as part of the course is internally assessed portfolio work (see details in assessment section.)



FOR FURTHER INFORMATION

Contact:
Mr S Glover

HOW WILL THE COURSE BE ASSESSED?

Unlike traditional A levels, assessment for this course is partly by externally set examination and partly by internally assessed portfolio work. The assessment for different units is as follows:

Certificate in Applied Science (AS equivalent – Year 12)

- Fundamentals of science – Written exam.
- Investigating science – Portfolio.

The 2 components above are worth 50% of the final mark awarded at the end of year 13 or 100% of the final mark at year 12, if you then don't go on to complete year 13.

Extended Certificate in Applied Science (A level equivalent)

Students need to complete units above for Year 12 and the following in addition:

- Science in society – Written exam.
- Forensic biology – Portfolio.
- Medical physics – Portfolio.

PROGRESSION OPPORTUNITIES

Applied Science will potentially enable you to enter a wide range of degree courses or career areas. These may include:

- Forestry/woodland management
- Microbiology
- Environmental Studies
- Nursing/Midwifery
- Laboratory research
- Biochemistry
- Forensic Science
- Biomedical Science
- Sports Science
- Science in the media

In addition it will demonstrate skills in a variety of areas that could lead to careers in the NHS, education or scientific research and technology.



FOR FURTHER INFORMATION

Contact:
Mr S Glover

SUBJECT SPECIFICATION

The new specification is much more flexible and offers a broad programme of integrated practical, critical and theoretical study using a variety of media and processes. This is supported by work in sketchbooks, first hand experience of relevant works of art, craft and design and other appropriate evidence.

A Level Component 1: Personal investigation. 60% of A Level. This is supported by a written element of 1,000 - 3,000 words.

A Level Component 2: Externally set assignment. 40% of A Level. Supervised time 15 hours. During the second year they will be given a final exam which will be set by the exam board on the 1st February.

PROGRESSION OPPORTUNITIES

Art has relevance in many areas and promotes the development of transferable skills. Students are encouraged to be self-motivated and explore their own creativity. Skills developed such as problem solving, experimentation and risk-taking are valuable training for any higher education course or future employment. Students may go on to an Arts foundation course or directly to university. The growth of creative industries has ensured that Art remains a popular option for those hoping to follow a career in this area.



FOR FURTHER INFORMATION

Contact:
Mrs J Rhodes

TEACHING METHODS

A range of methods will be used as appropriate e.g. demonstrations, class teaching, experimentation with a wide range of techniques and media, individual study and research.

HOW WILL THE COURSE BE ASSESSED?

The work is marked by teachers and then externally moderated by the board. Each unit is individually assessed, the grades A-E are combined and moderated by an external assessor.

ADVISED ENTRY REQUIREMENTS

Students are expected to have 5 GCSE's at Grade 4 or above. Each student will be considered individually. A Grade 4 or above in GCSE Art is desirable.



FOR FURTHER INFORMATION

Contact:
Mrs J Rhodes

SUBJECT SPECIFICATION

This qualification is linear, meaning that students will sit all the AS exams at the end of their AS course and all the A Level exams at the end of their A Level Course.

- Unit 1:** Biological Molecules
- Unit 2:** Cells
- Unit 3:** Organisms exchange substances with their environment
- Unit 4:** Genetic Information variation and relationships between organisms
- Unit 5:** Energy transfers in and between organisms
- Unit 6:** Organisms respond to changes in their internal and external environment
- Unit 7:** Genetics, populations, evolution and ecosystems
- Unit 8:** The control of gene expression

The AS course will cover units 1 to 4 and the A Level units 1-8



FOR FURTHER INFORMATION

Contact:
 Ms V Jackson &
 Mr S Glover

TEACHING METHODS

In addition to the usual teaching methods there will be opportunities for experiments, observation, microscopy, data exercises, library research and fieldwork.

HOW WILL THE COURSE BE ASSESSED?

- Unit 1 to 4:** June of the AS year
- Unit 1 to 8:** June of the A Level year

ADVISED ENTRY REQUIREMENTS

We advise that students should have Grade 5 or above in GCSE Biology.

“ I have been supported and challenged academically throughout my time in Sixth Form. Support with work experience within the NHS, applying for Summer Medical School, visits to universities and the medical mentoring programme has ensured that I achieve my ambition of studying medicine. ”

Freya
 Studying Physics, Chemistry, Biology and Maths

PROGRESSION OPPORTUNITIES

A Level Biology provides a sound base for many degree and career options. It is particularly relevant for Medicine and Health Care, Veterinary, Agriculture, Horticulture, Bio-chemistry, Genetics, and Bio-technology. You could train to be a Zoologist, Botanist or Micro-biologist.



FOR FURTHER INFORMATION

Contact:
 Ms V Jackson &
 Mr S Glover

SUBJECT SPECIFICATION

This qualification takes a holistic approach to Business Studies, it demonstrates the interrelated nature of business using business models, theories and techniques to support analysis of contemporary business issues and situations. The course is designed to engage students through topics and issues that are relevant in today's society – they will study key contemporary developments such as digital technology and business ethics, and globalisation is covered throughout the topics. Students will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions – all skills that are needed for further study and employment.

Subject content covers 10 Topic Areas and is divided as follows:

- AS qualification and 1st year of linear A Level = Content 1 - 6
- 2nd year of linear A Level = Content 7 - 10

AS BUSINESS STUDIES

1. What is business?
2. Managers, leadership and decision making
3. Decision making to improve marketing performance
4. Decision making to improve operational performance
5. Decision making to improve financial performance
6. Decision making to improve human resource performance

PROGRESSION OPPORTUNITIES

Business Studies opens up a wide range of degree and career opportunities. It is particularly relevant to management in marketing, personnel, finance and administration.



FOR FURTHER INFORMATION

Contact:
Miss P Jackson

A2 BUSINESS STUDIES

7. Analysing the strategic position of a business
8. Choosing strategic direction
9. Strategic methods: how to pursue strategies
10. Managing strategic change

Most of the assessment material is based on real business situations.

TEACHING METHODS

A range of teaching methods are used including traditional whole class teaching and a mix of practical, theory and debates. Group work, individual work and research activities will also be undertaken.

ADVISED ENTRY REQUIREMENTS

GCSE Business Studies is not essential. Students should ideally have 5 GCSEs at Grade 4 or above including English and Maths.

“ I enjoy the small class sizes and benefit from the one-to-one teaching and mentoring as it helps me get a deeper understanding of the subjects.

I have visited CERN, Universities and enjoyed work experience in accounting.”

Jacob
Studying Maths,
Physics, Business and EPQ and
applying to University to study maths



FOR FURTHER INFORMATION

Contact:
Miss P Jackson

QUALIFICATION
AS and A Level

Exam Board: AQA
www.aqa.org.uk

SUBJECT SPECIFICATION

These two units make up the AS qualification:

Paper 1: Physical and Inorganic paper. 1.5 hours, 50% of AS

Paper 2: Physical and Organic paper. 1.5 hours, 50% of AS

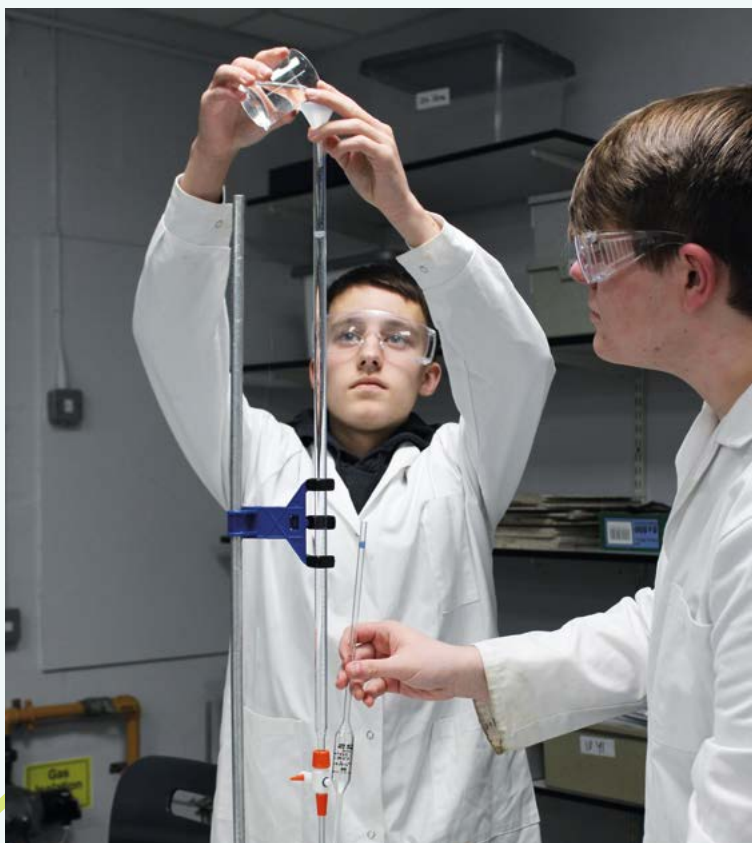
A Level Qualification

The A Levels is a linear qualification assessed after 2 years.

Paper 1: Physical and Inorganic paper. 2 hours, 35% of A level

Paper 2: Physical and Organic paper. 2 hours, 35% of A Level

Paper 3: Practical Skills, Data Handling and Synopsis. 2 hours, 30% of A Level



FOR FURTHER INFORMATION

Contact:
Mr P Brown &
Mr S Glover

TEACHING METHODS

There is a mix of practical and theory lessons. Within these a range of teaching methods are used: group work, individual work, IT, research and whole class teaching.

HOW WILL THE COURSE BE ASSESSED?

For each topic there will be an assessed homework and an end of topic test to monitor progress. Practical skills are assessed during the course and detailed feedback given. These skills are tested in the final exam.

ADVISED ENTRY REQUIREMENTS

Students must have Grade 5 or above from GCSE Science or Chemistry. GCSE Maths at Grade 5 or above is also needed. Students must additionally study A Level Maths or Core Maths alongside their Chemistry – this is a beneficial combination.

PROGRESSION OPPORTUNITIES

A Level Chemistry provides a sound base for many degree and career options. It is essential for medicine, dentistry and veterinary science. In addition it is particularly relevant for pharmacy, pharmacology, biochemistry, chemical engineering and of course, the pure science itself.



FOR FURTHER INFORMATION

Contact:
Mr P Brown &
Mr S Glover

SUBJECT SPECIFICATION

Advances in computing are transforming the way we work and this course has been designed to allow you to gain an understanding of the Computer Science world. This course offers students excellent progression opportunities into higher education and the ability to be able to thrive in the work place.

You will have a chance to study the following areas:

1. Fundamentals of programming
2. Fundamentals of data structures
3. Fundamentals of algorithms
4. Theory of computation
5. Fundamentals of data representation
6. Fundamentals of computer systems
7. Fundamentals of computer organisation and architecture
8. Consequences of uses of computing
9. Fundamentals of communication and networking
10. Fundamentals of databases (A Level Only)
11. Big Data (A Level Only)
12. Fundamentals of functional programming (A Level Only)
13. Systematic approach to problem solving (A Level Only)

HOW WILL THE COURSE BE ASSESSED?

AS LEVEL EXAMS

Paper 1: 50% Is a Computer Based external exam, which will involve programming under exam conditions.

Paper 2: 50% Is a written exam where students will answer questions based on Computer Science Theory as described above.

A LEVEL EXAMS

Paper 1: 40% Is a Computer Based external exam, which will involve programming under exam conditions?

Paper 2: 40% Is a written exam where students will answer questions based on Computer Science Theory as described above.

Non-Exam Assessment: 20% Solving a practical problem in Computer Science using a Systematic approach. This will be assessed by your teacher.

ENTRY REQUIREMENTS

GCSE Maths and English at Grade 4 or above. A keen interest in computer science and programming. You do not need to have studied Computing at GCSE although this would be desirable.

PROGRESSION OPPORTUNITIES

Excellent opportunities for a wide selection of university courses and employment, not just linked to computer science and programming. Essential skills for students interested in software development, games design or other computer science related courses or jobs.



FOR FURTHER INFORMATION

Contact:
Mr S Beedie



FOR FURTHER INFORMATION

Contact:
Mr S Beedie

SUBJECT SPECIFICATION

WJEC Level 3 Applied Diploma in Criminology is a qualification with elements of psychology, law and sociology that complements studies in humanities.

This is an Applied General qualification. This means it is designed primarily to support learners progressing to university. It has been designed to offer exciting and interesting experiences that focus learning for 16-19 year-old learners and adult learners through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system.

QUALIFICATION STRUCTURE

Unit 1 Changing Awareness of Crime

The first mandatory unit will enable the learner to demonstrate understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported.

Unit 2 Criminological Theories

The second mandatory unit will allow learners to gain an understanding of why people commit crime, drawing on what they have learned in Unit 1.

Unit 3 Crime Scene to Courtroom

The third mandatory unit will provide an understanding of the criminal justice system from the moment a crime has been identified to the verdict. Learners will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.

Unit 4 Crime and Punishment

In the final mandatory unit, learners will apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.

Learners must complete ALL units.

ADVISED ENTRY REQUIREMENTS

Criminology is a fascinating and demanding subject. Candidates will need five GCSE Passes 4 or above including Maths and English.

PROGRESSION OPPORTUNITIES

Criminology, like other academic subjects, leads to a place at University or employment. The programme will enable you to develop a range of transferrable skills including independent re-search skills, problem solving, presentation skills and the ability to work collaboratively. It will support access to higher education degree courses in the social sciences such as Criminology, Sociology, Psychology and Law. Studying criminology will also provide a good grounding in the knowledge and understanding required to go on to employment in the criminal justice system in areas such as the probation service, policing and the courts and tribunals service.



FOR FURTHER INFORMATION

Contact:
Miss W Ison



FOR FURTHER INFORMATION

Contact:
Miss W Ison

SUBJECT SPECIFICATION

What's Assessed	Paper 1 Technical principles
How it's Assessed	Written exam: 2 hours and 30 minutes 120 marks • 30% of A-level
What's assessed	Paper 2 Designing and making principles
How it's assessed	Written exam: 1 hour and 30 minutes 80 marks • 20% of A-level
Section A:	Product Analysis: 30 marks • Up to 6 short answer questions based on visual stimulus of product(s).
Section B:	Commercial manufacture: 50 marks Mixture of short and extended response questions

NON-EXAM ASSESSMENT (NEA)

What's assessed	Practical application of technical principles, designing and making principles.
How it's assessed	Substantial design and make project 100 marks • 50% of A-level

PRACTICAL APPLICATION

A-level Design and Technology: Product Design requires students to engage in both practical and theoretical study. This specification requires students to cover design and technology skills and knowledge as set out below. These have been separated into:

- Technical principles
- Designing and making principles.

Students should develop the ability to draw on and apply a range of skills and knowledge from other subject areas to inform their decisions in design and the application or development of technology. There are clear links between aspects of the specification content and other subject areas such as Computer Science, Business Studies, 'Enterprise and marketing in the development of products; Art and Design and History. This is not an exhaustive list, and there are other opportunities within the specification for students to integrate and apply their wider learning and understanding from other subject areas studied during Key Stage 4, as well as those subjects that they are studying alongside A-level Design and Technology.

Students will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing prototypes of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

PROGRESSION OPPORTUNITIES

Design and technology can set you up for a career in a wide variety of industries such as fashion, engineering, architecture, information technology, careers in hospitality, and even education. Popular careers for people with design and technology qualifications include: fashion designer, tailor, product designer, architect, software engineer, civil engineer, carpenter and chef.

**FOR FURTHER INFORMATION**

Contact:
Miss A M Stringer

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Contact:
Miss A M Stringer

QUALIFICATION
AS and A Level

Exam Board: AQA
www.aqa.org.uk

SUBJECT SPECIFICATION

The course is comprised of 'Language, the individual and society' (Textual variations and representations; children's language development (0 -11 years); methods of language analysis) and 'Language diversity and change' (Language diversity; language discourses; writing skills; methods of language analysis). There is also a 'Language in action' unit, based on coursework, featuring a language investigation, original writing and methods of language analysis.

TEACHING METHODS

The study and investigation of texts, both spoken and written, through discussion and close analysis. The 'Language in action' coursework may often have a workshop approach.



FOR FURTHER INFORMATION

Contact:
Miss Y Nordon

HOW WILL THE COURSE BE ASSESSED?

The A Level qualification is assessed by two exam papers, each lasting 2 ½ hours and each being worth 40% of the A Level. The final 20% of the A Level course is a coursework component made up of a 2,000 word language investigation and piece of creative writing, with accompanying commentary, totalling 1,500 words.

ADVISED ENTRY REQUIREMENTS

Candidates should enjoy the challenge and process of writing, since it is a large part of the course. Candidates should also have a strong interest in how language works, an analytical mind and a willingness to undertake independent research into specific areas of language study.

PROGRESSION OPPORTUNITIES

Previous candidates have gone into degree courses in a wide range of subjects including Journalism, English Language, Linguistics and Speech Therapy. The course complements other AS/A Level courses well, particularly English Literature and Psychology, where some of the topics on language development overlap.



FOR FURTHER INFORMATION

Contact:
Miss Y Nordon

QUALIFICATION
A Level

Exam Board: AQA
www.aqa.org.uk

SUBJECT SPECIFICATION

The A 'level course is comprised of a unit of 'Love through the Ages' (including responding to Shakespeare, unseen poetry and a comparison task), 'Texts in Shared Contexts' (with a choice of WW1 and its aftermath or modern literature from 1945 to the present day), referring to prose, poetry and drama. A third coursework component is entitled 'Texts across time'.

TEACHING METHODS

Both shared and independent exploration and interpretation of texts and their contexts underpins this course, as does wider reading. Coursework skills will be taught in the form of workshops with personalised support and guidance.

HOW WILL THE COURSE BE ASSESSED?

At A Level, 'Love through the Ages' is assessed in Paper 1 – a three hour exam – covering poetry, prose and Shakespeare. Paper 2 explores 'Texts in Shared Contexts' with a 2 ½ hour exam in which students must respond to poetry, prose and drama. The coursework makes up 20% of the A Level, involving a comparative critical study (2,500 words) of two texts, at least one of which must have been written pre-1900.

PROGRESSION OPPORTUNITIES

Previous candidates have gone into degree courses in a wide range of subjects including Journalism, Teaching, Theatre and American Studies. The course complements other AS/A Level courses well, particularly English Language and History, where some of the topics on context overlap.



FOR FURTHER INFORMATION

Contact:
Miss V Archer

ADVISED ENTRY REQUIREMENTS

Grade 5 at GCSE English Literature.

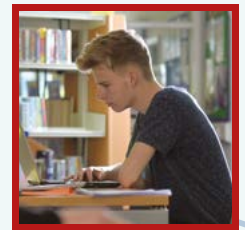
Candidates should enjoy independent reading and sharing and discussing their own ideas. Candidates should also have a strong interest in all genres of literature and take a keen interest in historical and cultural differences as these form a large part of the discussion in lessons.



“ I have been challenged academically during my time in Sixth Form and was encouraged to take part in the Pelican Programme, a sustained curricular programme with focus on discussion at Corpus Christi College, Cambridge where I am hoping to go on to study Law. ”

Erin

Studying English Literature, History, Biology, EPQ and has applied to study Law at Cambridge University



FOR FURTHER INFORMATION

Contact:
Miss V Archer

SUBJECT SPECIFICATION

The A Level qualification is made up of eight units. Four of these units are covered in the AS exam that students will sit as a stand alone qualification in Year 12. Students will be offered the opportunity to take part in a three day residential field work study as part of the course.

Unit 1: Tectonic Processes and Hazards

Unit 2: Glacial Landscape and Change

Unit 3: Globalisation

Unit 4: Regenerating Places

Unit 5: The Water Cycle and Water Insecurity

Unit 6: The Carbon Cycle and Energy Security

Unit 7: Superpowers

Unit 8: Migration, Identity and Sovereignty

TEACHING METHODS

A variety of teaching methods are used, however students need to be aware that independent learning is expected, using their own research as well as taught periods. Fieldwork is an essential part of the course and students will have to undertake four days of fieldwork and prepare an independent writing investigation worth 20% of the overall grade.



FOR FURTHER INFORMATION

Contact:
Mr R Griffiths



HOW WILL THE COURSE BE ASSESSED?

All students will sit a stand alone AS qualification at the end of Year 12 as preparation for the full A Level. This will consist of two papers – each worth 50% of the course. One 1hr 45 mins paper on Units 1 and 2, and one 1hr 45 mins paper on Units 3 and 4.

Paper 1: 2 hours 15 minutes - 30% – Units 1-2 and 5-7

Paper 2: 2 hours 15 minutes – 30% – Units 3&4 and 7&8

Paper 3: 2 hours 15 minutes – 20% – synoptic investigation of a geographical issue NEA – 20%

ENTRY REQUIREMENTS

Five GCSE at Grade 5 or above. Candidates that have not taken GCSE Geography will be accepted if they have gained high GCSE grades.

PROGRESSION OPPORTUNITIES

Geography works well with a range of subjects to develop a wider breadth of skills. You can pair Geography with English for Journalism, History for a full understanding of past, present and future, Design and Technology for Landscape Designer and Eco-Design.

Geography as a supporting subject offers a range of skills which support a huge range of other subjects including Business, Biology, Psychology, Maths and Computing.



FOR FURTHER INFORMATION

Contact:
Mr R Griffiths

SUBJECT SPECIFICATION

The Cambridge Advanced Nationals in Health and Social Care will encourage students to:

- Develop key knowledge, understanding and skills, relevant to the subject
- Think creatively, innovatively, analytically, logically and critically
- Develop valuable communication skills that are important in all aspects of further study and life
- Develop transferable learning and skills, such as evaluation, planning, presentation and research skills, that are important for progression to HE and can be applied to real-life contexts and work situations
- Develop independence and confidence in applying the knowledge and skills that are vital for progression to HE and relevant to the health and social care sector and more widely

The qualification will also help you develop independence and confidence in using skills that are relevant to the sector and that prepare you for progressing to university courses where independent study skills are needed. You will develop the following transferable skills that can be used in both higher education and other life and work situations including communicating and collaborating effectively with individuals; creating and presenting/delivering information to an individual, independent learning and self-directed study and completing research to solve problems. In addition, you will learn to evaluate your own work, self-reflection, time management, critical thinking and referencing.

THERE ARE SIX UNITS:

F090: Principles of health and social care

This unit is assessed by an exam, you will learn about the key topics that are important to develop underpinning knowledge and understanding relevant to health and social care.

F091: Anatomy and physiology for health and social care

This unit is assessed by an exam, you will learn about the arrangement of body systems and the structure and function of the component parts. You will learn about key processes within each body system, that enable them to function properly. You will then explore conditions affecting these systems, specifically learning about the biological basis, monitoring, treatment and impact on lifestyle and independence.

F092: Person-centred approach to care

This unit is assessed by an assignment, you will learn the principles and values that underpin a person-centred approach to care and the practical tools that can be used to develop care plans for individuals. You will explore how to communicate in health and social care, how to build relationships and the barriers that need to be overcome to achieve person-centred care. You will learn to write outline care plans to suit individuals, using person-centred approaches and develop your reflective practice skills.

F093: Supporting people with mental health conditions

This unit is assessed by an assignment, you will learn about how individuals with mental health conditions can be cared for and supported in a way which is suitable for their needs. You will do this through exploring the meaning of mental health and mental health needs, and considering the main types of mental health conditions and how these may affect the life of individuals. You will explore the different ways that individuals may be supported to promote their mental wellbeing, manage their condition, and different forms of treatment and support that may be available.

F095: Investigating public health

This unit is assessed by an assignment, you will learn about current public health challenges and reasons why a healthy society is vital. You will then research a public health challenge and propose an approach to improve health and protect the public. You will consider your approach, how it will be resourced, implemented and monitored to improve the targeted area of public health.

F097: Supporting healthy nutrition and lifestyles

This unit is assessed by an assignment you will learn about the healthy eating guidelines, physical activity guidelines, nutritional labelling and the sources of nutrients. You will learn how to use this information to plan healthy and balanced meals for service users with different nutritional needs. You will investigate some of the barriers facing service users to eat healthy meals and the support that individuals may require to eat healthy meals.

PROGRESSION OPPORTUNITIES

This course provides an excellent foundation for students wishing to go into Nursing, Health Education and other health related careers or into Social Work, Social Care etc., as well as careers with children including Early Years teaching. The six-unit programme provides good preparation for related employment as well as university entrance preparation. There are more than 350 roles in the health sector. Many of them involve working alongside a wider team of medical and other professionals for the benefit of patients and the public. There are also many non-clinical roles such as IT specialists, business managers, accountants and engineers who benefit from the underpinning knowledge that this course provides.



FOR FURTHER INFORMATION

Contact:
Mrs C Wallace



FOR FURTHER INFORMATION

Contact:
Mrs C Wallace

SUBJECT SPECIFICATION

AS students will study:

A breadth Study: The quest for Political Stability: Germany 1871-1929

This involves:

- The Kaiserreich 1871 – 1914
- Empire to Democracy 1914-1929

A depth Study: The Making of Modern Britain 1951-1979

This involves considering:

- The Affluent Society 1951-64
- The Sixties 1964-70
- The end of Post War Consensus 1970-79

Each will be examined by an examination paper of 1 hour 30 minutes both involving a question about a source extract and one further essay question from a choice of two at the end of Year 12.

Each paper is worth 50% of the AS Level.

Going on to A Level in Year 13 students will continue with:

A breadth study: The Quest for Political stability: Germany 1871-1991

In addition to the content studied during the AS course on this students will also consider:

- The Nazi experiment 1929-1949
- Division to unity: the Federal Republic of Germany 1949-1991

A depth study: The Making of Modern Britain 1951-2007

In addition to the content studied during the AS course on this students will also consider:

- The impact of Thatcherism 1979-1987
- Towards a new consensus 1987-1997
- The Era of New Labour 1997-2007

Each will be examined by an examination of 2 hours 30 minutes both involving a compulsory question linked to historical interpretations and sources and two further essays from a choice of three. This is done at the end of Year 13.

Each paper is worth 40% of the A Level.

There will also be a third component:

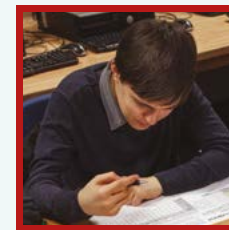
A Personal Study based on a topic of the student's choice. This will take the form of a question in the context of approximately 100 years. Students will not be allowed however to base it on either Britain or Germany in the periods studied in the Breadth and Depth studies. This makes up 20% of the A Level and will be undertaken during Year 13.

**FOR FURTHER INFORMATION**

Contact:
Mrs C Hamer

PROGRESSION OPPORTUNITIES

History offers many opportunities in careers such as law, journalism, business management and any job which involves analysing, evaluating and using information.

**FOR FURTHER INFORMATION**

Contact:
Mrs C Hamer

QUALIFICATION
A Level

Exam Board: WJEC EDUQAS
www.eduqas.co.uk

SUBJECT SPECIFICATION

The new A level specification has a three component structure. Three components are required in order to complete the course.

A LEVEL

Investigating the media (Written examination: 35% of qualification)

Section A: Investigating Media Language and Representation

This section assesses media language and representation in relation to two of the following media forms: advertising, marketing, music video or newspapers.

Section B: Investigating Media Industries and Audiences

This section assesses two of the following media forms – advertising, marketing, film, newspapers, radio, video games - and media contexts.

INVESTIGATING MEDIA FORMS AND PRODUCTS

(Written examination: 35% of qualification) The exam consists of three sections.

Section A: Television

There will be one two-part question or one extended response question.

Section B: Magazines

There will be one two-part question or one extended response question.

Section C: Online Media

There will be one two-part question or one extended response question.

Media Production (Non-exam assessment: 30% of qualification)

An individual media production comprising a single media product created in response to a choice of briefs set by WJEC, applying knowledge and understanding of the theoretical framework.

TEACHING METHODS

Students are taught in a mixture of whole class teaching, group activities and individual assignments. Independent study is essential for the Media Production component. There are set texts that have to be studied and students will be informed about these at the start of the course.

ADVISED ENTRY REQUIREMENTS

There is no need to have studied GCSE Media Studies. You are expected to have an excellent work ethic and meet deadlines.

PROGRESSION OPPORTUNITIES

Media Studies has an increasingly relevant role to play in our society. There are a wide range of specialist Media Studies courses that students could apply for after they have completed their A level. The subject compliments other creative subjects like Art and the Performing Arts. There are similar analysis skills used in the English subjects too.



FOR FURTHER INFORMATION

Contact:
Mr S Beedie

FOR FURTHER INFORMATION

Contact:
Mr S Beedie

QUALIFICATION A Level

Exam Board: Edexcel
www.qualifications.pearson.com

SUBJECT SPECIFICATION

The Mathematics A level consists of three main areas of study:

Pure Mathematics (66%) is the methods and techniques which underpin the study of all other areas of mathematics, such as algebra, trigonometry, calculus, vectors and proof. Most of these extend work from GCSE.

Statistics (17%) involves statistical sampling, data presentation and probability, leading to the study of some statistical distributions and working with a large data set.

Mechanics (17%) is the study of the physical world, modelling the motion.

TEACHING METHODS

Students are taught through a mixture of whole class teaching, group and individual work. Independent study between lessons is vital and regular assignments and assessments are used to monitor pupil progress.

HOW WILL THE COURSE BE ASSESSED?

The student's grade is decided entirely by their examination result at the end of the course.

ADVISED ENTRY REQUIREMENTS

Grade 6 or above for GCSE Maths is preferred.

PROGRESSION OPPORTUNITIES

Many and varied. Higher level mathematical skills are widely sought both by employers and higher education courses.

Core Maths has been designed to support students' other studies, and the problem solving and reasoning skills are useful in a variety of other academic and vocational situations.



FOR FURTHER INFORMATION

Contact: Mr Moody and Mr Thomas

QUALIFICATION Further Maths A Level

FURTHER MATHS SUBJECT SPECIFICATION

Further Maths is an additional A level qualification taken alongside a Mathematics course. It is designed to stretch and challenge able mathematicians and prepare them for university courses in mathematics and related quantitative and scientific subjects.

ADVISED ENTRY REQUIREMENTS

Grade 7 or above for GCSE Maths is preferred.

QUALIFICATION
Level 3 - UCAS points equivalent to AS Level

Exam Board: AQA
www.aqa.org.uk

CORE MATHS SUBJECT SPECIFICATION

The Core Maths qualification will help students retain, deepen and extend their mathematics and be better prepared for higher education and employment. Core Maths will help them to understand and apply clear, mathematical reasoning to real-life problems, analyse and interpret data in various contexts and confidently deal with everyday financial mathematics.

TEACHING METHODS

Students are taught through a mixture of whole class teaching, group work and individual work. They will become very familiar with using computers, particularly spreadsheets, for mathematical analysis.

HOW WILL THE COURSE BE ASSESSED?

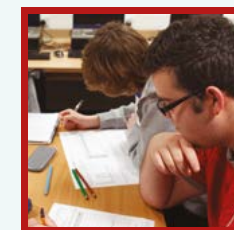
Two 90 minute examinations, with some preliminary material available in advance.

Paper 1: Analysis of data, maths for personal finance, estimation

Paper 2: Critical analysis of given data and models including spreadsheets and tabular data, statistical techniques

ADVISED ENTRY REQUIREMENTS

Core Maths is designed for post-16 students with a GCSE Grade 4 or above who want to continue studying mathematics but not at AS or A Level.



FOR FURTHER INFORMATION

Contact: Mr Moody

HOW WILL A-LEVEL MUSIC HELP ME IN THE FUTURE?

In the future Creativity is going to be one of the most important and in demand skills at work (World Economic Forum.) When business bosses across the world were surveyed, they voted Creativity as the most important workplace capability to help their businesses survive and grow. This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions. At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

WHAT WILL I LEARN AND HOW WILL IT BE ASSESSED?

- The Eduqas A Level Music course has three components: Performing, Composing and Appraising (Listening.)
- Performing is assessed by a visiting examiner, giving a much more realistic scenario than a recording, allowing students to demonstrate their communication of the music to the listener, and giving a real sense of occasion.
- Composition is assessed through two pieces: one written in a Western Classical Style in response to a chosen brief, and one free piece which can be in any style, allowing candidates to demonstrate and develop their personal specialisms.
- Students can choose whether they wish to be assessed on a longer performance or submit a third composition, allowing them to develop their preferred specialism.
- Areas of study include the Development of the Symphony, Rock and Pop Music, and Into the Twentieth Century.



FOR FURTHER INFORMATION

Contact:
Ms E Brownlee

CONTENT		SET WORKS
Detailed study of one symphony and general study of another, within the social, historical and cultural context.		Choose one for detailed study, the other for general study: Haydn, Symphony 104 in D major, London. or Mendelssohn, Symphony 4 in A major, Italian.
Rock and Pop 1960-2000	Pop, Rock (including progressive rock, heavy metal, folk-rock, punk rock), Soul, Funk, Disco & Country	No set works for these areas of study
Into the Twentieth Century 1895 –	Detailed study of 2 set works. Impressionism Expressionism including serialism Neo-classicism	Poulenc, Trio for Oboe, Bassoon and Piano, movement II and Debussy, Three Nocturnes, Number 1, Nuages.

PROGRESSION OPPORTUNITIES

You can develop your existing performance ability and use this towards achieving an A level. If you already enjoy writing your own music or songs, you can use this ability and experience, and learn how to develop your ideas into successful pieces.

If you love listening to music, you will learn more about what makes the music you enjoy work so well.



FOR FURTHER INFORMATION

Contact:
Ms E Brownlee

QUALIFICATION

BTEC Level 3 National Extended Certificate in Performing Arts

Exam Board: Edexcel

www.edexcel.co.uk

SUBJECT SPECIFICATION

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

360 GLH (480 TQT) Equivalent in size to one A Level.

4 units, of which 3 are mandatory and 1 own choice.

Two of the units are externally assessed:

- Mandatory content (83%)
- External assessment (58%)

The Extended Certificate is for learners who are interested in learning about the performing arts sector.

STRUCTURE**Qualification Structure**

Pearson BTEC Level 3 National Extended Certificate in Performing Art

Mandatory Units

There are 3 mandatory units, 1 internal (Developing skills and techniques for live performance) and 2 external (Investigating practitioners work and Group performance workshop). Learners must complete and achieve at pass grade or above for all these units.

Optional Units

Learners must complete at least 1 optional unit from an exciting range.

HOW DOES THE QUALIFICATION PROVIDE EMPLOYABILITY SKILLS?

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills.

Cognitive and problem-solving skills, Intrapersonal skills and Interpersonal skills.

ENTRY REQUIREMENTS

Five GCSE passes 4 or above including Grade 4 or above at GCSE Drama.

If candidates haven't taken GCSE Drama they will be considered if they have extensive experience of theatre performance in school or with an outside group.

PROGRESSION OPPORTUNITIES

In addition to the performing arts sector-specific content, this qualification provides learners with the opportunity to develop all-round performance skills and transferable skills such as self-confidence, self-presentation, personal discipline, time management and organisational skills which are highly regarded by higher education and employers.

**FOR FURTHER INFORMATION**

Contact:
Mrs H Openshaw

**FOR FURTHER INFORMATION**

Contact:
Mrs H Openshaw

SUBJECT SPECIFICATION

This new specification is designed to enable students to receive a well rounded and full introduction to the world of PE, Sport and Sport Science. This is especially important for students who want to move on to higher education courses in sport, go into full time employment or undertake further training. Students who undertake the course will also be given free access to the mypeeexam.org learning platform and are expected to complete around three hours of self study per week using this platform.

A2 Outline Students will study areas in more detail and are expected to demonstrate higher order skills such as data analysis and interpretation. They are assessed in one sport or as a coach.

ASSESSMENT

Area 1 - 2 hours, 30%.

- Physiological Factors that affect performance (A and P, Exercise Physiology and Biomechanics).
- Section A: 10 mark short answer questions.
- Section B: 3x20 mark questions broken down.
- Section C: 1x20 mark extended response (synoptic essay).

Area 2 - 1 hour, 20%.

- Psychological Factors that affect performance and socio cultural themes in PE (Skill acquisition, Sports Psychology and sport and society).
- Section A: 10 mark short answer questions on any topic.
- Section B: 2x20 mark questions broken down.
- Section C: 1x20 mark extended response (synoptic essay).

Area 3 - 1 hour, 20%.

- Socio Cultural factors that affect performance.
- Section A: 10 mark short answer questions on any topic.
- Section B: 2x20 mark questions broken down.
- Section C: 1x10 mark extended response (synoptic essay).

Area 4 - NEA, 30%.

- Performance within Physical Education (Performance or coaching and EAPI (Speech)).

ADVISED ENTRY REQUIREMENTS

Students should have five Grade 4's or above at GCSE, one of which should include a science subject. Students that have studied GCSE PE should have achieved a Grade 4 or above. Students should also be training and performing regularly in their chosen sport. Students that have not studied GCSE PE will be considered on an individual basis.

PROGRESSION OPPORTUNITIES

Physical Education students can progress to Higher Education.

Courses followed may include; Sports Science, Teaching, Physiotherapy, Leisure and Recreation and Nursing along with many others.



FOR FURTHER INFORMATION

Contact:
Mr M Butler



FOR FURTHER INFORMATION

Contact:
Mr M Butler

SUBJECT SPECIFICATION

The course starts with lessons that will develop your practical skills. You will learn new methods to analyse the data from your experiments.

- Unit 1:** Measurements
- Unit 2:** Particles and Radiation
- Unit 3:** Waves
- Unit 4:** Mechanics and Materials
- Unit 5:** Electricity

In Year 13 you will study the principles of Physics in more depth.

- Unit 6:** Further Mechanics and Thermal Physics
- Unit 7:** Fields
- Unit 8:** Nuclear Physics
- Final Unit:** Astrophysics

TEACHING METHODS

A range of teaching methods will be used e.g. practical sessions, calculations, work, class teaching, discussions, group work and assignments.

PROGRESSION OPPORTUNITIES

Students will learn lots of skills in Physics that will be useful in any chosen career. Precise measurements, logical thinking and clear presentation are at the core of what we do.

Physics is a useful qualification for any Higher Education Course. Students can progress to study Higher Education to study Physics and related subjects.

ASSESSMENT

At the end of Year 12 you will do two exams for the AS level qualification.

The A Level is assessed by three written exams at the end of Year 13.

The AS results do not count towards this award.

There is no coursework, but you will be required to carry out twelve core experiments during the course.

ADVISED ENTRY REQUIREMENTS

Students must have Grade 5 or above from GCSE Science or Physics. GCSE Maths at Grade 5 or above is also needed. Students must study A Level Maths or Core Maths alongside their Physics, this is a beneficial combination.



FOR FURTHER INFORMATION

Contact:
Mr Glover



FOR FURTHER INFORMATION

Contact:
Mr Glover

QUALIFICATION
AS and A Level**SUBJECT SPECIFICATION**

The specification comprises three units. Two units lead to an AS award, typically studied over one year, and three units, typically studied over two years, would lead to an A2 award (a full A Level).

These qualifications are linear. This means that students will sit all the AS exams at the end of their AS course and all the A Level exams at the end of their A Level course.

AS SUBJECT CONTENT

Paper 1: Introductory topics in psychology. Social influence, Memory, Attachment.

Paper 2: Psychology in context. Approaches in psychology, Psychopathology, Research Methods.

A LEVEL SUBJECT CONTENT

Paper 1: Introductory topics in psychology. Social influence, Memory, Attachment, Psychopathology.

Paper 2: Psychology in context. Approaches in psychology, Biopsychology, Research Methods.

Paper 3: Issues and options in psychology. Issues and Debates in psychology, Forensic Psychology, Schizophrenia and Relationships.

TEACHING METHODS

Mainly through classroom teaching which will include some classroom demonstrations, powerpoint presentations and a wide variety of video clips.

As well as this, in Psychology there is a distinct emphasis upon students working collaboratively, presenting to and learning from each other. In this way, students also develop interpersonal and presentation skills. All learning is active and meaningful and students are encouraged to relate learning to their own lives. Copying from text-books or powerpoints is not permitted in Psychology lessons.

HOW WILL THE COURSE BE ASSESSED?

Each unit is equally weighted and will be externally examined. The overall grade AS grade is determined by combining two results and the A Level is determined by combining three results as above.

ADVISED ENTRY REQUIREMENTS

Each student's grade profile will be considered individually. Psychology requires a good level of written English and Mathematical ability.

PROGRESSION OPPORTUNITIES

Psychology is an exciting subject aimed at understanding human behaviour. A Level courses are useful to those interested in careers in social work, social care, nursing, mental health, the police and the media.

“ I have enjoyed the independent learning that develops a strong work ethic. I have taken part in many extra-curricular activities including work experience, mock interviews and visited universities. I am part of the School Council and taken part in sporting activities and organised charity events. ”

Harley

Studying Psychology, Biology, Criminology and Core Maths and plans to study Psychology at University.

**FOR FURTHER INFORMATION**

Contact:
Miss W Ison

**FOR FURTHER INFORMATION**

Contact:
Miss W Ison



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