



Archbishop Blanch

— C of E HIGH SCHOOL —

KEY STAGE 5 COURSE BOOKLET



Criteria for Admission to the Sixth Form

Archbishop Blanch is a Christian school founded within the Church of England.

Qualifications for admission

- Achieve a minimum of 5 GCSEs grade C or above
- Meet the entry requirements of the courses you wish to follow (see course information)
- Sign and observe the Sixth Form contract
- Support the Christian ethos of the school
- Attendance to be above 95%

For students achieving:

- A*/A grades at GCSE we encourage you to study 4 A level subjects
- mainly A/B grades at GCSE we expect that you study 3 A level subjects plus an additional subject such as EPQ or Core Mathematics.
- mainly B grades at GCSE we expect that you study 3 A level subjects.
- mainly C grades we expect that you will study 3 Level 3 Cambridge technical courses, or a mixture of A level subjects (depending on entry requirements) and Cambridge Technicals.

For students opting for subjects such as Biology, Chemistry, Psychology, Business and Geography we recommend that the student also studies Core Mathematics, if they have not chosen the A level Mathematics. This would be very useful to a student due to the high level of mathematic content within these courses.

If you have not achieved grade C in GCSE English and/or Mathematics you will be required to re-sit these qualifications.

Course Specific Entry Requirements

Access to individual courses will depend on meeting the specific entry requirements, which are found on the course information sheets. These will be available in department areas during our Open Evening and can also be found on our school website.

*Please note that the courses offered and details may be subject to change.

Admissions

Students joining our Sixth Form from Year 11 in Archbishop Blanch are given priority over students from other schools, but they must meet the qualifications for admission outlined above. Archbishop Blanch accepts all current students who have met the criteria, have demonstrated their support for the ethos of the school and for whom a suitable course is available.

The Sixth Form welcomes students from other schools, both male and female, who have met the same criteria.

Admission is by online application and a guidance interview to ensure that each student is accepted onto a course that is appropriate to his/her needs.

In the event of the Sixth form or a particular course being oversubscribed, you may be placed on a waiting list.

All enquiries to 6admissions@blanch.org.uk

Name of Course: Vocational L3 Business

Course Summary :

Two-year full-time course. Students study four of the following units

- 1 Enterprise and Entrepreneurs
- 2 Developing a Marketing Campaign
- 3 Personal and Business Finance
- 4 Social Enterprise
- 5 Entrepreneurship and Intrapreneurship in Practice

Conditions of Entry :

A Record of Achievement showing excellent attendance and commitment to study. 5 GCSEs at good grades and an achievement in GCSE Mathematics and English are essential.

Why Study? :

This Level 3 vocational qualification (equivalent in size to one A Level) Extended Certificate is for learners who are interested in learning about Business alongside other fields of study with a view to progressing to a wide range of HE courses, not necessarily in Business related subjects. Can be studied alongside other Level 3 Courses.

Final Award : Level 3 Vocational Qualification - TBC

Patterns of Study :

Students undertake project work and investigate real and simulated enterprise situations. Organising and presenting information will be a main focus of the course. Past papers will be used as a means of preparation for examinations.

Patterns of Assessment :

4 units of which 3 are mandatory (portfolios) and 2 are external (examinations)

Future Opportunities – where could it take me?

The course provides an excellent ground work for employment and Higher Education courses.
This Level 3 vocational course combines well with a range of other courses.

Subject Leader : Mrs P Addy

Name of Course: Further Mathematics AS/A Level

Course Summary :

- Further Mathematics is an A level qualification which both broadens and deepens the mathematics covered in A level Mathematics.
- Further Mathematics is designed to be learnt alongside Mathematics in both year 12 and year 13.

Conditions of Entry :

This course is most suitable for those pupils who have gained grade an A or A* at the higher tier of GCSE Mathematics and also be studying A level Mathematics.

Why Study? :

Students taking Further Mathematics overwhelmingly find it to be an enjoyable, rewarding, stimulating and empowering experience. For someone who enjoys mathematics, it provides a challenge and a chance to explore new and/or more sophisticated mathematical concepts. It enables students to distinguish themselves as able mathematicians in the university and employment market. It makes the transition to a mathematics-rich university course easier. Some prestigious university courses will only accept students with Further Mathematics qualifications. Further Mathematics qualifications are highly regarded and are strongly welcomed by universities.

Students who take Further Mathematics are really demonstrating a strong commitment to their studies, as well as learning mathematics that is very useful for many degree courses.

Final Award : AS awarded at the end of Year 12 and A2 in Year 13.

Patterns of Study :

Three of the following units will be studied at AS and a further three at A2; FP1, FP2, FP3, D1, S2, M2 or M3.

Patterns of Assessment :

All examinations are 1 hour and 30 minutes and will take place in the summer term.

Future Opportunities – where could it take me?

Studying Further Mathematics is excellent preparation for University, especially if you wish to study any maths-related subject such as Engineering, Sciences, Computing or Technology as well as Mathematics itself. Many universities are now encouraging students to take Further Mathematics qualifications to improve their preparation for degree courses and some leading universities are now specifying Further Mathematics as an entry requirement for such courses.

33% of universities mention Further Mathematics as desirable or essential for entry to their Mathematics BSc degree course. And for those universities in the Russell Group, this proportion is 65% (May 2012).

Subject Leader : Mrs Emma Nadiem

Name of Course: GOVERNMENT & POLITICS AS

Course Summary :

- **Unit 1 (6GP01) People and Politics**
- **Unit 2 (6GP02) Governing the UK**

Candidates will develop a broad knowledge and understanding of the political system of the UK. We study how elections and Parliament work, the role of the media and pressure groups in politics, the role and history of political parties, as well as theories of power and representation, rights and responsibilities. The course is about contemporary politics, and looking at the world around us, so if a major Political event occurs during the year we will be studying it.

Conditions of Entry :

5 GCSEs at Grade C or above including English

Why Study? :

Government & Politics is a highly regarded academic subject leading to a wide variety of opportunities for further study. It is contemporary, vibrant and dynamic and helps students understand and make sense of the world around them. Government & Politics will also develop students' skills in critical thinking, making arguments, extended writing, and analysing complex factors.

Final Award : Government and Politics AS

Patterns of Study :

We use a variety of teaching and learning methods, with an emphasis on discussion-based lessons where pupils can express their own views. There is a contemporary focus on news and current affairs. Pupils will be expected to be fully prepared for each lesson, having done the appropriate reading and note-making.

Patterns of Assessment :

Unit 1 People and Politics: 1 hour 20 minute exam; students will be required to answer two structured questions from a choice of four. Each question will have a mark tariff of 5, 10 and 25 marks

Unit 2 Governing the UK: 1 hour 20 minute exam; students will be required to answer one stimulus-based question from a choice of two. These questions will be structured with a mark tariff of 5, 10 and 25 marks. Students will then be required to answer one extended question from a choice of two (40 marks).

Future Opportunities – where could it take me?

You can progress to higher education courses such as honours degrees in politics, international politics/relations and political science as well as to degrees in related subjects such as history, geography, economics and social policy. Graduates in these subjects have gone into professions that require critical thinking, information analysis and the ability to make an argument, for example law, journalism, and the civil service.

Subject Leader : Mr R. Clarke

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Subject Leader : Mr R. Clarke

Name of Course: GCE A LEVEL BUSINESS

Course Summary :

Two-year full-time course. Students study the following subjects

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

Conditions of Entry :

A Record of Achievement showing excellent attendance and commitment to study. Prior knowledge of Business Studies GCSE (Grade B) is essential. Grade B GCSE in Mathematics and English are also required.

Final Award :

GCE Advanced Level Business

Why Study? :

This A Level offers the opportunity for students to acquire a detailed understanding of how businesses work and their environment. The knowledge and skills obtained will be useful in preparation for both Higher Education and employment.

Patterns of Study :

Students undertake project work and investigate real and simulated business situations. ICT forms an important means of researching, organising and presenting information. Past papers will be used as a means of preparation for examinations

Patterns of Assessment :

3 two-hour written examination papers at the end of the two year course

Future Opportunities – where could it take me?

The course provides an excellent ground work for business-related employment and Higher Education courses. This GCE A Level combines well with a range of other courses.

Subject Leader : Mrs P Addy

Name of Course: BIOLOGY A LEVEL (AQA)

Course Content:

1. Biological molecules (studied in Y12)
2. Cells (studied in Y12)
3. Organisms exchange substances with their environment (studied in Y12)
4. Genetic information, variation and relationships between organisms (studied in Y12)
5. Energy transfers in and between organisms (studied in Y13)
6. Organisms respond to changes in their internal and external environments (studied in Y13)
7. Genetics, populations, evolution and ecosystems (studied in Y13)
8. The control of gene expression (studied in Y13)

Conditions of Entry :

Grade B or above in Maths GCSE

Grade B or above in each of the triple science (Biology, Chemistry and Physics)

OR

Grade B or above in Maths GCSE

Grade B or above in Science GCSE and Additional Science GCSE

Why Study? :

It is a challenging and rewarding field of study involving a variety of teaching and learning experiences with a high practical component, including a 3 day residential field course in North Wales which takes place at the end of Y12.

Biology A Level can lead on to many career fields, e.g. medicine, veterinary science, dentistry, nursing, food technology, horticulture, agriculture, forestry, marine biology, forensic science and physiotherapy.

Patterns of Study :

The Y13 content is started in the summer of Y12 and then continued through to the final year of the course.

Patterns of Assessment :

All examinations will be taken in June of Year 13.

There are three examinations for A Level Biology:

Paper 1 –Assesses the content and practical techniques from topics 1-4 in a 2hr examination worth 35% of the A Level. 76 marks are from short and long answer questions, and 15 marks are from extended response questions.

Paper 2 –Assesses the content and practical techniques from topics 5-8 in a 2hr examination worth 35% of the A Level. 76 marks are from short and long answer questions, and 15 marks are from a comprehension question.

Paper 3 –Assesses the content and practical techniques from topics 1-8 in a 2hr examination worth 30% of the A Level. 38 marks are from structured questions including practical techniques; 15 marks are from critical analysis of given experimental data and 25 marks are from one essay with a choice of two titles.

Final Award : Advanced Level Award in Biology

Future Opportunities – where could it take me?

Few courses in Higher Education are closed to candidates who have a science A level qualification. Many areas of study and employment lead on directly from A level Biology and have a significant biological content.

Subject Leader : E Wilkinson

Name of Course : Level 3 Cambridge Technicals in IT

Course Summary :

Application Developer This pathway focuses on the development of a range of applications across platforms and sectors. In addition to the mandatory units, you must also achieve the mandatory pathway unit Application Design.

Mandatory Units for Application Developer

Fundamentals of IT 20%

A sound understanding of IT technologies and practices is essential for IT professionals. Information learnt in this unit will create a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how businesses use IT.

Global Information 20%

The purpose of this unit is to demonstrate the uses of information in the public domain, globally, in the cloud and across the Internet, by individuals and organisations. You will discover that good management of both data and information is essential and that it can give any organisation a competitive edge.

Optional Units

Application of Design 20%

Internet of Everything 20%

Web Design and Prototyping 20%

Conditions of Entry :

The usual school-based requirements for entry into Advanced level courses apply. Candidates will be required to have a C or above award in GCSE Maths and English or grade C or above in ICT GCSE, and at least a grade C in Maths.

Why Study? :

The Cambridge Technicals in IT have been developed to meet the changing needs of the sector, and prepare your students for the challenges they'll face in Higher Education or employment. Designed in collaboration with experts spanning the breadth of the sector, the Cambridge Technicals in IT focuses on the skills, knowledge and understanding that today's universities and employers demand. Your students will practically apply their skills and knowledge in preparation for further study or the workplace.

Final Award : Level 3 Introductory Diploma in IT

Patterns of Study :

The Cambridge Technical course is studied during over 2 years with two examinations and submission of practical assessment at the end of the course

Patterns of Assessment :

External Assessment Exam

Paper 1 – 1hr30m - Fundamentals of IT

Paper 2 – 1hr30m - Global Information

Internal Assessment

Optional Units

Future Opportunities – where could it take me?

Cambridge Technicals provide a strong base for progression to either university, apprenticeships or directly into work. It is equivalent to 1 A Level and has UCAS tariff points. The types of careers this may lead into can range from web developer, mobile application developer and video game designer.

Subject Leader : P Love

Name of Course: CHEMISTRY A LEVEL (AQA)

Course Summary :

Physical chemistry – Atomic structure, bonding, energetics, kinetics & rate equations, equilibria & equilibrium constants, redox, thermodynamics, electrochemical cells and acids & bases.

Inorganic chemistry – Periodicity & properties of period 3, group 2 & group 7, transition metals and reaction of ions in aqueous solutions.

Organic chemistry - alkanes, halogenoalkanes, alkenes, alcohols, aldehydes & ketones, carboxylic acids, aromatic chemistry, amines, polymers, amino acid, DNA & proteins, organic synthesis and analysis.

Conditions of Entry :

The usual school-based requirements for entry into Advanced Level courses apply. Candidates will be required to have a BB or above award in GCSE Science and Additional Science or grade B or above in GCSE Biology, Chemistry and Physics and at least a grade B in Maths.

Why Study? :

Students who enjoy thinking through puzzles and explaining logically why things happen will enjoy A Level Chemistry. Chemistry is the key science that links extremely well with Biology or with Physics and Mathematics. It is a challenging and rewarding field of study with a high practical component. It builds on and extends the work done in the GCSE course. It can lead on to many career fields, e.g. medicine, veterinary science, dentistry, nursing, optometry, law and accountancy to name a few.

Final Award : Advanced Level Award in Chemistry

Patterns of Assessment :

All examinations will be taken in June of Year 13

There are three examinations for A Level Chemistry

Paper 1 – Assesses relevant physical chemistry topics, inorganic chemistry including relevant practical skills in a 2 hr. examination worth 35% of the A Level. All 105 marks are from short and long answer questions

Paper 2 - Assesses relevant physical chemistry topics, organic chemistry including relevant practical skills in a 2 hr. examination worth 35% of the A Level. All 105 marks are from short and long answer questions

Paper 3 - Assesses any content and practical skills covered during the course in a 2hr examination worth 30% of the A Level. 40 marks of question will assess practical techniques and data analysis, 20 marks testing across the whole specification and 30 multiple choice questions

As well as pupils being assessed on their practical skills in all examinations, pupils will also be given a practical endorsement of a PASS. A minimum of 12 practical's have to be carried out exhibiting a number of competencies including can follow written procedure, carry out research, work safely and recording observations.

Future Opportunities – where could it take me?

Chemistry is a vital part of all our lives. Students who take Chemistry study a wide range of subjects at A level. The qualification will enhance an application to many science or non-science based careers.

It builds on and extends the work done in the GCSE course. It can lead on to many career fields, e.g. medicine, veterinary science, dentistry, nursing, optometry, law and accountancy to name a few.

Subject Leader : Mrs N Eyres

Name of Course: Children's Play, Learning and Development L3

Course Summary :

A two year course (Full time attendance)
Consisting of mandatory and optional units
Plus work placement hours.

The mandatory units of this two year course have been designed to enable students to develop a substantial common core of knowledge which includes; children's development, development of children's communication, language, literacy and numeracy skills and enquiries into current research in Early Years practice.

Whilst the optional unit allows the learners the maximum opportunity to study in more depth a range of option areas, such as: Keeping children safe and the Early Years Foundation Stage.

Conditions of Entry :

Minimum of –
5 GCSE'S at Grade C or above, one of which must be English.

Record of Achievement to show excellent attendance record and commitment to study.

Why Study? :

The course is designed for those learners who know in which work sector they would like to specialise. Learners can achieve breadth of study through the large core and extensive options. This qualification can support access to a range of higher education courses if taken as part of a programme of study that includes other A levels alongside it.

Final Award : TBC

Patterns of Study :

Students will carry out short research projects and longer assignments; work on their own and as part of a team. Students are also required to participate in work experience involving the care of children aged between 0-7 years and 11 months.

Patterns of Assessment :

Assessment will be a combination of internally marked assignments, external written exams and assignments set and marked by the examination board.

Future Opportunities – where could it take me?

The qualification allows learners to develop the wide-ranging knowledge; understanding and skills required for direct progression into a broad range of roles within the industry they are going to be a part of.

It also meets the needs of and provides an excellent grounding for those who wish to progress to Higher Education.

Subject Leader : Miss K Gillin

Name of Course: Computer Science A-Level (OCR)

Course Summary :

Computing Principles 40%

Structure and function of the processor

Types of processor

Input, output and storage

Applications Generation

Systems Software

Software Development

Types of Programming Language

Compression, Encryption and Hashing

Algorithms and Problem Solving 40%

Thinking abstractly

Thinking ahead

Thinking procedurally

Thinking logically

Thinking concurrently

Algorithms

Programming Project 20%

Problem identification

Decompose the problem

Iterative development process

Testing to inform evaluation

Method of assessment

Conditions of Entry :

The usual school-based requirements for entry into Advanced level courses apply. Candidates will be required to have a B or above award in GCSE Maths and English or grade B or above in Computing GCSE, and at least a grade B in Maths.

Why Study? :

The course will provide insight into, and experience of, how computer science works, stimulating learners' curiosity and encouraging them to engage with computer science in their everyday lives and to make informed choices about further study or career choices.

Final Award :

Advanced Level in Computer Science.

Patterns of Study :

The A-Level course is studied during over 2 years with two examinations and submission of practical assessment at the end of the course.

Patterns of Assessment :

All examinations and coursework are taken at the end of the course.

Future Opportunities – where could it take me?

Computing and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21st century. Whether you want to be a scientist, develop the latest killer application, or just know what it really means when someone says “the computer made a mistake”, studying computing will provide you with valuable knowledge and lead into the following career paths mobile application developer, software engineer, video game designer, IT security specialist and web developer.

Subject Leader : P Love

Name of Course: Core Mathematics (level 3)

Course Summary :

Core Maths has been designed to maintain and develop real-life maths skills. What you study can be applied on a day-to-day basis in work, study or life and most courses will include a financial maths element.

Conditions of Entry :

Core Maths is a course for those with a GCSE Mathematics grade C or above

Why Study? :

The skills developed in the study of mathematics are increasingly important in the workplace and in higher education; studying Core Maths will help you keep up these essential skills. Most students who study maths after GCSE improve their career choices and increase their earning potential.

Final Award :

Core Maths qualification is equivalent in UCAS points to an AS level.

Patterns of Study :

TBC

Patterns of Assessment :

Core Maths is assessed by a final examination at the end of the two years. The qualification is equivalent in UCAS points to an AS level.

Future Opportunities – where could it take me?

It will also help with other A-level subjects – in particular with science, geography, business studies, psychology and economics.

Subject Leader : E Nadiem

Name of Course : Textiles and Fashion

Course Summary :

This is an inspiring, creative, challenging and rewarding course for anybody interested in a career in design.

It will build on skills learnt at GCSE, whilst allowing you to be innovative and develop your individual style. This course will provide you with the foundation to progress onto further study in the design field.

Conditions of Entry :

The usual entry requirements for 6th form will apply. You should also have gained a C or above in Textiles. We will consider portfolios of work from students who have studied Art at GCSE with C or above.

Why Study? :

Are you interested in:

- Fashion and Textile Design?
- Fashion and Textile illustration?
- Fashion Marketing and Presentation?
- Being Creative?
- Being Innovative?

If the answer is "Yes" to most of the above, then we could be looking for you...

Final Award :

TBC

Patterns of Study :

Creative and inspirational briefs with vocational links. Each brief is based on a different key element of design which is required to be achieved to gain your qualification. Briefs will include research, design and manufacture tasks.

Patterns of Assessment :

Internal assessment (assessed by your teachers)

External assessment (examinations and/or your work sent away for verification.)

Future Opportunities – where could it take me?

Access to Higher Education courses:

Fashion Design, Textile Design, Fashion Photography, Fashion Marketing & communication, Fashion Knitwear Design & Knitted Textiles, Accessory/Jewellery Design, Costume Design, Interior Design, and Visual Merchandising.

Access to Employment: Fashion & Clothing Retail, Fashion, Clothing, Textile Design. Self-employment.

Subject Leader : Miss G Morris and Miss J Backstrom

Final Award : English Language Advanced Level AQA

Name of Course: English Language

Course Summary :

A-Level English Language consists of three modules which foster creativity and independent learning.

Unit 4.1: Language, the individual and society (40%)

Unit 4.2: Language diversity and change (40%)

Unit 4.3: Non-exam assessment: Language in action (40%)

Conditions of Entry :

You should have achieved a minimum of two B grades in English and English Literature.

Why Study? :

English Language is engaging and uses up-to-date content that reflects contemporary language study. With exciting text and data based sources of language, the specification introduces the study of English in its various forms and contexts, with the concepts and methods appropriate for the analysis of language underpinning all elements of the course. Offering clear skills progression from GCSE, this course allows students to build on the skills already gained and prepare for their next steps.

The variety of assessment styles used, such as data analysis, discursive essays, directed writing, original writing and research-based investigative writing, allows students to develop a wide range of skills. These include critical reading, data analysis, evaluation, the ability to develop and sustain arguments and a number of different writing skills which are invaluable for both further study and future employment.

Patterns of Study :

5 X 1 hour lessons, per week shared between two members of staff.

Patterns of Assessment :

Unit 4.1- This is assessed by a 2.5 hour written examination and will consist of the study of the following modules:

- Textual variations and representations
- Children's language development (0–11 years)

Throughout both, methods of language analysis are integrated into the activities.

Unit 4.2- This is assessed in a 2.5 hour written examination and will consist of the following modules:

- Language diversity and change
- Language discourses
- Writing skills

Throughout all modules, methods of language analysis are integrated into the activities.

Unit 4.3- This is non-exam assessment and will be marked by your teachers. It will consist of a Language investigation (2000 words) and a piece of original writing with commentary (1500 words). Total 3500 words.

Future Opportunities – where could it take me?

This subject is valued by many course admission tutors and personnel managers because it produces articulate and emotionally literate people who are adept at analysis yet also very creative.

Subject Leader : Mrs T Hughes

Name of Course: ENGLISH LITERATURE

Course Summary :

A-Level English Literature consists of three modules which foster creative and independent reading.

Unit 3.1: "Love Through the Ages" (40%)

Unit 3.2: "Texts in Shared Contexts" (40%)

Unit 3.3: "Texts Across Time" (20%)

Conditions of Entry :

You should have achieved a minimum of two B grades in English and English Literature.

Why Study? :

The best reason is because it is a fascinating and stimulating subject but there are practical reasons apart from enjoyment. Studying English Literature will help you to think, discuss and analyse. It will help you evaluate everything you watch or read and teach you how to develop a concise and clearly focused essay style. A Level English Literature is a very valuable qualification as a background for a range of Higher Education or career applications. Above all it will give you insights into how poetry, drama and prose can both reflect and shape the culture they are produced within.

Final Award : ENGLISH LITERATURE ADVANCED LEVEL AQA

Patterns of Study :

5 X 1 hour lessons per week, shared between two members of staff.

Patterns of Assessment :

Unit 3.1- This is assessed by a 3 hour written examination (mixture of open & closed book) and will consist of the study of three texts: one prose text (either *Atonement* or *The Great Gatsby*), one poetry (an anthology of pre-1900 poems), and one Shakespeare play (*Othello*). The examination will include two unseen poems.

Unit 3.2- This is assessed in a 2 $\frac{1}{2}$ hour written exam (open book). We have chosen to study the option "Modern Times: Literature from 1945 to the present day". This will include the study of three texts: one prose (*The Help*), one poetry, and one drama (*A Streetcar Named Desire*). The examination will include an unseen extract.

Unit 3.3- This is non-exam assessment and will be marked by your teachers. It will consist of a comparative critical study of two texts, one of which must have been written pre-190. It will be one extended essay of 2500 words.

Future Opportunities – where could it take me?

This subject is valued by many course admission tutors and personnel managers because it produces articulate and emotionally literate people who are adept at analysis yet also very creative.

Subject Leader : MRS T. HUGHES

- **Final Award** : Advanced Level after 2 years of study

Name of Course: FRENCH

Course Summary :

The course follows on from and extends GCSE topics. For example the AS Level topics include Leisure and Lifestyles and the Individual and Society with reference to France and French speaking countries as well as in a wider, global context as appropriate.

At A level Environmental, Social and Political Issues are studied. In a guided studies option the World of Cinema, or Literature or the Regions of France are covered.

Every opportunity is taken to hear and use the everyday language in a variety of ways. (e.g. the use of listening centres, departmental computers, television, radio, self-study, cd's at home and a variety of magazines, novels, films and plays.

We attend a Sixth Form day at a local University during the course when possible and this provides useful advice on examination technique.

Students are also expected to undertake a significant amount of research and self-study.

Conditions of Entry :

Grade A*/A/B at GCSE candidates are considered. All wishing to study an A level language must be prepared to work very hard and be punctual to lessons and in the handing in of homework. Students are expected to take the initiative to read, listen, watch and study independently, beyond what is set in class.

Why Study? :

Language skills and qualifications are now more in demand in industry, commerce and tourism in the UK and abroad than ever before, so there are purely financial reasons for studying French. Languages should be fun to learn and to use. You will have the opportunity to talk regularly in school with native speakers, to travel to France on a visit/ exchange or work experience. Languages are for LIFE (not just for school).

Patterns of Study :

All members of the MFL Department teach the course, shared with Bellerive, and the support of the French Language Assistant when possible. A mixture of language skills are practised each lesson. Home listening cd's and a subscription newspaper enable extension study. The wide reading of magazines, readers, literature and watching of French films are also encouraged. Students have benefitted in the past from an exchange or study visit, or work experience in a French speaking country.

Patterns of Assessment :

A Level (3 Units)

Component 1 Oral 30%

Component 2 Listening, Reading and Translation 50%

Component 3 Essay writing on Cultural Studies 20%

Future Opportunities – where could it take me?

1. University Degree Courses/Higher Education A wide range of courses, modern or traditional are now available. Many tie into other subjects.
2. Also there are an increasing number of opportunities (and funding) for studying and working in the European Union.

Subject Leader : Miss D Brown

Name of Course : GEOGRAPHY

Course Summary :

Unit 1 Physical Geography

- Water and carbon cycles
- Coastal systems and landscapes
- Hazards OR Ecosystems (TBC)

Unit 2 Human Geography

- Global systems and global governance
- Changing places
- Population and the environment OR Contemporary urban environments (TBC)

Unit 3 Geographical Skills

- Including investigative skills, Cartographic, geographical, ICT and statistical skills.

Conditions of Entry :

You do not necessarily need to have done Geography at GCSE. However, if you have done, a minimum of a grade B will be required. A minimum Grade B in Maths is also required.

Final Award : AQA GEOGRAPHY ADVANCED LEVEL 7037

Patterns of Study :

2 teachers will teach you the units. Work is varied and a wide range of teaching methods are used from traditional approaches to the latest developments in I.T.

All students are required to undertake fieldwork in relation to processes in both physical and human geography. Students must undertake four days of fieldwork during their A-level course.

Why Study? :

This new specification for Geography is designed to challenge perceptions and stimulate students' investigative and analytical skills.

All of this will help provide students with the knowledge, skills and enthusiasm sought by higher education and employers. Geography is a very wide-ranging subject compatible with many other fields and useful for a huge variety of future careers.

Geography also addresses the majority of key skills required during your sixth form and has direct relevance to many world events.

Patterns of Assessment :

3 Examinations all taken at the end of year 13

Paper 1 (2½ hours) Written exam on physical geography

Multiple choice, structured short and extended questions

40% of A level

Paper 2 (2½ hours)

Written exam on human geography

Multiple choice, structured short and extended questions

40% of A level

Paper 3

Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content. 3000 – 4000 words

20% of A level

Future Opportunities – where could it take me?

A wide range of career opportunities are open to geographers with universities and colleges accepting the subject for both arts and science courses. Further study can lead to careers in teaching, town and country planning, cartography, meteorology, geology, geophysics, archivist, archaeology and many more.

Subject Leader Mrs R Collier

Name of Course : GOVERNMENT & POLITICS A2

Course Summary :

- Unit 3 (6GP03C) Representative Processes in the USA
- Unit 4 (6GP04C) Governing the USA

The A2 course builds on the skills and concepts developed at AS level, but in an American rather than a British context.

Conditions of Entry :

Progression to A2 is dependent on achieving Grade E or above at AS level. In cases where a student's personal circumstances have impeded his/her progress, continuing to A2 will be considered on an individual basis by the Head of Department.

Why Study? :

Government & Politics is a highly regarded academic subject leading to a wide variety of opportunities for further study. It is contemporary, vibrant and dynamic and helps students understand and make sense of the world around them. Government & Politics will also develop students' skills in critical thinking, making arguments, extended writing, and analysing complex factors.

Final Award : Government and Politics A2

Patterns of Study :

We use a variety of teaching and learning methods, with an emphasis on discussion-based lessons where pupils can express their own views. There is a contemporary focus on news and current affairs. Pupils will be expected to be fully prepared for each lesson, having done the appropriate reading and note-making. Students are expected to read widely around the subject and to stay on top of recent developments in US politics.

Patterns of Assessment :

Unit 3 Topic C Representative Processes in the USA: 1 hour 30 minute exam; students are required to answer three short questions from a choice of five (15 marks each). Students are then required to answer one essay question from a choice of three (45 marks).

Unit 4 Topic C Governing the USA: 1 hour 30 minute exam; students are required to answer three short questions from a choice of five (15 marks each). Students are then required to answer one essay question from a choice of three (45 marks).

Future Opportunities – where could it take me?

With a GCE in Government and Politics, you can progress to higher education courses such as honours degrees in politics, international politics/relations and political science as well as to degrees in related subjects such as history, geography, economics and social policy.

Graduates in these subjects have gone into professions that require critical thinking, information analysis and the ability to make an argument, for example law, journalism, and the civil service.

Subject Leader : Mr R. Clarke

Name of Course : Level 3 Health and Social Care

Course Summary :

A two year course (Full time attendance)
Consisting of mandatory and optional units

The mandatory units of this two year course have been designed to enable students to develop a substantial common core of knowledge which includes; human lifespan development, working in health and social care, principles of safe practice in health and social care and promoting public health.

Whilst the optional units allow the learners the maximum opportunity to study in more depth a full range of option areas, such as:

- Sociological perspectives
- Psychological perspectives
- Physiological disorders
- Nutritional health

Conditions of Entry :

Minimum of 5 GCSE'S at Grade C or above, one of which must be English. Record of achievement to show excellent attendance record and commitment to study.

Why Study? :

The course is designed for those learners who know in which work sector they would like to specialise. Learners can achieve breadth of study through the large core and extensive options. This qualification can support access to a range of higher education courses if taken as part of a programme of study that includes the study of other A levels alongside it.

Final Award : TBC

Patterns of Study :

Students will carry out short research projects and longer assignments; work on their own and as part of a team. Students are also encouraged to participate in enrichment opportunities related to their programme of study.

Patterns of Assessment :

Assessment will be a combination of internally marked assignments, external written exams and assignments set and marked by the examination board.

Future Opportunities – where could it take me?

The qualification allows learners to develop the wide-ranging knowledge; understanding and skills required for direct progression into a broad range of roles within the industry they are going to be a part of.

It also meets the needs of and provides an excellent grounding for those who wish to progress to Higher Education.

Subject Leader : Miss K Gillin

Name of Course: HISTORY

Course Summary :

The department follows the AQA syllabus. There are three core units in this course.

Unit 1: The Tudors: England, 1485–1603

Unit 2: The American Dream: Reality and Illusion, 1945–1980

Unit 3: Coursework: the development of anti-Semitism and the Holocaust in Europe, 1845-1945

Conditions of Entry :

A GCSE grade B and above in History.

Why Study? :

History is considered to be a 'facilitating subject' by the Government, meaning that it is well respected by the top Russell Group universities and employers. Choosing History shows that you have the ability to think critically, write with clarity, and effectively express an opinion. For this reason, History graduates occupy important positions in society ranging from Cabinet ministers to captains of industry. The Telegraph newspaper recently listed History at Number 7 of its Top 10 subjects for getting a graduate job, making it more employable than subjects like computer science, architecture or engineering.

Patterns of Study :

Students are taught by a variety of methods with many of the lessons taking the form of discussions in which the students are encouraged to express their views. Thorough preparation in the form of reading and note taking is required. Students will be expected to complete a large degree of independent study for their coursework as well as reading around the subject in their examination units.

Patterns of Assessment :

A Level students have two exams at the end of Year 13 (one for each topic), each worth 40% of the overall grade, plus a 3000-3500 word coursework essay worth 20% of their A Level. There are no exams at the end of Year 12, and the Year 13 exams will cover content studied across the whole two years of the course.

Final Award: ADVANCED LEVEL IN HISTORY.

Future Opportunities – where could it take me?

In Higher Education History can be studied as a single degree subject, in combination with one other subject in a joint degree or as part of a degree in Humanities or General Arts. History graduates go on to a wide variety of careers e.g. management, civil service, teaching, librarianship, social work and the police force. Like other humanities subjects, the vast majority (over 80%) of students who study History will go on to work in a field completely unrelated to History. Due to the skills used in studying History graduates often find work in journalism, law, politics and the world of business.

Subject Leader : MR R CLARKE

Name of Course : MATHEMATICS

Course Summary :

Core Mathematics

Core Mathematics is a foundation for further study but is also complete in itself for those who do not wish to proceed further in this subject. The courses are complementary to other studies and provide support for students taking A level courses in Science subjects.

Statistics

Statistics involves simulating or modelling real life problems and because of this it is an essential part of mathematics, biological science, social science and humanity courses. Statistics enables us to understand real world problems by analysing data, making judgements and carrying out further investigations.

Mechanics

The study of mechanics forms a natural link with science and technology. It is a fundamental part of mathematics, physics and engineering courses but also provides opportunities for learning modelling skills whilst using the pure mathematics of functions, calculus and geometry.

A library of reference software for all elements of mathematics including 'A' level is being developed.

Conditions of Entry :

This course is most suitable for those pupils who have gained grade A or A* at the higher tier of GCSE Mathematics.

Why Study? :

Although an A level in Mathematics may only be required for a few degree subjects, it is useful in gaining entry to many courses for which the competition is high. There is a shortage of people with mathematical qualifications and such people are in great demand in many Business and Industrial areas as well as in Further Education. Careers in Accountancy, Law, Business Administration, Education, Industrial Research and Management, Engineering, Surveying, Medicine, Technical Services, Information Technology, Electronics (the list is almost endless) will all be assisted by a qualification in Mathematics.

Final Award : An A level can be gained at the end of Year 13 with C1, C2, C3, C4, S1, and M1

Patterns of Study :

The units on offer in the first year of study are Core Mathematics C1, C2 and Statistics S1.

In the second year all pupils must study Core Mathematics C3, C4 and Mechanics M1.

Patterns of Assessment :

Assessment is by a one and a half hour examination for each unit.

Future Opportunities – where could it take me?

As a career in itself, the study of Mathematics is a particularly exciting area, especially for women. In an increasingly technical world this subject and its applications are going to become ever higher in demand giving rise to opportunities in business, finance and engineering to name but a few. It is certain that, whereas you may be able to pursue your choice of career without it, an A level in Mathematics will give you an added advantage.

Subject Leader : MRS E NADIEM

Name of Course : MUSIC

Course Summary :

Component 1: Appraising Music

Listening • Analysis • Contextual understanding

Component 2: Performance

Music performance

Component 3: Composition

Composition

The areas of study, provide an appropriate focus for students to appraise and develop and demonstrate in-depth knowledge and understanding of musical elements, musical contexts and musical language. The areas of study can also provide a rich source of material for your students to work with when developing performance and composition skills.

Conditions of Entry :

Grade C Music GCSE plus at least Grade 4 on an instrument/voice. The ability to pass Grade 5 Theory is also required.

Why Study? :

This course encourages candidates to draw on their experiences at GCSE and recognise the interdependence of musical skills, knowledge and understanding and the links between the activities of performing/realising, composing and appraising. It offers a meaningful foundation for the study of Music beyond A Level.

Final Award : Advanced Level Music

Patterns of Assessment :

Component 1: Appraising Music

Exam paper with listening and written questions using excerpts of music. •

Section A: Listening (56 marks) • Section B: Analysis (34 marks) • Section C: Essay (30 marks)

Component 2: Performance

Solo and/or ensemble performing as an instrumentalist, or vocalist and/or music production (via technology).

Component 3: Composition

• Composition 1: Composition to a brief (25 marks)

• Composition 2: Free composition (25 marks)

A minimum of four and a half minutes of music in total is required (no more than 6 minutes). This component is worth 25% of A Level marks (50 marks in total).

Subject Leader : N Oztuna

Name of Course: PSYCHOLOGY

Course Summary :

YEAR ONE:

Biopsychology
Memory
Attachment
Social Influence
Psychopathology
Approaches to Psychology
Research Methods
Issues and Debates in Psychology

YEAR TWO

Continuation of topics in Year 1, with Higher Level Statistics

Options in Psychology:

- Relationships/Gender/Cognition in development
- Schizophrenia/Eating Behaviour/Stress
- Aggression/Forensic Psychology/Addiction

Conditions of Entry :

- Grade B or above in Mathematics
- Grade B or above in science (Preferably additional science or Biology)
- Grade B or above in English Language

Why Study? :

Psychology is a research based science subject. It is the systematic study of human behaviour and thinking. It is linked in many areas to human biology and human evolution. It is suitable for students who have a scientific and enquiring mind, as well as good mathematical skills.

Final Award : PSYCHOLOGY A LEVEL

Patterns of Study :

Students will study Psychological theory and the research behind these theories. Many of which are new and expanding. Students will be required to carry out research based tasks, to locate research data, as well as understand, analyse, and calculate statistical data. (one exam will require the use of a calculator) Class discussion and debate is also present. You will be required to write essays in a logical and analytical way.

Patterns of Assessment :

Paper 1: Introductory Topics in Psychology - Written exam: 2 hours 33.3% of A-level

Paper 2: Psychology in Context - Written exam: 2 hours 33.3% of A-level

Paper 3: Issues and Options in Psychology- Written exam: 2 hours 33.3% of A-level

Future Opportunities – where could it take me?

Past students have gone on to study various degrees such as Accountancy, English Literature, Law, Psychology, Biological Science, Mathematics, Languages, History, Forensic Science etc. Many at Russell Group universities, such as the universities of Liverpool, Manchester, Leeds, Sheffield and Kings College London. *Psychology is an acceptable third A level with Chemistry and Biology for Medicine.*

Subject Leader : G Kerr

Name of Course : RELIGIOUS STUDIES

Course Summary :

Christianity and the Philosophy of Religion

This is a chance to explore some of the major questions about God and what we know about the world. Our lessons are far reaching and will really challenge your ideas about God and religion; we will think about the problems of believing in God when there is so much suffering in the world. We will also be thinking about the nature of God himself. What is God like? What do we mean by the concept of God? The Ontological Argument is a classical way of thinking about God and showing that God exists. We will explore religious language and the ways we talk about God. Finally we will think about the nature of Religious Language. Can we ever say anything meaningful about God, our faith or even religion itself? This is a fascinating course that has helped believers understand their faith better and non-believers to be challenged by ideas about God.

Christianity and Ethics

This will develop ideas about right and wrong, looking at ideas of equality justice and honesty with modern topics such as medical ethics and attitudes to sexual behaviour. You will get an idea of some of the key Christian moral theories, such as situation ethics, thinking about how they work on topics like Euthanasia, or the treatment of animals. There will also be the opportunity to look at ideas which shape our attitudes to right and wrong – do we have a conscience? Do we have free will? Finally there will be a chance to compare all of this with some of the classic non-religious theories, by looking at philosophers like Kant and Bentham. It is a highly relevant and interesting course which will allow you to understand and develop ideas of ethics in the modern world.

Conditions of Entry :

You need to have achieved a B in RE at GCSE and a B in English (Language or Literature)

Final Award : A Level Religious Studies

Why Study? :

Religious Studies is a humanity subject and as such it will train you to understand the way in which humans interact with their spiritual lives and how they come to know God. It challenges the student to question beliefs and to understand why people hold the deep religious beliefs that they have. It is a fascinating and challenging subject, and it encourages the development of such skills as critical analysis, research, debate, empathy, tutorial feedback, essay writing, note taking and examination preparation.

Patterns of Study :

The modules will be taught within 5 one hour lessons a week. Pupils who take the subject will be set regular assignments and will be expected to undertake their own personal reading to develop their understanding.

Patterns of Assessment :

Both of these modules are examined in papers lasting three hours. There is no coursework.

Future Opportunities – where could it take me?

It is a subject that is highly regarded by universities: in a recent study 20% of the students studying PPE at Oxford have RS at A level: the highest level courses in the UK welcome it as a subject that shows rigour and academic skills.

Religious Studies A level is suitable for a wide range of higher education courses. It is suitable as a 'third subject' for the most prestigious courses such as medicine where it is combined with science subjects and it is especially welcomed on degrees such as law and philosophy which require an understanding of human experience and society.

Students applying for entrance into higher education, find that having a pass at A level in Religious Studies is looked upon favourably by application officers. In recent years, our students have been successful in their application to such diverse courses at teaching, Social Sciences, Archaeology, Law, Geographical Research, Nursing, Science, History, English, Languages, Theology, Classics and Drama

Subject Leader : Mrs C Loveland

Name of Course: Sociology

Course Summary :

4.1 Education with Theory and Methods

4.1.1 Education

4.1.2 Methods in Context

4.1.3 Theory and Methods

4.3 Crime and Deviance with Theory and Methods

4.3.1 Crime and Deviance

4.3.2 Theory and Methods

4.2 Topics in Sociology

4.2.2 Families and Households

4.2.7 The Media

Conditions of Entry :

You will not be expected to hold a GCSE in Sociology to undertake the course (but if you do – great!), but you will be expected to hold a B grade in English.

Why Study? :

The topics are interesting and relevant to modern life. You will gain knowledge and insight into areas of life that may well prove useful in your future endeavours; whether that be going to university or a career working with people.

Patterns of Study :

Continuous assessment takes the form of essays, short reports, participation in discussion, reading, making notes, presenting, tests and questioning; so you do need to be prepared to write. As sociology is a 'contemporary' subject, discussing current affairs and sensitive subjects requires students to be open-minded and mature, especially when discussing sensitive topics. It is also desirable that you have an interest in current affairs and like to know what is going on in the world around you.

Patterns of Assessment :

Paper 1: Education with Theory and Methods

Compulsory content 4.1.1, 4.1.2, 4.1.3

2 hour written exam

80 marks

33.3% of A-level

Paper 2: Topics in Sociology (family, Mass Media)

2 hour written exam

80 marks

33.3% of A-level

Paper 3: Crime and Deviance with Theory and Methods

2 hour written exam

80 marks

33.3% of A-level

Future Opportunities – where could it take me?

People who study sociology go on to a variety of careers; social work, nursing, personnel management, law, journalism, teaching, sports, health, to name a few. Whatever you choose to do in the future a qualification in sociology has the potential to unlock your analytical and empathy skills which will make you an interesting candidate for any future career move.

Final Award : Advanced Level Sociology

Subject Leader : Miss J Perry

Name of Course: OCR Level 3 Cambridge Extended Certificate in Sport

Course Summary :

Body Systems and the effects of physical activity: This module will help you to understand the effects that physical activity, training and a healthy lifestyle can have on the body systems

Sports Coaching & Leadership: This unit gives you an understanding of the theory behind what makes a good sports coach / leader and methods that can be employed to improve the performance of sports participants. You will develop your skills to be able to effectively plan and deliver a series of sports activity sessions.

Sports Organisations & development : This unit will give you an understanding of the complexity of the sports organisations we have in the UK, their roles and responsibilities and how they work together to develop sport.

Sports & exercise Psychology: In this unit you will learn that people have different motivations for participating in sport and how performance can be managed through an understanding of different psychological theories.

Sports Injuries & Rehabilitation: In this unit you will learn how to recognise & treat common injuries both through immediate & long term rehabilitation programmes. You will also look at the possible psychological impact of sports injuries on performers & how to minimise the risk of sports injuries occurring in the first instance.

Conditions of Entry : 5 GCSE's A*-C

Final Award :

OCR Level 3 Cambridge Extended Certificate (2 Years)

Why Study? :

This is a fantastic new course that combines the content of A level without the outcome being reliant on just an exam. Assessment comes through a variety of methods including observations, Q&A, written evidence and simulation. Units are internally and externally assessed & verified by an external moderator. This course enables a wide breadth of study including anatomy, physiology and psychology which will tie in well with other science subjects and lead onto a wide range of university degrees.

Patterns of Study :

Body Systems & the Effects of Physical Activity- 90 Guided Learning Hours

Sports Coaching & leadership -90 Guided Learning Hours

Sports organisations & development - 60 Guided Learning Hours

Sport and Exercise Psychology-. 60 Guided Learning Hours

Sports Injuries & rehabilitation – 60 Guided Learning Hours.

Patterns of Assessment :

Anatomy and physiology Externally marked. 1.hr 30 mins. 70 marks. Written paper which comprises of multiple choice, short answer & extended response answers. OCR set and marked

Sports Coaching & Leadership: Internally marked.

Sports Organisation & Development: Externally marked. 1 Hour. 60 Marks.

Written paper which comprises of multiple choice, short answer & extended response answers. OCR set and marked

Sport & Exercise Psychology. Internally marked.

Sports Injuries & rehabilitation: Internally marked.

Future Opportunities – where could it take me?

The Level 3 extended certificate is a good foundation for a variety of careers including, teaching services, leisure management, sports science, psychology, physiology, sports injury, chiropractic occupational therapy, sports journalism, police force and nursing.

Subject Leader : V Ellis

Name of Course: VOCATIONAL L3 Enterprise

Course Summary :

Two-year full-time course. Students study four of the following units

- 1 Enterprise and Entrepreneurs
- 2 Developing a Marketing Campaign
- 3 Personal and Business Finance
- 4 Social Enterprise
- 5 Entrepreneurship and Intrapreneurship in Practice

Conditions of Entry :

A Record of Achievement showing excellent attendance and commitment to study. 5 GCSEs at good grades and an achievement in GCSE Mathematics and English are essential.

Why Study? :

This Level 3 vocational qualification (equivalent in size to one A Level) Extended Certificate is for learners who are interested in learning about the Enterprise and alongside other fields of study with a view to progressing to a wide range of HE courses, not necessarily in enterprise related subjects.

Can be studied alongside other A Levels

Final Award : LEVEL 3 VOCATIONAL QUALIFICATION - TBC

Patterns of Study :

Students undertake project work and investigate real and simulated enterprise situations. Organising and presenting information will be a main focus of the course. Past papers will be used as a means of preparation for examinations.

Patterns of Assessment :

4 units of which 3 are mandatory (portfolios) and 2 are external (examinations)

Future Opportunities – where could it take me?

The course provides an excellent ground work for employment and Higher Education courses. This Level 3 vocational course combines well with a range of other courses.

Subject Leader : Mrs P Addy

Name of Course:

OCR Cambridge Technical Diploma in Performing Arts (Dance, Acting, Music or Musical Theatre)

Course Summary:

2 year post 16 vocational course in Performing Arts, equivalent to 2 A Levels.

Students have the option to specialise in either Dance, Drama, Music or Musical Theatre for some of the units but should be prepared to explore and workshop all disciplines.

Conditions of Entry:

5 x GCSE's A* - C. Previous experience in students chosen specialist discipline to GCSE level.

Why Study?:

The Cambridge Technical Diploma in Performing Arts has been developed to meet the changing needs of the sector and to prepare students for the challenges they'll face in higher education and/or employment. This course has been designed to provide students with flexibility and optionality within the performing arts whilst ensuring they have a recognized qualification, equivalent to 2 A levels, designed to take them to University. At Archbishop Blanch we have brand new, state of the art performing arts facilities including a multifunctional theatre, two rehearsal studios with sprung floors, mirrored walls and a ballet barre and a recording studio as well as traditional classrooms. Our recently combined performing arts department is growing quickly and gaining recognition for its strengths. This new course will enable our students to continue to develop their talent and potential and perform in front of wider audiences, for example at Disneyland Paris and across the city.

Final Award

Level 3 Cambridge Technical Diploma in Performing Arts (Equivalent to 2 A Levels)

Patterns of Study:

Learners must complete ten units made up of four mandatory units and six optional units. All students, despite their chosen specialist discipline, will study the following mandatory units:

- Unit 1: Preparing to work in the performing arts sector

Students respond to a job advertisement by pitching themselves in front of a camera, creating the relevant documentation and preparing and performing an audition piece.

- Unit 2: Proposal for a commissioning brief

Students prepare a written response to a commissioning brief for a performing arts event within the community. Although the brief doesn't have to be realised for assessment purposes, we will encourage and support students to execute their ideas.

- Unit 3: Influential performance practice

Students prepare a written report and practical performance piece in response to a statement set by OCR.

- Unit 4: Combined arts

Students create, rehearse and refine material for a combined arts performance enabling them to expand their understanding and skills in a range of performing arts disciplines.

Students will then specialise in either Dance, Drama, Music or Musical Theatre for units 5-10. These units include options such: dance choreography; dance performance; acting technique; theatre performance; instrumental music technique; instrumental music performance; singing technique; and singing performance.

These units give learners an understanding of the performing arts in wider contexts, including the way the sector works, job roles and progression opportunities, how to build strategies for sustaining a freelance career and how to plan and develop projects. Learners will study the work of performing arts practitioners and learn how to demonstrate practical ideas for performance.

Patterns of Assessment:

All Units are assessed using OCR's Pass, Merit and Distinction criteria. Students must receive the highest grade in all aspects of each unit to be awarded with that grade.

Units 1, 2 and 3 are externally set and assessed by OCR. The advertisement for Unit 1, the commission brief for Unit 2 and the statement for Unit 3 are published 8 weeks before the timetabled 2-week assessment window at different points throughout the course of the two years. Students provide evidence of their work in the form of written responses and reports and video recordings of their practical work.

The additional units are internally assessed and then externally moderated. There are no formal written exams at the end of the course.

Future Opportunities – where could it take me?

This course is the perfect foundation for progressing onto higher level Dance, Drama or Performing Arts courses and/or into the performing arts industry. It aims to nurture confidence and self-esteem, develop performance skills and the ability to work with others and cultivate creativity and imagination, so whether you want to pursue a career as a performer, teacher, doctor or lawyer this course will provide you with a vast array of highly sought after transferable skills and general knowledge.

Subject Leader: Miss K Melluish

Name of Course : Product Design A/AS LEVEL

Course Summary :

The product Design course consists of four units over the two year course. In the first year the AS consists of the *Advanced Innovation Challenge and Product* study. These units develop students awareness of product analysis and product development, prototype modelling and testing. It is not envisaged that the Product Study task will involve the complete redesign of an existing product, but rather identify opportunities for its further development or enhancement. This unit represents 30 hours work. OCR recommends a maximum of 20 A3 sheets for completing the unit. The Innovation Challenge provides the opportunity to develop detailed thinking skills and creativity through the innovation examination. The two A2 units consist of the *Design, Make and Evaluate* coursework element and the *Product Design* examination at the end of the two year course. These units allow the students to specialise in a particular area of interest. The *Design, Make and Evaluate* project should be of an appropriate level to allow in-depth study within the time allocated, and be set within the context of an area of study familiar to candidates, selected from: built environment and construction, engineering, graphic products, manufacturing, resistant materials, textiles. The aim of the *Product Design* unit is not to overburden candidates with large amounts of factual information, but rather to give them a framework for analysing existing products that enables them to make considered selections of appropriate materials and manufacturing processes when designing for making.

Conditions of Entry :

This course is most suitable for those pupils who have gained grade C or higher at GCSE level Design Technology. Students with grade B in other creative subjects will be considered at the discretion of the Design Technology Department.

Why Study? :

A level Product Design will further develop your creative thinking skills and your knowledge and understanding of materials and their practical application in the real world. There is a shortage of people with Design Technology qualifications and therefore those who possess them are in great demand in many Business and Industrial areas as well as in Further Education. The ability to problem solve, evaluate and think analytically about real life situations are skills required in most professions.

Final Award :

AS can be gained at the end of Year 12 with units F521 and F522

An A level can be gained at the end of Year 13 with F523 and F524.

Patterns of Study :

The normal order in which the unit assessments could be taken is AS Units F521 and F522 in the first year of study, leading to an AS GCE award, then A2 Units F523 and F524 leading to the Advanced GCE award. However, the unit assessments may be taken in any order. There are no optional units in the AS GCE specification; for AS GCE *Design and Technology: Product Design* candidates must take AS Units F521 and F522. There are no optional units in the Advanced GCE specification; for A2 GCE *Design and Technology: Product Design* candidates must take AS Units F523 and F524.

Patterns of Assessment :

AO weightings in Advanced GCE Unit	% of Advanced GCE		Total
AO1		AO2	
AS F521: <i>Advanced Innovation Challenge</i>	10	10	20%
AS F522: <i>Product Study</i>	20	10	30%
A2 F523: <i>Design, Make and Evaluate</i>	10	20	30%
A2 F524: <i>Product Design</i>	10	10	20%
50%	50%		100%

Future Opportunities – where could it take me?

Product Design provides the opportunity to improve the quality of life for everyone around us. This course will enable you to develop an understanding of careers in Product Design, Architecture, Engineering and the Manufacturing sector. With a focus on practical work and site visits you will develop an understanding of how design impacts on our society and contributes to the global economy.

Subject Leader : Mr M Jones