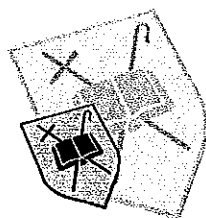


# ST BENEDICT'S CATHOLIC SCHOOL

## SIXTH FORM BROCHURE 2011/2012



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## AN INTRODUCTION FOR STUDENTS AND PARENTS

The success of so many students at GCSE is leading to higher and higher participation by students in education post-16. Here at St Benedict's we have an established reputation for the high number of our students staying on into the Sixth Form, with a particularly high proportion qualifying for advanced courses. We are also keen to welcome applications from qualified students not currently studying at St Benedict's and who wish to join us in our Sixth Form.

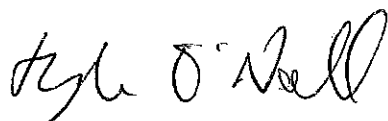
Over the past few years, St Benedict's has developed an unrivalled reputation for excellence in terms of attainment by our 6<sup>th</sup> Form students. For the last two years, our students achieved the highest average points score of any maintained school in Suffolk. Our ability to help students of all abilities make excellent progress- what we now call "value added" is also exceptionally high. Independent analysis commissioned by us from the ALPS organisation has rated the school at level 2- "Outstanding"- for the last 4 years. Not surprisingly, our students take up places at some of the top universities in the country, including Oxford and Cambridge, every year.

Existing students and parents will know that, as well as providing a successful academic environment, the school will continue to provide the very high level of support and advice for which it is well known. The arrangements for supporting students and parents through the application process for university (UCAS) is particularly excellent.

Our Sixth Form also offers the uniqueness of a Catholic education. All students participate in tutorial sessions, assemblies, Religious Education and liturgies, and spiritual development continues to be acknowledged as an essential part of their education. In particular the gospel value of 'service to others' is both encouraged and expected from our 6<sup>th</sup> Form students. They respond very willingly to the challenge. Our school would be the poorer without their example and leadership within the student body.

St Benedict's offers a range of courses to suit students of all abilities. At Advanced level all the subjects necessary for higher education are offered. The school, in addition, has a partnership arrangement with the County Upper School that students may extend their choices by taking some subjects in the neighbouring school. This arrangement has now worked most successfully for a great many years. Courses may also be offered at Level 1 and 2 if there is a demand for them to prepare students for progression to Advanced courses after one year.

I recommend this brochure to you. I hope you will feel that St Benedict's Sixth Form is the right place in which to continue your education. We look forward to welcoming you on the next stage of your education.



Hugh O'Neill  
Headteacher

December 2010

## **ST BENEDICT'S SIXTH FORM**

Our Sixth Form aims to ensure that you will receive within your individual learning programme a wide range of skills and experiences which will meet your present and future needs. This is in line with developing national requirements for post-16 education.

### **WHAT DOES IT OFFER?**

ALL students will follow programmes containing:

An INDUCTION PROGRAMME, commencing in the Eleventh Year in school, during which you will be able to find out more about the choices available in post-16 education, what will be expected of you, and advice and information to help you choose a programme which matches your needs.

TUTORIAL SESSIONS where you will be able to discuss and plan your individual learning needs.

HIGHER AND FURTHER EDUCATION ADVICE.

CAREERS ADVICE.

An RE COURSE which is both a recognised academic qualification and will allow a widening of your understanding of the Catholic faith.

The INTERMEDIATE CERTIFICATE IN PERSONAL FINANCE which will prepare you for adult financial responsibilities.

You will also be able to choose enrichment activities on an individual basis related to a particular interest or opportunity. These can be negotiated with your tutor and could take the form of:

Voluntary work at St Benedict's  
Voluntary work in the community

A further experience of working life

### **A FULL RANGE OF NATIONALLY RECOGNISED AND RESPECTED QUALIFICATIONS**

The one year SEEE programme is designed for students who are uncertain as to which route to take at the end of year 11. It will allow students to experience a range of options and include courses and qualifications to enhance academic achievements, college vocational study and work based training. Students will be given other opportunities to enhance their personal skills profile. This course is designed to be flexible and meet the needs of those students who wish to maintain strong links with school but who do not necessarily wish to undertake a purely academic programme. To enrol on this programme students will need to have obtained between three and five grade Cs at GCES with other grades a majority of Ds.

A two or three year programme of study leading to qualifications at A Level.

### **LINKS WITH COUNTY UPPER SCHOOL**

Our Sixth Form timetable is co-ordinated with that of the County Upper School. This allows the two Sixth Forms to deliver some A/AS Levels jointly. It also opens up the full range of both Sixth Forms' AS and A level subjects to students from both schools, giving wider choice and greater flexibility in combining subjects. The progress of students studying at the County Upper School is fully monitored and incorporated within the school's tutorial system.

## FACILITIES

You will have access to well-stocked libraries, specialist teaching facilities, dedicated private study areas, IT facilities and the common rooms of both schools. There will also be opportunities to participate in social and cultural activities and conferences organised by both schools and the Sixth Form Council.

## WHERE CAN I GET MORE INFORMATION?

Details of all courses on offer can be obtained from subject teachers.

For further information and advice on individual courses or subjects you should contact Mr J Gingell, Tel 753512, St Benedict's School.

For advice of a general nature about courses and careers you should ask to see the visiting Careers Officer in your school or contact the Careers Centre, Bury St Edmunds, Tel 768493.

## BECOMING A SIXTH FORMER

Why should you stay on in the Sixth Form? Here are some reasons:

- (i) You are enthusiastic about academic study and you wish to know more and to understand more about particular subjects.
- (ii) You wish to broaden your educational experience.
- (iii) You are looking for qualifications in order to go on to higher education.
- (iv) You are looking for qualifications in order to start directly in employment with worthwhile prospects.
- (v) You wish to join a Sixth Form with a well-proven success record at Advanced level.

## PROGRESSION FROM THE SIXTH FORM

There are many directions for you to take after you have completed a programme of study in the Sixth Form. Here are some possibilities:-

### **AFTER A ONE YEAR QUALIFICATION**

- \*Apply for AS/A courses in the Sixth Form (you may also be asked for specific GCSEs at Grades B or C as well).
- Apply for employment or training.

### **AFTER A TWO-YEAR ADVANCED AS/A LEVEL PROGRAMME**

You could

- Apply for Higher Education Degree courses.
- Apply for Further education courses.
- Apply for employment.

## THE ADVANCED LEVEL POINTS SYSTEM

Universities considering students for degree or other higher courses often work with a points system. Those universities may make offers of places using the system. It works like this: -

	AS LEVEL	A LEVEL
Grade A*	N/A	140 points
Grade A	60 points	120 points
Grade B	50 points	100 points
Grade C	40 points	80 points
Grade D	30 points	60 points
Grade E	20 points	40 points

## CAREERS GUIDANCE

There is a full careers guidance programme for all Sixth Formers. You will be introduced to several computer-based guidance systems which will help you to choose the path you want to follow, whether into a career, training, or Higher Education. There is a Careers Library adjacent to the Sixth Form common room, which is constantly updated with the latest prospectuses and details of open days. The Careers Adviser for the Sixth Form, Miss Ellie McCarthy, is on hand to offer you guidance. If you wish to apply for Higher Education courses such as Degrees and Higher National Diplomas, you will be helped in your choices, and guided through the complex UCAS Application system. Visits to Careers Conventions and Open Days help you to make your choices wisely.

The school careers adviser, Mrs L Evans, will continue to work closely with you and the Sixth Form tutor team during your time in the Sixth Form.

## **COMMUNITY SERVICE & ENRICHMENT**

### **1. SIXTH FORM MEETINGS**

You will be required to attend formal assemblies, talks by guest speakers and discussion/debates.

### **2. LITURGY AND RELIGIOUS EDUCATION**

You will be expected to take part in the religious activities of the school, and to take the General Religious Education course. This course is designed to introduce and explore a range of new ideas through a variety of methods.

### **3. INTERMEDIATE CERTIFICATE IN PERSONAL FINANCE**

In the Lower Sixth you are offered the opportunity to work towards a certificate in financial calculation.

### **4. GENERAL STUDIES**

In the Upper Sixth you are offered the opportunity to work towards additional AS & A level qualifications in General Studies.

### **5. COMMUNITY SERVICE AND ENRICHMENT**

All students will be encouraged to undertake regular Community Service. Students will be encouraged to undertake activities which will benefit themselves and the community. An example might be a student who is considering a business career and who does voluntary work with the school bursar. Students will be expected to suggest and arrange their own programme, which can be inside or outside St Benedict's.

### **6. OTHER ACTIVITIES**

Opportunities exist for sixth formers to take part in foreign exchange visits, engineering schemes, singing, drama, organisation of social events, play visits, Duke of Edinburgh award scheme and a host of other activities.

## SEEE (Sixth Formers Exploring Education & Employment)

This course is under development and therefore the content may change, however students interested in this option should register their interest and we will keep them up to date as to options and developments.

This course would include options to:

- increase academic qualifications in the core subjects of English Maths and ICT to a level 2. or develop existing skills to Key skill level 3
- select from a number of new level 2 qualifications to be completed within the year.
- spend a proportion of time in college studying a specifically designed course.
- gain work experience of up to two days per week in an area of interest to the student
- to gain a qualification which recognises the learning achieved in the work place.
- to possibly undertake training in Health and Safety, Food hygiene and First aid to gain work place qualifications.
- gain experience of setting up and running a business under the Young Enterprise scheme
- be supported by a programme of personal skills development to enhance all aspects of learning and achievement and work towards units of credit under the ASDAN programme at level 2 or 3.
- gain the experience which comes with personal study.
- try out AS level study in one of a limited number of subjects provided the student had a prior qualification in that subject at the level required for entry.

As well as the above all students, as members of the sixth form, will have the support of the sixth form team.

The course has the following proposed structure:

Day 1	Day 2	Day 3	Day 4	Day 5
Work Experience with accreditation through the ASDAN programme	College Vocational Subjects 'Taster'	Tutorial Support to include access to qualifications in English and communication ICT, Maths and Number Working with others Improving own learning and performance.	Work place qualifications such as basic certificate in Food Handling Certificate in Health and Safety at Work First Aid Community sports leader Award	Level 2 or level 3 Academic or vocational subject depending on student need and prior achievements, A variety of options will be available.

This course will run only if there is appreciable student demand for it.



## AS & A LEVEL COURSES

1. All use the same grading system, A\* – E.
2. All are nationally recognised qualifications leading to higher education entry.
3. AS Level is a 'bridge' between GCSE and sixth form work, A Level seeks to take the work to a higher level and contains a synoptic element.
4. AS and A Level courses are one year.
5. In the Lower Sixth all courses taken will be AS courses. In the Upper Sixth most courses taken will be A Level.

## COURSES LIKELY TO BE OFFERED

- Applied Business
- Applied Science
- Art & Design
- Biology
- Chemistry
- Computing
- Drama & Theatre Studies
- English Language & Literature
- English Literature
- Environmental Studies
- French
- Further Mathematics
- Geography
- German
- Government & Politics
- Health & Social Care
- History
- Japanese
- Mathematics
- Media Studies
- Music
- Music Technology
- Physical Education
- Physics
- Product Design
- Religious Studies
- Sociology
- Spanish
- Travel & Tourism

## HOW MANY COURSES SHOULD STUDENTS TAKE?

St Benedict's seeks to encourage what is best for each student. As a result we impose no general rule. The most able students should take four subjects in the lower sixth. Some students will take only three. The sixth form team and senior management will give appropriate advice taking into account GCSE performance and the past successful record of students at St Benedict's. The number of courses taken in the upper sixth will depend upon completion of lower sixth courses.

## WHAT QUALIFICATIONS DO I NEED FOR THESE COURSES?

Generally students should have at least five passes at grade C or above. Grade As or Bs are required in those subjects to be taken at AS level, see individual subject requirements. Supplementary subject entry requirements are to be found in individual subject details.

## HOW DO I PROGRESS TO THE UPPER SIXTH FORM ?

You must have achieved a minimum of three grade Ds, by the end of the Lower Sixth year although we would normally also expect a student to achieve his/her target grade.

# CUS GCE Applied Business

**AQA 8611 8616 8619**

## Further Education/Careers Outcomes

*Applied business at advanced level is highly regarded by Universities and Employers alike. On completion of the course, aspects of Business can be studied at University. E.g. Finance and Management, Marketing etc. as a single subject and/or alongside other subjects. Some students may wish to use this qualification to go directly into employment e.g. banking; accountancy.*

## The Business Studies Department Offers:

- A 1 year AS course of 3 Units
- A 2 year Advanced Course of 6 units (single award)
- Entry to these courses require students to have a minimum of grade B in English and minimum of grade C in Mathematics. Students do not necessarily need to have studied GCSE Business Studies

## Course content

- AS students will study 3 units: 2 portfolios and 1 Externally assessed examination to give a single AS grade.
- Single award students will study six units. 4 portfolios and 2 Externally assessed examinations. This results in a single grade at A level.

This course covers a broad range of topics relating to the business world. (see below). It provides students with the knowledge and understanding of:

- The practices and techniques used within marketing, finance, operations management, human resources management and the links between them
- The process of setting up an enterprise
- The relationship between the business and the changing external environment
- Social and ethical issues in business.

## Teaching and Learning Styles

An extensive range of teaching and learning styles is used throughout with an emphasis on a student-centred approach. Teaching strategies include: the use of IT; role play; debates; case studies; visits from guest speakers; links with visits to local businesses; videos; web-sites; independent research from published materials and texts –enhanced by formal teaching and note taking.

## Assessment

\* = 1 A level Grade

	Single Award*	
Year 12 AS	Unit 1	Investigating Business (Portfolio)
	Unit 2	Human Resources (portfolio)
	Unit 3	Finance (Exam June)
Year 13 A2	Unit 8	Business Planning (Portfolio)
	Unit 12	Management (Exam – Jan of Year 13)
	Unit 9	Marketing Strategies (Portfolio)

# APPLIED SCIENCE

## EXAM BOARD/SYLLABUS NUMBER

OCR Advanced Subsidiary GCE Applied Science H175

OCR Advanced GCE Applied Science H575

## COURSE DURATION AND ENTRY REQUIREMENTS

AS - 1 year

A2 - 1 year

Students need a minimum of a grade B in Additional Science to take this course.

## AIMS

- Provide candidates with the opportunity to develop appropriate skills, knowledge and understanding and apply these where science is used;
- Enable candidates to appreciate and evaluate the social, economic and environmental impact that science work has on society, identifying ethical issues that may arise;
- Prepare candidates for further study on a course in a science or in a science-related subject or for training in a science-related occupation;
- Support and complement other programmes of advanced level study;
- Acquire knowledge and understanding of the scientific ideas and skills that scientists need in order to be effective in their work and to apply this in a variety of vocational contexts;
- Become skilful in carrying out practical techniques and following procedures used in vocational contexts;
- Develop knowledge and understanding of the science used by organisations, business and industry;
- Further develop their interest in science and its practical applications through exploring and experiencing science in a vocational context;
- Understand the nature of science-based work and the contribution this use of science makes to society;
- Develop an awareness of the use and importance of ICT in scientific work.

## COURSE CONTENT

### The Units at AS.

**1 Unit 1: Science at Work** *is internally assessed.*

Scientific research, development and production bring major benefits to improving healthcare, raising the standard of living and contributing to almost every aspect of daily life. There is a growing awareness of the fragility of the world in which we live, due to pollution, global warming and ozone depletion of the upper atmosphere. Having accepted the benefits of industrial activity, many companies now embrace the need to consider sustainability and environmental impact as part of their long-term development.

In addition to environmental factors, any scientific activity needs to take into account the health and safety of its employees and of the community surrounding it. Industry and governments have long recognised the potential dangers involved in the running of organisations, and there are detailed and comprehensive regulations which cover the raw materials, products, the work and the staff.

This unit will give you the opportunity to investigate the importance of science, and the people involved, in a wide range of organisations. You will have the opportunity to investigate the science really used, the type of work actually carried out and to carry out some standard procedures.

## Unit 2: Analysis at Work *is internally assessed.*

Whether your industry is a producer, or a service provider, there will always be a need for analysis and quality assessment to track efficiency and provide positive feedback for continued improvement and productivity. In a science-based industry, other forms of analysis may well be utilised for process monitoring and research and development.

Scientists are employed to analyse and identify all kinds of substances. These may be samples taken from the environment (air, water, rocks, soil), living organisms and from production processes in the laboratory or industrial manufacture. They also compare efficiencies of energy resources (consumable and renewable), research environmental impact, and control energy transfers within their processes.

In recent years, the uses of ICT in the scientific industry have increased enormously. Most chemical analyses, both qualitative and quantitative, have a large measure of computer input. This includes applications in mass spectroscopy and in emission and absorption spectroscopy. Much use is made of computer library data in the identification of compounds and in the interpretation of spectra.

Computer control is an essential part of the complex electrical generating and transmission systems, both in this country and, increasingly, with other European countries.

By studying this unit, you will understand the principles of analytical techniques used in forensic, pathology and research laboratories, and also in the chemical and energy industries.

In this unit you need to:

- learn about chemical tests in qualitative analysis and their uses and limitations;
  - learn about quantitative chemical analysis and its uses;
  - study the principles of chromatography and its uses;
  - explain the uses and limitations of qualitative and quantitative data; interpretation, explanation and evaluation of data;
  - investigate energy changes in chemical reactions;
  - study practical techniques and procedures, particularly risk assessments for hazardous procedures;
  - learn about energy transfer and its applications;
  - study the consequences of wasteful energy transfer and efficiency.
- 
- relevant research, understanding and detail in a study of **one** organisation to produce a report for that organisation which considers their energy policy and includes considerations of their energy efficiency and environmental impact;
  - an in-depth study of a chosen method of producing electricity – the study will include relevant calculations of the energy transfers involved and concise comparison of large-scale and small-scale generation;
  - evidence that you have safely completed **four** practical analyses – **two** physical (**one** using colorimetry and **one** using chromatography) and **two** chemical .

## 3Unit 3: Monitoring the Activity of the Human Body *is externally assessed.*

People working in the health care and related industries need to gather data and information about their clients, in order to give treatment, care and advice.

There are a lot of important techniques that are used to collect valid data and information about the functioning of the human body. This information is essential for the diagnosis and care of many disorders. Monitoring the activity of organs, and analysing samples of body tissue and fluids, can produce information about what is happening inside the human body. This section also introduces elementary ideas about image formation and digital imaging used in the medical context.

Data and information needs to be collected reliably. It also needs to be related to norms based on the expected performance of healthy bodies of the same age, gender and physical dimensions. These norms will have a variety of ranges of performance.

## TEACHING AND LEARNING STYLES

The course is taught with a student-centered approach. It develops students' knowledge and understanding by using case study, observation, interactive activity, analysis and problem solving. Students are encouraged to carry out a number of practical tasks. This course is supported by industrial links who visit to make presentations, provide advice and give of their expertise.

## ASSESSMENT

For the Advanced Subsidiary GCE, **two** units will be assessed internally, through a teacher-assessed portfolio and **one** unit will be assessed externally with the assessment set and marked by OCR. These **three** units will be equally sized and equally weighted. A2 will be assessed internally through portfolio for 4 units and assessed externally for 2 units marked externally by OCR.

Internally assessed units take the form of a portfolio of work designed to enable the candidate to demonstrate understanding of the content of the unit. Each internal assessment is set by the centre to OCR guidelines, is internally marked and externally moderated by OCR.

## POTENTIAL CAREER OR FURTHER EDUCATIONAL OUTCOMES

The qualification allows for a number of progression routes:

- *Higher Education:* the Advanced awards provide a sound basis for progression to a range of HE courses, e.g. biochemical science, chemistry, food technology, human physiology, materials science, medical physics, nursing, sports science or any science based course;
- *Employment:* the specification aims to maintain and support the recognised standards demanded for science education and training in order to meet the requirements of various science sectors: chemical industry, health care, leisure and associated industries, medical and laboratory-based science, food and catering industries.

# ART AND DESIGN (UNENDORSED)

## EXAM TYPE AND BOARD

EDEXCEL AS – Unit 1 6AD01, Unit 2 6AD02. A2 – Unit 3 6AD03, Unit 4 6AD04

## COURSE DURATION AND ENTRY REQUIREMENTS

AS/A2 - 1 year. You will need at least grade B in Art GCSE to take this course.

## COURSE CONTENT

The unendorsed route will enable students to explore a range of two- or three-dimensional approaches to their studies, either as freestanding or related experiences. Work produced for this qualification will demonstrate the use of formal elements and creative skills, and give visual form to individual thoughts, feelings, observations and ideas. Students will show evidence of trying to extend their own and others' ways of seeing the world. Students will use the visual language of the discipline sensitively and thoughtfully to support their intentions.

The disciplines associated with the Unendorsed Art and Design Advanced GCE are painting and drawing, printmaking, sculpture, alternative media, dyed textiles, printed textiles, digital photography, film and video and illustration. Students can work in one or more of the disciplines in Unit 1 and Unit 3. Candidates may choose to produce work in **one** discipline only for Units 2 and 4 (Externally Set Assignments).

### For all disciplines, students must:

- record observations, experiences, ideas, information and insights appropriate to intentions
- analyse and critically evaluate art and design practices demonstrating an understanding of purposes, meanings and contexts
- use art and design practice to develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes
- use art and design practice to present a personal, coherent and informed response, realising intentions, and showing connections with the work of others
- demonstrate an understanding of continuity and change in different genres, styles and Traditions
- identify issues relevant to art and design
- research and collect relevant information
- visualise possible solutions and evaluate their effectiveness
- synthesise and develop appropriate ideas
- use a variety of materials and techniques appropriately
- illustrate the value of a cross-disciplinary approach
- show an understanding of differing applications of visual language as appropriate when working in different disciplines.

# BIOLOGY

## AIMS OF THE COURSE

- To develop interest and enthusiasm for Biology and for further study and careers in Biology;
- To appreciate how society makes decisions about scientific issues and how science contributes to the success of the economy and society;
- To develop knowledge and understanding of *How Science Works*;
- To develop problem solving, thinking and analytical skills.

## COURSE REQUIREMENTS

- The AS and A2 courses each last one year.
- Students should normally have at least a grade A in the Year 11 Additional Science GCSE and a grade C in Mathematics GCSE.

## COURSE CONTENT

The AS course includes study of the following topics:

- Cells, exchange and transport
- Biological molecules, food and health, biodiversity
- Practical skills

The A2 course includes study of these additional topics:

- Communication, homeostasis and energy
- Control, genomes and the environment
- Further practical skills

## TEACHING AND LEARNING STYLES

Teaching and learning includes a variety of group, pair and individual work, with many practical based activities. Students are required to participate in a residential field studies trip to Flatford Mill. Assessments are issued regularly and include different activities such as essay writing and past paper questions. Feedback on progress is provided on an individual basis, with students setting personal targets as they reflect on each piece of assessed work. There is extensive use of the library and the Internet where students are expected to develop research skills and demonstrate further study of the material covered in class.

## ASSESSMENT

Assessment is by a combination of formal examinations and practical skills coursework. AS examinations assess knowledge of the topics covered during the AS course. A2 examinations are synoptic and include assessment of AS and A2 knowledge.

## POTENTIAL CAREER OR FURTHER EDUCATIONAL OUTCOMES

A science A' level supports applications to a wide range of further study and career opportunities such as medicine, veterinary science, dentistry, pharmacy, physiotherapy, pharmacology, radiology, forensic science, manufacturing, food industry, science journalism, biochemistry, education and scientific research. The skills developed as part of this course are useful for any profession that requires demonstratable evidence of analytical and problem solving skills.

# CHEMISTRY

**LEVEL:** AS/A2

## EXAM BOARD/SYLLABUS NUMBER

OCR Advanced Subsidiary (AS) in Chemistry (H034) and OCR Advanced GCE in Chemistry (H434)

## COURSE DURATION AND ENTRY REQUIREMENTS

The Advanced Subsidiary is assessed at a standard appropriate for candidates who have completed the first year of study of a two year Advanced GCE course i.e. between GCSE and Advanced GCE. It forms the first half of the Advanced GCE course in terms of teaching time and content. When combined with the second half of the Advanced GCE course, known as 'A2', the Advanced Subsidiary forms 50% of the assessment of the total Advanced GCE. However, the Advanced Subsidiary can be taken as a 'stand-alone' qualification. A2 is weighted at 50% of the total assessment of the Advanced GCE. Students should normally have at least GCSE Additional Science at grade A and English and Mathematics both at GCSE grade C or higher.

## COURSE CONTENT

The specification is divided into chemical topics, each containing different key concepts of Chemistry. Once the key features of a chemical topic have been developed, applications are considered. For assessment purposes, knowledge and understanding of key concepts are treated separately at AS; important links between different areas of chemistry are largely assessed synoptically at A2. While the teaching of practical skills may be integrated with the theoretical topics, they are assessed separately. This allows skills to be developed in a way suited to each individual school.

## TEACHING AND LEARNING STYLES

All students will be issued with a termly guide outlining what is expected from them weekly in terms of specification coverage, classwork activities and homework. Activities vary between group, pair and individual tasks, with much of the course being delivered via practical based work. You are expected, over the course, to be able to use a word processor and spreadsheet.

## ASSESSMENT

### AS Level

Mandatory/Optional?	Unit title and description	Assessment method and weighting
<b>Mandatory</b>	<b>F321: Atoms, Bonds and Groups</b> <ul style="list-style-type: none"> <li>• Atoms and Reactions</li> <li>• Electrons, Bonding and Structure</li> <li>• The Periodic Table</li> </ul>	<b>1 hour written exam</b> AS Level – 30% A Level – 15%
<b>Mandatory</b>	<b>F322: Chains, Energy and Resources</b> <ul style="list-style-type: none"> <li>• Basic Concepts and Hydrocarbons</li> <li>• Alcohols, Halogenoalkanes and Analysis</li> <li>• Energy</li> <li>• Resources</li> </ul>	<b>1 hour 45 min written exam</b> AS Level – 50% A Level – 25%
<b>Mandatory</b>	<b>F323: Practical Skills in Chemistry 1</b> <ul style="list-style-type: none"> <li>• AS Internal assessment</li> </ul>	<b>Internal assessment</b> AS Level – 20% A Level – 10%



## A2 Level

Mandatory/Optional?	Unit title and description	Assessment method and weighting
Mandatory	<b>F324: Rings, Polymers and Analysis</b> <ul style="list-style-type: none"><li>• Rings, Acids and Amines</li><li>• Polymers and Synthesis</li><li>• Analysis</li></ul>	1 hour written exam A Level – 15%
Mandatory	<b>F325: Equilibria, Energetics and Elements</b> <ul style="list-style-type: none"><li>• Rates, Equilibrium and pH</li><li>• Energy</li><li>• Transition Elements</li></ul>	1 hour 45 min written exam A Level – 25%
Mandatory	<b>F326: Practical Skills in Chemistry 2</b> <ul style="list-style-type: none"><li>• A2 internal assessment</li></ul>	Internal assessment A Level – 10%

## POTENTIAL CAREER OR FURTHER EDUCATIONAL OUTCOMES

Medicine, vet, chemical engineering, pharmacology, chemical industry, forensic science, dentistry, manufacturing, or any profession that requires 'scientific thinking'.

# COMPUTING

## EXAM BOARD/SYLLABUS NUMBER

AQA 2510 AS 1511 A2 2511

## ENTRY REQUIREMENTS

Students should have at least grade B's in ICT or merit in OCR Nationals and Mathematics and English at GCSE.

## COURSE CONTENT

How do you fancy a subject that's certain to boot up a great future for you? GCE Computing gets on the inside of the single most powerful tool the world has seen. Computers figure in all our lives; in science, technology, manufacturing, research, medicine. You name it, computing influences and affects everything we do. There's a world out there just bursting with invention and opportunities and 90% of it is driven by a computer. Computing involves everyone, in every walk of life. So your career opportunities are endless.

## SPECIFICATION CONTENT

### AS

COMP1 covers problem solving, programming and how data is represented and held in computer systems. COMP2 covers computer components, the stored program concept and the Internet.

### A2

COMP3 expands on the problem solving and programming introduced in COMP1 but also covers operating systems, databases and networking. COMP4 consists of a computing practical project where the student demonstrates what they have learnt by producing a computer system designed to solve a real world problem.

## UNITS OF ASSESSMENT

Unit	Level	Name	Mode of Assessment	Duration	Weighting	
					AS	A2
COMP1	AS	Problem Solving, Programming, Data Representation and Practical Exercise	Written Examination	2 hours	60%	30%
COMP2	AS	Computer Components, The Stored Program Concept and The Internet	Written Examination	1 hour	40%	20%
COMP3	A2	Problem Solving, Programming, Operating Systems, Databases and Networking	Written Examination	2.5 hours	-	30%
COMP4	A2	The Computing Practical Project	Coursework	-	-	20%

# CUS GCE AS and A Level Drama and Theatre Studies

## Edexcel 8DR01 9DR01

### Further educational or potential career outcomes

*Theatre studies is accepted by universities and colleges as of the same value as other subjects such as English and Media Studies. It is particularly valuable for anyone interested in taking up further studies or a career in any aspect of the theatre and other performance media.*

### Course content

Students require a grade B in English or Drama before embarking on this course. This course emphasises drama and theatre studies as a practical, intellectual and artistic subject. The main focus is on working with plays, the exact titles to be selected later. Plays are studied from the point of view of a director, designer, performer and critic.

### Teaching and learning styles

Much of the work is practical however, discussion, research, extended writing and textual analysis are also key aspects of the course. Students must attend at least three public theatre performances.

### Assessment

Unit			% AS	% A
1	AS	EXPLORATION OF DRAMA AND THEATRE: practical study of 2 plays, 3000 word exploration notes, 1000 word evaluation of live theatre. Internally assessed	40	20
2	AS	THEATRE TEXT IN PERFORMANCE: Performance of a monologue / duologue and group performance of a published play. Externally assessed	60	30
3	A	EXPLORATION OF DRAMATIC PERFORMANCE: devise original piece of drama plus 3500 word Supporting Written Evidence Document. Internally assessed	40	20
4	A	THEATRE TEXT IN CONTEXT: 2 ½ hour written exam focusing on 1 set text and review of live theatre performance.	60	30

# ENGLISH LANGUAGE & LITERATURE

## LEVEL/EXAM BOARD/SYLLABUS NUMBER

AS/A level – AQA Advanced Subsidiary (AS) 2725 B and Advanced Level (A)

## COURSE DURATION AND ENTRY REQUIREMENTS

This is a one/two year course and students are expected to have gained at least grade B in English and English Literature or in English and Media at GCSE.

## COURSE CONTENT

At AS, this specification will enable candidates to study language and literature using an Anthology of literary and non-literary texts and a chosen set of paired texts. Further study will focus upon the ways in which different writers have approached similar subjects and the ways in which language and style are affected by change over time and contextual variation.

*The AS specification has 2 units:*

### Unit 1: Introduction to Language and Literature Study

- The study of an Anthology of thematically linked spoken and written texts which will offer candidates the opportunity to consider the three major literary genres and a range of non-literary texts
- Significant features of writers' uses of language and their attitudes towards a specified theme

### Unit 2: Themes in Language and Literature

- Major prose genres, including fiction and literary non-fiction
- Developing reading and writing skills through the in-depth study of writers' crafting
- The study of one set of paired texts from a prescribed list

At A2, the specification includes coursework as a means of applying the knowledge, understanding and insights gained from literary and linguistic studies to transform an original work into a different genre or sub genre. Candidates will demonstrate the use of appropriate terminology when analysing set texts. Drama texts will be included at A2 level.

*The A2 specification has 2 units:*

### Unit 3: Talk in Life and Literature

- The skills and knowledge of literary and linguistic concepts and approaches to a variety of transcripts of real life, spoken situations
- The construction, conveyance and interpretation of meanings, both in drama and in real life speech
- The further development of key skills of communication and self-learning and performance

### Unit 4: Text Transformation

- The choice of two literary works from a selection of prescribed authors and their transformation into different genres or sub-genres
- The development of key skills of communication, self-learning and performance, and problem solving

## TEACHING AND LEARNING STYLES

The teaching and learning styles employed are designed to foster independent thought and to enable students to express their views with confidence and clarity. Staff lectures, student seminars, group discussions, play readings, dramatic reconstructions and timed essay work all form part of the two year programme. Individual tutorial help is offered in planning student seminars and coursework assignments.

## ASSESSMENT

AS Examination	A Examination
<p style="text-align: center;"><b>Unit 1</b></p> <p><b>Written Paper:</b> 1 hour 30 minutes</p> <p><b>Weighting:</b> 60% of total AS / 30% of total A Level marks</p> <p>Two compulsory questions: one on an unseen text(s) which will be related to the themes of the Anthology; one on the Anthology itself. The questions will address thematic and stylistic issues, with a focus on:</p> <p>a) writers' or speakers' use of language and b) their attitudes towards a particular theme.</p>	<p style="text-align: center;"><b>Unit 3</b></p> <p><b>Written Paper:</b> 2 hours</p> <p><b>Weighting:</b> 30% of total A level marks</p> <p>Two questions: One question based on an extract from a prescribed play: one question requiring candidates to compare two unseen texts; one transcript and one literary text on the same theme.</p> <p>In addition they will be required to write a commentary in which they identify and discuss the features of the given transcript and of their new text.</p>
<p style="text-align: center;"><b>Unit 2</b></p> <p><b>Coursework</b></p> <p><b>Weighting:</b> 40% of total AS / 20% of total A Level marks</p> <p>Assessment will be by two-part assignment. The first part will focus on candidates' ability to structure a comprehensive and informed discussion of a set theme, by appropriately using selected extracts from a studied text pairing.</p> <p>The second part will focus on candidates' ability to write creatively and demonstrate skills in a way which also provides evidence of their understanding of the texts as a whole.</p>	<p style="text-align: center;"><b>Unit 4</b></p> <p><b>Coursework</b></p> <p><b>Weighting:</b> 20% of total A level marks</p> <p>Assessment will be by the production of a coursework folder that includes the transformed texts and associated commentary or commentaries. Candidates will apply the knowledge, understanding and insights gained from literary and linguistic studies to transform the original work into a different genre or sub genre (excluding drama) and to provide a commentary which reflects upon their work, demonstrating greater understanding of the creative process.</p>

## POTENTIAL CAREER OR FURTHER EDUCATIONAL OUTCOMES

AS/A English Language & Literature is a widely respected qualification which can be offered in combination with most other subjects for entrance to Higher Education.

# ENGLISH LITERATURE

## LEVEL/EXAM BOARD/SYLLABUS NUMBER

AS/A level – Edexcel Advanced Subsidiary (8ET01), Edexcel Advanced (9ET01)

## COURSE DURATION AND ENTRY REQUIREMENTS

This is a one/two year course and students are expected to have gained at least grade B in English and English Literature at GCSE.

## COURSE CONTENT

At AS, pupils study two units exploring prose, poetry and drama:

### Unit One – Explorations in Prose and Poetry

Pupils will study texts from 1800 to 1945, with the emphasis being on their own response to the literature in a convincing, compelling and concise manner. Pupils will study on prescribed anthology of poetry, one set novel and a range of material in preparation for an unseen question.

Pupils have this year looked at *Jayne Eyre* and an anthology compiled by Andrew motion.

### Unit Two – Explorations in Drama

Pupils will study a Shakespeare play and one other from 1300-1800. Pupils will do an extended series of writing tasks internally assessed.

Pupils have this year looked at Marlowe's *Dr Faustus* and Shakespeare's *Othello*.

### Unit Three – Interpretations of Prose and Poetry

Pupils will study three prescribed texts from a choice of six, including at least one text published after 1900 and both prose and poetry. The unit is externally assessed.

Pupils may read texts such as Hardy's *Tess of the D'Urbervilles* to *The Life of Pi* by Yann Martel

### Unit 4 – Reflections in Literary Studies

Pupils will study poetry, prose or drama for an independent study. There is a free choice of texts to choose from. For assessment, pupils will complete an extended study of 2500-3000 words.

Pupils may wish to look at the way women are presented in Shakespeare through *Othello* and *Taming of the Shrew*.

## TEACHING AND LEARNING STYLES

The teaching and learning styles employed are designed to foster independent thought and to enable students to express their views with confidence and clarity. Staff lectures, student seminars, group discussions, play readings, dramatic reconstructions and timed essay work all form part of the two year programme. Individual tutorial help is offered in planning student seminars and coursework assignments.

## POTENTIAL CAREER OR FURTHER EDUCATIONAL OUTCOMES

AS/A English Literature is a widely respected qualification which can be offered in combination with most other subjects for entrance to Higher Education.

# CUS GCE AS and A2 Environmental Studies

AQA 1441 2441

## Further educational or potential career outcomes

*Environmental Studies provides a sound foundation for higher education where it can lead to many areas within earth and environmental science, including environmental management, geosciences and ecology. It is a course which complements biology and areas of geography.*

## Course content

The Environmental Studies specification enables students to gain a deep and well informed insight into the environment, and the scientific processes that control and affect it. The central theme is the development of an understanding of how different events and cycles within the environment interrelate, how they influence subsequent environmental events, human impacts on these events and cycles, and the strategies that can be used to minimise the problems caused. Key aspects within the specification include areas such as 'Wildlife Conservation', 'Pollution', 'Global Climate Change' and 'Sustainability'.

## Teaching and learning styles

The core scientific concepts and principles will be delivered through formal teaching styles to support students' development and understanding. However, students will also be expected to research and present information on a regular basis. Discussions on ethical and global policy issues regarding the environment will be undertaken and theory will be explored by practical work and field trips. Tests will be set regularly to monitor progress and develop exam technique.

## Assessment

Unit			Examination		% AS	% A2
AS	1	The Living Environment	5 short answer questions and 1 structured question	1 hour Jan of year 12	40	20
AS	2	The Physical Environment	8 short answer questions and 1 structured question including extended prose	1½ hours June of year 12	60	30
A2	3	Energy Resources and Environmental Pollution	7 compulsory short answer/structured/comprehension questions and 1 essay from a choice of three titles <b>Includes synoptic assessment</b>	1½ hours June of year 13		25
A2	4	Biological Resources and Sustainability	5 compulsory short answer/structured/comprehension questions, 1 compulsory data analysis question and 1 essay from a choice of three titles <b>Includes synoptic assessment</b>	2 hours June of year 13		25

There is no assessed coursework for this subject however practical skills will be assessed within the four units.

# FRENCH

## PROPOSED EXAM TYPE AND BOARD

AS - AQA

A2 - AQA

## COURSE DURATION AND ENTRY REQUIREMENTS

AS/A 1 year

Students should normally have a grade A\* A or B at GCSE French.

## COURSE CONTENT

The course aims to encourage students to communicate confidently and effectively for a range of purposes. It enables students to develop their interest in and enthusiasm for language learning. Students acquire knowledge, skills and understanding for practical use, for further study and for employment. Up to date source materials are used and students are encouraged to access authentic sources independently.

The following topics will be covered:

AS	A2
<p><b>Media</b></p> <ul style="list-style-type: none"> <li>• Television</li> <li>• Advertising</li> <li>• Communication Technology</li> </ul> <p><b>Popular Culture</b></p> <ul style="list-style-type: none"> <li>• Cinema</li> <li>• Music</li> <li>• Fashion/Trends</li> </ul> <p><b>Healthy Living/Lifestyle</b></p> <ul style="list-style-type: none"> <li>• Sport/Exercise</li> <li>• Health and Well-being</li> <li>• Holidays</li> </ul> <p><b>Family/Relationships</b></p> <ul style="list-style-type: none"> <li>• Relationships within the Family</li> <li>• Friendships</li> <li>• Marriage/Partnerships</li> </ul>	<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• Pollution</li> <li>• Energy</li> <li>• Protecting the Planet</li> </ul> <p><b>The Multicultural Society</b></p> <ul style="list-style-type: none"> <li>• Immigration</li> <li>• Integration</li> <li>• Racism</li> </ul> <p><b>Contemporary Social Issues</b></p> <ul style="list-style-type: none"> <li>• Wealth and Poverty</li> <li>• Law and Order</li> <li>• Impact of Scientific and technological Process</li> </ul> <p><b>Plus one of the following Cultural Topics</b></p> <ul style="list-style-type: none"> <li>• Study of a region/community</li> <li>• Study of a period of 20<sup>th</sup> century history</li> <li>• Study of a novelist, dramatist or poet</li> <li>• Study of a director, architect, musician or painter</li> </ul>

## TEACHING AND LEARNING

Students must be willing to participate in class discussions. Comprehension, translation and essay-writing skills are introduced progressively. Conversation classes with the French assistant form an integral part of the course. Audio, video and Internet materials are used and produced by students.



## ASSESSMENT

Modular assessment at AS and A can occur in January and/or June.

AS	A2
<b>Unit 1 - Listening, Reading &amp; Writing</b> 2 hours  70% of the total AS marks 35% of the total A Level marks  <b>Unit 2 - Speaking</b> 35 minutes (including 20 minutes preparation time)  30% of the total AS marks 15% of the total A Level marks	<b>Unit 3 – Listening, Reading &amp; Writing</b> 2½ hours  35% of the total A Level marks  <b>Unit 4 – Speaking</b> 35 minutes (including 20 minutes preparation time)  15% of the total A Level marks

## POTENTIAL CAREER OR FURTHER EDUCATIONAL OUTCOMES

A glance at the Appointments column of a national newspaper or the Modern Foreign Languages Open Doors notice board will reflect the value of a modern language qualification in almost every career field. Teaching, Translation and Interpretation are areas where languages are used directly.

# GEOGRAPHY

## EXAM BOARD

Edexcel Unit 1 Global Challenges (6GE01) Unit 2 Geographical Investigations (6GE02)

## COURSE DURATION AND ENTRY REQUIREMENTS

AS - 1 year (yr 12 or 13)

A - 1 year (yr 13)

Students should normally have at least a grade B in the short course at GCSE, but it is not essential to have done GCSE Geography. In this case, other GCSE grades will be taken into consideration.

## COURSE CONTENT

This syllabus has been specifically designed to address the current problems and issues facing the world in the twenty first century.

### Unit 1 Global Challenges

This unit poses questions which seek to explore the meaning, causes, and impacts of a number of headline global issues. It challenges us to find solutions for the 21<sup>st</sup> century. Included in this section will be a study of:

- **Natural hazards**
- **Climate change**
- **Globalisation**
- **Population movement**

### Unit 2 Geographical Investigations

This unit explores how we might best manage some of the physical challenges we face from the natural world, particularly in the context of **extreme weather**. It also focuses on our need to better manage **rural** and **urban places** in the 21st century. It gives students the opportunity to look at issues at a local or small scale, relating these to their own lives and experiences as well as comparing their research areas to a wider world context. This unit has an emphasis on personal independent research.

### Unit 3 Contested Planet

In this unit, students investigate the distribution and utilisation of the world's resources. The topics covered include:

- **Energy Security**
- **Water Conflicts**
- **Biodiversity Under Threat**

The inequality of resources and the role of technology in trying to overcome resource shortages is also investigated under the following headings:

- **Superpower Geographies**
- **Bridging the Development Gap**
- **The Technological Fix?**

## **Unit 4 Geographical Research**

This unit gives students the opportunity to conduct their own research, using a wide variety of source material, into **one** topic of their own choice. The options include:

- **Tectonic Activity and Hazards**
- **Cold Environments – Landscapes and Change**
- **Life on the Margins – the Food Supply Problem**
- **The World of Cultural Diversity**
- **Pollution and the Human Health Risk**
- **Consuming the Rural Landscape – Leisure and Tourism**

## **TEACHING AND LEARNING STYLES**

An enquiry based syllabus such as this encourages a variety of teaching and learning styles. Much emphasis is placed on developing critical thinking skills – through various activities – challenges, brainstorming, discussions, personal research, etc. A wide variety of source material is used – including photographs, maps, diagrams, cartoons, text, newspapers, T.V. and time spent in the field.

## **ASSESSMENT**

There are four exams in total – two at the end of Year 12 and two in Year 13

## **POTENTIAL CAREER OR FURTHER EDUCATIONAL OUTCOMES**

Geography develops the full range of key skills – applications of number, communication and IT. It also develops the ability to work independently, as part of a team and develops critical thinking and decision making skills. As such it forms a valuable basis for any further study or likely career.

# CUS GCE AS and A Level German

## OCR H076 and H476

### Further educational or potential career outcomes

*The study of German can be an end in itself, but can also be allied with a wide range of other subjects from History to Chemical Engineering. The European Union means that a knowledge of German is becoming increasingly important across a number of careers.*

### Course Content

To embark upon this course, students are required to have completed a full higher level course and taken higher level examinations in the areas of speaking, listening, reading and writing at GCSE.

The course aims to enable students to understand spoken and written forms of German and to communicate effectively through the spoken and written word. In-depth study of grammar, acquisition of advanced vocabulary and a wide range of native German expression are an essential part of the course. Authentic German materials are used as a vehicle for studying topics such as the environment, the media, immigration and racism and current developments in Germany.

### Teaching and learning styles

Teaching is done in small groups and there is one conversation lesson per week with the German Assistant. Lessons and tasks undertaken by students take many different forms – grammatical studies, class discussions, reading of German texts, essay writing, listening to CDs/MP3 files, watching DVDs, research on the internet, etc. Students are expected to take every opportunity in lessons to respond, question, contribute and, of course, practise their German in the process.

### Assessment

Unit		Title	Length	%AS	%A
1	AS	Speaking	15 mins	30	15
2	AS	Listening, Reading and Writing 1	2 hour 15 mins	70	35
3	A	Speaking	15 mins	-	15
4	A	Listening, Reading and Writing 2	2 hours 30 mins	-	35

Units 1 and 2 will be taken at the end of Year 12. Units 3 and 4 will be taken at the end of Year 13

# CUS GCE AS and A Level Government and Politics

## Edexcel 8GP01 9GP01

### Further educational or potential career outcomes

*Government and politics combines well with a range of social science and humanities subjects to lead to university courses in such areas as business, economics, law, media philosophy and, of course, politics. Careers in banking, insurance, the Civil Service, marketing and journalism are also possibilities.*

### Course content

You do not need to have studied government and politics at GCSE in order to take this subject at AS or A level. However you require at least grade 'B' in GCSE English to study this course. It is also important that you should have a lively and enquiring mind, an interest in politics and current affairs, a desire to explore new ideas and an ability to communicate your opinions effectively. We will study recent elections, the power of Parliament and the Prime Minister and the role of Britain in Europe amongst many other topics.

### Teaching and learning styles

This subject never stands still as it responds to rapidly changing news and current affairs. Students make notes from textbooks, write essays and take part in discussion and debate. Research on the Internet is undertaken and newspapers and current TV programmes are regularly used. There will be a trip to Parliament and there may be the opportunity to attend conferences to hear top politicians speak.

### Assessment

AS	A2
<b>Unit 1: People and Politics</b> Exam, lasting 1 hour 20 minutes. This will count as 50% of the total AS marks and 25% of the total A level marks. This written paper requires candidates to answer two three-part questions from a choice of four.	<b>Unit 3: UK Political Issues</b> Exam, lasting 1 hour and 30 minutes. This will count as 50% of the total A2 and 25% of the total A level marks. This written paper requires candidates to answer three short questions from a choice of five, and one essay question from a choice of three.
<b>Unit 2: Governing the UK</b> Exam, lasting 1 hour 20 minutes. This will count as 50% of the total AS marks and 25% of the total A level marks. This written paper requires candidates to answer one three-part source question and one essay question. In each case, there is a choice of two questions.	<b>Unit 4: Other Ideological Traditions</b> Exam, lasting 1 hour and 30 minutes. This will count as 50% of the total A2 and 25% of the total A level marks. This written paper requires candidates to answer three short questions from a choice of five, and one essay question from a choice of three.

# **CUS AS and A2 Health and Social Care Single Award and Double Award - OCR H103 H303 H503 H703**

## **Further Education or potential career outcomes**

*Health and Social care is designed to prepare students for a wide variety of higher education courses which lead to careers in the health or social care services. In the past successful students have progressed to study Nursing, Midwifery, Speech and Language therapy, Occupational Therapy, Radiography, Psychology, Primary Teaching, Early years and Education, Social Work, Complementary Therapy, Nutrition and Health Studies.*

## **Course Content**

The aims of this course are to encourage students to:

- develop and sustain an interest in health, early-years care and education, social care and issues affecting the care sector;
- acquire knowledge and understanding of health, early-years care and education and issues affecting the health and social care sector;
- develop skills that will enable them to make an effective contribution to the care sector including skills of research, evaluation and problem-solving in a work related context;
- apply knowledge, understanding and skills;
- prepare for further study and training.

The content at AS will focus on the needs of clients and the techniques and professional services aimed at meeting those needs. Candidates are to be assessed in the following key areas of study:

- rights, responsibilities and values
- communication in care settings
- health and well-being

The content at A2 will develop AS content through addressing the factors affecting, and issues involved in, service delivery. Candidates are to be assessed in the following key areas of study:

- service provision and practitioner roles
- understanding human behaviour and development
- the ability to draw together aspects of these areas in a variety of contexts.

## **Work Placement**

In order to complete the portfolio work for units 2, 4, 6, and 8 regular experience in a suitable work placement is an essential requirement. Students will need to be able to arrange travel to these placements on a regular basis for at least one half day per week for a minimum of ten weeks.

## **Teaching and Learning**

There is an expectation that students studying health and social care will develop professional skills. In particular this means working cooperatively, proactively and sensibly with other people. This includes other students, staff and other adults. Students will need to have the potential to develop high level communication and interpersonal skills. The course is taught with a student centred approach. It develops students' knowledge and understanding by using case study, observation, interactive activity, analysis and problem solving. Students are encouraged to carry out a number of practical tasks. This course is supported by a range of practitioners who visit us to make presentations, provide advice and give of their expertise.

## Entry Requirements

Success depends on a number of factors and we welcome students with a wide variety of prior qualifications. However students without English and Mathematics at GCSE Grade C or above may find progression on to further education courses linked to the care sector extremely difficult. Attainment of a B grade in English/History/RS/Child Development is recommended.

## Assessment

	<b>Award AS</b>	<b>Unit</b>	<b>Title</b>	
Year 12	Single + Double	1	Promoting Quality Care	Exam
	Single + Double	2	Communication in Care Settings	Portfolio based On work placement
	Single + Double	3	Promoting Good Health	Portfolio
Year 12	Double	4	Health and Safety in Care Settings	Exam
	Double	6	Working in Early Years Care and Education	Portfolio based on Work placement
	Double	8	Complementary Therapies	Portfolio

## Assessment A2

Year 13	Single + Double award	Unit 10	Care Practice and Provision	Portfolio
	Single + Double award	Unit 11	Understanding Human Behaviour	Exam
	Single + Double	Unit 14	Mental Health Issues	Portfolio
Year 13	Double	Unit 13	Child development	Portfolio
	Double	Unit 12	Anatomy and Physiology in Practice	Exam
	Double	Unit 16	Research Perspectives	Portfolio

# HISTORY

## LEVEL/EXAM BOARD/SYLLABUS NUMBER

AS/AQA/2040

## COURSE DURATION AND ENTRY REQUIREMENTS

AS – 1 year. Students should normally have at least a grade B in a Humanities subject.

## COURSE CONTENT

At AS, this specification supports historical study that should promote an understanding of change and development over time (Unit 1) plus an understanding of change over a short period studied in depth (Unit 2).

At A2 unit 3 promotes an understanding of change and continuity over approximately 50 years of British history, during which Britain enjoyed a period of post-war affluence and boom, followed by an era of reaction and unit 4 requires candidates to submit a Historical Enquiry, based on the investigation of a historical issue.

### Unit 1: Britain, 1603–1642

This unit involves the study of the accession of James 6<sup>th</sup> to the English throne and ends with the outbreak of the English Civil War between James' son Charles 1<sup>st</sup> and the English Parliament. The course tracks how the conflict between king and Parliament made this happen.

### Unit 2: The Campaign for African-American Civil Rights in the USA, 1950–1968

This unit not only deals with the obvious content above but also is an introduction to the study of constitutions, legal decisions, the role of political activists, elections, the economy and religious movements. The themes inherent in the course are an excellent introduction to recent US history and to US politics.

### Unit 3: The UK since 1951.

This unit examines British domestic and foreign policies during this period. Cultural issues are also explored.

Apart from developing historical skills the unit is also an introduction to macroeconomics, constitutional issues and politics.

### Unit 4: How Wars begin. [coursework]

We look at one hundred years of Prussian and German history through a variety of primary and secondary sources. Our investigation centres around asking why decisions were made to go to war between 1815 and 1941.

## TEACHING AND LEARNING STYLES

Class lectures, film and video, discussions and a range of educational activities provide the structure for your study, but the successful student will also do a great deal of personal reading from a range of sources. The skills of clear, analytical thinking and writing, and of examining historical documents, will be developed.

## ASSESSMENT

Modular assessment at AS will occur in June

## POTENTIAL CAREER OR FURTHER EDUCATIONAL OUTCOMES

History students move on to a variety of careers, including Law, Business Administration and Education. It is a highly regarded subject at AS/A and beyond.



# CUS GCSE/AS Level Japanese

## Further educational or potential career outcomes

*Japanese can be studied as a single subject honours degree or as part of a degree in some other subject. Many universities and colleges now have language centres where a language can be continued from the level already achieved and further attainment then contributes to the final degree. Employment prospects for those with nearly fluent Japanese are good; attainment of near fluency usually requires time spent in Japan and this is becoming increasingly easy to arrange through the JET scheme or by other means.*

## Course content

There will be two courses in Japanese starting in September 2011.

The first is a two year course leading to Edexcel AS Japanese in May 2013. The method of assessment is one written paper which tests vocabulary, grammar, and essay writing and the course will be designed to teach the reading and writing skills necessary for success. Listening and speaking skills will also be taught but to a lesser extent; there will be opportunities for students to visit Japan in October 2010 and October 2011 to practise the spoken language. It is assumed that students starting this course will have GCSE Japanese Grade C or equivalent.

The second is a course for complete or near beginners leading to GCSE; this can be completed over one or two years depending on students' individual timetables. The course covers all four skills and is assessed by four papers all taken at the end of the course. A short course, testing only two skill areas, will also be available.

## Teaching and learning styles

Target language teaching will be used for most of the course but explanations of grammar etc. not adequately covered in the text books will be given in English as will exemplification of some cultural points. Students will be encouraged to communicate in the target language whenever possible. Vocabulary learning and writing exercises will be set for homework.

## Additional note

The scheme given above pre-supposes that students have been taking the lunch time classes for at least two years. Students who come to County Upper in the Sixth Form will be offered special catch-up arrangements where necessary.

# MATHEMATICS (MEI)

## LEVEL/EXAM BOARD/SYLLABUS NUMBER

AS – OCR 3895 A2 – OCR 7895 (MEI)

## COURSE DURATION AND ENTRY REQUIREMENTS

The AS course lasts 1 year. The A2 course lasts a further year. Students should have an A grade in GCSE Mathematics.

## COURSE CONTENT

Both AS and A2 courses will be integrated mathematics courses.

The modules consist of four pure modules and two applied.

The Pure Mathematics modules involve studying algebra, coordinate geometry, calculus, trigonometry, logs & exponentials and numerical methods.

Applied modules available in Year 12 are Statistics 1 or Decision 1

## TEACHING AND LEARNING STYLES

Each unit takes approximately 45 teaching hours to complete. The elements will be developed and taught in class, with exercises to consolidate understanding. Discussion of ideas is an important part of the course and there will be a mixture of individual and group working. Use is also made of the MEI web site materials, which provide support for students out of school.

## ASSESSMENT

The assessment comprises 6 units, 3 for AS and 3 for A2. Assessment units may be taken in January or June, and the normal pattern is to take S1/D1 in January of Year 12, with C1 & C2 in June. In Year 13, C3 & M1/S1/D1 exams are sat in January with C4 in June. This allows candidates to complete AS at the end of their first year of study and A2 at the end of their second year. Assessment for Core Maths 1 is a non-calculator paper. Assessment for Core Maths 3 includes a piece of coursework on the solution of equations by numerical methods. In Core Maths 4, in addition to the usual 1 hour 30 minute exam there is an extra 1-hour comprehension paper that will involve reading a mathematical article and answering questions.

## POTENTIAL CAREER OR FURTHER EDUCATIONAL OUTCOMES

AS/A2 Mathematics is very useful in many fields, for instance Banking/Finance, Accountancy/Insurance and Architecture/Surveying. It is often preferred to Biology for Medicine degrees and, combined with a language and History/English, is very well thought of as an entry to Law degrees/Business/Administration.

# CUS GCE AS and A Level Media Studies

## AQA

### Further educational or potential career outcomes

*Students can proceed to a degree or further education course in media studies, film studies, journalism and the A level is also a supporting subject for many arts related courses. There are career possibilities in all aspects of the media.*

### Course Content

At AS level, the course develops the ability to read texts with understanding, apply theory and explores the 'key concepts' within the media, and study and then produce, the three media platforms of broadcasting, print and e-media. At AS level the course also explores cross-media topics such as news, documentary and music across the three media platforms. To complete the 'A' level, examination is made of two topic areas and students undertake a critical investigation into a media subject of their choice and produce a linked product using one or more media platforms.

### Teaching and Learning styles

Students will respond to stimulus material in three ways:

Written: including research portfolios, case studies, critical analysis and evaluative reports.

Practical: options to produce moving image, print and e-media.

Oral: through seminar discussion, presentation of research and case studies undertaken both individually and as part of a group.

### Assessment

Unit				% AS	% A
1 (MEST1)	AS	Written examination Investigating Media	2 hours Taken in June of year 12	50	25
2 (MEST2)	AS	Coursework Creating Media	Submitted	50	25
3 (MEST3)	A2	Written examination Media: Critical Perspectives	2 hours Taken in June of year 13		25
4 (MEST4)	A2	Coursework Media: Research and Production	Submitted		25

# MUSIC

## LEVEL/EXAM BOARD/SYLLABUS NUMBER

Edexcel/AS/8MU01 A/9MU01

### What do I need to know or be able to do before taking this course?

It is useful to have taken music at GCSE level, but this is not essential as long as you can already play a musical instrument and are able to read music.

### What will I learn on this Advanced GCE course?

The course demands performing, composing, listening and analytical skills in almost equal measure. You will improve your skills in performing and composing in a range of styles. You will listen to a wide variety of music and develop a more informed appreciation of how and why it was written and/or performed.

### What kind of student is this course suitable for?

Anyone who has a keen interest in creating and listening to different styles of music and who wishes to broaden their experience and deepen their understanding of both live and recorded music. According to which Areas of Study and options you choose, you could follow a route which focuses mainly on classical music or popular music, for example. There are Areas of Study in 'Keyboard Music', 'Popular music and jazz', 'Music for film and television', 'World music', 'Secular vocal music', 'Sacred vocal music', 'Music for large ensemble', 'Music for small ensemble' and '20th and 21st Century art music'.

### What examinations will I have to take to get my qualification?

AS is short for Advanced Subsidiary. This is the first half of the Advanced GCE course. It is a stepping-stone to the full Advanced GCE qualification. You can take the AS on its own after a year if you and your teacher agree that this is best for you. You can even decide at the end of the AS course whether to continue and to complete the full Advanced GCE qualification.

The AS qualification consists of the following three units.

#### Unit 1: Performing Music

This unit gives students the opportunities to perform as soloists and/or as part of an ensemble. Teachers and students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a five-six minute assessed performance.

Notated and/or improvised performances may be submitted.

#### Unit 2: Composing

This unit encourages students to develop their composition skills leading to the creation of a three-minute piece in response to a chosen brief. Students also write a CD sleeve note to describe aspects of their final composition and explain how other pieces of music have influenced it.

#### Unit 3: Developing Musical Understanding

This unit focuses on listening to familiar music and understanding how it works. Set works from the anthology provide the focus for the first two sections, through listening and studying scores. It is recommended that students familiarise themselves with each work as a whole, before learning how to identify important musical features and social and historical context. In the third section, students use a score to identify harmonic and tonal features and then apply this knowledge in the completion of a short and simple passage for SATB.

# GCE Music Technology – Edexcel

Available at AS and A2

Unit	Unit Title	Level	Method of Assessment	Availability	First Assessment	AS/A2 Weighting	GCE Weighting
1	Music Technology Portfolio 1	AS	Externally assessed portfolio	June	June 2011	70% of AS	35% of Advanced GCE
2	Listening & Analysing	AS	External	June	June 2011	30% of AS	15% of Advanced GCE
3	Music Technology Portfolio 2	A2	Externally assessed portfolio	June	June 2012	60% of A2	30% of Advanced GCE
4	Analysing & Producing	A2	External	June	June 2012	40% of AS	20% of Advanced GCE

## Music Technology Portfolios

For both Portfolios 1 & 2, students will produce an audio CD containing **three** tracks of work. They will also present a logbook. At AS, the Portfolio comprises of a Sequenced Realised Performance, a Multi-track Recording and a Creative Sequenced Arrangement. The Sequenced Realised Performance will be based on a recording of a piece of music specified by Edexcel. For the Multi-track Recording, students will record a piece of their own choice from Area of Study 2: Popular Music Styles since 1910, lasting between two and four minutes. Recordings must have between eight and twelve live tracks. The Creative Sequenced Arrangement will be based on one of two prescribed stimuli supplied by Edexcel.

At A2, the Portfolio comprises of a Sequenced Integrated Performance, a Multi-track Performance and a Composition. The Sequenced Integrated Performance will be based on a recording of a piece of music selected from a choice of two specified by Edexcel. For the Multi-track Performance, Students will select **one** recording topic from a choice of two. Students will record a piece lasting between three and five minutes. Recordings must have between 12 and 24 live tracks. The Composition task will be based on **one** of three prescribed briefs set by Edexcel. Students will compose a piece lasting between three and four minutes as specified in their chosen brief.

## Listening, Analysing & Producing

At AS, students will sit a 1 hour 45 minute listening exam to test their aural perception, and their wider understanding and knowledge of specific styles of music. The style of questions will range from multiple choice questions to short answer questions, to questions requiring a few sentences of continuous prose. First and foremost the questions will assess knowledge of Area of Study 2: Popular Music Styles since 1910, but understanding of Area of Study 1: The Principles and Practice of Music Technology is also required. At A2, this assessment will take the form of a two-hour examination. The first section of the exam will test students' musical understanding, their ability to manipulate and correct recorded music and their ability to write commentaries on technological processes. The second section will be a practical test involving the production of a balanced stereo mix.

**Course Entry Requirements:** It is expected, although not essential, that students considering the GCE Music course should have Music and/or ICT at GCSE to at least Grade B standard. It is also recommended that students taking this course should be able to play an instrument/sing to at least Grade 4 level.

# GCE AS and A2 Physical Education

OCR H154 H554

## Further educational or potential career outcomes

Physical education combines with a range of Advanced Subsidiary and Advanced GCE subjects. It is a very well recognised qualification which supports applications for a wide range of university courses for example sport and exercise sciences, physiotherapy, sports management, recreation and leisure studies. Further new and exciting courses related to sport throughout higher education continue to be developed as it is an innovative and fast growing field of study.

## Course Content

The Physical Education specification is taught over 4 units combining 50% coursework and 50% written exams. The course enables students to develop knowledge, understanding, skills and application for physical education and sport. Students will have the chance to take on the roles of 'performer', 'leader' or official at AS, before focusing on one of these roles at A2. The OCR specification aims to:

- Encourage candidates to become increasingly physically competent,
- Enable candidates to maintain and develop their involvement and effectiveness in physical activity,
- Enable candidates to be informed and discerning decision-makers who understand how to be involved in physical activity.

In addition to this, students will learn about the skeletal and muscular systems, motion and movement, the cardio-respiratory systems in relation to the performance, classifications of motor skills and abilities, information processing, motor control of skills in physical activity, sport and culture and contemporary sporting issues.

## Teaching and Learning Styles

The course has a substantial theoretical element that requires formal teaching to support the development and understanding of difficult scientific concepts. Students will be expected to take part in discussions, practical work to support theory, student presentations, and research tasks. Tests will be set regularly to monitor progress and develop exam technique. Students will also be expected to be actively involved in sport both in and outside of school.

## Assessment

Unit	Title	Assessment	% AS	% A2
AS G4 S5 1	An introduction to Physical Education	Three sections with <b>one</b> question in each section. All questions are compulsory.	60	30
AS G4 S5 2	Acquiring, developing and evaluating practical skills in Physical Education	Candidates are assessed in <b>two</b> chosen activities from two different activity profiles and in response to a live performance.	40	20
A2 G4 S5 3	Principles and concepts across different areas of Physical Education	This question paper has two sections. Candidates must answer <b>three</b> questions, at least <b>one</b> of which must be from section A.		35
A2 G4 S5 4	The improvement of effective performance and the critical evaluation of practical activities in Physical Education	Candidates are assessed in <b>one</b> chosen activity and in response to a live performance.		15

# PHYSICS

## LEVEL/EXAM BOARD/SYLLABUS NUMBER

AS H159

A2 H559 OCR syllabus B "Advancing Physics".

## COURSE DURATION AND ENTRY REQUIREMENTS

AS level lasts 1 year. A2 lasts 1 year and follows on from AS, making a total of 2 years. GCSE Additional Science at grade B including the Physics component is required, and Mathematics at grade B is also essential. This subject is a good combination with the other Sciences, Maths, Geography and Economics.

## COURSE CONTENT

### Year 1 - AS course

Communications	Designer materials	Wave and quantum behaviour	Space and time	Coursework
<ul style="list-style-type: none"> <li>• Imaging</li> <li>• Sensing</li> <li>• Signalling</li> </ul>	<ul style="list-style-type: none"> <li>• Testing materials</li> <li>• Looking inside materials</li> </ul>	<ul style="list-style-type: none"> <li>• Wave behaviour</li> <li>• Quantum behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Mapping space and time</li> <li>• Computing the next move</li> </ul>	<ul style="list-style-type: none"> <li>• Practical project</li> <li>• Materials presentation</li> </ul>

### Year 2 – A2 course

Models and rules	Matter in extremes	Fields	Fundamental particles of matter	Coursework
<ul style="list-style-type: none"> <li>• Creating models</li> <li>• Out into space</li> <li>• Our place in the Universe</li> </ul>	<ul style="list-style-type: none"> <li>• Matter: very simple</li> <li>• Matter: very hot and very cold</li> </ul>	<ul style="list-style-type: none"> <li>• Electromagnetic machines</li> <li>• Charge and field</li> </ul>	<ul style="list-style-type: none"> <li>• Probing deep into matter</li> <li>• Ionising radiation and risk</li> <li>• Advances in Physics</li> </ul>	<ul style="list-style-type: none"> <li>• Practical investigation</li> <li>• Research report</li> </ul>

## TEACHING AND LEARNING STYLES / ASSESSMENT

The course is taught in modules, with examinations in January and June.

There are taught *lessons*, *practical sessions* and *supported self-study*. There is a *student's book* with essential ideas, questions, answers and checklists. The school network has a *CD-ROM* with A-Z of physics, fingertip revision, activities, questions, answers, images and modern computer tools such as modelling and simulations. The CD-ROM can be purchased for use at home, but it is not essential because everything necessary can be carried out on the school's computers. There are *Internet* links including a dedicated "advancing physics" website.

## POTENTIAL CAREER OR FURTHER EDUCATIONAL OUTCOMES

Physics 'A' level is a passport to careers in science, engineering, medicine, computing, and a range of related careers such as accountancy.

# CUS GCE AS and A Level Product Design

## AQA Product Design (3D Design) 2550

### Further educational or potential career opportunities

*This course is appropriate for students who are interested in the development and design of products, going on to higher education or into immediate job opportunities. Careers include all forms of engineering, advertising, architecture, all forms of industrial design, teaching and many others.*

### Teaching and learning styles

Throughout Years 12 and 13 students are encouraged to develop independent study skills through research and investigation. Students will also learn a variety of graphical, modelling and manufacturing skills that can be utilised throughout the design driven course. Short units are used throughout Year 12 to build the students' understanding of a balanced design process. Work will range from written assignments, intense design and make tasks, group presentations through to design folder and manufacturing work.

### Course Content

This course allows students to progress from GCSE Resistant Materials, Graphic or Electronic Products and will focus on:

- the design process using a variety of materials
- encourage candidates to take a broad view of design and technology
- develop candidates' capacity to design and make products and to appreciate the complex relations between design, materials, manufacture and marketing

At AS level candidates should develop an understanding of a broad range of materials, with emphasis on the life cycle of products, manufacture and final disposal. This specification also considers the broader issues for the designer including the environmental sustainability of products and consumer safety.

At A2, the specification offers candidates the opportunity to further develop the knowledge and practical skills from AS. Candidates will continue to develop a body of coursework alongside an understanding of the processes and procedures of commercial production and manufacture.

### Assessment

Unit			%AS	%A2
PROD1	AS	Written paper (materials, components and application)	50	25
PROD2	AS	Product Study and Model (learning through designing and making)	50	25
PROD3	A2	Written paper (design and manufacture)	-	25
PROD4	A2	Portfolio/working product (designing and making practice)	-	25



# RELIGIOUS STUDIES

## OCR Religious Studies

### COURSE DURATION AND ENTRY REQUIREMENTS

This is a one or two year course, AS in Year 12, moving to A2 in Year 13. Religious Studies B grade at GCSE is required to undertake this course. No commitment to any of the Christian Churches is presupposed or required by the syllabus.

### TEACHING AND LEARNING STYLES

A willingness to explore ideas with an open mind and the ability to read round topics is useful. Candidates are encouraged to identify basic questions of ethics and philosophy. A lively interest in ideas and problems is the best starting point and wider reading is expected.

### COURSE CONTENT

There will be Two Units at AS, they are externally assessed by two examinations and either form an AS qualification or form 50% of the corresponding four-unit Advanced GCE.

#### AS Units

##### Unit G571: AS *Philosophy of Religion*

- Ancient Greek influences on philosophy of religion;
- Judaeo-Christian influences on philosophy of religion;
- Traditional arguments for the existence of God;
- Challenges to religious belief from psychology and the problem of evil
- Religion and science

##### Unit G572: AS *Religious Ethics*

- Ethical theories; • Natural Law; Kantian Ethics; Utilitarianism; Religious Ethics
- Applied ethics topics: Abortion; the right to a child; Euthanasia; Genetic engineering; War and peace

To continue to Advanced GCE there will be two more Units  
These A2 units are also externally assessed by two examinations.

#### A2 Units

##### Unit G581: A2 *Philosophy of Religion*

- Religious language;
- Experience and religion;
- Nature of God;
- Life and death;
- Miracle.

##### Unit G582: A2 *Religious Ethics*

- Meta-ethics;
- Free will and determinism;
- Conscience;
- Virtue ethics;
- Applied ethics topics: environmental and business ethics; sexual ethics

### POTENTIAL CAREER OR FURTHER EDUCATIONAL OUTCOMES

Religious Studies is accepted as an academic qualification when applying for jobs or further and higher education places. It is an important qualification for any job that involves working with people. It offers a sound basis for a degree in the Humanities or Social Sciences, eg Law, Medicine, Philosophy, Psychology, Religious Studies, Sociology and Theology.

# SOCIOLOGY

## LEVEL/EXAM BOARD/SYLLABUS NUMBER

AQA AS- Unit 1 SCLY1 Unit 2 SCLY2 A2 – Unit 3 SCYL3 Unit 4 SCYL4

## COURSE DURATION AND ENTRY REQUIREMENTS

AS and A2 courses last 1 year each. Students should normally have at least a grade B in a Humanities subject, History, Geography or RE.

## COURSE CONTENT

Sociology is basically a study of society. The course includes investigations into various aspects of society (as outlined below) and also a study of the methods which sociologists use to investigate these aspects of society.

The AS course consists of two units:

In **Unit 1** students will study

EITHER

**Families and Households** – looking at the way in which the family structure has changed and is continuing to change, the changing attitudes towards marriage etc., the way that roles are changing in the family, and the changing nature of childhood.

or

**Wealth, Poverty and Welfare** – looking at the ways in which we define poverty, the geographical distribution of poverty, why poverty exists and the different responses to poverty.

In **Unit 2** students will study

**Health – including physical and mental health** - looking at what health is, the geographical and social distribution of health and sickness, the inequalities of health care provision and the role of the health professions.

Topics for **A2**

**Mass media** - looking at trends in ownership, globalisation, moral panics, audiences of the mass media, representations of the body and representations of ethnicity, age and social class in the media.

**Crime and Deviance** – looking at the different theories of crime, deviance and social order, the social distribution of crime, 'contemporary crime', crime control and punishment and the sociological study of suicide.

Throughout the course, students will also be investigating and evaluating the ways in which sociologists conduct their research.

## **TEACHING AND LEARNING STYLES**

Teachers will lecture, explain, argue, help with essay plans, set notes (in some cases provide notes) and regularly test. Students are expected to read widely, take notes, write essays and structured answers, but most of all to have opinions and argue for them in class. Discussion will form the major element in lesson content.

## **ASSESSMENT**

Assessment will be in the form of two exams at the end of each year of the course.

## **POTENTIAL CAREER OR FURTHER EDUCATIONAL OUTCOMES**

Sociology is an excellent basis for a career in Social Services, or anywhere where an understanding of people and society is needed. It is no longer regarded as an 'easy option' by institutions of Higher Education.

# SPANISH

## PROPOSED EXAM TYPE AND BOARD

AS - AQA

A2 - AQA

## COURSE DURATION AND ENTRY REQUIREMENTS

AS/A 1 year

Students should normally have a grade A\* A or B at GCSE Spanish.

## COURSE CONTENT

The course aims to encourage students to communicate confidently and effectively for a range of purposes. It enables students to develop their interest in and enthusiasm for language learning. Students acquire knowledge, skills and understanding for practical use, for further study and for employment. Up to date source materials are used and students are encouraged to access authentic sources independently.

The following topics will be covered:

AS	A2
<p><b>Media</b></p> <ul style="list-style-type: none"> <li>• Television</li> <li>• Advertising</li> <li>• Communication Technology</li> </ul> <p><b>Popular Culture</b></p> <ul style="list-style-type: none"> <li>• Cinema</li> <li>• Music</li> <li>• Fashion/Trends</li> </ul> <p><b>Healthy Living/Lifestyle</b></p> <ul style="list-style-type: none"> <li>• Sport/Exercise</li> <li>• Health and Well-being</li> <li>• Holidays</li> </ul> <p><b>Family/Relationships</b></p> <ul style="list-style-type: none"> <li>• Relationships within the Family</li> <li>• Friendships</li> <li>• Marriage/Partnerships</li> </ul>	<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• Pollution</li> <li>• Energy</li> <li>• Protecting the Planet</li> </ul> <p><b>The Multicultural Society</b></p> <ul style="list-style-type: none"> <li>• Immigration</li> <li>• Integration</li> <li>• Racism</li> </ul> <p><b>Contemporary Social Issues</b></p> <ul style="list-style-type: none"> <li>• Wealth and Poverty</li> <li>• Law and Order</li> <li>• Impact of Scientific and technological Process</li> </ul> <p><b>Plus one of the following Cultural Topics</b></p> <ul style="list-style-type: none"> <li>• Study of a region/community</li> <li>• Study of a period of 20<sup>th</sup> century history</li> <li>• Study of a novelist, dramatist or poet</li> <li>• Study of a director, architect, musician or painter</li> </ul>

## TEACHING AND LEARNING

Students must be willing to participate in class discussions. Comprehension, translation and essay-writing skills are introduced progressively. Conversation classes with the Spanish assistant form an integral part of the course. Audio, video and Internet materials are used and produced by students.

## ASSESSMENT

Modular assessment at AS and A can occur in January and/or June.

AS	A2
<p><b>Unit 1 - Listening, Reading &amp; Writing</b> 2 hours</p> <p>70% of the total AS marks 35% of the total A Level marks</p> <p><b>Unit 2 - Speaking</b> 35 minutes (including 20 minutes preparation time)</p> <p>30% of the total AS marks 15% of the total A Level marks</p>	<p><b>Unit 3 – Listening, Reading &amp; Writing</b> 2½ hours</p> <p>35% of the total A Level marks</p> <p><b>Unit 4 – Speaking</b> 35 minutes (including 20 minutes preparation time)</p> <p>15% of the total A Level marks</p>

## POTENTIAL CAREER OR FURTHER EDUCATIONAL OUTCOMES

A glance at the Appointments column of a national newspaper or the Modern Foreign Languages Open Doors notice board will reflect the value of a modern language qualification in almost every career field. Teaching, Translation and Interpretation are areas where languages are used directly.

# CUS GCE AS and A2 Travel and Tourism

## AQA 8651 8656

### Further Education and Potential Career Options

*This AS/A2 course has been developed to carry forward and enhance the vocational emphasis of the previous VCE course. It is an ideal qualification for those students who want a broad background in the travel and tourism industry that will allow them to progress to further or higher education, training or employment. It is a valuable preparation for careers in areas such as travel advice, resort representation, management, customer service and conference planning.*

### Course Content

AS content includes the nature of the travel industry, recent changes, the different sectors, principles of customer service, training and product knowledge and the range of tourist destinations in Europe and North America.

A2 content includes a project that is planned and implemented by the students, consumer issues and current issues affecting the industry such as the global terrorism threat. Students do not need to have studied the BTEC Travel and Tourism course to follow this course.

### Teaching and Learning Styles

A wide range of teaching and learning styles are employed including the extensive use of IT. Presentations by groups and individuals will be important and individual research is vital. Formal teaching and note taking will also be used. In year 13 students will organise and implement their own projects that in the past have included trips to Paris, Berlin, Centre Parcs, and the Isle of Lewis.

### Assessment

AS	Year 12	Unit 1	Inside Travel and Tourism	2hr Exam
		Unit 2	Travel and Tourism – A people industry	Portfolio
		Unit 3	Travel Destinations	Portfolio
A2	Year 13	Unit 8	Travel and Tourism Project	Portfolio
		Unit 9	Travel and Tourism People and Quality	6hr assignment under controlled conditions
		Unit 10	Current Issues in Travel and Tourism	Portfolio

## **WORK AND LIFE IN THE SIXTH FORM**

The Sixth Form offers the opportunity to work for qualifications within a lively, socially active and caring community. Having moved from the main school, you will experience and be part of creating a more adult atmosphere which bridges the gap between school and work or higher education.

### **THE TEACHING STAFF**

Staff are based in St Benedict's, and for some subjects at County Upper School. You will already know many of them, as they are the same staff who teach in the lower school.

### **THE PASTORAL STAFF**

Pastoral staff have the responsibility of guiding, counselling and encouraging you during your time in the Sixth Form. There are four lower sixth and three upper sixth tutor groups.

### **INDEPENDENT STUDY**

You will be responsible for study arising out of and supporting your chosen course. You will be expected to work at home and, if you have any non-teaching lessons in school, you will be required to spend them in the appropriate work areas in order to develop your ability for private study. Advanced course students should expect to study for ten hours each week outside the classroom as a minimum.

### **CAREERS GUIDANCE**

Careers Guidance is central to all courses and you will be able to obtain specific information from the Careers Staff and from Officers of the Careers Service through a series of planned interviews or from the Careers Library.

### **ASSESSMENT AND PROGRESS**

A regular pattern of tests, examinations and evaluations will be provided through the teaching departments together with more broadly based discussion, reviews and reports through your Form Tutor.

### **STUDENT ORGANISATION**

The school has a Sixth Form Council, responsible for the organisation of social events, the maintenance of the Common Room and the representation of students' views. The members will be formed from both the year groups and all tutor groups will have elected representatives.

## **THE COMMON ROOM**

The Common Room and its facilities are there for your use and enjoyment; its state of decoration and its day-to-day good order are part of your responsibility, as is the Careers Library.

## **ACTIVITIES**

Social events such as trips, parties and discos are organised by students, some of which are related to school and some are not.

You will be encouraged to help organise and to participate in charity events directly with outside agencies, helping with flag days and envelope collections, and also as part of major school initiatives in fund-raising, such as Lenten Alms.

You will be asked to assist the school in many ways, such as helping less-able pupils with reading or assisting Form Tutors. A sense of identity as part of the wider school community is essential to both the school and the Sixth Form itself.

## **COMMUNITY WORK**

Specific opportunity for work in the community will be offered as an option in your formal programme but it is expected that many other students will use part of their time to be of service to others in or out of school and to gain valuable experience for themselves.

## **RELIGIOUS LIFE**

Sixth Form students are expected to participate and to take a lead in the religious life of the school through Assemblies, Masses, Penitential Services etc. All students take part in the General Religious Studies course as an element of their programme of study.

## **RULES AND REGULATIONS**

As in all communities, some rules are needed to ensure that everyone shares the full benefits of being in the Sixth Form. Because all Sixth Formers are encouraged to take responsibility for themselves and their attitude to others, the atmosphere is different from that of the main school and you will be encouraged to make responsible use of the freedom you have within a sensible framework. Specific information is contained in the document "What St Benedict's expects of Sixth Formers", available in the Sixth Form shared area and on St Benedict's website.



## **WE DO REQUIRE THAT ALL STUDENTS**

- (a) Attend and register during normal school hours, and account for absences in the normal manner, by a note from their parents/guardians.
- (b) Attend all lessons, study periods and enrichment which are part of their 'package'.
- (c) Keep up with the work set and ensure that they are maintaining the required level of work.
- (d) Dress and present themselves in a manner which will bring credit to the school.
- (e) Conduct themselves at all times in a manner which befits senior and respected members of the school and set an example to their juniors.
- (f) Carry out any duties and responsibilities which may reasonably be expected of a Sixth Former.

## **TEACHING STAFF**

'A' level teachers are based at the school and, for some subjects, at County Upper School. Extension Studies will be staffed by St Benedict's, County Upper School and West Suffolk College, for SEEE.

HEADTEACHER	Mr H O'Neill
DEPUTY HEADTEACHER	Miss P Mason
ASSISTANT HEADTEACHERS	Mr A Watts Mr J D'Mello
HEAD OF 6TH FORM	Mr J Gingell
DEPUTY HEAD OF 6TH FORM	Miss L Dack
FORM TUTORS	Mr M Berridge Miss L Dack Mrs S Franklin Mr R Geronimo Mr S Jarvis Mr R Mawhood Mrs A Williams

## YOUR PERSONAL ACTION PLAN

**FROM OCTOBER 2010**  
SOME STUDENTS SELECTED FOR MENTORING INTERVIEWS BY SENIOR STAFF

|  
**10 NOVEMBER 2010**  
SIXTH FORM DAY

|  
**7 DECEMBER 2010**  
INTRODUCTORY EVENING TO THE SIXTH FORM  
|  
POST MOCK EXAM INTERVIEWS BY SENIOR STAFF

|  
**FEBRUARY 2011**  
SIXTH FORM DAY

|  
**FEBRUARY – JULY 2011**  
INFORMAL CONTACTS WITH SUBJECT STAFF

|  
**AUGUST 2011**  
EXAMINATION RESULTS

|  
**EARLY SEPTEMBER 2011**  
INTERVIEWS WITH SIXTH FORM TEAM

Your initial progress will be checked by early discussion with your teachers and your tutor and this will be followed by a Periodic Review and a Parents' Evening.

### **Contact Details**

Mr J Gingell  
Head of Sixth Form  
St Benedict's School  
Beetons Way  
Bury St Edmunds  
Suffolk  
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