



JACK HUNT SCHOOL (TRUST)

A Specialist Language and Sports College

POST 16 CHOICES DREAMS AND ASPIRATIONS

2017-2019



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- ◆ Information contained in this booklet is correct at the time of publication in October 2016
- ◆ Further information about the school is available on the school website www.jackhunt.net

WELCOME

We are delighted that you are considering joining the Sixth Form at Jack Hunt School – thank you. Our Sixth Form is a vibrant and lively place where students are given every opportunity to learn, develop and grow in confidence and maturity so that they can move onto their next step towards achieving their DREAMS and ASPIRATIONS. We aim to maximise the potential of every student so that they achieve the best possible outcomes in their chosen subjects and benefit from the vast additional opportunities available in the Sixth Form. Our outstanding results show that we are very successful in doing so .

In our last inspection in May 2013 OFSTED recognised that:

'Leadership and management of the Sixth Form are good because student progress is carefully tracked and strategies quickly put in place wherever underperformance is identified. Students are placed on appropriate courses and pastoral support is strong.'

'Sixth Form teaching is good and some is outstanding. Teachers assess student progress regularly and revise their planning to address any possible underperformance. Information and communication technology and the virtual learning environment are well used to supplement the homework regularly set to consolidate skills.'

An OFSTED subject inspection in 2011 spoke of:

'... by the time the students reach the Sixth Form, they have developed into confident, articulate and caring individuals.'

Sixth Formers at Jack Hunt School are truly valued. We do our utmost to offer them the best Sixth Form experience they could hope for. We are proud of our Sixth Form students. They are excellent ambassadors for our school and superb role models for younger students. The vast majority of our Sixth Form students go on to study at university or pursue other ambitions with confidence. We hope you do decide to join us and take full advantage of the excellent range of activities and opportunities available.

This booklet outlines the opportunities open to every Sixth Form student at Jack Hunt School. However, please talk to the staff and students at the school should you require any further information.

We look forward to welcoming you into the Sixth Form.



CELEBRATING SUCCESS

A Level Results 2016

Jack Hunt School were delighted with the A Level results this year which saw an overall pass rate of 96%, with 61% of students achieving A* - C, 41% of students achieving A*- B grades and two students gaining places at Cambridge University.

Notable achievements were by James Newton who achieved 4 A* grades and will be studying Medicine at Nottingham; Elizabeth Bowes who achieved 2 A* and 1 A grade and will be studying English at Newnham College, Cambridge; Leia Henderson who achieved 3 A grades and will be studying Human Social and Political sciences at St John's College, Cambridge; Sumayya Manji who achieved 1 A*, 2 As and a B grade and will be studying Medicine at Southampton; Tihesia Riley-Bennett who achieved 3 A grades and will be studying Medicine at Manchester; Zineb Azoui who achieved 3 A grades and will be studying Bio-Medical Sciences at Newcastle; and Georgina Windsor who achieved 3 A grades and 1 B grade and will be studying Mandarin and Chinese Culture for a gap year at Nanjing University of Finance and Economics, China.



GCSE Results 2016



In previous years all schools' and academies examination results were measured on how many students achieved 5 GCSEs at grades A*- C including English and Mathematics. From this year all students, schools and academies are measured on how much progress their students make from their achievement at KS2 in Year 6 to when they complete their exams at the end of Year 11, known as Progress 8 (measuring students' progress across eight subjects against progress of students nationally). Our Progress 8 figure (unvalidated) is +0.34% as against the national figure (unvalidated) for comprehensive scores of -0.01.

We are delighted that we have continued the unbroken trend since 2011 where our students make progress well above the national average. Attainment has seen an increase from last year, and with the English and Mathematics threshold figure being 55%, the school is particularly pleased that this year 16% of students achieved at least 5 A*-A grades and 19 individual students obtained at least 8 A* and A grades.

Extremely impressive results were obtained by the following students: Tapiwa Tandi who achieving 8 A* and 3 A grades; Armadeep Singh achieving 6 A* and 5 A grades; Wilson Wang achieving 6 A*, 4 A grades and 1 B grade; Rufus King achieving 5 A*, 5 A grades and 1 B grade; Iman Mustafa achieving 4 A* and 7 A grades; Christi Somaraj achieving 4 A*, 6 A grades and 1 B grade; Abdelrahman Aly achieving 4 A*, 5 A and 3 B grades; Kimberly Gould achieving 4 A*, 5 A and 2 B grades; Tom Nash achieving 3 A*, 7 A grades and 1 B grade; Moieze Malik achieving 3 A*, 5 A and 3 B grades; and Jessica Lines achieving 2 A*, 8 A grades

and 1 B grade.

LIFE IN THE SIXTH FORM

Life in the Sixth Form will be different to that experienced in school before. To help you adjust and thrive as a Sixth Form student we provide a tremendous amount of support.

Induction Course

All students intending to enter the Sixth Form will be expected to take part in an Induction Course. This takes place in school after Year 11 examinations have finished, on Monday 3 July 2017. Induction will include information on dress code for the Sixth Form, what we expect from you and what you can expect from us. We will also provide you with an opportunity to sample lessons in your chosen subjects. That way you will be able to get used to the new way of working whilst meeting your new teachers, other staff and all the other new Sixth Form students.

Pastoral Support in the Sixth Form

In the Sixth Form you will have a personal tutor. He/she will be your first port of call for all the range of day to day care issues and will closely monitor your learning and progress, attendance and punctuality. This regular tracking system enables your Tutor to check you are on course and intervene if necessary. They will also be the first point of contact for your parents formally through Parent Consultation Evenings or informally through appointments and telephone calls. This support is particularly targeted as you apply for university or other education, training or employment. We also have a Head of Sixth Form (Mr Fricker), supported by Mrs Watson and the Heads of Houses are on hand to help whenever the need arises. We are also very used to working with outside agencies to facilitate extra support as and when it is necessary.

Independent Learning

In the Sixth Form there is a greater emphasis upon independent learning. You will be set homework and tasks to complete in your study periods but, as a Sixth Former, you will need to be able to complete these tasks in your own time and find ways to extend your learning using your own initiative such as further research or wider reading. This means taking responsibility for your own learning outside the classroom, either within your study periods or at home, by developing the important skills of personal organisation and time management. Of course, your teachers are also here to help. Organise convenient times to meet and discuss your work so that we can help you reach your maximum grade.

Remember, the leap from GCSE to Post 16 courses is challenging and requires dedication and genuine commitment to ensure success. We expect all students to adhere to a Learning Agreement as a means of enabling them to rise to this challenge. This has become ever more crucial as September 2017 heralds the start of the remaining courses reverting to a two year terminal A Level examination.



LIFE IN THE SIXTH FORM

The Roy Duncan Sixth Form Centre

We are very fortunate to benefit from superb social and study facilities in the Roy Duncan Sixth Form Centre. This modern and stylish Sixth Form Centre will enable you to study in the purpose built learning centre comprising of a teaching space next to workstations all of which are equipped with computer facilities. This is in addition to the impressive Library Resource Centre and other curriculum area study spaces. Downstairs is the Sixth Form Common Room where you can catch up with friends over a coffee or lunch.



OPPORTUNITIES FOR LEADERSHIP IN THE SIXTH FORM

The Sixth Form at Jack Hunt School offers you ample opportunity to develop and demonstrate your leadership skills. Not only do we expect our Sixth Form students to take advantage of these opportunities we also expect them to be positive role models for the younger students in the school. By taking on extra roles you will become more responsible, independent and community minded as well as getting so much more from your time here.

Prefect System

These roles are crucial to the fabric of the school community and offer all students the chance to develop interpersonal skills in a sensitive and responsible manner. Responsibilities include assisting with the smooth operation of school procedures at lunchtime and ensuring an appropriate learning culture is maintained in the Sixth Form work areas. Prefects can also be attached to appropriate curriculum areas in line with their academic interests. There they may well choose the option of mentoring a younger student within that curriculum subject. It is expected that all new Sixth Form students will take up some prefect role.

Buddies and Role Models

Our younger students will look up to you and our Vertical Tutor system will enable you to exert a tremendous amount of positive influence upon them. You can help them with their school work by helping them organise their time, assisting with homework or revision and generally giving advice based upon your own real and recent experiences. In other words, you can be a positive role model for younger students or acting as a friendly face or 'buddy' for those who need support. Sixth Formers can also take the lead by delivering sessions such as the SEAL (Social and Emotional Aspects of Learning) lessons or organising fundraising events.

Community Service

All Sixth Formers are required to have some Community Service activity upon their Sixth Form record. This will assist the school in helping you on the next stage of your life journey be it University, training or employment. This could take many forms. Activities include guiding and supporting younger students as a mentor, contributing to whole school events in their own time such as Parents' Evenings, Open Evenings for new students, assisting on Junior Day and being used on teaching appointment interview panels, where your input is valued and your feedback given due consideration. Through the Sixth Form PDE Programme students have an opportunity to apply to volunteer with the National Citizen Services, which we strongly encourage.

Representative Bodies

The Student Council, Parliament, Sixth Form Management Committee and the House and Sports Leaders roles all offer ample opportunities for students to become directly involved in issues enabling you to contribute towards solutions, initiate change and help create a better environment for all.

Other Activities

Being a Sixth Form student is not just about studying courses and passing exams. We want to draw out the best in you and activities such as the ever popular Duke of Edinburgh Award at Gold, Silver and Bronze levels, school musicals, foreign trips and Young Enterprise in Education are amongst other opportunities available.



THE ENRICHMENT CURRICULUM AT POST 16

Personal and Development Education (PDE)

As well as your chosen courses you will have the opportunity to follow a tailor made course in Personal Development Education (PDE). This compulsory one hour a week programme will provide you with information and advice that will help you cope with the social, emotional and academic pressures that are unique to students your age as well as prepare you for the challenges that lie ahead.

These sessions are often delivered by external organisations and speakers who are experts in their field such as the Police, 'Drinksense', the Driving Standards Agency and representatives from Whitemoor Prison. The content of the programme is constantly reviewed in order to reflect the rapid changes in society. The PDE programme will go a long way in equipping you with the necessary skills to make informed decisions and judgements in crucial areas of your life and, as a result, enable you to progress into the wider world as responsible and socially aware young adults.

Core Enrichment Curriculum

The Core Enrichment Curriculum enables students on **two year courses** to gain further qualifications outside their studies. You can select from a list of exciting opportunities which develop many positive skills which will make your application more attractive to universities and employers. These courses include:

- ◆ Extended Project Qualification (by negotiation).
- ◆ Community Sports Leaders Award potentially leading to Higher Sports Leaders Award in Year 13.
- ◆ There may be additional activities/responsibilities added as they become available.

(Students will also have the opportunity to improve upon their GCSE results in English Language and Mathematics).

Choosing Your Courses

September 2015 saw the start of a three year period of transition where the old AS/A2 Level Qualification was to be phased out and replaced by new specifications.

All subjects now have a stand-alone AS Level which **DOES NOT** contribute to the final A Level grade.

The two-year A Level programme requires you to select **three** subjects at A Level to be studied over the two years of the course duration (Medical Science counts as 2 choices). Students must successfully pass the Year 12 examination in all three subjects in order to secure a place in Year 13.



COURSES AVAILABLE

AS/A Levels	Level	Duration
Art & Design 'Fine Art'	A Level	2 years
Biology	A Level	2 years
Business Studies	A Level	2 years
Chemistry	A Level	2 years
Economics	A Level	2 years
English Language and Literature	A Level	2 years
Film Studies	A Level	2 years
French	A Level	2 years
Geography	A Level	2 years
History	A Level	2 years
Mathematics	A Level	2 years
Mathematics ~ Further	A Level	2 years
Music	A Level	2 years
Physical Education	A Level	2 years
Physics	A Level	2 years
Product Design	A Level	2 years
Psychology	A Level	2 years
RS Philosophy and Ethics	A Level	2 years
Sociology	A Level	2 years
Spanish	A Level	2 years
Theatre Studies	A Level	2 years
Urdu	A Level	2 years
Other Level 3 Courses		
Applied Science	BTEC National Level 3	2 years
Health and Social Care	Cambs Tec National Level 3	2 years
Level 2 Courses		
English Language	GCSE	1 year
Mathematics	GCSE	1 year

NB: Courses run subject to viability based upon option uptake and staffing availability.
Information about availability and content of courses was correct at the time of printing/uploading.



ART AND DESIGN `Fine Art`

A Level WJEC

The Fine Art A level is completed over two years; students must pass the internal Art exam at the end of Year 12 to be allowed to continue with the A level course in Year 13.

Entry

In general, students who achieved GCSE Art at Grade B or above will gain entry to the course. Students who gained a C may also be considered through consultation with the Head of Art. Anyone who dropped Art in Year 9 and now finds they need A Level Art should see the Curriculum Area Leader of Art at the earliest instance to discuss possibilities of doing the A Level. They will need to show the Curriculum Area Leader of Art a portfolio of their recent work.

Content and Assessment

The Fine Art A-Level course allows students the opportunity to explore and express their ideas and opinions through a range of visual media. Although drawing and painting will be seen as a starting point and emphasis for all activities, students will be encouraged to experiment with a range of materials including photography, sculpture and print making.

The early weeks of the course will consist of skill building exercises using a range of techniques and media reinforced with homework tasks. Students will be expected to research, collect and record with resources and materials relevant to their own ideas. Sketchbooks will form the basis for this research, which will often be done through homework assignments.

Throughout the **A Level** students complete two units of work.

- ◆ **Unit 1 (60%) – Personal Investigation** – This unit will be based around a theme and subject matter developed from a personal starting point. Students will create a project including a number of final pieces all relating to the same theme. The project will also include elements of artist research, development of ideas, experimentation, observational work and a written element of no less than 1000 words.
- ◆ **Unit 2 (40%) – Controlled Assignment** – Students choose a set task from a selection and create a project based upon this starting point over the course of 12 weeks. The project will contain the same elements as the personal investigation and will be completed through a final piece of art created during a 15 hour exam.

Students will be encouraged to include gallery visits as part of the course particularly in conjunction with the Personal Study Project. During the course information and guidance will be given regarding the application for Post A Level Art and Design courses.

After the Course

If you are interested in a career in Art and Design this A Level can be used to gain entry onto a foundation course in Art and Design. This is a stepping stone to a BA Art and Design course at Art Colleges and Universities. This A Level could also lead to more vocational courses.

For additional information see: Mr Raine

BIOLOGY

A Level AQA

A Level Biology content will be completed over two years. In Year 12 you will study all the basic ideas and skills which will then be developed in the second year. During Year 12 you will undergo vital assessments that decide whether you are able to progress into Year 13.

Entry

To study Biology at A Level, students on either the Double Award or Triple Award GCSE Science programme will be considered, but only if they sit the Higher Tier exams.

If students study **Double Award**, they must achieve a B Grade or above in both Core Science and Additional Science. It is important that students obtain a B Grade or above in the individual Biology units, B1 and B2.

If students study **Triple Award**, they must achieve a B Grade or above in GCSE Biology. It is important that students obtain a B grade or above in two of the individual Biology units, B1, B2 and B3.

Students must also obtain a High Grade 5 or above in GCSE Mathematics.

For students from other schools, equivalent Science GCSE courses will be considered.

Content and Assessment

The courses develop a sound foundation through the study of fundamental biological principles whilst exploring modern applications of Biology.

Content:

A Level Biology includes:

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

Assessment:

Paper 1	+	Paper 2	+	Paper 3
What's assessed <ul style="list-style-type: none">Any content from topics 1–4, including relevant practical skills		What's assessed <ul style="list-style-type: none">Any content from topics 5–8, including relevant practical skills		What's assessed <ul style="list-style-type: none">Any content from topics 1–8, including relevant practical skills
Assessed <ul style="list-style-type: none">written exam: 2 hours91 marks35% of A-level		Assessed <ul style="list-style-type: none">written exam: 2 hours91 marks35% of A-level		Assessed <ul style="list-style-type: none">written exam: 2 hours78 marks30% of A-level
Questions <ul style="list-style-type: none">76 marks: a mixture of short and long answer questions15 marks: extended response questions		Questions <ul style="list-style-type: none">76 marks: a mixture of short and long answer questions15 marks: comprehension question		Questions <ul style="list-style-type: none">38 marks: structured questions, including practical techniques15 marks: critical analysis of given experimental data25 marks: one essay from a choice of two titles

10% of the overall assessment of A-level Biology will contain mathematical skills equivalent to Level 2 or above.

At least 15% of the overall assessment of A-level Biology will assess Knowledge, skills and understanding in relation to practical work.

During the course of two years, students will undertake twelve required practicals for which competency in different skills will be assessed. The students will be awarded a competency mark for their practical skills (Pass or Fail) in addition to their A level grade (A* - E).

After the Course

Successful completion of the course can lead to employment, college or university. Whatever your grade or aim, at the end of the course you will have gained a great deal of knowledge and developed a number of transferable skills. Previous students have gone into a wide range of courses including; Biology, Medicine, Dentistry, Nursing, Midwifery, Physiotherapy, Sports Science, Biomedical science, Psychology, Veterinary Science and non-Science courses.

For additional information see: Dr Bloor

Business Studies

A Level AQA

The full A Level is a two year course and will be completed at the end of Year 13. Students must pass the exams at the end of Year 12 to be allowed to continue with the A Level programme in Year 13.

Entry

No previous knowledge of the subject is required but if you have studied GCSE Business Studies you must have achieved a C Grade or above. Grade 4 or above in GCSE Mathematics and English Language is also required.

Content and Assessment

The aim of this course is to give you an understanding of the opportunities and problems faced by a business and of how that business might deal with them. It has a direct relevance to your life and by studying Business Studies you will improve your understanding and awareness of business and world affairs. The topics you will study are as follows

- ◆ What is business?
- ◆ Managers, leadership and decision making
- ◆ Decision making to improve marketing performance
- ◆ Decision making to improve operational performance
- ◆ Decision making to improve financial performance
- ◆ Decision making to improve human resource performance
- ◆ Analysing the strategic position of a business (A Level only)
- ◆ Choosing strategic direction (A Level only)
- ◆ Strategic methods: how to pursue strategies (A Level only)
- ◆ Managing strategic change (A Level only)

After the Course

Business Studies will clearly be of advantage to you if you are considering any kind of career in the business world, in social administration or wish to go into higher education to study a variety of degree courses.

For additional information see: Mr Zaman or Miss Rashid

CHEMISTRY

A Level Edexcel

A Level Chemistry content will be completed over two years. In Year 12 students will study all the basic ideas and skills which will then be developed throughout the second year. During Year 12 you will undergo vital assessments that decide whether you are able to progress into Year 13.

Entry Requirements

To study Chemistry at A Level, students on either the Double Award or Triple Award GCSE Science programme will be considered, but only if they sit the Higher Tier exams.

If students study **Double Award**, they must achieve a B Grade or above in both Core Science and Additional Science. It is important that students obtain a B Grade or above in the individual Chemistry units, C1 and C2.

If students study **Triple Award**, they must achieve a B Grade or above in GCSE Chemistry. It is important that students obtain a B grade or above in two of the individual Chemistry units, C1, C2 and C3.

Students must also obtain a Grade 6 or above in GCSE Mathematics.

For students from other schools, equivalent Science GCSE courses will be considered.

Content and Assessment

Content:

You will study a range of topics from Inorganic, Organic and Physical Chemistry.

A Level Chemistry includes:

- Topic 1 Atomic Structure and the Periodic Table
- Topic 2 Bonding and Structure
- Topic 3 Redox I
- Topic 4 Inorganic Chemistry and the Periodic Table
- Topic 5 Formulae, Equations and Amounts of Substance
- Topic 6 Organic Chemistry I
- Topic 7 Modern Analytical Techniques I
- Topic 8 Energetics I
- Topic 9 Kinetics I
- Topic 10 Equilibrium I
- Topic 11 Equilibrium II
- Topic 12 Acid-base Equilibria
- Topic 13 Energetics II
- Topic 14 Redox II
- Topic 15 Transition Metals
- Topic 16 Kinetics II
- Topic 17 Organic Chemistry II
- Topic 18 Organic Chemistry III
- Topic 19 Modern Analytical Techniques II

Assessment

Paper 1	Paper 2	Paper 3
<p>What's Assessed</p> <p>Inorganic and Physical Chemistry:</p> <ul style="list-style-type: none"> ○ Topics 1-5, 8 and 10-15 	<p>What's Assessed</p> <p>Organic and Physical Chemistry:</p> <ul style="list-style-type: none"> ○ Topics 2-3, 5-7, 9 and 16-19 	<p>What's Assessed</p> <p>General and Practical Principles in Chemistry:</p> <ul style="list-style-type: none"> ○ Topics 1-19 ○ Conceptual and theoretical understanding of experimental methods that will draw on students' experiences of the core practicals.
<p>Assessed</p> <ul style="list-style-type: none"> ○ Written exam: 1 hr 45 mins ○ 90 marks ○ 30% of A Level 	<p>Assessed</p> <ul style="list-style-type: none"> ○ Written exam: 1 hr 45 mins ○ 90 marks ○ 30% of A Level 	<p>Assessed</p> <ul style="list-style-type: none"> ○ Written exam: 2 hr 30 mins ○ 120 marks ○ 40% of A Level
<p>Questions</p> <p>Multiple-choice, short open, open-response, calculations and extended writing questions.</p>	<p>Questions</p> <p>Multiple-choice, short open, open-response, calculations and extended writing questions.</p>	<p>Questions</p> <p>Short open, open-response, calculations and extended writing questions.</p> <p>Synoptic questions that may draw on two or more different topics.</p>

20% of the overall assessment of A-Level Chemistry will assess mathematical skills equivalent to Level 2 or above.

Students will also complete seventeen required practicals for which competency in different skills will be assessed. The students will be awarded a competency mark for their practical skills (Pass or Fail) in addition to their A level grade (A* - E).

After the Course

Successful completion of the course can lead to employment, college or university. Whatever your grade or aim at the end of the course you will have gained a great deal of knowledge about different aspects of Chemistry and developed a number of transferable skills. Previous students have gone into a wide range of courses including: Chemistry, Medicine, Dentistry, Pharmacy, Chemical Engineering, Biochemistry, Biomedical Science, Environmental Science, and non-Science courses.

For additional information see: Miss Marsh

ECONOMICS

A Level EDEXCEL

The full A Level is a two year course and will be completed at the end of Year 13. Students must pass the exams at the end of Year 12 to be allowed to continue with the A Level programme in Year 13.

Entry

No previous knowledge of the subject is required but a sound understanding of English and Mathematics is necessary, therefore students should have passed GCSE English to Grade 4 or above. Ideally you will have a Grade 5 in Maths. You will need to keep up to date with current affairs and be prepared to read extensively around the subject.

Content and Assessment

The A Level course will cover such varied topics as demand and supply, the extent to which poverty still exists in the UK, the effects of the credit crunch international issues such as globalisation and development economics.

The course is structured in such a way that you will start by building up an "Economic Toolbox" which you will then use to analyse and evaluate current Economic issues. At all times you will be encouraged to include your own knowledge of current affairs and use that knowledge to complement you're academic studies.

As the course progresses you will become more aware of some of the main economic problems and how a variety of governments have attempted to overcome these problems. This will entail developing a critical awareness of how policies might operate and the consequences of such policies. You will learn to assess business and economic news with a more reasoned and critical eye, rendering events, such as the Budget, less of a mystery to you.

Three modules will be assessed at the end of Year 13 and will represent the A Level qualification. There will be no coursework element. The A Level is structured into four coherent themes to support teaching and learning:

- ◆ **Theme 1** introduces students to markets and market failure
- ◆ **Theme 2** introduces students to the UK economy, focusing on performance and policies
- ◆ **Theme 3** explores business behaviour and the labour market
- ◆ **Theme 4** considers a global perspective.

After the Course

An A Level in Economics will be of advantage to you if you are considering any kind of career in commerce, finance, law, accounting and / or a degree in any of the Social Sciences (such as Economics, Business Studies, Sociology, Human Geography, Politics, Social History, Social Psychology etc.) The subject is a popular choice to combine with others which have a particular bias (e.g. Humanities, Science, Arts) in order to broaden the package and make it more marketable.

For additional information see: Mr Zaman or Mr Burns

ENGLISH LANGUAGE and LITERATURE

A Level Edexcel

This is a two-year programme of study with examinations in Summer of 2019. There will be examinations in Year 12 which students will need to pass in order to continue into Year 13.

Entry

This course encourages you to develop your interest in, and appreciation of, the English language through learning about its structures, functions, developments and variations across different modes of writing. It also offers you the opportunity to read and critically evaluate a variety of literature, and produce your own creative and non-fiction writing. You will develop your analytical skills, wider reading, and ability to express your ideas in speech and written essays.

It will be expected that you will be a keen reader and have achieved at least a Step 4 in GCSE English Language and Literature.

Content and Assessment

This is an interesting and varied course, which looks at how contexts of production and reception shape how writers engage their readers. Across the two year course, you will study a variety of aspects of language and literature organised into three components.

Component 1: Voices in Speech and Writing

In this unit, you will study a selection of non-fiction writing from the 20th and 21st centuries, comparing how writers' voices differ according to mode, purposes and contexts. You will also study a drama text, exploring how a playwright represents different voices and simulates aspects of speech in writing. You will be assessed by a written examination in which you will compare one of the anthology texts to an unseen text from the 20th or 21st centuries, alongside a separate question about an extract from the play. This will be an open book exam, meaning you will be provided with a clean copy of the texts in the examination.

Component 2: Varieties in Language and Literature

In this unit, you will explore two literary texts, a novel and a play, linked by the theme of 'Society and the Individual'. You will compare how writers use literary devices, language features and themes to shape their narratives and characterisation, as well as convey their messages. You will also read a selection of literary prose non-fiction and explore how such texts use language and literary devices to achieve their purposes. This unit is assessed by a written examination in which you will answer one question comparing the two literature texts, and a separate question about an unseen literary prose non-fiction extract. This is also an open book examination.

Component 3: Investigating and Creating Texts

In this unit, you will produce one piece of creative non-fiction and one piece of fiction linked by a theme of your choice. You will explore a range of non-fiction in your chosen mode of writing that appears in your intended publication space; and you will similarly explore fiction texts in the same genre and style as your intended fiction piece. You will use this research to produce style models which will guide your creative writing. You will also write an analytical commentary reflecting on how you have used language, literary devices and features of mode to achieve your intended purposes and engage your reader.

After the Course

This course is particularly suitable for those students who wish to study English Language, Literature, combined English, Linguistics, English Studies or Journalism in Higher Education. It encourages students to take responsibility for their own learning and gives them a strong grounding in the academic principles relating to working with language. The workshop style of teaching and learning gives students academic confidence, as well as knowledge about English language and literature.

For additional information see: Mr Roberts or Miss Donaldson.

ENGLISH LITERATURE

A Level EDEXCEL

Exams will be completed at the end of Year 12 which students must pass to be allowed to continue with the A Level programme in Year 13. The full A level will be completed at the end of Year 13.

Entry

A love of reading is essential for this course, as well as self-motivation. The course teaches a variety of analytical skills but requires that the student applies these to the texts of their choice. We do not necessarily all study the same novel or play. It will be expected that you will have achieved at least GCSE Grade 4 in English Language or Literature.

Content and Assessment

This subject will offer you the opportunity to read and critically evaluate a variety of literature. It will allow you to make use of texts you have personally enjoyed as well as widening your reading spectrum.

Across the two years, students will study a wide variety of literature from Shakespeare to modern drama, Romantic to Realist poetry and Victorian to modern prose. You will be required to study one or two Shakespeare plays in detail; literature from the British Literary Heritage; literature from other cultures as well as independent study at A Level. It will also teach you to write critically and creatively, enabling you to build arguments and analyse texts in detail.

The key skills assessed throughout the course are:

- ◆ The ability to argue fluently and persuasively with competent spelling, punctuation and grammar.
- ◆ The ability to analyse the writer's use of language, structure and form and link these to meaning.
- ◆ The ability to compare and contrast within and between texts.
- ◆ The ability to explore how texts are influenced by or influence the social, historical contexts in which they are written.
- ◆ The ability to use critical arguments from other sources to extend and develop your argument.

After the Course:

Your experience of the course will equip you to argue a viewpoint in speech and writing and will develop your critical sense and response to literature. Your qualification in English Literature will help you in the pursuit of almost any career.

For additional information see: Mr Fricker or Ms Swannell

FILM STUDIES

A Level WJEC EDUQAS

This is a new two-year programme of study with first examinations in the Summer 2019. There will also be examinations in Year 12 which students will need to pass in order to continue the course in Year 13.

Entry

A genuine interest in film, culture and all aspects of English is essential. Film Studies is a challenging academic A Level that requires a high level of independent study outside of lessons and should not be entered into without full understanding of what the course entails. It will be expected that you have achieved at least a Grade 4 in GCSE English Language and Literature.

Content and Assessment

This subject will offer you the opportunity to combine a theoretical understanding of films, including their importance in society and methods for analysing film texts, with an opportunity to write a screenplay and produce a storyboard for your own short film.

The A Level course will include:

Component 1: American and British Films

American and British Films, you will explore a US film from the Classical Hollywood period; you will explore Hollywood between the 1960s and the present day; you will have an opportunity to explore independent American filmmaking; and you will compare how British film has developed between 1930 and the present day. This unit is assessed by a 3 hour written examination.

Component 2: Varieties of Film

You will study 5 feature-length films and a compilation of short films that explore different film movements and styles, including one film from the silent era, a documentary, and two films produced in different global production contexts. You will also analyse how short film differs from feature length film production. This unit is assessed by a 3 hour written examination.

Component 3: Production

You will have the opportunity to produce a screenplay for a short film, along with a digital storyboard of part of the story; this will be accompanied by an evaluative analysis of your product. This unit is assessed through your coursework products.

After the Course

Your experience of the course will equip you to argue a viewpoint and develop a critical sense of how you look at film and culture in society. It will develop your analytical skills beyond what you might expect initially. It will also hone your observation and perception skills. Your qualification will help you in the pursuit of many careers, including ones in the media or a related field.

For additional information see Mr Fricker or Mr Roberts.

FRENCH

A Level

Students must pass the exams at the end of Year 12 to be allowed to continue with the A Level programme in Year 13. The full A level will be completed at the end of Year 13.

Entry

It will be expected that you have achieved at least a Grade C at GCSE (having had some experience in dealing with Higher papers) in order to cope with the level of language difficulty.

Content and Assessment

The approach is a focus on how French-speaking society has been shaped, socially and culturally, and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of French-speaking countries. In the second year further aspects of the social background are covered, this time focusing on issues, such as life for those on the margins of French-speaking society as well as looking at the positive influences that diversity brings. Students also study aspects of the political landscape in a French-speaking country, looking at immigration from the political perspective and at the way in which political power is expressed through action such as strikes and demonstrations. Teenagers and the extent to which they are politically engaged looks towards the future of political life in French-speaking society.

Aspects of French-speaking society:

Current trends

- The changing nature of family
- The 'cyber-society'
- The place of voluntary work

Aspects of French-speaking society:

Current issues

- Positive features of a diverse society
- Life for the marginalised
- How criminals are treated

Artistic culture in the French-speaking world

- A culture proud of its heritage
- Contemporary francophone music
- Cinema: the 7th art form

Aspects of political life in the French-speaking world

- Teenagers, the right to vote and political commitment
- Demonstrations, strikes – who holds the power?
- Politics and immigration

In addition students must study one text and one film or two texts from a select list determined by the exam board.

The complexity builds throughout the course particularly with reference to syntax and grammar. At the end of the A Level course students will sit three exams: Paper 1 Listening, reading and writing (40%), Paper 2 Writing (essays on texts and films) (30%) and Paper 3 Speaking (30%).

After the Course

The A Level course forms a sound basis for studying Languages in Higher Education and many students continue with it either as a single subject degree or in combination with another subject such as European Studies, Marketing, Law Politics, History, etc. As more universities participate in the Erasmus/Socrates scheme, students of disciplines other than languages (Maths, Chemistry, Engineering and Computing) have the opportunity of studying for a year in a foreign university. Students will have the opportunity to take the "Test de Connaissance du Français" (TCF) which is a French University entry exam. Similar entry tests will be offered to students wishing to study in other European universities.

Career opportunities include work as translators, interpreters, in teaching, from banking to tourism, from lawyer to doctor, from engineer to journalist; from civil servant to pilot...the list is endless. Competence in one or more of the key languages of the European Community will enhance career prospects in the business world. Many British firms have links with their foreign counterparts; therefore knowledge of a language can be a useful skill for those going directly into employment after their A levels.

For additional information see: Mr Mandin

GEOGRAPHY

A Level EDEXCEL

Students will need to pass the Year 12 examinations in order to continue to Year 13.

Entry

Students must have achieved Grade C in GCSE Geography and in addition they must have at least Grade 4 in GCSE English (Language or Literature) and Maths. Essay writing and an ability to use and interpret mathematical and statistical data are also requirements of the course. Students will need to pass the Year 12 examinations in order to continue to Year 13.

Content and Assessment

This course gives students the opportunity to develop an in-depth understanding of physical and human Geography, the complexity of people and environment questions and issues, and to become critical, reflective and independent learners. The course seeks to encourage an enquiry approach to learning, this includes a minimum of four days fieldwork. Through this approach, students gain a better understanding of the world today and develop their own opinions about choices for a better world.

A Level

Paper 1 - Physical - 30% 2 hours 15 minutes examination

- Tectonic Processes and Hazards, The Water Cycle and Water Insecurity, and The Carbon Cycle and Energy Security
- Coastal Landscapes and Change *or* Glaciated Landscapes and Change

Paper 2 – Human - 30% 2 hours 15 minutes examination

- Globalisation and Superpowers
- Regenerating Places *or* Diverse Places
- Migration

Paper 3 – Synoptic - 20% 2 hours 15 minutes examination

A geographical issue within a place-based context that links to the three synoptic themes (PLAYERS, ATTITUDES & ACTIONS AND FUTURES & UNCERTAINTIES) and is rooted in two or more of the compulsory content:

1. Water and Carbon Cycles
2. Landscape Systems
3. Global Systems; Global Governance
4. Changing Place; Changing Places

Coursework/Independent Investigation - 20%

Non-examined written report of 3000–4000 words on a topic of your choice based around fieldwork. The investigation report is internally assessed and externally moderated.

After the Course

Geography A Level serves as an excellent preparation for further study at university and the world of work. Geography is highly valued by universities as an A Level choice. The Russell Group report names geography as one of the eight facilitating subjects. This is a subject most likely to be required or preferred for entry to degree courses and choosing facilitating subjects will keep more options open to you at university. Many students have gone on to higher education, some read Geography but also to a wide range of other degrees. Geography is a useful basis for a very wide range of careers including business management, finance and media to teaching and law.

For additional information see: Miss Jones

OCR CAMBRIDGE TECHNICAL – *Draft Specification*

Extended Certificate in Health & Social care

Level 3: 2 Year Course

The qualification is designed to be taken as part of a study programme alongside other A levels.

Entry

6 GCSEs at Grade C / Grade 4-5 or above one must be in English.

Content and Assessment

This qualification is for learners who want to study health science, social care or childcare. It is not just about caring for babies or the elderly and the ill; it will provide learners with the skills, knowledge and understanding to progress into higher education on a health and social care-related programme such as Health & Social Care, Nursing, Social Work or Early Childhood Studies.

This qualification is the equivalent to 1 A Level.

Name of unit – <i>Proposed units – subject to change</i>	Nature of assessment
• Building positive relationships in Health & Social care	Internally assessed coursework
• Equality, diversity and rights in Health & Social care	External Exam
• Health, safety and security in Health & Social care.	External Exam
• Anatomy and physiology for Health & social care.	External Exam
• Public Health.	Internally assessed coursework
• The impact of long-term physiological conditions.	Internally assessed coursework

These units will provide the basis for understanding Health & Social Care in the wider contexts of the different environments and settings where care takes place, the importance of effective communication, the importance of legislation and impact on the setting and how to deliver a person-centred approach in the care given. Undertaking this qualification will enable the development of communication, research, organisational skills as well as a greater understanding of working across the care settings.

Grades

Every unit achieved will be graded as pass, merit, or distinction.

Learners who don't achieve a pass in a unit will be unclassified. A learner must get at least a pass for every unit to be awarded the qualification

Students who choose this course must be self-motivated as there is a considerable amount of independent learning, research using the internet and library. You will also be required to carrying out own primary research investigations which may involve questionnaires & interviews and you may be required to organise own visits to observe working environments or talk to client groups to support own knowledge & development.

For more information see: Mrs Collins

HISTORY

A Level OCR

Students will need to pass the Year 12 examination in order to continue the course in Year 13.

Entry

Students wishing to study History must have both interest and ability in the subject itself as well as confidence and ability in English skills. Commitment and a willingness to spend a significant amount of “free” time in private study and reading are also essential. Students must have achieved at least a Grade C in GCSE History and Grade 4 in GCSE English and have demonstrated a positive attitude in both these subjects in the two years leading up to those exams.

Content and Assessment

Students will be asked to analyse and come to terms with source material whilst absorbing the varying ideas and interpretations of other historians. They are asked to do their own research, prepare notes and write essays as well as work from the basis of class activities, discussions and videos. Students will also prepare presentations.

Unit 1 will explore **the Impact of the Norman Conquest upon England**. Students will explore life in Anglo-Saxon England in the years leading up to the Norman Conquest. They will then explore the changes to government, society, economy and religion in the years after 1066 under William I. Students will explore primary sources and historical interpretations as part of their studies.

Unit 2 will explore **International Relations between 1880 and 1944**. Students will explore the causes of both World Wars and the wider ramifications of political changes and developments around the globe.

Unit 3 examines the changing nature of power in **Russia between 1855 and 1964**. Students will explore the rise and fall of Tsarism alongside the birth and expansion of Communism under Lenin, Stalin and Khrushchev. Students will explore primary sources and historical interpretations as part of their studies. This unit will only be assessed at A-Level.

Unit 4 is the **Personal Study**. Students will be given the opportunity to study a topic of their choosing from either the Civil Rights Movement in the USA or the development of democracy and dictatorship in Germany. There may be scope for some students to pursue a question in one of the other three units we have studied, but due to the demands of the coursework this may be limited to ensure students meet the requirements of the course.

At the end of Year 13 students will sit 3 exams and submit an extended piece of Coursework. These 4 assessments will be used to calculate your A-Level grade.

After the Course

History A-Level serves as an excellent preparation for further study and the world of work. Many students have gone on to Higher Education to read History while others have found it to be a useful qualification for entry into a variety of careers such as journalism, law, banking and personnel management. Professionals of today must be able to absorb complex, contradictory information, evaluate it and draw conclusions. It is precisely these skills that you will be developing in the study of History.

For additional information see: Mr Fowler

MATHEMATICS

A Level AQA

From September 2017, Maths will follow the new reformed specification (AQA 7257) and as such will be assessed as a Full A level at the end of 2 years study. Although students will not sit external AS Examinations, internal exams equivalent to AS will be completed at the end of Year 12 to assess students and gauge progress made towards the full A level award. Students must pass Year 12 exams to continue with the course in Year 13.

Entry

Guaranteed places are available for students achieving at least Grade 6 at GCSE.

Students achieving Grade 5 on the Higher paper will be considered at the discretion of the Curriculum Area Leader and Head of Sixth Form. All applications are referred to the Mathematics department who will advise students on their likely success at A Level.

ALL students will sit an entrance test at the start of Year 12 to establish whether they are still suitable and ready for the demands of the increased difficulty of A level Maths.

Potential A Level students should be aware that these courses demand a sustained effort and a great deal of self-motivation.

Content and Assessment

Throughout the course, students will study Core maths along with applied units of; Statistics and Mechanics.

This is very much a student-centered course where you will be able to work through the material at your own pace, both on your own and in a group. There will be opportunities for discussion with staff and other students as well as times when skills will be learnt and practised.

The basic materials are a set of text books which include task sheets. The use of a computer and a scientific calculator is essential to the course and it is assumed that all students will have their own scientific calculator.

Students will sit 3 papers at the end of Year 13.

Paper 1 will focus on the Core mathematical principles.

Paper 2 will focus on the Mechanics (Plus content from Core Maths)

Paper 3 will focus on Statistics (Plus content from Core Maths)

All 3 papers are equally weighted towards the final qualification

After the Course

Successful completion of an A Level course in Mathematics will provide you with one of the subjects needed to enter certain courses within an institution of Higher Education. A good pass is essential for embarkation upon a Mathematics degree and different levels of pass for entry to courses in other subjects such as Physics or Chemistry. An A Level qualification is however useful in its own right as a passport to employment for those who do not wish to enter Higher Education. Whatever career you may have in mind the skills learnt in A Level Mathematics, which include logical thinking and problem solving, are almost certain to be of value.

For additional information see: Mr Young

FURTHER MATHEMATICS

A Level AQA

From September 2017, Maths will follow the new reformed specification (AQA 7367) and as such will be assessed as a Full A level at the end of 2 years study. Although students will not sit external AS Examinations, internal exams equivalent to AS will be completed at the end of Year 12 to assess students and gauge progress made towards the full A level award. Students must pass Year 12 to continue the course in Year 13.

Entry

In view of the demanding nature of the course it is advisable that prospective students have gained Step 7 at GCSE Higher Mathematics.

Students who choose this course must also choose Mathematics as another A-Level option. This double subject counts as two separate A Levels both for university entrance and for employment purposes.

Content and Assessment

Throughout the course, students will study Further Core mathematical principles along with 2 optional applied units of; Discrete Mathematics, Statistics or Mechanics.

This is very much a student-centered course where you will be able to work through the material at your own pace, both on your own and in a group. There will be opportunities for discussion with staff and other students as well as times when skills will be learnt and practised.

The basic materials are a set of text books which include task sheets. The use of a computer and a scientific calculator is essential to the course and it is assumed that all students will have their own scientific calculator.

Students will sit 3 papers at the end of Year 13.

Papers 1 and 2 will focus on the Core mathematical principles.

Paper 3 will be split into 2 sections and focus on the 2 optional applied units.

All 3 papers are equally weighted towards the final qualification

After the Course

If you follow the A Level course in Further Mathematics you will be well qualified to begin a degree course in Mathematics, Physics or any other subject which has a mathematical base. Previous students who have gone on to university to study Economics, Chemistry and even Law have also found the skills acquired in Further Mathematics useful.

For additional information see: Ms Sharman

MUSIC

A Level AQA

Entry

Upon beginning the course you should have achieved at least Grade C at GCSE Music. Instrumentally or vocally you should aim to be approximately at or above Grade 5 standard. It is also expected that students learn the theory of music to Grade 5 standard, and possess a reasonable grasp of English. Students must pass the examination in Year 12 to continue into Year 13.

You will be asked to take a broadminded interest in all kinds of music, increasing your personal level of musical appreciation, as well as taking advantage of performing opportunities in school. This is highly recommended to succeed on this course.

Content and Assessment

There are three main components to the study of A Level Music. Performing is worth 30%, composing is worth 30% and listening and appraising is worth 40%.

During Year 12, students will prepare a recital of 5 minutes at Grade 5 or above. The pieces are decided upon with their instrumental teacher and practised throughout the course. This then extends to 10 minutes for the full A level, at a minimum of Grade 6 level. Whilst students will be required to put together a recital during Year 12, the final recital for examination must be recording between March and May of Y13.

Students create two compositions during the course; one to a brief set by AQA and the other a free composition. The free composition can be in any style and for any instrument(s). Development of ideas will be started during Year 12, but the composition must be completed in Year 13. Composing to a brief is focussed on following AQA publishing these in September of Year 13. The compositions should have a combined duration of at least 4 minutes 30.

Throughout the course, students study a range of musical styles. Their knowledge, understanding and skills are then assessed within an appraising exam at the end of both years. *There are seven areas of study covered at both levels which include: western classical tradition, pop music, music for media, music for theatre, jazz, contemporary traditional music and 'art music since 1910'.* Whilst the western classical tradition area of study is a compulsory requirement, the other area of study will be decided upon according to the cohort of students opting for music that year.

After the Course

Your A Level in Music does not qualify you to be the next Nigel Kennedy (although you can try if you like!) but does open a lot of doors; music publishing or editing, journalism, work in theatre production, TV and studio sound technician (especially if you like Physics too!), music therapy or teaching.

Even if you do not intend to use music in your career, music is very good for life enhancement as it includes development of many core skills and is classed as Russell Group 'facilitating' A Level.

For additional information see: Mrs Sargent or Mr Amos

PHYSICAL EDUCATION

A Level AQA

The full A level will be completed over Year 12 and 13. Students must pass the Year 12 examinations in order to continue the course in Year 13.

Entry

To embark on this course of study you will need to have genuine interest in all aspects of Physical Education. The range of content is very diverse from scientific (physiology, learning skills and psychology) to social, cultural and contemporary issues in the world of sport. A minimum of Grade C at GCSE Level Double Science and Grade 4 in GCSE English are essential for the course. Studying PE at GCSE level is desirable but not essential.

There is a performance aspect to the course. Students can choose to be a performer or a coach and are assessed in one activity in a fully competitive situation. Therefore students must be competing in their chosen role/activity outside of school to study the A Level course.

Content and Assessment

Component 1: This theory element focusses on the factors affecting participation in physical activity and Sport. Students will study applied anatomy and physiology, skill acquisition, sport and Society. This will be assessed in a 2 hour written exam and is worth 35% of the final grade.

Component 2: This theory element focusses on the factors affecting optimal performance in physical activity and sport. Students will study exercise physiology and biomechanics, sport psychology, sport and society and technology in sport. This will be assessed in a 2 hour written exam and is worth 35% of the final grade.

Component 3: Practical performance in physical activity and sport. Students are assessed as a performer or coach in the full sided version of one activity. This also includes a written/verbal analysis of performance. Students must be competing in their chosen role and activity outside of school to study the A Level course. This is a non-exam assessment and will be assessed through internal and external moderations and is worth 30% of the final grade.

After the Course

A Level Physical Education is an acceptable course for entry for a very wide range of degree courses. It is excellent preparation for any form of sports degree, ranging from teaching, coaching and officiating, sport and leisure management and sports development.

For additional information see: Mrs McCormack/Mr Game

PHYSICS

A Level AQA

A Level Physics content will be completed over two years. In Year 12 you will study all the basic ideas and skills which will then be developed in the second year. During Year 12 you will undergo vital assessments that decide whether you are able to progress into Year 13.

Entry

To study Physics at A Level, students on either the Double Award or Triple Award GCSE Science programme will be considered, but only if they sit the Higher Tier exams.

If students study **Double Award**, they must achieve a B Grade or above in both Core Science and Additional Science. It is important that students obtain a B Grade or above in the individual Physics units, P1 and P2.

If students study **Triple Award**, they must achieve a B Grade or above in GCSE Physics. It is important that students obtain a B grade or above in two of the individual Physics units, P1, P2 and P3.

Students must also obtain a Grade 6 or above in GCSE Mathematics.

For students from other schools, equivalent Science GCSE courses will be considered.

Content and Assessment

In order to be successful in Physics, a student must be able to:

1. Recall factual knowledge, terminology, definitions, conventions, laws and details of experiments
2. Familiarise themselves with experimental techniques, use apparatus and measuring instruments, and present experimental data with reference to accuracy and errors
3. Solve numerical problems and qualitative problems
4. Interpret data in various forms, translate data from one form to another, but also analyse and assess unfamiliar data and situations

A-level Physics includes:

Core Content

1. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity
6. Further mechanics and thermal physics
7. Fields and their consequences
8. Nuclear physics

Options:

One option topic that will be:

9. Medical physics

Paper 1	+	Paper 2	+	Paper 3
What's assessed Sections 1–5 and 6.1 (Periodic motion)		What's assessed Sections 6.2 (Thermal Physics), 7 and 8 Assumed knowledge from sections 1 to 6.1		What's assessed Section A: Compulsory section: Practical skills and data analysis Section B: Students enter for one of sections 9, 10, 11, 12 or 13
Assessed <ul style="list-style-type: none"> written exam: 2 hours 85 marks 34% of A-level 		Assessed <ul style="list-style-type: none"> written exam: 2 hours 85 marks 34% of A-level 		Assessed <ul style="list-style-type: none"> written exam: 2 hours 80 marks 32% of A-level
Questions 60 marks of short and long answer questions and 25 multiple choice questions on content.		Questions 60 marks of short and long answer questions and 25 multiple choice questions on content.		Questions 45 marks of short and long answer questions on practical experiments and data analysis. 35 marks of short and long answer questions on optional topic.

40% of the overall assessment of A- level Physics will contain mathematical skills equivalent to Level 2 or above.

At least 15% of the overall assessment of A – level Physics will assess Knowledge, skills and understanding in relation to practical work.

During the course of two years, students will undertake twelve required practicals for which competency in different skills will be assessed. The students will be awarded a competency mark for their practical skills (Pass or Fail) in addition to their A level grade (A* - E).

After the Course

Many scientific, technical and engineering jobs as well as courses of further education require or prefer A Level Physics of their entrants. Physics is recognised as a qualification which “says” a great deal about you as a person who holds it. In addition you will have a fascination for, and a depth of understanding of, things around you which is rare and of continuing value no matter what future path you choose. Previous students have gone into a wide range of courses including; Physics, Medicine, Dentistry, Biomedical Science, Computer Science, Engineering and non-Science courses.

For additional information see: Mr Cooper

PRODUCT DESIGN – *DRAFT SPECIFICATION*

A Level AQA

The full A level will be completed at the end of Year 13. At the end of Year 12 students must pass the end of Year exam to be allowed to continue with the A Level programme in Year 13.

Entry

Design and Technology: Product Design as a subject to study at A Level is specifically designed for those students interested in developing an understanding of the modern world. Students should have achieved at least a Grade C in Design Technology GCSE and a Grade 4 in Mathematics is required.

Content and Assessment

The specification has been designed to encourage students to take a broad view of design and technology, to develop their capacity to design and make products and to appreciate the complex relationships between design, materials, manufacture, marketing and design in society.

A Level

Paper 1

Core Technical Principles, Core Designing and Making Principles, Additional Specialist Knowledge

Exam Assessment: 2 hour written exam worth 100 marks = 25%

Mixture of short answer; multiple choice and extended response

Paper 2

Specialist knowledge; technical and designing and making principles

Exam assessment: 2 hour written exam

Mixture of short answer, multiple choice and extended response questions on Product Analysis (6 short answer questions based on visual stimulus of product (s)) and Commercial Manufacture (mix of short and extended questions).

Non-exam assessment (NEA):

Practical application of technical principles, designing and making principles and specialist knowledge

Substantial design and make project. 45 hours work worth 100 marks = 50% of A Level.

Evidence required: Written or digital design portfolio and photographic evidence of final prototype.

After the Course

A Level is a good foundation for those wishing to continue with further studies in design, manufacturing or engineering related courses. It will also be helpful to those going into the world of work providing a good experience and foundation in communicating, report writing, giving presentations and working with others. For more information see: Mr Hargreaves

PSYCHOLOGY

A Level AQA

The full A level will be completed at the end of Year 13. At the end of Year 12 students must pass the end of Year exam to be allowed to continue with the A Level programme in Year 13.

Entry

A high standard of English is required. Grade 4 at GCSE English Language and Mathematics (on the higher paper) is a minimum requirement.

Content and Assessment

Topics taught in Year 12 include Social Influence, Memory, Attachments, Approaches in Psychology, Biopsychology, Psychopathology and Research Methods. Students will also undertake a research methods project to help put all the theory into practice. Topics taught in Year 13 include Issues and debates in Psychology, Relationships, Schizophrenia and Forensic Psychology. The full A level is assessed via 3 exams at the end of Year 13 – each paper is worth 33.3% of the full A Level and two hours long.

The purpose of the course is to develop in students a more effective way of thinking, one that can critically analyse occurrences in a logical and rigorous way. This enables students to gain confidence and to express informed opinions on a range of interesting and important issues. Psychology provides students with a balanced approach and a variety of precise questions to address on a vast number of practical concerns. As such it helps to reduce discrimination and to inform individuals not only about others behaviour but also with regard to empowering them in relation their own actions.

There is no coursework element at A Level.

After the Course

Psychology can be taken in conjunction with any other subject and bridges the divide between the Sciences, Humanities and Sports subjects. It is increasingly an integral part of higher education courses, through the deepened understanding that it provides of human behaviour and the transferable skills that students are equipped with as a result of their studies. Psychology is an ideal preparation for anyone wishing to pursue a career which involves dealing with people. Such careers include: lawyer, advertising, health service, management / public relations, television research / press liaison, police / armed forces as well as a psychologist (Sports, Clinical, Forensic, Educational).

For additional information see: Mrs Clifton-Attfield or Mrs Law

RELIGIOUS STUDIES: PHILOSOPHY AND ETHICS

A Level EDEXCEL

Students must pass the exams at the end of Year 12 to be allowed to continue with the A Level programme in Year 13. The full A level will be completed at the end of Year 13.

Entry

Students wishing to study the Religion, Philosophy and Ethics course must have both an interest and ability in the subject itself. A high standard of written English is required. Grade 4 at GCSE English Language or Literature is the minimum required as well as a Grade 4 in GCSE Religious Education.

Content and Assessment

The course investigates a number of philosophical, religious and ethical enquires from a variety of different standpoints. It focuses on some of the world's most influential philosophers, ethicists and religious people and explores a wide range of beliefs, practices, concepts and theories. All students will be examined in three units at the end of the assessment year.

A Level

Students will further enhance their knowledge and understanding on the three modules studied during their AS course.

• Philosophy of Religion

Philosophical issues and questions; the nature and influence of religious experience; Problems of evil and suffering; Philosophical language; Works of scholars; Influences of developments in religious belief.

• Religion and Ethics

Significant concepts in issues or debates in religion and ethics; a study of three ethical theories; Application of ethical theories to issues of importance; Ethical language; Deontology, Virtue Ethics and the works of scholars; Medical ethics: beginning and end of life issues.

• Study of Religion – Islam

Religious beliefs, values and teachings; Sources of wisdom and authority; Practices that shape and express religious identity; Social and historical developments; Works of scholars; Religion and Society; Primary texts.

They will complete 3 assessments at the end of the year on; Philosophy of Religion, Religion and Ethics and the Study of Religion with a particular focus on Islam.

The course will be presented using a variety of teaching methods. This will include normal classroom teaching and discussion, student led seminars, opportunities for independent research and outside speakers. Students have access to the most up to date materials available – including CD-Rom versions of textbooks, an extremely well equipped library collection and resources from the VLE.

After the Course

Religious Studies based on the study of philosophy and ethics is one of the most respected and useful A Level subject. It is accepted by all universities and colleges of higher education regardless of the subject you are applying to study at degree level. Whatever career you choose, you will find this philosophical and ethical training extremely useful. It will help you become sharper, more articulate and more confident in your ability to develop reasoned arguments. Students who study this subject end up in a variety of careers – anywhere, in fact where importance is placed on the ability to think clearly and rigorously.

For more information see: Miss Steward

SOCIOLOGY

A Level AQA

The full A level will be completed at the end of Year 13. At the end of Year 12 students must pass the exams to be allowed to continue with the A Level programme in Year 13.

Entry

A high standard of English is required. A Grade 4 at GCSE English Language is the minimum required. You do not need to have studied Sociology at GCSE.

Content and Assessment

The course is a wide-ranging one, enabling students to analyse problems and developments in contemporary society. The topics to be studied in Year 12 include: The Family, Education, Methods, and Theory. In Year 13 students will study Beliefs in Society, Crime and Deviance, and Methods In Context. The aim of the course is to give students a knowledge and understanding of the society in which they live, and to make comparisons with other societies past and present.

It is intended that the course will be presented in the most interesting and varied way possible. Apart from the normal classroom teaching and discussion, use will be made of DVDs, visiting speakers, sixth form conferences and other visits outside school. A wide range of stimulating and up-to-date material will be available for the students to use.

The purpose of the course will be to enable the students both to gain transferable skills and exam success as well as to generate a real interest in developments in our society. It is hoped that this interest will be continued after school, whether or not students pursue the subject in higher education. The course should enable students to understand the world in which they interact alongside developing the confidence to talk and write coherently about social issues.

Students will be given the opportunity to study the concepts and theories of Sociology. They will be encouraged to apply these themselves, eg by conducting interviews, independently researching topics and through self or peer assessment. They will be encouraged to follow developments relevant to Sociology in the newspapers and in television and radio programmes.

For the full A Level qualification three papers will be taken at the end of Year 13 – each of equal weighting and 2 hours long. There is no coursework element at A Level.

After the Course

Sociology can be taken in conjunction with a great variety of other subjects and is an integral part of many higher education courses, eg Management, Business Studies and Law. Sociology deals with the divisions within society and the causes of social problems and as such is ideal preparation for anyone wishing to pursue a career dealing with people (politics, social services, media, banking, industry and law). Important skills such as critical thinking and working with others are integral within the subject.

For additional information see: Mrs Clifton-Attfield or Mrs Law

SPANISH

A Level

The A-level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The content is suitable for students who wish to progress to employment or further study, including a modern languages degree. The specification has been designed to be studied over two years. Students must pass the Year 12 exams in order to continue the course in Year 13.

Entry

It will be expected that you have achieved at least a Grade C at GCSE (having had some experience in dealing with higher papers) in order to cope with the level of language difficulty.

Content and Assessment

Students will study technological and social change, looking at the multicultural nature of Hispanic society. They will study highlights of Hispanic artistic culture, including a focus on Spanish regional identity and the cultural heritage of past civilisations. They will learn about aspects of the diverse political landscape of the Hispanic world. Students will explore the influence of the past on present-day Hispanic communities. Throughout their studies, they learn the language in the context of Hispanic countries and issues and influences which have shaped them. Students will study texts and film and will have the opportunity to carry out independent research on an area of their choice. Assessment tasks will be varied and cover listening, speaking, reading and writing skills.

Students must study the topics below in relation to Spain and other Spanish-speaking countries using a range of sources, including material from online media.

Aspects of Hispanic society

- Modern and traditional values
- Cyberspace
- Equal rights

Multiculturalism in Hispanic society

- Immigration
- Racism
- Integration

Artistic culture in the Hispanic world

- Modern day idols
- Spanish regional identity
- Cultural heritage or cultural landscape

Aspects of political life in the Hispanic world

- Today's youth, tomorrow's citizens
- Monarchies, republics and dictatorships
- Popular movements

In addition students must study one text and one film or two texts from a select list determined by the exam board.

The complexity builds throughout the course particularly with reference to syntax and grammar. At the end of the A Level course students will sit three exams: Paper 1 Listening, reading and writing (40%), Paper 2 Writing (essays on texts and films) (30%) and Paper 3 Speaking (30%).

After the Course

The A Level course forms a sound basis for studying Languages in Higher Education and many students continue with it either as a single subject degree or in combination with another subject such as European Studies, Marketing, Law Politics, History, etc. As more universities participate in the Erasmus/Socrates scheme, students of disciplines other than languages (Maths, Chemistry, Engineering and Computing) have the opportunity of studying for a year in a foreign university. Students will have the opportunity to take the

Common European Framework of Reference for Languages assessment which is a requirement for entry to a Spanish University. Similar entry tests will be offered to students wishing to study in other European universities.

Career opportunities include work as translators, interpreters, in teaching, from banking to tourism, from lawyer to doctor, from engineer to journalist; from civil servant to pilot...the list is endless. Competence in one or more of the key languages of the European Community will enhance career prospects in the business world. Many British firms have links with their foreign counterparts; therefore knowledge of a language can be a useful skill for those going directly into employment after their A levels.

For additional information see: Mr Mandin

THEATRE STUDIES

A Level AQA

This qualification is linear. Linear means that students undertake all non-exam assessment (NEA) in the certification year and sit the written exam at the end of the course. Students must pass the Year 12 exams in order to continue the course in Year 13.

Entry

It is not essential to have taken GCSE Drama in order to embark on A Level Theatre Studies, but you should have achieved at least Grade 4 in GCSE English Language or Literature.

Content and Assessment

Our A-level Drama and Theatre offers students the opportunity to explore drama as a practical art form, in which ideas and meaning are communicated to an audience through choices of form, style and convention. The subject content for A-level Drama and Theatre is divided into three components:

- Drama and theatre;
- Creating original drama;
- Making theatre.

Students will:

- create, perform and respond to drama and theatre;
- develop the creativity and independence to become effective theatre makers;
- explore the relationship between theory and practice in a range of theatrical styles and periods and historical, social and cultural contexts;
- learn how relevant research, independent thought and analysis of live theatre production can inform decision making in their practical work and put this understanding into practice;
- experience the ways in which theatre makers collaborate to create theatre.

At **A2 Level**, candidates are required to show knowledge and understanding of:

- two published plays;
- the connections between theory and practice demonstrated through a range of forms, genres and performance styles;
- the work of theatre makers in a single live theatre production and be able to critically evaluate its success for an audience;
- the process of creating an original drama;
- develop a practical exploration and theatrical interpretation of one play and apply the methodology of one prescribed practitioner to an extract;
- the ability to form judgements about live theatre based on their understanding of drama and theatre;
- skills in the use of subject-specific terminology in a range of contexts;
- performance and/or production skills appropriate to the creation and realisation of drama and theatre;
- the ability to work creatively and collaboratively to achieve shared dramatic intentions and the ability to respond to plays imaginatively conveying ideas clearly and coherently.

After the Course

An A Level in Theatre Studies is accepted in both universities and colleges. It is a useful qualification for degrees in Humanities subjects; it also provides a useful breadth of experience for those following careers in Technology. It is useful for those who wish to go on and do Combined Arts, Creative and Performing Arts, Drama, Multimedia and Communication degree courses. Universities that study Law and Medicine also value the skills that are developed within a Theatre Study course.

For additional information see: Mrs Brace

URDU

A Level EDEXCEL

Students must pass the exams at the end of Year 12 to be allowed to continue with the A Level programme in Year 13. The full A level will be completed at the end of Year 13.

Entry

You will need to have achieved at least a Grade C in GCSE Urdu and will need to have an interest in communicating in both spoken and written Urdu.

Content and Assessment

The A level courses build on and extend the skills and knowledge you have acquired at GCSE. You will also be expected to read a range of texts, both fact and fiction, and to write in a variety of registers.

The course consists of 4 Units:

- | | |
|--------|---|
| Unit 1 | Spoken expression and response in Urdu. |
| Unit 2 | Understanding and written response in Urdu. |
| Unit 3 | Understanding and spoken response in Urdu. |
| Unit 4 | Research, understanding and written response in Urdu. |

The first two units covered will be part of the examinations taken at the end of Year 12. Units 3 and 4 represent the A Level qualification and will usually be taken at the end of Year 13.

After the Course

A Level Urdu is useful in a wide range of careers. It is accepted by universities and colleges of Higher Education. It is possible to go on to study for a degree in Urdu either as a single subject or combined with other subjects such as History, Politics, Economics and Law. In many public service departments, such as the Health Service, Local Authorities and Social Services Urdu is also often a valuable asset.

For additional information see: Mr Nawaz

APPLIED SCIENCE

BTEC Level 3 National Diploma Pearson

BTEC Level 3 National Diploma is a two-year course and is equivalent to 2 A Levels. The course content includes both mandatory and optional units, of which some are assessed externally and some internally.

Entry

To study BTEC Applied Science, students on either the Double Award or Triple Award GCSE Science programme will be considered.

If students study **Double Award**, they must achieve a C Grade or above in both Core Science and Additional Science. It is important that students obtain a C Grade or above in the individual units for Biology, B1 and B2, Chemistry, C1 and C2, and Physics, P1 and P2.

If students study **Triple Award**, they must achieve a C Grade or above in Biology, Chemistry and Physics. It is important that students obtain a C grade or above in the individual units for Biology, B1, B2 and B3, Chemistry, C1, C2 and C3, and Physics, P1, P2 and P3.

Students must also obtain a Grade 4 or above in GCSE Mathematics.

For students from other schools equivalent Science GCSE courses will be considered.

As with all other A level subjects, you must be prepared to carry out a considerable amount of private study and attend support sessions when appropriate.

Content and Assessment

The course develops a sound foundation through the study of fundamental biological, chemical and physical principles whilst exploring applications of medical science.

Mandatory units:

1. Principles and Application of Science I (externally assessed at the end of year 1)
2. Practical Scientific Procedures and Techniques
3. Science Investigation Skills (externally assessed at the end of year 1)
4. Laboratory Techniques and their application
5. Principles and Application of Science II (externally assessed at the end of year 2)
6. Investigative Project

Optional units (only 2/6 selected):

8. Physiology of Human Body Systems
11. Genetics and Genetic Engineering
13. Applications of Inorganic Chemistry
15. Electrical Circuits and their Application
22. Materials Science
23. Forensic Evidence, Collection and Analysis

After the Course

Successful completion of the course can lead to employment, college or university. Whatever your grade or aim at the end of the course you will have gained a great deal of information about Applied Science. Previous students have gone into a wide range of courses including; Biomedical Science, Forensics, Psychology, Nursing and non-Science courses.

For additional information see: Dr Bloor

OCR CAMBRIDGE TECHNICAL – *Draft Specification*

Extended Certificate in Health & Social care

Level 3: 2 Year Course

The qualification is designed to be taken as part of a study programme alongside other A levels.

Entry

6 GCSEs at Grade C / Grade 4-5 or above one must be in English.

Content and Assessment

This qualification is for learners who want to study health science, social care or childcare. It is not just about caring for babies or the elderly and the ill; it will provide learners with the skills, knowledge and understanding to progress into higher education on a health and social care-related programme such as Health & Social Care, Nursing, Social Work or Early Childhood Studies.

This qualification is the equivalent to 1 A Level.

Name of unit – <i>Proposed units – subject to change</i>	Nature of assessment
<ul style="list-style-type: none">Building positive relationships in Health & Social care	Internally assessed coursework
<ul style="list-style-type: none">Equality, diversity and rights in Health & Social care	External Exam
<ul style="list-style-type: none">Health, safety and security in Health & Social care.	External Exam
<ul style="list-style-type: none">Anatomy and physiology for Health & social care.	External Exam
<ul style="list-style-type: none">Public Health.	Internally assessed coursework
<ul style="list-style-type: none">The impact of long-term physiological conditions.	Internally assessed coursework

These units will provide the basis for understanding Health & Social Care in the wider contexts of the different environments and settings where care takes place, the importance of effective communication, the importance of legislation and impact on the setting and how to deliver a person-centred approach in the care given. Undertaking this qualification will enable the development of communication, research, organisational skills as well as a greater understanding of working across the care settings.

Grades

Every unit achieved will be graded as pass, merit, or distinction.

Learners who don't achieve a pass in a unit will be unclassified. A learner must get at least a pass for every unit to be awarded the qualification

Students who choose this course must be self-motivated as there is a considerable amount of independent learning, research using the internet and library. You will also be required to carrying out own primary research investigations which may involve questionnaires & interviews and you may be required to organise own visits to observe working environments or talk to client groups to support own knowledge & development.

For more information see: Mrs Collins

ENGLISH GCSE

1 Year Course AQA GCSE English Language

Entry

This is a one year course for students who have not already achieved a good pass in GCSE English Language grade 4 or higher. Students will follow AQA English Language. It will offer you the opportunity to improve your GCSE grade but you will need to be prepared to work hard and you will be expected to attend all lessons. You must have a positive attitude, meet regular deadlines and spend a large percentage of your own time doing exam practice.

Content and Assessment

You will work to improve your ability to write accurately for different audiences and purposes; to read with understanding and perception and to speak and listen appropriately in a variety of situations.

Speaking and Listening:

10 minute individually assessed exam exploring how you can present effectively as well as listen and respond to questions in a discussion:

- ◆ 3 minute individual presentation on a topic of your choice.
- ◆ 6-7 minutes answering questions on your topic.

Examination:

2 exams answering questions which assess your reading and writing skills.

In Paper 1 you will be asked to read a fiction extract and answer 4 questions testing a range of skills. You will also be asked to write a description based on a picture or a set task.

In Paper 2 you will be asked to read a non-fiction extract and answer 4 questions testing a range of skills. You will also be asked to write an argument based on a particular viewpoint.

After the Course

Your skills in English will have matured. Many employers and all colleges of Higher Education require applicants to have achieved a good pass in English Language. However, even a small improvement on your grade is worthwhile.

For additional information see: Miss Donaldson.

MATHEMATICS

GCSE 1 Year Course AQA

Entry

This course is for those who have ideally achieved a Grade D or E at GCSE and hope to improve their grade although those with lower grades may be considered if the department feels progress could be made.

Content and Assessment

This is the final year of the AQA legacy syllabus for students resitting GCSE Maths (AQA 4365)

You will find this course of interest if you wish to improve your grade at GCSE Mathematics. In order to make a success of the course you will need a positive approach and you must attend all the lessons. In addition homework will be set regularly; this must be completed and handed in on time.

The course will be assessed by students sitting two examination papers. Coursework will not be required.

After the Course

You are, no doubt, aware that in today's technological world there is a strong demand for people with mathematical skills. Many employers regard success in GCSE Mathematics as an important qualification and for some further and higher education courses a minimum of a Grade C is specified.

For additional information see: Mr Young

DESTINATIONS: 2016 YEAR 13 LEAVERS

Surname	Forenames	Destination	Course
Adhikari	Miraj	University of the West of England	Accounting and Finance (with Foundation Year)
Akhtar	Atika	Gap Year - Employment	
Akhtar	Dhanyal	University of Derby	Media Studies and Marketing
Ali	Alisha	Nottingham Trent University	Business Management and Marketing
Arshad	Eiman	Nottingham Trent University	Law with Criminology
Askari	Mahtab	Gap Year - Nanjing University of Finance and Economics, China	Mandarin and Cultural Studies
Azoui	Zineb	Newcastle University	Biomedical Sciences
Barker	Megan May	University of Lincoln	Media Production
Baubonyte	Greta	New College Stamford	Foundation Diploma in Art & Design
Bell	Louise	Gap Year - Employment	
Bi	Shagufta	Anglia Ruskin University	Education and Childhood Studies
Bowes	Elizabeth	University of Cambridge	English
Brown	Daniel	University of Birmingham	Archaeology, Ancient History and His- tory
Burbridge	Alice	New College Stamford	Foundation Diploma in Art & Design
Capek	Oldrich	University of East Anglia	Politics (with a Foundation Year)
Chapman	Luke Andrew Iain	Canterbury Christ Church University	Creative Music Technology
Church	Jack	Leeds Metropolitan University	Journalism
Ci	Ruofu (Iona)	Cardiff University	Mathematics with a Year Abroad
Connolly	Benjamin	Gap Year - Employment in Music Department at Jack Hunt	
El-Fath	Ahmed	University of Bradford	Design Engineering
Elliott	Sofie-Louise	University Centre of Peterborough	Criminology
Forman	Hollie	University of Leeds	History
Frisby	Sapphire	Gap Year - Tu Danse Studios, Peterborough, Musical theatre audition preparation course	
Gallogly	Charlie	University of Essex	Sports Therapy (with placement year)
Gandi	Patience	Birmingham City University	Diagnostic Radiography
Geeves	Keyleigh	Employment	
Ghani	Amir	Gap Year - Employment	
Ghariani	Emir	University of Derby	American Studies and Sociology
Hall	Reece	University of Northampton	Law (with Foundation Year)
Hamilton	Senna Louise	University of Lincoln	English
Hidalgo	Xia Nadine	New College Nottingham	Business Management (Sales and Marketing)
Hughes	Kristy	New College Stamford	Foundation Diploma in Art & Design
Humphries	Jack	Peterborough Regional College	Business Studies



DESTINATIONS: 2016 YEAR 13 LEAVERS

Surname	Forenames	Destination	Course
Hussain	Iqra	Leeds Trinity University College	Education Studies
Hussain	Mevish	Nottingham Trent University	Accounting and Finance
Hussain	Sarah	Goldsmiths, University of London	Politics and International Relations
Hussain	Sohail	Employment	
Irfan	Ahsan	Middlesex University	Accounting and Finance with Foundation Year
John	Alen	Keele University	Computer Science with Science Foundation Year
Johnson	Albert	University of Bedford	Sport and Physical Education
Kauser	Ikra	Newman University Birmingham	Theology and Education
Khadka	Mega	St George's University of London	Physiotherapy
Khalid	Iqra	University of Bradford	Clinical Sciences/Medicine Foundation
Khan	Usamah	Gap Year	
Koirala	Samikshya	University of Nottingham	Pharmacy (4 years)
Kousar	Fasihah	Employment	
Lines	Kimberley	University of Reading	Geography (Human and Physical)
Luong	Tu Khang	Gap Year	
Madziwa	Tinotenda	University of Northampton	Environmental Science (with Foundation Year)
Mahan	Joshua	New College Stamford	Foundation Diploma in Art & Design
Mahmood	Hashim	Sheffield Hallam University	Biomedical Sciences
Mahmood	Raahat	Nottingham Trent University	Psychology
Mahmood	Romana	University of Leicester	Psychology
Mahmood	Sabrina	Employment/Apprenticeship	
Manganiello	Bianca Antonia	University of Reading	Art and Psychology
Manikiza	Millie	University of Lincoln	Psychology with Clinical Psychology
Manji	Sumayya	University of Southampton	Medicine BMBS and BMedSc (5 year)
Mansha	Maryam	Aston University, Birmingham	Law
Masood	Sara	University of Sheffield	Health and Human Sciences
McCully	Alfie Glen	Leeds Trinity University College	Politics and History
Miller	Bethany	Gap Year - Employment	
Moore	Kathryn	Kings College London	Biomedical Science
Morgan	Georgia	University of Brighton	Criminology
Mtisi	Mutsa (Kiki)	University of Derby	Logistics and Supply Chain Management

DESTINATIONS: 2016 YEAR 13 LEAVERS

Surname	Forenames	Destination	Course
Mushaninga	Tecla	Coventry University	International Relations
Nadeem	Maryam	Employment	
Newton	James William	University of Nottingham	Medicine
Pervaz	Sonia	University of Northampton	Law
Rashid	Tauqeer	Gap Year - To be confirmed	
Razaq	Mohammed	Gap Year - Employment	
Redhead	Georgie	Nottingham Trent University	Youth Studies
Riley-Bennett	Tihesia	University of Manchester	Medicine
Sadikot	Oscar	Nottingham Trent University	Exercise, Nutrition and Health
Safir-Sheikh	Henna	London Metropolitan University	Early Childhood Studies
Sajan	Adarsh	University of the West of England	Accounting and Finance (with
Scott	Charlotte	The Academy of Contemporary Music	Music Performance - Guitar
Shabir	Areeba	University of Derby	Accounting and Business
Singh Bhakar	Sukhbir	De Montfort University	Economics
Slekys	Tomas	Birmingham City University	Digital Media Technology
Star	Henna	Nottingham Trent University	Exercise, Nutrition and Health
Steels-Brown	Courteney	Apprenticeship	
Swain	Charlotte	Leeds Metropolitan University	Architecture
Henderson	Leia	University of Cambridge	Human, Social and Political Sciences
Talbot-Arnold	Rhiannon-Tia	Gap Year	
Tanzillo	Dario	University of Northampton	Sociology/Criminology
Tanzillo	Ottavio	University of Northampton	Occupational Therapy
Tariq	Adheeka	Gap Year	
Taylor	Reece	University of East Anglia	Film and Television Studies (with a
Umar	Mohammed	University of Bradford	Economics
Vaivods	Jurgis	Swansea University	Mechanical Engineering (with a Year
Welch	Kia	De Montfort University	Fine Art
Wiles	Megan	Gap Year - Employment	
Wilkinson	Aleksander	Sheffield Hallam University	Software Engineering
Windsor	Georgina	Gap Year - Nanjing University of Finance and Economics, China	Mandarin and Cultural Studies
Zarzycka	Patrycja	Newcastle University	Philosophy

ADMISSIONS POLICY



Introduction

The Governing Body of Jack Hunt School (Trust) is the Admissions Authority for the school and responsible for admissions to the Sixth Form.

The school welcomes applications from external applicants as well as those currently at the school. The capacity for the Sixth Form is 300 places which is a combined figure for both Years 12 and 13.

The Published Admission Number for external students to join the Sixth Form is 10 places each year.

Admission to the Sixth Form

1. Admission to the Sixth Form will be considered for students currently in Year 11 at the school and from those external to the school.
2. The application process for places in the Sixth Form will be the same for Year 11 students currently at the school and those external to the school.
3. The entry requirements for admission will be the same for Year 11 students currently at the school and those external to the school.
4. A conditional offer of a place to external applicants will only be made on the basis of a satisfactory reference from their previous school / college and availability of spaces in chosen subject areas.

All applications must be received by the published date (see Appendix 2).

Minimum Entry Requirements

All those seeking admission to the Sixth Form must achieve the necessary grades for access onto the courses they have chosen.

For entry onto A Level courses the minimum entry requirement is 6 A* to C grades (including Grade 4 in English Language and Maths) at GCSE together with a points score equal to a Grade C overall. For some courses there is no requirement to have studied the subject prior to the Sixth Form. Some subjects will require at least Grade 4 or 5 in English and/or Mathematics GCSE for study at A Level. Students may, include 1 Cambridge TEC/ECDL Course as part of their 6 A* - Cs but may find Level 3 A Level courses extremely challenging with this profile.

Where students are studying Level 3 courses they will need to have successfully passed the Year 12 examination to continue the subject to full A Level award in Year 13. Students will be required to study a minimum of **three** subjects in Year 13 to full A Level award.



ADMISSIONS POLICY

Applications

Applications should be made on the enclosed application form.

Oversubscription Criteria

The over-subscription criteria for the Sixth Form will be applied where the number of external applicants who meet the minimum entry requirements for the Sixth Form exceeds the published admission number and admission will be determined in accordance with the following admissions criteria:

Children in care (children in public care) and children who were in care, but ceased to be because they were adopted (or became subject to a residence order or special guardianship order).

1. Children living in the catchment areas of primary schools: Gladstone Primary School, Highlees Primary School, Longthorpe Primary School, Middleton Primary School, Ravensthorpe Primary School, Thorpe Primary School and West Town Primary School. This includes children living within the above catchments who may be attending Sacred Heart Primary School and other primary schools.
2. Students who have physical impairment or who are deaf for which the school has enhanced resource provision.
3. Up to 5 places in any one academic year for children of permanent employees whose place of work is Jack Hunt School at the time of admission. Where the member of staff has been employed for more than 2 years and/or has been recruited to fill a vacant post for which there is a demonstrable skill shortage. Where more than five applications are received preference will be given to permanent employees with the longest period of continuous employment by the school.
4. Where the child has a brother or sister attending the school at time of admission (the definition of brother or sister is contained in the local authority admissions booklet issued by your primary school).
5. Any other applicant.

Where the number of applicants exceeds the number of places within any of the above criteria priority will be given to those living nearest the school measured in a straight line between the centre of the home address and the centre of the school site.

Late Applications

Where the over-subscription criteria are used, applications received from external applicants after the published date will be considered last.

False Information

Where governors have made an offer of a place in the Sixth Form on the basis of an intentionally misleading application the offer of a place will be withdrawn.

Where the oversubscription criteria are used, applications received from external applicants after the published date will be considered last.

Appeals

Any student refused the offer of a place in the Sixth Form has the right of appeal to an independent appeals panel.



Appendix 1 MINIMUM ENTRANCE REQUIREMENTS

AS/A Level Courses (General Requirements)

- ◆ Six full course GCSEs at Grade C or above (including Grade 4 in English Language and Maths).
- ◆ A GCSE points score which equates to a C Grade overall (40 points) .
- ◆ Cambridge Technical Level 2 courses (e.g. Cambridge TEC/OCR/BTEC) at Pass with five other full course GCSEs at Grade C or above (including Grade 4 in English Language and Maths). Only 1 Cambridge TEC course or other vocational equivalent can be included.
- ◆ A Grade C or above in the subjects to be studied (unless specified below).

A Level Courses (Specific Subject Requirements)

Art - students who gained a C at GCSE or who have not studied the subject at GCSE may be considered for this course subject to recommendation by the Curriculum Area Leader for Art. A portfolio of work must be submitted for those who have not followed a GCSE course.

Biology - ideally Grade 6 in GCSE Mathematics, Grade 5 will be considered but place not guaranteed, will depend on unit results and consultation with Head of Science. For Double Science a B in Core and Additional Science with a C grade or above in the individual Biology units, P1 and P2. If Triple Science course should have at least a B in Core, Additional and Further Science with a C grade or above in Biology units P1, P2 and P3.

Business Studies - at least Grade 4 in GCSE Maths and English (Language).

Chemistry - at least a Grade 6 in GCSE Mathematics. For Double Science a B in Core and Additional Science with a C grade or above in the individual Chemistry units, P1 and P2. If Triple Science course should have at least a B in Core, Additional and Further Science with a C grade or above in Chemistry units P1, P2 and P3.

Economics - at least Grade 5 in Mathematics and Grade 4 in English (Language or Literature) GCSE.

English Language & Literature - at least Grade 4 in English Language and Literature GCSE.

French - at least Grade C at GCSE.

Geography - at least Grade 4 in GCSE Mathematics and GCSE English (Language or Literature).

History - at least Grade 4 in English (Language or Literature) GCSE.

Mathematics - guaranteed entry for students with at least Grade 6 in GCSE Mathematics at Higher Level. A good Grade 5 would be considered at the discretion of Curriculum Area Leader and Head of Sixth Form.

Further Mathematics - at least Grade 7 on the Mathematics GCSE Higher Paper.

Film Studies - at least Grade 4 in English (Language or Literature) GCSE.

Music - at least Grade 5 in standard instrument or vocal performance, as well as ABRSM Grade 5 Theory or equivalent. (This can be undertaken in Term 1 extracurricular).

Physical Education – at least Grade C at GCSE Level Double Science and Grade 4 in GCSE English.

Physics - minimum Grade 6 in GCSE Mathematics. For Double Science a B Grade or above in Core and Additional Science with a B grade or above in the individual Physics units, P1 and P2. If Triple Science course should have at least a B in Core, Additional and Further Science with a B grade or above in Physics units P1, P2 and P3.

Product Design - at least Grade C in Design Technology GCSE and Grade 4 Mathematics.

Psychology - at least Grade 4 in Mathematics and English (Language or Literature) GCSE.

RE - at least Grade 4 in English (Language or Literature) and RE GCSE.

Sociology - at least Grade 4 in English (Language or Literature) GCSE.

Spanish - at least Grade C at GCSE.

Theatre Studies - at least Grade 4 in English (Language or Literature) GCSE.

Urdu - at least a Grade C in GCSE.



Appendix 1 MINIMUM ENTRANCE REQUIREMENTS



Enrolment for the first year of your A Level course does not give automatic access to the second year of the course. Students will need to gain the necessary accreditation to be admitted to the second year of the course.

BTEC National Level 3 in Medical Science

Students must have the following requirements in Science:

- ◆ At least a Merit in BTEC Level 2 course (or equivalent from other schools).
- ◆ Two C Grades in the AQA Higher Exam papers for Core and Additional Science (or equivalent from other schools).
- ◆ Grade 5 or above in GCSE Maths.

OCR Cambridge Technical Level 3 Health & Social Care– *Draft Specification*

- Six full course GCSEs at Grade C / Grade 4-5 or above one **must** be in English.



Appendix 2 APPLICATION PROCESS

1. An open evening for potential Sixth Form applicants and their parents will be organised by the Head of Sixth Form (HOS). External applicants will be invited into school during the school day to gather information about the Sixth Form and course programme.
2. All internal and external applicants will complete an application form to be received by the HOS by **Friday 27 January 2017**.
3. The HOS will acknowledge in writing to parents/students all applications through a standard letter which will outline the next steps. This will be sent as soon as possible upon receipt of the application.
4. The HOS will consider all applications, internal and external, against entry requirements.
5. Personal Tutors will discuss with internal applicants their applications in relation to courses available using guidance provided by the HOS. The Personal Tutor will provide written feedback to the HOS with the outcome of the meeting.
6. The HOS, or a member of senior staff, will meet with internal applicants individually to discuss their applications in relation to the courses available.
7. The HOS will consider external applicants against the oversubscription criteria if the number of applicants is greater than the Published Admission Number (PAN).
8. The HOS will arrange to meet individually with external applicants to discuss their applications in relation to the courses available and the reference from existing school. Meetings will be arranged on receipt of applications.
9. Conditional written offers are made to all applicants by the HOS within 2 weeks of the date of the individual meeting. They are dependent upon the meeting of the subject entry requirements specified in the Admissions Policy and Appendix 1.
10. All accepted applicants will be expected to attend the induction session for new Sixth Form students **3 July 2017**.
11. Following receipt of GCSE results in August 2017, admission to the Sixth Form will be confirmed or refused with further guidance provided to unsuccessful applicants.

Confirming Subject Places

Places on courses will be confirmed after the publication of results in August 2017. Students who meet the subject entry requirements and who were on the provisional lists will gain an automatic place.

Changing Subjects

Students who do not meet the entry requirements for subject/subjects will be removed from the course(s). To enrol for another course students must:

- ◆ Discuss availability of courses and suitability based upon admission criteria with the HOS.
- ◆ Discuss suitability of the course with the relevant CAL.
- ◆ Places will be allocated only to those deemed suitable and only if there are spaces left on the course.

