

The Ashcombe School



Sixth Form Prospectus for September 2011

published October 2010

INTRODUCTION FROM THE HEADTEACHER

October 2010

The Ashcombe School is a genuinely comprehensive school with high academic standards for all, a strong and caring pastoral system and a wide range of extra-curricular opportunities, in both the main school and the Sixth Form.

The academic standards are reflected in the average points score per student of around 370 last year, (which places the school in the top twenty comprehensives nationally). Achieving such a high average score is especially significant in the light of our entry requirements for A-level courses which are amongst the lowest in Surrey schools and colleges. Our success is achieved by the hard work of students and the high quality of teaching, together with sophisticated individual target-setting and support systems. We are proud of all our students who achieve their goal. We have students who gain several A grades securing places on courses at universities with very high entry requirements, those who enter the Sixth Form with minimum requirements and gain 2 grade Es as a passport to Higher Education, and those who use the one-year OCR National Travel and Tourism course to develop their personal and business skills as the first step on a vocational training path.

The Sixth Form here offers a multitude of opportunities, ranging from gaining the Community Sports Leadership Award through to participating in study and exchange visits to China and Tanzania. There are many ways of developing personal skills, whether completing the Duke of Edinburgh's Award Scheme or helping younger pupils with reading difficulties through the 'Toe-by-Toe' reading scheme. For many students, these experiences have literally been life-changing, leading to a complete change in choice of degree subject or a deep sense of a vocation for working with people.

Moving from the Upper School into the Sixth Form provides valuable continuity for our own students who can then enjoy the different rapport in Sixth Form lessons with staff they know. We also welcome many students from other schools into the Sixth Form; they settle in very quickly and enjoy the high academic standards and the range of social opportunities. A significant percentage of the Senior Prefects, elected by the Sixth Form, have come from other schools, showing how readily they have been totally accepted into the community.

We hope that this prospectus will enable you to make the right decision for you and we look forward to meeting you at the "Into the Sixth" evening.

D.J. Blow
Headteacher

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The Ashcombe School

Admission into the Sixth Form

Introduction

- The Ashcombe School is based upon a comprehensive ethos and seeks to make provision for students of all abilities who are prepared to work within the ethos of an 11-18 school in the spirit of The Sixth Form 'contract'. (Please read the contract on the next page carefully. You will be asked to sign it when you start in the Sixth Form).
- Entry to the sixth Form is through application.
- A wide range of A levels and a one year OCR National Travel and Tourism course are provided. However, students should be aware that in some cases, courses offered by other providers may be more suited to individual needs.
- If the school cannot meet the needs of an individual learner the parents will be informed of the reasons.
- The Ashcombe Sixth form is a learning community and members must not in any way undermine the efficiency of teaching or impair the education or welfare of other students. (N.B. A level groups are often large with a wide range of ability - potential grade 'E' to Oxbridge entry. In the interests of everyone it is essential that all students are committed to maintaining a purposeful learning ethos in all teaching groups).
- The evidence the school will use in assessing any potential to impair the educational opportunities or welfare of other students, will be based on any previous school disciplinary records showing repeated anti-social behaviour or lesson disruption. (External candidates will be required to furnish the evidence of appropriate standards of behaviour from school references and reports and The Ashcombe School may make direct enquiries).

Admission onto A level Courses:

In order to be admitted onto A level courses students should satisfy all three of the following requirements:

1. At the end of year 11 at Ashcombe secure a minimum of 4 GCSE passes at grades A* to C at GCSE and a total of 40 GCSE points, but please see "Making the right choice" for more detail regarding the 40-45 points range. (N.B. It is our understanding that this is a significantly lower entry threshold than that required by nearly all other providers).
2. If you have attended another school we will check the types of qualifications you have taken to determine whether you meet the entry requirement.
3. Meet any specific subject requirements. (N.B. the school seeks to keep such specific requirements to the reasonable minimal).
4. Have demonstrated through their previous education career, the required level of self-motivation and commitment which are required for A level study.
5. If you have completed the one year Travel and Tourism course you will need a distinction to progress onto A-level courses. In addition you will need an E grade or higher in one AS level plus an E grade or higher at AS General Studies.

Evidence on which 'Commitment and Self Motivation' will be assessed

- Consistently high effort grades in most subjects in Year 11. (In terms of Ashcombe students these grades should be A and B).
 - The majority of coursework is handed in on time.

N.B:-

- In exceptional cases one or more of the above requirements may be waived at the discretion of the Headteacher.
- Despite meeting the above requirements the school reserves the right not to admit onto the requested course if on educational grounds, it is not considered to be appropriate to the needs and ability of the student concerned.

Transferring from the AS to the A2 Course

The existence of the AS and A2 system means that the Lower 6th course concludes with the AS results in August and there is a distinct admissions procedure for the Upper 6th.

The general criterion for admission into the Upper 6th is similar to that with the Lower 6th i.e. that students have a reasonable chance of success. We remain committed to the comprehensive principle of offering opportunity but at the same time, believe that it is not appropriate for students to embark upon courses which at this stage, are clearly beyond their capability. For all students a 'U' grade at AS will be taken as evidence that there is NOT a reasonable chance of success in that subject. An A2 course (which must be a minimum of 2 A2 subjects + General Studies) would not therefore be appropriate (unless we accept that there are exceptional extenuating circumstances). We will also consider any concerns we have had regarding the level of application shown on AS courses and the students' likely response to the greater demands at A2. This would be an especially significant concern should we believe any such weakness has had a detrimental effect upon other students or upon the learning ethos of the class.

The Ashcombe School Sixth Form Contract

The aims of The Ashcombe Sixth Form are to:

- 1) provide opportunities for all pupils to achieve their full potential
- 2) encourage pupils to participate in a wide range of activities
- 3) provide a compassionate and supportive environment for all
- 4) ensure a happy and positive environment to learn and grow up in.

Each individual has certain personal responsibilities in creating this sixth form environment.

School Responsibilities

The school will:

- provide appropriate facilities so each student can achieve to their full potential
- provide regular guidance for each student in lessons to enable progression
- advise and counsel students when required
- provide students with the opportunity to participate in a range of activities that will prepare them for adulthood
- create a happy learning environment

Students' Responsibilities

Students will:

- attend all lessons, tutorials, lectures and assemblies
- be punctual
- maintain commitment and complete work to a standard that matches personal academic potential
- behave respectfully as a senior role model in the school
- respect the learning of others
- respect the common room and its contents.

YEAR 11 : PROGRAMME FOR 2010/2011

October 19 th 6.30 p.m. - X band 7.30 p.m. - Y band	Year 11 pupils and parents are invited to the Ranmore building to find out about the Sixth Form and the courses offered. Members of staff will be available to answer questions about their subjects. Some members of the Upper Sixth will be available to answer questions about life in the Sixth Form.
November	Heads of Department will present a series of information and question sessions for Year 11 pupils. These will give an outline of courses offered in the Sixth Form (including course content, methods of study and suitability of courses).
December 10 th	Pupils return Provisional Preference Forms (contained in prospectus issued in October 2010) to Form Tutors. By this stage, full discussion should have taken place with parents and teachers.
Dec - February	Individual interviews with Mr Robinson, Head of Sixth Form for all Year 11 pupils. This provides an opportunity to raise any concerns or questions about the programme of study in the Sixth Form so that pupils are in a position to make the best possible choice. It is at this time that any amendments to provisional preferences will be made. Timetable arrangements for September 2011 will be based upon this information.
March / April	On the basis of the revised preferences, the subjects are grouped into option blocks. Our previous experience has shown that we will be able to find an arrangement so that almost everyone will be able to study their preferred choices. Anyone whose choices do not match will be seen immediately by Mr Robinson. You may still change your choices after this stage, but it must be within the option block structure Before students go on study leave in May, they will have received a formal letter from the school confirming their 6th Form Choices
May / June	GCSE examinations.
June-post exams	INDUCTION COURSE FOR SIXTH FORMERS: All prospective Sixth Formers are expected to attend this course. It is designed to help pupils to make the transition to the Sixth Form. The course includes subject information sessions, advice about study skills and careers, along with group activities and social events.
August 25 th (tbc)	The results of GCSE examinations are published. Results may affect earlier course choices and amendments may have to be made.
August 25 th and 26th	New Sixth Formers come into the Sixth Form Centre before the school term starts in order to enrol formally. Information concerning times will be given later. They have the opportunity to confirm their option choices with the Head of Sixth Form and to make any last minute changes.
September 5th (date to be confirmed)	Start of term. - please check with the school to confirm the start date. Details will be on the website

We hope that this programme will give Year 11 pupils and their parents ample opportunity to seek advice and discuss options with school staff. If this is found not to be the case then members of staff can be approached individually. It is in everyone's interest that the right choices are made. Before you choose what you wish to do at the end of Year 11, you should find out what is offered in the Sixth Form here at The Ashcombe School. The following pages will help you to be informed about your choice.

What the Ashcombe School Sixth Form offers you.

1. A wide range of courses

The Ashcombe Sixth Form offers students a wide variety of courses and several levels of study. You can study for AS levels, A2 levels, one year OCR National Travel and Tourism course and GCSE resits in English and Mathematics. We hope that the range of subjects and levels on offer will cater for everyone.

2. Success through Support

The Sixth Form contract forms the basis of the working partnership between the school and the Sixth Form students. A copy of this is near the back of the prospectus.

The Sixth Form register every morning and afternoon with their tutor. The tutor is the person who will monitor the overall progress of each Sixth Former and will help if there are problems or difficulties concerning work or any other matter. Each student will have a short interview with their tutor at least once a term. The tutorial programme provides guidance on efficient ways to study and revise and a variety of topics including driving, relationships, communication skills, cooking and diet, out-of-school opportunities, interview skills, surviving college, money management and car maintenance.

Guidance and counselling is offered by Mr Robinson (Head of 6th Form), Mr Woollett (Deputy Head of 6th Form), Mr Stock (Head of Upper 6th) and Miss Coppard (Head of Lower 6th), tutors and the Connexions Service so that students may gain help and advice whenever they require it.

Financial assistance is available for Sixth Formers from the Educational Maintenance Allowance. Mr Robinson can provide details of eligibility, how to apply and payments allocated.

3. Monitoring Progress

Procedures are used to monitor progress so that Sixth Formers gain the maximum benefit from their studies and extra curricular activities. As well as Parents' evenings and full reports there are simple progress reviews to check that work, attendance and general attitude are proceeding satisfactorily.

Each term there will be some form of assessment. External examinations take place in modular courses in January and June and in the one year OCR National Travel and Tourism course throughout the year.

Students are required to make progress commensurate with their ability. One year students will be expected to make progress towards achieving Grade Cs or higher in their GCSEs and sound progress in the one year Travel and Tourism course. A level students will be expected to make progress towards achieving the highest grades of which they are capable. All A level students will be expected to make progress towards achieving at least 2 grade Es.

4. Private Study

All students in the Sixth Form are aiming for some examination qualifications. There are no short cuts to success, which results from a combination of ability and hard work. Sixth Formers have a new responsibility in organising the use of their time and energy to best effect.

Most Sixth Formers will have some private study time during the week. These are not 'free periods' but periods which should be used for further study. During these private study periods the Sixth Former can use either the Study Centre, the Study Room in the Sixth Form Centre, or the Sixth Form Common Room. Study periods are the responsibility of each Sixth Former and **you cannot afford to waste this time.**

5. Teachers who know you

As a Sixth Former you will be taught by teachers who already have some idea of your strengths and weaknesses and who will be willing to help in all aspects of your sixth form study.

Sixth Formers cease to be pupils and become students and this implies a quite different relationship with teachers and more independent learning. Above all, intelligent and critical interest in all subjects is essential if learning at Sixth Form level is to be successful. Classes are smaller, lessons are less formal and Sixth Formers are treated as more mature students than pupils lower down the school.

6. Appearance

The following statement has been agreed by senior staff with Sixth Formers:

"It must be recognised that we are working within a very mixed environment, with both young children and teachers. Therefore when considering appropriate dress, a certain level of professionalism should be maintained throughout the sixth form. As mature students, we will self-regulate our choice of clothing, and in turn be aware of the implications of dress unsuitable for a close working environment. Given this privilege we must reiterate the importance of self-regulation. For example, bare midriffs, short skirts and shorts considerably above the knee are unsuitable." (N.B: Under normal circumstances headgear should not be worn within the building.)

7. Social Activities

Sixth Formers have the opportunity to participate in a wide range of social activities. These include the annual drama and music productions; the exchange visit to Tanzania; the visit to Romania to help disabled children; the visit to China to learn Chinese and experience Chinese culture; the skiing holidays; the French and German exchanges and many others, as well as the usual sporting activities. Besides these, there are Sixth Form socials which are held in the Sixth Form Centre, the Christmas dinner-dance (attended by well over 200 Sixth Formers each year!), the Senior Citizens' party, a social event in the summer and a whole range of societies, visits and outings.

8. Community Life

Most students will be working alongside the friends they have made in their first five years at the school and the atmosphere created by this is both enjoyable and conducive to good work. Those who join The Ashcombe School from outside can be sure of a warm welcome.

The Sixth Form is also part of a wider community - the school community, and the Sixth Form has a responsibility towards the school. Sixth Formers provide Advisers to help with mentoring of the Lower School pupils and help younger pupils with the 'toe by toe' reading scheme. To help organise and co-ordinate the life of the Sixth Form, and to represent the School on certain occasions, there is a team of Head Boy, Head Girl and Senior Prefects who are elected by the Sixth Form.

The Sixth Form organise Charities Week, involving the whole school in fund raising activities to raise money for charity. They also invited to take part in the Young Enterprise Scheme and form their own company. They also have the opportunity to take part in the Duke of Edinburgh's Award Scheme at Gold level.

9. Entitlement Courses

All Sixth Formers are entitled to more than just their specific course of study and choose from a selection of informative and recreational courses for one afternoon a week. They may follow courses such as Information Technology, Chinese, Spanish, Italian, Public Speaking, College cuisine, Driving Safety and a selection of Recreation activities. There is one compulsory language module for all students. Religious Studies is offered but 6th Formers have the opportunity to choose not to study it.

As part of Entitlement, Sixth Formers can gain the Community Sports Leaders Award. This provides the opportunity to develop key organisation and leadership skills within the context of physical activity and leads to a nationally recognised qualification.

10. General Studies

As well as their chosen subjects, all Sixth Formers attend a course in General Studies. This occupies four periods each week for the Lower 6th and two periods for the Upper 6th, including a lecture. It is the aim of General Studies to broaden the Sixth Form curriculum in line with the wishes of the Government, Universities and Employers. Participation in this course is, therefore, compulsory and its acceptance by pupils and parents is a condition of entry into, and continuation within, the Sixth Form of The Ashcombe School.

There are two public examinations on offer, and it is expected that the great majority of students will take the following:

Lower Sixth students: AS level.

Upper Sixth students: A2 level.

For details see information on AS and A2 level courses.

These examinations are recognised as forming a legitimate part of entry qualifications to many Universities and Colleges of Higher Education.

11. After the Sixth Form

Every attempt is made to prepare and equip Sixth Formers with the skills, qualifications and experience they need for Higher Education, Further Education or employment. More than 100 students per year go to University and every year some achieve places at Oxford and Cambridge. There is a programme of careers advice run in conjunction with the Surrey Connexions Services, which includes interviews, talks, seminars and conferences. Many students take part in the UCAS 'Centigrade' questionnaire scheme in which they receive a booklet of personalised advice and an action plan for Higher Education. Full use is made of the many links we have with Universities, Colleges and local and national employers. Speakers from these sectors come to speak to the Sixth Form and visits are arranged for anyone interested. There is an annual Work Experience Week, in which every student participates.

SIXTH FORM CURRICULUM

Courses are offered in a wide variety of subjects and at a number of different levels in order to cater for the needs of all those who wish to gain further qualifications after completing their studies in Year 11. AS level exams will be taken at the end of Lower 6th. A2 level exams will follow at the end of Upper 6th. Together the AS and A2 qualifications will make up full A level qualifications.

COURSES

GCE A level

Structure: GCE Advanced levels (A levels) are designed for post-16 students who are following a two-year full-time course of study. A level and AS courses may be assessed either in stages or at the end of the course.

Resits and retakes: Students may be able to resit AS or A2 units. The shelf-life of assessment units is limited by the life of the specification (syllabus).

GCE Advanced Subsidiary

Structure: The qualification is designed to support progression and encourage breadth in post-16 programmes. Those students who, having started an A-level programme, decide not to continue beyond the first year with one or more subjects, have their attainments to that point recognised. Students are able to use the new Advanced Subsidiary to broaden or enhance their A-level studies. Nearly all students study for 4 AS levels in the first year.

Assessment: Advanced Subsidiary exams are taken in the Summer of the first year. The coursework and external assessment requirements for the Advanced Subsidiary are part of the requirements for the full A-level. There is no synoptic requirement in the Advanced Subsidiary, but in all other respects - resits, certification and shelf-life - the Advanced Subsidiary requirements are the same as those for A-level.

One year OCR National Travel and Tourism Level 2 course

This is a course equivalent to 4 GCSEs at grades A to C. It can be studied alone or in addition to ONE AS level subject.

The OCR National Certificate in Travel and Tourism is a one year course which provides students with an introduction to knowledge, understanding and skills for learners wishing to enter a career in business, particularly the travel and tourism industry.

PROGRAMMES OF STUDY:

TWO YEAR PROGRAMME

- First year : 5 AS levels including General Studies
(Exceptionally, this may be 4 including General Studies)
- Second year : 3 or 4 A2 levels including General Studies
A-level students may take English or Mathematics GCSE (if required)

ONE YEAR PROGRAMME

One year OCR National course: with Mathematics and English GCSE (if necessary) and General Studies AS level.

AS AND A2 COURSES

1. Art and Design.....	AS and A2
2. Biology.....	AS and A2
3. Business Studies.....	AS and A2
4. Chemistry.....	AS and A2
5. Classical Civilisation	AS and A2
6. Design and Technology	AS and A2
7. Drama and Theatre Studies	AS and A2
8. Economics.....	AS and A2
9. English Literature.....	AS and A2
10. French	AS and A2
11. Further Mathematics	AS and A2
12. Geography.....	AS and A2
13. German.....	AS and A2
14. Government and Politics.....	AS and A2
15. History – English and European	AS and A2
16. Home Economics	AS and A2
17. ICT (Information and Communication Technology)	AS and A2
18. Mathematics.....	AS and A2
19. Media Studies.....	AS and A2
20. Music.....	AS and A2
21. Physics	AS and A2
22. Psychology.....	AS and A2
23. Religious Studies	AS and A2
24. Sociology	AS and A2
25. Spanish	AS and A2
26. Sport and Physical Education ..	AS and A2
27. General Studies	AS and A2

If any students are interested in studying any other subjects at A level please discuss this with Mr Robinson.

1. ART AND DESIGN AS and A2 level

Consult: Mr Gray

Syllabus details: AS Fine Art H161. A2 Fine Art H561

Why study the subject?

This course is suitable for those students wishing to pursue a course of study in Further Education in Art and Design. It enables students to build up a portfolio of work for interview to pre-B.A. foundation courses which lead to specialised degree courses in all aspects of Art and Design whether in Fine Art or Vocational courses. Whilst it is a demanding course, requiring intellectual, critical and practical skills, it is also rewarding for those wishing to introduce a visual and creative element to their A level choice.

There are many careers which can be followed to further study at colleges of Art and Design – Fine Art: Painting, Sculpture, Printmaking, Alternative Media, Graphic Design in Packaging, Publishing, Advertising, T.V. Corporate Identity etc., Film and T.V., Fashion, Ceramics, Product Design, Jewellery, Printed Surface Design Textiles, Interior Design and Furniture Design. Art and Design is also useful to those going into Architecture, Marketing, Publishing, Public Relations and Advertising.

Content of course

The course is based on: Drawing, Painting, Alternative Media, Printmaking, Lens-based Imagery and Sculpture. Students must exhibit an enthusiasm for this subject, be prepared to develop a critical self-awareness and be willing to experiment; make something extraordinary out of the ordinary. A wide range of skills, concepts and techniques will be introduced along with a study of Art through gallery visits and research in the first year. In the second year students will specialise to complete personal coursework in their chosen area of study and including an art historical personal study.

AS:

Unit F411: Coursework Portfolio: Candidates produce a portfolio of work from starting points, topics or themes determined by their centre. The focus is on including that shows exploration, research, acquisition of techniques and skills. (60% AS)(30%A2).

Unit F421:

An exam of 5 hours controlled time based on your preparatory studies and research in response to one starting point from an early release question paper questions set by the board. (40% AS)(20%A2)

A2:

Unit F431: One major project that has personal significance. The investigation includes a related personal study that must be between 1000 and 3000 words. (30% A2)

Unit F441: An exam of 15 hours controlled time based on your preparatory studies and research in response to one starting point from an early release question paper set by the board. (20% A2)

Entry requirements

A good pass at GCSE (C and above) plus a portfolio of work showing evidence of artistic ability and an interest in the further study of Art and Design. It is strongly recommended that each student will provide a good selection of materials to ensure that a high standard of work is produced.

2. BIOLOGY AS and A2 level

Consult: Mr Harwood

Exam Board: OCR AS-H021 A2-H421

Why study the subject?

Biology has application to virtually everything we do, from behaviour to population control, from diet to agriculture, from health to chemical and germ warfare. Whilst Biology is the most approachable Science it nonetheless provides enough academic challenge to stimulate the most enquiring mind. From GM foods to human cloning to stem cell research, Biology is talked about in the media every day. The OCR Biology A Level is rigorous and engaging, and aims to equip students with a contemporary grasp of key biological principles allowing you to apply your knowledge to a new situations. Concepts are taught in the context of scientific research and development, with practical investigations forming a key part of the curriculum.

Apart from obvious career courses such as nursing, medicine, dentistry, veterinary medicine, pharmacology, pathology, psychology, forensic science, biochemistry and biophysics, Biology may be taken with almost any combination of other subjects and may have application in marketing, management, law, journalism or town planning!

It is important to realise that A level Chemistry is highly recommended if you intend to study any biological subject at degree level. However, you do not need Chemistry to study Biology at A level.

Content of course

This will comprise 6 units or modules, with the following content:

AS Modules

Module 1 - Cell biology, exchange and transport

- *What is the ultrastructure of cells?*
- *Why do organisms need transport systems?*

Module 2 - Biological molecules, enzymes, biodiversity, food and health

- *What is the biochemistry of carbohydrates, proteins and fats?*
- *How do enzymes speed up reactions?*
- *How do organisms interact with their environments?*
- *How does diet affect our bodies?*

Module 3 - Internal assessment of practical skills (practical exam)

- *Qualitative, quantitative and evaluative assignments*

A2 Modules

Module 4 - The nervous system, hormones, photosynthesis and respiration

- *How are nervous responses coordinated through the body?*
- *What effects do hormones have on cellular activity?*
- *How do plants create carbohydrates?*
- *How is energy released from food?*

Module 5 – Cellular control, biotechnology and ecosystems

- *How does the body regulate cells?*
- *How can we use cells to make useful products?*
- *How do environments and their organisms change?*

Module 6 - Internal assessment of practical skills (practical exam)

- *Qualitative, quantitative and evaluative assignments*

Each module incorporates practical work, and this is reflected in the theory exams.

Assessments and Exam weighting

Module 1- 15% (January exam 1 hour)

Module 2- 25% (June exam 1hour 45)

Module 3- 10% (Internally assessed)

Module 4- 15% (January exam 1 hour)

Module 5- 25% (June exam 1hour 45)

Module 6- 10% (Internally assessed)

Entry requirements

Grade Cs in Core and Additional Science and a commitment to work hard – including some grizzly dissections!

3. BUSINESS STUDIES AS and A2

Consult: Mrs Gordon

Exam Board: AQA Business Studies 2130

Why study the subject?

A study of Business Studies will enable you to develop a critical understanding of organisations and business behaviour and, in particular, the process of decision-making. You will develop the ability to organise and present information, ideas and arguments clearly and logically through case studies and coursework.

Much of the course is based on ‘real’ business situations, and you should have **a strong interest in current business developments** and want to learn how a business is organised, operates, plans and makes decisions. *Wide reading of newspapers and magazines and viewing of current affairs programmes are essential to enable full participation in class discussion.*

Students who wish to pursue careers in any aspect of business, including management, finance, marketing, customer relations or business strategies will find this course provides a valuable foundation. Students with A level Business Studies have access to a wide range of possible career and University opportunities. You will learn and use a variety of transferable business skills of decision making and planning. You will have a head start within accountancy, marketing and management. Overall, you will gain a valuable insight into the business world.

Content of course

AS Unit 1 PLANNING AND FINANCING A BUSINESS 20%

1 hour 15 minutes examination (60 marks)

Short answer questions and extended responses based on a mini case study.

- **Starting a Business** - introduction to Business Studies, overview of activities involved in setting up a small business
- **Financial Planning** - essential financial concepts, basic relationships between finance and other organisational functions.

AS Unit 2 MANAGING A BUSINESS 30%

1 hour 30 minutes examination (80 marks)

Compulsory, multi-part data response questions

- **Finance** - using budgets, improving cash flow and profits
- **People** - organisational design, recruitment, selection, training, motivation
- **Operations Management** - operational decisions, quality, customer service, suppliers, technology
- **Marketing and Competition** - designing and using an effective marketing mix, market conditions and competitiveness.

A2 Unit 3 STRATEGIES FOR SUCCESS 25%

1 hour 45 minutes examination (80 marks)

Questions requiring extended answers based on an unseen case study drawing upon knowledge from AS units

- **Financial strategies and accounts** - financial information, measuring performance, making investment decisions
- **Marketing strategies** - analysing markets and selecting successful marketing strategies, developing marketing plans
- **Operations strategies** - operational issues, innovation, location, improving operational efficiency

- **HR strategies** - workforce planning, adapting organisational structures, successful employee relations.

A2 Unit 4 THE BUSINESS ENVIRONMENT AND MANAGING CHANGE 25%

1 hour 45 minutes examination (80 marks)

- **Pre-release research tasks** leading to the first section of a two section examination.
- Second section will consist of choice of **essays**. All questions will be essay style and synoptic therefore drawing upon knowledge from all four units.

Entry requirements: Grades A-C in English and Mathematics are highly recommended.

4. CHEMISTRY AS and A2 level

Consult: Mrs Burbidge

Exam Board: OCR A Level, Chemistry B (Salters) AS HO35, A2 H435

Why study the subject?

The particular features of the Salters Advanced Chemistry are:

- The course is designed to follow on from Level 2 GCSE Science courses adding depth and breadth
- Candidates are offered the opportunity to devise and plan experimental and investigative work and interpret, explain, evaluate and communicate the results of these
- Candidates will gain an awareness of the ethical, environmental, technological and economic aspects of chemistry.
- the course provides opportunities for the development of the Key Skills of Communication, Application of Number, IT, Working with Others, Improving Own Learning and Performance and Problem Solving
- the course prepares candidates for further and higher education to follow course in chemistry, biochemistry, medicine and other related sciences or to employment where knowledge of chemistry would be useful
- the course, AS or A-GCE, should be seen as making a contribution to life long learning

Chemistry is the science that is central to everyday living; medicines, plastics, materials, dyes, and nano-technology are all aspects of life that depend on the skill and knowledge of chemists.

Chemistry is also central to our understanding of how living organisms and ecosystems work, and our relationship with the wider environment through study of the chemistry of our atmosphere and oceans.

Content of course

The course will comprise many units. Each unit has two components:

A storyline providing the context within which chemical ideas and skills are developed. Each storyline is self-contained, and worth studying in its own right.

Activities of many kinds, including laboratory practical work, but also group exercises, data analysis, applications of IT and so on.

To ensure coherent development of chemical principles, the units will be supported by a book of *Chemical Ideas* which systematically draws together the chemical principles from different parts of the course.

AS – consists of two externally assessed units F331 (30% of AS) and F332 (50% of AS, containing one question on an 'Advanced Notice article), plus one internally assessed unit F333 (20% of AS) comprising of five practical based skills set by OCR and carried out under controlled conditions.

A2 – in addition to the AS units (50% of A Level) this consists of two externally marked units F334 & F335 (15% & 20% of A-Level) and one internally assessed unit F336 (15% of A-Level) which is the Chemistry Individual Investigation.

Entry requirements

You should obtain at least grade Cs in Core Science and Additional Science if you wish to study Chemistry at A level. It is advisable to also have at least grade C in Mathematics- you will need to be able to re-arrange simple equations and handle standard form throughout.

5. CLASSICAL CIVILISATION AS and A2 Consult: Mrs M.E Jones **Exam Board: AQA 2020**

Why study the subject?

In AS Classical Civilisation, you will study two units: the Athenian empire of the 5th century BC and the epic tale of Homer's Odyssey. Ancient Greek culture deeply impacted on our own modern Western society, especially influencing law, literature, drama, philosophy, politics and art. Students of this subject will learn to explore, analyse, criticise and interpret the achievements of the ancient Greeks: their art, their literature, their drama, their religion and appreciate their place in world history.

Students will read three boisterous plays by the first political satirist Aristophanes (The Acharnians, The Knights, Peace) and study the history and society behind them; the rise of the glorious Athenian empire and The Peloponnesian wars with Sparta.

They will also study the age of Homer through his epic tale of the great hero Odysseus and his travels through Greek mythology. Focus will be on the text and will begin with the history of the Late Bronze age. Students will read the literary works in translation and will also focus on the history of the two eras through their archaeology and art. Students will study with a combination of literature and history skills and will learn to appreciate the literary forms and techniques which we still use today.

The subject has been successfully studied in the past by both arts and science students and it is a helpful qualification for those intending to study at university level subjects such as: History, English, Modern Languages, Law, Art, Architecture, Archaeology, Anthropology, Psychology, Philosophy and of course, Classics.

Content of course at AS

The course focuses on the achievements of the ancient Greeks and the topics studied are:

CIV2B: Homer's epic The Odyssey.

CIV1C: Aristophanes and Athens

Content of course at A2

The course introduces ancient Rome and continues with Greek tragedy

CIV4C: The Roman Epic: The Aeneid by Virgil

CIV3C: Greek tragedy

Nature of final examination and Assessment

AS level: 2 units examined by essay and context questions in June of your AS year

A2 level: 2 units examined by essay and context questions in June of your A2 year

Resits for Homer's Odyssey can be taken in January following the AS exams.

There is no coursework

Trips to either Greece or Rome may be offered which usually take place in the Easter holidays.

6. 3D Product Design AS and A2 level

Consult: Miss Molyneux

Exam Board: AQA Design & Technology: Product Design (3D Design)

Why study the subject?

A study of Product Design will enable you to develop a critical understanding of design and technology and, in particular, to appreciate the complex relations between design, materials, manufacture and marketing. You will further develop the capacity to design and make products targeted at specific markets and/or users, organise and present information, ideas and design concepts clearly and logically through your coursework project.

Much of the course is based on real developments in technology, and you should have a **strong interest in current and past designers** and want to learn how a product is developed from concept through to final execution stages. *Wide reading of newspapers and magazines and viewing of current affairs programmes are essential to enable full participation in class discussion.*

Students who wish to pursue careers in any aspect of creativity, including industrial product design, engineering, architecture, marketing or advertising will find this course provides a valuable foundation. Students with A level Product Design have access to a wide range of possible career and University opportunities. You will learn and use a variety of transferable design skills of presentation, development, manufacture and planning. Overall, you will gain a valuable insight into the creative world of design.

Content of course

AS Unit 1 - PROD1 Materials, Components and Application 25%

2 hour written paper to be taken in Summer (80 marks)

Based primarily on Materials and Components and consisting of three sections

- Section 1 compulsory limited response questions
- Section 2 choose 1 question from 2
- Section 3 one compulsory question

Topics covered include Classifications of materials, Environmental/Sustainability Issues, Ergonomics and Anthropometrics, Inclusive Design, Consumer safety, Fabrication, Forming, Redistribution, Wasting, CAD/CAM, Finishing materials and processes, Health and Safety, and Quality Control

AS Unit 2 - PROD2 Learning Through Designing and Making

25%

Coursework – approx 50 hrs Completed September - March (80 marks)

- Written design portfolio
- Manufactured outcome(s)

A2 Unit 3 - PROD3 Design and Manufacture

25%

2 hour written paper to be taken in Summer (84 marks)

Based primarily on Design and Manufacture and consisting of two sections

Candidates answer three questions: both sections have 3 to choose from and candidates must answer at least one from each section.

Includes synoptic assessments

A2 Unit 4 – PROD4 Design and Making Practice

25%

Coursework – approx 60 hrs Completed September - March (85 marks)

- Written design portfolio
- Manufactured outcome(s)
- Candidates submit evidence of a simple, substantial designing and making activity

Entry requirements: Grades A-C in Product Design, Graphic Products or Resistant materials are recommended.

7. DRAMA & THEATRE STUDIES AS and A2 level
Exam Board: EDEXCEL – AS: 8DR01 A2:9DR01
Consult : Mr Thurley

Why study the subject?

For a student with a lively interest in Drama, this course offers an extension of general knowledge and experience of the theatre. For students hoping to extend their studies of English and/or Drama to Higher Education, the course will be of great value. Its emphasis on communication skills will prove an asset to any pupil considering a career which deals with the public.

Content of course

The course is both written (30%) and performance based (70%). It involves a close study of texts chosen by the centre and the influences of theatrical practitioners. Several theatre visits to live productions constitute part of the course.

AS level

Unit 1 Exploration of Drama and Theatre
Students study two contrasting plays, chosen by the centre, in a practical and active way. A recognised theatre practitioner is also studied. Students must also submit a live theatre review from a choice of plays seen.

Unit 2 Theatre Text in Performance
Students will offer either a monologue or duologue, and form part of a group, to create performances for a visiting examiner. Students may choose an alternative in design if that is considered to be a viable option.

A2 level

Unit 3 Exploration of Dramatic Performance
Students must create a new and original piece of theatre. Students will be assessed on both the process of creation and the finished product in the form of a performance to an invited audience.

Unit 4 Theatre Text in Context
This takes the form of a 150 minute written paper in three sections. Students study a set text in a practical way from the point of view of a director. They also see a piece of live theatre from a particular point of history and compare it with original conditions.

8. ECONOMICS AS and A2 level
Exam Board: Edexcel Economics 8EC01/9EC01

Consult: Mrs Gordon

Why study the subject?

Economics provides you with the knowledge and insight necessary to understand the impact of developments in business, society and the world economy. It enables you to understand the decisions of households, firms and governments based on human behaviour, beliefs, structure, constraints and need. It is concerned with how society sets about meeting people's demands for things they want to consume.

We all make economic decisions every day of our lives, and economics can help to improve our decision making. Economics offers a way of thinking about the world that enables us to make the best of what we have. For example, what makes a luxury item such as a diamond more expensive than a necessity like water? Why should public transport be subsidised by the government? Why do celebrities with few skills get high pay while a highly skilled nurse gets paid significantly less?

Economics relates to a whole range of other subjects. Economics is a social science, so it is closely related to subjects such as sociology and politics. To have a good grasp of how economies function, it also helps to be able to see economic problems in their historical context and how economic ideas have developed over time. Other subjects that are closely related to economics include business studies, geography, history and politics.

To be able to analyse economic problems, you will need to develop a number of techniques from balanced arguments, analysis of data (including number and charts) and evaluating issues. You will also need to have a keen awareness of current affairs.

Students typically go on to study Economics, Management, Law or other business related courses. Also students often study courses combined with a wide variety of other subjects such as History, Maths or a language because of the strong logical base that the subject provides.

Content of AS Course

Unit 1 Competitive Markets - How they work & why they fail 25%

1 hour 30 minutes (80 marks)

Section A: 8 compulsory supported multi choice questions (32 marks)

Section B: Two optional data response questions are set; candidates answer one. (48 marks)

Scarcity & sustainable resource management; Demand and Supply; Price Mechanism; Elasticity; Demand & Supply of Labour; Market Failures; Externalities (e.g. pollution, health); Public & Private goods & services; Commodity markets; Government Intervention and failures.

Unit 2 Economics: Managing the Economy 25%

1 hour 30 minutes (80 marks)

Two optional data response questions are set; candidates answer one.

Economic Growth (developed & developing countries); Inflation; Employment; Balance of Payments; Comparing standards of living; Income & wealth; Aggregate Demand & Aggregate Supply; Benefits & Limitations of economic growth; Government macro-economic objectives & conflicts; Demand side policies; Supply side policies; Environmental issues.

Content of A2 Course

Unit 3 Economics: Business Economics and Economic Efficiency 25%

1 hour and 30 minutes (72 marks)

Section A: 8 compulsory supported multi choice questions (32 marks)

Section B: Two optional data response questions are set; candidates answer one. (40 marks)

Business Objectives, Costs & Revenues; Corporate Growth; Profits; Market concentrations; Perfect Competition, Monopolies, Monopsony & Oligopolies; Government intervention to maintain competition.

Unit 4 Economics: The Global Economy 25%

2 hours (100 marks)

Section A: Three optional essay questions are set; candidates answer one (50 marks).

Section B: Two optional data response questions are set; candidates answer one (50 marks).

Globalisation; International Trade; World Trade Organisation; Free Trade/ Protectionism; Balance of Payments; Exchange Rates; Monetary Union; Country competitiveness; Poverty & Inequalities; Developing countries – promoting growth and developments; Government tax and expenditure; Debt relief & Fair Trade;

Entry requirements:

Grades A - C in GCSE English and Mathematics are highly recommended.

The ability to write extended essay questions is essential.

9. ENGLISH LITERATURE AS and A2 level Consult: Ms Hall

Exam Board : OCR Units F661,F662, F663 and F664

Why study the subject?

English Literature A-level is held in high regard by employers and colleges. It complements other Arts/Humanities courses and is a must for those who are considering Higher Education courses in literature.

Advanced Level English Literature provides students with the opportunity to consider cultural, social, historical, scientific and religious influences that shaped modern and traditional texts. Candidates analyse the values, attitudes and ideas within a wide range of stimulating and challenging texts. Students are exposed to a wealth of texts and expected to read widely and willingly.

English is an interactive subject taught in seminar and discussion groups; students' own contribution and research play a key role in their enjoyment of the course. Theatre visits and excursions will take place throughout the course.

Content of course

AS

Unit 1 **Poetry and Prose 1800-1945:** Critical analysis of a selection of Wordsworth's poetry and an analytical essay on *The Great Gatsby* by F. Scott Fitzgerald focusing on narrative methods and effects, and linking to other readers' interpretations.

Externally-assessed (30%)

Unit 2 **Texts in Time:** Re-creative writing based on *Not About Heroes* by Stephen MacDonal and an essay exploring the connections between texts informed by other readers' interpretations. *The Bell Jar* by Sylvia Plath is taught during lessons with students having a choice of text they wish to compare this to. Students produce a coursework folder containing two pieces of writing comprising 3,000 words. Internally-assessed (20%)

A2

Unit 3 **Drama and Poetry pre 1800:** An essay on *The Winter's Tale* requiring critical analysis of structure, form and meaning, and a consideration of others' interpretations and an essay exploring contrasts and comparisons between two different texts, *Paradise Lost* and *Dr Faustus*. Externally-assessed (30%)

Unit 4 **Texts in Time:** A study of *Enduring Love* by Ian McEwan and *Birthday Letters* by Ted Hughes and a choice of third text resulting in an essay exploring connections and comparisons between three related texts. Internally-assessed (20%)

Entry requirement:

Grade A*-C in both English and English Literature GCSE. An enthusiasm for reading and a good standard of written expression are also essential for success in this course.

10. FRENCH AS and A2 level

Consult: Miss Bird

Exam Board: AQA: AS 1651, A2 2651

Why study the subject?

The French AS and A level courses are designed to give students the opportunity to extend and perfect their language skills and to introduce them to the political, social, historical and cultural aspects of the target language country. This prepares students for a more advanced application at University or as a firm foundation for use in a social, business or commercial life. French is one of the main European languages and as such is valued in combination with many other skills and subject areas, including science,

technology, the arts and commerce. Students with a good pass at AS or A level have access to a wide range of interesting career options in tourism, banking, law, exports and within multi-national companies with their own opportunities for travel and work abroad. French is not just a subject to study in school but also the means of communication with our partners in the EU.

Content of the course

The four skills of the GCSE – speaking, listening, reading and writing are pursued in a more integrated approach and to a very high level of competence. Most lessons are conducted in the target language. Various contemporary themes are explored through the medium of newspaper and magazine articles and the internet. Students have access to tailor-made interactive resources on the computer.

UNITS REQUIRED FOR AS	
Unit	Outline
Unit 1	Listening, Reading and Writing Retrieving and conveying information on the basis of recorded and printed French material based on AS topics.
Unit 2	Speaking Discussion of a stimulus card and conversation based on AS topics

FURTHER UNITS REQUIRED FOR A2	
Unit	Outline
Unit 3	Listening, Reading and Writing. Retrieving and conveying information on the basis of recorded and printed French material based on A2 topics.
Unit 4	Speaking Discussion of a stimulus card and conversation based on two cultural topics studied during the AS course.

Entry requirements:

GCSE Grade A*-C in French.

11. FURTHER MATHEMATICS AS and A2 level Consult: Mr Dunfield Exam Board : Edexcel (Modular Mathematics) Edexcel AS 8372, A2 9372

Why study the subject?

This course is for those students who are especially interested in Mathematics and are targeted a very high grade at GCSE. The course is studied in addition to the single Mathematics AS or A2 level. The course provides an excellent foundation for any student hoping to study Mathematics, Engineering or other Mathematical-related subjects at University.

Content of course

Students will have the opportunity to develop all aspects of both Pure and Applied Mathematics. Students attend both statistics, mechanics and some pure lessons with the single mathematics students as well as additional, small group, pure and applied lessons.

Entry requirements: A real interest and a grade 'A' at GCSE.

12. GEOGRAPHY AS and A2 level

Exam Board: AQA

Consult: Mrs Stanford

Why study the subject?

Geography is one of the most relevant academic subjects to the real world. By studying this subject you will improve your understanding of topical and global issues such as: current climate change; overpopulation; management of our depleting resources (e.g. oil); hazards (e.g. volcanoes) and sustainable cities.

Geography is a bridge between the Sciences and Arts. It fits with almost any combination of subject choices. Geography is such a broad subject and develops a large range of skills. Lessons will contain a wide variety of activities and students should expect to contribute to discussions, use ICT, prepare presentations, write essays and do individual research. If you study Geography there is no restriction on degree or career choice after A Levels. In the past Geography students have taken up a wide range of careers such as journalism, finance, administration and management. Others have gone into more directly related fields such as meteorology, environmental work, surveying, resource management, civil engineering and town planning.

Content of course

The Geography course is based on understanding the world around us and the effects that human activities have on the environment. Emphasis is placed on debate, problem solving and investigation. Fieldwork is also an important part of the course. Students will take part in field studies to local and national locations during both years, in order to experience concepts first hand and to practise collecting and presenting data.

Year 1 (AS level)

Paper 1 - **Physical and Human Geography** – Rivers, floods and management; cold environments and glaciation; population change; energy issues. (summer exam)

Paper 2 - **Geographical Skills** – Questions based on fieldwork and research techniques learnt during the course. (summer exam)

Year 2 (A2 level)

Paper 3 - **Contemporary Geographical Issues** – Plate tectonics; ecosystems; world cities; development and globalisation). (summer exam)

Paper 4 - **Geography Fieldwork Investigation** – Questions based on a fieldwork investigation. (January exam)

Entry requirements:

Grade A*- C in GCSE Geography if taken, otherwise Grades A*-C in Mathematics and English are highly recommended.

13. German AS and A2 level

Exam Board: AQA: AS 1661, A2 2661

Consult: Miss Bird

Why study the subject?

The German AS and A level courses are designed to give students the opportunity to extend and perfect their language skills and to introduce them to the political, social, historical and cultural aspects of the target language country. This prepares students for a more advanced application at University or as a firm foundation for use in a social business or commercial life. German is one of the main European languages and as such is valued in combination with many other skills and subject areas, including science,

technology, the arts and commerce. Students with a good pass at AS or A level have access to a wide range of interesting career options in tourism, banking, law, exports and within multi-national companies with their own opportunities for travel and work abroad. German is not just a subject to study in school but also the means of communication with our partners in the EU.

Content of the course

The four skills of the GCSE – speaking, listening, reading and writing are pursued in a more integrated approach and to a very high level of competence. Most lessons are conducted in the target language. Various contemporary themes are explored through the medium of newspaper and magazine articles and the internet. Students have access to tailor-made interactive resources on the computer.

UNITS REQUIRED FOR AS	
Unit	Outline
Unit 1	Listening, Reading and Writing Retrieving and conveying information on the basis of recorded and printed French material based on AS topics.
Unit 2	Speaking Discussion of a stimulus card and conversation based on AS topics

FURTHER UNITS REQUIRED FOR A2	
Unit	Outline
Unit 3	Listening, Reading and Writing. Retrieving and conveying information on the basis of recorded and printed French material based on A2 topics.
Unit 4	Speaking Discussion of a stimulus card and conversation based on two cultural topics studied during the AS course.

Entry requirements:

GCSE Grade A*-C in German

14. Government and Politics AS and A2 level

Consult: Miss Halliday

Exam Board: Edexcel 8GP01, 9GP01

Why study the subject?

A study of this subject will help the student understand current issues, and how the British political system works. It will encourage students to formulate opinions on political issues and to argue their case. In doing so it will encourage students to see both sides of political arguments and sharpen their powers of reasoning and debate.

An A level in this subject will help students gain entry to Further and Higher Education and is invaluable for work such as journalism, law, the civil service, local government, pressure groups, or any work for the public sector. This course looks at ideas such as democracy and equality. It calls for wide reading, not just of books but also newspapers and magazines, and watching current affairs programmes on television. Students must be interested in current affairs and be willing to keep abreast of what is happening. Most lessons will involve discussion, debate and argument and this is an integral part of the course.

Content of course

Politics will involve the study of British political institutions and examine how the political system works. Politics will also involve the study of post war governments, how they managed the country when in

power. It will also involve discussion on issues such as media, the welfare state, Northern Ireland and race. Emphasis is placed on discussion, debate and development of student's views.

AS

Unit 1 : People and Politics
Unit 2 : Governing the U.K.

A2 Political Issues

Unit 4 : Representation in the U.S.A.
Unit 5 : Governing the U.S.A.

A2 is the study of U.S. politics. Students will investigate the structure of the U.S. government system and its impact on the U.S. society.

Entry requirements:

There are no specific entry requirements beyond the general entry requirement. An interest in current affairs is important but no prior knowledge is assumed.

15. HISTORY AS and A2 level

Consult: Miss Halliday

Exam Board: Edexcel: 8H101, 9H101

Why study the subject?

To study the GCE in History you need an interest in the world around you, an enquiring mind and the ability to weigh up different evidence or arguments. You do not need to have GCSE History in order to study GCE History. However, you may find it helpful, as the GCE builds on the skills developed at GCSE such as the communication of historical knowledge and the ability to analyse historical sources.

Content of course

The course consists of four units:

Unit 1: Historical Themes in Breadth

In this unit you will study two broad topics which are linked by a period or theme. You will look at broad developments and changes in the periods studied through a range of perspectives such as social, political or cultural.

AS Level Unit 1

D5 Pursuing Life and Liberty: Equality in the USA, 1945-68

- The social and economic position of black citizens in the USA in the 1940s and early 1950s: the nature and extent of discrimination and segregation; signs of change by 1955.
- Martin Luther King and peaceful protest.
- Black power and the use of violence; the extent to which equality had not been achieved by 1968.
- The changing economic and social environment of the 1960s; the position of other ethnic minorities.

D6 Ideology, Conflict and Retreat: the USA in Asia, 1950-73

- The Korean War, 1950-53: causes, course and consequences.
- The ideological struggle in south east Asia in the early 1950s: the French in Vietnam; the British in Malaysia; US concerns; the Southeast Asia Treaty Organization (SEATO)

- Growing US participation in Vietnam, 1954-68: Eisenhower, Kennedy, and Johnson.
- The Nixon Presidency and the withdrawal of US forces, 1969-73: the reaction to the Vietnam War in the USA and the changing international diplomatic context.

AS Level Unit 2: British History Depth Studies

In Unit 2 you will study carry out a depth study of one period of British history. You will explore source material to develop an in-depth understanding of the attitudes, beliefs and structures of the societies studied.

A1. Henry VIII: Authority, Nation and Religion 1509-40.

- Henry VIII and the quest for international influence: relations with France, Scotland and Spain.
- The structure of government: the role of Wolsey to 1529 and his relations with King, nobility and Parliament.
- Henry's changing relations with the Catholic Church and the break with Rome; the role of Parliament in the early stages of the Reformation; the roles of Cranmer and Cromwell.
- The Dissolution of the Monasteries; support for, and opposition to, religious change from 1529.

A2 Unit 3: Depth Studies and Associated Historical Controversies

Option D

In Unit 3 you will study carry out a depth study of a period, and will gain a firm understanding of key issues, problems and debates associated with it.

From Kaiser to Fuhrer: Germany 1900-45.

- The Second Reich – society and government in Germany, c.1900-19: economic expansion; political and social tensions; the impact of the First World War.
- The democratic experiment, 1919-29: crises and survival, 1919-24; Stresemann and recovery; the 'Golden Years' of the Weimar Republic; Weimar culture.
- The rise of the Nazis; origins to 1928; impact of the slump in town and country; 1928-33; growing support; coming to power.
- Life in wartime Germany, 1939-45: opposition and conformity; persecution of the Jews and the development of the idea of the 'Final Solution'; the efficiency of the war economy.

Associated controversies

1. To what extent was Germany responsible for the outbreak of the First World War?
2. How popular and efficient was the Nazi regime in the years 1933-39?

A2 Unit 4: Historical Enquiry

In this unit you will carry out an historical enquiry. This enquiry will be based on a period of at least 100 years. While your teacher will teach a broad overview of the chosen period, you will be able to chose an aspect within this period which particularly interests you, upon which to base your enquiry. For example you could choose to base your enquiry on the significance of a particular individual or event. You will need to examine significance of the chosen factor, both in the short term (about 20 years) and across the whole period studied.

Challenge and Rebellion in Tudor and Stuart England, 1509-1660

- The nature of Tudor and Stuart challenges to the Monarch.
- The Reformation and Tudor Religious Settlements.
- The roots of challenge in Parliament and Society.
- Power, faction and succession.

Entry requirements

Grade A*- C in GCSE History if taken, otherwise Grades A*-C in Mathematics and English are highly recommended.

16. HOME ECONOMICS AS & A2 level Consult: Mrs Cackett

**Exam Board: OCR AS – H111 Home Economics
A2 - H511 Home Economics**

Why study the subject?

This subject allows you to develop an understanding of issues relating to society and health, (e.g. the role of the family) resource management (e.g. financial awareness), nutrition and food production (e.g. food preparation and purchasing). It includes both theoretical and practical elements.

You will benefit from a coherent, flexible and worthwhile course of study and become equipped with skills needed for analysis, planning and evaluation of tasks, together with essential life skills.

The qualification is particularly suitable for candidates choosing to go on to a full range of courses in higher education and/or careers in, for example, retail management, human resource management or work in the food technology industry.

Content of course

AS

Society and Health looks at the issues that affect individuals, households and families in meeting the human needs of demography, social welfare, housing, community health and the role of the family in an economically diverse society.

Resource Management investigates the issues of managing resources such as time money, energy, food provision, food consumption patterns, food retail influences, and food safety and hygiene.

Unit 1: Society & Health -(50% of total AS, 25% of total A2) Written paper (1.5 hours)

Unit 2: Resource Management (50% of total AS, 25% of total A2) Written paper (1.5 hours)

A2

Home Economics Study is required, which is a 3000 word investigation into an area of interest.

Nutrition and Food Production explores the relationship between food, nutrition and health by studying nutrients, energy, diet, and the needs of different individuals. Properties of food: design, development and production of food: and the advances in the food industry.

Unit 3: Investigative Study (Coursework, 25% of total A2)

Unit 4: Nutrition and Food production (25% of total A2) Written paper (1.5 hours)

Entry requirements

The course builds on knowledge gained from GCSE Home Economics but also accommodates candidates coming new to the subject.

17. ICT (Information & Communication Technology) AS & A2 level

Consult: Mrs Gordon

Exam Board: WJEC 2241

Why study the subject?

If you are interested in the ever-changing world of the IT industry, then this course can develop your skills to seek work in a wide range of careers.

Studying ICT at The Ashcombe, you will use a range of software applications and study a variety of topics. This course will develop your practical computer skills, as well as an understanding of how ICT is used in industry and commerce.

Few occupations or workplaces do not make use of Information and Communication Technology today and most are likely to change further as ICT becomes more pervasive

The course uses a task driven approach to problem solving and decision making that relies on the effective use of information and communication technology systems. It enhances your role as a communicator, problem solver and adviser. It deals with the effects and limitations of ICT and the opportunities it provides within organisations and society.

This course is suited to those who wish to gain an understanding of how ICT is used within organisations and society. It develops the skills and knowledge necessary for an understanding of ICT in a service role and is studied from the perspective of an ICT user. *(Please note that this is unsuitable for those students wishing to study systems analysis, programming or software engineering).*

Course content

AS UNIT 1 - INFORMATION SYSTEMS (30%)

2 hour 15 minutes examination (80 Marks)

Exam questions & a **spreadsheet pre-set task** – you take your spreadsheet work into the exam and answer questions based on your work. The spreadsheet printout is attached to the exam script to be sent to the external examiner.

AS Unit 2 - PRESENTING INFORMATION (20%)

Internal Assessment – COURSEWORK (80 Marks)

A coursework project which requires you to complete 3 tasks

1. DTP- Design & produce a document of at least two A4 sides and containing at least 150 words
2. Automated documents Design & produce documents containing automated routines
3. Presentation Design & produce a presentation of at least six slides / pages for an audience

In year one some of the tory covered includes:

- Data, information and knowledge
- The value and importance of information
- Quality of information
- Validation and verification
- Capabilities and limitations of ICT in
- Business (CAD/CAM)
- Computer based shopping systems
- Education
- Health eg. scanning, life support, computer controlled equipment & Medical databases
- Expert systems eg Artificial Intelligence
- Home Entertainment
- Home on-line banking
- Presenting Information
- Networks

- Human Computer Interface (HCI)
 - Social Issues eg. Health & Safety, Acceptable use of ICT equipment and services
 - Legislation covering the use of computers. **A2 Unit 3 - USE AND IMPACT OF ICT (30%)**
- 2 hours 30 minutes 90 marks

A2 Unit 4 - RELATIONAL DATABASES (20%)
Internal Assessment – COURSEWORK (100 Marks)

This is a substantial piece of work, undertaken over an extended period of time. It is internally assessed and moderated by WJEC.

Theory covered in the U6 include

- Networks eg Choosing a network for a company, Network management, administration and problem solving strategies
- The Internet
- The Impact of the Internet upon Business eg E-commerce, Online databases
- Moral, Social and Ethical Issues associated with the Internet
- Human Computer Interface (HCI)
- Working with ICT eg. Telecommuting, Teleworking, Video-conferencing
- Codes of Conduct
- ICT Security Policies eg. prevention of accidental misuse & Prevention of deliberate crimes or misuse
- Database systems eg. Distributed databases
- Management of Change
- Management Information Systems
- System Development Life Cycle (SDLC)

Entry requirements:

GCSE ICT will be a distinct advantage.

Grades A* - C in Mathematics and English GCSE.

18. MATHEMATICS AS and A2 level Consult: Mr Dunfield
Exam Board: Edexcel : AS 8371 – A2 9371

Why study the subject?

Any student who has enjoyed Mathematics to date, achieving a good GCSE grades in the subject, should consider continuing her/his studies to A level. Mathematics A level is a requirement for following several science-based degree courses such as engineering, physics and medicine. It is also considered valuable for many other degree and higher level courses e.g. geography, accountancy, psychology, business and banking.

Content of course

Students will study modules in Pure Mathematics and in Applied Mathematics. The Pure Mathematics module will cover topics which will develop algebra, calculus and trigonometry. Applied Mathematics module deals with the modelling in a mathematical way of real situations. The modelling may take the form of EITHER developing mechanical principles for physical situations OR examining statistical models to promote reliable prediction and testing.

Lower 6th students will follow 2 Pure modules and 1 Applied module.

Entry requirements

A good pass at GCSE in Mathematics with at least a grade B or above is normally needed if students are to be successful in this course. Students who were targeted a grade B or below at GCSE will be advised to complete a self-study pack in advance of starting the course.

19. MEDIA STUDIES AS and A2 level
Exam Board: AQA AS 2570, A2 2570

Consult: Ms Hall

Why study this subject?

Our knowledge and understanding of the world is brought directly into our homes every minute of the day through the mass media. Those who own and control the businesses and those who select the information and entertainment that we receive have enormous power over us as individuals and over the society in which we live. It is essential that we should become critical consumers of all this information. In addition, there is currently, and, through the use of digital broadcasting, there will continue to be, an explosion in opportunities in media-related careers.

Content of course

Media Studies is a combination of the study of professional examples from the media and the creation of the students' own media projects and portfolios.

We will investigate such concepts as institution, representation, genre, media audiences, media language and ideology. Studies in depth will include film fiction, the production and manufacture of news, radio, advertising, television and documentary.

AS

- Unit 1: Investigating the Media Written exam consisting of five questions (25%)
- Unit 2: Creating Media. Coursework. Two linked production pieces (25%)
-

A2

- Unit 3: Critical Perspectives. Written exam on unseen visual stimulus (25%)
- Unit 4: Research and Production. Coursework comprising of research, investigation and a linked production piece. (25%)

Entry requirements

Students must have enthusiasm for the mass media in all aspects: news coverage; advertising; radio; film and television drama, as a consumer and creator.

Grade A* - C in English Language and Literature.

A good standard of written expression is essential to succeed in this course.

20. MUSIC AS and A2 level
Exam Board: Edexcel AS 8MU01, A2 9MU01

Consult: Mr Ashwood

Why study the subject?

For a student with a genuine interest in music the course offers opportunities for individuals to develop their skills whether they are practical or academic. Music complements many other subject areas such as Languages, Science, Mathematics and the Arts. It is a requirement to have passed A level music for most Higher Education music courses.

Careers may include performing, sound recording, music post production, broadcasting, publishing, music administration, composition, arranging, theatrical work, librarianship, teaching in a school or as a peripatetic teacher.

Content of course

At both Advanced Subsidiary Levels (AS) and A2, students experience all three main musical disciplines of performing, composing and listening and understanding.

The use of Music Technology (computer sequencing, sampling and multitracking) is positively encouraged throughout the course and may be particularly appropriate for composition and arranging.

In the first year students will study three units which will build on skills that may have been developed through the GCSE course.

Unit 1 Performing Music: As soloists and/or as part of an ensemble. Teachers and students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a five-six minute assessed performance. Notated and/or improvised performances may be submitted.

Unit 2 Composing: This unit encourages students to develop their composition skills leading to the creation of a three-minute piece in response to a chosen brief. Students also write a CD sleeve note to describe aspects of their final composition and explain how other pieces of music have influenced it. Composition may include use of sequencing software and writing-up using Sibelius.

Unit 3 Developing Musical Understanding:

Set works from the anthology of vocal and instrumental scores provide the focus for one study areas. Students familiarise themselves with each work as a whole, before learning how to identify important musical features and their social and historical context. In the second area , students use a score to identify harmonic and tonal features, and then apply this knowledge in the completion of a short and simple passage for SATB.

In the second year students study a further three units to complete the full A-level.

Unit 4 Extended Performance: This unit gives students the opportunities to extend their performance skills as soloists and/or as part of an ensemble. Teachers and students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a 12-15 minute assessed performance of a balanced programme of music. Notated and/or improvised performances may be submitted.

Unit 5: Composition and Technical Study: This unit has two sections: composition and technical study. The composition section further develops students' composition skills, leading to the creation of a final three-minute piece in response to a chosen brief. The technical study section builds on the knowledge and awareness of harmony gained in Unit 3 section C through the medium of pastiche studies. Students must complete two tasks in this unit choosing from either one composition and one technical study or two compositions or two technical studies.

Unit 6: Further Musical Understanding: This unit focuses on listening to music, familiar and unfamiliar, and understanding how it works. Set works from the anthology (about 9/10 works covering instrumental and applied music) — provide the focus for much of the unit. It is recommended that students familiarise themselves with each work as a whole, before concentrating on important musical features, context and/or elements of continuity and change. Students should also listen to a wide range of unfamiliar music related to the two compulsory areas of study. They should learn how to compare and contrast pairs of excerpts, contextualise music and identify harmonic and tonal features.

Entry requirements

Grade C or above at GCSE. Candidates must be having lessons on their chosen instrument. Candidates are expected to fully participate in Music Department activities.

Why study the subject?

This course will provide a sound knowledge of the principles of physics and advanced scientific method, desirable for life in a scientific and technological society. As well as being an essential qualification for entry to many Higher Education courses, it is also particularly relevant if you are considering a career involving Engineering, Communications and Media, Electronics and Electrical Engineering, Computing, Physiotherapy, Medicine, Nursing, Forestry, Meteorology and V.S.O. (Voluntary Service Overseas).

Content of course

Physics is concerned with understanding how and why the world around us behaves as it does, and the course is taught with this in mind. Emphasis is placed on active questioning, subsequent debate, experimental work and investigation, and the ability to reason problems in a logical way. There will be two written papers at both AS and A2 Level and there will be internal assessment of practical skills at both AS and A2 Level. Internal assessment of practical skills is based on completing OCR set tasks. Each task is marked by the teacher using specific, OCR mark schemes.

AS Units

Unit title and Description	Assessment
G481: Mechanics <ul style="list-style-type: none"> • Motion • Forces in action • Work and energy 	1 hour written exam AS Level – 30% (A Level – 15%)
G482: Electrons, Waves and Photons <ul style="list-style-type: none"> • Electric current • Resistance • DC Circuits • Waves • Quantum Physics 	1 hour 45 mins written exam AS Level – 50% (A Level – 25%)
G483: Practical Skills in Physics 1 Internal assessment of practical skills.	Internal Assessment AS Level – 20% (A Level – 10%)

A2 Units

Unit title and Description	Assessment
G484: Newtonian World <ul style="list-style-type: none"> • Newton's laws and momentum • Circular motion and oscillations • Thermal Physics 	1 hour written exam A Level – 15%
G485: Fields, Particles and Frontiers of Physics <ul style="list-style-type: none"> • Electric and magnetic fields • Capacitors and exponential decay • Nuclear Physics • Medical imaging • Modelling the Universe 	1 hour 45 mins written exam A Level – 25%
G486: Practical Skills in Physics 2 Internal assessment of practical skills.	Internal Assessment A Level – 10%

Entry requirements

If this idea of Physics appeals to you, then you may wish to consider it as an A level choice. Hard work, interest, curiosity and at least 2 Grade Cs in Core Science and Additional Science and a grade C in Mathematics. In line with the National trend in Further/Higher Education and employment, the Department would particularly welcome and wish to encourage female students considering Physics as an A level subject.

22. PSYCHOLOGY AS and A2 LEVEL Consult : Mrs Cackett **Exam Board : AQA AS 5181 A2 6181**

Why study the subject?

Students will develop an understanding of the processes, motives, reactions and nature of the human mind. They will learn to understand why people behave the way they do and how psychologists find out about human behaviour.

A level Psychology is accepted by universities as an excellent foundation for a very wide range of degree courses. It is also an asset to careers in health/welfare, medicine, law, teaching, marketing, personnel, general management, the police and the media.

Content of course

AS level

- Unit 1 : Cognitive Psychology, Developmental Psychology and Research Methods.
Unit 2 : Biological Psychology, Social Psychology and Individual Differences.

A2 level

- Unit 3 Topics in Psychology.
Unit 4 Psychopathology, Psychology in action and Research Methods.

Examinations

- AS – Two written examinations, 1.5hrs each.
A2 – Two written examinations, one 1.5hr and one 2hrs.

Entry requirements

Grade C or above in English and Mathematics GCSE. Students need to be well motivated and prepared for a large degree of independent study to cope with the demands of this course. Students must have achieved 45pts or higher at GCSE.

23. RELIGIOUS STUDIES AS and A2 level Consult: Mrs Gutteridge **Exam Board: OCR: AS - H172, A2 - H572**

Why study this subject?

The subject at advanced level enables candidates to use an enquiring, critical and empathetic approach to the study of religion. The study of religion is concerned with an introduction to the philosophy of religion and theoretical ethics. All of us have to make moral decisions in life from the smallest to the much larger issues that sometimes dominate the headlines.

Thinking philosophically is not easy. It involves challenging our own preconceptions and questioning the very roots of our most basic beliefs. The subject challenges the accepted wisdom of our society. Students of this subject will engage in the manipulation of classical arguments for the existence of God and read the literary works to produce essays, seminar papers, presentations and comprehension

exercises. Students will explore, analyse, retrieve and process information, criticise and select and present factual information to show the understanding of its nature and significance. A willingness to take part in informed discussion is crucial.

The skills which students acquire on this course are directly transferable to many vocational and academic areas and it is a recognised and respected qualification by Universities and employers in all careers and professions. It is useful for careers in teaching, the media and all types of Public Service. It is a helpful qualification for students intending study at University level in many subjects such as History, English, Law, Christian Theology, Religious Studies, Anthropology, Philosophy etc.

Content of Course

The course focuses on the puzzle of theoretical ethics, moral relativism and also explores the challenges of religious belief. It introduces the philosophy of religion, the nature of religious experience and also focuses on the challenges to religion from philosophy and science.

AS level :

Paper 1 : Religious Ethics

This includes absolute and relative ethical theories such as Natural Law, Kant, Utilitarianism and Religious Ethics. Students will then need to apply these ethical theories to Abortion, Euthanasia, Genetic Engineering, War and Peace.

Paper 2 : Philosophy of Religion

This includes the Greek influences on the Philosophy of Religion such as Aristotle and Plato, and the Judaeo-Christian Influences such as ideas about God. It explores the Cosmological, Ontological, Moral and Teleological Arguments for the existence of God. It looks at the challenges of Science and the Problem of Evil to Religious belief.

A2 level :

Paper 1 : Religious Ethics

An exploration of virtue ethics and whether decisions are caused by freewill or determinism. Meta Ethics and the Role of the conscience. The application of Natural Law, Utilitarianism and Religious Ethics to issues raised by Environmental, Business and sexual Ethics.

Paper 2 : Philosophy of Religion

An exploration into religious language and Religious Experiences such as visions and conversions. Different scholarly views on miracles and the Problem of Evil. The Nature of God and beliefs about Life after Death and the Soul.

Both AS and A2 are 100% examinations. In both years there will be two papers each of 1 ½ hours in length. Students will be required to answer essay style exam questions.

Entry requirements

The course is designed to extend and build on the knowledge, understanding and skills that candidates may have developed through the study of GCSE Religious Studies. Candidates however, do not require any previous study of the subject (but extra reading in the first term will be required for those who have not gained a full or short GCSE in Religious Studies).

There are no specific entry requirements beyond the general entry requirements, although, due to the nature of the exams, a good standard of written expression is essential to succeed in this course.

24. SOCIOLOGY AS and A2 level

Exam Board: AQA

Consult: Miss Taylor

Why study this subject ?

Sociology is a methodical study of society (in this instance, primarily UK society), via detailed research and analysis of its component parts. It provides a critical awareness of what lies beneath the surface and investigates the unintended consequences of social action. It therefore helps to clarify social problems and identifies options and policies for political decision-making. Sociology covers a broad range of topic areas and thus complements a variety of other A level options, including History, Government and Politics, Geography, Economics, English and Mathematics.

You will be required to develop an advanced vocabulary and the ability to evaluate a wide range of information via both basic statistical interpretation and reasoned argument. These skills are demanding ones to learn but they will be invaluable to you and they are highly sought after by Higher Educational institutions and prospective employers. Therefore, Sociology A level is a good entry qualification for Universities and Colleges and for training in careers in such fields as personnel, business and welfare administration, teaching, the media, the law and social work.

You will need to read widely, write frequently, be prepared to take part in group discussion and to keep yourself informed of current events in the news.

Content of course

AS (Year 1)

Unit 1: Families and Households

Unit2: Education and Research Methods

A2 (Year2)

Unit 3: Global Development

Unit 4: Crime and Deviance and Theory and Methods

Assessment is 100% examination.

Entry requirements:

Grades A* - C in GCSE English and Mathematics.

History or Geography are highly recommended.

25. Spanish AS and A2 level

Exam Board: AQA: AS 1696, A2 2696

Consult: Miss Bird

Why study the subject?

The Spanish AS and A level courses are designed to give students the opportunity to extend and perfect their language skills and to introduce them to the political, social, historical and cultural aspects of the target language country. This prepares students for a more advanced application at University or as a firm foundation for use in a social business or commercial life. Spanish is one of the main European languages and as such is valued in combination with many other skills and subject areas, including science, technology, the arts and commerce. Students with a good pass at AS or A level have access to a wide range of interesting career options in tourism, banking, law, exports and within multi-national companies with their own opportunities for travel and work abroad. Spanish is not just a subject to study in school but also the means of communication with our partners in the EU.

Content of the course

The four skills of the GCSE – speaking, listening, reading and writing are pursued in a more integrated approach and to a very high level of competence. Most lessons are conducted in the target language. Various contemporary themes are explored through the medium of newspaper and magazine articles and the internet. Students have access to tailor-made interactive resources on the computer.

UNITS REQUIRED FOR AS	
Unit	Outline
Unit 1	Listening, Reading and Writing Retrieving and conveying information on the basis of recorded and printed French material based on AS topics.
Unit 2	Speaking Discussion of a stimulus card and conversation based on AS topics

FURTHER UNITS REQUIRED FOR A2	
Unit	Outline
Unit 3	Listening, Reading and Writing. Retrieving and conveying information on the basis of recorded and printed French material based on A2 topics.
Unit 4	Speaking Discussion of a stimulus card and conversation based on two cultural topics studied during the AS course.

Entry requirements:

GCSE Grade A*-C in Spanish

26. SPORT AND PHYSICAL EDUCATION AS and A2 level

Exam Board: AQA

Consult: Mr Leyshon

Why study the subject?

- i) The specification offers students the opportunity to experience and develop an interest in a variety of roles in sport such as performer, official and/or leader/coach at AS and then be able to specialize in one at A2.
- ii) The growth of the sport and leisure industry has led to increased employment opportunities such as Teaching, Coaching, Leisure/Tourism, Administration, Physiotherapy and Personal Enterprise.
- iii) The nature of the course enables students to combine it successfully with other subjects and focuses on how to improve performance. Transfer of knowledge is possible.

Content of course

The modular physical education specification allows students to gain an AS level in one year or a full A-level after two years. The course is divided into four units, half of which are studied in year one for the AS level with a further two units in year two, studied in more detail, for the A-level. These units of study contain both theoretical and practical coursework in addition to examinations in June of each year of the course.

Year 1 - AS

PHED 1 – Opportunities for and the effects of leading a healthy and active lifestyle

60% AS, 30% A Level

2 hour written examination

84 marks

Topics covered:

- Applied Exercise Physiology
- Acquisition of Skill
- Opportunities for Participation

Two sections:

Section A – six structured questions

Section B – application of theoretical knowledge to a practical situation

PHED 2 – Analysis and evaluation of physical activity as a performer and/or in an adopted role/s

40% of AS, 20% of A Level

Internal assessment with external moderation (100 marks)

Candidates perform, analyse and evaluate the execution of core skills/techniques in isolation and in structured practice as either a player/performer and in an adopted role or two adopted roles.

Year 2 - A2

PHED 3 – Optimising performance and evaluating contemporary issues within sport

30% of A Level (2 hour written examination)

Three sections:

Section A – how exercise physiology can optimise performance

Section B – how application of psychological knowledge can optimise performance

Section C – contemporary influences in sport and their impact on the performer

PHED 4 – Optimising practical performance in a competitive situation

20% of A Level

Internal assessment with external moderation (120 marks)

Candidates perform, analyse and evaluate their own performance, identify weaknesses, and suggest causes and appropriate corrective measures.

In addition:

All students would benefit from following the CSLA course during their entitlement period on a Wednesday afternoon in addition to assisting in Lower School P.E. / Club for 1 hour a week.

Entry requirements:

GCSE Grade A-C in English, Mathematics and a Science are extremely useful. GCSE P.E. is not an essential requirement.

27. GENERAL STUDIES AS and A2 level Consult: Mr. Woollett
Exam Board: AQA Syllabus A

Why study the subject?

General Studies counterbalances the lack of breadth in the English sixth form curriculum. Students are made aware of cultural, political and economic developments around them and are provided with some insight into global issues. Students maintain understanding of scientific principles and retain some mathematical ability. Students are made aware of possible career choices and have the opportunity to cross question speakers on a wide range of subjects.

Content of course

Unit 1 – GENA1
AS Culture and Society

Unit 2 – GENA2
AS Science and Society

Unit 3 – GENA3
A2 Culture and Society

Unit 4 – GENA4
A2 Science and Society

The AS examinations include multiple choice and structured data response with the synoptic unit based on recent documentary evidence. These skills are developed in the second year with understanding of different types of knowledge along with the evaluation and integration of information. In addition students undertake a foreign language component in Paper 4.

Entry requirements

None.

ONE-YEAR PROGRAMMES OF STUDY

The Priory School, Dorking, Therfield and St Andrew's Schools in Leatherhead are our most local secondary schools which also offer one-year study programmes. We have all undertaken to produce information on all our one-year courses to all those students wishing to take such courses. Please ensure you look at all the options in the locality before making your decision and be prepared to visit other schools to make sure you get on the course that is best for you.

The One-Year Programme of Study will comprise:

- 1) OCR Travel & Tourism National Certificate Level 2
- 2) GCSE retake or modular Mathematics (if required)
- 3) GCSE retake English Language (if required)
- 4) General Studies and Entitlement courses (together with A level students)

For those students who are close to 40 GCSE points there will be the possibility of doing an AS level chosen from a specified option block. Students should be able to demonstrate that they will be able to cope with the demands of the chosen AS course including any specific entry requirements.

OCR Travel & Tourism National Certificate Level 2

Consult: Mr Vivian

The OCR National Certificate in Travel and Tourism is a one year course which provides students with an introduction to the knowledge, understanding and skills required for learners wishing to enter a career in business, particularly the travel and tourism industry. This qualification provides access to units which broadens and deepens learners' experience in preparation for the world of work.

This is a course equivalent to 4 GCSE (grades A to C dependent upon students' final award). It can be studied alone or in addition to ONE AS level subject chosen from a specific option block.

What will I learn?

You will:

- gain a broad understanding of Travel and Tourism.
- develop skills, knowledge and understanding of the world of business, especially in the Travel and Tourism industry.
- have an opportunity to apply learning in a practical way.
- develop skills which are valued by employers and further education.
- gain confidence by developing independent learning skills.
- have an opportunity for a period of work experience in a travel/tourism environment.

What subjects will I study?

CORE SUBJECTS

1. The Business of the Travel and Tourism Industry
2. Customer Service in Travel and Tourism
3. Tourist Destinations
4. Marketing Travel and Tourism products and services

Specialist Subjects

5. Visitor Attractions
6. Airports and Airlines

How will I be assessed?

There are no exams. Your coursework is assessed by your teachers and is then checked thoroughly by the exam board. To achieve the full qualification you must pass all assignments in all the **six coursework units**. Units which are satisfactorily completed are given an individual mark of Pass, Merit or Distinction and these are combined to give an aggregate grade for the course as a whole.

Career Prospects

Career opportunities exist at an operative level in both local government and private leisure organisations such as: airlines, business travel, conference organisers, heritage centres, hotels, leisure centres, theme parks, tourism promotion, tourist attractions, tourist information centres, transport operators, travel agencies.

The course also provides progression to further vocational qualifications such as BTEC Diploma in Travel and Tourism, a foundation degree or a degree in Travel and Tourism or associated subjects.

What skills and interests do I need?

- An interest in the world of business, especially the travel and tourism industry.
- The skills to analyse and evaluate material and use a variety of techniques to present findings through for example: written reports and oral presentations.
- An ability to maintain an organised approach to coursework and meet a series of deadlines.
- A willingness to visit different travel and tourist destinations and undertake a work experience placement.

It is important that you have a lively and enquiring mind and want to study a course that is business orientated, active and enjoyable. Whilst completing this programme you will learn a variety of business skills that are recognised and highly valued by employers.

GCSE COURSES

Entry requirements are only specified where appropriate

- 2) **MATHEMATICS (Modular) GCSE** **Consult: Mr Dunfield**
Syllabus: AQA Modular Mathematics Specification B3302T

Why study the subject? Following this course provides a fresh and a more mature approach to gaining a good grade at GCSE. This is often a minimum requirement for several types of employment and further education.

Content of course:

Students will study for five modules which cover all key topics in:
Statistics, Algebra, Number, Shape and Space.

Two modules are assessed through coursework tasks. The remaining three modules are assessed by written examinations held in November, March and June.

Entry requirements: An interest and determination to achieve.

3) ENGLISH GCSE (Post-16)
Syllabus: AQA Syllabus A

Consult : Miss Hall

Why Study the Subject?

A good GCSE English grade will ensure that you have all the best possible academic and employment opportunities for the future. Colleges and employers want to know that your written and spoken communication are fluent, accurate and well-structured. This tightly structured course gives you the chance to improve your grade as well as the opportunity to access more mature materials.

Exam technique is a core part of the course. Your skills of analysis will be honed and your written skills sharpened so that by the time you finish the course you are reading and writing at an advanced stage.

Content of course

Written Coursework – 20%

Original Writing
Shakespeare
Media
Pre 1914 text

Speaking and Listening Coursework – 20%

3 oral assignments.

Exam – 60%

Paper 1 : Response to media texts. Writing to argue, persuade, advise.

Paper 2 : Response to poetry from different cultures and traditions. Writing to inform, explain or describe.

Entry requirements

A commitment to hard work and a co-operative, motivated attitude are essential for success on this course.

Making the Right Choice

It is important to choose the right post-16 option and to be aware of the possible outcomes. Much changes as each person moves from Year 11 in school through the next two years, but by looking at results across the country, it is possible to build up a general picture and offer guidance. A useful starting-point is to look at overall GCSE performance.

All advice and guidance must be discussed and tailored to the individual, and must evolve as time passes.

Remember: to every rule there is an exception - discuss your situation with us

Step 1 Estimating your OVERALL GCSE performance

Fill in the table below with your estimate of your GCSE performance (you may like to repeat the exercise looking on the bright side and then looking on the gloomy side). To convert GCSE grades to a points score, use the following scoring: A* = 8, A = 7, B = 6, C = 5, D = 4, E = 3, F = 2, G = 1, U = 0 for full courses and half these scores for short courses. Your estimate should be based on 9 full GCSEs.

Subject	Best Guess		Bright side		Gloomy side	
	Estimated Grade	Points Score	Estimated Grade	Points Score	Estimated Grade	Points Score
English						
English Literature (if taken)						
Core Science						
Additional Science						
Mathematics						
1.						
2.						
3.						
4						
5.						
Number of A-C grades						
(Counting short course as half) Total Score						

Step 2 - Post-16 decisions based on overall GCSE performance

- **Fewer than 20 points*:** You should consider a course at college, or employment.
- **Fewer than 4 A-C grades or 40 Points*:** You should consider the One Year Programme of Study here, one year BTEC course or another course at college, or employment. The One Year Sixth Programme of study is designed to cater for those students who need an additional period of study to gain the qualifications they need for further education or employment.
- **40 + points and 4 or more A-C grades (full course GCSEs or equivalent)*:** You should consider a Two Year Programme of Study, **but with 40-45 pts note Step 5.** Most students will study 5 AS levels (including General Studies) in the first year and 4 A2 levels (including General Studies) in the second year. Students with 40-45 points may study 4 AS levels (including General Studies) and GCSEs in English or Mathematics (if required). An alternative is to study an alternative course at a Further Education college such as East Surrey College or Guildford College of Technology.

*This is based on 9 GCSE full entries. Appropriate adjustments will be made for fewer or more entries and short courses.

These criteria are based on evidence from the progress of previous students so that you have a reasonable chance of success in your chosen course. Individual circumstances will be taken into account but the final decision about admission onto a course will be taken by the Headteacher.

Step 3 - Planning A-level TARGETS

In order to provide effective support and motivation, students will negotiate targets on an individual basis. During the Sixth Form, your progress will be monitored carefully against these targets, and there will be regular Assessments and reports. The targets will be modified in discussion to reflect changing situations.

The starting point for these targets will be the overall performance at GCSE level. The targets set are for the average student, so half the students should exceed their initial target. The final performance of two-thirds of the students should come between the High Progress target and the Cause for Concern figure. Using your estimates in the table above, you can get an idea at this stage of what those targets will be like and what the possible outcomes could be in terms of Higher Education. Do remember that these will be negotiated on an individual basis, and will also depend on which A levels are being studied. For example, a brilliant but incoherent mathematician would be unlikely to do well overall at GCSE, but would be set high targets in Maths A level! There is an official A level points scheme: Grade A = 120, B = 100, C = 80, D = 60, E = 40. (AS grades count half of these). The target points exclude General Studies and are stated for individual A levels.

- **40 - 46 GCSE points:** Target A/L score: 40 points (*Report grade 5 = E/N*)
High progress target: 60 points (*Report grade 4 = D/ E*)
Below target: 0 points (*Report grade 6 = N/U*)
- **47 - 51 GCSE points:** Target A/L score: 60 points (*Report grade 4 = D/ E*)
High progress target: 80 points (*Report grade 3= C/D*)
Below target: 40 points (*Report grade 5 = E/N*)
- **52 - 56 GCSE points:** Target A/L score: 80 points (*Report grade 3= C/D*)
High progress target: 100 points (*Report grade 2= B/C*)
Below target: 60 points (*Report grade 4 = D/ E*)
- **57 - 63 GCSE points:** Target A/L score: 100 points (*Report grade 2= B/C*)
High progress target: 120 points (*Report grade 1= A/B*)
Below target: 80 points (*Report grade 3= C/D*)
- **64+ GCSE points:** Target A/L score: 120 points

Step 4 - Possible Higher Education destinations

- **370 A/L points including AS. 320 A/L points excluding AS** eg ABB - AAA + (AS at B):- Oxbridge, medicine, law, very popular arts courses (eg History, English, Media Studies) at oversubscribed universities (eg Bristol, Durham)
- **280 A/L points including AS. 240 A/L points excluding AS** eg CCC – BBB + (AS at C) :- most arts courses and very popular science courses at universities
- **190 A/L points including AS. 160 A/L points excluding AS** eg DDE - CCD + (AS at D) :- less popular arts courses and science courses at universities and Colleges of Higher Education
- **100 A/L points including AS. 80 A/L points excluding AS** eg EE - DEE + (AS at E) :- a few arts courses and less popular science courses at universities and Colleges of Higher Education
- **60 A/L points including AS. 40 A/L points excluding AS** eg E + (AS at E) :- HND (Higher National Diploma - one or two year courses, often leading to degree entry) at Colleges of Higher Education and some universities

More detailed information can be found in *Degree Course Offers* by Brian Heap (copy available in Careers Library in the Study Centre).

Step 5 - Selecting your courses (November / December 2010)

Great care should be taken in selecting courses as this can be a difficult task. **Experience has also shown that in certain subjects, the chances of success at A-level are low if students are on the borderline (i.e. 40-46 GCSE points or 4-5 GCSE grade Cs) of entry onto A-level courses and if they do not have a grade A or B at GCSE in their proposed A-level subject. Similarly the chances of success vary from subject to subject. Students will be advised appropriately and receive guidance in their interview with Mr Robinson in line with procedures outlined in Step 2.**

You should consider the following points:

- (a) Ability in the subject - remembering that GCSE success does not guarantee similar success at A-level.
- (b) Personal preference for a subject: interest is a good motivator, although your liking for a subject may be determined by a particular teacher, who may not be responsible for the A-level group in the year(s) ahead; moreover, the character of a subject may change after GCSE.
- (c) Inter-relationship of subjects: if a student has the intention of taking a specialised course of study in Higher Education, (eg Engineering) it is often advisable to choose subjects which form a natural grouping (e.g. Chemistry, Mathematics and Physics) as each subject within such a combination supports the others. If, however, you feel that your strengths are in what appear to be unrelated subjects, then this preference could be right for you.
- (d) Suitability for a career or course in Higher Education: details of career relevance and opportunities are contained in the information about each A-level subject.

Advice regarding subject content, or the level appropriate for a particular student, may be sought at any time from Mr Robinson (Head of Sixth Form), Phil Allen from Connexions, the various Heads of Department, or Miss Parish (Head of Year 11). The aim at this stage must be to understand what is involved in the subject chosen and to make the appropriate choice.

Those students who are considering, even remotely, a University application should discover the A-level requirements of courses for which they might later apply. Requirements vary a good deal. University guides can be consulted and advice sought from the Head of Sixth Form. Similarly those who have already formulated clear plans for a career outside Higher Education need to make sure that their Sixth Form subjects are suitable. It may be impossible to change course later.

Many students, understandably, enter the Sixth Form with no clear intentions about a career, and as such would be well advised to make a choice which does not automatically rule out too many career possibilities in the future. Again, the advice of specialist staff and Connexions should be sought.

Step 6 - Completing the Provisional Preference Form (December 10th 2010)

This should be handed in by **December 10th** to your Form Tutor, who will pass it on to Mr Robinson. It is important that you give as much information as possible on the form, but do remember that your preferences are NOT fixed - you can change them later (after March, any changes will need to be within the constraints of the timetable).

Once you have decided on a likely course of action, it is most helpful if you can fill in your preferred subjects, in order of preference if possible. It would also be helpful if you could indicate any possible alternatives. For example, you may be certain that you want to study French and English, and probably German, but you might do Sociology instead. If there are subjects not listed that you are interested in then please let us know.

Even if you are totally undecided, please fill in the form and hand it in

Step 7 - Interview with Head of Sixth Form (Mr Robinson) (December/ February 2011)

This is an opportunity for you to discuss your choices with Mrs Roberts, and to consider whether the results of the trial examinations, the report and Parents' Evening have affected your choice. Also, on the basis of the Provisional Preference Forms, we will have identified any subjects which may not be viable and the interview will be an opportunity to discuss possible alternatives. Naturally the actual range of subjects available will depend on a variety of factors, including the overall level of funding for schools and the demand for a particular subject. Also, we try to support as wide a range as possible of 'minority' subjects (studied by fewer than six to eight students) and so they receive a double period less tuition than other subjects, but this is compensated by the individual attention which is feasible.

Please note that:

- a) *Subjects which have a full allocation of time in the Lower 6th may become 'minority subjects' in the Upper 6th where students have left the course.*
- b) *We review course provision during the Sixth Form so that we are ensuring as fair an allocation of resources as possible.*

Step 8 - Construction of timetable blocks (March 2011)

On the basis of the revised preferences, the subjects are grouped into option blocks. Our previous experience has shown that we will be able to find an arrangement so that almost everyone will be able to study their preferred choices. Anyone whose choices do not match will be seen immediately by Mr Robinson. **You may still change your choices after this stage, but it must be within the option block structure.**

Step 9 - Sixth Form Induction Course (June 25th 2011)

This is a chance to prepare for life in the Sixth Form, and to find out more details about the subjects you intend to study.

Step 10 - Enrolment Interview with the Head of Sixth Form (25th and 26th August 2011)

The GCSE results will be published on August 25th.(tbc) Experience shows that in most cases, choices made before GCSE results are published are reliable but inevitably there are surprises and disappointments which may cause an alteration in the original selection of courses. Within the framework provided by the timetable this will be possible even at this stage.

All students will have an interview with the Head of Sixth Form once they have considered their results and before they start their courses. This is an opportunity to ensure that the choice of courses really is right for you.

Students must attend enrolment to be admitted into the Sixth Form. Should you be unable to attend enrolment please contact Mr. Robinson before the end of the summer term. We can not guarantee you a place on your chosen course if you do not come to enrolment.

Step 11 - Start in the Sixth Form !