CLAYESMORE
SIXTH FORM

COURSE GUIDE
2025/27



WELCOME TO CLAYESMORE THE SIXTH FORM

In this document we aim to give you a taste of all the exciting things that are on offer in the Sixth Form at Clayesmore.

The Sixth Form is an important moment. It is a time when you begin to have more freedom, make more of your own decisions and take increasing responsibility for where you are heading. It is also a time to discover more about what you are capable of.

At Clayesmore, we believe that Inclusive Excellence means exactly that: providing the opportunity, challenge and support for every young person to achieve their best, while recognising that their best will look different for everyone.

There is no single Clayesmore Sixth Form experience. Some pupils arrive knowing exactly what they want to study and where they want to go next. Others are still working that out. Some will be focused on traditional academic subjects, others will combine academic study with practical, creative or vocational interests. Our job is not to fit everyone into the same mould. It is to know our pupils well enough to help them build the right pathway for them.

That might mean a combination of A Levels and a BTEC, alongside an Extended Project Qualification. It might mean studying a new subject for the first time, pursuing a particular passion or combining subjects in a way that opens up opportunities you had not previously considered. We will encourage ambition, but we will also make sure that ambition is realistic, well informed and properly supported.

The opportunities beyond the classroom matter too. Our Sixth Formers can make the most of specialist facilities across the school, from Design Technology and Art to our Business School, Cookery School, sports facilities and performing arts spaces. Through the LEX programme and the wider life of the school, there are also opportunities to develop interests, learn new skills, take on responsibility and, have some fun along the way.

Perhaps most importantly, you will not navigate these choices alone. Our Sixth Form team, tutors and Head of Careers know that the decisions made during these two years can feel significant. Whether your next step is university, an apprenticeship, a sponsored degree or employment, we will help you understand your options, make good decisions and prepare properly for what comes next.

I want Clayesmore Sixth Form to be a place where pupils are ambitious for themselves and for one another; where academic excellence is taken seriously, but where success is not defined by a single set of results; and where young people are known, challenged and supported.

That is Inclusive Excellence in action

I hope this prospectus gives you a sense of what is possible, and, I hope you will come and see the Sixth Form for yourself, meet our pupils and staff and get a feel for what makes Clayesmore such a special place.

Mr Rob Lane
Head of Clayesmore



FROM THE HEAD OF SIXTH FORM

Clayesmore Sixth Form is an incredibly special place to study. It allows students to flourish and develop as individuals during their crucial transition between GCSE and life after school.

When they leave school, our students will be entering a fast-changing world; a world where they will need to have the resilience and ability to be lifelong learners. Whether students wish to continue to university, start an apprenticeship or go straight into the world of work, Clayesmore Sixth Form nurtures and supports them to develop the skills and understanding they need to take the next step. We want all our students to feel valued, confident and ready to be positive contributors to the world.

This booklet showcases the broad range of A Level and BTEC qualifications on offer. Both types of qualification are highly valued by universities and employers, and many pupils choose to take a combination of A levels and BTECs which creates depth and breadth to their studies.

At Clayesmore, small class sizes and the nurturing ethos of the school means that every student is valued. Life in the Sixth Form feels significantly different to the rest of the senior school; students are treated as young adults, are given more independence in their studies, and lessons are even more collaborative to stimulate effective learning. They are guided, mentored and encouraged by a tutor who, alongside their subject teachers, house staff and the pastoral team, will support them throughout their time in the Sixth Form. In weekly tutor periods, students follow a programme which develops their general study skills, as well as having weekly careers lessons with our experienced and forward-thinking team to support them in taking the next step after school.

The LEX programme provides a whole new range of opportunities beyond the classroom. We encourage pupils to try new activities, challenge themselves, or improve their physical capabilities. They have the opportunity to develop their skills of critical analysis, debate and research, as well as devoting increasing attention to the skills they will need post-18 through careers focused talks, employability workshops and mock interviews.

Clayesmore Sixth Form is a vibrant community with inspirational evening academic lectures and regular socials, for both day and boarding students. With events ranging from formal dinners to balls and Clayesmore's very own Oktoberfest, as well as social outings and themed evenings, there is always something to look forward to.

Sixth Form is an exciting time; it is full of academic challenges and enrichment opportunities. At Clayesmore, our aim is to enable our students to feel confident and prepared to take their next step as young adults. We wholeheartedly believe that our nurturing environment and outstanding programme allows our students to reach their full potential.

Tim Carter
Head of Sixth Form

LEAP INTO THE FUTURE

Taking place in the summer term, LEAP is a programme of extension and enrichment for Year 12, based around potential career and industry sectors. Allowing the opportunity to see real life application of the subjects they are studying beyond the confines of the syllabus.

CAREERS DAYS Students have the opportunity to explore local industries and find out more about potential careers. Previous visits have included the Met Office to learn about manipulating large data sets, applications of IT and science or Sunseeker to experience first hand the design and manufacture process.

UNIVERSITY VISIT Trips to universities that have included Oxford University, Cardiff Met, Oxford Brookes and Southampton enable students to experience taster lectures in subjects of their choice and find out more about university accommodation.

HIGHER EDUCATION DAY Visiting speakers offer workshops and information on applications and how to create an outstanding personal statement or letter of application. Time is also dedicated to completing UCAS forms ready for early applications in the autumn term.

Outside the working day there are also many other activities taking place to excite, enthuse and to take students outside their comfort zone. Whether it be coasteering at Worth Matravers or taking part in an Escape Room Challenge, there is something for everyone to broaden horizons and develop new interests.

GETTING TO KNOW YOU

Before all the hard work kicks off, we like to give our new Sixth Formers some exciting ice-breaking fun during an action packed Induction Day. This event takes place before the start of the new term and presents a variety of problem-solving activities to boost teamwork and enable the new students to really get to know each other, the school and their new tutors in a fun and safe environment.

This year's Induction Day saw the group working in tutor teams learning about their own strengths, how to support each other and overcome challenges. The day culminated with each tutor group competing for the Battle Zone Challenge Cup!

The tasks focused on effective team-building skills such as communication, co-operation and trust, while providing a great opportunity for the emergence of leaders. The aim of these tasks was to break down barriers and encourage group cohesion, which is important for students making the transition into Year 12 and especially for the Sixth Formers who are completely new to Clayesmore this year.

This high-energy day led to some impressive performances from our fresh crop of well-motivated Sixth Formers and their enthusiasm and willingness to get stuck in certainly bodes well for the next two years.

> **Building effective team-building skills such as communication, co-operation and trust**

BRING IT ON!

How to get the most out of our action-packed Sixth Form.

It is always exciting to welcome another year of students to our Sixth Form, creating a more vibrant and varied Sixth Form culture, full of the fizz and buzz that Clayesmore life is renowned for.

The Sixth Form has always offered so much for our students, in terms of both academic life and extracurricular activities. We aim not only to develop their strong academic voice through creative thinking and ownership of their learning but also to provide them with enriching opportunities outside the classroom.

These opportunities are abundant, whether it is enhancing leadership and teamwork qualities in many areas of House and School life, honing presentation skills in SPEAK, debating interesting topical issues at Model United Nations events, or overcoming the challenges of the Duke of Edinburgh Gold Award there are always plenty of opportunities available.

The life and soul of the Sixth Form would not exist without the drive, energy and passion of the student body. They play an essential part in Sixth Form life, helping to make important decisions on the content of our diverse lecture programme to the themes for our social events.

We value, challenge and celebrate all the many different contributions students make to Sixth Form life, and we look forward to seeing you make yours in 2025–2027.

I am certain that they will be two fantastic years!

Isobel Browse
Deputy Head of Sixth Form

Sixth Formers are valued for every contribution they can make.

Leadership opportunities abound during the Sixth Form; students can be School Prefects, Heads of House, captains of teams, leaders of music groups, committees and societies. Pupil voice is listened to and valued at Clayesmore and we expect the Sixth Form to play a key part in this, particularly through house and school councils. They are expected to lead by example as role models for the younger students and to take responsibility for their actions.

Our supportive and friendly Sixth Formers also foster strong relationships with the staff and help with duties – making sure things get done.

All our Year 12 students volunteer during the 'LEX Service' options; helping at local primary schools, community gardens and hosting our Clayesmore community lunch events are some of the options.

Clayesmore Sixth Form is bursting with opportunities that will equip you with the skills to develop and contribute, long after you've left school.

Have you considered doing an EPQ?

Universities regard the Extended Project Qualification very highly, and an increasing number of students are opting to take it. Offering the opportunity to study a topic in depth and culminating in a final essay, artefact or research project, it is a freestanding qualification with UCAS points that adds a further dimension to Sixth Form study.

This is an opportunity to complete a project about a subject area that interests you. It can be related to subjects you are studying but must not be part of your A Level syllabus.

So you think you could do an EPQ?

If interested, you can contact Miss Nanette Archer, the EPQ Coordinator. If you are already at Clayesmore, you can start thinking about and planning an EPQ even before entering the Sixth Form.

CAREERS

Almost as soon as you enter the Sixth Form, discussions begin about what to do when you leave. Sixth Form is an exciting, developmental chapter in your educational journey, but at the end comes the real world beyond the nurturing confines of school – something we want you to be ready for.

The aim of the Careers Department – led by our Head of Careers, Rob Dorey – is to ensure that you are able to make informed decisions about your next steps which at times can feel like a bewildering array of post-18 options. We work with you to understand what you hope to do, skill-build in the areas that are needed to achieve this, and identify the best opportunities to get you to where you want to go. The majority of our leavers obtain offers to go to university, either directly or after a gap year, whilst others pursue the widening range of higher and degree-level apprenticeships, entrepreneurship and direct work-based training that is available. Of course, all routes end with employment and we work with you to ensure that you are ready for this important next step.

Careers education at Clayesmore is outstanding. The provision of advice and guidance from experienced staff, a host of external agencies, workshop facilitators and visiting speakers is complemented by weekly Careers lessons which enable students to have 1:1 and small-group discussions about their life and goals. Students are encouraged to better understand the opportunities available to them and reflect on their own aspirations and attributes. We undertake school-led visits to universities, provide access to a vast array of resources and provide a service that is individually tailored to their skills, ability and ambition.

We are experienced in supporting students in pursuing diverse post-18 pathways, whether that be UCAS applications to Oxbridge, to universities of the Russell Group and to competitive courses in Medicine and Veterinary Science or to other universities, both in the UK and abroad, we provide up-to-date and expert support. We also provide guidance and support to students wishing to pursue other pathways such as apprenticeships, Art Foundation and Foundation Degree courses, conservatoires, as well as direct entry to employment.

The Careers element is integrated into the LEX programme to offer exciting new possibilities for students to broaden their horizons and ideas about future careers, and develop the qualities and skills that employers are looking for. Specialist support for interview skills, soft skills, networking, and career trends throughout Sixth Form ensure that students are as well informed as possible about their skills and options on leaving Clayesmore.

DESTINATIONS

Students who want to aim high can follow a well-trodden path of academic excellence at Clayesmore where the vast majority receive offers from their first choice of university.

Our track record in achieving top A Level grades, with an impressive 53% securing A*-B (average over the last four years) alongside impressive BTEC results paves the way for our students to gain admission to the country's most prestigious universities. We also consistently help students choose the university and course that is the best for their next steps and future aspirations.

Here are just a few examples:

- University of Oxford – English Literature
- University of Oxford – German
- University of Bristol – Aerospace Engineering
- University of Bath – Sport (Sports Performance)
- University of Exeter – Accounting and Finance
- University of Leeds – Biochemistry
- University of Plymouth – Physiotherapy
- University of Cardiff – Radiotherapy and Oncology
- University of Sheffield – Global Sustainable Development
- University of Birmingham – Liberal Arts and Sciences
- University of Manchester – Philosophy
- BIMM University – Music and Sound Production
- Cardiff Metropolitan University – Psychology
- Oxford Brookes University – Occupational Therapy
- Falmouth University – Fine Art




CLAYESMORE



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ESSENTIAL SUBJECTS FOR SPECIFIC UNIVERSITY COURSES

Many subjects at many universities do not have specific A Level requirements as a condition of entry. However, if you want to study any of the following subjects at university you MUST follow the advice indicated. If you do not do so you are unlikely to be offered a place – so, do check this list carefully before you finalise your choice of A Levels.

Accountancy
Any A Levels are acceptable, but GCSE Maths must be at grade 6 or above. Maths and a Humanities subject at A level to demonstrate numeracy and literacy skills would be a strong combination.

Architecture
Art and/or Design and Technology with preferably either or both Maths and Physics.

Art and Design
Art followed by a Foundation year before university.

Business Management
Any A Levels are acceptable, but most candidates would have taken Business, and a language is useful. A grade 7 or 6 in Maths GCSE may be required by the top universities.

Computer Science
Physics and Maths are essential.

Dentistry
Chemistry and Biology are essential, and it is preferable to have Physics and/or Maths.

Economics
A Level Maths is essential for entry to Russell Group universities. Some other degrees do not need it.

Engineering
Maths and Physics are essential although some universities will accept Design and Technology instead of Physics. Chemistry would be useful for areas such as Materials Science.

Law
Essay writing and analytical subjects are required. Top universities would expect English and History to be the core subjects.

Medicine
Chemistry and Biology are essential and preferably Physics and/or Maths. If Physics and Maths are not studied at A Level it is expected that a grade 7 would have been gained at GCSE.

Nursing
Biology or Health and Social Care.

Nutrition/Food Science
Biology and/or Chemistry.

Physiotherapy
Biology or Health and Social Care.

Psychology
Most courses will require at least one Science subject and at least a grade 6 in Maths GCSE. Psychology at A level is not required.

Radiography
At least one Science.

Sports Science
Most courses require a Science subject.

Teaching (Primary School)
One A Level must be in a national curriculum subject i.e. English, Maths, Science or ICT, and applicants need at least GCSE grade 4 in English, Maths and a Science.

Veterinary Science
Chemistry and Biology are essential and preferably Physics or Maths.



COMPETITIVE UNIVERSITIES

Some competitive universities do not view all A Levels as of equal worth, though they might not always admit this in public. Therefore, students hoping to go to a top university need to be cautious about taking two 'non-traditional' A Levels. They should take advice from Dr Carter or Mr Dorey before finalising their subject choices.

ART AND DESIGN

AQA, SPECIFICATION: 7201 ART CRAFT AND DESIGN, 7202 FINE ART

A Level Art offers an exciting opportunity for you to explore a wide range of different disciplines, including Fine Art, ceramics, craft, textiles or lens based approaches.

This course is designed for keen artists who have enthusiasm and commitment for the subject, and have achieved a C or above at GCSE. You will be encouraged to develop your own creative path, supported by workshops, studio practice, contextual research and gallery visits. You will develop your practical skills in areas such as drawing, printmaking, sculpture, ceramics and painting. You will also be encouraged to engage with art history and contemporary practice.

A Level Art is a two-year course and is structured to enable you to develop the skills and confidence to produce meaningful and personal projects and outcomes. You will be supported and guided through your learning with the use of one-to-one tutorials and target setting. Extra-curricular workshops also form an integral part of the A Level experience. The course will offer you fantastic opportunities for individual creativity and independent thought.



YEAR 12: DEVELOPMENT OF COURSEWORK PORTFOLIO

You will produce a portfolio of studio work. This will include a wide range of media, techniques and processes, as well as contextual elements in the form of artist studies, gallery visits and research. The portfolio will include a range of drawing; for example, observational drawing, expressive mark making and life drawing. You will also produce a personal project based on a theme of your choice.

YEAR 13: PERSONAL INVESTIGATION

You will produce a Personal Investigation unit. The Personal Investigation consists of studio work using a range of different materials and processes. It will be based on a theme/concept or title. You will develop an individual and personal unit of work with sustained contextual research and references. You will write an essay as part of the personal investigation unit and produce a final outcome.

THE EXTERNAL ASSIGNMENT

You will choose a starting point from an early release question paper. You will have at least four weeks to plan, research and produce preparatory work. The preparatory period is followed by a 15 hour controlled exam session, during which you will develop your final outcome for the project.

METHOD OF ASSESSMENT

1. Coursework – 'Personal Investigation' (60% of final mark) Non-exam assessment set and marked by the centre and moderated by the board during a visit to the centre.

2. External Assignment – (40% Final mark) Set by AQA, marked by the centre and moderated by AQA during a visit to the centre in June.

BIOLOGY

AQA, SPECIFICATION: 7402

YEAR 12 TOPICS

Biological molecules (carbohydrates, lipids, proteins, DNA & RNA, ATP, water & inorganic ions).

Cells (eukaryotic & prokaryotic, viruses, microscopy, mitosis, transport across membranes & immunology).

Organisms exchange substances with their environment (gas exchange, digestion, absorption & transport).

Genetic information, variation and relationships between organisms (DNA, diversity & taxonomy).

YEAR 13 TOPICS

Energy transfers in and between organisms (photosynthesis, respiration, energy transfer & nutrient cycles).

Organisms respond to changes in internal and external environments (nerves, muscles & homeostasis).

Genetics, populations, evolution & ecosystems (inheritance, populations & evolution).

The control of gene expression (mutations, regulation of protein synthesis, genomes & gene technology).

METHOD OF ASSESSMENT

At the end of the two year course you will sit three written exams, each of 2 hours, comprising a mixture of types of questions (short and long answer, comprehension, extended response and structured) covering all taught and practical skills.

Practical work is an important part of this course and you will undertake twelve required practicals and your understanding of practical techniques will be tested in the written exams.

We will also prepare you to answer questions on the critical analysis of provided experimental data and help you to learn how to plan, and then write a synoptic essay from a choice of two titles.

FURTHER INFORMATION

To perform well in Biology at A Level you should have obtained at least a grade 6 in separate sciences for Biology and Chemistry, or at least 7/6 in Combined Science.

Mathematical skills comprise 10% of the Biology exams and, ideally, you will need to have achieved at least a grade 6 in GCSE Mathematics.

You also need to be able to write essays and will probably need at least a grade 6 in English Language GCSE.

Biology A Level can be enjoyed alongside Chemistry, Mathematics, Psychology, Geography or Physics A Levels or Sport BTEC.

The Biology specification leads well to further study and careers in Biological Sciences, Environmental Sciences, Sports Science, Physiotherapy, Nursing, Medicine & Veterinary Science.



BUSINESS

EDEXCEL LEVEL 3 ADVANCED GCE IN BUSINESS (9BS0)

UNITS

Theme 1: Marketing and people

Theme 2: Managing business activities

Theme 3: Business decisions and strategy

Theme 4: Global business

METHOD OF ASSESSMENT

Paper 1: Marketing, people and global business

Paper 1 will assess marketing, people and global businesses. Questions will be drawn from Themes 1 and 4, and from local, national and global contexts.

- Written examination.
- The paper comprises two sections. Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.
- Duration: 2 hours & 100 marks available.

Paper 2: Business activities, decisions and strategy

Paper 2 will assess business finance and operations, business decisions and strategy. Questions will be drawn from Themes 2 and 3, and from local, national and global contexts.

- Written examination.
- The paper comprises two sections. Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.
- Duration: 2 hours & 100 marks available.

Paper 3: Investigating business in a competitive environment

The context will focus on a broad context, such as an industry or market in which businesses operate. The question paper will be in two sections. The first section will focus on the broad context provided. This will be outlined to centres through the pre-released document. Questions will focus on the broad context. The second section will focus on at least one strand within the context provided, such as a particular business.

- Written examination.
- The paper comprises two sections. Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.
- Duration: 2 hours & 100 marks available.

FURTHER INFORMATION

The focus of the course is to nurture enthusiasm for studying business using contemporary contexts, allowing learners to develop an appreciation of the strategic, complex and interrelated nature of business issues from a local to a global perspective. Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work.

Breadth and depth of knowledge and understan ding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues.

Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

CHEMISTRY

AQA, SPECIFICATION: 7405

Chemistry is an essential subject for anyone who wants a career in medicine, veterinary science and biochemistry. It is also very useful for dentistry, forensic science, and even accountancy. It will equip you for a career in industry; for example, in the petrochemical or pharmaceutical industries.

A Level Chemistry helps you develop a number of skills including how to apply knowledge in new situations; how to assess data and accurately record observations; how to investigate facts using evidence, risk assessment, investigative, and practical laboratory skills. The course will also help you to develop logical, step-by-step reasoning.

CHEMISTRY CONSISTS OF THREE STRANDS

- **Physical Chemistry:** this focuses on energy changes and analysing the amounts of substances, it is very heavy on calculations.
- **Inorganic Chemistry:** this looks at the reactions and properties of many elements of the periodic table and explores trends in their behaviour.
- **Organic Chemistry:** the reactions; properties and uses of carbon compounds. This section is essential to life and the petrochemical industry.

All three strands are studied in Year 12. The knowledge is then built on in Year 13. There is a significant practical part of the course in which you will perform and record experiments in all topics. The practical work must be completed in order to pass the course.

METHOD OF ASSESSMENT

Three 2 hour examinations

- 105 marks 35% of A Level. Physical and Inorganic Chemistry. Relevant practical skills.
- 105 marks 35% of A Level. Physical and Organic Chemistry. Relevant practical skills.
- 90 marks 30% of A Level. Any content and any practical skills.

FURTHER INFORMATION

Chemistry is one of the most challenging subjects to study at A Level. It is an impressive qualification to gain and is well regarded by universities. The course requires strong mathematical skills and an ability to apply these to complex scenarios. For this reason, it is helpful to have at least a 6 in Mathematics at GCSE.

You will also need a minimum of a 6 in separate Chemistry GCSE or 7/6 grades in Combined Science.

We attend lectures at Chemistry symposia as part of the course. There are 4 each year and you are able to research and give a presentation of a chemistry related topic of your choice. Recent talks have included 'The woman with the toxic blood', 'Pain relief medicines' and 'Matter and Antimatter'.

DESIGN TECHNOLOGY (PRODUCT DESIGN)

AQA, SPECIFICATION: 7552

YEAR 12

Material, Components and Application

The following topics will be covered: the physical and mechanical properties in a broad range of materials and components; the broader issues for the designer including the environmental sustainability of products and their manufacture; methods in which materials and components can be manipulated to manufacture products; Health and Safety issues relevant to working with materials; computer aided design (CAD) and computer aided manufacture (CAM); ergonomics and anthropometrics, inclusive design, and consumer safety, and the life cycle of products including manufacture, use and functional aspects and final disposal.

Learning Through Designing and Making

Students will apply the theory by completing a number of mini practical projects.

YEAR 13

Design and Manufacture

The following topics will be covered: classifying materials and identifying, testing and comparing their application to product manufacture; the implications of Health and Safety as an element of design activity; examination of alternative designs and redesigning existing products; use of natural resources, materials utilisation, conservation, waste disposal/management, pollution, recycling; the use of CAM for industrial production; moral, economic, social and environmental responsibilities of the designer and planning production procedures and methods.

Non-exam assessment (NEA)

Students will complete a substantial design and make project.

METHOD OF ASSESSMENT

Paper 1 – written exam in June of Year 13, 2 hours and 30 mins. 30% of the total

Paper 2 – written exam in June of Year 13, 1 hour and 30 mins. 20% of the total

NEA (Non-exam assessment). 50% of the total. Completed in the spring term of Year 13

Papers 1 and 2 have a 15% maths content to them, so if you have less than a 6 in GCSE Mathematics you will find some of the numerical work a challenge.

FURTHER INFORMATION

Design and Technology at A Level will develop skills which are of use to you in many careers. Your technical knowledge of commercial practices, materials, processes, 2D and 3D CAD, graphical communication and creative problem solving will be relevant to careers in media, advertising, product design, industrial design, manufacturing, business, theatre, jewellery, automotive and maritime design. Many Architecture and Engineering courses regard an A Level in Design and Technology as a good subject to have studied at school.



ECONOMICS

EDUQAS, SPECIFICATION: A520QSL

UNITS

Economic Principles

Exploring Economic Behaviour

Evaluating Economic Models and Policies

METHOD OF ASSESSMENT

Written examination: 1 hour 30 mins – 30% of qualification

Written examination: 2 hours 30 mins – 30% of qualification

Written examination: 2 hours 30 mins – 40% of qualification

FURTHER INFORMATION

Few decisions are taken that are not influenced to some degree by economics. Economics is, in essence, about the allocation of scarce resources. The reason we face economic problems individually and as a nation is that none of us can have all we want – we live in a world of scarcity. As a result of this we all have to make choices.

You will have to make a choice about how you will decide to earn an income and how you will spend it. You will vote for politicians who decide how much of your income to tax and how to spend the tax revenues. You will purchase products from businesses that decide how much to buy from, and sell to, the rest of the world. Economics is studied because the economic system that we have helps to determine our political, social, religious and personal environment.

Taking Economics A Level will give you the opportunity to develop an understanding of how the economy works and, through concepts and theories, you will consider current economic issues and how they affect your everyday life. The course is designed to provide you with the knowledge and skills that will stimulate an interest in the subject and the world around you and will enable you to have a critical appreciation of current economic issues and their impact on society.

It is not necessary to have studied Economics prior to the A Level course, although an interest in economic issues is important.



BOARD: EDUQAS, SPECIFICATION: A520QSL

ENGLISH LITERATURE

EDEXCEL, SPECIFICATION: 9ET0

> **Words... they're innocent, neutral, precise, standing for this, describing that, meaning the other, so if you look after them you can build bridges across incomprehension and chaos... they deserve respect.**
>
> Tom Stoppard

UNITS

Drama (30% of qualification).
You will study one Shakespeare play and one piece of modern drama. In addition, you will also study a series of critical essays related to your Shakespeare play.

Prose (20% of qualification).
In this module, you will study two really interesting texts from a chosen theme, for example Science and Society or Women and Society. At least one of the prose texts you study will be pre-1900.

Poetry (30% of qualification).
You will study a selection of post-2000 poetry from an excellent selection called Poems of the Decade. You will also study the medieval poet, Geoffrey Chaucer's The Wife of Bath's Prologue and Tale. It looks hard at first, but this often becomes a favourite text. You will also be examined on unseen poetry.

Non-examination assessment (NEA) (20% of qualification).
You will choose two books you have read which are linked in some way and write an extended comparative essay. We will help you with the choice of texts and teach you how to use the techniques you need.

METHOD OF ASSESSMENT

Three exams – clean copies of the texts can be taken into the examination – and one coursework essay of about 2500 words.

FURTHER INFORMATION

This course offers you a broad and exciting experience of English and Literature and fits well with almost any other combination of A Levels. Essay writing is a major part of the course and you will be taught how to write essays well, and to appreciate and evaluate the opinions and views of others.

You MUST enjoy reading and be willing to read books in your own time. You will probably enjoy talking about books and ideas. The exams require you to write in detailed ways about the books, plays and poems you have read but anyone with a love of words and reading will find this easily manageable, and if you have enjoyed GCSE English Literature you will love A Level.

Learning to think, write and speak logically and developing the confidence to express yourself will help you with whatever career or university course you choose in the future. But there is an intrinsic benefit to studying English too: you will be reading and talking about some exciting, moving, interesting and complex literature and will gain an understanding of some of the most important works in English culture.



ENTERPRISE AND ENTREPRENEURSHIP

PEARSON BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE (601/7414/6)

This is an exciting and engaging course which is equivalent to one A Level. This qualification will appeal to students with an interest in Business and/or Economics who are looking for a more hands-on, real life experience. This course could combine well with other A Levels including Economics, and other BTECs.

This course provides a qualification that will allow students to progress to Higher Education but is also for those seeking a career in business, an apprenticeship, or to set up their own business in the future.

UNITS

Enterprise and entrepreneurs – internally assessed
This unit will give you an overview of the importance of both enterprise and entrepreneurs to the local and national economy.

You will explore the nature of enterprise, investigate the motivations for entrepreneurship, examine the opportunities for and constraints on enterprises and entrepreneurs, and examine the entrepreneurial skills required to launch an enterprise.

Personal and Business Finance – externally assessed by exam
In this unit you will study the purpose and importance of personal and business finance and develop the skills and knowledge needed to understand, analyse and prepare financial information.

In this unit you will cover the role of money, managing personal finance, features of financial institutions, financial accounts, break-even analysis, cash flow, profitability.

Developing a Marketing Campaign – externally assessed by a controlled assessment
You will examine the marketing aims and objectives for existing products/services and understand the importance of relevant, valid and appropriate research in relation to customers' needs and wants.

In this unit you will cover the role of marketing,the influences of marketing activity, market research methods, planning and developing a marketing campaign, the marketing mix.

Social Enterprise – internally assessed
In this unit you will learn about social enterprise, an ethos that is growing around the globe and is gaining support from the public, private and voluntary sectors. The national body for social enterprise, Social Enterprise UK, has described Britain as being on the frontline of social enterprise activity compared with the rest of the world.

This unit will enable you to investigate a range of social enterprises, explore the factors that contribute to the success or failure of social enterprises, plan, participate in and review a short social enterprise activity.

FRENCH

AQA, SPECIFICATION: 7652/7651 (AS)

CONTENT

Aspects of French-speaking society: current trends
The changing nature of family, the 'cyber- society', the place of voluntary work.

Aspects of French-speaking society: current issues
Positive features of a diverse society, life for the marginalised; how criminals are treated.

Artistic culture in the French-speaking world
A culture proud of its heritage, contemporary francophone music, cinema: the 7th art form.

Aspects of political life in the French – speaking world
Teenagers, the right to vote and political commitment, demonstrations, strikes – who holds the power?, politics and immigration.

Works: One film "Au revoir les enfants" and one book "No et moi" will be studied.

METHOD OF ASSESSMENT

Three examinations

1. Listening, reading and writing: 2 hour 30 minutes (50%)
2. Writing 2 essays: 2 hours (20%)
3. Speaking: 21 – 23 minutes (30%)

FURTHER INFORMATION

The course involves oral work, discussion in class and with the French conversation assistant, grammar practice, reading, listening, use of multi-media work and online resources and writing essays in French. There is no coursework in A Level French, but students have to do an independent research project on a topic of their choice in preparation for the oral exam.

You will develop fluency in speaking French, which is an international language spoken not only in France, but in many other countries around the world. This fluency will stay with you for the rest of your life. The course is stimulating and interesting, and you will have an opportunity in the Sixth Form to take part in our trip to the Vercors and/or our trip to a language school in Biarritz, France. They will take place in alternate years.

Your fluency may well lead to opportunities to work in French speaking countries around the world, including France, Switzerland, Belgium, Luxembourg, Canada and a large number of countries in Africa.

French A Level works very well in any subject combination and practises skills that are useful in so many university degrees from Engineering and Journalism to Law and Medicine.



GEOGRAPHY

EDEXCEL, SPECIFICATION: 9GEO

AREAS OF STUDY

1. Dynamic landscapes
2. Dynamic places
3 Physical systems and sustainability
4. Human systems and geopolitics

You will be assessed in these four areas of study across three different papers and independent coursework.

Papers 1 and 2
You will explore contemporary geographical issues, such as the acceleration of globalisation, responses to hazards, causes of water insecurity, the role of superpowers, and the geopolitical interventions. You will develop an in-depth understanding of physical and human geography, and become a critical, reflective, and independent learner.

Paper 3
You will answer a synoptic paper. To answer the questions posed, you will draw on your understanding of all you have learned throughout the course and utilise the information from a resource booklet.

COURSEWORK INVESTIGATION

You will complete a 3000 – 4000 word coursework investigation of your own design. The only restriction is that you must link it to an aspect of the course!

METHOD OF ASSESSMENT

Paper 1: 2 hours 15 minutes (30% of A Level)
Paper 2: 2 hours 15 minutes (30% of A Level)
Paper 3 2 hours 15 minutes (20% of A Level)

Coursework: 3000–4000 word investigation (20% of A Level)

FURTHER INFORMATION

Living as you do in such a rapidly changing world, the study of Geography has never been more relevant! It will help you to make sense of all that you hear and see around you, be it wars, political debates, the allocation of money and resources, climate change, or the very nature of the ground on which you walk.

There will be local fieldwork in Year 12 and Year 13 that will enable you to meet the A Level requirement of a minimum of four days of fieldwork. It will also allow you to collect the data for your coursework investigation.

Career-wise, Geography opens doors! It is a brilliant and exciting first step to a wide range of higher education courses and/or employment opportunities.



HEALTH AND SOCIAL CARE

PEARSON BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN HEALTH AND SOCIAL CARE (601/7197/2)

Health and Social Care is a vocational course with many transferable skills, so even if you do not want to work in the health sector it is a good qualification for anyone who would like to work with people. Practical experience is important and aspects of each unit will be carried out considering a variety of Health and Care related environments, and the relevant service users.



UNITS

Human Lifespan and Development – examined assessed

This includes physical, intellectual, emotional and social development. Factors that affect our development, e.g. how much money we have, our genetics and our social situation.

Working in Health and Social Care – examined assessed

This includes the needs of those who use the health service (patients), the roles and responsibilities of those who work in the health and care services (nurses, paramedics), and the way we are expected to provide health services.

Meeting individual care and support needs – coursework unit

This includes a focus on those who work in the health service. It considers how they must work ethically and with empathy. Their role in helping patients overcome the challenges they may face and how to communicate effectively with those who use and work in the health care system.

One of the following Optional Units – coursework unit

Sociology of health – Considering the inequality of health care, e.g. why does where you live impact on the type and amount of health care you are offered?

Psychology of health – What psychological factors affect human development? And what psychological treatments can we use to help people cope with mental health issues?

Physiological disorders and their care – Types of disorders, e.g. heart disease, diabetes, and stroke are considered. What causes the illness, what are the symptoms and how can they be treated?

Health and Social Care leads to a range of university courses and careers, such as, paramedics, the military, events management, sport, teaching, occupational therapy, as well as the more obvious health related careers, such as, nursing and midwifery.

HISTORY

EDEXCEL, Y12: ROUTE 1F AND 2F1; Y13: OPTION 35.1 AND COURSEWORK

YEAR 12

Searching for rights and freedoms in the twentieth century

PAPER 1
Option 1F – In search of the American Dream: the USA, c1917–96

You will learn about the dramatic political, economic and social transformation of the USA in the twentieth century, an era that saw the USA challenged by the consequences of political, economic and social inequalities at home and of its involvement in international conflict.

PAPER 2
Option 35.1 – Britain: losing and gaining an empire, 1763–1914

This option offers you the opportunity to investigate Britain's influence on the development of the world. You will complete a study of the importance of trade and the Royal Navy in the development of the British Empire and look in depth at the loss of the American colonies, the birth of Australia, Canada and the importance of the Durham Report, the consequences of the Great Rebellion in India and the struggle for control of the Nile Valley and the Suez Canal.

YEAR 13

PAPER 3
Option 2F.1 – India, c1914–48: the road to independence

You will complete an in depth study of the transition of the Indian sub-continent from a colony to independence. The gaining of Indian independence influenced both the nature of civil rights campaigning and the search for national self-determination throughout the world.

COURSEWORK

You will be required to form a critical view based on relevant reading around the emergence of the Cold War. You will also be specifically required to analyse, explain and evaluate the interpretations of three historians.

METHOD OF ASSESSMENT

Paper 1: 2 hours 15 minutes (30% of A Level)
Paper 2: 1 hours 30 minutes (20% of A Level)
Paper 3: 2 hours 15 minutes (30% of A Level)
Paper 4: Coursework: A maximum of 4000 word essay (20% of A Level)

FURTHER INFORMATION

History is one of the great academic disciplines and develops skills used in countless degrees and careers. You will learn how to marshal evidence to support an argument. You will develop the ability to articulate clear, logical and persuasive statements of a point of view both orally and in writing. The exams are mainly based on writing essays, though you will also be looking at and commenting on sources.

It is not essential to have done History GCSE to do A Level but of course it does help. It would suit those who have done well at GCSE in either English or History or both. There is a fair amount of reading and writing involved, but if you have a real interest in the subject the subject becomes a pleasure to study.



HOSPITALITY

PEARSON BTEC LEVEL 3 NATIONAL SUBSIDIARY DIPLOMA (500/8197/4)

The hospitality industry employs over 3 million people in the UK alone and this varied and exciting course will appeal to you if you are interested in or thinking of working within it. The course is delivered in units which cover everything from an industry overview to looking in depth at cultural influence over food and menu design, high level practical work using molecular gastronomy (think Heston Blumenthal) to event management. There is independent project work using real life scenarios and the most successful BTEC students are able to manage this workload over extended periods of time in order to meet deadlines. This qualification is the equivalent to an A-Level course.

There are 3 mandatory units:

The Hospitality Industry
This unit provides an overview of the hospitality industry. It enables you to gain knowledge and understanding of the industry, the classification systems and standards used and the organisation and structure of hospitality businesses.

Principles of Supervising Customer Service
Performance in Hospitality, Leisure, T&T
This unit will provide in-depth knowledge of how to supervise customer service performance in the hospitality, leisure travel and tourism sector.

Providing Customer Service in Hospitality
This unit focuses on the role of communication, presentation and teamwork in customer service and it allows the students to develop customer service skills in the hospitality industry through work experience placements. Skills learnt will be useful no matter what your future career may be!

Other units are:

Contemporary World Food
This unit introduces a variety of innovative and contemporary styles of food from a broad spectrum of hospitality businesses. You will have the opportunity to develop practical skills in preparing and cooking planned menus taking into account trends in contemporary world food.

European Food
European food plays an important role in the UK hospitality industry and this unit introduces you to the many types and styles of European food. Through structured research and investigation, you will find out about the specific types of equipment, commodities and preparation methods needed to create the various styles of European food.

Asian Food
As with European food, the Asian unit looks in depth at this sector of the industry.

Event Planning and Management
The purpose of this unit is to enable you to analyse the characteristics of events in the hospitality industry, gain skills to produce a proposal for an event from a client brief and then to plan, stage and review your event.

Further units can be undertaken that can lead to the 90-credit diploma.

INFORMATION TECHNOLOGY

PEARSON / EDEXCEL BTEC LEVEL 3 EXTENDED CERTIFICATE

In this course you will develop a core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, how data is managed and processed to support business and how IT can be used to communicate and share information. There are three mandatory units and one optional unit.

INFORMATION TECHNOLOGY SYSTEMS

Mandatory, externally assessed 2 hour exam, approx (34%).

You will explore the relationships between the hardware and software that form an IT system, and the way that systems work individually and together, as well as the relationship between the user and the system: digital devices, peripherals, software, emerging technologies, how to choose an IT system, transmitting data, connectivity, networks, data security, online services, and some of the moral, ethical and legal issues of the use of IT.

CREATING SYSTEMS TO MANAGE INFORMATION

Mandatory, externally assessed controlled conditions assessment. The tasks are set and marked by Pearson, worth approx (24%).

In this unit you will study relational databases and learn how they are designed and evaluated. You will be assessed externally and this will comprise in part A a brief to complete five activities in three hours on the afternoon of the first day and then in part B, you will complete three activities in the set task in two hours on the morning of the second day. The assessment is submitted electronically and is worth 66 marks.

USING SOCIAL MEDIA IN BUSINESS

Mandatory, internally assessed (24%).

The course will explore the impact of social media on the ways businesses promote their products and services. You will, among other things, learn how to develop a plan to use social media in a business, and then learn how to implement the plan.

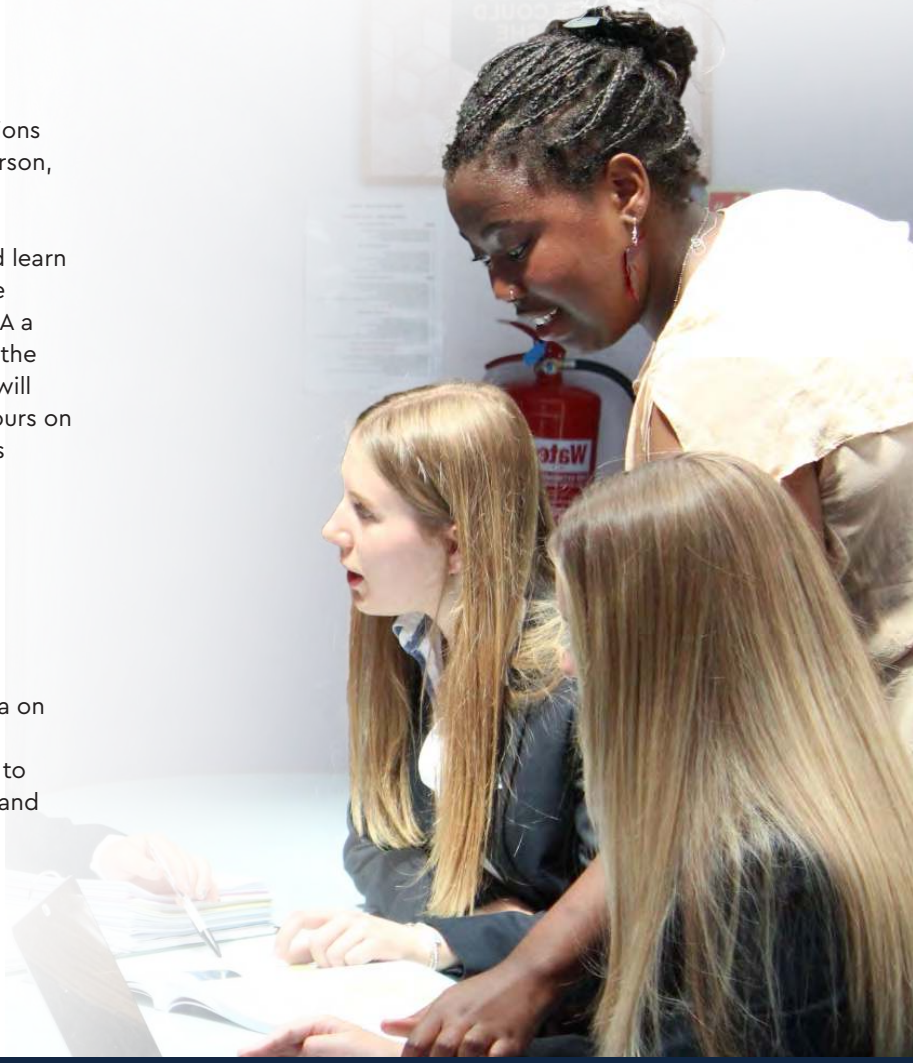
WEBSITE DEVELOPMENT

Internally assessed. Worth approx 18%.

This course covers the principles of website development after which you will design and develop a website to meet a client's requirements.

FURTHER INFORMATION

A GCSE in Mathematics and an interest in technology and IT are essential. This subject opens many doors at university including Computer Science and Cyber Security.



MATHEMATICS

EDEXCEL SPECIFICATION: 9MA0

CONTENT

There are 3 exam papers: each lasts 2 hours and each is worth one third of the marks.

Papers 1 and 2: Pure Mathematics: Proof, Algebra and functions, Coordinate geometry in the (x, y) plane, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Numerical methods, and Vectors.

Paper 3: Statistics: Sampling, Data presentation and interpretation, Probability, Statistical distributions, Statistical hypothesis testing. Mechanics: Quantities and units in mechanics, Kinematics, Forces and Newton's laws, Moments.

You will also learn how to apply mathematics in other fields of study and become aware of the relevance of mathematics to the world of work and to situations in society in general. Success in the subject depends upon the ability to understand concepts, solve problems independently and to use the language and notation of the subject correctly. Mathematics has wide applications in industry, business, finance, science, technology and many other subjects and mathematics qualifications can help you towards a career in these areas. Mathematics A Level is seen as a good preparation for almost any course in Higher Education and it will keep open a range of career options, including the Civil Service, Administration, Engineering, Accountancy, Banking, Computing, Medicine, Industrial Research and Business Management.

FURTHER INFORMATION

If you enjoy mathematics and feel confident with the work you have met so far at GCSE, then you should certainly consider Mathematics A Level. To gain a good grade at A Level Mathematics you will need to have achieved a grade 8 or 9 at GCSE. If you have a grade 7 then with hard work you should be able to take the course successfully. However, if you have a GCSE grade 6 or below you may struggle to get even a pass (an E) at A Level. It is important this is understood before you opt for the subject.

Note: the A Level Mathematics course is studied over two years. At the end of the first year you will not have covered sufficient content to enable you to sit the AS exams.

FURTHER MATHEMATICS

EDEXCEL, SPECIFICATION: 8FM0 (AS LEVEL) 9FM0 (A LEVEL)

All those taking Further Mathematics must take Mathematics A Level but you will probably need to have a grade 9 at GCSE to start this subject, and you will probably have done well in the national maths challenges. No university insists on an A Level in Further Mathematics but the very best universities will expect you to have taken it if you wish to study for a Mathematics degree and it is an exciting and exhilarating subject for those who love numbers and the concepts which lie behind them.

MUSIC

OCR, SPECIFICATION: H543

UNITS

Performing: you will perform as a soloist, a member of an ensemble or as an accompanist and prepare a programme of at least three contrasting pieces with a total duration of 10–15 minutes.

Composition: you will develop your composition skills leading to the creation of two compositions which need to have a combined duration of at least four minutes and thirty seconds.

Listening and Appraising: you will take a listening exam during the summer term of Year 13 (May or June). Preparation for this examination involves studying set works from a combination of Classical and Jazz repertoires. The first two sections of the examination will assess the students' ability to answer questions about the music they listen to during the examination, including the set works. In the final section, students are required to write two essays based on the two areas of study that they have learned about. Two areas of study are chosen by pupils from a choice of the following four:

- Developments in instrumental jazz, 1910 to the present day
- Religious music of the Baroque period
- Programme music, 1820 – 1910
- Innovations in music, 1900 to the present day

METHOD OF ASSESSMENT

Performing: 35% of A Level
The performance is filmed in school and sent off to be assessed by an external examiner. At least three pieces need to be performed with a total duration of 10 – 15 minutes.

Composition: 25% of A Level
Two compositions. Externally assessed portfolio.

Listening and Appraising: 40% of A Level
Timed examination paper during the summer term – 2.5 hours.

FURTHER INFORMATION

If you wish to take Music at A Level it helps, firstly, to have studied music at GCSE and secondly, that you have practical skills on an instrument/voice to approximately grade 6 level. It is also advantageous to have studied music theory to at least grade 5 level.

Students who wish to undertake A Level Music should be willing to participate in a number of co-curricular activities within the school that will support their studies, such as choir and musical ensembles, and be prepared to do the necessary practice on their instrument/voice to prepare for their performance.

The A Level Music course provides a sound foundation for courses in Music in Higher Education and employment possibilities which include the music industry, teaching and other related careers.



MUSIC TECHNOLOGY

PEARSON / EDEXCEL BTEC EXTENDED CERTIFICATE: DIGITAL MUSIC PRODUCTION 603/1232/4

This course will appeal to students who are keen to continue to develop their skills in Music Technology. It is a coursework-based vocational course that will help enable you to work in the music industry. Students enjoy the challenge of combining technical know-how with overall musicianship, and will come out of the course with their own recordings and compositions that will set them up well to pursue a career in music technology.

MANDATORY UNITS

DAW Production

Mandatory Unit: Externally Assessed
This unit will equip you with the skills and knowledge you need to work on a Digital Audio Workstation, or DAW, to an industry standard. You will mainly be using Logic Pro X but we learn elements about other DAWs like Cubase and Ableton. An externally written unit brief consisting of a practical task is sent by Pearson for you to complete under controlled conditions over 15 hours.

Music and Sound for Media

Mandatory Unit: Internally Assessed
Music and sound for media is a rapidly expanding job market. This unit explores the conventions and techniques of working with sound and music to picture or for media. You will upload your work to appropriate internet sites, making the work vocationally relevant as most industry communication currently takes place in this way. The main task for this unit will involve you adding music, foley and effects to a silent film.

OTHER UNITS

Remixing and Reworking

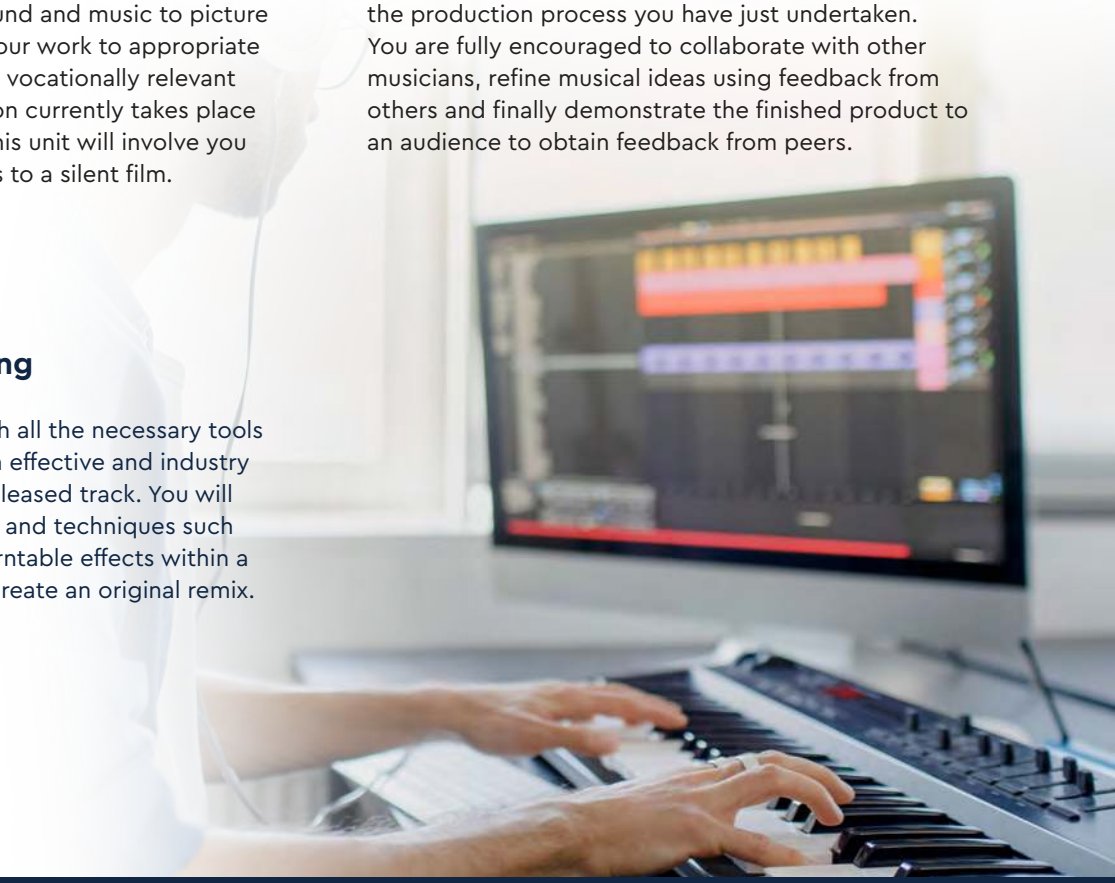
This unit aims to equip you with all the necessary tools and knowledge to compose an effective and industry standard remix of an already released track. You will learn and discuss the elements and techniques such as stem remixing, sampling, turntable effects within a remix and time- stretching to create an original remix.

Mixing and Mastering Techniques

End stage mastering of a track that is going to be released commercially is often overlooked or misunderstood. In this unit, you will first learn how to mix a track using basic effects and tools such as panning, volume, compression, reverb, sends, and more. Students will then move onto understanding and evaluating different end stage mastering techniques such as bus compression, metering, adaptive limiting and stereo enhancement.

Commercial Music Production

This unit aims to equip you with the skills and confidence to produce a finished commercial musical product for release on commercial online streaming platforms. You will then have the opportunity to review the production process you have just undertaken. You are fully encouraged to collaborate with other musicians, refine musical ideas using feedback from others and finally demonstrate the finished product to an audience to obtain feedback from peers.



PERFORMING ARTS

PEARSON / EDEXCEL BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN PERFORMING ARTS SPECIFICATION: 601/7233/2

This course will appeal to students who are interested in developing their performance skills whilst also learning about the theatre industry more generally. The course is largely course-work based and offers learners an opportunity to learn a variety of practical performance skills. You will also study the work of influential theatre companies and practitioners. It is equivalent in size to one A Level.

UNITS

You will study four units. Two are externally assessed.

Unit 1: Investigating Practioner's Work
25% of qualification

(Mandatory + Externally Assessed)
Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work. Learners will develop skills that allow them to investigate the work of influential performing arts practitioners. They will identify the contextual factors that influence their work and critically analyse key information, such as creative intentions, performance, production and repertoire in order to develop and communicate independent judgements. To complete the assessment tasks within this unit, they will need to draw on their learning from across the programme.

The task is formed of two parts, Part A and Part B. Part A will be issued to learners four weeks before the timetabled session for Part B. Part B is taken under supervised conditions in a single session of 3 hours.

Unit 2: Developing Skills and Techniques for Live Performance – 25% of qualification

(Mandatory + Externally Assessed)
Learners explore technical performance skills with a focus on developing skills and techniques in at least two performance styles.

Learners will:
- Show their understanding of the role and skills of a performer through a report or presentation.
- Develop performance skills and techniques for live performance and apply performance skills and techniques in selected styles.
- Review and reflect on development of skills and techniques for live performance in a performance log.

Unit 3: Group Performance Workshop
34% of qualification

(Mandatory + Externally Assessed)
Learners work in small groups to create an original performance piece in response to a stimulus provided in the external assignment briefing. The emphasis of the unit is on exploration and development of original performance material and the selection and application of appropriate performance skills. Learners will devote much of the unit therefore to experimenting with devising and/or choreographic methods, and using discussion, improvisation, staging and compositional techniques to put together a short performance in which they will 'try out' their creative intentions and ideas to an invited audience.

Learners will:
- Plan and interpret a stimulus.
- Develop creative ideas.
- Perform their piece.
- Review and reflect on the process and potentia for development.

Final Unit: Specialist Workshop
20% of qualification

(internally assessed: online log)
Learners choose a specific specialist skill/area of performance for exploration from one of the following units:

- Interpreting Classical Text for Performance
- Acting Styles
- Movement in Performance
- Musical Theatre

PHOTOGRAPHY

AQA, SPECIFICATION: 7206 – ART (PHOTOGRAPHY)

A Level Photography is a two-year course and is structured to enable you to develop the skills and confidence to produce meaningful and personal projects. You will be supported and guided through your learning with the use of one-to-one tutorials and target setting. The course will offer you fantastic opportunities for individual creativity and independent thought.

Emphasis is put on practical experience and skill development in digital capture and post-production. The course also requires candidates to develop a critical understanding of international art and culture; and you will consider the work of both contemporary and historically significant artists, gaining inspiration for your own work. This is achieved through the exploration of relevant photographers and artists, as well as through gallery trips.

You will produce work in a range of photographic media, techniques and processes and reflect on developing ideas and technical skills. You will also need to demonstrate contextual and critical understanding in the form of artist studies and research.

You will develop your sense of composition through an understanding of the elements essential to image making, developing a portfolio that should include at least two of the following areas of photography: portraiture, landscape (rural, urban or coastal), still-life, documentary and photojournalism, experimental imagery or photographic installation. Areas may be overlapped or combined.

YEAR 12

Development of Coursework Portfolio
Youwill produce a portfolio of work which will explore a variety of techniques and processes, whilst engaging with a variety of photographic genres. Students are also required to develop their contextual understanding in the form of artist studies and research.

YEAR 13

Personal Investigation
You will submit a major project based on a theme of your choice. This project has to be supported by an essay, which is relevant to the practical topic. The study (or essay) should consist of between 1500 and 3000 words and include images of relevant artworks.

The External Assignment
Candidates select one starting point from an early release question paper and have at least four weeks to plan and prepare. This is followed by a 15 hour controlled session, during which the students develop their project towards a final outcome.followed by a 15 hour controlled session, during which the students develop their project towards a final outcome.

METHOD OF ASSESSMENT

Coursework – 'Personal Investigation' (60% of final mark)
Non-exam assessment set and marked by the centre and moderated by the board during a visit to the centre.

External Assignment – (40% Final mark)
Set by AQA, marked by the centre and moderated by AQA during a visit to the centre in June.

FURTHER INFORMATION

Although students will be introduced to theoretical and contextual aspects of traditional processes, this course is digitally based. You will need your own DSLR camera and be keen to learn how to use it.

PHYSICS

AQA, SPECIFICATION: A740

A Level Physics focuses on solving problems concerning the way the physical world works, from the scale of the universe to the inside of the nucleus. You learn how both numerical data and abstract thought can be used to explain and compare observed phenomena and you also learn about the limitations of measurements, and the applicability of theories, models and formulae. We look at how theories and ideas have evolved and changed and at the need for theory and experiment to be mutually supportive.

UNITS

Compulsory:

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

Chosen option:

9. Astrophysics

METHOD OF ASSESSMENT

Three examinations

1. Paper 1: 2 hours, 34% of A Level
   (Sections 1 to 5 and 6.1 (Periodic motion))

2. Paper 2: 2 hours, 34% of A Level
   (Sections 6.2 (Thermal Physics), 7 and 8)

3. Paper 3: 2 hours, 32% of A Level
   (Practical skills and data analysis
   and the chosen optional topic)

FURTHER INFORMATION

Either GCSE/IGCSE Physics or a GCSE/IGCSE Double Award Combined Science course is suitable preparation for this course. You will probably need a grade 6 or above in all your Physics modules. A good performance in GCSE Mathematics is also important. Studying A Level Mathematics is not essential but you may struggle without it.

In Physics you will learn skills which are directly applicable in many careers. Engineering, Mathematics, Science, Medicine, Accountancy, Architecture and ICT are the obvious ones but many other jobs also have a fair share of people who have studied Physics.



PSYCHOLOGY

AQA, SPECIFICATION: 7182

Psychology is the study of the mind and behaviour that helps us understand the world in which we live. Psychology provides students the opportunity to consider questions such as:

- **Why do our memories deceive us?**
- **How do we classify normal and abnormal behaviour?**
- **What makes someone a hero or a villain?**
- **Why can stress cause us physical damage?**
- **How can certain situations make people lose their moral judgement entirely?**

It is a Science subject which requires strong writing skills. It is an academic subject that is unique in that it complements a wide range of other subjects from the arts to the sciences.

To gain a C or above you will almost certainly need at least a 6 in GCSE English and Mathematics/Science.

PAPER 1: Introductory topics in Psychology

1. **Social Influence** – Why do we conform and obey?
2. **Memory** – How reliable are eyewitnesses?
3. **Attachment** - Do early attachments influence the way we live our lives?
4. **Psychopathology** – What causes OCD and Depression?

PAPER 2: Psychology in context

1. **Approaches in Psychology** – Learning, Cognitive, Biological, Psychodynamic and Humanist.
2. **Biopsychology** – All about the brain.
3. **Research Methods** – How psychologists design research, collect and analyse data.

PAPER 3: Issues and options in Psychology

Issues and Debates in Psychology and 3 topics from a selection including:

Schizophrenia
Relationships
Stress
Aggression
Forensic Psychology

METHOD OF ASSESSMENT

Three examination papers each of 2 hours.

The exams consist of short answer questions, application questions, and extended writing questions.

FURTHER INFORMATION

Psychology has relevance in many different disciplines across the sciences, social sciences and humanities. It can lead to many different career paths: physical and mental health, business, sport, media, criminology and counselling to name but a few.

If you are interested in what makes you and other people 'tick' then this is the course for you!

SPANISH

AQA, SPECIFICATION: 7692

The Spanish A Level course offers students who enjoyed the challenge of the GCSE a chance to take their Spanish to 'the next level' and thrive. The course involves oral work, discussion in class and with our native Spanish conversation teacher, grammar practice, reading, listening, multimedia work, translating into and out of the language, and writing summaries and essays in Spanish. There is no coursework in Spanish A Level, but you will be required to develop your research skills and undertake an independent project for the oral exam on a subject of personal interest relating to Spain or a country where Spanish is spoken.

CONTENT

1. **Aspects of Hispanic society:** modern and traditional values; cyberspace; equal rights
2. **Multiculturalism in Hispanic society:** immigration racism; integration
3. **Artistic culture in the Hispanic world:** modern day idols; Spanish regional identity; cultural heritage
4. **Aspects of political life in the Hispanic world:** today's youth, tomorrow's citizens; monarchies and dictatorships; popular movements

Works: will include one novel or play, and either another novel or a film.

METHOD OF ASSESSMENT

Three examinations

1. Listening, reading and writing: 2 hours 30 minutes (50%)
2. Writing (2 essays: one film, one book): 2 hours (20%)
3. Speaking: 21 – 23 minutes (30%)

FURTHER INFORMATION

The facilities and resources for learning languages at Clayesmore are excellent, with conversation lessons available with a native speaker. The course is stimulating and interesting, but there will also be many opportunities to practise Spanish in a more relaxed environment outside the classroom.

The fluency you develop in the Sixth Form will enable you to study or travel in a number of different Latin American countries as well as Spain, should you wish to do so. Your fluency may well lead to opportunities to work in Spain, Central or South America and will stay with you for the rest of your life.

Spanish A Level works very well in any subject combination and practises skills that are useful in so many university degrees from Engineering and Journalism to Law and Medicine.



SPORT

PEARSON BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN SPORT 601/7218/6

The BTEC Sport course will follow on quite naturally from the GCSE in PE. It is NOT necessary to have studied PE at GCSE in order to do the BTEC in Sport but it is certainly an advantage. Students that do well in BTEC Sport enjoy applying theory in a vocational setting. For example, delivering presentations on body systems to gym members, or helping to motivate individual players in a team game. There is a lot of personal study and the ability to meet weekly coursework deadlines is essential.

There are four units (with units 1&2 double the size of units 3&4):

1. Anatomy and Physiology

- External examination 90 mins
- You will explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.

2. Fitness Training and Programming for Health, Sport and Well-being

- External 2 ½ hr controlled assessment
- You will explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being. For your assessment you will interpret lifestyle factors and health screening data to develop and justify a fitness training programme and nutritional advice for a client.

3. Professional Development in the Sports Industry

- Coursework
- You will explore the knowledge and skills required for different career pathways in the sports industry. You will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

4. Sports Psychology

- Coursework
- This unit covers the psychological dimensions of sport, and introduces psychological techniques that can be used to enhance performance. It includes the effects of personality, motivation and aggression on sports performance; the impact of arousal, stress and anxiety on sports performance; the psychology of group dynamics in sports environments; psychological factors that affect people in exercise environments.

Coursework (internally marked)

You will have the opportunity to experience some of the following: writing up the findings of your own research, using case studies to explore complex or unfamiliar situations, carrying out projects for which you have choice over the direction and outcomes, demonstrating practical and technical skills.

What could this qualification lead to?

Opportunities include:

- BA (Hons) in Sport Studies and Business, if taken alongside A Levels in Business and Maths
- BSC (Hons) in Sport Psychology, if taken alongside A Levels in Psychology and Science
- BA (Hons) in Sports Education
- BA (Hons) in Sport and Exercise Science, if taken alongside A Level Sciences.



BTECS AT CLAYESMORE

BTEC Level 3 Nationals are an alternative to A Levels and accepted as an entry qualification by good universities and further education colleges. They are highly valued by employers. Students study the Level 3 Extended Certificate, equivalent to one A Level.

BTECs appeal to students who prefer a more practical approach to studying and like the steadiness of coursework rather than being assessed entirely by examinations. The students who do best are those that keep up with their work.

The tables below show the relationship between the BTECs, A Levels and the UCAS tariff.



The tables below show the relationship between the BTECs, A Levels and the UCAS tariff.

A Level Grade	BTEC Extended Certificate	UCAS Tariff
A*	D*	56
A	D	48
B		40
C	M	32
D		24
E	P	16

Many people assume that good universities will not accept a BTEC as part of an offer. However, an increasing number of Russell Group universities have been making offers that include a BTEC, with two traditional A Levels. When this is the case, they typically require a D or D* grade in the BTEC qualification and A or B grades in the A Levels.

If you have a particular degree course in mind, you should check the university's own course requirements. We would be pleased to advise students and parents regarding the suitability of any of these courses.

LEARNING SUPPORT IN THE TEACHING AND LEARNING CENTRE

With our dedicated Teaching and Learning Centre and experienced, passionate staff, we offer first class learning support facilities, which all sixth formers can access.

We place great importance on knowing the profile of individual students in order to teach to their strengths, while supporting them with the things that they find more difficult.

After a screening process, key information is communicated to subject teachers, detailing a student's strengths and weaknesses. Sometimes, a specialist assessment is needed and targets are set for lessons taught within the Teaching and Learning Centre.

Subject teachers are experienced in differentiating content and style of delivery to make topics accessible to every student, while ensuring expectations remain high. Even when students have challenges with their learning, the focus is on developing higher order thinking skills.

Within the Teaching and Learning Centre, some pre-teaching and reinforcement of topics can take place, across the curriculum, as necessary. Students with specific learning difficulties benefit from structured and incremental knowledge and skills-based teaching. Games, puzzles and computer software are used for "overlearning". Reinforcing underlying auditory and visual skills is essential to improve attainment and is an important thread running through all learning support sessions.

The teachers within the Teaching and Learning Centre have extensive knowledge and experience, and the centre is well resourced. Provision for the development of speech and language, social skills, fine motor skills, and assistive technology are all available for sixth formers. The school is accredited by CReSTeD.

Will I need support lessons in the Sixth Form?

If you have had support lessons in Years 9 – 11, you might well benefit from continuing with some extra help in the Sixth Form. However, it is equally possible you might not. We would wish to discuss with you how you are feeling about your subjects and see if we could help in any way.

It often takes time to make the transition from GCSE to the demands of an A Level course and we can help you make the leap. For example, Sixth Formers are often glad to have a bit of help with one or more of the following:

- Revision and examination techniques
- Analytical techniques
- Speed reading
- Organisation and time management
- Essay writing

If you have a recognised difficulty such as Dyslexia or Dyspraxia it is almost certainly the case that some extra lessons will be beneficial for you. If you feel you are struggling with one of your subjects you are very welcome to have a chat with Mrs Essex, the Head of Learning Support. She will discuss with you whether the TLC can make a difference to you and your work.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

As a centre of excellence, the EAL department provides experienced and specialist help for students whose first language is not English and offers students a fantastic opportunity to improve their English skills. Individual students are encouraged to develop their skills at their own pace to ensure that they feel comfortable and can benefit from all that is on offer at Clayesmore.

Coming into the Sixth Form, a student's language skills are assessed and an individual programme will be devised for each person. Lessons are taught in small groups or on a one- to-one basis.

Throughout their time here, a student's progress is carefully monitored and EAL staff members liaise closely with other subject teachers on a regular basis to ensure students get all the support they need. We can provide help with the specialist vocabulary and terminology of A Level and BTEC subjects and help with academic writing will be given where necessary.

The EAL Department also prepares students for internationally recognized qualifications in the Cambridge Assessment English suite of examinations for Higher Education. These qualifications are becoming increasingly important as they can help to ease visa applications, particularly for those from non-EU countries. For students hoping to go to a university in the UK, UCAS points are awarded for high grades and levels. Success at CAE/CPE (see below) will also give students access to universities in Canada, Australia and the USA. If required, we can also prepare you for IELTS.

Exams offered by the Department:

- Cambridge First Certificate (FCE)
- Cambridge Advanced (CAE)
- Cambridge Proficiency (CPE)
- International English Testing System (IELTS)



DUKE OF EDINBURGH AWARD

The Gold Award

One of the great opportunities in the Sixth Form is that you can participate in the Duke of Edinburgh Gold Award Scheme.

A Gold Award is an exceptional achievement and is highly regarded by employers throughout the world. If you complete your Gold Award you will be invited to St James's Palace to be presented with your award by a member of the Royal Family.

There are a limited number of places and you must watch out for the application pack that will be emailed home in the summer holiday after Year 11. Priority is given to students who have already completed another level of the award. Any student who is working towards another level of the award, but has not yet completed this, must do so first before being allowed to begin the Gold Award.

The emphasis of the Gold Award is on participants showing initiative and taking responsibility for their progress through the award. Whilst the school provides support along the way participants are increasingly required to organise themselves, and to monitor and record their progress with their award. To succeed you will need to: be organised; meet deadlines; take on responsibility; make a contribution to your school and the local community.

The Gold Award requires participants to complete activities in five areas.

1. Volunteering. You will be required to undertake a volunteering placement for a minimum of twelve months. You will be required to be of service to others, not just people at Clayesmore. You will need to take the initiative for organising this yourself, although the school will be able to help you with some ideas and to support you once you have found a placement. You will need to keep meticulous records of your attendance and have these signed off regularly by your supervisor.

2. Skill. You will need to learn a new skill or develop an existing one. This can be in any area and does not need to be done at school. You might learn a musical instrument, gain a coaching qualification, or take up fly-fishing. This will need to be done for a minimum of six months. You will need to keep meticulous records of your attendance and have these signed off regularly by your supervisor.

3. Physical. You will need to participate in a physical activity, such as football, hockey, tennis or rugby. This section can often be achieved by fully and properly participating in games during the whole of your sixth form career. It must be undertaken for a minimum of six months, but one of Skill, Physical or Volunteering must be for 18 months. You will need to keep meticulous records of your attendance and have these signed off regularly by your supervisor.

4. Expedition. You will need to plan and organise your own four-day expedition. The school provides extensive training for this, including first aid, campcraft and navigation. You will also participate in training and practice expedition at weekends and during the holidays. These are all compulsory and you must attend to be eligible to continue to participate in the award. There are some compulsory evening training events during the term time. Dates are published well in advance.

5. Residential. You must attend a five-day residential course or event with people who you do not know. The course or event must involve communal living and activities that take place during the day and the evening. You will need to take full responsibility for arranging this aspect of your award.

Meeting all of these requirements can sometimes seem quite difficult, but it is definitely worth the effort and there are plenty of staff at Clayesmore who can help you with the different elements of the scheme.

If you would like more information speak to Mr Reach or visit www.dofe.org

UNIVERSITY ADVICE AND CAREERS

Weekly careers lessons begin in the spring term of Year 12 and continue until the end of the autumn term in Year 13, by which time all university applications should be completed. Areas covered during the year are as follows:

Year 12 – Spring Term

- Understanding the range of post-18 opportunities, including university, employment, apprenticeship opportunities and preparation for National Apprenticeship Show
- Writing letters of application and CVs, interview skills and mock interviews
- Preparation for the UCAS Exhibition, including university research
- University visit to Southampton University (as an example of a Russell Group university)

Year 12 – Summer Term

- Higher Education Day for parents and students, including registration with UCAS "Apply"
- Personal statement writing workshop
- Talks on GAP years and student finance
- University visit to Oxford Brookes (top player in the ranks of the newer, more vocational universities) and Oxford University
- The Summer Term is a busy time for going to open days and other university visits and events.

Year 13 – Autumn Term

Weekly lessons continue until applications are submitted. They are devoted to:

- Updating the CV and ensuring that non university applications are in hand
- Finalising the personal statement and completing and checking the UCAS forms
- Preparing for admissions tests, if required.

Early Applications for UCAS (Medicine, Veterinary, Conservatoires) need to be finalised at the start of the autumn term. We aim to submit all other applications for university by half term.

Parents are invited to a University Application talk to understand more about the process during the summer term of Year 12 and to a University Finance talk in the spring term of Year 13.

All UCAS forms and teacher references are checked by both the Head of Sixth Form and the Head so we are confident students are making the most of their application.



CLAYESMORE

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