Rushcliffe Sixth Form offers a vibrant learning community. Ofsted have judged both our school and the sixth form as outstanding. Academic excellence is at the heart of all we do and we are rightly proud of the outstanding attainment and progress of our pupils. An impressive percentage of pupils gain AAB in three facilitating subjects, with many gaining access to Russell Group Universities including Oxford and Cambridge. Many students also go onto Higher apprenticeships or the world of work and we are committed to supporting pupils no matter what their pathway at 18.

Rushcliffe School is a happy and harmonious community where talents are nurtured. We offer an extensive extra-curricular provision, celebrating participation and achievement in sport, the arts and community service. These enriching experiences lie behind our national recognition as a ‘World Class School’ and our success in being nominated for The TES Secondary School of the Year.

The core values of Rushcliffe School drive everything we do in the sixth form. We believe that everyone should have the chance to shine brightly and the values below guide us to enable students to achieve their best academically and to be ready for challenges that lie ahead - whether that is going to university, taking a gap year, embarking on a Higher Apprenticeship or moving into the world of work.

We try our best – Rushcliffe sixth form students receive quality teaching and excellent pastoral support that leads to them to make sustained progress. The impressive exam results achieved by our students are the result of continued effort and commitment.

We support each other – we have an inclusive ethos, recognising and celebrating diversity whilst coming together as one community. Our Heads of Year 12 & 13, Tutors, Sixth Form Mentor and support staff all work collaboratively to ensure students receive the support they need to be successful.

We listen to different opinions – our students are involved in key decisions regarding the organisation of the sixth form and we encourage all to become involved in school council, community and charity committees. Students’ views on teaching and learning allow us to continuously develop our practice and we make sure that their voice is heard.

We keep each other informed – we pride ourselves on forging positive relationships with our students and parents/carers and in ensuring communication is timely and effective. It is important that we share relevant information and keep everyone informed about student progress, opportunities to enhance learning and all aspects of sixth form life.

We are proud to be part of the school – our students never cease to amaze us. We are truly proud of both their academic and extra-curricular achievements. The opportunities given to young people during their time here are fully exploited by them. They are proud of their school and we are proud of the young adults they become.

Each year we enrol increasing numbers of students from schools across Nottinghamshire and beyond, and we warmly welcome all applications – an application form can be found on our website at http://www.rushcliffe.notts.sch.uk/.

I hope this prospectus will provide you with the information you need; should you have any questions please do not hesitate to contact school. Thank you for your interest in Rushcliffe Sixth Form.

R Frost
Assistant Principal (Post 16)
Life at Rushcliffe Sixth Form

The Curriculum

Our individualised student learner programmes constitute a combination of qualification and non-qualification hours.

Qualifications

Rushcliffe School offers a wide range of A levels and vocational Level 3 courses (each equivalent to 1 A level):

Mathematics
- Human Sciences

Languages
- Rushcliffe School offers a wide range of A levels and vocational Level 3 courses (each equivalent to 1 A level):
  - French
  - Languages
  - English
  - Maths.

Sciences
- Rushcliffe School offers a wide range of A levels and vocational Level 3 courses (each equivalent to 1 A level):
  - Biology
  - Chemistry
  - Physics
  - BTEC Applied Science
  - Applied Diploma Food Science & Nutrition
  - PE
  - Computer Science
  - Cambridge Technical IT

English
- Rushcliffe School offers a wide range of A levels and vocational Level 3 courses (each equivalent to 1 A level):
  - English
  - Drama and Theatre
  - Music

Media
- Fine Art
- Product Design
- Textiles

Languages
- Spanish
- French

The subjects available are dependent on class sizes and uptake each year.

The majority of our students select three Level 3 courses with a small number choosing to study four (students achieving mostly grades B/9 at GCSE).

All A level courses are now linear. This means that students will study each subject for two years, at the end of which they will sit A Level public examinations. The vocational Level 3 courses combine elements of assessed coursework with final exams – please see the specific course information for details.

To monitor progress and enable success, students complete internal assessments in all subjects throughout Y12 and Y13. All students sit Y12 exams and mock exams in early spring of Y13. Termly Progress Reviews in Y12 and Y13 are sent home to parents/carers, reporting on behaviour for learning, in addition to target and predicted grades, as such student progress is carefully monitored and intervention is timely and appropriate.

Sixth Form entry requirements

- A minimum of five GCSEs at grades 4-9 including English and Maths.
- A grade 6 in the subject selected for A level if studied at GCSE.
- For each course please see the specific requirements summarised in the table at the back of and on the course information pages of this prospectus.

Please note: meeting requirements for any course does not automatically guarantee an offer of a place on that course.

If your predicted grades do not meet our entry requirements for your preferred options please talk to us regarding possible pathways.

Enrichment

Rushcliffe Sixth Form provides a wealth of stimulating and engaging opportunities beyond the core curriculum subjects to broaden a student’s perspective and develop skills for further study, employment opportunities beyond the core curriculum subjects to broaden an interest, knowledge and attitude outside of A level course requirements. The EPQ is very well-received by universities and is worth half an A level, graded A* to E.

“Extended Project Qualification* : taught elements and project supervision
- Young Enterprise Award
- Duke of Edinburgh – Gold award
- Functional ICT
- Mandarin (for beginners)
- Arts in Education
- Community First
- Sports Leaders Award (Level 2)

*The Extended Project Qualification (EPQ) is offered as part of our Enrichment Programme. Completion of an EPQ project develops independent study skills and demonstrates interest, knowledge and attitude outside of A level course requirements. The EPQ is very well-received by universities and is worth half an A level, graded A* to E.

Tutorial programme

Our experienced team of tutors are the first point of contact and support during a student’s time in sixth form. Students follow a comprehensive tutorial programme delivered to cross-curricular tutor groups each morning in ‘form time’. Form time activities will include:

- Transition programme: bridging the gap from GCSE to Level 3 studies
- Study skills - with a focus on independent learning
- Careers education, information, advice and guidance
- Essential IT skills
- Sessions on health and well-being
- Developing self-confidence, team building and leadership skills
- Mentoring - group and 1:1 sessions
- Post 18 pathways

Bright Days

In addition to the tutorial programme Bright Days see the whole school off timetable four times during the academic year to focus on issues and themes relevant to each year group. The themes for sixth form Bright Days include:

- Personal health and well-being including the dangers of drug and substance abuse, alcohol awareness, driver awareness and sexual health
- Mental well-being
- Revision & Study Skills for Lifelong Learning
- Developing a Growth Mindset: resilience, team work, communication and personal organisation
- Progression Post 18: where next? (Apprenticeships, Higher Apprenticeships, gap years, direct routes to employment and Higher Education)
- University visits & UCAS: managing the university admissions process
- The world of work: skills acquisition and work experience preparation

Personal Support and Guidance

We want our students to shine brightly in all aspects of their academic studies and to achieve their full potential. If there are times when a student needs more support and guidance, our highly developed systems of monitoring and intervention aim to get them quickly back on track. Form tutors and HOY work closely with students, including 1:1 mentoring sessions.

The sixth form team includes a dedicated mentor (full time, non-teaching member of staff), experienced and skilled in working with 16-18 year olds facing academic and/or personal challenges. The school also benefits from two qualified counsellors who work with students in need of professional guidance and coping strategies. Level 3 studies are demanding and we encourage all of our students to seek support when necessary.
Learning beyond the classroom
The school recognises the importance of field work to develop and enrich learning. Within subject areas there are opportunities for students to participate in residential visits to expand their breadth of understanding beyond the curriculum specification. To name but a few, the Physics/Mathematics trip to CERN in Switzerland, the Spanish Exchange to Madrid, the History trip to Moscow and St Petersburg and Geography field trip to Borth are all very popular. There are also other opportunities which are not subject specific – for example a visit to Auschwitz with the Holocaust Education trust for two Year 12 students.

Extracurricular opportunities
Rushcliffe Sixth Form offers many exciting opportunities which allow students to develop a range of valuable skills to support their transition into Higher Education and the world of work.

School council and sixth form committee
Two Student Presidents, elected by staff and students, are supported by two Deputies and two form representatives from each tutor group in year 12 and 13 and together constitute the sixth form committee. Under the leadership of the Student Presidents their collective responsibilities include:

- Representing the school at key events such as Open Evenings and Achievement evenings
- Meeting with the Assistant Principal (Post 16) to communicate concerns/raises issues on behalf of their peers
- Leading the School Council – representing pupils in years 7-13 and liaising with the school’s Senior Leadership Team and Governors
- Organising and running fundraising events for the school’s nominated charity
- Managing the common room and sixth form areas
- Organising the Year 13 prom and sixth form social events

Subject Ambassadors programme
Students can become an ambassador for any of the subjects they study. Often they may feel passionate about a particular subject area and want to study it at university. As an ambassador, students take on a range of responsibilities including supporting teachers during open evenings, mentoring students in lower school, contributing to discussions regarding teaching and learning and helping to run extra-curricular clubs.

Befriender Scheme
Rushcliffe Sixth Form works closely with the charitable organisation YOPEY (Young Person of the Year) to support our students to volunteer in a local care home for elderly people including those with dementia. In December 2019 we were delighted to receive the Nottinghamshire Live Education Community Champion Award for this project. Students are given the training they need to befriend their elderly companion and make a real impact on their lives. Our students find this a rewarding and insightful experience. Many use this work experience to support applications to study medicine, nursing, midwifery, physiotherapy and other health care courses.

Reading & wellbeing Mentors
Many of our Sixth Form students volunteer as reading mentors to pupils in year 7 and 8, to boost literacy skills and offer 1:1 support. This develops empathy and important communication and leadership skills. Additionally year 12 and 13 students may be asked by Heads of Years 7-9 to provide mentoring support for pupils who are struggling with friendship issues, self-confidence or particular health concerns. Pupils are matched carefully to their mentor and the partnerships work well. The support of the sixth form mentors is invaluable and it is wonderful to see our oldest and youngest pupils forging bonds.

We believe academic success should go hand in hand with personal development and skills for life.”
Aims of the course
These include encouraging students to:
- understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progression to further study
- extend their range of mathematical skills and techniques
- understand coherence and progression in mathematics and how different areas of mathematics are connected
- apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general
- use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly.

What is the outline of the course content?
The areas of study are proof, algebra and functions, coordinate geometry in the (x,y) plane, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, numerical methods, vectors, statistical sampling, data representation and interpretation, probability, statistical distributions, statistical hypothesis testing, quantities and units in mechanics, kinematics, Forces and Newton’s laws, and moments.

What key skills will I learn?
Mathematical argument, language and proof, e.g. construct and present mathematical arguments through appropriate use of diagrams. Mathematical problem solving, e.g. construct extended arguments to solve problems presented in an unstructured form, including problems in context. Mathematical modelling, e.g. translate a situation in context into a mathematical model, making simplifying assumptions.

Entry Requirements
- 5 GCSE grades 4-9 including English
- Grade 6 Mathematics

Grades
<table>
<thead>
<tr>
<th>Year</th>
<th>Exam Board</th>
<th>A*</th>
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</table>

Careers in Mathematics
Mathematics is a ‘facilitating subject’ and therefore opens many doors in Higher Education and beyond. In particular, it is needed for Mathematics and related degrees e.g. Engineering, Sciences, Computing, Finance/Economics, etc. Important for careers in finance and banking, natural and life sciences, operational research, mathematics and statistical research, engineering, insurance, information technology, education, medicine, defence and the military, space and astronomy and intelligence services.

Further Information
www.aqa.org.uk

“Further Maths opens up new and exciting challenges. The maths department are always so supportive, whether in or out of lessons.”

Further Information
www.aqa.org.uk

Mathematics

Entry Requirements
- 5 GCSE grades 4-9 including English
- Grade 7 Mathematics

Grades
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Careers in Mathematics
Further Mathematics is a ‘facilitating subject’ and therefore opens many doors in Higher Education and beyond. In particular, it is needed for Mathematics and related degrees e.g. Engineering, Sciences, Computing, Finance/Economics, etc. It is important for careers in finance and banking, natural and life sciences, operational research, mathematics and statistical research, engineering, insurance, information technology, education, medicine, defence and the military, space and astronomy and intelligence services.

Further Information
www.aqa.org.uk

Entry Requirements
- 5 GCSE grades 4-9 including English
- Grade 7 Mathematics

Grades
<table>
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<tr>
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Aims of the course

The course content allows students to develop skills in communicating scientific ideas using appropriate language, application of theory, collecting primary scientific data, presenting and processing both primary and secondary data, data analysis and evaluation of experimental technique. There is an emphasis on mathematical skills in biology including statistical analysis of data. Students will also be able to develop their independent research skills. There is the opportunity to participate in a residential fieldtrip to Malham Tarn field centre in the Yorkshire dales in the summer of year 12. This enables the students to complete the practical ecology element of the course and to enhance their learning experience.

Careers in Biology

Students use Biology A Level is a route into Medicine, Physiotherapy, Nursing, Veterinary Science, Veterinary Nursing, Optometry, Dentistry, Conservation, Marine Biology, Horticulture, Medicinal Research, Pathology, Forensic Science and many more.

Further information

www.ocr.org.uk/qualifications/type/gce/science/biology/index.html

“Chemistry has given me a real insight into the world around us. Both fun and informative - this year has been fantastic.”

Entry Requirements

- 5 GCSE grades 4-9
- Grade 5 Mathematics & English
- Grade 6 Biology or performance at Grade 6 in the Biology papers in combined Science

Grades

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 entry

Further information

http://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405

Aims of the course

Chemistry affects the whole world around us and there are very few products in the world that do not involve chemists in some way. This can range from biochemists developing new drugs to cure diseases to materials chemists developing the fabrics of the future. Additionally, chemistry is required for a number of non-chemistry degree courses such as medicine and dentistry.

The aim of the A level Chemistry course is to give students an understanding of how substances behave and interact on an atomic scale and how this can be applied to the real world.

What is the outline of the course content?

Over the two years the chemistry course will cover the following areas:

Physical chemistry: atomic structure, amount of substance, bonding, energetics, kinetics, equilibria, redox equations, thermodynamics, rate equations, electrochemical and acids and bases.

Inorganic chemistry: periodicity, the alkaline earth metals, the halogens, period 3 elements and their oxides, transition metals and reactions of ions in aqueous solution.

Organic chemistry: alkanes, halogenoalkanes, alkenes, aromatic analysis, optical isomerism, aldehydes, ketones, carboxylic acids, aromatic chemistry, amines, polymers, amino acids, proteins, DNA, organic synthesis, nuclear magnetic resonance spectroscopy and chromatography.

Incorporated into these areas is also practical chemistry, where students will develop the practical skills that will enable them to independently investigate chemical applications and produce accurate results.

What key skills will I learn?

In addition to chemical knowledge, the course will also develop skills that are valued by universities and employers. These include problem solving, practical skills, working safely, numeracy, literacy, communication, thinking in 3D and teamwork.

Careers in Chemistry

There are hundreds of career sectors that look for students with A level Chemistry, ranging from Agro Chemistry to Textiles. There are many you would not even know existed. Even if you do not choose a career in chemistry, employers know and trust the qualification as a good indicator of intellect and work ethic.

Further information

Entry Requirements

- 5 GCSE grades 4-9
- Grade 5 Mathematics & English
- Grade 6 Chemistry or performance at Grade 6 in the Chemistry papers in combined Science

Grades

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Further information

http://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405
What key skills will I learn?

Physics is fundamentally an experimental subject. This course provides numerous opportunities to use practical experiences to link theory to reality, and equip students with the essential practical skills they need. The course also develops mathematical and problem solving skills. All of these skills are highly valued by employers and universities.

Careers in Physics

More than 50% of all qualified physicists work in Research and Development, Engineering, and Information Technology. Some work on problems at the frontiers of knowledge; others tackle the challenging problems which arise in the application of physics to industrial and engineering problems.

“A Level Physics is really intriguing and gives a wider in depth knowledge for science in general.”

What key skills will I learn?

BTEC National in Applied Science – Extended Certificate

This is a two year course equivalent in size to 1 A level. This type of course requires you to be well organised and able to work to deadlines; you will be a student who achieves through continuous assessment.

Aims of the course

This course aims to give you the opportunity to pursue your passion for Science whilst developing your skills, knowledge and understanding. It does this by giving you the chance to experience a range of contexts in Physics, Chemistry and Biology. Scientific practical investigations are a very important aspect of the course and you will develop your ability to communicate science in written coursework and examinations.

Outline of course content:

1. Unit 1 - Principles of Applied Science: This unit covers some of the key science concepts in biology, chemistry and physics.
2. Unit 2 - Practical Scientific Procedures and Techniques: Learners will be introduced to quantitative laboratory techniques, calibration, chromatography, calorimetry and laboratory safety, which are relevant to the chemical and life science industries.
Applied Diploma Food Science & Nutrition

Level 3 Applied Diploma in Food Science and Nutrition

This is a two year course and is equivalent to one ‘A’ level and accrues UCAS points for university applications.

Aims of the course

Students will have the opportunity to learn about the relationship between the human body and food as well as developing practical skills linked to experimental work and the cooking and preparation of food using a wide range of complex skills.

Outline of the course content:

Unit 1: Meeting Nutritional Needs of Specific Groups. (Mandatory – Exam and coursework)

This unit teaches an understanding of nutrients, their functions in the body and how nutritional requirements vary in different situations. Students use this understanding to critically assess diets of specific target groups and plan changes needed to ensure a nutritional balance is maintained. They will acquire skills to plan and cook nutritionally balanced / complex dishes, whilst demonstrating an understanding of the importance of food safety. Unit 1 is worth 50% of the qualification. There is an externally marked exam (1.5 hrs) and a timed assessment (9.5 hours), which includes a practical exam based on a scenario such as preparing a 3 course meal.

Unit 2: Ensuring Food is Safe to Eat (Mandatory – Case study exam)

This unit gives students an understanding of hazards and risks in relation to storage, preparation and cooking of food in different environments and the control measures needed to minimise these risks. They will be able to use this understanding to be able to produce guidance material to facilitate the training of new food handlers, recommend control measures that need to be in place in given environments, to ensure that food is safe to eat. It is assessed by a written report, (8 hrs).

Unit 3: Experimenting to Solve Food Production Problems (Optional – coursework project)

This units focuses on the properties of food, planning and carrying out experiments or practical work to demonstrate the properties of food, using results of experiments or practical work to propose options to solve food production problems. This is a 12 hour assessment / food science experiment.

Unit 4: Current Issues in Food Science and Nutrition (Optional – coursework project)

The unit requires students to develop skills to plan, carry out and present a research project on a current issue related to consumer food choice. This is a 14 hour assessment on current issues in food science and nutrition - a written report is produced.

What key skills will I learn?

Students will enhance practical culinary skills through problem solving whilst applying knowledge of nutritional and dietary health. Opportunities to work alongside other healthcare and industry professionals will help develop a range of generic and transferable skills whilst encouraging an independent and analytical mind. The ability to communicate and present findings in a variety of formats is an important aspect of this course.

Careers / Further Education

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Together with other relevant qualifications such as ‘A’ levels in Biology, Chemistry, Sociology and PE students will be able to use the qualification to support entry to higher education courses.

Physical Education

Aims of the course

This course offers an in-depth insight into the world of sport and all of its associated facets. It is a cross curricular A level with a scientific, sociological, historical and psychological base. It is an expanding market with several avenues to follow. It has clear relevance and application to you.

What is the outline of the course content?

<table>
<thead>
<tr>
<th>Content Overview</th>
<th>Assessment Overview</th>
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</thead>
<tbody>
<tr>
<td>• Anatomy and physiology • Exercise physiology • Biomechanics</td>
<td>Physiological factors affecting performance (01) 30 marks 2 hour written paper 30% of total A level</td>
</tr>
<tr>
<td>• Skill acquisition • Sports psychology</td>
<td>Physiological factors affecting performance (02) 60 marks 1 hour written paper 20% of total A level</td>
</tr>
<tr>
<td>• Sport and society • Contemporary issues in physical activity and sport</td>
<td>Socio-cultural issues in physical activity and sport (03) 60 marks 1 hour written paper 20% of total A level</td>
</tr>
<tr>
<td>• Performance or Coaching • Evaluation and Analysis of Performance for Improvement (EAPI)</td>
<td>Performance in PE (one sport) (04) 60 marks Practical assessment 30% of total A level</td>
</tr>
</tbody>
</table>

What key skills will I learn?

Studying Physical Education will provide an excellent opportunity for students to enhance their practical performance. They will be given opportunities to develop and refine independent research skills and to develop an inquisitive and analytical mind. PE will allow students to develop their skills in analysis of performance and communication.

Careers in Physical Education

Future career paths include those in coaching or outdoor pursuits as well as careers such as PE Teacher, Primary Teacher, Sports Administrator, Sports Development Officer, Physiotherapist, Osteopath, Sports Therapist, Journalist, Sport Psychologist. PE A level is relevant to any career where interpersonal or leadership skills are required.

Further Information

www.ocr.org.uk

“PE has opened up more doors than I could have imagined.”
Computer Science

A-Level Computer Science (OCR)

Aims of the course

This course has been designed for students who wish to go on to higher education courses or employment where knowledge of Computing would be beneficial. Students can study Computing and go on to a career in Computing, Medicine, Law, Business, Politics or any type of Science.

What is the outline of the course content?

Paper 1 - Computer Systems
40% of A-Level
Written exam: 2 hours 30 mins
Computer systems component (01) contains the majority of the content of the specification and is assessed in a written paper recalling knowledge and understanding.

Paper 2 - Algorithms and programming
40% of A-Level
Written exam: 2 hours 30 mins
Algorithms and programming component (02) relates principally to problem solving skills needed by learners to apply the knowledge and understanding encountered in Component 01.

Practical Problem 20% of A-Level
Programming project component (03) is a practical portfolio based assessment with a task that is chosen by the teacher or learner and is produced in an appropriate programming language of the learner’s or teacher’s choice.

What key skills will I learn?

- Fundamentals of programming
- Fundamentals of data structures
- Fundamentals of algorithms
- Theory of computation
- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and architecture
- Consequences of uses of computing

Entry Requirements

- 5 GCSE grades 4-9 including English
- Grade 6 in Mathematics
- Grade 6 in Computing/Computer Science
- Applicants who can demonstrate a genuine interest in computing who have not studied this subject at GCSE may be considered at interview

OCR Level 3 Cambridge Technical Introductory Diploma in IT

This is a 2-year course equivalent in size to 1 A-level. The course comprises of two externally examined units and a choice of three further units which are either examined or centre-assessed and moderated by OCR.

Aims of the course

This course is suitable for learners
- who want to gain a Level 3 qualification to progress to Higher Education (University) to study IT - it is recognised for UCAS points
- studying to prepare for employment in the IT sector
- who want to progress into IT-related apprenticeships

What key skills will I learn?

A specialist pathway of Application Developer will be followed. Five units of work will be completed:
1. Fundamentals of IT. (Understanding how Computers and Networks operate)
   Information learnt in this unit will provide a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how business uses IT.
2. Global Information. (Understanding how data used stored, shared and used)
   The purpose of this unit is to demonstrate the uses of information in the public domain, globally, in the cloud and across the internet, by individuals and organisations. You will discover that good management of both data and information is essential, and that it can give any organisation a competitive edge.
3. App Design.
   The world is increasingly reliant on applications that help individuals, businesses and organisations achieve specific activities or purposes. In this unit you will explore potential ideas for a new application and develop the fundamental design for it. You will then develop the designs for an application and how users will interact with it. You will have the opportunity to present your ideas, prototype them, and gain feedback before refining your design.

   This unit will help you develop skills in designing and developing a prototype for a simple game. It will enable you to consider the logic of the programming structures required, as well as the interface design. You will then build a prototype in order to demonstrate an element of your game.
5. Web Design.
   Organisations are increasingly reliant on their websites to market goods or services and interact with clients and customers. You will research, design and produce an interactive, responsive website that is specific to a client’s needs, culminating in presenting the concept of the website using the prototype to the client. You will learn about the security risks in website design and how to minimise these threats. This unit will also allow you to incorporate existing interactive elements, as well as prototyping your own website.

Careers in IT

A career in IT or telecommunications is a great choice, as professionals in this field are constantly in demand in many different environments. Typical job roles within this pathway include: Web Application Developer, Software Engineer, Mobile Application Developer, Application Developer or Software Analyst.

Further Information

www.ocr.org.uk/qualifications/cambridge-technicals/it-2016-suite/#level-3

Cambridge Technical IT

“A career in IT or telecommunications is a great choice”

Entry Requirements

- 5 GCSE grades 4-9 including English
- Grade 5 in Mathematics
- Grade 5 in IT (if studied)

Grades

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No historical data – new course for 2020
Aims of the course

Media and the Creative Industries is one of the biggest growth industries in the UK today. Being ‘media literate’ is essential in our modern society, so media students are encouraged to explore and reflect critically on how we are presented with different social issues, politics and representations across a wide range of media platforms (TV, film, radio, music videos, newspapers, magazines, advertisements, gaming and social media).

This exciting course enables learners to develop and apply their understanding of the media industries through both analysing and producing media products. A variety of teaching methods allows students to engage in debates and enhance both their academic skills while offering the chance to get creative and become a Producer.

What is the outline of the course content?

The course is centred on four key concepts: media language, media representation, media industries and media audiences. Students will have the opportunity to acquire and apply their theoretical knowledge, practical skills and an up-to-the-minute awareness of the media industry in both an examination and non-examination context. There are two examinations, each worth 35% of the A Level qualification; the non-examination assessment is worth 30% (Internally assessed and externally moderated).

What key skills will I learn?

The examinations will focus on skills of evaluation and in-depth critical analysis, independent research, problem-solving skills, debating, critical thinking and essay writing. Students will gain an awareness of the world around them and the ever-evolving media landscape.

Students will extend their practical skills in their chosen medium for the non-examination assessment, building their capacity for independent research whilst having the opportunity to become producers and create their own media texts.

Careers in Media Studies

Media planner; Multimedia Specialist; Programme Researcher; Public Relations Officer; Runner; Social Media Manager; Television/Film Producer; Advertising Account Executive; Broadcast Journalist; Editorial Assistant; Events Manager; Information Officer; Magazine Journalist; Market Researcher; UX Designer; Writer; Actor; Director; Digital Marketing Manager, Product Manager, Radio Production, Music Publishing.

Further information

www.aqa.org.uk

English Language and Literature

Aims of the course

A Level English Language and Literature is an accessible and stimulating course in which students engage creatively and independently with a variety of spoken, written and multi-modal texts through the integration of language and literature.

What is the outline of the course content?

• Telling Stories – Remembered Places: the representation of place; Imagined World: points of view and genre in prose; Poetic Voices: the forms and functions of poetic voice. (40%)
• Exploring Conflict – Writing about Society; Dramatic Encounters. (40%)
• Making Connections – Non Exam Assessment investigation on a chosen theme and texts. (20%)

What key skills will I learn?

Engaging creatively, critically and independently with a wide range of texts with a focus on how language choices create meaning. Exploring the ways in which texts relate to each other and the contexts in which they are produced and received. This course will also expand students’ knowledge of linguistic and literary concepts, as well as strengthen their written communication and expression.

Moreover, students will develop skills as producers and interpreters of language by creating texts themselves and critically reflecting on their own processes of production.

Careers in English

Students who study A Level English Language and Literature go on to pursue careers in writing, journalism, editing, publishing, law, teaching, broadcasting, media, psychology and social work.

“Media is such a big part of our daily lives; being able to understand how we are influenced by this powerful industry gives us the life skills to make sense of our complex world and to develop informed views on a range of important global issues”
Entry Requirements

- 5 GCSE grades 4-9 including Mathematics
- Grade 6 in English

Aims of the course

The English Literature course is challenging, but rewarding with a real focus on developing students’ interest and enjoyment of literature. Students will engage critically with a wide range of texts and develop their knowledge of genre and literary theory. An integral part of the course is for students to pursue their own areas of interest in literature with a focus on independent wider reading.

What is the outline of the course content?

Students will analyse a range of different types of text over the two years, following units in:

- Literary Genres: Aspects of Tragedy (40%)
- Texts and Genres: Elements of Political and Social Protest Writing (40%)
- Non-Exam Assessment: Theory and Independence Non-Exam Assessment (20%)

What key skills will I learn?

The ability to read critically, analyse and evaluate considering multiple interpretations, connections between texts and the significance of contexts. Undertaking independent research is fundamental to this. The course is also designed to enhance debating skills and academic essay-writing.

A Level English Literature provides essential preparation for undergraduate study of English.

Careers in English

English Literature is a facilitating subject which is highly regarded at universities. Students who study English Literature go on to pursue careers in journalism, editing, publishing, law, teaching, broadcasting and the media.

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“Without doubt, literature is both the preserver and creator of a language. To study it can do nothing other than fill one with wisdom and understanding... who wouldn't seize such an opportunity?”

Spanish

Aims of the course

You will become accurate and fluent in speaking Spanish; you will learn about the culture of the diverse and exciting Spanish speaking countries; you will acquire analytical and critical thinking skills which are essential to be successful at any university course.

Spanish A level is a facilitating subject. This means studying Spanish will keep your options open when choosing a degree and you will be a preferred candidate for the top universities.

What is the outline of the course content?

The course for A level Spanish is varied and inviting. You will learn about a wide range of interesting topics related to the culture and history of the Spanish-speaking countries. You will also study a film and a novel in Spanish.

Spanish A level topic areas:

- a) Being a young person in Spanish-speaking society:
  - Social issues: changing family structures, relationships with others and peer pressure.
  - How young people respond to fashion and modern technology.
  - Education and employment.

- b) Understanding the Spanish-speaking world:
  - Culture and heritage in Spain and Spanish-speaking countries.
  - The customs and traditions including festivals.
  - Historical sites; art, film and music in the Spanish-speaking world.

- c) Diversity and difference:
  - Migration and integration: factors that make migration and integration easy/difficult.
  - Discrimination and diversity: life for those who are discriminated against; the positive aspects of a diverse society.

- d) An insight into the recent history of Spain:
  - The two Spains: from the Spanish Civil War in 1936 onwards.
  - Post-civil war: Control, repression and daily life in Franco’s Spain.

- e) The short novel ‘Requiem por un campesino español’ based on the Spain of the pre-civil war.

- f) The film Pan’s Labyrinth based on the Spanish post-civil war.

You will also have the privilege to develop your speaking skills by having one-to-one conversation lessons with our native Spanish language assistant from Peru.

What key skills will I learn?

- You will equip yourself with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, excellent communication skills, cultural and cognitive flexibility that will enable you to proceed to further study or to employment.
- You will find your confidence builds as you will be able to transfer these skills into other subjects.
- You will also open your mind to other cultures and ways of living which will make you a more broad-minded individual.

At Rushcliffe we provide a wide range of extra-curricular activities to hone students’ skills and passion for Spanish language learning:

- We organise regular cultural experience trips, such as cinema trips and theatre, music and dance shows.
- We also run a successful Language Leader and Ambassador Programme that allows students to develop leadership, communication and organisational abilities.

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French

Aims of the course
The course for A level French is designed to continue to build on your interest in, and enthusiasm for language learning. You learn to communicate your ideas and points of view on an interesting and exciting range of topics in a confident and effective manner. Furthermore, as the course provides an excellent basis for the further study of languages at degree level, we encourage you to consider degrees in the French language or the highly popular combined Honours degrees, and the possibilities of using French in future employment, either in the UK or overseas.

What is the outline of the course content?
In Year 12, you cover the following topics:

a) Being a young person in French-speaking society and what that means in terms of:
- Families and citizenship: Changing family structures; the changing nature of marriage and partnership; being a good citizen
- Youth trends and personal identity: Trends in fashion; how young people respond to modern technology; relationships with others and peer pressure
- Education and employment opportunities: The education system and student issues; work and travel opportunities and changing work scene

b) Understanding the French-speaking world:
- Regional culture and heritage in France, French-speaking countries and communities: Festivals; customs and traditions; historical sites; museums and galleries
- Media, art, film and music in the French-speaking world: Trends in media and art; film and music

In Year 13, you cover the following topics:

a) Social issues and trends: Diversity and difference
- Migration and integration: Reasons for migration; factors which make migration/integration easy/difficult
- Cultural identity and marginalisation: Reasons for marginalisation; ways to eliminate marginalisation
- Cultural enrichment and communicating differences: The positive aspects of a diverse society
- Discrimination and diversity: Life for those who are discriminated against

(b) Political, intellectual and artistic culture France 1940-1950: The Occupation and post-war years
- From June 1940 - May 1945: Life in occupied France; the French Resistance
- The cultural dimension in occupied France: The political context of theatre and cinema productions
- 1945-1950: Rebuilding and restructuring society in post-war years

Alongside these topics you also study the film "Intractable" (Year 12) and the novel "No et moi" (Year 13). You study the different characters, themes and developments and tasks and questions you undertake are designed to support you in forming a critical and intelligent point of view which you need to express in essay form for the written exam in Year 13.

What key skills will I learn?
During the French A level course you will work on a wide range of skills in a variety of settings using, for a large part, authentic resources to enhance knowledge and understanding of the French-speaking world. The EDUQAS A Level French course enables you to:

- Enhance your linguistic skills and develop language learning skills and strategies;
- Develop knowledge and understanding about matters central to the society and culture of France and French speaking communities, past and present;
- Engage critically with intellectually stimulating texts, films, literature and other materials in the original language;
- Equip yourself with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable you to proceed to further studies or employment.

Careers in French
Giving up on languages too soon is a regret that many people have when they enter the world of work, and find their ambitions curtailed by the fact that they can only communicate in English. In our increasingly competitive global marketplace, the demand for language skills is ever present, and employers are recognizing the value of multilingual employees who have the skills and flexibility to operate in international environments.

Philosophy and Ethics

Aims of the course
A Level Philosophy and Ethics aims to give students a thorough understanding of diverse philosophical and ethical viewpoints. Students will gain critical and evaluative skills sought by higher education and employers – particularly in law, education, social work, politics, medicine, administration and the media. In this thought provoking subject, rich in contemporary themes, students will be inspired to engage in rigorous classroom discussion.

What is the outline of the course content?
Component 1 (A & B)
A: Philosophy: Arguments for the existence of God; Evil and Suffering; Religious Experience; and Self and Life after death.
B: Ethics: Ethical theories and the application of these theories to: issues of life and death for humans and animals; the meaning of right and wrong; Freedom and moral responsibility; and Conscience.

Component 2 (A, B & C)
A: Study of Christianity: Sources of wisdom and authority; God; Self, death and the afterlife; Good conduct and key moral principles; issues concerning gender and sexuality; secularisation, science and religious pluralism.
B: The dialogue between Christianity and Philosophy.
C: The dialogue between Christianity and Ethics.

What key skills will I learn?
- Interpersonal skills: Life skills that will be used every day to communicate and interact with other people, both individually and in groups. These include empathy and compassion, intrigue and questioning.
- Team working: Working collaboratively to achieve goals.
- Problem solving: Philosophy focuses upon discovering, analysing and solving problems especially dealing with current ethical issues and finding solutions to philosophical questions.
- Good verbal and written communication skills: Time will be spent discussing and debating important questions, developing open mindedness, listening and learning to use mature language to support ideas. Written skills are developed throughout the year with specific focus on written language, essay writing skills and development of a written argument so students will be able to construct well informed and reasoned arguments substantiated by relevant evidence.
- Analytical skills: Philosophy develops the ability to gather information (often through research), articulate, critically analyse and evaluate views of scholars, solve complex problems and make decisions based on the research or information found.

What careers can it lead to?
Philosophy and Ethics is considered a facilitating subject for University. Students often go on to study English, PPE (Politics, Philosophy and Economics), Medicine and Psychology. The skills developed can be applied to most jobs and many students go onto careers in areas such as Medicine, Law, Criminology, Armed Forces, Primary Teaching; and Journalism.

Further Information
www.aqa.org.uk/subjects/religious-studies/as-and-a-level/religious-studies-7062

“Philosophy is regarded as a highly academic subject”
Aims of the course

History develops the skills of critical thinking which are key to many aspects of life. To be able to question and challenge ideas provides an excellent foundation for many subjects at University, as well as the skills needed in the workplace. History also enables the student to develop the expertise needed to write logical and coherent arguments.

History is inescapable, in that when we study the past we are also studying the immediate legacy of this past in our present. Understanding the linkages between past and present is absolutely essential for a good understanding of the condition of being human. That, in a nutshell, is why History matters. It is not just ‘useful’, it is vital.

A level History offers the student the chance to study deeply interesting topics; events that we often still feel the repercussions of today.

What is the outline of the course content?

The Breadth Study: Russia 1853-1967

This unit will cover the continuity and change of a nation over a hundred years. It is likely that we will study Tsarist and Communist Russia from 1855–1917. This will include the reforming ideas of Tsar Alexander II to failures of his grandson Tsar Nicholas II to hold onto autocracy. The subsequent establishment of Communism under Lenin, then Stalin will be analysed, as well as the ‘Great Patriotic War,’ the death of Stalin, his successor Khrushchev and Khrushchev’s removal from power in 1964.

The changes within this period are immense; from the injustice under the Tsars, to the hopes offered by revolution—life for Russians in this hundred years. It is likely that we will study Tsarist and Communist Russia from 1649 to 1917, then Stalin and the era of Communism and the end of the Tsarist autocracy. We will also study the immediate legacy of this past in our present. History is inescapable. When we study the past we are also studying the immediate legacy of this past in our present.

What will I learn?

The key skills are those of critical thinking; to analyse and challenge ideas and interpretations, as well as the ability to construct complex, synthetic responses in a literate way. Both the exam and the personal study will challenge students, develop a wide range of skills valued by employers and University alike.

Careers in History

Students use History as a route into obvious careers like journalism, law and anything history related. In addition, the academic rigor it demands of students, shows they have the transferable skills needed to succeed in many careers, for example past students who have studied History at A Level, have pursued careers in Accountancy and Medicine.

Aims of the course

Against a background of continuing globalisation and technological change, employers need graduates who can compete in global marketplaces and meet global challenges. By studying A Level Geography, we will direct you on a path to becoming a ‘Global Graduate’ with a skill set to include multicultural teamwork, resilience, adaptive skills & behaviour, understanding multiple perspectives, networking, challenging thinking, negotiating & influencing, and global understanding. Universities, colleges and employers actively look for individuals with Geography qualifications as you will have a breadth of knowledge vital for future development, international relations and progress. For example we will investigate the complex interactions of processes that shape our world, not only environmentally, but politically, socially and economically, and investigate how people adapt and mitigate effects of these interactions, depending on available resources, technology and culture.

What is the outline of the course content?

Physical Geography

Water and carbon cycles – we will contemplate the magnitude and significance of the cycles at a variety of scales such as rainforests and rivers, consider their central importance for life on earth, and demonstrate you are a well-rounded person.

Global systems and governance – we will focus on globalisation, the economic, political and social change which have been a key feature of global economy and society. We will investigate interdependence between people, states and environments, and how they have led to more or less successful attempts at a global level to manage and govern human affairs, such as international trade and the governance of Antarctica.

Population and environment – we will explore the relationships between key aspects of physical geography and population, such as food security and disease control and how they are likely to be affected by climate change now and in the future.

What will I learn?

A variety of investigative, cartographic, graphical and statistical skills, as well as a breadth of transferable skills (outlined at the beginning) sought after by colleges, universities and employers, which demonstrate you are a well-rounded person.

Careers in Geography

Geography keeps your options open as it covers both arts and science components. This means you can take geographical and scientific routes such as Land and Water Management, Transport Planning, Global Development, Human Rights, Marine Biology, Climate Change and Energy. Or you could diverge into careers in Law, Accounting, Sport Science, Architecture, Tourism, Journalism and Business Development & Management. Equally, your geographical skill set will open up opportunities in many vocational careers.
Business Studies

Aims of the course
The business course is designed to provide students with a holistic and integrated approach so that links across business topics can be developed across the two year study. Students will be given the opportunity to learn and explore business behaviour and cultivate a critical understanding of what business is and does. The course will also support what real businesses are now asking for in their future employees: decision making and strategic thinking skills. The study of business is relevant to the real world and much of the content focuses on many of the current issues such as digital technology, e-commerce, globalisation and business ethics.

What is the outline of the course content?
Over the two years students will study the following topics of business:
- The definition of business;
- Managers, leadership and decision making;
- Decision making to improve operational performance;
- Decision making to improve financial performance;
- Decision making to improve human resource performance;

Year two places greater emphasis on:
- Analysing the strategic position of a business;
- Choosing strategic direction;
- Strategic methods: how to pursue strategies;
- Managing strategic change

What key skills will I learn?
The course content allows students to develop skills in many important areas of business such as decision making, communication, problem solving, teamwork and strategic thinking. Much of the course will assist students in developing their application, analysis and evaluative writing skills. Students will also be expected to use statistical data to identify trends and consider what future action the business should take. Some mathematical skills are required to analyse business performance. Independent learning is a core element of the A Level qualification.

Careers in Business
Students use A Level business to access a whole range of careers from Law to Engineering. The course offers a generic approach to learning and teaches students about a whole range of business contexts; therefore, career choice is endless. The emphasis is very much geared towards developing an understanding of real business skills.

Further Information
www.aqa.org.uk

“Business Studies prepares you for the future - regardless of your end goal.”

Economics

Aims of the course
The economics course is designed to provide students with a holistic and integrated approach so that links across economic topics can be developed throughout the two year study. Students will be given the opportunity to learn and explore economic models and theories. The courses also give students the opportunity to challenge economic schools of thought which are still relevant in economics today. The course will support students in learning about real economic issues and focuses on contemporary themes that are structured in a coherent, logical way. This includes financial markets, development and behavioural economics. Economics is now daily headline news and this course aims to engage students in decisions which affect our daily lives.

What is the outline of the course content?
Over the two years students will study the operation of markets and market failure which includes:
- Economic methodology and the economic problem;
- Price determination in a competitive market;
- Production, costs and revenue;
- Competitive and concentrated markets;
- The market mechanism, market failure and government intervention in markets.

They will also study the national economy which includes:
- The measurement of macroeconomic performance;
- How the macro - economy works;
- Economic performance;
- Macroeconomic policy.

What key skills will I learn?
The course content allows students to develop skills in many important areas of economics such as critical thinking, problem solving and modelling. Much of the course will assist students in developing their application, analysis and evaluative writing skills. Students will also be expected to use statistics data to identify trends and consider what future action the government should take. Good mathematical skills are required to analyse various economic models and economic performance. Independent learning is a core element of the A Level qualification.

Careers in Economics
Students use A Level Economics to access a whole range of professional careers from those in Finance, to Business Analyst. The course offers a generic approach to learning and teaches students about a whole range of economic theories and models; therefore, career choice is quite open ended. The emphasis is very much geared towards developing an understanding of real economic issues and preparing students for the world that awaits them.

Further Information
www.aqa.org.uk

“Economics has given me an insight into the complexities of the running of our Economy.”
Aims of the course

The aim of the course is to provide students with an in-depth understanding of political theory and the application of this theory in British and American Politics. It is an engaging, relevant and controversial subject that will cover news and current affairs whilst developing research, communication and debating skills.

Students will study political theory, including Liberalism, Conservatism, and Socialism. The ideas of theorists like Edmund Burke, John Locke and Mary Wollstonecraft will be analysed as well as contemporary thinkers like Betty Friedan. We will then build on this understanding to examine how Politics works in practice, with firstly the Government and Politics of the UK, then the Government and Politics of the USA and how these compare.

In general, the course is largely essay based and students will be expected to apply theory learned in class to the current political climate. An interest in politics and current affairs is essential, as is a desire to read, think critically, question why and write coherently.

What is the outline of the course content?

Over the 2 years, students will cover the following topics:

- Political Ideologies
- Constitution and judiciary
- The legislature
- Multi-level governance
- Political parties
- Electoral process and direct democracy
- Participation

What key skills will I learn?

The course will help to develop an excellent understanding of how politics works and how it affects all aspects of our lives. Students will also acquire research skills which can be applied to any course at university regarding essays or dissertations.

Students will also develop essay - writing skills such as analysing content, applying theory, writing coherently, evaluating and thinking critically.

Careers in Politics

Students use A Level Politics as a platform for careers in Law, Media, Journalism, the Civil Service, the Police, Local / National Government and Teaching. More than this though, it is seen as a traditional academic subject and is extremely well respected by universities and employers alike. The ability to read and understand complex texts, analyse and evaluate the information and then construct a coherent essay based on those texts is an invaluable skill that is applicable and relevant to all disciplines.

Further Information

www.aqa.org.uk

Entry Requirements

- 5 GCSE grades 4-9 including Mathematics
- Grade 5 English
- Desirable to have a Grade 6 in a Humanities course

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BTEC Health & Social Care

This is a two year course equivalent in size to 1 A level.

Aims of the course

This course aims to provide an excellent introduction to the health and social care sector. It is a great foundation for students going into medical professions, teaching or any chosen career dealing and working with people. The course will provide a good knowledge base of how physical, intellectual, emotional and social development (across the human lifespan) can affect human development and the effects of aging. It also explores what it is like to work in this sector including the roles and responsibilities of workers and organisations. Learners will focus on the principles and practicalities that underpin meeting individuals’ care and support needs, investigating the roles of professionals and how they seek to support and care to meet these needs. Learners will also investigate how psychological perspectives contribute to both the understanding and treatment of service users.

What is the outline of the course content?

- Human lifespan development with an external examination (1.5 hrs) at the end of the first year (Y12).
- Working in health and social care with an external examination (1.5 hrs) at the end of the first year (Y12).
- Meeting individual care and support needs - internally assessed through a report (coursework) using case studies.
- Psychological perspectives - internally assessed through a report (coursework).

What key skills will I learn?

This Level 3 course provides transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- The ability to learn independently.
- The ability to research actively and methodically.
- Being able to give presentations and being active group members.

Learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study. They also provide a vocational context in which learners can develop the knowledge and skills required for particular degree course, including:

- Reading technical texts
- Effective writing
- Analytical skills
- Preparation for assessment methods used in degrees.

This qualification also provides employability skills such as cognitive and problem solving skills to include: critical thinking, applying expert and creative solutions and using systems and technology. Learners gain intrapersonal skills through communicating, working collaboratively and interpersonal skills to include: self-management, adaptability and resilience.

Careers / Further Education

This course is suitable for careers in the health and social care sector such as: nursing, midwifery, occupational health, physiotherapy, social care, psychology. This is also suitable for careers in teaching, educational studies and sports science. Universities accept Level 3 BTEC’s as part of the application criteria and this translates into UCAS points.

“An excellent introduction to the health and social care sector and relevant to so many professions”
Aims of the course

The psychology course at A level is designed to provide students with the knowledge and skills to investigate the complexities of both the human brain and behaviour. Students are given the opportunity to study the large key theoretical concepts as well as important key studies that surround psychology. The course is also designed to enhance scientific and mathematical knowledge.

Entry Requirements

• 5 GCSE grades 4-9
• Grade 5 in Mathematics & English
• Desirable to have a Grade 6 in an English, Humanities or a Science course

Careers in Psychology

Psychology is about people, their behaviour and the interactions within the world around us. Therefore psychology is extremely useful for any career. Particular careers A level Psychology can lead to are: psychology, psychotherapy, medicine, human resources, criminology, forensic science, neuroscience, teaching the Police and law.

Further Information

www.aqa.org.uk

What key skills will I learn?

This course allows students to demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures. Thus enabling them to apply this knowledge and understanding in a theoretical and practical context using both qualitative and quantitative data. Students will be able to analyse, interpret and evaluate scientific information, ideas and evidence in relation to issues, as well as make judgements and reach conclusions to develop and refine practical design and procedures. There is a great emphasis on using mathematics and science.

Sociology

Aims of the course

Sociology encourages learners to be inspired and changed by gaining a deeper understanding of the world, reflecting on social issues in the UK and global societies through a broad and worthwhile course of study. Sociology encourages students to reflect on their own experiences in addition to seeking to understand all aspects of human behaviour. Study is focused through key sociological perspectives and contemporary studies enhancing their ability to play informed roles within a range of different social contexts. The course is designed to enhance skills in evaluation and effective written communication.

Further Information

www.ocr.org.uk

What is the outline of the course content?

Over the 2 years students will study the following areas of sociology:

Introductory topics: social influence, attachment, memory and psychopathology

Psychology in context: The main theoretical approaches in psychology, biopsychology and research methods.

Issues and options in psychology: issues and debates in psychology as well as one topic from relationships, gender or developmental. One topic from schizophrenia, eating behaviour or stress.

One topic from aggression, forensic psychology or addiction.

What key skills will I learn?

Sociology encourages learners to be inspired and changed by gaining a deeper understanding of the world, reflecting on social issues in the UK and global societies through a broad and worthwhile course of study. Sociology encourages students to reflect on their own experiences in addition to seeking to understand all aspects of human behaviour. Study is focused through key sociological perspectives and contemporary studies enhancing their ability to play informed roles within a range of different social contexts. The course is designed to enhance skills in evaluation and effective written communication.

Further Information

www.ocr.org.uk

What is the outline of the course content?

Over the 2 years, students will cover the following topics studying:

Socialisation, culture and identity: how society’s behaviours are learnt, analysis of how identity is created and influenced through exploring experiences of different social and cultural groups.

Families and Households: family diversity and ideological views of traditional family types, changing roles and relationships and the UK’s social demographics in family life.

Education: the role of education, achievement and inequalities faced by people of differing social class, gender and ethnicity within the education system and analysis of government social policy.

Globalisation and the digital world: relationships between globalisation and digital forms of communication such as media, social networking and virtual communities and the impact of these forms of communication in a global context.

Research methods and researching social inequalities: Methods used to research social life and social inequalities faced by people of differing age, class, gender and ethnicity.

What key skills will I learn?

Skills in analysis and evaluation, the ability to generate logical arguments demonstrating them through a range of verbal and written communication. You will be able to think critically and consider issues with a global outlook creating strong foundations for further education and employment.

Careers in Sociology

Students use A Level Sociology as a platform for a diversity of careers in Law, Teaching, Social Work, the Health Sector, Business, Management, Human Resources and many more.

Further Information

www.ocr.org.uk

“Taking sociology for A Level has helped me gain invaluable essay writing skills but has also broadened my knowledge of the world.”

Grades

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Drama and Theatre

Aims of the course
The Performing Arts is one of our country’s most exciting and successful industries. It also provides a huge range of career prospects, and post Higher Education employment opportunities are consistently among the highest of any subject area. This course is designed to be highly practical, engaging and analytical. You will have opportunities to examine drama and the work of others, and to explore a range of texts as a practical art form. You will work as either performers and/or designers on three different performances.

What is the outline of the course content?
There are 3 units.

Unit 1 – Theatre Workshop (20% of A Level)
Reinterpret a text to create a piece of theatre which is a combination of the selected text and your original ideas. This is internally assessed and moderated by WJEC.

Unit 2 – Text in Action (40% of A Level)
Respond to a stimulus to create two pieces of theatre; one is an interpretation of a text of your own choice and the other is a devised piece. This is assessed by a visiting examiner.

Both units encourage you to make connections between dramatic theory and your own practice. Whilst preparing your practical work, you will explore the work of two theatre practitioners and apply this research to your performances or designs. As well as the performances you will produce a creative log book for each unit.

Unit 3 – Text in Performance (40% of A Level)
You will explore two complete performance texts and one extract from a third text and answer questions about the texts in a written exam. This is a 2hr30min written exam. You are also required to watch at least two live theatre productions and learn about the processes and practices involved in interpreting and performing theatre, and reference this in all 3 units.

Careers in Performing Arts
The creative industries is a fast growing sector with +15% year on year growth and now accounting for 1 in 11 of all UK jobs. This course equips you for many aspects of the industry, including Performing, Marketing, Design Work and Technical Roles. Your course will be recognised by higher education institutions and you will be fully prepared for a higher education training in the arts. Many employers recognise the transferable skills that a creative subject like this offers and you will be a highly valued employee in fields as diverse as Teaching, Journalism, Advertising and Social Work.

Further information
www.eduqas.co.uk

“You will become very disciplined and far more confident and imaginative.”

Music

Aims of the course
A-Level Music will provide a contemporary, accessible & creative education in Music with an integrated approach to the three main elements – performing, composing and appraising.

What is the outline of the course content?

Performance - 108 marks [35%]
• Minimum of 10 minutes & three contrasting pieces

Composition – 72 marks [25%]
• A combined duration of all at least 4 minutes
• Learner & Eduqas Brief

Listening & Appraising - 100 marks [40%]
• Analysing & evaluating music

There are 3 Areas of Study:
AoSA – The Development of the Symphony
AoSD – Jazz
AoSE – Into the Twentieth Century

What key skills will I learn?
Students will gain a much deeper understanding of the history & development of music through time, as well as learn about key composers & musicians. Students will also grow & develop as musicians, with numerous performance & composition-based opportunities throughout the course. A-Level Music will build strong organisational skills & will allow the student to make independent decisions & to be self-critical.

Further information
www.eduqas.co.uk

“Arts students are highly sought-after by employers, who now actively seek those who have studied the arts.”

Entry Requirements
- 5 GCSE grades 4-9 including Mathematics
- Grade 5 English
- Applicants with a genuine interest in Drama and relevant experience who have not studied this subject at GCSE may be considered at interview

Grades
Year Exam Board A* A B C D E U 2017 EDUCAS OCR 1 0 1 3 0 0 0

Entry Requirements
- 5 GCSE grades 4-9 including Mathematics & English
- Grade 6 Music if studied
- Desirable to be working towards a grade 6 in your chosen instrument/voice as well as working towards grade 5 theory; applicants without Music GCSE but with these qualifications may be considered at interview

Grades
Year Exam Board A* A B C D E U 2019 2018 EDUCAS OCR 0 1 1 1 1 0 0 0 0 1 3 0 0 0

Entry Requirements
- 5 GCSE grades 4-9 including Mathematics & English
- Grade 6 Music if studied
- Desirable to be working towards a grade 6 in your chosen instrument/voice as well as working towards grade 5 theory; applicants without Music GCSE but with these qualifications may be considered at interview

Grades
Year Exam Board A* A B C D E U 2017 2016 EDUCAS OCR 1 0 1 3 0 0 0
Entry Requirements

- 5 GCSE grades 4-9 including Mathematics & English
- Grade 6 Art

Grades

Year | Exam Board | A* | A | B | C | D | E | U | 2019 | 2018
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2018 | OCR | 3 | 1 | 9 | 3 | 3 | 0 | 0 | 0 | 0 | 0
2019 | OCR | 1 | 1 | 6 | 4 | 0 | 1 | 0 | 0 | 0 | 0

Entry Requirements

- 5 GCSE grades 4-9
- Grade 6 in DT/Product Design/Textiles

Grades

Year | Exam Board | A* | A | B | C | D | E | U | 2019 | 2018
--- | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---
2018 | AQA | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0
2019 | AQA | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0
**Aims of the course**

The AQA examining board specification introduces students to a variety of experiences that explore a range of Fashion and Textiles processes and techniques. Students are encouraged to be creative and innovative thinkers by responding to a chosen theme, creating research and using their findings aesthetically to produce quality, meaningful and unique textile creations. Through this course they will develop the ability to problem solve, learn independently whilst gaining a wider understanding of environmental, social, moral and global issues within textiles.

**Course content**

**Year 12**

**Unit 1: Personal investigation**

This is a non-examined assessment, set and marked by the centre and moderated by AQA. It comprises of a personal study linked to a theme where candidates create a sketch book of research, ideas and designs which they use to create a range of products.

**Unit 2: An externally set assignment**

This is an externally set assessment where AQA provide a brief where the student responds to produce written and practical evidence of their sketch book and create a final outcome during a 10 hour supervised exam.

**Year 13**

**Unit 1: Personal investigation**

This is a non-examined assessment, set and marked by the centre and moderated by AQA. It comprises of a personal study linked to a theme where candidates create a sketch book of research, ideas and designs which they use to create a range of products.

**Unit 2: An externally set assignment**

This is an externally set assessment where AQA provide a brief where the student responds to produce written and practical evidence of their sketch book and create a final outcome during a 15 hour supervised exam.

**Assessments**

**Year 12**

**Component 1: Portfolio**

What’s assessed
- Portfolio of work - 7241/C, 7242/C, 7243/C, 7244/C, 7245/C, 7246/C

**Component 2: Externally set assignment**

What’s assessed
- Response to an externally set assignment - 7241/X, 7242/X, 7243/X, 7244/X, 7245/X, 7246/X

**Year 13**

**Component 1: Personal investigation**

What’s assessed
- Personal investigation - 7201/C, 7202/C, 7203/C, 7204/C, 7205/C, 7206/C

**Component 2: Externally set assignment**

What’s assessed
- Response to an externally set assignment - 7201/X, 7202/X, 7203/X, 7204/X, 7205/X, 7206/X

**Careers in Fashion and Textiles**

Fashion designer, pattern cutter, quality controller, weave, textiles technologist, fashion journalist, sample maker, trend forecaster, textiles engineer, interior designer, fashion buyer, garment technologist, footwear designer, costume designer, knitwear designer, millinery designer, fashion PR, dress maker, fashion photographer, pattern developer, wardrobe designer.

**Entry Requirements**

- 5 GCSE grades 4-9 including Mathematics & English
- Desirable to have minimum Grade 5 in an art based subject or a portfolio of creative work that illustrates skill level and interest in the subject

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### Entry Requirements

#### COURSE | SUBJECT SPECIFIC REQUIREMENTS
---|---
*Mathematics* | - 5 GCSE grades 4-9 including English  
- Grade 6 Mathematics
*Further Maths* | - 5 GCSE grades 4-9 including English  
- Grade 7 Mathematics
*Biology* | - 5 GCSE grades 4-9  
- Grade 5 Mathematics & English  
- Grade 6 Biology or performance at Grade 6 in the Biology papers in combined Science
*Chemistry* | - 5 GCSE grades 4-9  
- Grade 5 Mathematics & English  
- Grade 6 Chemistry or performance at Grade 6 in the Chemistry papers in combined Science
*Physics* | - 5 GCSE grades 4-9  
- Grade 5 English  
- Grade 6 Physics or performance at Grade 6 in the Physics papers in combined Science
*BTEC Applied Science* | - 5 GCSE grades 4-9 including English  
- Grade 4 or 4-4 in Combined Science
*Applied Diploma Food Science & Nutrition* | - 5 GCSE grades 4-9 including Mathematics & English  
- Grade 4 in Biology/Chemistry/Physics  
- Grade 4 or 4-4 in Science
*PE* | - 5 GCSE grades 4-9  
- Grade 5 Mathematics & English  
- Grade 6 PE  
- Applicants with relevant experience outside of school who have not studied this subject at GCSE may be considered at interview
*Computer Science* | - 5 GCSE grades 4-9 including English  
- Grade 6 in Mathematics  
- Grade 6 in Computing/Computer Science  
- Applicants who can demonstrate a genuine interest in computing who have not studied this subject at GCSE may be considered at interview
*Cambridge Technical IT* | - 5 GCSE grades 4-9 including English  
- Grade 5 in Mathematics  
- Grade 5 in IT (if studied)
*Media Studies* | - 5 GCSE grades 4-9  
- Grade 5 Mathematics & English  
- Grade 6 Media Studies (if studied)
*English Language & Literature* | - 5 GCSE grades 4-9 including Mathematics  
- Grade 6 in English
*English Literature* | - 5 GCSE grades 4-9 including Mathematics  
- Grade 6 in English
*Spanish* | - 5 GCSE grades 4-9 including Mathematics  
- Grade 5 in English  
- Grade 6 in Spanish
*French* | - 5 GCSE grades 4-9 including Mathematics  
- Grade 5 in English  
- Grade 6 in French
*Philosophy & Ethics* | - 5 GCSE grades 4-9 including Mathematics  
- Grade 5 English  
- Desirable to have a Grade 6 in a Humanities course
*History* | - 5 GCSE grades 4-9 including Mathematics  
- Grade 5 English  
- Grade 6 History
*Geography* | - 5 GCSE grades 4-9  
- Grade 5 Mathematics & English  
- Grade 6 Geography

#### COURSE | SUBJECT SPECIFIC REQUIREMENTS
---|---
*Business Studies* | - 5 GCSE grades 4-9  
- Grade 5 Mathematics & English  
- Grade 6 Business Studies (if studied)
*Economics* | - 5 GCSE grades 4-9  
- Grade 5 Mathematics & English  
- Desirable to have a Grade 6 in a Humanities course
*Politics* | - 5 GCSE grades 4-9 including Mathematics  
- Grade 5 English  
- Desirable to have a Grade 6 in a Humanities course
*BTEC Health & Social Care* | - 5 GCSE grades 4-9 including Mathematics & English  
- Grade 4 in Biology/Chemistry/Physics or 44 in Combined Science
*Psychology* | - 5 GCSE grades 4-9  
- Grade 5 in Mathematics & English  
- Desirable to have a Grade 6 in a Humanities or a Science course
*Sociology* | - 5 GCSE grades 4-9 including Mathematics  
- Grade 5 English
*Drama* | - 5 GCSE grades 4-9 including Mathematics  
- Grade 5 English  
- Applicants with a genuine interest in Drama and relevant experience who have not studied this subject at GCSE may be considered at interview
*Music* | - 5 GCSE grades 4-9 including Mathematics & English  
- Grade 6 Music (if studied)  
- Desirable to be working towards a grade 6 in your chosen instrument/voice as well as working towards grade 5 theory; applicants without Music GCSE but with these qualifications may be considered at interview
*Fine Art* | - 5 GCSE grades 4-9 including Mathematics & English  
- Grade 6 Art
*Product Design* | - 5 GCSE grades 4-9  
- Grade 5 Mathematics & English  
- Grade 6 in DT/Product Design/Radiates
*Textiles* | - 5 GCSE grades 4-9 including Mathematics & English  
- Desirable to have minimum Grade 5 in an art based subject or a portfolio of creative work that illustrates skill level and interest in the subject

“Students are fully supported in achieving their academic goals; aspirational targets challenge each individual to fulfil their potential.”