John Taylor High School

A Science & Leadership Academy

SIXTH FORM PROSPECTUS

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Welcome

TO JOHN TAYLOR HIGH SCHOOL

Dear Parents,

It is with great pleasure that I welcome you to John Taylor High School. As an 'outstanding' school we have a proven track record of providing a high quality education for young people, and we celebrate their academic and personal achievement with them and their families. The governors, staff, and parents are not, however, complacent and share a great ambition for the future of the school community.

At John Taylor High School we have exceptionally high standards in all respects. We strive to develop our students, who through determination and resilience, reach the best that they can be, in all they do. We insist on considerate behaviour which creates a safe and highly effective learning environment for all of the school community. We want our students to participate and seize every opportunity that the school has to offer.

Our philosophy here at John Taylor High School is 'Turn up, work hard, be nice', highlighting the important link between attendance and achievement. We want our students to be in school all the time and on time, so that they are not missing out on valuable learning opportunities. Sharing our high expectations with our students, ensuring that they are working hard and doing their best in all situations. Last, but not least – the importance of being nice. Our students are in a strong supportive community, based on mutually respectful relationships which will provide support when needed, to fulfil their potential.

John Taylor High School is at the centre of the John Taylor Multi-Academy Trust, and as a National Teaching School, this provides us with access to a wide range of opportunities, all of which keep us at the forefront of innovation and most recent developments in teaching and learning. This continually enables us to develop classroom practice to ensure that our students have the best possible learning experience.

We are fully committed to preparing our young people to be thoughtful, capable, responsible citizens of the future. We believe in educating the whole child, and hopefully, this includes your child to enable them to leave school equipped for the opportunities and challenges of the fast changing world.

We look forward to welcoming you to John Taylor High School

K Cochrane

Mrs K Cochrane
Head of School

Welcome to Sixth Form

Thank you for taking the time to look at our Sixth Form. We are a community of over 350 students. The majority of our Year 11 students choose to remain in our Sixth Form, joined by a number of students from other schools.

Choosing where and what to study after Year 11 can shape the course of your life. It is one of the most important decisions you will ever make. Your Sixth Form education will be a personal journey of self-discovery and make you focused, independent and qualified to grasp opportunities confidently.

At John Taylor High School we offer an exciting and stimulating curriculum, a supportive pastoral system and a wide range of leadership opportunities for students before they make that leap to Higher Education, an apprenticeship or employment. Years 12 and 13 can be a daunting period of change with a focus on examinations and exam results. However, here at John Taylor we support students both academically and in their personal development so they can make the best of the opportunities our increasingly globalised world has to offer.

Students are rigorously prepared as young professionals for university and graduate careers. Every student has a tutor, who in addition to providing pastoral support, provides one-to-one guidance with Post 18 applications. We provide personalised academic and pastoral interventions and encourage students to undertake their own independent academic research projects. Our students have access to a dedicated careers team and a wealth of enrichment opportunities. We also work to develop the outstanding communication and leadership skills needed by students for success in all areas of their future lives.

At John Taylor High School, students excel academically because of high expectations and well-placed motivation from staff, together with outstanding teaching and encouragement for students. Learning at this level and making decisions about the future, is challenging for both students and parents. We want to acknowledge that success is a partnership between the school, the student and parents and so as well as providing support for students, we have a regular programme of meetings so that parents know how best to support their son or daughter.

We offer a broad range of subjects, both academic and vocational. Students are provided with excellent information, advice and guidance and as a result, qualifications and subjects are well matched to students' aspirations and abilities.

Sixth Form students are encouraged to participate fully in Sixth Form life and play an active role in the school and wider community. Students have the opportunity to become a leader of the future by applying for the roles of Head Student, House Team Leader, Prefect, Sixth Form Committee, Subject Ambassador, Mental Health Ambassador or hold other responsibility positions and are positive role models to younger students.

We welcome your application to our Sixth Form and challenge you to achieve what you never thought was possible.

A Spencer

Mrs A Spencer
Director of Sixth Form

Vision and Values

"One community,
striving for personal excellence."

In order to achieve our vision and reflect our core values, we will strive to:

Create an inclusive school culture where strong relationships are built on mutual respect, kindness and acceptance of others.

Encourage all to engage positively in the school and wider community, acting with integrity and taking responsibility for our choices and achievements.

Work together to secure success for all members of our community. Deliver effective, research-informed lessons that challenge and motivate students to work hard, persevere and achieve,

Offer highly valuable and memorable experiences within and beyond the classroom that enhance personal development and academic excellence.

Safeguarding

At John Taylor High School we are committed to safeguarding and promoting the welfare of children and young people. We have a safeguarding procedure in place which can be accessed on our website, this sets out how our Local Governing Body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who attend John Taylor High School.

Our procedure applies to all staff- paid and unpaid, working in the school, including Governors. It is consistent and in line with the Staffordshire Safeguarding Children's Board procedures. We also utilise our Curriculum to ensure the effective teaching of key safeguarding messages to ensure children and young people can make effective decisions in order to keep themselves safe. All Year 12 students receive Level 1 Safeguarding training to support them in their leadership roles.

Our Sixth Form

The Facilities

The Sixth Form Centre provides both a working and social environment. It comprises of a study suite of computers and an eating area. There are canteen facilities available every morning from 8:00am until 1:30pm and there is a range of drinks, snacks and meals available. However, during lesson time it is expected that students develop a working ethos to study in the Sixth Form Centre. The Resource Centre is also available during study periods if extra space is required.

Student Leadership

There are opportunities in the Sixth Form to hold the prestigious position of Head Student, House Team Leader or Prefect. These students undergo a rigorous application process with a formal interview. When selected they represent the school on many occasions and hold specific roles within the School and Sixth Form. There is a strong Sixth Form Committee which meets regularly and is the driving force behind events such as the Sixth Form Show. The Sixth Form Team are keen to take on board ideas and suggestions from Sixth Form students and do so via the 'Student Voice' – this involves students completing questionnaires and thus giving an opportunity to express their views.

Meet Our Head Students

Isabel Sharp
Head Girl: Extra-Curriculum and Events Coordinator

Studying: Physical Education, Philosophy, Religion & Ethics and English Language

Advice for Year 11s: Take every opportunity that comes your way! Always remember to balance your time effectively between having fun with social commitments and working hard to achieve the grades you need.

The best bit about JTHS Sixth Form: Being able to study subjects that particularly interest you and having more support and guidance in relation to achieving your aspirations.

Plans for the Future: To study Physiotherapy at University and to one day have my own private physiotherapy clinic.

Eva Bailey
Head Girl: Management of Wellbeing

Studying: English Literature, French and History

Advice for Year 11s: Start making your revision resources early and work hard for your mock exams; you'll thank yourself when it comes to April. Take exams seriously, but always make time for the things you enjoy. Your whole personality isn't defined by a few numbers on a piece of paper!

The best bit about JTHS Sixth Form: The bonds that you develop with your classmates and teachers (thanks to small class sizes!) and the welcoming attitude towards external students.

Plans for the Future: Study a joint honours degree in English Literature and French.

Jamie Pegg
Head Boy: Fundraising and Publishing

Studying: Physics, Computer Science and Maths

Advice for Year 11s: Sixth Form provides a gateway to a wide range of post-18 options so make sure you study hard and get the grades you will look back and be proud of!

The best bit about JTHS Sixth Form: You are always kept up to date with the latest opportunities, from work experience to university open days!

Plans for the Future: Degree Apprenticeship in cyber security.

Dominic Sturman
Head Boy: Head of Sixth Form Committee

Studying: Chemistry, Biology and Geography

Advice for Year 11s: Work hard to achieve your full potential and don't waste an hour of your time. I would recommend staying busy with school work, exercise, a part-time job, hobbies, down time and parties etc. This will make you a well-rounded individual which you will reap the rewards of in the future.

The best bit about JTHS Sixth Form: The greater independence students gain as being part of the upper school.

Plans for the Future: I aim to go to university and end up at the forefront of environmental research.

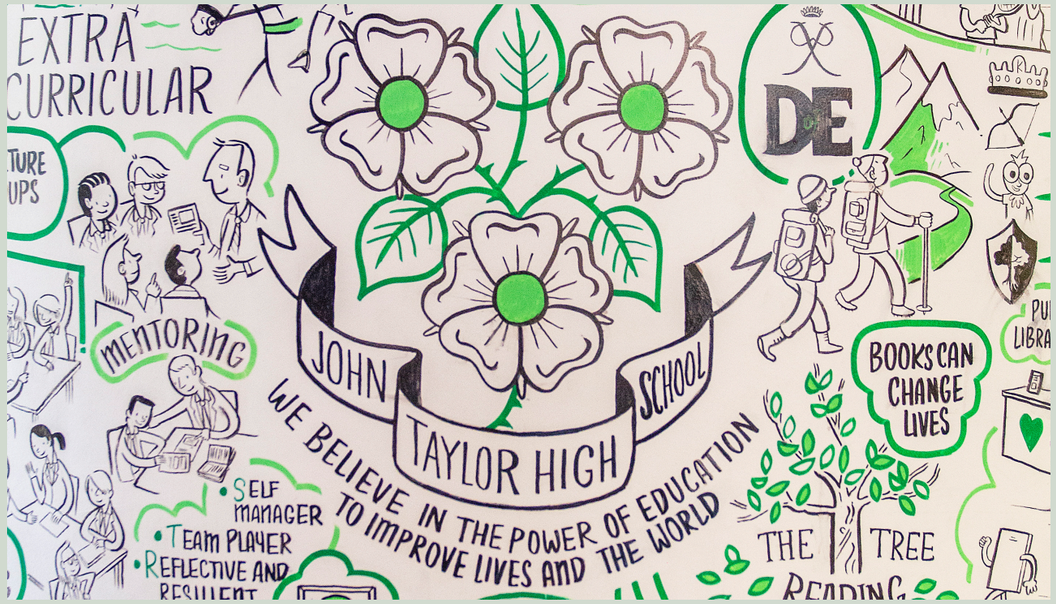
Evelyn Chisholm
Head Girl: Head of Academic Mentoring

Studying: Mathematics, Chemistry and History

Advice for Year 11s: Take all the opportunities that are available to you in Sixth Form, developing yourself as a person is equally as important as getting good grades.

The best bit about JTHS Sixth Form: The support from teachers is outstanding, they're always willing to give extra help.

Plans for the Future: To study Law at University



Post 16 Enrichment Activities

John Taylor High School prides itself on the wide range of enrichment activities offered. We encourage students to participate in the many activities on offer. Some of these activities are outlined on the next page. Simply ask if there is something you want to do, and it's not listed here.

Sixth Form Committee

Joining the sixth form committee affords the opportunity to develop your leadership and interpersonal skills. Committee members meet in the Sixth Form room on a weekly basis before feeding back to the student body and Sixth Form Team. The Sixth Form Committee is not just a chance to express your opinion, it is a chance to change sixth form life for the better. Many issues get discussed such as how to improve the student experience, trips, and study environment. The committee includes roles such as chairperson, secretary, and student voice, giving you a chance to take responsibility as well as improving social and discussion skills. It also looks great on your CV and personal statement.

Extended Project Qualification

The Extended Project Qualification (EPQ) is a major piece of individual research in which students have an opportunity to explore a topic or a question that is of particular interest to them. This could relate to future studies or career or just an area of interest. They are able to extend their knowledge and showcase their skills especially planning, research, critical thinking and evaluation. Full details of this course can be found in the Course Information section of the Prospectus.

Holocaust Trust

Each year two students are invited by the Holocaust Education Trust to take part in the "Lessons from Auschwitz" course. This is a powerful learning opportunity for the students who then share their experiences with the rest of the school.

Mentoring

Many of our sixth form students take on the role as a Mentor. Some are Academic Mentors supporting students with their studies, whilst others will mentor younger students who need some additional support.

World Challenge

Students raise money to fund an expedition abroad with the aim of making a difference. Planning the expedition begins between 12 to 18 months prior to embarking on this life enriching experience These expeditions help students to tap into their own potential, whether it's within the group or leading it (usually both). With a focus on leadership, resilience and teamwork. Students will experience a world of challenges, from venturing out into barren landscapes, boldly tackling treks, handling budgets, booking accommodation, taking care of logistics right through to contributing to community led initiatives These are the kinds of life changing experiences that students walk away from with a enriched view of self and a new found confidence to take on the world.

ICAEW BASE Competition

BASE is ICAEW's National Business and Accounting competition for students. A unique and exciting experience, students are able to engage in business challenges that enable them to develop key employability skills and understand what it's like to be an ICAEW Chartered Accountant. Past groups have been National finalists.

Bar Mock Trial Competition

This is a unique opportunity for students in Years 11 – 13 to gain an insight into the criminal justice system. The competition immerses students in all aspects of a criminal trial, as they take on the role of barristers, witnesses, clerks, ushers and jury members. Students appear in real crown courts in front of real judges. There is no need to be taking law (although this is welcome); the skills we need are logical reasoning, clear communication and teamwork. It's a great experience and will look great on your CV.

Medsoc - The Medical Society

Medsoc is an exciting medical society which supports everybody interested in the field of medicine, dentistry or veterinary science, or anyone simply interested in the world of health care and its topical discussions. For our 6th form students we aim to provide a community of support. Students are taken through the application processes, admissions exams, and are motivated to find work experience and volunteering opportunities. The society benefits from guest speakers who instigate detailed debates and fill students in on what to expect in their professions. This helps to ease pressures and increase confidence for our students' applications to university.

Student Investor Challenge

This National competition involves teams investing virtual money on the London Stock Exchange. You will need to keep your portfolios healthy by following the ups and downs of the market, judging when to buy and sell in order to make a profit. First prize is a trip to New York!

Rotary Youth Leadership Award

Rotary Youth Leadership Awards (RYLA) is an intensive leadership experience organized by Rotary clubs and districts where you develop your skills as a leader while having fun and making connections.

What are the benefits?
Connect with leaders in your community and around the world to:
- Build communication and problem-solving skills
- Discover strategies for becoming a dynamic leader in your school or community
- Learn from community leaders, inspirational speakers, and peer mentors
- Unlock your potential to turn motivation into action
- Have fun and form lasting friendships

What's involved?
RYLA events are organized locally by Rotary clubs. RYLA may take the form of a one-day seminar, a three-day retreat, or a weeklong camp. Typically, events last 3-10 days and include presentations, activities, and workshops covering a variety of topics.

CIPFA Sixth Form Management Games

This competition gives students an opportunity to experience the world of work in the Public Sector. Each game takes a full day and is an excellent introduction to the world of work and a way of developing and strengthening teamwork, leadership, management and organisational skills. Teams from John Taylor have an excellent record of success in this competition and it is a great way to network.

Duke of Edinburgh

The Duke of Edinburgh (DofE) is a fun adventure and challenge activity that leads to the achievement of an award. It includes a wide range of activities that support our students' development – pushing personal boundaries, gaining new skills and enhancing their CVs and university applications.

School Productions

Every year there are lots of opportunities to get involved in a school production. Sixth Form students have the opportunity to show off their talents whether it is on stage or behind the scenes.

The Sixth Form Show

Students have an opportunity to run their own show. In the past, this event has been described as a talent show! You are guaranteed to have fun and escape from the stress of daily life.

House Activities

There is a wide variety of house activities and we are encouraging Sixth Form students to take an active part in these. Sports teams continue into the Sixth Form.

Reading Workshops

This is an opportunity to give something back to school by helping lower school pupils with their reading. Paired work such as this helps them to make rapid progress.

Educational Visits

Educational visits are an integral part of many Vocational and Advanced Level subjects and these include residential trips. Other visits combine education and recreational travel. Recent destinations have included Italy and Aberystwyth.

Homework Club

The homework club gives lower school students somewhere quiet to go at lunchtime and do their work with help from Sixth Formers when needed.

The School Day

The timing of each day is as follows:

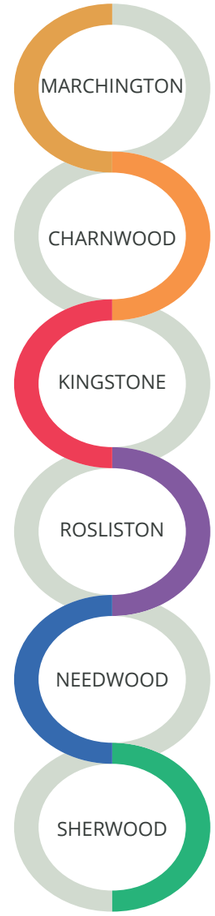
09:00	Assembly/Registration
09:30	Period 1
10:20	Period 2
11:10	Break
11:30	Period 3
12:20	Period 4
13:10	Lunch
14:00	Period 5
14:50	Period 6
15:40	End of Lessons

The Pastoral System

At John Taylor High School we have a horizontal pastoral system. Your son or daughter will join a Year 12 tutor group. All students meet with their form tutor each morning for 30 minutes. The Form Tutor will register attendance and will monitor your son/daughter's academic and personal progress, throughout their time at John Taylor High School.

All Sixth Form students will also have one 50-minute lesson per week with a Key Stage 5 specialist tutor. Students are rigorously prepared as young professionals for university, apprenticeships and employment. This session is used to deliver statutory elements of the PSHE programme, as well as support your son/daughter through key points in their education, including their 'next steps' application.

At John Taylor High School we promote a community ethos with students of all years being split into one of six houses: Charnwood; Kingstone; Marchington; Needwood; Rosliston; or Sherwood.



Careers Education and Information, Advice and Guidance

Careers and university preparation will form a central thread throughout our sixth form experience. There will be a wide range of opportunities for students to develop their knowledge about what they might like to do after sixth form, including university trips and masterclasses, visiting speakers from representatives from industry, coaching for Oxbridge application, UCAS, interview technique and personalised careers advice.

All students have access to our careers library in the Learning Resource Centre which includes a wealth of resources to support students with their next steps applications. Initially their tutor will provide advice and counselling, with regards to careers, and all students have the opportunity to be referred to an external Careers Advisor.

As we continue to improve our careers, advice and guidance provision, we have invested in an online careers platform called Unifrog. This provides 24 hour access, for both students and parents, to explore an extensive range of career related resources, as well as a personalised area to track applications and store evidence in preparation for future interviews. It is constantly being updated and provides the latest Labour Market Information so that our students can pursue careers in growth sectors.

Unifrog brings into one place every university course, apprenticeship, and college course in the UK, as well as other opportunities, such as School Leaver Programmes, MOOCs and every college at Oxford and Cambridge.

Students can compare side-by-side every post-16 and post-18 opportunity in the UK. They can rank on lots of factors, like starting salary, distance from home and weekly study hours. For more information please visit www.unifrog.org.

Dress Code

Sixth Form dress is an important part of the School's image. As a public institution we need to project an image appropriate to the work we do and, as senior members of the School, the Sixth Form are an important part of that image. The respect that an institution earns from the public it serves is, in part, due to the appearance of its members. It is therefore in the students' own interests to adhere to acceptable standards of appearance because they will ultimately benefit by association with a respected establishment. In addition, it is important that the senior members of the School provide a positive role model for the lower school in terms of smart appropriate dress.

As the senior members of the school community, Sixth Formers do not need to wear uniform bearing a school logo. However, as preparation for the workplace and as older role models in the school, they are expected to adhere to the school's dress code. School dress should be reasonable, decent, modest and practical. All Sixth Form students agree to the Dress Code as part of the Home School Agreement.

Sixth Form students are expected to adhere to:

A smart, two-piece matching suit
Trouser suit – Jacket must match the trousers and be suitable for a traditional and professional workplace.

Skirt/Dress Suit – Formal style dress or skirt with matching jacket. If choosing to wear a dress or skirt, they should be of an appropriate length that sits just above the knee.

Shirts and Blouses
A smart, sleeved, collared shirt or blouse which should be tucked in. All male students are expected to wear an appropriate tie of choice; the tie must be worn up to the neck so that the top button cannot be seen.

Jumpers
Plain v neck jumper (if worn in conjunction with a jacket). Sweater type jumpers are not permitted, particularly branded items. A jumper or cardigan is not a substitute for a jacket.

Tights or Socks
If worn should be plain, dark or neutral (should not have holes in). Socks should be worn and of dark colour.

Shoes
Dark leather type shoes or ankle boots.

Hijab
Plain coloured hijabs are permitted but must not cover the face.

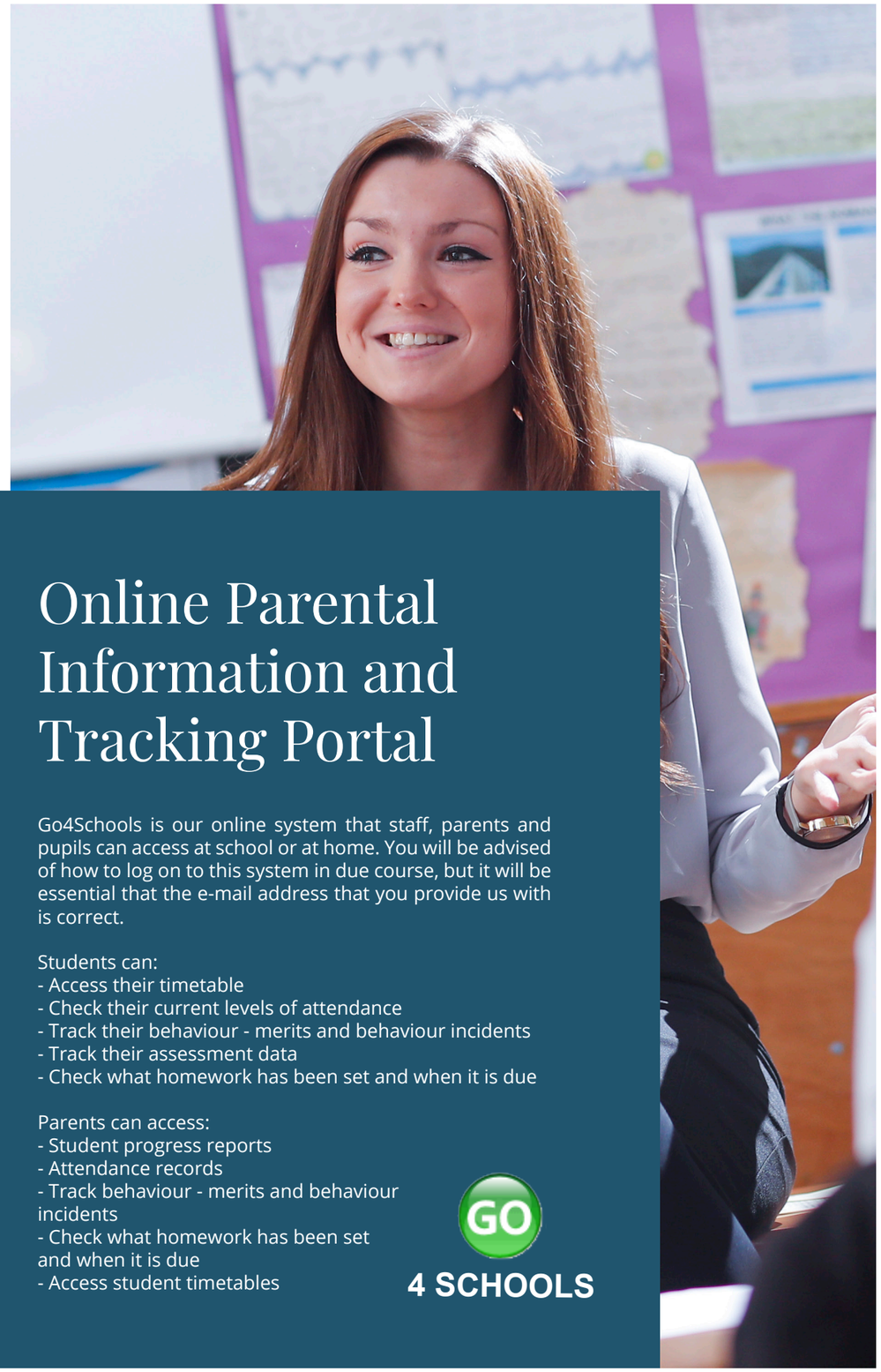
Jewellery
Should not be excessive. Facial piercings (including nose & tongue) visible tattoos and body piercings are not permitted. Stud ear-rings only.

Hair
Should be kept tidy with no extreme styles. Dyed hair must be within a natural colour range.

Underwear
Underwear should not be visible.

ID - Badge
As part of Safeguarding, Sixth Form students MUST wear their ID badge and school lanyard around their neck, clearly on display, at all times.

Please note: *Decisions regarding whether an item of a student's dress is in line with the dress code will be made by the Sixth Form Office. If in any doubt, please keep all receipts and tags on items so that they can be returned if necessary. If a student's uniform is not in line with the policy, they may be given a piece of school clothing for the day. Thank you in advance for your support.*



Online Parental Information and Tracking Portal

Go4Schools is our online system that staff, parents and pupils can access at school or at home. You will be advised of how to log on to this system in due course, but it will be essential that the e-mail address that you provide us with is correct.

Students can:
- Access their timetable
- Check their current levels of attendance
- Track their behaviour - merits and behaviour incidents
- Track their assessment data
- Check what homework has been set and when it is due

Parents can access:
- Student progress reports
- Attendance records
- Track behaviour - merits and behaviour incidents
- Check what homework has been set and when it is due
- Access student timetables

GO
4 SCHOOLS

Transport Arrangements

Cycling

Your son/daughter may cycle to school. Bicycles must be secured to the cycle rack by the tennis courts. No cycling is permitted in the school grounds.

School Buses

Post 16 students (Year 12 onwards) who remain in Education, have to pay for their own transport to and from school.

By Car

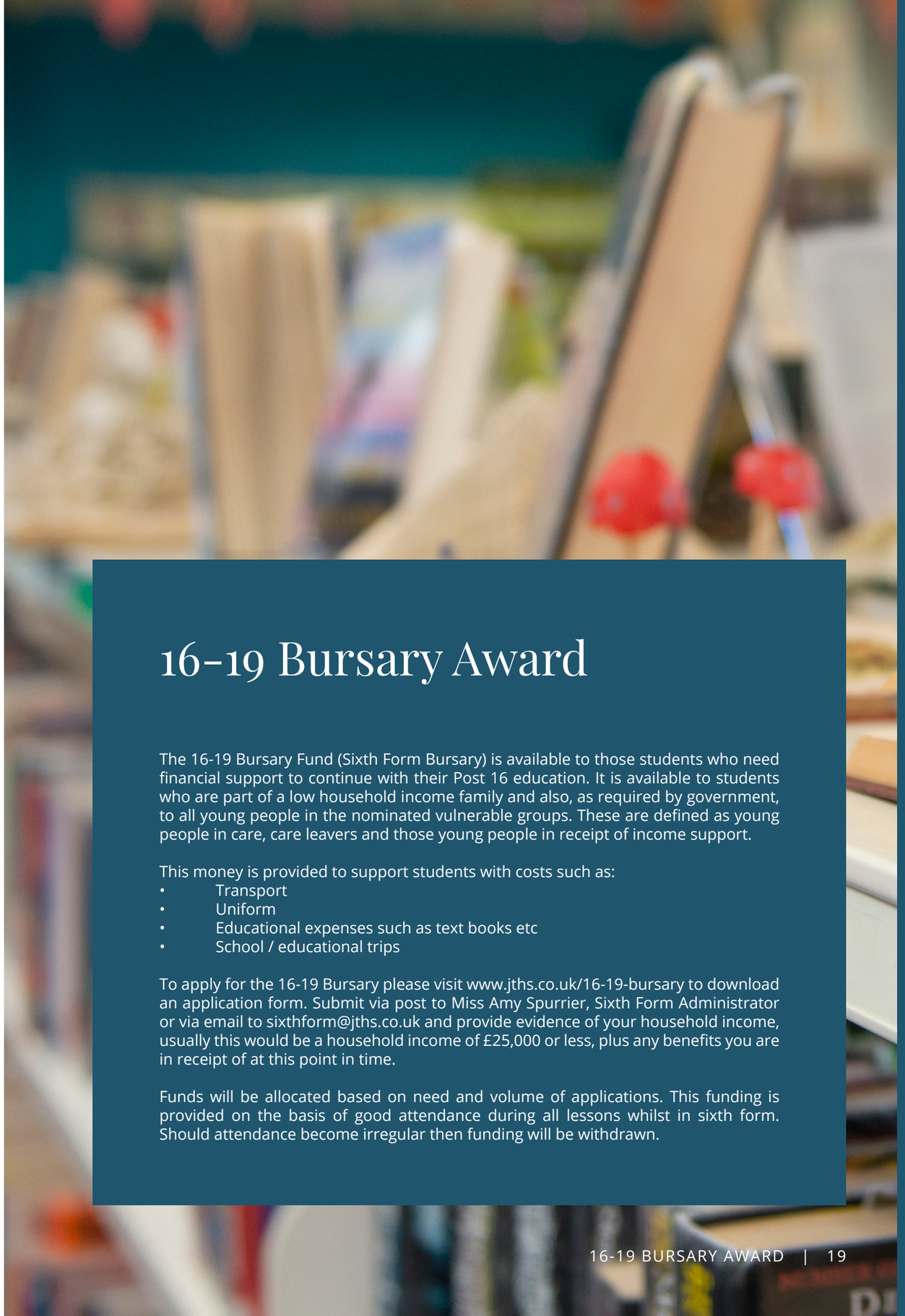
If you deliver or collect your son/daughter by car, please park outside the school premises and well away from the main entrance where considerable congestion occurs as buses arrive. Many of our sixth form students are responsible car owners and possess a driving licence. We request that they park their car off site and are considerate to local residents when choosing an appropriate place to park their car in the village.

Vacant Seat Scheme

The County Council runs a "Temporary Vacant Seat Scheme" – where contracted vehicles, operate in some local areas, and may have spare seats available for students to purchase under the "Temporary Vacant Seat Scheme".

Please visit Staffordshire or Derbyshire County Council website for the most up to date information on transport.

For all transport matters please contact:
Staffordshire CC (Pupil Support, School Transport Section) 01785 276738 (for Staffordshire pupils)
Derbyshire Transport Officer 01629 536739 (for Derbyshire pupils)



16-19 Bursary Award

The 16-19 Bursary Fund (Sixth Form Bursary) is available to those students who need financial support to continue with their Post 16 education. It is available to students who are part of a low household income family and also, as required by government, to all young people in the nominated vulnerable groups. These are defined as young people in care, care leavers and those young people in receipt of income support.

This money is provided to support students with costs such as:

- Transport
- Uniform
- Educational expenses such as text books etc
- School / educational trips

To apply for the 16-19 Bursary please visit www.jths.co.uk/16-19-bursary to download an application form. Submit via post to Miss Amy Spurrier, Sixth Form Administrator or via email to sixthform@jths.co.uk and provide evidence of your household income, usually this would be a household income of £25,000 or less, plus any benefits you are in receipt of at this point in time.

Funds will be allocated based on need and volume of applications. This funding is provided on the basis of good attendance during all lessons whilst in sixth form. Should attendance become irregular then funding will be withdrawn.

The Application Process

FOR CURRENT JOHN TAYLOR HIGH SCHOOL STUDENTS

October 2020

Post 16 Open Evening - 15th October 2020
There will be an opportunity to hear a presentation from the Director of Post 16 and visit each subject area to find out more about the courses on offer.

December 2020

Trial Exams - w/c 7th December
Students should ensure they are fully prepared for the upcoming examinations. This data will be considered when advising students for Post-16 Courses.

February 2021

Second Interviews
You will be invited to attend a second interview, to which parents will be invited.

July 2021

Bridging Course - Thursday 1st and Friday 2nd July
Students are expected to attend the Bridging course which involves taster lessons.

November 2020

Initial Interviews
You will be invited to attend an interview with your form tutor to discuss your initial Post 16 options and choices.

January 2021

Trial Exam Results Day – 11th January 2021
Students will have the opportunity to find out what their exam results really mean.

March 2021

Conditional Offer Letter Issued
A letter will be sent out which will outline the conditions for the course you wish to follow.

August 2021

GCSE Results Day – Thursday 19th August
Students receive GCSE results.

The Application Process

FOR EXTERNAL APPLICANTS

October 2020

Post 16 Open Evening - 15th October 2020
There will be an opportunity to hear a presentation from the Director of Post 16 and visit each subject area to find out more about the courses on offer.

February/March 2021

Trial Exams
You will be invited to attend an interview with a member of the Sixth Form Team, who will discuss your most recent report and trial examination results when advising you about your Post 16 subject choices.

July 2021

Bridging Course - Wednesday 30th June, Thursday 1st and Friday 2nd July
Students are expected to attend the Bridging course which involves taster lessons.

January 2021

Application Closing Date – 31st January 2021
Visit our website to complete an application form.

March 2021

Conditional Offer Letter Issued
A letter will be sent out which will outline the conditions for the course you wish to follow.

August 2021

GCSE Results Day – Thursday 19th August
Students receive GCSE results.

Choosing The Right Subjects

Everyone's got an opinion on which subjects are best for A level, but it's important to make the right choices for you. You can put yourself in a strong position for the future, even if you're not sure what you want to do after Sixth Form.

Enjoyment

Motivation is a key factor in success. If you pick a subject that doesn't excite you, or that will at least help you into a career that excites you, are you really going to work hard at it consistently for two years? Facilitating subjects and sensible subject combinations will only take you so far.

Breadth

Are you choosing a mix of subjects that is so specialised that it leads in only one career direction? If you are not yet certain about what you want to do after Sixth Form, it would be sensible to keep as many options open as possible.

Entry Requirements

Will you meet the entry requirements for the courses that you are considering in the Sixth Form? The standard entry requirement to our Sixth Form is five GCSE grades of 4 or above, including English and Maths. Each subject will also specify their individual entry requirements which can be found on the subject pages.

Further Study

If you are planning to go on to Higher Education, check the subject requirements on the UCAS website e.g Medicine requires Chemistry and at least one other Science and Engineering requires Maths etc

Facilitating Subjects

Facilitating subjects are ones that are viewed as particularly good for keeping your degree options open if you study them at A level or equivalent. The list is put together by the Russell Group, which is a group of 24 of the UK's top universities including Oxford, Cambridge, Bristol, Durham and Edinburgh. The subjects are:

- Maths and Further Maths
- English Literature
- Physics
- Biology
- Chemistry
- Geography
- History
- Languages (classical and modern).

There are some subjects not included on the list that you might need for specific degree courses – for example if you want to study art or music at university then you usually need to have taken them at A level or equivalent. There are other degree subjects for which you often don't need any specific subjects at A level or equivalent.

It is important that you select subjects or courses where you will be successful alongside being able to enjoy your learning experience. Consider your post 16 Interview; speak with existing Sixth Form students and subject teachers about what the courses will involve. All of this will enable you to make an informed decision about which of our learning pathways you are most suited to.

Sixth Form Entry Conditions

We reserve the right to withdraw a course if demand is insufficient

Art Craft & Design	Minimum grade 6 – but more importantly a genuine interest in the creative subjects and willingness to improve is essential.
Biology	GCSE grade 6/6 in Combined Science or a grade 6 in GCSE Biology and a grade 6 in either GCSE Chemistry or GCSE Physics. In addition, we require a GCSE grade 6 in Maths and a grade 6 in English.
Business	5 good GCSE results, or grade equivalents, including grade 5 in English and Maths, students must feel confident in dealing with numbers due to the finance content. They should have at least a level 2 Merit if they took the Cambridge National in Enterprise and Marketing or other Business related vocational qualification. Students do not need to have studied Business previously to be successful on this course. An interest in current business news is important.
Computer Science	Grade 7 GCSE Maths for automatic entry. Students with a grade 6 in Mathematics will be considered on a case by case basis. Students do not need to have studied Computer Science at GCSE; however, if you have, a minimum grade 6 is required.
Chemistry	GCSE grade 6/6 in Combined Science or GCSE grade 6 in Chemistry and a grade 6 in either Biology or Physics. In addition, we require a GCSE grade 6 in Maths and English.
Drama	Grade 6 GCSE Drama. Students who have not studied Drama at GCSE will be welcome (will require Grade 6 English).
Economics	Grade 6 in GCSE Maths and English is preferred. A minimum of 5 GCSE's grades 9-4, or grade equivalents. An interest in current affairs is essential. Students who do not meet the criteria may be considered on a case by case basis.
English Language	Grade 6 GCSE English Language
English Literature	Grade 6 GCSE English Language and English Literature
French	Grade 7 GCSE French
Geography	Grade 6 in GCSE Geography and English Language and a Grade 5 in GCSE Maths.
German	Grade 7 GCSE German
History	Grade 6 History GCSE, ideally with a Grade 6 in English Language as well. History is best selected with a combination of other A level courses.
Law	Grade 6 GCSE English - in both English Language and English Literature (although students will be considered if they achieve a 6 and a 5).
Maths	Students studying the new 9-1 GCSE Maths are required to have at least a Grade 7. Students who do not meet the criteria may be considered on a case by case basis.

Further Maths (if Maths A Level is selected)	As Further Maths is taken as an enrichment subject and will be on top of a Maths A Level, a love of Maths is a pre-requisite! The demands placed on a student is significant and should only be considered if you are also highly able at Maths but the rewards will be worth it. Students studying the new 9-1 GCSE Maths are required to have at least a Grade 7 although a Grade 8/9 is recommended and desirable for taking Further Maths.
Physical Education	Grade 6 in GCSE PE. An ability to play/coach 1 sport to a good standard.
Physics	GCSE grade 6/6 in Combined Science or GCSE grade 6 in Physics and a GCSE grade 6 in either Biology or Chemistry. In addition, we require a GCSE grade 7 in Maths and GCSE grade 6 in English.
Product Design	Grade 6 GCSE Product Design, Grade 5 Mathematics, Grade 5 English
Psychology	Grade 6 GCSE English Language and Grade 5 Maths.
Philosophy, Religion & Ethics	Minimum Grade 6 is required in Religious Studies and Grade 6 in English or History. Students who have not studied the subject at GCSE will be welcome.
BTEC National Extended Diploma in Art and Design	Grade 4 or above in creative subjects. Creativity and enthusiasm for Art and Design. Ability to explore, evaluate and explain Art and Design techniques and outcomes. Interest in the work of Artists and Designers, Fine Art, Photography, Textiles, Graphic Design, Fashion, Digital Art.
BTEC National Diploma in Business	5 good GCSE results grades 9-4, or grade equivalents, including at least grade 4 at GCSE in English and Maths. Students studying Cambridge National in Enterprise and Marketing or other Business related vocational qualification should have achieved a level 2 merit and those studying GCSE Business grade 4. Students do not need to have studied Business previously to be successful on this course.
BTEC National Extended Certificate in Applied Human Biology	Students should have grade 4/4 in Combined GCSE Sciences or 4's for Separate Sciences and a grade 4 in English and Maths.
BTEC National Extended Certificate in IT	5 GCSEs at grade 4 or above, including GCSE Mathematics and English. You do not need to have studied IT or Computer Science at GCSE level.
BTEC National Extended Certificate in Applied Science	Students should have grade 4/4 in Combined GCSE Sciences or 4's for Separate Sciences and a grade 4 in English and Maths.
BTEC National Extended Certificate in Music Performance	5 GCSE grades 4-9. GCSE Music is preferable but the course is open to all confident musicians and those who are willing to perform.
BTEC National Diploma in Sport	Grade 4 minimum GCSE English, Mathematics & Science. Having studied GCSE PE or BTEC Sport at KS4 would be of significant benefit. A commitment and interest in the subject, with the ability to specialise in both an individual and team sport is also recommended.
Cambridge Technical Award Diploma in Health & Social Care	5 good GCSE results grades 9-4, including at least grade 4 GCSE English and grade 4 GCSE Maths and Science. Students studying BTEC Tech Award in Health and Social Care should have achieved at least a Level 2 Merit grade overall, with a Level 2 Merit being achieved in the examined unit. Students do not need to have studied Health and Social Care previously to be successful on this course.
Extended Project	Good GCSE passes in all subjects

Course Information: A Levels

Art & Craft Design

Exam Board: AQA

Course Content:

This is a broad-based course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and media associated with two or more of the other art and design disciplines.

Component 1:
This personal investigation consists of coursework and is worth 60% of the marks. Initially you will investigate a range of techniques, materials and approaches exploring different methods of recording, engaging with different inspirations and disciplines. You will develop work based on an idea, issue, concept or a series of related outcomes. It must be supported by written work of between 1,000 and 3,000 words.

Component 2: Externally Set Work Feb-May
This is an assignment set by the board AQA, worth 40% of the A Level; In February you will be issued with a question paper with eight questions to be used as starting points; Students will have the opportunity to choose one. You have 15 hours of supervised time and can do preparatory work in between these sessions.

Career Opportunities:

Graduates tend to go onto either foundation courses at further education or direct entry to university. It is considered valuable to a wide range of careers from Architecture through to Web Design.

Entry Requirements:

Minimum grade 6 - but more importantly a genuine interest in the creative subjects and willingness to improve is essential.

Product Design

Exam Board: AQA

Course Content:

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries.

They will investigate historical, social, cultural, environmental and economic influences within design and technology, whilst enjoying opportunities to put their learning in to practice by producing prototypes of their choice.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

Assessment:

Paper 1
- Content: Technical Principles
- Written Exam.
- 30% of A Level

Paper 2
- Content: Designing & Making Principles
- Written Exam.
- 20% of A Level

NEA
- Practical application of Technical Principles & Designing & Making Principles
- Substantial design & make project
- 50% of A Level

Career Opportunities:

A great course to lead to lead to any university design, engineering or manufacturing qualification and further into the world of work as a designer within any of the many specialist areas available.

Entry Requirements:

- Grade 6 GCSE Design & Technology
- Grade 5 Mathematics
- Grade 5 English

Biology

Exam Board: AQA

Course Content Year 1:

Students will start with the basic building blocks of biology by studying biological molecules and cells. This will help to explain how organisms exchange substances with their environment and finally enable a study of genetic information, variation and the relationships between organisms. We end the year with a residential field trip to Aberystwyth where students will complete two of their required practicals.

Course Content Year 2:

Building on the above content, students will go on to study energy transfers in and between organisms as well as how organisms respond to changes in their internal and external environments. They will deepen their understanding of genetics looking at the control of gene expression and finally, populations, evolution and ecosystems.

Assessment:

This qualification is linear. Students will sit all exams at the end of their two-year course.

100% Examination across 3 papers, one of which includes an essay question. 15% of the marks available will be based on the twelve required practical activities carried out across the two years. Students who demonstrate the required standard across all the practical requirements will also receive a 'pass' grade for their practical endorsement alongside their A level grade.

Career Opportunities:

The course provides a firm foundation for students if they wish to continue to higher education but is also held in high regard by many employers. In addition to the more obvious Biology-specific degrees such as Zoology and Genetics and Marine Biology, it is also a useful grounding (and sometimes an essential pre-requisite) for the study of many other degrees such as Biochemistry, Biomedical Science, Equine Science, Medicine, Dentistry, Veterinary Science, Nursing, Psychology, Midwifery, Physiotherapy, Pharmacy (specialists in the Science and clinical use of medications), Radiography (performing X-rays), Optometry (eye health) and Occupational Therapy (assessment and treatment of physical and psychiatric conditions).

Entry Requirements:

GCSE grade 6/6 in Combined Science or a grade 6 in GCSE Biology and a grade 6 in either GCSE Chemistry or GCSE Physics. In addition, we require a GCSE grade 6 in Maths and a grade 6 in English.

Chemistry

Exam Board: AQA

Course Content Year 1:

Students will study the basics of physical chemistry through topics such as amount of substance, bonding, kinetics and energetics as well as inorganic topics, including redox reactions and the chemistry of groups 2 and 7 of the periodic table. The basics of organic chemistry including topics such as alkanes, alkenes, halogenalkanes and alcohols will finish off their studies.

Course Content Year 2:

Organic Chemistry continues to be studied in Year 13 including an understanding of the more complex organic compounds and analytical techniques. Further topics covering both physical and inorganic chemistry include acids and bases, thermodynamics, and transition metals amongst many others.

Assessment:

This qualification is linear; students will sit all exams at the end of their two-year course.

100% Examination across 3 papers, one of which includes 45% of questions on the skills developed from the twelve required practical activities carried out across the year. Students who demonstrate the required standard across all the practical requirements will also receive a 'pass' practical grade alongside their A level grade.

Career Opportunities:

The course provides a firm foundation for students if they wish to continue to higher education (and not just Science degrees) but is also held in high regard by many employers. In addition to the more obvious Chemistry-specific degrees such as Chemical Engineering, Medicinal Chemistry, Analytical Chemistry, Biochemistry, Nanotechnology and Environmental Chemistry it is also a useful grounding (and sometimes an essential pre-requisite) for the study of many other degrees such as Biochemistry, Medicine, Dentistry, Veterinary Science, Forensics, Archaeology, Pharmacology (discovering new medicines), Biotechnology, Materials Science and Metallurgy, Food Technology and of course Teaching!

Entry Requirements:

GCSE grade 6/6 in Combined Science or GCSE grade 6 in Chemistry and a grade 6 in either Biology or Physics. In addition, we require a GCSE grade 6 in Maths and English.

Physics

Exam Board: AQA

Course Content Year 1:

Students will study Materials, Mechanics, Electricity and Waves, building on content studied at GCSE, as well as being introduced to the topics of Particles and Quantum Phenomena. In addition, they will study Measurements and their Errors, giving them the necessary skills to complete six required practical activities in Year 1.

Course Content Year 2:

Students will continue their study of Mechanics as well as the nature of Fields. Nuclear and Thermal Physics is followed by the option of studying Astrophysics, Medical Physics, Engineering Physics, Turning Points or Electronics to complete the course (Note: at John Taylor High School, all students are taught the 'Turning Points in Physics' option). As part of the Year 2 course, they will also complete six further required practical activities.

Assessment:

This qualification is linear; students will sit all exams at the end of their two-year course.

100% examination across 3 papers, one of which includes 50% of questions on the option module and 50% based on the skills developed from the twelve required practical activities carried out across the year.

Students who demonstrate the required standard across all the practical requirements will also receive a 'pass' grade for the practical endorsement alongside their A level grade.

Career Opportunities:

The course provides a firm foundation for students if they wish to continue to higher education (not just for Science degrees) but is also held in high regard by many employers. In addition to the more obvious Physics-specific degrees such as Physics, Theoretical Physics, Medical Physics and Astronomy, it is also a useful grounding (and sometimes an essential pre-requisite) for the study of many other degrees such Medicine, Dentistry, Veterinary Science, Materials Science, all types of Engineering (Chemical, Mechanical and Aeronautical), Mathematics and of course Teaching!

Entry Requirements:

GCSE grade 6/6 in Combined Science or GCSE grade 6 in Physics and a GCSE grade 6 in either Biology or Chemistry. In addition, we require a GCSE grade 7 in Maths and GCSE grade 6 in English.

Mathematics

Exam Board: AQA

Course Content:

Year 1 involves studying a combination of Pure and Applied Maths. The pure topics covered include Proof, Algebra and Functions, Coordinate Geometry, Sequences and Series, Trigonometry, Exponentials and Logarithms, Differentiation, Integration, Vectors.

The applied topics are a mixture of Statistics and Mechanics including Statistical Sampling, Data Presentation and Interpretation, Probability, Statistical Distributions, Statistical Hypothesis Testing, Quantities and Units in Mechanics, Kinematics, Forces and Newton's Laws.

Year 2 continues to evolve mathematical ideas across all the topics previously taught.

Assessment:

This qualification is linear. Students will sit all exams at the end of their two-year course.
100% examination

Entry Requirements:

Students studying the new 9-1 GCSE Maths are required to have at least a Grade 7. Students who do not meet the criteria may be considered on a case by case basis.

Career Opportunities:

Mathematics affects everything we do in our lives. It forms the basis for many other subjects and is fascinating in its own right. It also leads on to a variety of fulfilling careers. For example, Engineering, IT, Medicine, Media, Computer Games, Finance, Teaching, Food Technology, Graphics, Transport and the Environment.

Course Delivery:

Teaching groups are not set in Sixth Form Maths and students will have two teachers. Each teacher will teach 3 x 50min lessons per week. During the course pupils will be internally assessed at regular intervals and although these assessments do not count towards their final grade will help support and guide students on how they are progressing. Students will have access to extensive support should they need.

Prior to starting on the A Level course students are expected to complete a Summer Transition Booklet which focuses on Higher GCSE key skills. Students will also be internally tested within their first 2 weeks of starting the course to ascertain their suitably to cope with the demands of A Level Maths.

Further Mathematics

Exam Board: AQA

Course Content:

Running alongside the A Level Mathematics course students will study a range of additional pure and applied topics. The following are a selection of the Pure topics that will be studied in Further Maths: Complex Numbers, Further Algebra and Functions, Further Calculus, Further Vectors, Polar coordinates, Hyperbolic Functions, Proof, Matrices, Differential Equations, Trigonometry and Coordinate Geometry.

The Applied topics are to be taken from Further Mechanics and Decision Maths. Mechanics will include Dimensional Analysis, Momentum and Collisions, Work, Energy and Power, Circular Motion, Centres of Mass and Moments. Decision Maths, will include Graphs and Graph Theory (not graphs as you know it from GCSE), Networks, Network Flows, Linear Programming, Critical Path Analysis, Binary Operations and Group Theory.

Course Delivery:

Further Maths is currently taught in 5 Enrichment Periods. You will have two teachers teaching either 3 or 2 x 50min lessons per week. As this subject is taken as an additional qualification there will be considerable demands on your time and you will need to be an organised, dedicated Maths student and prepared to work hard.

Prior to starting on the A Level course, students are expected to complete the same Summer Transition Booklet as A Level Maths students. Students will also be internally tested within their first 2 weeks of starting the course to ascertain their suitably to cope with the demands of A Level Maths and Further Maths.

Assessment:

This qualification is linear. 100% examination.
Students will sit the AS Further Maths examination in the summer of Year 12. At which point students can then bank this qualification or decide to continue with the full Further Maths A Level into Year 13.

Career Opportunities:

Further Maths is highly regarded by Universities and employers who recognise it is the only A Level qualification whose pre-requisite is that you study another A Level, that being Maths. As well as for many Maths courses, more universities are asking for Further Maths for Engineering and other non-Maths specific courses. In order to study Computer Science at the top Universities, Further Maths is classed as a desirable A Level to have. Students can pursue degrees in Engineering, IT, Medicine, Media, Computer Games, Finance, Teaching, Food Technology, Graphics, Transport and the Environment.

Entry Requirements:

Students studying the new 9-1 GCSE Maths are required to have at least a Grade 7, although a Grade 8/9 is recommended and desirable for taking Further Maths.

As Further Maths is taken as an enrichment subject and will be on top of a Maths A Level, a love of Maths is a pre-requisite! The demands placed on a student is significant and should only be considered if you are also highly able at Maths but the rewards will be worth it. Students will need to continue to make good progress in their normal A Level Maths studies. Students not demonstrating expected progress with their A Level Maths may not be able to continue with Further Maths as an Enrichment in order to secure the maximum success in their core A Levels.

Computer Science

Exam Board: OCR

Course Content:

Computing Systems
This module covers the basics of how computers operate, including how data and instructions are stored and communicated. Areas of study include:

Operating systems, Introduction to programming, Data types, structures and algorithms, Exchanging data and web technologies, Boolean algebra and Legal and ethical issues. Software development using Python, types of programming languages, following algorithms.

Algorithms and Programming
This module looks at how computers can be given instructions in order for them to solve problems. Areas of study include:

Elements of computational thinking, Programming techniques, Software development methodologies, Algorithms, including standard algorithms for sorting and searching. Programming and problem solving, Pattern recognition, abstraction and decomposition and Algorithm efficiency.

Programming Project
You will select a user-driven problem to implement using a high level language such as Python, Visual Basic or PHP. These three languages will be taught, but students are free to complete their project in another self-taught language (such as Unity / C#) if they so wish.

Assessment:

This qualification is linear. 80% Examination and 20% coursework.

Career Opportunities:

This course has been developed alongside industry leaders in the field of computing, such as the British Computer Society (BCS) and top universities.
The course gives students a clear progression into higher education. Computer Science is also an excellent choice for students who wish to experience practical problem solving for future careers in fields such as Engineering.

Entry Requirements:

Grade 7 GCSE Maths for automatic entry. Students with a grade 6 in Mathematics will be considered on a case by case basis. Students do not need to have studied Computer Science at GCSE; however, if you have, a minimum grade 6 is required.

Psychology

Exam Board: Edexcel

Course Content:

A look at the approaches to Psychology, including the social approach, biological approach, learning approach and the cognitive approach, linked to issues and debates. A look at specific topics which could include criminal psychology, health psychology or child psychology, clinical psychology will be covered. There is also a synoptic element which includes research methods. Experiments will be done throughout the year and will be part of the exam.

Assessment:

This qualification is linear; students will sit all exams at the end of their one or two-year course. 100% examination across 3 papers.

Career Opportunities:

Many students progress onto either a Psychology degree or another degree. Careers in Psychology include Clinical Psychologist, Education Psychologist, Forensics and Counselling.

Entry Requirements:

Grade 6 GCSE English Language and grade 5 Maths.

Physical Education

Exam Board: OCR

Course Content:

Theory - 70%
Physiological Factors – Split into 3 key areas. Anatomy & Physiology: a detailed look into the Muscular, Cardiovascular and Respiratory Systems including energy production. Exercise Physiology: covering nutrition, performance enhancement, sports injuries, rehabilitation and training adaptations. Biomechanics: a detailed look into how the body's mechanics impacts performance, including how swerve and lift are generated with sports equipment, how forces impact the body's stability and modern technologies aimed at improving technique and equipment in sport.

Psychological Factors - This component focuses on the psychological factors affecting physical activities and sports. This includes models and theories that affect learning and performance in physical activities, how different methods of training and feedback work and why their effectiveness differs from person to person. It also includes psychological factors affecting group dynamics and the effects of leadership and stress on performers.

Socio Cultural and Contemporary Factors - Focussed around current trends in Sport and PE in the UK and world, including the modern technological influence on sport.

Practical Assessment 30% - Candidates are assessed in 1 approved sporting activity. It will be based on technical ability.

Coursework - There is one piece of coursework based on an approved sport. It will involve evaluating performance and planning for improvement.

Entry Requirements:

Grade 6 in GCSE PE and an ability to play/coach 1 sport to a good standard.

Assessment:

Theory Exam 1 (2 hours) - Physiological Factors Affecting Performance 90 marks
(30% Total A Level)

Theory Exam 2 (1 hour) - Psychological Factors Affecting Performance 60 marks
(20% Total A Level)

Theory Exam 3 (1 Hour) - Socio Cultural and Contemporary Issues 60 marks
(20% Total A Level)

Practical (15%) & Coursework (15%) - Performance in Physical Education 60 marks
(30% Total A Level)

70% Theory, 30% Practical (of which 15% is Coursework)

Career Opportunities:

A Level PE is now recognised as an academic A Level suitable for university, college or other higher education entrance. It is especially useful for careers or higher education courses in: PE/Sport, Sport Science, Science, Recreation/Leisure Management, Physiotherapy, Sports Psychology, Teaching/Coaching, Public Relations, Health & Fitness Industry, Professional Sport but is widely accepted for a lot of other courses/careers, i.e. Police Force, Armed Forces, Business Degrees, Science related degrees.

Business

Exam Board: Edexcel

Course Content:

Theme 1 - Marketing and People
This theme enables students to understand how businesses identify opportunities and explore how businesses focus on developing a competitive advantage through interacting with customers. Students develop an understanding of how businesses need to adapt their marketing to operate in a dynamic business environment. This theme also considers people, exploring how businesses recruit, train, organise and motivate employees, and considers the role of enterprising individuals and leaders.

Theme 2: Managing Business Activities
This theme enables students to develop an understanding of raising and managing finance, and measuring business performance. The theme outlines the importance of using resources efficiently within a business to ensure that goods or services can be delivered effectively and efficiently, and to a high quality. Students also consider the external influences that have an impact on businesses, including economic and legal factors.

Theme 3 - Business decisions and strategy
This theme moves from functions to strategy, enabling students to develop their understanding of the core concepts and to take a strategic view of business opportunities and issues. Students analyse corporate objectives and strategy against financial and non-financial performance measures and how businesses grow, and develop their understanding of the impact of external influences. The theme covers the causes and effects of change and how businesses mitigate risk and uncertainty.

Theme 4 - Global Business
Students investigate businesses that trade on a global scale and explore their reasons for doing so. Students develop an understanding of the globally competitive environment and consider the ethical and moral dimensions of global business activities. Students are expected to investigate different types and sizes of organisation in various business sectors and environments.

For all themes, students are expected to investigate different types and sizes of organisation in various business sectors and environments, and in local, national and global contexts.

Career Opportunities:

Business is of great relevance to higher education and to management and professional careers. Students have gone on to a variety of Degree courses including Business Management, Law, Accounting / Finance, Business Information Systems, Business Administration and Event Management.

Entry Requirements:

5 good GCSE results, or grade equivalents, including grade 5 in English and Maths, students must feel confident in dealing with numbers due to the finance content. They should have at least a level 2 Merit if they took the Cambridge National in Enterprise and Marketing or other Business related vocational qualification. Students do not need to have studied Business previously to be successful on this course. An interest in current business news is important.

Assessment:

This qualification is linear; students will sit all exams at the end of their two-year course. 100% Examination – Three exams.

Economics

Exam Board: Edexcel

Course Content:

Theme 1 - Introduction to Markets and Market Failure
This theme focuses on microeconomic concepts, which look at how markets work. Students will develop an understanding of: Nature of Economics, How Markets Work, Market Failure and Government Intervention.

Theme 2 - The UK Economy – Performance and Policies
This theme focuses on macroeconomic concepts. Students will develop an understanding of: Measures of Economic Performance, Aggregate Demand, Aggregate Supply, National Income, Economic Growth and Macroeconomic Objectives and Policy.

Theme 3 - Business Behaviour and the Labour Market
This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of: Business Growth, Business Objectives, Revenues, Costs and Profits, Market Structures, the Labour Market and Government Intervention.

Theme 4 - A Global Perspective
This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of: International Economics, Poverty and Inequality, Emerging and Developing Economies, The Financial Sector and Role of The State in the Macroeconomy.

Assessment:

This qualification is linear; students will sit all exams at the end of their two-year course. 100% Examination – Three exams.

Career Opportunities:

Economics is a rigorous academic subject, which is well respected by both universities and employers. Recent students have gone on to study a variety of degree courses at a range of universities including Oxford. Examples of degrees studied include Economics and Management, International Business, Law, Politics, Accounting / Finance and of course Economics.

Entry Requirements:

Grade 6 in GCSE Maths and English is preferred. A minimum of 5 GCSE's grades 9-4, or grade equivalents. An interest in current affairs is essential. Students who do not meet the criteria may be considered on a case by case basis.

Law

Exam Board: OCR

This course is suitable for anyone interested in Law as a subject and who is good at continuous writing, being able to learn and recall factual information easily, being able 'think logically' ie to 'unpick' a situation, apply their knowledge and come to a conclusion. It goes with any other A Level and is a good choice for anyone thinking of studying Law at university as it gives you a definite idea of whether you enjoy the subject before you sign up for a 3 year degree course!

Course Content:

Paper 1

Section A - English Legal System
Civil courts and ADR
Criminal Courts and Lay People
Legal Personnel
Access to Justice

Section B - Criminal Law
Rules and Theory
Criminal Liability
Fatal Offences
Non-fatal Offences
Offences and Property
Defences
Preliminary Offences
Evaluation

Paper 2

Section A – Law Making
Parliamentary Law Making
Delegated Legislation
Statutory Interpretation
Judicial Precedent
Law Reform
European Union Law

Section B – The Law of Tort
Rules and Theory
Liability in Negligence
Occupiers' Liability
Torts and Land
Vicarious Liability
Defences & Remedies
Evaluation

Paper 3

Section A – Further Law
Introduction to the Nature of Law
Law and Morality
Law and Justice
Law and Society
Law and Technology

Section B – Option 2: The law of Contract
Rules and Theory
Formation
Terms
Vitiating Factors
Discharge
Remedies
Evaluation

Assessment:

The course consists of 3 x 2 hour Papers – all equally weighted – all taken at the end of Year 13.

Section A of each paper = 25%; Section B = 75%

Teaching:

Delivery is by a variety of methods – all designed to promote learning and enjoyment of the subject.

Career Opportunities:

Lawyer is the obvious one but A Level Law is also useful for anyone thinking about a job in a Legal Department in a business or the Police Force or Legal Secretary plus any career which requires the ability to analyse situations and come to a logical, evidence-based solution.

Entry Requirements:

Grade 6 GCSE English - in both English Language and English Literature (although students will be considered if they achieve a 6 and a 5).

History

Exam Board: AQA

Course Content Year 1:

Breadth topic: The Tudors: England 1485-1603 including Henry VII and Henry VIII.
Depth Topic: Italy, Fascism WWI and Mussolini 1900-1945

Course Content Year 2:

Breadth topic: The Tudors: England 1485-1603 including Edward VI, Mary I and Elizabeth I.
Depth Topic: Italy, Fascism, WWII and Mussolini 1900-1945
Historical Investigation Coursework: Research essay on a topic of your choice.

Assessment:

This qualification is linear; students will sit all exams at the end of their two-year course. 80% examination and 20% coursework

Career Opportunities:

Developing skills of communication, analysis, argument and thinking makes History is ideal for a variety of careers including Law, Media, Management, Police and Teaching as well as Heritage work.

Entry Requirements:

Grade 6 History GCSE, ideally with a Grade 6 in English Language as well. History is best selected with a combination of other A level courses.

Geography

Exam Board: Edexcel

Course Content Year 1:

Unit 1 – Dynamic Landscapes and Physical Systems and Sustainability
(30% contribution to A Level qualification)
Tectonic Processes and Hazards and Coastal Landscape and Change (Year 12)
The Water Cycle and Water Insecurity and The Carbon Cycle and Energy Security (Year 13)

Unit 2 – Dynamic Places and Human Systems and Geopolitics
(30% contribution to A Level qualification)
Globalisation and Regeneration (Year 12)
Superpowers and Health, Human Rights and Intervention (Year 13)

Unit 3 – Independent Investigation of a contemporary geographical issue
(20% contribution to A Level qualification)
Students will be provided with a resource booklet about a geographical issue based upon the compulsory topics studied within the A Level course (Tectonics, Coasts, Globalisation and Superpowers. This unit will develop a holistic understanding of Geography as students will be required to think synoptically using knowledge learnt across the units focussing on: Players; Attitudes and actions; Futures and Uncertainties

Unit 4 – Independent Investigation (coursework) (Year 12 and Year 13)
(Non-examined assessment 20% of qualification)
Students are required to produce an investigation report of 3000 – 4000 words. They will be required to work independently incorporating fieldwork data and research. Students will develop skills in analysis and evaluation of data, presentation techniques and extended writing. The independent investigation will be internally assessed by the department and externally moderated by Edexcel

Fieldwork
Students are required to undertake a minimum of 4 days of fieldwork on both physical and human geography. Students will be required to go on a residential field trip to the Holderness Coast, where they will undertake either a human enquiry in Scarborough or a physical enquiry in Hornsea.

Assessment:

This qualification is linear and will require students to sit 3 examinations at the end of their two-year course. The three examinations are each two hours and 15 minutes long. Within the examinations there are a mixture of questions from ranging from 4-24 marks. Each section will comprise of at least one long answer question which will either be worth 12- or 20-marks.

Career Opportunities:

The course supports progression to undergraduate level Geography and provides a good foundation for students going on to higher education. In the past students have used Geography to help study diverse subjects including: Planning, Meteorology, Aviation, Demography, Marketing, Estate and Countryside management, Leisure and Tourism and Geographic Information Systems.

Entry Requirements:

Grade 6 in GCSE Geography and English Language and a Grade 5 in GCSE Maths.

Philosophy, Religion and Ethics

Exam Board: AQA

Course Content:

Philosophy, Religion and Ethics is a popular course which considers a range of philosophical and ethical issues and questions. It is linear so all examined content takes place at the end of the course.

Ethics - is the study of 'right and wrong' and considers a range of ethical theories and their strengths and weaknesses. These are then applied to issues such as embryo research, cloning and voluntary euthanasia. The studied ethical theories are also applied to the use of animals in intensive farming and 'designer babies'. The second year of the course will explore further different teleological and deontological ethical theories. The course also investigates the issues of 'freewill and determinism' and 'conscience.'

Religion - is the study of beliefs, practices and values from a world faith. For the purpose of this course we will be exploring topics such as 'wisdom and authority', 'life after death' and 'God' from a Christian perspective. Year 2 of the course will focus on gender and sexuality within Christianity, the relationship between science and Christianity and religious pluralism.

Philosophy of Religion - considers ultimate questions such as 'Does God exist?' and 'Why is there evil and suffering in the world?' In Year 1 students study several arguments for the existence of God, such as 'The Cosmological Argument' and 'The Design Argument.' Students can question beliefs surrounding the purpose and meaning of life, the existence of evil and suffering in the world and the validity of religious experiences. Year 2 topics include 'miracles', 'self, death and the afterlife' and 'religious language.'

There is also a further '**Dialogues**' section of the course where synoptic links have to be made between all aspects of Year 1 and Year 2 study. This allows students to explore how Christian beliefs have been influenced and developed by philosophical and ethical studies.

Assessment:

100% Examination – 2 papers
Paper 1 – Philosophy of religion and Ethics – 3hours
Paper 2 – Study of religion and Dialogues – 3 hours

Career Opportunities:

This is an excellent course for developing important skills of analysis and evaluation. It encourages students to critically evaluate and engage with a variety of scholars. These skills are necessary for a whole range of courses in higher education including some Science courses with an ethical focus. University courses in Medicine, Law, Teaching, Politics, and Journalism all benefit from this qualification.

All universities respect and value Religious Studies A Level.

Entry Requirements:

Minimum Grade 6 is required in Religious Studies and Grade 6 in English or History. Students who have not studied the subject at GCSE will be welcome.

English Language

Exam Board: AQA

Course Content:

In Year 12, students will explore how language is used to create meaning in a range of written and spoken texts. Students will be taught to analyse language using the six language levels: lexis and semantics, grammar, phonology, pragmatics, discourse structure, and graphology. Students will also explore how language varies within and across different social groups, such as occupational groups, regional groups, social class, age, and gender.

In Year 13, students will study language acquisition in children from 0-11 years, focusing on how children learn to speak, read and write. Students will also explore historical and contemporary changes in the English Language from Late Modern English (approximately 1600) to the present day.

There are two examinations: Paper One explores how meanings are conveyed in two texts from different time periods. For the first section, students will be expected to analyse individual texts and produce a comparison of the two. In the second section students will be expected to write a discursive essay focused on child language acquisition. Paper two focuses on language diversity but moves beyond the British Isles and incorporates the constantly changing nature of the English Language.

In addition to the examinations, students will also produce a non-examination assessment (NEA) comprised of two sections. For one section, pupils will carry out a language investigation, exploring and analysing language in an area chosen by the student. This includes data collection, a methodology, the analysis and interpretation of data using appropriate linguistic methods and techniques, and an investigative conclusion. For the other section, students will produce a piece of original writing based on a chosen style model. They then write a commentary where they reflect on the stylistic choices they have made.

Career Opportunities:

Journalism, Teaching, Law, Academia, Child Psychology and any other field requiring perceptive analytical skills.

Entry Requirements:

Grade 6 GCSE English Language

Assessment:

This qualification is linear; students will sit all examinations at the end of their two-year course. 80% Examination, 20% Non-exam assessment.

English Literature

Exam Board: AQA (Specification A)

Course Content:

In Year 12 students study a range of literary texts focused on the theme of Love Through the Ages. This will include a Shakespeare text (currently *Othello*), an anthology of pre-1900 love poetry and a novel (currently Emily Bronte's *Wuthering Heights*). Students will analyse the ways in which writers craft meaning and will consider texts in the light of their contexts and in terms of different critical interpretations.

In Year 13 students will study texts focused on World War 1 and its Aftermath. This will include a Prose set text (currently Pat Barker's *Regeneration*), Wilfred Owen's War Poems and David Haig's play *My Boy Jack*.

There are two examinations: one on 'Love Through the Ages' and one on 'WW1 and its Aftermath'. Students are asked to demonstrate the analytical and comparative skills developed throughout the course on the set texts and will also be asked to respond to unseen texts. In addition to the examination-based units, students will also complete a Non-Examination Assessment of a 2,500-word essay in which they compare and contrast two texts.

Assessment:

This qualification is linear; students will sit all examinations at the end of their two-year course. 80% Examination, 20% Non-exam assessment.

Career Opportunities:

Any career requiring analytical thought, sensitivity to meaning and the ability to present a logical, persuasive argument, eg Teaching, Law, Media and Communications.

Entry Requirements:

Grade 6 GCSE English Language and English Literature

French

Exam Board: AQA

Course Content:

Subject Content Social issues and trends - Aspects of French Speaking Society: Current Trends
• Political and artistic culture - Artistic culture in the French speaking world and aspects of political life in the French speaking world
• Grammar
• Literary texts and films
• Individual Research Project

Assessment:

This qualification is linear. Students will sit examinations at the end of their two-year course.

100% examination
Paper 1 – Listening, reading and writing – 2 hours 30 minutes/50% of A level
Paper 2 – Writing – 2 hours/20% of A level
Paper 3 – Speaking – 21-23 minutes (including 5 minutes' preparation time) / 30% of A level

Career Opportunities:

The course is a good foundation for students going on to higher education. Students of French have gone on to diverse subjects including: Law, Medicine, Marketing, Business, Travel and Tourism, Translating, Teaching, Engineering, as well as many others.

Entry Requirements:

Grade 7 GCSE French

German

Exam Board: AQA

Course Content:

Subject Content Social issues and trends: Aspects of German – speaking society and multiculturalism in German speaking society
• Political and artistic culture: Artistic culture in the German speaking world and aspects of political life in the German speaking world
• Grammar
• Literary texts and films
• Individual Research Project

Assessment:

This qualification is linear. Students will sit examinations at the end of their course two-year course.

100% Examination
Paper 1 – Listening, reading and writing – 2 hours 30 minutes/50% of A level
Paper 2 – Writing – 2 hours/20% of A level
Paper 3 – Speaking – 21-23 minutes (including 5 minutes' preparation time) / 30% of A level

Career Opportunities:

The course is a good foundation for students going on to higher education. Students of German have gone on to diverse subjects including: Law, Medicine, Marketing, Business, Travel and Tourism, Translating, Teaching, Engineering, as well as many others.

Entry Requirements:

Grade 7 GCSE German

Drama

Exam Board: Edexcel

Course Content:

Component 1: Devising
Coursework - 40% of the qualification
Students devise an original performance piece, using one key extract from a performance text and a theatre practitioner as stimuli. Performer or designer routes available.

Internally assessed and externally moderated. There are two parts to the assessment:
• written/recorded portfolio which analyses and evaluates the rehearsal process
• the devised performance/design realisation

Component 2: Text in Performance
Coursework - 20% of the qualification
Students practically prepare a group performance/design realisation from extracts of a performance text.
Students practically prepare a monologue or duologue performance/design realisation from a different performance text.

Externally assessed by a visiting examiner. No written coursework

Component 3: Theatre Makers in Practice
Written Examination: 2 hours 30 minutes - 40% of the qualification

Section A: Live Theatre Evaluation
Students are required to analyse and evaluate a live theatre performance they have seen during the course, in response to a given statement. Students are allowed to bring in theatre evaluation notes.

Section B: Page to Stage: Realising a Performance Text
From practical exploration and study of a play-text, students will demonstrate how they, as theatre makers, intend to realise the extract in performance. Students answer from the perspective of a performer and a designer.

Section C: Interpreting a Performance Text
Practical exploration and interpretation of another complete performance text, in light of a chosen practitioner – focusing on how this text could be reimagined for a contemporary audience, demonstrating an awareness of the performance text in its original performance conditions.

Career Opportunities:

The course provides a good foundation for students going on to higher education. Many students progress to working in theatre (Inc. performance, stage management, design, direction, production). In addition, students are employed in professional fields such as Broadcasting, Drama Therapy, Arts Administration, Event Management and Legal professions.

Entry Requirements:

Grade 6 GCSE Drama. Students who have not studied Drama at GCSE will be welcome (will require Grade 6 English).

Extended Project Qualification

Exam Board: AQA

Course Content:

The Extended Project Qualification (EPQ) is a major piece of individual research in which students have an opportunity to explore a topic or a question that is of particular interest to them. This could relate to future studies or career or just an area of interest. They are able to extend their knowledge and showcase their skills especially planning, research, critical thinking and evaluation. This course is an enrichment subject and should be taken alongside 3 other A Levels or equivalent subjects. Research has shown that a strong performance in EPQ correlates with a high degree award and universities feels that it prepares students well for degree level studies.

To help prepare students to complete their project they receive taught skills sessions covering areas such as planning tools, research methods and referencing, critical thinking and presentation skills.

Assessment:

EPQ assesses across the key evidence submitted for the project. This must include:
• A completed log book which follows the 'journey' of the project.
• The project itself - usually a 5,000 word report or an artefact, for example an art piece, computer program, event, plus a minimum 1,000 word report.
• A presentation covering all aspects of the project process to a non-specialist invited audience.

There are four assessment objectives, which are assessed across all pieces of evidence, relating to:
• Managing the process
• Using resources
• Developing and realising the outcome
• Reviewing the process

Career Opportunities:

This qualification reflects the skills universities and employers demand such as independent working, planning and research skills.

Entry Requirements:

Good GCSE passes in all subjects.

Course Information: BTECs & Cambridge Technicals

All offers may be subject to change but will always be a vocational course.

BTEC National Extended Diploma in Art and Design

Exam Board: Edexcel

National Diploma equivalent to 2 A Levels
National Extended Diploma equivalent to 3 A Levels

Course Content:

Students will need to complete 8 units to gain the BTEC Level 3 Diploma (2 A Levels) in Art and Design; then an additional 7 units to gain the Level 3 Extended Diploma in Art & Design (3 A Levels).

Externally Marked Units
Controlled assessments sat in January & May exam windows.

Visual Recording in Art & Design
This is a task-based assessment where students submit a portfolio of evidence to a pre-released theme. This allows students to showcase their visual recording and communication skills. (3 hrs)

Critical and Contextual Studies in Art & Design
Students investigate art and design practitioners around a given theme and produce a written document which assesses their research skills and their ability to critically analyse text and images. (3.5 hrs)

Managing a Client Brief
Students are given a client pack outlining the brief and information on the client's organization. They develop a creative proposal which addresses the needs of client and demonstrates their creative ideas. (15 hrs)

Developing and Realising Creative Intentions
Students develop a creative response to a set theme. They produce a portfolio of art and design work that showcases their creative ideas and demonstrates how they have developed their creative project. (25 hrs)

Internally Marked Units
There are three mandatory units that are internally marked:

The Creative Process Students explore and experiment with idea generation techniques and contextual research activities. They will then apply their own creative process to a piece of art and design work, reflecting on what they have learnt and how it can inform future practice.

Materials, Techniques and Processes in Art & Design Students explore a range of materials techniques and processes across a number of art and design disciplines and produce an outcome that responds to a set theme and design brief.

Developing an Art & Design Portfolio Students explore a range of portfolios and how they are used in different ways throughout the art and design sector. Students will plan and structure their own portfolio and prepare an artist's or designer's statement that highlights their abilities. They will put together a final selection of their work for a particular purpose.

Pupils also study six additional specialist units that are internally marked.

Assessment:

Assessment is done through ongoing assessment and externally marked units. All units must be passed to complete the course.

Career Opportunities:

Creative professions such as Fine Art, Design careers; Graphic Design, Photography, Fashion Design, Architecture, Textile Design, Interior Design, Animation, Illustration, Craft, Web Design, Digital Arts and Media, Theatre Design.

Entry Requirements:

Grade 4 or above in creative subjects. Creativity and enthusiasm for Art and Design. Ability to explore, evaluate and explain Art and Design techniques and outcomes. Interest in Artists, Designers, Fine Art, Photography, Textiles, Graphic Design, Fashion, Digital Art.

BTEC National Diploma in Business

Exam Board: Pearson Edexcel

National Diploma equivalent to 2 A Levels

Course Content:

Students will need to complete 6 mandatory units plus two optional units to gain the BTEC National Diploma in Business (equivalent to two A levels).

Mandatory Units

Unit 1: Exploring Business (Coursework) – students will study the features of different businesses, explore what makes businesses successful, investigate how two businesses are organised and investigate the environment and the markets in which businesses operate. They will then investigate the role of innovation and enterprise in business.

Unit 2: Developing a Marketing Campaign (Externally assessed set task) – students will be provided with a case study two weeks prior to a supervised assessment period in order to carry out market research in preparation for the three hour supervised assessment. Students will carry out a task that requires them to prepare a rationale based on their research and then plan a marketing campaign for a given product or service.

Unit 3: Personal and Business Finance (Examination) –Students will learn the importance of personal and business financial documents, financial planning tools such as cash flow forecasts and break-even and will learn to prepare and analyse statements of comprehensive income and statements of financial position.

Unit 4: Managing an Event (Coursework) – students will investigate successful events and use this research to run an event themselves. They will need to work in a team to plan, stage and evaluate the success of the event.

Unit 5: International Business (Coursework) – students will explore the benefits and issues associated with international business. They will need to investigate the economic and cultural factors that influence businesses in an international context.

Unit 6: Principles of Management (Externally assessed set task) – students will receive a pre-released case study a week before and complete the set task. Students will prepare by examining how businesses adapt their approaches to management in response to challenges in their environment.

Optional Units - will be decided based on staff expertise but are likely to include the following: Recruitment and Selection Process and Work Experience in Business.

Career Opportunities:

BTECs carry UCAS points and are recognised by higher education providers as contributing to meeting admission requirements to many relevant courses such as Business Management and Human Resources, Accounting and Finance, Marketing and International Management. Students can also progress directly into employment such as junior business roles in marketing, administration, finance, events management, human resources, and other related areas in the business sector, including Higher Apprenticeships.

Entry Requirements:

5 good GCSE results grades 9-4, or grade equivalents, including at least grade 4 at GCSE in English and Maths. Students studying Cambridge National in Enterprise and Marketing or other Business related vocational qualification should have achieved a level 2 merit and those studying GCSE Business grade 4. Students do not need to have studied Business previously to be successful on this course.

BTEC National Extended Certificate in Applied Human Biology

Exam Board: Edexcel

National Extended Certificate is equivalent to 1 A Level

Applied Human Biology forms the foundation of the Health and Science sectors. The BTEC Applied Human Biology course offers an alternative to studying A Level Biology.

- The course contains less Maths and Chemistry content than the A Level Biology course.
- The course only covers Human Biology topics; there are no Plant Biology or Ecology based topics.
- The BTEC Applied Human Biology course offers an alternative to students who have an interest in studying Biology as their only science subject; the BTEC Applied Human Biology offers a part coursework /part exam based alternative

Course Content:

Year 1

All students will study one examined and one coursework unit. The examined content will cover Fundamental development and function (Cells, tissues and biological molecules, nervous, respiratory, cardiovascular, digestive and excretory systems, cellular injury and repair, diagnostic techniques); Immune response, dysfunction and immune disorders (physical, chemical and biological defences, autoimmune disease, allergies and allergens); Genetics and health (Gene expression and Genetic disorders and diagnosis).

Students will also produce a portfolio of work covering Practical Microbiology and infectious diseases looking at characteristics of different microorganisms, transmission and treatment of infectious diseases, application of techniques to culture and identify microorganisms and Investigation into the effects of antimicrobial agents.

Year 2

All students will complete an externally examined unit where they will cover researching and evaluating the impact of health issues and initiatives and scientific reporting. These skills will be taught across the following topics: Contemporary health issues, Interpretation, analysis and evaluation of scientific information, and Scientific reporting.

They will also produce a portfolio of work focussed on Functional Physiology looking at: musculoskeletal system, endocrine and nervous systems and homeostasis. The work will involve looking at structure and function as well as the implications of what happens when the systems fail to work properly.

Assessment:

Year 1
50% externally assessed examination (June of Y12), 50% internally assessed portfolio work.

Year 2
50% Examination (June of Y13) and 50% portfolio work. Together with the Year 1 units, this makes up the full Extended Certificate qualification.

Career Opportunities:

When taken alongside an OCR Cambridge Technical Diploma in Health and Social Care, this qualification will enable progression to nursing, midwifery and occupational health courses. With an A Level in Psychology it could be used to progress onto nursing courses. If taken alongside BTEC Level 3 National Diploma in Sport, it could be used to progress to some sports-related degrees. It can also be used as a stand-alone qualification in support of apprenticeships or jobs such as laboratory or medical technicians.

Entry Requirements:

Students should have grade 4/4 in Combined GCSE Sciences or 4's for Separate Sciences and a grade 4 in English and Maths.

BTEC National Extended Certificate in IT

Exam Board: Pearson Edexcel

National Extended Certificate is equivalent to 1 A Level

Course Content:

This qualification is designed to give students the opportunity to develop their knowledge and skills in IT systems, systems management and social media in business. This will enable students to progress to a wide range of higher education courses or employment, not necessarily in IT.

Students will complete 4 units related to the study of IT in a vocational setting. Two of these units are assessed via external examinations with two more being assessed via internal coursework.

Unit 1: Information Technology Systems *(examined, 33%)*
Students 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. The unit will examine issues related to the use of IT systems and the impact that they have on organisations and individuals. **This unit is assessed via a 2 hour written examination that is externally marked.**

Unit 2: Creating systems to Manage Information *(practical work in controlled conditions, 25%)*
Databases are crucial to businesses, from the smallest in-house systems to stock control systems for large online retailers. Students will examine the structure of data and its origins, and how an efficient data design follows through to an effective and useful database. Students will gain practical experience of designing and developing database systems to meet given scenarios. **This unit is assessed via a 5 hour practical on-screen examination (split over two days) that is externally marked.**

Unit 3: Social Media *(coursework, 25%)*
Social media websites are a popular way for people to communicate and share information with friends and family. Students will explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes. Students will develop a plan to use social media strategies for business purposes to achieve specific aims and objectives. They will then implement the plan, developing and posting content and interacting with others. **This unit is assessed via coursework completed in the classroom that is internally marked and externally verified.**

Unit 4: Data Modelling *(coursework, 17%)*
Spreadsheets are used by individuals and organisations in order to weight up available information and model scenarios. In this unit, students will investigate the fundamentals of the decision-making process. Students will develop the skills and techniques necessary to create complex spreadsheets in order to produce accurate information that informs decision making. **This unit is assessed via coursework completed in the classroom that is internally marked and externally verified.**

Career Opportunities:

Successful completion of the BTEC National Extended Certificate is equivalent to one GCE A level. BTEC Nationals are highly valued by employers and higher education. On completion of this course, students will have the knowledge and skills to progress to higher education in fields such as web development, IT support or software engineering. BTEC IT also provides students with essential IT skills should they wish to transfer directly to employment or study of another field.

Entry Requirements:

5 GCSEs at grade 4 or above, including GCSE Mathematics and English. You do not need to have studied IT or Computer Science at GCSE level.

BTEC National Extended Certificate in Music Performance

Exam Board: Edexcel

National Extended Certificate is equivalent to 1 A Level

Why should I study Music?

This course is designed for students who have a love of performing and who want to develop their skills as a soloist and as a member of an ensemble. BTEC Music is a predominantly performance based subject and all units have a practical basis. You will also gain knowledge about music theory and working in all areas of the professional music industry. If you are passionate about performance and perhaps considering a career in the music sector or the creative sector as a whole, then this is the course for you.

What skills can I gain from studying Music?

You will study four units across two years. In the solo and ensemble performance units you will learn how to create original arrangements of songs as well as advancing your own instrumental or vocal technique. Also, you will complete units learning about music theory and harmony through a range of practical activities and gain valuable insight into the workings of the professional music industry. This qualification develops your transferable and higher-order skills that are valued by higher education providers and employers, for example- performance techniques, communication skills and team working.

Career Opportunities:

The course has been created to fully prepare you for a career in the music industry and is a natural pathway for degrees in Music, Popular Music, Performing Arts or Theatre. You may, however, just have a love for performing and wish to study it alongside your other post-16 subjects as a creative outlet.

Entry Requirements:

National data suggests students will have achieved 5 GCSE 4-9 grades. GCSE Music is preferable but the course is open to all confident musicians and those who are willing to perform. Discussion with the Music staff will ensure compatibility and the level of practical musicianship skills required to complete the course.

BTEC National Extended Certificate in Applied Science

Exam Board: Edexcel

Extended Certificate is equivalent to 1 A level

Course Content Year 1:

All students will study one examined and one coursework unit. The examined content will cover animal and plant cells, tissues, atomic structure and bonding, chemical and physical properties of substances related to their uses, waves and their application in communications. Students will also produce a portfolio of work covering a range of chemical techniques including colorimetry, chromatography and titration.

Course Content Year 2:

All students will complete an externally examined unit where they will study how to conduct a scientific investigation including planning, carrying out, recording, interpreting, drawing conclusions and evaluating. These skills will be taught across the following topics: enzymes and diffusion, plants and the environment, fuels and energy and electrical circuits. They will also produce a portfolio of work focussed on three body systems: musculoskeletal, lymphatic and digestive looking at their structure and function as well as the implications of what happens when the systems fail to work properly and the available treatments.

Assessment Year 1:

Certificate: 50% externally assessed examination (June of Y12), 50% internally assessed portfolio work*

Assessment Year 2:

Extended Certificate: 66% Examination (June of Y13) and 33% portfolio work. Together with the Year 1 units, this makes up the full Extended Certificate qualification.

Career Opportunities:

This qualification will prepare learners to progress to a wide range of degree programmes or further employment. For example, when taken alongside a BTEC National Extended Certificate in Health and Social Care it will enable progression to nursing or midwifery courses. With an A Level in Psychology it could be used to progress onto some psychology courses or with Geography to progress to some Environmental Science courses. If taken alongside BTEC National Diploma in Sport, it could be used to progress to some sports-related degrees.

Entry Requirements:

Students should have grade 4/4 in Combined GCSE Sciences or 4's for Separate Sciences and a grade 4 in English and Maths.

BTEC National Diploma in Sport

Exam Board: Edexcel

National Diploma is equivalent to 2 A Levels

The BTEC National Diploma in Sport qualification is equivalent in size to two A Levels. The course has been designed as part of a two-year programme, to be studied in conjunction with one or more additional Level 3 qualifications.

Course Content:

The Diploma requires learners to study nine units, of which six are mandatory with three of those six units being externally assessed.

Assessment:

BTEC National Diploma includes 75% Mandatory content and 45% External Assessment

For both courses students will complete units that are assessed either internally or externally. Internally assessed units require students to write up their own findings and present their work using a variety of presentation methods. Internally assessed units are subject to external standards verification.

Externally assessed units are taken under exam conditions either as an exam or through the completion of a pre-released task. Externally assessed units are marked by Pearson.

Career Opportunities:

Both qualifications have been developed to enable progression to HE to study a Sports degree or other related degree programme which may include; Sports Studies, Sports Science, Sports Management, Sports Development, Sports Coaching and Leisure Management. Learners may also seek employment within the sport and active leisure sector or related industry.

Entry Requirements:

Grade 4 minimum GCSE English, Mathematics & Science. Having studied GCSE PE or BTEC Sport at KS4 would be of significant benefit. A commitment and interest in the subject, with the ability to specialise in both an individual and team sport.

Cambridge Technical Award Diploma in Health & Social Care

Exam Board: Edexcel

Diploma is equivalent to 2 A Levels

Course Content:

Are you passionate about helping others? Do you dream of becoming a nurse, midwife, or physiotherapist, or perhaps you are interested in pursuing a career in social work or mental health? If so, then Health and Social Care may be the subject for you!

Students will undertake a variety of units that will provide an in-depth understanding of the health care, social care, and early years sectors and develop their knowledge about the roles, responsibilities, skills and attributes of people who work within these sectors. They will learn about human development across the lifespan and how different factors affect development. Students will also learn about the roles and responsibilities of people who work within the different sectors, including the values that underpin their work. Other parts of the course will explore different physiological disorders and how to diagnose and treat them, as well as the role of psychology within health and social care provision and practice.

Core Units Include:
Externally assessed:
Equality, diversity and rights in Health and Social Care; Health, safety and security in Health and Social Care; anatomy and physiology in Health and Social care; Personalisation and a person-centred approach to care; Safeguarding.

Internally assessed:
Building positive relationships in Health and Social Care; Infection control;

Specialist Units Include:
The impact of long term physiological conditions; Sexual health, reproduction and early development stages; Psychology for health and social care among others.

Assessment:

Diploma students will undertake 12 units over two years. This course includes external assessment and internal assessment. External assessment will include written exams taken in exam conditions. Internal assessment is coursework that is completed during lesson time and assessed by teachers.

While work experience is not a mandatory part of the course, it is expected that students will undertake a work placement in an approved health or social care setting in order to support their learning and applications for university or higher level apprenticeships.

Career Opportunities:

Cambridge Technicals are valued by employers and higher education. Many of our past students have progressed to higher education to study degrees in Nursing, Midwifery, Social Work, Physiotherapy, Occupational Therapy, and Education, among others. Cambridge Technicals also provide students with qualifications and essential skills should they wish to transfer directly to employment.

Entry Requirements:

5 good GCSE results grades 9-4, including at least grade 4 GCSE English and grade 4 GCSE Maths and Science. Students studying BTEC Tech Award in Health and Social Care should have achieved at least a Level 2 Merit grade overall, with a Level 2 Merit being achieved in the examined unit. Students do not need to have studied Health and Social Care previously to be successful on this course.

Additional Opportunities

Resit GCSE English Language

Why do I need to take this course?

This is a one-year course for those who did not achieve grade 4 in the summer.

What will I learn about?

The course will follow a similar pattern to GCSE English Language lessons in Year 11, it will be skills based and centre around preparation for the examination of two courses (AQA and iGCSE.*)

What Teaching and Learning methods will be used?

A broad range, as in Year 11. Success in English Language demands lots of hard work and self-discipline. A focused revision programme, with resources will be provided for all students.

How can I find out more information?

If you have any further questions, please contact Mrs Craddock in the English Department k.craddock@jths.co.uk.

**The first Re-sit opportunity will occur in November of Year 12. English Re-sit classes will remain on your timetable until you receive a grade 4 result. This will be January at the earliest.*

What can I do when I complete my qualification?

GCSE English Language is a basic requirement for nearly all walks of life, including most university courses and apprenticeships, as well as many jobs.

How will I be assessed?

GCSE (AQA) & IGCSE

Two examinations making 100% of assessment.

Resit GCSE Maths

Why do I need to take this course?

This is a one-year course for students who have not secured a grade 4 in GCSE Maths by the end of year 11. There will also be an option to sit a Functional Skills Level 1 Maths qualification for those who have not yet secured a grade 3.

How will I learn?

Students have two compulsory lessons a week and in addition to this we also offer an optional lunchtime revision session every week throughout the year. During the first lesson each week we concentrate on a particular topic (using textbooks specifically designed for 16-19 year olds doing GCSE), going through it in detail and making sure we have got the basics, then in the second lesson we work on past exam questions together. Homework is given weekly and is usually past paper questions. We have an excellent track record and have got many students through the exam, including some who have a target grade of less than a 4.

How can I find out more information?

If you have any further questions, please contact Mrs Cotterill in the Maths department j.cotteril@jths.co.uk.

**The first Re-sit opportunity will occur in November of Year 12. Maths re-sit classes will remain on your timetable until you receive a grade 4 result. This will be January at the earliest*

What can I do when I complete my qualification?

GCSE Maths is a basic requirement for nearly all walks of life, including most university courses and apprenticeships, as well as many jobs.

How will I be assessed?

AQA three papers (one non calculator and two calculator) making 100% of assessment.

IGCSE (for those who we think this would benefit) two calculator examinations making 100% of assessment. Although we primarily work towards the Foundation AQA GCSE. We do enter pupils for other exam boards/qualifications if we think that this will give them their best possible outcome.

Massive Open Online Courses

What are MOOCs?

MOOCs, or massive online open courses, are a new way of learning online that can offer you the flexibility of distance learning and let you tap into the large amount of information available in the online, digital world.

MOOCs can be studied by thousands of people at the same time, from anywhere in the world. They usually have no entry criteria, don't normally charge fees and you can read course materials, watch videos and take tests anywhere that suits you – all you need is access to the internet.

What can I study?

As university level courses, MOOCs can offer you a taste of a subject without having to complete a full program of study like a degree. Subject categories are very broad and include anything from IT and web developer courses to learning about earth and energy science or statistics and data analysis. You'll also find lots of other courses in other subject areas like:

- creative arts and media
- politics and the modern world
- languages and culture
- food and nutrition
- health and society.

There are also MOOCs that can help you develop your career like courses in dental photography or management techniques. You can even prepare for further university level study by completing a course on preparing for university or improving your academic writing skills. MOOCs can support your job search skills too. Look out for courses on how to succeed at writing job applications or interviews and how to improve your career and employability skills.

MOOCs can also be a great way to just find out a bit more about something you're interested in like writing fiction, managing your investments or learning a language. You'll find that people from all over the world could be interested in the same things as you. You'll be able to post messages, take part in online discussions, answer questions and share the learning process together.

Examples of MOOCs

Preparing for Uni *(University of East Anglia)* This course will help you develop the key skills you need for a smooth transition to University.

Begin Programming: build your first mobile game *(University of Reading)* Learn basic Java programming by developing a simple mobile game that you can run on your computer, Android phone, or tablet.

Start Writing Fiction *(The Open University)* This hands-on course helps you get started with your own fiction writing, focusing on the central skill of creating characters.

The Mind is Flat: the shocking shallowness of human psychology *(University of Warwick)* Make better personal and professional decisions and consider the psychological dimension to key ethical and political choices.

A Beginner's Guide to Writing in English for University Study *(University of Reading)* Learn how to use English for study at university or college, and develop your writing skills, vocabulary and grammar.

Shakespeare and his World *(University of Warwick)* Together with the Shakespeare Birthplace Trust, Professor Jonathan Bate explores Shakespeare, his works and the world he lived in.

Basic Science: understanding experiments *(The Open University)* This hands-on course introduces you to science-based skills through simple and exciting physics, chemistry and biology experiments.

The Science of Medicines *(Monash University)* Learn the science behind how and why medicines work, and what can improve the patient treatment experience.

Year 12 Work Experience

Professor Alison Wolf's Review of Vocational Education recommended an increase in provision of work experience amongst students of 16 years and older. This reflects changes in education and employment patterns and also means that work experience post-16 can be tailored to reflect the student's prior attainment and career aspiration. [Department of Education]

Post-16 work experience has significant value and highlights the benefits in relation to the ever growing number of young people now unemployed in the UK. [The Education and Employers Taskforce report "Work Experience: impact and delivery – insights from the evidence" Based on 15,025 students]

Research from the government, employers and from students themselves show the ever-increasing value of work experience Post 16. Work experience is designed to bridge the gap between education and the world of work. It can help young people become aware of jobs they have not previously thought of, help inform career choices, offer a chance to prove themselves to an employer, enable young people to develop the relevant occupational skills and help instil the attitudes and behaviours expected at work. In our Sixth Form we are providing an opportunity for students to complete work experience in July.

The focus of this Work Experience is different from that completed in Year 10 and we would like students to develop upon the basic employability skills they gained at this time. We would encourage students to think carefully about their Year 12 placement and search for one which gives them the 'next level' of experience and skills from that which they have previously gained. This might include, for example, gaining a placement at managerial level or even, where possible, looking for a placement outside of county at a national or multi-national company.

Work Experience is compulsory for all students in Year 12. Students are encouraged to apply for their own placements, although your son/daughter will have a lot of support in school from the Careers Information, Advice and Guidance team and the Sixth Form Team with finding a suitable placement.

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