



Welcome / Witamy Student

We expect our sixth form students to be ambitious young people who understand the implications of their decision to continue their education beyond the age of sixteen. Positive qualities such as commitment, self-discipline and a willingness to take responsibility are essential. If you are keen to develop these qualities, and you are prepared to invest in your learning, your time in our sixth form will be both rewarding and successful.

In recent years, the school has established a proud record of success in a range of post 16 courses, but our consistently good A level results and value added performance are the most obvious strengths. We also offer an increasingly broad range of alternative pathways, including BTEC qualifications, GCSEs and the Certificate of Personal Effectiveness. This enables us to offer students a more personalised curriculum which caters for individual needs, interests and aspirations.

One of the advantages of our relatively small sixth form is that every student is known and valued as an individual. Advice, support and personalised guidance are at the heart of the very successful student welfare provision at The Armthorpe School. The positive ethos of the sixth form is due in no small part to the strong relationships which exist between students and key staff. In particular, group tutors play a significant role in supporting and challenging the young people for whom they are responsible, particularly in monitoring their academic progress and encouraging them to reflect upon their learning.

As senior students, we expect the sixth form to make an important contribution to the school. This can happen in a number of ways: acting as positive role models around the school, supporting younger learners, working closely with teachers and governors to determine and implement school improvement strategies, acting as school ambassadors, and taking on key responsibilities which contribute to the life and work of the school.

Our Ofsted inspection in September 2009 identified strengths in the school's post 16 provision, as well as providing clear priorities for further improvement. At the time of writing, sixth form students are working with us to develop strategies which are designed to support and enhance learning. This will continue to be a feature of our sixth form provision; our aim is to provide each and every student with the best possible chances of achievement and future success.

If, after reading our prospectus, you would like to learn more or arrange a visit to the school, please contact Mrs. King (Head of Sixth Form) at the school.

Andy Cope
Headteacher
December 2009

WHY CHOOSE THE ARMTHORPE SCHOOL SIXTH FORM?

If you want teaching of the highest quality, a friendly, supportive atmosphere and the benefit of purpose-built facilities while you study, then you need look no further. Subjects are studied in manageable groups which allow for different styles of learning and greater personal attention.

Advice is always readily available on academic and personal problems. The Sixth Form Mentoring Scheme provides the individual support for all students to guide and encourage them to achieve at the highest possible levels. Careers guidance is an integral part of the curriculum from the outset, with considerable time being spent on interview skills, C.V.s and U.C.A.S. applications. Extra support is readily available for anyone who finds learning difficult and who may need that additional boost to achieve their potential.

Enrichment activities are provided and all students are actively encouraged to participate in the wide range of opportunities made available to them.

This year we offer a choice of two distinct pathways:

Route A

A two year programme of AS/A2 BTEC/OCR (level 3) study in a wide range of subjects.

Route BTEC

A one year programme at level 2 in two vocational areas:

- Health and Social Care
- Sport

WHAT CAN I STUDY?

ROUTE A Level 3 Courses (A Levels/BTEC)

We can offer **twenty four** AS, A2 and BTEC Level 3 subjects:

Art Craft & Design	ICT (OCR Level 3)
Biology	Law
Business Studies	Mathematics
Chemistry	Media Studies
Computing	Performance Studies
English Language	Performing Arts (BTEC Level 3)
English Literature	Physics
French	Psychology
Geography	Sociology
German	Spanish
Health & Social Care	Sport and Exercise Science (BTEC Level 3)
History	Travel and Tourism

At the start of the Sixth Form, you will choose four of these which will be assessed at AS Level at the end of Year 12. At that time, you may choose to:

- Continue your study of three to A2 Level, which will be assessed at the end of Year 13 (example 1)
- Continue your study of two or three to A2 Level and begin a different AS subject for the remainder of Year 13 (example 2)
- Continue your study of all four to A2 Level for the remainder of Year 13 (example 3)

	EXAMPLE 1			EXAMPLE 2				EXAMPLE 3			
Year 12	Phys AS ↓	Biol AS ↓	Maths AS ↓	Psy AS ↓	Travel & T AS ↓	Eng Lit AS ↓	Hist AS ↓	Law AS ↓	Eng Lang AS ↓	Germ AS ↓	Art AS ↓
Year 13	A2	A2	A2	A2	A2	A2	Geog	A2	A2	A2	A2

Each subject area has its own minimum entry requirements, but, generally, it is unlikely that you would be able to cope with an AS or A2 course without a minimum of five G.C.S.E. passes at Grade 'C' or above. This is therefore, our entry requirement to take A levels.

For those going on to AS courses from a BTEC First qualification, we would advise a choice of three subjects and at least one should be an AS in a vocational area. This is to ensure that you achieve the best possible results, working in a way that you have already found successful.

WHAT CAN I STUDY?

ROUTE BTEC Level 2 Courses BTEC First

We offer **two** BTEC areas of study:

Health and Social Care

Sport

Your course will last for one year, (Example 4)

Example 4		
Year 12	BTEC Health and Social Care	Work will focus on COPE (Certificate of Personal Effectiveness) plus qualifications to enhance Literacy, Numeracy

There are no minimum entry requirements for BTEC First courses.

An interview will be necessary.

We aim to offer further courses to enhance the one year programmes of study. They will be available alongside the BTEC First qualifications. All students that do not have a grade C or above at G.C.S.E in Maths or English will be required to study these subjects. The Certificate of Personal Effectiveness (COPE) will be a core subject for all one year students.

Examples of choices for further study are flexible and vary year by year:

CSLA - Community Sports Leader Award
First Aid - Certificate

Full details of all courses can be found in subsequent sections of this guide and Heads of Department are always happy to discuss prospective courses with individuals.

NB

- All subject information is accurate at the time of going to press in December 2009 but grouping of subjects within the curriculum remains sensitive to the demands of prospective students, within the constraints of the timetable and available resources.***
- It is our intention to guarantee an A2 progression route for all of the AS courses which we offer from September 2010. However, for courses where A2 group sizes are not viable in September 2011, we will consider making provision through one of the school's post 16 partners.***

WHAT KIND OF HELP IS AVAILABLE?

LEARNING AGREEMENT

When you join the Sixth Form you are required to make a commitment to your studies through a learning agreement signed by you, your parents and the school. This will help to ensure that you make a success of your Post 16 studies here. The learning agreement will require you to:

- Attend ALL lessons as set out on your timetable.
- Complete ALL individual course requirements including homework, assignments, coursework, background reading , etc.
- Complete work to a standard appropriate to the course of study.
- Submit ALL work by deadlines set.
- Comply with the School Code of Conduct.

Some students will also qualify for the Educational Maintenance Allowance (E.M.A.), depending upon family income. Students may be entitled to payments of up to £30 a week and entitled to bonus payments over a two year period. Parents and students must be aware that if the student fails to comply with the learning agreement (e.g. fails to attend lessons without good reason or fails to submit work by deadlines) the school is required to inform the managing agents so that payments for that week can be stopped. Termly bonuses may also be withheld if students do not satisfactorily complete the requirements of their learning agreement.

Applications for E.M.A are available online at:

www.direct.gov.uk/ema

or by phoning:

0800 121 8989

WHAT ELSE CAN I DO?

Becoming a Sixth Former is primarily about improving qualifications, but it is also a completely new and challenging experience, offering many interesting opportunities and new responsibilities.

There is much greater opportunity for independence in the Sixth Form with lessons interspersed with non-contact time, and much more emphasis being placed on self-discipline and personal organisation.

Opportunities are available for students wishing to take part in regular **work experience**; this could be particularly useful for anyone hoping to work in any branch of the caring or medical professions, teaching or any other work with children. Similarly voluntary work within the community may be advantageous for those considering a career in the police force.

Some sixth form students are currently working as Peer Mentors with younger students, some are supporting students for whom English is not their first language and some are supporting individual students for whom learning is difficult.

The work of the Prefects at break and lunchtimes is invaluable to everyone at the school and gives those involved a taste of leadership and responsibility. Often, they have the chance to entertain important visitors and act as ambassadors on behalf of other students.

Over the years, thousands of pounds have been raised for *Charities* such as: Cystic Fibrosis, Macmillan Cancer Support, Doncaster Hospice; Children in Need; The Salvation Army; The Samaritans and the Poppy Day Appeal. However, the *Leavers' Ball*, for those in the Year 13, is probably their most challenging enterprise; plans are already underway for Summer 2010 when the "Class of 2009" will celebrate the end of their time at The Armthorpe School with a formal dinner dance.

As the senior members of the community, the school values the presence of its Sixth Form and the important role they play in working with younger students. In Music, Drama and P.E., there are regular chances to become involved in organising, supervising and supporting a wide variety of events. There are opportunities to be involved in coaching sports teams and supporting field work visits. Students are encouraged to visit universities on Open Days to find out more about courses available, tour the campus and check out facilities.

WHAT WILL I WEAR?

Just as the Sixth Form have facilities which are exclusively for their use, so their uniform marks their different status within the school. The following specifications have been developed through consultation with Sixth Form students.

UNIFORM SPECIFICATIONS

- The colour for the Sixth Form is navy, grey and white.
- Trousers should be in tailored style, neither excessively narrow nor excessively wide, and should be made from conventional material, not stretch, denim, cord or canvas.
- No bulky sweaters or sports tops and no denim, cord or canvas or leather garments are allowed: sports or advertising names/logos are unacceptable on any item of clothing.
- Trainers and boots are not allowed as everyday footwear.
- Hair should not be dyed, tinted or streaked in unnatural shades nor be excessively short or cut in any unacceptable cult style.

Sixth Form ties, jumpers and cardigans are available from the school.

All Students

- Navy blue or grey trousers in plain material and traditional style.
- A white shirt and a Sixth Form tie are essential items of the uniform.
- Only V-necked school jumpers or cardigans are appropriate in navy.
- Shoes should be black and socks black, grey or navy.
- One pair of small ear rings, one chain and one ring may be worn.
- No studs or hoops are allowed in facial piercing.

Girls

Girls may choose to wear a navy or grey skirt of a reasonable length as an alternative to trousers. Tights should be black, grey, navy or a natural shade; footless tights are not allowed. Light make-up is acceptable.

Mobile Telephones

In line with the rest of the school it is deemed inappropriate for Sixth Form students to have mobile telephones in lessons and study time because of their potential to be disruptive.

WHAT HAPPENS NEXT?

The process of introducing our Sixth Form, will begin with a presentation to students in January 2010, and continue throughout the year until September 2010, as the calendar shows:-

January 2010	Presentation to students → Issue of Prospectus
January 2010	Sixth Form Opportunities Evening (14th January 2010)
February 2010	Group discussion of course and subject choices with pastoral and subject staff
Feb/March/April/May 2010	Interviews with relevant staff to discuss course and subject choices. Second or even third interviews may be necessary with some students
14th July 2010	Induction Day to finalise courses and answer remaining questions
24 August 2010 → Start of term in September 2010	Opportunities to discuss options following G.C.S.E. results.

HOW DO I APPLY?

Over the next few months, you will be consulted on a number of occasions about the courses you are considering. None of these choices are binding, but help us to ensure that subjects are combined into the most appropriate option groups for next year.

The subjects which are likely to be offered are described in some detail in this guide, but you are advised to talk to staff about what the courses entail and what their entry requirements are; they vary from subject to subject.

Application Forms are available from Sixth Form Pastoral staff.

ROUTE A

AS/A2/BTEC/OCR LEVEL 3 COURSES

2010/2011

CRITICAL THINKING

THIS IS NOT AN OPTION SUBJECT

Why are we doing this course?

The aim of this combined course is to broaden our knowledge of the world and help us develop the skills we need to succeed in it. There are things that are not necessarily covered in other subjects which are important if we are to consider ourselves educated. There are skills that we have not necessarily developed fully which are important if we are to succeed in education at advanced level and above.

How are we doing this course?

We will do one lesson a week in Critical Thinking through General Studies. Sometimes this will be as a class, sometimes as a year group.

In the Programme of Study, we will cover the content of the General Studies course while developing the skills required for the Critical Thinking course.

At the beginning of the course, it is assumed that all students will sit both the General Studies examination and the Critical Thinking examination.

What will we study?

The theme of the first unit is Science and Society. In it, we will cover the Copernican revolution, Darwin and evolution of species, the structure of the atom, nuclear power, genetics and genetic modification, climate change, global warming, development of transport systems, development of medicine, the relationship between science and social political and religious issues. We will explore how religious and ethical beliefs affect society (including utilitarianism), what the relationship between law and civil liberty should be, and issues of crime and punishment. We will examine the issues and develop the tools to analyse and evaluate the arguments, and to communicate our carefully considered conclusions.

Unit Two is The Individual and Society

In this unit we will cover key questions such as: is it nature or nurture that best explains society? Where do our values and opinions come from? Does the media distort or reflect reality? Do the arts challenge or reflect reality? Is the UK a democracy?

What do I need to do?

You will need to find out about the topics we are studying, without being specifically asked to do so. The best way to do this is to read a quality newspaper at least once a week (these are available in VI Form and the school library). You may go on the internet and investigate through reliable sites (Wikipedia does not count as reliable!).

ART CRAFT & DESIGN

We follow the syllabus provided by A.Q.A. Art Craft & Design.

Students undertaking this course would normally be expected to have successfully completed a G.C.S.E. course in Art & Design to grade 'C' or higher.

Course Content

AS Level

There are two units to the AS Level

- | | | | |
|--------------------------|--------|--|-----------------------|
| <input type="checkbox"/> | Unit 1 | Coursework Portfolio | 50% of AS (25% of A2) |
| <input type="checkbox"/> | Unit 2 | Externally Set Assignment
5 hours supervised time | 50% of AS (25% of A2) |

A2 Level

For those students who wish to continue their studies to A2 Level, there are two further units.

- | | | | |
|--------------------------|--------|--|----------------|
| <input type="checkbox"/> | Unit 3 | Personal investigation with
written element of 1000-3000
words | 25% of A Level |
| <input type="checkbox"/> | Unit 4 | Externally set Assignment
15 hours supervised time | 25% of A Level |

This course gives students the opportunity to experience a range of disciplines from Fine Art, Graphic Communication, Textile Design, Three Dimensional Design and Photography. Students will investigate these through:-

- Observed drawing, painting and printmaking using a range of media; Imaginative and figurative compositions.

Through these areas students will gain an understanding of a wide variety of Artists and Art movements and the use of different media such as pencil, pastel, acrylics, watercolour and mixed media. Students will also have the opportunity to use I.C.T. Art packages to enhance their work.

All students will use sketch books during the course to record influences, interests and research and to generate a range of ideas, which will form part of the coursework.

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ART CRAFT & DESIGN

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Career Links

There are over 40 separate Design courses available from BTEC to Post Graduate level as well as Fine Art courses in Painting and Sculpture. Employment prospects are diverse and include:

- Advertising
- Exhibition/Interior Design
- Fashions/Fabrics
- Picture Conservation
- Fine Artist
- Television
- Illustration
- Computer Graphics
- Teaching
- Graphic Design

Students who complete an AS or A2 Level course could progress to an Art Foundation course and from there to establishments which specialise in their chosen discipline.

A number of students from this school have gone on to study Art Foundation at Doncaster College, which will lead them onto other Art courses.

We have ex-students who are working in:

- The British Museum Print Section
- The Royal Mail Archive Section
- Art Teaching
- Video Communication Industry
- Furniture Design
- Ceramics
- Conceptual Art (as practising artist)
- Photographic Industry

BIOLOGY

Students will be following the OCR AS/A2 Biology specification. There is an entry requirement of:

G.C.S.E.	Science Core	'B'
G.C.S.E.	Science Addition	'B'
G.C.S.E.	Mathematics	'C'

Course Content

The programme of study covers all aspects of Biology. Possible topic headings will be:

AS Course

- ❑ **AS Unit F211:** Cells, Exchange and Transport (Examination—January)
The first unit introduces students to cell structure, transport in plants and animals and cellular organisation
- ❑ **AS Unit F212:** Molecules, Biodiversity, Food and Health (Examination—June)
The second unit furthers students understanding by introducing biological molecules, biodiversity, evolution and disease
- ❑ **AS Unit F213:** Practical skills in Biology (Examination—June)
Students will be assessed on various practical skills throughout the course, and in a practical examination

A2 Course

You must have achieved at least a grade E in AS Biology to continue:

- ❑ **A2 Unit F214:** Communication, Homeostasis and Energy (Examination—January)
This unit furthers the understanding of biology by introducing students to nerves, excretion, photosynthesis and respiration
- ❑ **A2 Unit F215:** Control, Genomes and Environment (Examination—June)
The final taught unit introduces students to meiosis and variation, biotechnology, ecosystems and animal behaviour
- ❑ **A2 Unit F216:** Practical skills in Biology 2 (Examination—June)
Students are assessed by a variety of assessed tasks throughout the year and by a practical exam

Further study

Students with an A Level in Biology can go on to study a variety of courses at degree level such as:

- | | |
|-------------------------|-----------------|
| ■ Biology | ■ Human biology |
| ■ Biochemistry | ■ Microbiology |
| ■ Environmental Science | ■ Teaching |

BUSINESS STUDIES

DO YOU WANT TO KNOW...

- How businesses operate?
- Why do some people earn more than others?
- How and why products are successful?
- How businesses make money?
- What does it take to be a business person?

If you are remotely interested in any of the above questions (and you should be, because they have a profound effect on all our lives), then Business Studies could be for you.

They are issues on which there is much disagreement, but you will learn the arguments on both sides to help you reach an informed judgement. In fact, this disagreement is a strength of the subject, creating interest and leading to some extremely lively classroom debate.

Is this course for me?

This course is for you if:

- You are interested in how a business functions or have a particular interest in Marketing, Finance, Law, Personnel or Production
- You are looking for an AS/A2 which combines well with other subjects
- You are wanting to go into a career in management
- You want to study Business at a higher level at University

Business related courses are some of the most popular university choices. This subject works well with all other A levels and is a well received course by employers. In Business Studies you need reasonable mathematical ability with the ability to structure essay answers and analyse information.

How long does it take?

The length of the courses– AS taken in one year; A2 taken over 2 years.

General Introduction

In this subject you study how and why business decisions are made, and what their effects are. Most of the course looks at the 'functions' of business, marketing, finance, people and operations management. These are considered in relation to the goals of the company.

All the internal plans and working of firms can be affected by (and can affect) outside factors. These include the economy (interest rates, exchange rates and so on) plus the impact of competition, and ethical issues, such as the use of child-labour in developing countries.

CHOOSE BUSINESS STUDIES

- It is **REAL** and **RELEVANT**
- It is **PRACTICAL**
- You will develop many **SKILLS**

Continued/

BUSINESS STUDIES

/Continued

AS Units

There are two compulsory units taken in the first year, these are:

Module 1: *An Introduction to Business*

- The nature of business
- Classification of business
- Objectives
- Other influences

40% of AS—1 hour exam

Module 2: *Business Functions*

- Marketing
- Accounting and finance
- People in organisations
- Operations management

60% of AS—2 hour Exam

A2 Units

At A2 there are a choice of modules, you have a choice of studying 1 module out of modules 3, 4, 5 OR 6 PLUS module 7 which is compulsory. All students will study the same module and this decision will be made half way through Year 12 based on an assessment of the student's strengths.

Module 3: *Marketing*

- The market
- Market segmentation
- Market research
- Marketing planning
- Models of marketing
- The marketing mix

Module 4: *Accounting*

- Accounting perspective
- Accounting concepts
- Sources of finance
- Budgets
- Costs and costing
- Final accounts
- Accounting for decisions

Module 5: *People in Organisations*

- Human relations
- Communication
- Organisation and controlling the activities of people at work
- Employer/employee relations
- Employee participation
- Methods of remuneration
- Training
- Appraisal
- Workforce performance measurement criteria

Module 6: *Business Production*

- Management and the production process
- Accounting concepts
- Constraints on production
- Cost and costings
- Productive efficiency
- Technology
- Research and development

20% of A Level—2 hour Exam

Module 7: *Strategic Management*

- Business objectives and strategy
- Business analysis
- External influences
- Change

30% of A Level—2 hour Exam

CHEMISTRY MODULAR

The course followed is one of those offered by the Oxford & Cambridge Examination Board (O.C.R.)

A Grade 'C' in G.C.S.E. Double Award Science is required (A Grade 'B' would be preferable for students who have followed the Modular course at G.C.S.E.)

Course Content

The syllabus is divided into six units. The first three are studied in the first year and constitute an AS Level qualification. A further three units are covered in the second year. All six units constitute the A2 Level qualification.

Assessment

Unit 1	Atoms, bonds and groups
Unit 2	Chains, Energy and Resources
Unit 3	Practical Skills in Chemistry 1
Unit 4	Rings, Polymers and Analysis
Unit 5	Equilibria, Energetics and Elements
Unit 6	Practical Skills in Chemistry 2

Assessment will be in the form of written papers and internally assessed. Practical Unit 1 will be taken in January. Units 2 and 3 at the end of the first year. Unit 4 will be taken in January 2010 and Units 5 and 6 at the end of the year.

Why Choose Chemistry?

A Level Chemistry is nothing like the chemistry you are used to at G.C.S.E. The subject is certainly academically challenging but most A Level students also find their Chemistry studies interesting and satisfying. The course has a high proportion of practical work, which will appeal to all bunsen burner fanatics.

Qualifications in Chemistry are very highly respected in both academic and employment circles. Chemistry can provide a stepping stone to a wide variety of jobs not only in Science and Industry but also in Finance and Management. A high proportion of Chemistry graduates are employed in top managerial roles.

COMPUTING

Why Study Advanced Level Computing?

Computing is the study of how computers represent and process data, and how to program them to build software. This course is not simply about training in a programming language but rather the mastery of computational thinking. Computational thinking is characterised by logical reasoning and problem solving, which is an important life skill.

In today's world, the need for ICT skills in almost every field of work necessitates a generation of students who will go on develop the ICT systems and software of tomorrow. The Computing industry is thriving with opportunity for trained programmers. This course provides excellent grounding upon which to study a Computing related degree course such as Computer Science, Software Engineering or Games Development.

What will I learn on this course?

Computing is a highly challenging and diverse subject both academically and practically. You will learn about software development processes and will be taught industry standard programming techniques to develop your own software through the use of the latest development platform using Microsoft Visual C#. You will also learn about the individual components inside a computer and how they work at the level of digital electronic circuits.

What are the characteristics of a successful Computing student?

The most important factor is that you have an interest in how computers work and are enthusiastic about learning programming. You will build on the knowledge and skills you have developed in GCSE Mathematics, where it is expected that you will achieve a good grade. (Year 11 students who are already studying AS Computing must achieve a good grade in order to qualify for early entry onto the A2 course in Year 12).

Course Structure

You will sit two exams at the end of Year 12. In Year 13 you will complete a significant project which will involve designing and building a bespoke software product from scratch, you will also sit another exam.

AS Units	
<p>Unit 1: Problem Solving and Programming (60%):</p> <ul style="list-style-type: none"> ▪ Stages of problem solving and systems development ▪ State transition diagrams and transition tables ▪ Algorithm design ▪ Programming in a high level programming language (C#) ▪ The binary number system, number bases and information coding schemes 	<p>Unit 2: Computer Components and the Internet (40%):</p> <ul style="list-style-type: none"> ▪ Logic gates and Boolean algebra (Digital Electronics) ▪ The internal components of a computer ▪ Hardware devices ▪ The fundamentals of computer systems ▪ The structure of the Internet, networking protocols

Continued/

COMPUTING

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A2 Units

Unit 3: Programming, Operating Systems, Databases and Networking (30%):

- Problem solving and algorithms
- Programming paradigms and object oriented programming
- Abstract data types
- Floating point binary numbers
- Operating systems
- Relational database modelling, DDL and SQL
- Communication methods and networking
- Internet security

Unit 4: The Practical Project (20%):

- Document a design that meets the requirements of a real problem in terms of hardware and software
- Document the analysis, design, construction, testing, training and maintenance of a programmed solution.

Who can I speak to about this course?

If you are interested in Computing, you should speak to Mr Whitehouse for further information or advice.

ENGLISH LANGUAGE

The AS qualification is the first half of an A Level course and is also a qualification in itself. When the second half (A2) is added to this, a full A Level qualification is gained.

To enrol on the AS English Language course you will need a good pass in English at G.C.S.E. Level and entry will be based on a discussion with the Head of Department.

If you choose to study English Language you will become more aware of how language is used and, consequently, you will develop more effective communication skills. You will have the opportunity to do your own Original Writing.

You will learn about how people use language in their everyday lives, about the different styles of written and spoken language and their effects on audiences and readers. You will learn about how people acquire language and about how language changes.

English Language (AS) is made up of two modules:

- ❑ the 'Categorising Texts' module is worth 60% of the total marks. This is an introduction to the study of language focusing on specific social contexts such as Language and Technology
- ❑ the 'Creating Texts' module is worth 40% of the total marks and is based on coursework where candidates produce writing in different genres and for different audiences

From the AS course you can progress to the A2 course and therefore gain a full A Level qualification.

English Language (A2) is also made up of two modules:

- ❑ the 'Developing Language' module is worth 30% of A Level and build on AS knowledge and skills with an additional focus on two new areas of language study: Language Acquisition and Language Change
- ❑ the 'Investigating Language' module is worth 20% of A Level and consists of coursework, based on language investigation and an informative media text

There are valuable qualifications for those students who wish to continue their education at university and/or wish to enter a career involving communications. Below are just a few:

- | | | | |
|---------------------------------|--------------------|---------------|------------------|
| ▪ Journalism | ▪ Teaching | ▪ Banking | ▪ Speech Therapy |
| ▪ Television/Radio Presentation | ▪ Police work | ▪ Publishing | ▪ Management |
| ▪ Secretarial/Reception work | ▪ Legal Profession | ▪ Social work | ▪ Personnel Work |

ENGLISH LITERATURE

The AS qualification is the first half of an A Level course and is also a qualification in itself. When the second half (A2) is added to this, a full A Level qualification is gained.

To enrol on the AS English Literature course you will need a good pass in English Language and English Literature at G.C.S.E. Level and entry will be based on discussion with the Head of Department.

If you choose to study English Literature you will read and discuss texts which have been written by very different writers, you will visit the theatre, listen to and watch audio and video recordings and develop your own communication skills.

You will study poetry, drama and novels, developing your skills of reading with a depth of understanding.

English Literature (AS) is made up of two modules:

- ❑ the 'Aspects of Narrative' module is worth 60% of the AS course and requires that students study four texts including novels and poetry
- ❑ the 'Dramatic Genres' module is worth 40% of the AS course. This coursework module requires that students study two texts, and write a coursework piece of 1200-1500 words.

From the AS course you can progress to the A2 course and therefore gain a full A Level qualification.

English Literature (A2) is also made up of two modules:

- ❑ the 'Texts and Genres' module requires students to study a minimum of three texts
- ❑ the 'Further and Independent Reading' module requires students to study a minimum of three texts and to write two pieces of coursework, each approximately 2500 words

These are valuable qualifications for those students who wish to continue their education at university and/or wish to enter a career involving communications. Below are just a few:

- | | | | |
|---------------------------------|--------------------|---------------|------------------|
| ▪ Journalism | ▪ Teaching | ▪ Banking | ▪ Speech Therapy |
| ▪ Television/Radio Presentation | ▪ Police work | ▪ Publishing | ▪ Management |
| ▪ Secretarial/Reception work | ▪ Legal Profession | ▪ Social work | ▪ Personnel Work |

GEOGRAPHY

It's good to know that the rest of education is at last catching up with us! In Geography we have been teaching a modular course for over ten years, with a lot of successful students being the result.

We are really excited about the changes to the syllabus which start this year as you can see from the details below. The topics are new and about up to date, real and relevant issues in the world today, some of which are very controversial and lots of arguments then about our opinions concerning potential solutions. Geography will help you become an informed citizen on these ideas and you will be in an excellent position to be involved in decisions about your world and your future.

AS Geography in Year 12

For your AS course in Year 12 you will be taking two units towards an examination in June 2008. The two units are called:

- ❑ **Unit 1: Global Challenges**
- ❑ **Unit 2: Geographical Investigations**

Course Content

Unit 1

The meaning, causes, impacts and management of global challenges. How we influence global challenges through our own lives. There are two compulsory topics which form this unit:

- ❑ **Topic 1: World at Risk**
- ❑ **Topic 2: Going Global**

Unit 2

A closer look at how physical and human issues influence lives and can be managed. Students choose **two** topics from the four offered in this unit; there must be **one** physical and **one** human topic.

Physical topics

- ❑ **Topic 1: Extreme Weather, with its increasing ferocity and frequency fascinates some people and threatens many others**
- ❑ **Topic 2: Crowded Coasts reveals how increasing development is testing our ability to manage these valued environments**

Human topics

- ❑ **Topic 3: Unequal Spaces explores the causes and consequences of rural and urban disparities and how to manage them**
- ❑ **Topic 4: Rebranding Places focuses on how we need to re-image and Regenerate rural and urban places, using appropriate strategies**

Continued/

GEOGRAPHY

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One of the highlights of Year 12 Geography has always been the field trip, - a whole week away from school doing intensive geography. We think that this trip will be in October. So, if you liked talking to shoppers at Waterdale, this field course is for you! Usually we visit North Wales staying at the National Watersports Centre near Caernarfon (very nice—ensuite rooms, good food and there's even a swimming pool) but we are hoping to go further afield—talk to us about where we are hoping to go.

A2 Geography in Year 13

Naturally we hope that you will go on to take the A2 part to complete the full A Level course. There are two more units of new work in Year 13.

- Unit 3: Contested Planet**
- Unit 4: Geographical Research**

Course Content

Unit 3

The use and management of resources is a key issue for geography in today's world. Consumption patterns highlight stark inequalities between regions, countries and groups of people. Many resources are finite, and rising consumption means that decisions over the use of resources will have to be taken more frequently. The compulsory topics:

- Topic 1: Energy Security**
- Topic 2: Water Conflicts**
- Topic 3: Biodiversity Under Threat**
- Topic 4: Superpower Geographies**
- Topic 5: Bridging the Development Gap**
- Topic 6: The Technological Fix?**

Unit 4

Options range from those with a strong physical geography focus, to those concerned more with environmental, social and cultural geographies. Students must select and study **one** of the following research options:

- Option 1: Tectonic Activity and Hazards**
- Option 2: Cold Environments—Landscapes and Change**
- Option 3: Life on the Margins—the Food Supply Problem**
- Option 4: The World of Cultural Diversity**
- Option 5: Pollution and Human Health at Risk**
- Option 6: Consuming the Rural Landscape—Leisure and Tourism**

What Else Can We Tell You?

- You will need to be quite good at Maths to cope with some of the work.
- Knowing some Science is a great help, especially with Ecosystems; even History is useful!
- You don't need to have done G.C.S.E. Geography; we can help you if you would like to restart your Geography in Year 12 but you do need to have a good range of grade 'C's in your other subjects.

Continued/

GEOGRAPHY

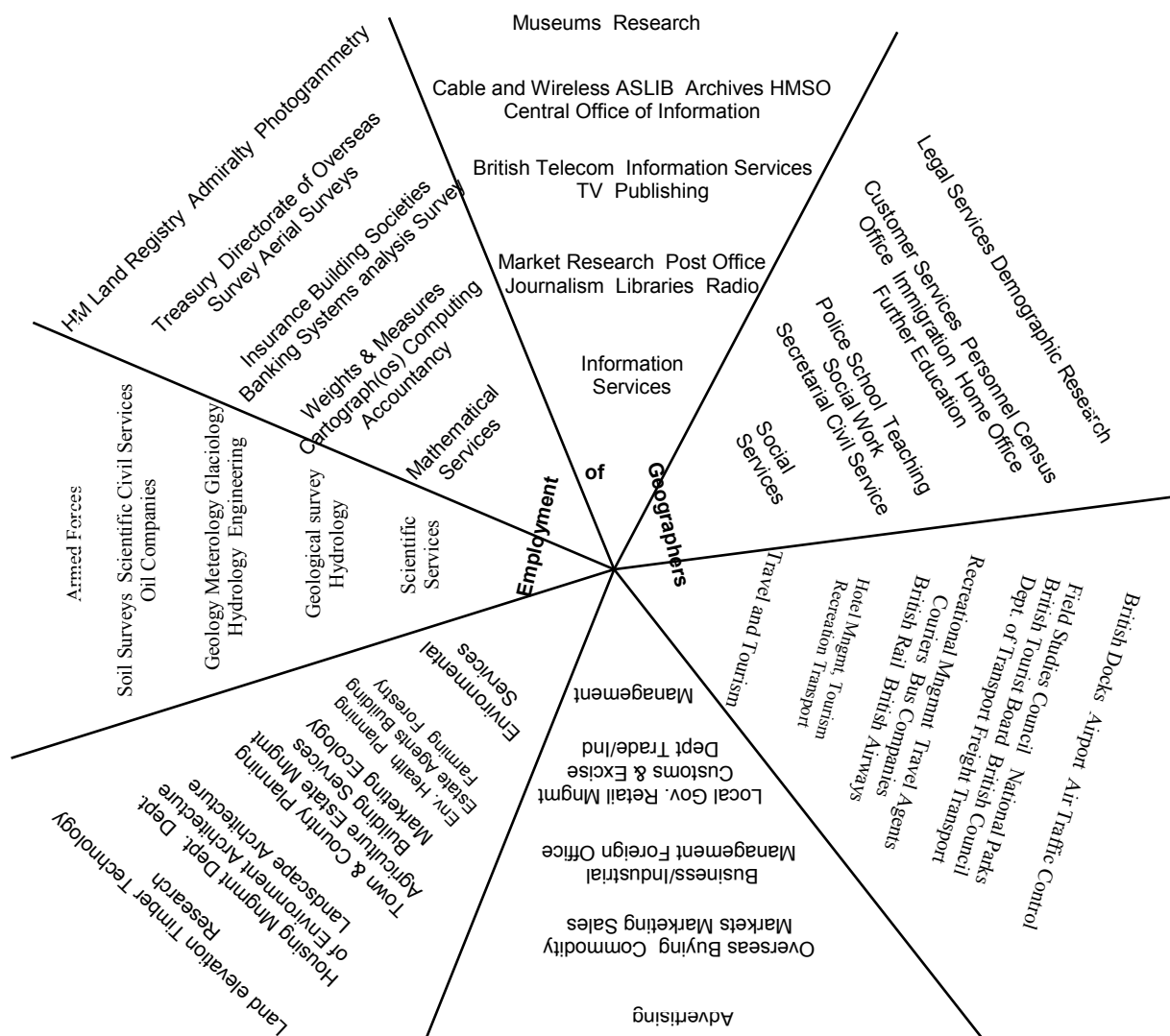
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What Can You Do Afterwards?

The whole point about AS and A Level Geography is that you will have taken a thought-provoking and issues-based course which should allow you to be knowledgeable about, and have an opinion on, almost any issue in the world today. If this doesn't make you employable, what will? You will have specific knowledge about urban planning, environmental management, conservation, business decision-making and hazard management, and these are jobs which trained geographers do nowadays.

Careers for Geographers

Geography provides a sound basis for entry into a wide range of careers. As well as its particular subject matter, which is central to contemporary global concerns, great importance is placed on the transferable skills offered to students. These include practical skills, such as competence in numerical methods of analysis, computing skills, and skills in presentation, writing and working in groups. Presentational and writing skills are required for success in most professions, and the diversity of geographical issues, often involving complex space and time dimensions, make an intellectually demanding and ideal test bed for marshalling evidence and expressing opinions. On a national scale, geographers perform strongly in the job market.



HEALTH & SOCIAL CARE

Why choose A Level in Health & Social Care?

The G.C.E Health & Social Care is highly motivating, in allowing you the student, to build skills as well as technical knowledge. It will give you a broad base of understanding of Health and Social Care, whilst allowing you to focus on the four specialist areas:

- Health
- Care of Older People
- Early Years (Care and Education)
- Individuals with Specific Needs

Options for studying particular groups and needs have been embedded within each of the internally assessed units. Each internally assessed unit consists of an assignment where you will study one of the above areas. The content of this qualification has been designed to enable you to take it alongside other G.C.Es within the Sixth Form, possibly in science-based subjects, Sociology and Psychology.

Course structure

The qualification has an AS/A2 structure. It can take the form of:

- A Single Award AS GCE (3 units) *Units 1-3*
- A Double Award AS GCE (6 units) *Units 1-6*
- A Single Award Advanced GCE (6 units) *Units 1-3, 7-9*
- A Double Award Advanced GCE (12 units) *Units 1-12*

External assessment will be through written examinations, which last an hour and a half.

AS Units are as follows:

- Unit 1: Human Growth & Development (Externally Tested)
- Unit 2: Communication and Values in Care (Internally Assessed)
- Unit 3: Positive Care Environments (Internally Assessed)
- Unit 4: Social Aspects of Health (Externally Tested)
- Unit 5: Activities for Health and Well Being (Internally Assessed)
- Unit 6: Public Health (Internally Assessed)

A2 Units are as follows:

- Unit 7: Meeting Individual Needs (Externally Tested)
- Unit 8: Promoting Health & Well Being (Internally Assessed)
- Unit 9: Investigating Diseases (Internally Assessed)
- Unit 10: Using and Understanding Research in Health and Social Care (Internally Assessed)
- Unit 11: Social Issues and Welfare Needs (Internally Assessed)
- Unit 12: Understanding Human Behaviour (Externally Tested)

Progression

The GCE in Health & Social Care qualifies for UCAS points. It gives you a wide choice of progression options into further study, training, or relevant employment, such as Adult/ Children's Nursing, Midwifery or Social Work. Students who successfully complete the qualification will be well equipped to move onto degrees or BTEC Higher National Diplomas or NVQs.

How can I find out more?

Ask Miss Hall or Mrs Cooper, for more information, attend the Sixth Form Opportunities Evening or see the Edexcel website – <http://www.edexcel.org.uk>

HISTORY

All those who have studied History lower down The Armthorpe School will be familiar with the reasons why we study History, and the careers for which a qualification in the subject is useful, (i.e. all those careers which do not involve pure science). Details of these issues, and of the course itself, are set out in our popular propaganda leaflet 'Why Study History in the Sixth Form' available from all good History teachers. We would, therefore, like to take this opportunity to add some colour to the picture (although not in the Geographical sense!).

Why Should I Study History In The VI Form? - 'Historians are dangerous people'

..... Because you are fascinated by people, their similarities and differences; because you want to know how and why; because you don't always believe what they tell you; because you love an argument; because you want to change the world; because you enjoy a challenge; because you want to get beyond £1000 on 'Who Wants to be a Millionaire'?

What Will I Study?

At AS Level

EUROPE 1774 – 1795 – The Reign of Madame La Guillotine

This is the era of the French Revolution. Meet the queen whose fondness for diamond necklaces, cake, and the Princesse de Lamballe plunged the monarchy into mortal danger, and the king who would rather make locks and go hunting than rescue it. Investigate those who destroyed it: a workaholic lawyer who didn't claim his full salary, his arch enemy, a journalist with an interesting skin disease, grown in the sewers of Paris, and the grief-stricken girl who stabbed him in the bath. And encounter the most vicious knitting circle the world has ever known

ITALY 1848 – 1871 – The nation that showed the Germans how it's done

Be present at the birth of modern Italy, the nation that won the war without winning a battle. Meet Garibaldi, a hero who dressed his followers in second hand red shirts so the blood would not show, and ultimately shot himself in the foot.

These units are examined through two separate papers.

Continued/

HISTORY

/Continued

At A2 Level

BRITAIN 18658 – 1915 – Rivalry and adultery

This is Britain at the height of her power and influence: dominating Europe through a superior political system and sheer economic strength, and leading an empire on which the sun never set. Meet her Prime Ministers – the Scot who found time between felling trees and taking prostitutes home to bring education to the masses; the Englishman with a gaudy waistcoat, and a wicked way with elderly widows, who made the streets clean, and the Welshman who dragged himself away from his wife and his mistress to bring in old age pensions.

This is an examined unit.

The Personal Study

Is there an historical question burning in your brain? No? There will be! Perfectly normal young men and women have devoted hours of time and effort into investigating Louis XVI and the Fall of the French Monarchy, the likelihood of revolution in England, the Effect of the Industrial Revolution on the Lives of Women, William Wilberforce and the Abolition of Slavery.

Write your own A Level question, and build up the marks before you sit the exam.

How Will I Be Taught.....

With films and video, with I.T., reading novels and historical texts through factual writing, and writing using the imagination, through discussion and debate.

OCR LEVEL 3 NATIONAL AWARD DIPLOMALOMA IN ICT

Why Study Advanced Level ICT?

Do you want to learn how to create professional looking websites? Build customised database applications? Create an interactive showcase incorporating animations, edited video and sound? Build a retro style game for you XBOX 360? Create 3D animated character? If so, then this course is definitely for you!

The ICT industry is thriving with opportunity for qualified, highly trained individuals who have a range of specialist ICT skills to meet the demands of today's thriving e-commerce market place. This vocationally oriented course provides the essential backbone of advanced ICT skills to prepare students to enter the ICT industry directly or any industry in which the use of ICT is fundamental to success. This course is also a suitable building block upon which to study specialist ICT courses through Higher education.

What will I learn on this course?

The course offers students the opportunity to develop advanced and specialist software skills including multimedia showcasing, video editing and web authoring. You will also learn statistical problem solving skills using advanced spreadsheet features and how to manage extensive coursework projects through collaborative working. If you choose the double award option you will learn how to specify and build business databases, maintain web servers, games programming, 3D animation and you will complete and ICT work experience placement.

What are the characteristics of a successful ICT student?

The two key aspects that you should consider before embarking on the OCR Level 3 National Diploma are that you must have a passion for ICT and for extensively developing your current knowledge-base. You also need to be prepared to make a two-year commitment as no qualification is available after only one year.

If you are considering this course we expect you to have at least a MERIT grade in ICT and be prepared to commit to a 100% coursework based qualification which will require a significant amount of independent work both in and out of school. Only students who can organise their time effectively and manage several simultaneous projects are likely to be successful.

Course Structure

- This course will enable students to achieve an OCR Level 3 National Certificate or Diploma in ICT, depending on whether the single or double option is chosen. These courses are equivalent to 1 or 2 A Levels and up to a maximum of 120 or 240 UCAS points.
- To achieve the single option 6-unit certificate, the first 3 units for each year must be completed to a PASS standard. To achieve the double 12-unit diploma, all of the units below must be completed to a PASS standard.
- Each unit is grades at PASS, MERIT or DISTICTION and assessed internally (externally moderated).

Year 12 Units

- Digital Business Communication
- Collaborative Working
- Creating a Digital Showcase
- Advanced Databases
- Programming for Computer Games
- Cartooning and Animation

Year 13 Units

- Problem solving
- Web Authoring
- Digital Video
- Hosting and Managing Websites
- The Internet
- Work Experience for ICT

Who can I speak to about this course?

If you are interested in this ICT course, you should speak to Mr. Whitehouse or Mr. Fletcher for further information or advice.

LAW

AS Level and A Level Law – the new syllabus and examination details for the subject of Law for courses starting in September, require no prior knowledge of the subject of law and are as follows:

Examination Details

The examination results will be based only on the written examinations. There is no coursework element. The examinations will comprise of essays and stimulus response questions. There will be three relatively short examinations in June of each year. Students will sit the first of these examinations in June and if successful will be awarded an AS Level certificate.

However, if they choose to do so, students may continue their studies in Law through the following year at the end of which they will sit additional examinations.

For those who do go on to the second year the result of the first examination (the AS Level) will be carried over and combined with the second year examinations (the A2 Level). Once the second year examinations are passed, students will be awarded a full A Level certificate. The first year examination results will be given equal weighting with the results of the second year to form the overall grade for the full A Level.

(Students may re-sit the AS Level in the second year. The higher of the two results, i.e. the result of the AS Level examination at the end of year one and the result of the AS Level at the end of year two, will then be used towards the overall grade for the full A Level certificate.)

Content of First Year – AS

The content of the first year covers the 'English Legal System'. This comprises a study of how the law has evolved, the systems which make it work, and the role of those people who work within the legal system. Particular emphasis will be given to the effect of European law, including human rights issues, on English law. Throughout the course students will be encouraged to take a critical view of the system. All this requires the student to understand the overall legal system and its adopted principles and procedures. At the end of the course students will understand the way in which both civil and criminal courts work within English and European Law.

They will be able to critically discuss the work of judges, magistrates, solicitors, barristers, arbitrators, jurors, police and civil servants as they impact on the law.

This course is suitable for those intending to follow careers in areas of law, social sciences, business studies, accountancy, commerce, or as part of a course of general education.

Content of Second Year – A2

The content of the second year focuses on a particular part of law; namely 'Contract and Consumer Law'. This looks into areas of adult life and responsibilities such as the law of contract and the tort of negligence. Modern consumer protection measures, both civil and criminal, from home government and from European sources, will be used to illustrate the legal position of the consumer in the 21st century.

Continued/

LAW

/Continued

For example,

- (1) The law relating to a package holiday which turns into a nightmare rather than a dream holiday.
- (2) The effect of a faulty word processor (made in Malaysia, or some other foreign country) which blows up in the face of the user.
- (3) The effect on the owner if unable to pay hire purchase payments due on household goods.

Career Links

The career opportunities available after completing the full A Level in Law could include different areas of law, social sciences, business studies, accountancy, commerce, or as part of a course of general education.

Both the above courses are run under a distance learning programme which entails students meeting their allocated tutor once each week either face to face or by live video conferencing.

There is extra support by telephone if required and there are video tapes and multi-media CD-ROMS on the subject available upon request.

There is an optional weekend revision course held at the College of Law, Chester in April each year.

MATHEMATICS

The syllabus followed is that of the A.Q.A Exam board. This will enable candidates to gain an AS certificate at the end of Year 12 or an A Level certificate after two years study.

At least a G.C.S.E. grade 'B' from the higher tier is required to embark on the course. A sound understanding of the algebra, trigonometry and graphical work done at G.C.S.E. level would indicate suitability for the A Level course.

The Aims of the Course

The course aims to help students:

- Use Mathematics as an effective means of communication.
- Develop an understanding of Mathematics in a way that promotes confidence and fosters enjoyment.
- Develop the ability to reason logically and recognise incorrect reasoning.

Course Content

The Year 12 course consists of two compulsory units which are both Pure Mathematics and one unit which will normally be chosen from either Statistics and Probability or Mechanics, which are both offered in Year 12.

The Year 13 course consists of a further two compulsory units of Pure Mathematics with one other optional unit chosen from either Statistics and Probability, Mechanics or Decision Mathematics. The choice will depend on the interests of the pupil taking into account the other A level subjects being studied, possible career choices and also the ability demonstrated in Year 12 in various aspects of the course.

The Pure Mathematics section extends the work done at G.C.S.E. level in algebra, trigonometry, graphs, vectors and functions. The new topics covered include calculus (which forms a major part of the course) and co-ordinate geometry.

The Mechanics section covers the effect of applied forces on the motion of particles and solid bodies.

The Statistics section will extend the work done at G.C.S.E. level on the calculation of means, graphical illustration of data and probability.

Decision mathematics is the study of networks and related topics.

Continued/

MATHEMATICS

/Continued

Assessment

Assessment consists of six units in total.

For AS Level

- Two units of Pure Mathematics each 30% of the course.
- One unit of Applied Mathematics – 40% of the course.

For A2 Level

- Two units of Pure Mathematics each 30% of the course.
- One unit of Applied Mathematics – 40% of the course.

Career Links

In addition to being a worthwhile subject in its own right Mathematics can provide a useful support for many other A Level subjects. The Pure Mathematics aspect will be used in all science based courses, the Mechanics course should assist those taking A Level Physics, Engineering Design, etc. and the Statistics course will be useful to those taking Geography, Biology or Economics.

Mathematics is a suitable qualification for those considering careers in:

accountancy, actuarial work, architecture, banking, building societies, computing, engineering, economics, insurance companies, the scientific Civil Service, surveying, teaching, etc.

Many varied degree courses are available which allow either for continued study across a broad range of topics or for greater specialisation. Mathematics is a required qualification for entry to most Science and Engineering degree courses and also for computing.

MEDIA STUDIES

The Media Studies course is offered by O.C.R.

What is it?

This subject offers you the opportunity to combine analysis of the media and how it relates to society, with the development of practical skills for media production. Media covers film, television, radio, the press, the internet and a range of new technologies from MP3 players to video games.

The balance of theory and practical work means that you will learn about how media industries operate, research and debate the role of the media in society, analyse particular examples, and produce media of your own.

Requirements:

To enrol on the course you will need a Grade 'C' or above in English/English Literature at G.C.S.E.Level. You are NOT required to have studied BTEC Media but this would of course be beneficial. Whilst you will receive excellent support, self-motivation is particularly important for this course, as it requires independent research and production.

Media Studies (AS) is made up of two modules:

1. Foundation Portfolio in Media

Candidates produce two paired media artefacts from a series of briefs such as:

Print

- Preliminary exercise: using a Desktop publisher program, produce the front page of a new/school/college magazine. Additionally candidates must produce a mock-up of the layout of the contents page to demonstrate their grasp of DTP
- Main task: the front page, contents and double page spread of a new music magazine, to include students own photography

This coursework unit is worth 50% of the AS grade.

2. Key Media Concepts (TV Drama or Radio Drama)

Candidates gain an understanding of textual analysis, representation, institutions and audiences. This externally examined unit will involve students watching an unseen video/audio extract and answering questions.

Continued/

MEDIA STUDIES

/Continued

Media Studies (A2) is also made up of two modules:

3. **Advanced Portfolio in Media**

Candidates engage with contemporary media technologies to produce a media portfolio

This may be a promotion package for the release of an album, to include a music promo video, together with two of the following three options:

- A website homepage for the band
- A cover for its release on DVD
- A magazine advertisement for the DVD

This unit is worth 25% of the overall A Level

4. **Critical Perspectives**

Candidates cover Theoretical Evaluation of Production alongside a study of contemporary media issues.

Study & Career Links

Media Studies is a rapidly growing subject in Post-16 education up to and including University level. It is highly valued in a variety of professions, as there are few organisations in modern society in which media does not play a part. In addition, the skills developed in this course are very transferable: your ability to be creative, analyse and carry out research, on your own and with others, all in a 'real world' context. Whether you complete AS or A2 Level, you will have hands on experience of actual productions you can be proud of as well as develop a deeper understanding of the undeniably central role that media plays in today's society.

MODERN FOREIGN LANGUAGES FRENCH/GERMAN/SPANISH

Courses are offered in all three languages at both AS and A2 Levels.

The basic requirement for entry into the course is a 'B' at G.C.S.E. Level.

Course Content

Students follow the AQA G.C.E. course in either French, German or Spanish. At AS and A2 Levels they will:-

- Develop a sound comprehension of the language as spoken by a native speaker
- Express themselves with some fluency on topics of interest to young people and those which have global impact, e.g. the environment, drugs, relationships, the media
- Read authentic texts such as newspapers, magazines, and demonstrate an understanding of both the language used and the issues to be discussed
- Write accurately and intelligently on factual issues and use the language to express their own opinions and argue for or against a discussion point
- Translate short passages both into and from the foreign language

In order to do this, students will initially spend considerable time acquiring a sound knowledge and understanding of the grammar and vocabulary required for this purpose. In so doing, they will study topics via a range of media including TV, video, internet and radio, enabling them to gain an insight into the character and civilisation of French speaking people and countries. In addition students will be encouraged to use the Internet for private study and to research topics for coursework.

There is an opportunity to carry out work experience in France or Germany, and historically this has always proved to be a very popular and successful venture with AS students.

Assessment

The four skill areas will be assessed; Listening, Speaking, Reading and Writing. There will be an oral component which will involve students nominating a topic to talk about as well as some general conversation on the topics studied. Writing will also be assessed by a written exam and the listening component will be a test operated by the students who will complete a range of exercises such as gap-filling and transcription.

Continued/

MODERN FOREIGN LANGUAGES FRENCH/GERMAN/SPANISH

/Continued

School Links

We encourage students to become involved in ALL (Association of Language Learning) events in Sheffield. This promotes co-operation with other schools and gives access to learning at Sheffield University.

Career Links

As Britain becomes ever more closely linked with other European countries, the opportunities for foreign language speakers are endless. Most universities expect students to study a language if they are taking Business Studies, and it is now possible to combine a language degree with almost any other subject, (Drama, Engineering, Physics, Politics, Law to give just a few examples), such is the demand for language graduates. There are courses for interpreters and translators and, of course, teachers! A language qualification is seen as a valuable asset by many employers, particularly in the many industries which have European links and who deal with other countries on a day to day basis. The tourist industry affords many opportunities for those who wish to work abroad, and travel agents and tour operators are keen to employ people who can deal with their customers in their native language.

Asset Languages

In addition to AS French/German, Asset Languages may also be offered. Candidates will be tested in the same four skill areas, listening, reading, writing and speaking, but with different tasks to complete.

"If you talk to a person in a language they understand, that goes to their head. If you talk to them in their language, that goes to their heart!"

Nelson Mandela

PERFORMANCE STUDIES

The A Level Performing Arts course is offered by O.C.R.

To begin studying Performing Arts at A Level a grade 'C' or above at G.C.S.E. in Drama and/or Music and/or the equivalent in BTEC Dance is desirable although not essential. The most important quality students require is the confidence to experiment and perform.

Course Content

The syllabus initially encompasses a broad foundation of the following disciplines:-

- Drama
- Music
- Dance

Mainly focussing on experimental and contemporary styles.

Student grades will ultimately be determined by their achievements in their two strongest areas.

Assessment

This A Level is a modular course and as such will be assessed through a series of modules over the two year period, and is a mixture of practical and written exams.

The course also includes various visits. Past excursions have included:

- Three day Performing Arts Course, Disney Land, Paris
- Workshops with professional dancers
- Visits to the theatre
- Community project with people with learning disabilities
- Visit to the Showroom Cinema Sheffield for a premiere of modern dance

Career Links

- Broadcasting
- Acting, dancing, composing
- Theatre Administration
- Public Relations
- University Entry
- Management
- Teaching (or any career that requires confidence and the ability to relate to and work closely with others)

BTEC NATIONAL AWARD IN PERFORMING ARTS

The course explores elements of the three performing arts disciplines music, dance and drama but allows students to focus on their strengths.

Some of the units on offer include:

- Singing skills for actors and dancers
- Physical performance
- Children's Theatre
- Variety Show
- Musical Theatre

There is a heavy focus on practical assessment and due to the courses vocational nature many of the projects involve working as a production company.

This is a two year experience which you will enjoy, previously we have worked with outside companies and practitioners e.g. 'Disdance' who worked with our students on a 'STOMP' style piece. We have also taken trips to see professional musical theatre e.g. Beauty and the Beast and Hairspray. You also get the opportunity to perform your work as part of a touring company e.g. To primary schools.

This course is suitable for students with an enthusiasm for the Arts. It follows on well from Level 2 courses in BTEC dance, acting or music and as well as GCSE's in these areas. Although it is useful to have some experience in Dance, Drama or Music it is not essential as long as you have a willingness to perform and can commit to working as part of a team.

PHYSICS

Your questions answered

Who is it for?

The AS units studied in Year 12 are suitable for any pupil with an interest in Science who enjoys solving problems and wants to find out more about the physical universe in which we all live. In Year 13 students can progress onto the A2 units in order to gain the full A Level qualification. This is a much sought after qualification both in the work place and in higher education.

Will I find it interesting?

If you have ever asked yourself any of these questions:-

- Why is the sky blue?
- What is a super-conductor?
- How can a fly stop a train?
- Is time travel possible?
- What is a cephied variable?
- How does a transistor work?
- What happens inside a black hole?

Then the answer is probably **YES!!**

What qualifications do I need?

You need a good understanding of G.C.S.E. Science and will have at least a grade 'C'.
You will need a good grasp of Mathematics and will have at least a grade 'C'.

Physics is a mathematical subject and, although not essential, you should give serious consideration to studying A Level Mathematics alongside Physics.

What will I study?

THE AS UNITS			
	UNIT 1	UNIT 2	UNIT 3
Year 12	Particles and Radiation Electromagnetic radiation and Quantum phenomena Current Electricity	Mechanics Materials Waves	Investigative and Practical Skills in AS Physics
THE A2 UNITS			
	UNIT 4	UNIT 5	UNIT 6
YEAR 13	Further mechanics • Momentum • Circular motion • Simple harmonic motion Gravitation Electrical and Magnetic fields Capacitome	Radioactivity Nuclear Energy Thermal Physics Plus Option—to be confirmed	Investigative and Practical Skills in A2 Physics

Continued/

PHYSICS

/Continued

How is the course assessed?

There are written examination papers for each of the modules which are likely to be available twice each year. There will also be a practical exam, for all students who study Physics.

What Careers and Higher Education courses does it lead on to?

From A Level Physics students may progress on to Higher Education courses in Physics or Engineering. However, it is also a suitable qualification for those wishing to study a diverse range of subjects: Computing, Law, Medicine, Dentistry or even Podiatry! It is also a very valuable qualification for those students who decide to seek employment at the end of Year 13.

How do I find out more?

Speak to Mr. Robinson/Mr Castle or your Science teacher.

PSYCHOLOGY

Minimum Entry Requirements

G.C.S.E. English and Mathematics Grade 'C' or above.

Course Content

There are four Units to be studied, two at AS and two at A2.

There is an examination for each of the Units.

- ❑ **Unit 1 PSYA1**—Cognitive Psychology (Memory including eye witness testimony) and Developmental Psychology (Attachment and the effects of day care) and Research Methods
(50% of AS marks, 25% of A2 marks)
- ❑ **Unit 2 PSYA2**—Biological Psychology (Stress) Social Psychology (conformity, obedience and independent behaviour) and Individual Differences
(50% of AS marks, 25% of A2 marks)

The A2 syllabus contains the following sections and is examinable:

- ❑ **Unit 3 PSYA3**—Three topics to be chosen from:
 - Biological rhythms and sleep
 - Relationships
 - Eating Behaviour
 - Intelligence/learning
 - Perception
 - Aggression
 - Gender
 - Cognition/development
- (25% of A Level)
- ❑ **Unit 4 PSYA4**
Psychopathology:-
The study of one disorder chosen from:- Schizophrenia, Depression or Anxiety Disorder
Psychology in action:-
One issue chosen from:
 - Media Psychology, the Psychology of Addictive Behaviour or Anomalistic Psychology
 - Psychological research and scientific method

(25% of A Level)

Career Options

Psychology at A Level is accepted by universities as an excellent foundation for a very wide range of degree courses. It is also an asset to careers in:

- Health
- Medicine
- Marketing
- Police
- Teaching
- Human Resources
- Media
- Forces
- Law
- Public Relations
- Advertising
- Civil Service

SOCIOLOGY

Why choose AS/A2 Level in Sociology

The course has been designed so that candidates will gain the knowledge and understanding of the central aspects of sociology. The course covers the essential sociological themes, such as education, health, wealth and poverty, family and households and mass media, crime and deviance.

Course Structure

- AS—Unit 1 and 2 is examination based**
- A2—Unit 3 and 4 is examination based**

Course Content

AS Level

- Unit 1—Culture and Identity, Families and Households, Wealth, Poverty and Welfare
- Unit 2—Education, Health: Sociological Methods

A2 Level

- Unit 3—Beliefs in Society, Global development, Mass media, Power and Politics
- Unit 4—Crime and Deviance, Stratification and Differentiation Theory and Methods

Career Prospects

An A level in Sociology can lead to a wide range of employment prospects which include a career in the following:

- Nursing (Adult/Child)
- Teacher Training
- Non-teaching Assistant
- Social Work
- Probation Officer
- Personnel Manager
- Social Researcher
- Journalism
- Police Force

If you are interested in any of the above careers, we recommend that students contact Miss Hall in order to obtain detailed information on the subject and grade requirements normally required before committing yourself to enrolling on this course.

BTEC NATIONAL CERTIFICATE IN SPORT AND EXERCISE SCIENCE

BTEC National Certificate equivalent to 2 A Levels Grade A - C

The BTEC Nationals in Sport and Exercise Sciences have been developed to focus on:

- ❑ Education and training for sport employees
- ❑ Providing opportunities for sport employees to achieve a nationally-recognised Level 3 vocationally-specific qualification
- ❑ Giving learners the opportunity to gain a nationally recognised vocationally specific qualification to enter employment in the sport sector or to progress to higher education vocational qualifications such as the Edexcel Level 4 BTEC Higher Nationals in Sport or Sport and Exercise Sciences
- ❑ Giving learners the opportunity to develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life

Structure

The certificate consists of five core units **plus** seven specialist units:

Core units:

- Anatomy for Sport and Exercise
- Sport and Exercise Physiology
- Sport and Exercise Psychology
- Research Methods for Sport and Exercise Sciences
- Research Project in Sport and Exercise Sciences

Specialist units:

- Fitness Testing for Sport and Exercise
- Training and Fitness for Sport
- Sports Nutrition
- Sport and Society
- Sports Injuries
- Sports Coaching
- Practical Team Sports

Learners may wish to extend their programme through the study of a related GCE.

TRAVEL AND TOURISM

Why choose to study the A Level Travel and Tourism?

This is because the combined travel and tourism industry represents probably the world's largest industry. Worldwide, it is worth over \$6200 billion, with the UK share at over £74 billion and employing over 2.1 million people. You could be one of those people in a highly dynamic industry. An industry, that is continually offering new means of transport and new destinations every year, such as China.

Travel and tourism, for business or for pleasure, is a very competitive market, with organisations competing to outdo each other and supply us with ever more attractive tourism destinations and services.

However this diversity and global spread make it susceptible to world events such as:

- ❑ Terrorism - 9/11, the July bombings in London or the most recent foiled attack at Glasgow Airport
- ❑ Disease – SARS, the Foot and Mouth epidemic that has hit our country yet again this year
- ❑ Disasters – Tsunami in the Indian Ocean, hurricanes that hit New Orleans and the Caribbean or earthquakes. In 2007 we saw vast areas of California and Greece devastated by forest fires.

The AS course structure:

A Single AS Award consists of three units:

- ❑ **Unit 1:** (Externally Tested) The Travel & Tourism industry, where you will gain knowledge and understanding of what makes up the industry and underpins every other unit in the course.
- ❑ **Unit 2:** (Portfolio) The Travel & Tourism Customer looks at how organisations in the industry focus on meeting their customer's needs. You will undertake a visit and evaluate the service levels provided. This unit will also give you the opportunity to demonstrate your customer service skills.
- ❑ **Unit 3:** (Portfolio) Destination Europe investigates the most popular destinations in Europe for leisure and business travellers. Europe today is vastly different to the Europe of 20 years ago. Of the 45 countries in Europe over half are in the European Union. The impact of this enlargement is immense on the travel and tourism industry. You will look at the factors that make a number of destinations appeal to UK tourists.

A Double AS Award consists of the above three units, plus units 4, 5 and 6

- ❑ **Unit 4:** (Portfolio) Destination Britain looks at the operations of key travel and tourism organisations within the industry who employ over 7% of all people in Great Britain, within some 127,000 businesses, of which over 80% have a turnover of a quarter of a million pounds. The value of tourism to Britain is tremendous and you will investigate the appeal and popularity of its diverse attractions and destinations.
- ❑ **Unit 5:** (Externally Tested) Travelling Safely looks at key organisations that regulate the travel industry. The safety guidelines and practices that ensure we travel to our holiday destinations without incidents and disasters. You will investigate passport and visas, losses and criminal activity, plus health restrictions and how tour operators look after you in both small and large scale emergencies that could occur when travelling.
- ❑ **Unit 6:** (Portfolio) Resort Operations investigates the operations of the resort office within the destination you may be visiting. You have the opportunity to undertake the role of a resort representative by giving a Welcome Meeting, dealing with documentation and showing your capabilities in dealing with problem situations such as overbooking, a dirty room, a lost or stolen passport.

Continued/

TRAVEL AND TOURISM

/Continued

The A2 course structure:

A Single A2 Award consists of three units:

- ❑ **Unit 7:** (Externally tested) Responsible Tourism investigates the impacts on everyone's lives around the world. Carefully planned tourism developments can bring improved living standards, infrastructure and environment for host communities. However, if this is not carefully managed it can be catastrophic and lead to exploitation of the local community, destruction of the natural environment and tourism revenue leaking out of the host community to the large multinational tourism companies such as Thomas Cook.
- ❑ **Unit 8:** (Portfolio) Current Issues in Travel and Tourism requires you to research and plan a project by investigating one significant issue such as Global Warming, Terrorism, World Diseases, E-tourism and E-retailing and how they have significantly impacted on the travel and tourism industry.
- ❑ **Unit 9:** (Portfolio) Here you can enjoy yourself by planning a travel and tourism event, by demonstrating team working skills. You will produce a booklet on the employment opportunities this vibrant industry can offer, plus the type of skills you are likely to need for a successful career in travel and tourism.

A Double AS Award consists of the above three units, plus units 10, 11 and 12

- ❑ **Unit 10:** (Externally Tested) Promotion and Sales in Travel and Tourism plays a key role in the success of any company. You will gain an understanding and appreciation of how marketing, sales and promotion are a continuous process that everything an organisation does to attract and keep customers, identify and satisfy their needs. How does an organisation create an environment in which sales can happen, through the use of promotional techniques, campaigns and budgeting.
- ❑ **Unit 11:** (Portfolio) Special Interest Holidays are designed for people who want to pursue their interest in a particular activity or subject whilst on holiday. In this unit you will investigate worldwide destinations, from trekking in the Himalayas to cruising the Caribbean. You investigate their features, who provides them, how to put together an itinerary for a special interest holiday, plus why they are popular and appeal to different types of people and what factors influence their appeal.
- ❑ **Unit 12:** (Portfolio) Travel organisations enables you to look at one sector of the diverse and complex industry, such as travel providers, attractions, travel agents, tourist boards, tour operators or accommodation providers. You will examine how one organisation operates and meets the needs of its customers. How it adapts to changes in the way the industry operates: the legal and regulatory requirements that affect that organisation within that sector.

The A Level Travel and Tourism course is a 'must-have' for every post-sixteen student! You do not need to have studied this at G.C.S.E. Why not try something different? The content of this qualification has been designed to enable you to take it alongside other A Levels within the Sixth Form, such as Business Studies, Geography or Physical Education.

Progression

The A Level in Travel and Tourism qualifies for UCAS points. It gives you a wide choice of progression options into further study, training or relevant employment. Students who successfully complete the qualification will be well equipped to move onto degree courses or BTEC National Diplomas in related subjects such as Travel and Tourism, Geography, Hospitality, Leisure and Recreation and Business Studies.

How can I find out more?

Ask Miss George, Head of Vocational Studies, for more information, attend Sixth Form Opportunities Evening, see the Edexcel website –[http://www.edexcel.org.uk/GCE/qualifications/travel and tourism](http://www.edexcel.org.uk/GCE/qualifications/travel%20and%20tourism).

ROUTE BTEC

LEVEL 2 COURSES

2010/2011

BTEC FIRST DIPLOMA IN HEALTH & SOCIAL CARE

What is a BTEC First Diploma?

A BTEC First Diploma is a practical, work-related course. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. It introduces you to the Health & Social employment area and provides a good basis to go on to a more advanced work-related qualification.

A BTEC First Diploma is **equivalent to four G.C.S.E's grades 'A*'– 'C'** and is normally taken as a full-time course within the Sixth Form here at The Armthorpe School.

What are the entry requirements?

You will normally need to have at least one of the following:

- A general education equivalent to 4 G.C.S.Es at grades 'D' - 'G'
- A BTEC Foundation Certificate in a related subject
- Related work experience
- Other related level 1 or 2 qualifications

What is the course structure?

The course is made up of six units – two core units and four specialist units. The specialist units enable you to study particular areas in more depth.

What subjects will I study?

All students take the two core units:

- 1) Communication and Individual Rights within the Health and Social Care Sectors
- 2) Individual Needs within the Health and Social Care Sectors

You then take four specialist units selected from the list below:

- 3) Vocational Experience in a Health or Social Care Setting
- 4) Cultural Diversity in Health and Social Care
- 5) Anatomy and Physiology for Health and Social Care
- 6) Human Lifespan Development
- 7) Creative and Therapeutic Activities in Health and Social Care
- 8) Health and Social Care Services
- 9) The Impact of Diet on Health

How is the course assessed?

All units are assessed, and graded and an overall grade for the qualification is awarded. Work is assessed in the format of a pass, merit or distinction grade.

What can I do at the end of the course?

With further training or study, you may go into careers in the Health and Social Care Industry.

A BTEC First Diploma prepares you for employment and provides a good grounding to go on to a more advanced course such as the BTEC National Diploma, Certificate or Award. You may wish to progress onto AS and A2 Levels of study in Health and Social Care and other subjects, which are on offer here at The Armthorpe School.

How can I find out more?

Ask Miss Hall, Head of Health and Social Care. For more information, attend the Sixth Form Opportunities Evening or see the Edexcel website – <http://www.edexcel.org.uk>.

BTEC FIRST DIPLOMA IN SPORT (Exercise and Fitness)

BTEC First Diploma equivalent to 4 G.C.S.E grades A*- C

- Prepares young people for careers in the sport sector
- Provides education and training for sports-related personnel who are employed in a variety of types of work, such as fitness, coaching support and land/water-based outdoor pursuits
- Motivates learners via applied learning and assessment
- BTEC qualifications are recognised by employers and education institutions
- Provides a good progression route to more advanced qualifications eg BTEC Nationals
- Develops Self Esteem of working in a sector of choice

Structure

Core units:

- The Body in Sport
- Health, Safety and Injury in Sport

Learners must complete at least one of the above units.

Specialist units:

- Preparation for Sport
- Planning and Leading Sports Activities
- The Sports Industry
- Practical Sport*
- Practical Outdoor and Adventurous Activities*
- Work-Based Project in Sport
- Instructing Exercise and Fitness
- Sport and Leisure Facilities Operations

Learners may take **either** Practical Sport or Practical Outdoor and Adventurous Activities but not both.

Learners will complete at least 4 of the specialist units and therefore complete 6 units in total.

THE TEACHER WILL MAKE THE DECISION ON WHAT UNITS WILL BE COMPLETED AND STUDENTS SHOULD FIND THIS OUT BEFORE OPTING FOR THIS SUBJECT.

Units

Core Units

- Unit 1: The Body in Sport**
Provides the learner with an understanding of the structure and function of the skeletal system, the muscular system, the cardiovascular system and the respiratory system.
- Unit 2: Health, Safety and Injury in Sport**
This unit will enable the learner to have a good understanding of health and safety and how they can take precautions in order to try to ensure sport and exercise participants avoid injury. Basic definitions of risks and hazards are explored.

Continued/

BTEC FIRST DIPLOMA IN SPORT (Exercise and Fitness)

/Continued

Specialist Units

- ❑ **Unit 3: The Sports Industry**
Gives learners the opportunity to investigate the many elements that make up the multi-million pound sports industry.
- ❑ **Unit 4: Preparation for Sport**
Learners will gain an insight into the essential preparation required for successful sports performance.
- ❑ **Unit 5: Planning and Leading Sports Activities**
Provides learners with the knowledge and skills to be able to plan and lead a range of practical sports activities.
- ❑ **Unit 6: Practical Sport**
Focuses on developing and improving the learner's own practical sports performance.
- ❑ **Practical Outdoor and Adventurous Activities**
To develop the learners' knowledge, skills and understanding in their chosen Adventurous Activities they will take part in a planned programme under the guidance of a qualified instructor.
- ❑ **Unit 13: Work-Based Project in Sports**
This unit allows learners to plan for and complete a practical work based experience within the sports industry.
- ❑ **Unit 14: Instructing Exercise and Fitness**
This unit covers all key aspects required for a learner to successfully plan and evaluate a range of exercise programmes and also to competently assist in delivering exercise sessions to a range of clients.
- ❑ **Sport and Leisure Facility Operations**
Learners are given an opportunity to learn about the responsibilities that may be placed on them if working in the sport and leisure facilities.

G.C.S.E. & OTHER COURSES

2010/2011

ONE YEAR COURSES

ASDAN CERTIFICATE OF PERSONAL EFFECTIVENESS

In addition to their chosen BTEC/Professional course all one year students will study the ASDAN Certificate of Personal Effectiveness (COPE).

The aims of this qualification are to enable candidates:

- to develop and demonstrate a range of personal, key and employability skills leading to personal effectiveness
- to broaden experience and manage learning through enrichment activities provided by the ASDAN challenges
- to receive formal recognition and accreditation for the above skills, experiences and activities

To achieve the Certificate of Personal Effectiveness, candidates must gain credits by completing challenges and providing evidence to demonstrate skill development in six areas:

- WO Working with others
- LP Improving own Learning & Performance
- PS Problems Solving
- R Planning and Carrying out a Piece of Research
- D Communication through Discussion
- OP Planning and giving an Oral Presentation

as well as 12 modules from the 'COPE' booklet as below:

- Communication
- Citizenship and Community
- Sport and Leisure
- Independent Living
- The Environment
- Vocational Preparation
- Health and Fitness
- Work Related Learning & Enterprise
- Science and Technology
- International Links
- Expressive Arts
- Beliefs and Values

Evidence is gathered and presented in the form of a portfolio which will be assessed.

ONE YEAR COURSES

G.C.S.E. MATHEMATICS (RESIT)

Students who have not achieved a Grade 'C' or above are expected to continue with Mathematics in the Sixth Form in order to improve their qualifications. For some students this will be through resitting the G.C.S.E Mathematics in either November or throughout the year via the modular course. For other students working towards a qualification in Adult Numeracy at either Level 1 or 2 will be more appropriate.

G.C.S.E. ENGLISH (RESIT)

If you would like to improve upon the grade you obtained in English at G.C.S.E. Level at the end of Year 11, it is possible for you to try to do so by following a one year course. Some students may be advised to re-sit the examination in November; it is possible to re-submit coursework.

As at the end of Year 11, assessment is based on coursework at 40% and terminal examination 60%.

COMMUNITY SPORTS LEADER

This is a one year course leading to The Community Sports Leader Award of the British Sports Trust.

Course Content

The aim of this award is to produce confident and responsible people who can lead safe and enjoyable sporting activities for other people. The emphasis is on Leadership, rather than excellent personal performance.

The syllabus is divided into eight areas:

- Organisation Skills
- Sport in the Community
- Organising Events and Competitions
- Games and Activity Experience
- Safe Sport
- Fitness for Sport
- Improvising and Adapting Games
- Leadership Experience

The syllabus is covered almost entirely through practical work. No special sporting skills are required but an interest in sport and in working with other people is important.

There may be opportunities during the course for students to gain extra qualifications, e.g. first aid or sports governing body awards.

Students who successfully complete the course will become Community Sports Leaders, a qualification awarded by the British Sports Trust through the C.C.P.R.

Assessment

The award is assessed on a continuous basis throughout the course and includes ten hours of Voluntary Community Sports Leadership

Career Links

The course offered would be of interest to those students who are considering a career in the sport and leisure industry. It is of immense value to anyone who wishes to follow a career where the ability to work co-operatively and constructively with others in a leadership role is important, e.g. Management training, teaching, armed services, nursing, care worker and so on. Although the skills of planning and leadership are taught through a sporting context, the inter-personal skills and personal development opportunities this course offers are equally valuable and applicable in all areas. The skills and knowledge gained from study on this course is relevant to work covered in the A Level Physical Education Course and the BTEC Awards in 'Travel & Tourism', 'Health and Social Care', Sport and Performing Arts.

PHOTOGRAPHY—G.C.S.E

The G.C.S.E Photography follows the AQA syllabus.

Course Content

Students will complete this G.C.S.E course in one year. They will produce two pieces of coursework and a ten hour examination.

Students will be taught the basics of taking a photograph and they will then get the opportunity to take a range of photographs which they will then learn how to manipulate using 'Photoshop' software.

Students will be expected to look and analyse work of photographers which will form the basis of their work.

Expanding Post-16 Provision The New Visions Partnership

The Government has set out in the white paper '14-19 Education and skills' ambitious proposals to tackle low post-16 participation, with the aim that participation at age 17 should rise from 75% to 100% over the next 10 years.

'The foundation for making progress is a transformed (16-19) phase offering a rich mix of Learning opportunities from which young people can choose tailored programmes and gain qualifications appropriate to their attitudes, needs and aspirations'.

Few schools will be able to provide all the opportunities that 16-19 year olds will need. The Government's vision is of local partnerships using their individual strengths to provide a 'high quality broad based offer that meets the needs of all young people in every area'.

In response to this development, 16-19 providers in Doncaster are collaborating in area-based partnerships to provide a broader range of opportunities for our children. The Armthorpe School is a member of the 'New Visions' Partnership which also includes Hall Cross and Danum Schools, Doncaster College, and representatives of Local Business and Training Providers. This Partnership (sometimes referred to as the Area Council) has been discussing and planning collaborative ventures over the past 3 years or so. Recent collaborative activity includes:-

Joint delivery of A Level French and German with Danum where low student numbers have threatened our ability to offer the subject at this level.

- A Level Photography and Graphics accessed by Armthorpe students at Danum (not currently offered by Armthorpe)
- A Level Computing and A Level Law accessed by Danum students at Armthorpe (not currently offered by Danum)
- NVQ's in various areas (construction, childcare etc) accessed by Armthorpe students as 'Student Apprenticeships' working with employers and training providers.

The Area Council/Partnership is seeking to broaden the areas of collaboration for September 2010 and has adopted joint curriculum and timetable planning between Armthorpe and Danum to open up some of the opportunities currently available on one site and not the other.

Additional opportunities available to students at Armthorpe beyond those previously described in this prospectus for September 2010 are likely to include:-

A Levels in:	Art & Design Graphics Photography Textiles	} Accessed through collaboration with Danum School
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Personal arrangements will be made to accommodate subjects requirements for those requiring bespoke arrangements.

At the time of writing the number of students participating in collaborative activity is small and the quality of provision is being monitored closely.

This number is set to increase in future and further information will be provided as it becomes available.

EXAMINATION RESULTS

&

DESTINATIONS

G.C.E. A/AS LEVEL RESULTS (STUDENTS AGED 16, 17 OR 18) TAKING TWO OR MORE A LEVELS OR AS EQUIVALENT

G.C.E. A/AS SCORE: A LEVELS AS LEVELS GRADE A = 270 points, B = 240, C = 210, D = 180 E = 150
 GRADE A = 135 points, B = 120, C = 105, D = 90, E = 75

Points score Per student	400-599 pts	600-699 Pts	700-799 Pts	800-899 Pts	900-999 Pts	1000-1099 Pts	1100 +	Average score per candidate
Number of Students	5	8	3	5	3	0	3	732.8

2009 GCE A LEVEL RESULTS (STUDENTS AGED 16, 17 OR 18)							
SUBJECT	NO OF ENTRIES	NO OF STUDENTS ACHIEVING EACH GRADE					
		A	B	C	D	E	U
Art & Design	1	0	0	1	0	0	0
Business Studies	8	0	3	2	3	0	0
Chemistry	6	0	1	0	1	1	3
Chinese	1	1	0	0	0	0	0
Computer Studies	1	0	0	0	0	1	0
English Language	6	0	2	3	1	0	0
English Literature	4	1	1	1	1	0	0
Geography	6	1	1	0	3	1	0
General Studies	21	0	1	2	5	9	4
History	2	0	0	1	1	0	0
Health & Social Care	5	0	0	2	0	3	0
Law	2	1	0	0	1	0	0
Maths	4	3	0	1	0	0	0
Media Studies	4	0	1	2	1	0	0
Performing Arts	3	0	0	1	2	0	0
Physical Education	2	0	0	1	1	0	0
Physics	3	0	0	0	1	2	0
Photography	1	0	1	0	0	0	0
Polish	1	1	0	0	0	0	0
Psychology	2	0	0	1	1	0	0
Punjabi	1	1	0	0	0	0	0
Sociology	2	0	1	1	0	0	0
Travel & Tourism	17	3	3	3	5	2	1

Vocational Qualifications (Advanced Double)

Subject	AA	AB	BB	BC	CC	CD	DD	DE	EE
Advanced Health & Social Care	0	0	0	0	1	0	0	0	1
Advanced V.C.E. Travel & Tourism	1	1	1	0	1	0	1	0	1

Vocational Qualifications (Advanced Single)

Subject	A	B	C	D	E
Advanced Health & Social Care	0	0	0	0	1
Advanced Travel & Tourism	0	0	1	1	1

BTEC Qualifications

Subject	Distinction	Merit	Pass
Health & Social Care	0	0	4
Sports Studies	0	0	3

YEAR 13 DESTINATIONS 2009

Below are some of the destinations of students who went on to Higher Education:

Hannah Basham	Doncaster	Contemporary Performance Practice
Paul Cook	Sheffield Hallam	Media (Extended Degree Program)
Amy Cunningham	Sheffield Hallam	Hospitality (Business Management)
Kelvin Defty	Lincoln	Journalism
Phillip Doran	Sheffield Hallam	Sport Event Management
Aaron Drobac	Manchester Metropolitan	International Business (Foundation)
Milena Dunska	Sheffield Hallam	Tourism Management
Liam Durkin	Lincoln	Sports Business
Emma Gospel	Sheffield Hallam	English Language
Chelsea Hale	Hull	Accounting and Business Economics
Chloe Hogg	Hull	Criminology and Sociology
Alicia Hunston	Leeds Metropolitan	Human Geography and Planning
Fay Jenkinson	Sheffield Hallam	Metalwork and Jewellery
Hannah Jones	Manchester Metropolitan	International Fashion Marketing
Gurpreet Kaur	Aston, Birmingham	Business and Mathematics
Chantelle Lazar	Northampton	History/Sports Studies
Dale Mason	Northampton	History/Sports Studies
Mikey Mumford	Lincoln	Journalism
Natalie Orwin	Liverpool, John Moores	Events Management
Adrian Pimperton	Hull	Law
Michael Ratcliffe	Sheffield Hallam	Engineering (Foundation)
Sarah Rimmer	Lincoln	Creative Advertising
Jamie White	Derby	Accounting and Finance
Yaqin Yin	East Anglia	Accounting and Finance

2009 AS LEVEL (YEAR 12 STUDENTS)							
SUBJECT	NO OF ENTRIES	NO OF STUDENTS ACHIEVING EACH GRADE					
		A	B	C	D	E	U
Arabic	1	1	0	0	0	0	0
Art & Design	7	0	0	1	2	2	2
Biology	8	0	0	1	0	2	5
Business Studies	3	0	0	1	0	0	2
Chemistry	8	0	0	1	4	2	1
Computer Studies	4	0	1	0	1	0	2
English Language	6	1	1	0	3	0	1
English Literature	4	1	0	0	3	0	0
French	1	0	0	0	0	1	0
Geography	10	2	2	3	2	0	1
General Studies	57	0	1	6	7	14	29
German	1	0	0	0	0	1	0
History	11	0	0	0	3	1	7
Health & Social Care	27	0	7	10	4	5	1
Law	2	0	0	0	1	0	1
Maths	18	0	0	0	2	5	11
Media Studies	15	2	2	3	3	1	4
Performing Arts	8	0	2	2	0	0	4
Physical Education	8	0	1	0	0	3	4
Physics	6	0	0	0	1	2	3
Polish	2	1	1	0	0	0	0
Psychology	20	0	0	1	2	3	14
Russian	1	1	0	0	0	0	0
Sociology	17	1	0	2	6	2	6
Spanish	1	0	0	1	0	0	0
Thinking Skills	19	0	0	1	4	5	9
Travel & Tourism	8	0	1	4	0	3	0