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# Welcome to Post-16 at Okehampton College



## A word from the Post-16 Student Committee



Hello and welcome to the Post-16 Prospectus. We enjoyed meeting you when you came to visit the P-16 Centre recently and it is great that lots of you are planning to stay on next year. We hope that you find what you are looking for within this booklet as we think Okehampton is an amazing place to study, learn and socialise. We really value the care and support that is given by the staff, who will always give up their time to help the students. We are passionate about our college and hope that as many of you as possible choose us for the next stage of your education. Post-16 is hugely different from lower school and we love the convenience of not having to travel. Please come and speak to us if you want to know more from a student perspective.

Mollie, Munkhbayar, Jess and Tristan



## A word from Mr Sproats – Post-16 Leader

Welcome – I hope you find this prospectus informative and useful. It is a hugely exciting time for Post-16 within the college as we gained very good results again last summer. 63% of our A-level students gained an A\*, A or B grade, (National Average 52%, Exeter College 54%) and lots went off to university or onto other chosen routes. We pride ourselves on ensuring students achieve their potential and make no apologies for having tight monitoring systems based around our monthly data check.

We are also making progress with developing our new P-16 building - 'Wardhayes Campus' and hope to start the building work soon. The plan is for you to be able to move in around Easter time of your Year 12.

Pages 2 and 3 go through the procedure of applying but please feel free to contact myself or any of the Post-16 team should you have additional questions.

**Neil Sproats**

## Applying to Post-16 at Okehampton College

There are many things to consider when choosing your options at Post-16. Take into account the following points when deciding:

- If you have a long-term career in mind check if it requires certain subjects to be studied.
- We recommend that you take courses that you think you will enjoy.
- Look carefully at the entry requirements – these are set to ensure that you will cope with the demands of the course. Please look at the ‘National Qualification Framework’ on the next page along with the ‘Guide to Pathways and Entry Criteria’ on page 4.
- If you are unsure then don’t worry as you will be given the opportunity to discuss your choices with a member of the Post-16 Staff.

### What to do now – timeline

- 1 **December 2016** - Read this booklet and begin to think about your initial choices.
- 2 **Thursday 12<sup>th</sup> January 2017** - Post-16 Curriculum Evening. This is your opportunity to gather more detailed information. All the subjects will be represented and you can ask teachers and current students questions so that you can find out if it will be right for you.
- 3 Complete the ‘Initial Application for Post-16 Education’ sheet (to be given out later through your tutor) and hand it back to your Tutor by **Thursday 19<sup>th</sup> January** (we use these to make the Option Block Columns).
- 4 Complete your final Application Forms based on the Option Block Columns. Hand back to your Tutor by **Friday 3<sup>rd</sup> February**

*NB – Applications from students not already at Okehampton College can be sent directly to me at the college. The address is on the back of the booklet. I will send out an application if you are on our mailing list or it can be downloaded from our website.*

This system will help you gather the information that you need to make an informed decision. However, make sure that you ask around and talk to people who have gone through the move from Year 11 to Year 12.

You will be asked to make an Initial Application so that the College can produce an options’ grid that avoids major clashes, and enables us to judge how many groups will be needed for each subject. Your Final Application is then made when the options’ grid is published at the end of January.

The College cannot guarantee to run all the courses described in this booklet. If a particular course attracts very few students, a decision may have to be taken not to run it.

## The National Qualification Framework

Across the country, there is an agreed set of Levels that describe the achievement of all adults, starting at 16 years old.

Level 1 - A student has achieved 5 GCSEs, any grade

Level 2 - Equivalent to 5 GCSEs, A\* to C

Level 3 - Equivalent to A-Levels / BTEC Nationals

Level 4 - A University degree

Whatever your current level, Level 1 or Level 2, you will be able to make progress next year.

If you achieve 5 GCSEs at grade A\* - C including Maths and English (at grade 5), then you can start A-Level courses and/or BTEC Nationals (Level 3 courses), but please note many subjects also require B (or equivalent) grades at GCSE.

Most students taking A-Level/BTEC courses study three subjects but may also add the EPQ (see page 49) to their programme.

If you have 5 GCSEs or more that are a mixture of Cs, Ds, Es, Fs & Gs you are at Level 1 and can start a Level 2 course. The Vocational Programme is very different to what you do now and you will need help choosing the right course for you.

Any student who does not achieve at least Level 4 in Maths or English must continue to study these subjects. This is a government directive and will apply in all P-16 institutions.

Okehampton College Post-16 – Policy with regard to AS exams

The college is no longer offering AS qualifications. Our Level 3 courses are now two year A-Levels or BTEC Nationals.

This decision was taken as the AS exams no longer count towards the final A-Level qualification.

I hope that you find the course(s) that you are looking for and I look forward to working with you next year. Please contact me if you have any questions that are not covered in this prospectus.

Regards

Neil Sproats  
Post-16 Leader

(01837) 650910  
nsproats@okehamptoncollege.devon.sch.uk

## Guide to Pathways and Entry Criteria

Making sure that you choose the correct **Programme of Study** is the most important role of the application process. To help with this we have produced a range of pathways with suggested entry criteria. This will help to guide you onto courses that you will be able to manage and be successful in.

While we have the right to insist that a student meets the entry requirements to get onto a course we will also take into account an individual's personal circumstances when making any decision.

### **Pathway 1 – Vocational Route (Level 1 and 2)**

This route is for students who wish to pursue a career-based course with weekly work-experience built in. There are no formal academic qualifications needed for this pathway but you will be interviewed to make sure that you have the correct attitude, personal skills, potential and enthusiasm to be successful.

**This can be either a one or two-year programme.**

Please be aware that this pathway will include Maths and English and the nature of your provision will depend upon whether or not you achieve a Level 4 in your GCSEs in the summer.

### **Pathway 2 – Classroom Based Vocational (Level 3)**

This is the route for students wanting to undertake Level 3 qualifications but who want a more vocational and coursework based approach. This route will include BTEC and CTEC qualifications which cover Business, Sport, Health & Social Care, Music Technology, ICT, Food & Nutrition and Applied Science and most students will choose three subjects. There are also Level 3 courses in Childcare and in Customer Services within our Vocational Route.

**These are two year qualifications.**

**To enrol on this pathway, you will need to have at least five grade C / grade 5 GCSE qualifications.**

If you do not achieve a Level 4 in either Maths or English, you will have to continue to study these as part of your Programme of Study.

### **Pathway 3 – Academic Study (Level 3)**

This is the A-Level route and is necessary for the majority of university courses. Most students will combine 3 subjects within their Programmes of Study and also have the opportunity to undertake a personal research project (EPQ – see page 49).

**These are two year qualifications.**

**To enrol on this pathway, you will need to have an average GCSE points score equivalent to B's and above in most of your GCSEs.**

Please see the table on the next page for a detailed look at the entry requirements for individual A-Level subjects.

Where suitable a student will be able to combine elements of Pathway 2 and Pathway 3

### Pathway 3 – Subject Specific Entry Requirements

Students selecting Pathway 3 should have an average GCSE points score of B/6. In addition, the table below shows where specific GCSE grades are also required.

Subject	Entry Requirement
A-Level Art	GCSE Art at grade B or above <b>or</b> GCSE Textiles at grade B or above
A-Level Biology	GCSE Science at grade B or above <b>and</b> GCSE Maths at grade 6 or above
A-Level Chemistry	GCSE Science at grade B or above <b>and</b> GCSE Maths at grade 6 or above
A-Level Computer Science	GCSE Maths at grade 6 or above <b>and</b> GCSE English at grade 5 or above
A-Level Drama	GCSE English at grade 5 or above <b>and</b> GCSE English Literature at grade 5 or above
A-Level Economics	GCSE Maths at grade 6 or above <b>and</b> GCSE English at grade 6 or above
A-Level English Language	GCSE English Language at grade 6 or above <b>and</b> GCSE English Literature at grade 6 or above
A-Level English Literature	GCSE English Language at grade 6 or above <b>and</b> GCSE English Literature at grade 6 or above
A-Level Film Studies	GCSE Media at grade C or above <b>or</b> GCSE English at grade 5 or above
A-Level French	GCSE French at grade B or above
A-Level Further Maths	GCSE Maths at grade 8 or above (and studying A-Level Maths)
A-Level Geography	GCSE Geography at grade B or above
A-Level History	GCSE History at grade B or above <b>and</b> GCSE English at grade 6 or above
A-Level Maths	GCSE Maths at grade 7 or above
A-Level Media	GCSE Media at grade C or above <b>or</b> GCSE English at grade 5 or above
A-Level Music	GCSE Music at grade C <b>and</b> evidence of Instrumental Tuition
A-Level Music Technology	No additional requirements
A-Level Philosophy & Ethics	GCSE Beliefs & Values at grade B or above <b>and</b> GCSE English at grade 6 or above
A-Level Photography	GCSE Art at grade B or above ***
A-Level Physics	GCSE Science at grade B or above <b>and</b> GCSE Maths at grade 6 or above
A-Level Product Design	GCSE Design Technology at grade B or above <b>or</b> Vcert in Engineering at Distinction ***
A-Level Psychology	GCSE Maths grade 6 or above <b>and</b> GCSE English at grade 6 or above <b>and</b> GCSE Science at grade B or above
A-Level Spanish	GCSE Spanish at grade B or above
A-Level Textiles	GCSE Art or GCSE Textiles at grade B or above

\*\*\* - Please check the subject pages or with the subject teacher as the requirements are not straightforward.

## Pastoral Support

Within Okehampton College Post-16 there is a very strong emphasis on pastoral support and guidance for all of our students. We recognise that there are many challenges and difficulties facing young people during their time in Post-16 education. We also recognise that parents and guardians need to be kept up to date as to the progress of their youngsters and that the triangle between **student-home-college** is crucial to overall success.

### What do we do to support students and how do we keep parents/guardians updated?

- Each student has a Tutor who is responsible for their pastoral care
- Any student who is deemed to be at risk of underachieving will receive additional mentoring from a member of the P-16 Management Team
- All P-16 students will receive a monthly progress report which is also e-mailed home to parents/guardians
- All P-16 students will discuss their progress report in a one to one meeting with their tutor and/or mentor
- Regular Parents' Evenings
- Policies are in place to ensure parents/guardians are alerted to any issues as they arise
- Subject staff are on site all week and will make a point of finding time to give extra support to students with their subjects if they require it
- We have excellent links with Tor Support Services who can offer specialist counselling to students with more complex issues
- A programme of Personal, Health and Social Education which covers relevant teenage issues such as mental health, drugs, sex, safe driving, safe relationships and ethical dilemmas
- We offer widespread support in terms of career planning and next steps. (See the following page for more detail on our support on 'Applying for Higher Education')

***“My tutor and the other post-16 staff are very helpful and supportive. I feel I can approach them with any worries that I may have. They go above and beyond in making sure that you feel comfortable throughout the duration of your courses” –Lucy - former student.***



## Preparation for Higher Education - University Applications

Many of our Post 16 students go on to apply to university and we have a very strong record of students achieving multiple offers from universities and gaining places at their first choice of university. We support students in their journey in many ways including:

- providing one to one guidance about choosing courses and universities during tutor mentoring sessions from early on in Year 12
- using a student questionnaire completed in the first term of Year 12 to ensure students receive targeted information about opportunities of interest to them
- promoting university open days and local higher education fairs
- encouraging students to attend residential courses such as the Sutton Trust summer schools
- devoting significant time during Extended Learning Days and assemblies to guiding students through the UCAS process
- offering a weekly after-school drop in session with the UCAS co-ordinator throughout the autumn term for help with applications and personal statements
- giving one to one guidance and feedback on personal statements in regular mentoring sessions with tutors
- inviting representatives from the government's student finance team in to speak and inform students of all aspects of student finance



### The Early Entry Programme (EEP)

#### Applying for Oxford University, Cambridge University, Medicine and Veterinary Medicine Courses

These pathways require students to submit early applications to UCAS as well as sitting additional tests and interviews. Therefore, further to the support listed above, students wishing to apply for such courses are targeted for early help and guidance to ensure they submit quality applications on time for these highly competitive courses. The Early Entry Programme means that we identify students with the potential to be successful with such applications and offer them a variety of opportunities including:

- the chance to attend one day and residential courses at Oxbridge colleges such as the annual residential at Downing College, Cambridge
- the possibility of attending an Oxford UNIQ summer school
- taking part in the Cambridge University shadowing scheme
- attending talks at the College given by current Oxbridge students
- going to Oxford and Cambridge information days held at local venues
- participating in a free medical work experience programme offered through the University of Exeter medical school
- gaining interview practice by undertaking mock interviews with relevant professionals or HE students; often through our Alumni Programme.



## **Vocational Programme - Introduction**

Our vocational learning programme is personalised to meet the needs of each student. As well as taking a specialised subject, students following this course will also access core learning qualifications which will allow them to gain the key five grade 4 grades required to access apprenticeships or further study programmes at Level 3.

**The course is aimed at two groups of students.**

**Group A:** Students who do not have 5 GCSE's grade 4 (C grades prior to 2016). Students in this group are offered level 1 and 2 courses.

**Group B:** Students who have achieved 5 GCSE's grade 4 or better (C grades prior to 2016), but not sufficiently high enough to access an A-Level programme. Students in this group **may** be offered a combination of BTEC and vocational learning programmes at Level 2 and 3.

**With the exception of our Level 3 CACHE Diploma Early Years Education course which is a 2 year learning programme all courses on the vocational programme are one year in length.**

To deliver this programme we partner with a range of learning providers. We are currently working with; Cornwall College (Duchy); TT Training and Consultancy Ltd; and HIT Ltd. These partnerships allow us to provide high quality courses which are relevant and desirable in the world of work.

If you are unsure of which category applies to you, please contact the Post-16 Office to discuss your learning needs further.

**In addition to subject specific study, students will be provided with a personalised learning programme which ensures they achieve equivalents to 5 GCSE grade 4 qualifications. Five GCSEs will allow students to access apprenticeship programmes or move on to Level 3 study at BTEC or at A-Level. Our key goal for all students, is to secure employment or a place on a higher level course.**

**All students will achieve subject specific qualifications, plus a combination of the following:**

- Level 2 Functional Skills Mathematics
- Level 2 Functional Skills English
- Level 2 Workplace skills
- Level 2 Extended Project
- Level 2 Certificate for IT users in Open Systems and Enterprise
- Level 1 Level 2 Functional Skills Mathematics
- Level 1 Functional Skills English
- Level 1 Workplace skills
- Level 1 Extended Project
- Level 1 Certificate for IT users in Open Systems and Enterprise

# Specialist Vocational Courses 2017-8

## Subject Area 1: Childcare / Early Years

**Level 3 CACHE Diploma Early Years Educator (EYE) - 2 Year Programme**

**Partner provider – TT training and Consultancy Ltd.**

### **The Course:**

The Level 3 Diploma in Early Years Education and Care (EYE) prepares learners to become Early Years Educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years.

Upon achievement of this qualification it is intended that learners will be able to access higher education or enter the workforce as Early Years Educators. **This qualification confers the licence to practise as an Early Years Educator.**

This is a two year course which is equivalent to 3 full A levels. As part of the study, students are expected to undertake 365 hours in an early years setting. A baby placement for 25 hours is also required to meet the course requirements.

The course cannot be completed without a work placement. Access to a real work environment will allow students to show and develop competence in knowledge and skills.

Units for the course are structured around four themes. Theme 1: Health and Well-being; Theme 2: Legislation, Frameworks and Professional Practice; Theme 3: Play, Development and Learning for School Readiness, Theme 4: Professional Development.

### **Assessment:**

To gain this qualification the learners will need to

- Pass 27 Mandatory units
- Pass a longitudinal study
- Pass 3 externally set and marked assessments

Evidence for the longitudinal study and to complete units is gained from the work placement.

### **Why take this Level 3 qualification?**

The qualification is recognised by Teacher Training providers and can be used to apply for further level 3/4 courses. UCAS points for this qualification range from 120 (grade D) to 280 (grade A\*)

### **Specific entry requirements:**

All learners who achieve an Early Years Educator qualification will need GCSE English and Mathematics at grade 4 or above to practice in a professional childcare setting.

While there is no requirement for learners to have achieved GCSE English and Maths upon commencement of the course the gaining of these qualification is essential to application for the licence to practice.

# Specialist Vocational Courses 2017-8

## Subject Area 1: Childcare / Early Years

**Level 3 CACHE Diploma Early Years Educator (EYE) - 1 Year Programme**

**Partner provider – TT training and Consultancy Ltd.**

### **The Course:**

The Level 3 Diploma for the Early Years workforce (EYE) prepares learners to become Early Years Educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years.

Upon achievement of this qualification it is intended that learners will be able to access higher education or enter the workforce as Early Years Educators.

This course is not a recognised qualification for applications to teacher training as it holds no UCAS value at the moment. The course is currently under review and this is likely to change in the future.

The qualification is structured around four themes: Theme 1 Health and Well-being; Theme 2: Legislation, Frameworks and Professional Practice; Theme 3: Play, Development and Learning for School Readiness, Theme 4: Professional Development.

The course cannot be completed without a work placement. Access to a real work environment will allow students to show and develop competence in knowledge and skills. Students following this course spend four days in placement and one day in College.

### **Assessment:**

Learners must complete 23 mandatory units

To gain the qualification learners will need to;

- Pass all units
- Complete a longitudinal study
- Show competence in a real work environment

### **Why take this qualification?**

This qualification is suitable for a range of learners, either working or wishing to work in Early Years education and care. Upon achievement of this qualification, learners can progress into various job roles in the statutory, voluntary or private sectors, such as; Nursery Assistant, Classroom Assistant or Pre-school Assistant.

### **Specific Entry Requirements:**

You should be at least 16 years old.

All learners who achieve an Early Years Educator qualification will need GCSE English and Mathematics at grade 4 or above to practice in a professional childcare setting.

# Specialist Vocational Courses 2017-8

## Subject Area 1: Childcare / Early Years

### Level 2 CACHE Certificate: Introduction to Early Years Education and Care – 1 Year Programme

#### The Course:

The aim of this qualification is to prepare learners to work with children between birth and five years, with knowledge of children up to seven years. Learners undertaking this course can progress onto the Level 3 Diploma in Early Years Education.

Learners must achieve a total of 33 credits; 29 from mandatory group A, plus 4 credits from option group B.

A work placement for 2 days per week in an approved setting is required to complete the portfolio. 250 placement hours are recommended for this course.

#### Assessment:

All units will be internally assessed using a range of methods. This could include direct observation within the workplace, a portfolio of evidence, written assignments or a task.

#### Why take this qualification?

This qualification is suitable for a range of learners from the age of 16 onwards who have little or no experience in childcare.

On completion of the course, learners can progress into various job roles in the statutory, voluntary or private sectors such as;

- Nursery Assistant
- Classroom assistant
- Pre-school assistant

#### Specific Entry requirements:

You should be at least 16 years old.

All learners who achieve an Early Years Educator qualification will need GCSE English and Mathematics at grade 4 or above to practice in a professional childcare setting.

For students with low levels of literacy it is possible to undertake a Level 1 CACHE course. Please inquire for further details.

# Specialist Vocational Courses 2017-8

## Subject Area 2: Customer Services

### Level 3 HABC (Highfield) Diploma in Customer Service (QCF) – 1 Year Programme

#### The Course:

This is a competency based qualification designed for learners who wish to build on their skills in the customer service sector. It is designed for learners with some experience of customer service.

To complete the HABC Level 3 NVQ Diploma in Customer Service (QCF) learners should expect to undertake a long term work placement.

Students need to achieve a minimum of 42 credits from two mandatory units. Two mandatory units cover – demonstrating an understanding of customer service and demonstrating an understanding of the rules that impact on improvements in customer service.

#### Assessment:

This qualification is assessed by a portfolio of evidence, which is submitted in the summer term.

#### Why take this qualification?

The qualification is aimed at individuals who are new to a senior customer service role or looking to progress in this type of job role. The qualification is nationally recognised and can be applied to a range of occupational sectors. This standalone qualification currently sits outside the customer service apprenticeship framework.

#### Specific Entry requirements:

As the qualification is a theory based certificate, the qualification is approved for delivery to learners aged 16+ years. It is also recommended that learners have a basic level of English before enrolling in this qualification.

# Specialist Vocational Courses 2017-8

## Subject Area 2: Customer Services

### Level 2 HABC (Highfield) Certificate in Customer Service (QCF) – 1 Year Programme

#### The Course:

Students will study the principles of customer service, understanding how customers' needs and expectations are formed, identifying the legislation that supports the customer service process, demonstrate how to meet customers' needs and expectations and applying customer service improvements and developing yourself.

Learners successfully completing this qualification may wish to progress onto further qualifications HABC Level 2 Diploma in Team Leading; HABC Diploma in Customer Service.

#### Assessment:

This qualification is assessed by a portfolio of evidence submitted in the summer term.

#### Why take this qualification?

The qualification is aimed at individuals who are new to a senior customer service role or looking to progress in this type of job role. The qualification is nationally recognised and can be applied to a range of occupational sectors. This standalone qualification currently sits outside the customer service apprenticeship framework.

#### Specific entry requirements:

As the qualification is a theory based certificate, the qualification is approved for delivery to learners aged 16+ years. Students studying at this level are likely to be working on Functional Skills in English and Mathematics.

# Specialist Vocational Courses 2017-8

## Subject Area 2: Customer Services

### Level 1 HABC (Highfield) Certificate in Customer Service – 1 Year Programme

#### **The Course:**

This qualification is aimed at individuals who are new to the customer service sector and wish to improve their knowledge of this area resulting in the achievement of a nationally recognised qualification. It is designed for learners who deal, or intend to deal, with customers on a daily basis as part of their job role and is applicable to a variety of work environments.

#### **Assessment:**

This qualification is assessed by a portfolio of evidence submitted in the summer term.

#### **Why take this qualification?**

Upon successful completion of the HABC Level 1 learners may wish to progress onto Level 2 or may look to gain an apprenticeship.

#### **Specific Entry requirements:**

As the qualification is a theory based certificate, the qualification is approved for delivery to learners aged 14+ years. Students studying at this level are likely to be working on Functional Skills in English and Mathematics.

# Specialist Vocational Courses 2017-8

## Subject Area 3: Business and Administration

### Level 2 HABC (Highfield) Certificate in Business Administration - 1 Year Programme

#### **The Course:**

This qualification is aimed at individuals across a number of sectors and is suitable for the private sector and government departments. It assesses learners' abilities to carry out a range of administrative tasks and has been designed to recognise their achievements in a way that is relevant to their work setting.

Topics covered – how to manage your performance in a business environment, work in a business environment, support the organisation of business travel or accommodation and deliver, monitor and evaluate customer service to internal customers.

#### **Assessment:**

This qualification is assessed by a portfolio of evidence.

#### **Why take this course?**

This qualification is aimed at learners who are new to an administration role or looking progress in this type of job role. The qualification will allow learners to develop their knowledge and understanding of a business administration role, resulting in the achievement of a nationally recognised qualification that confirms they are able to undertake a role at this level in the workplace. The qualification can be applied to a range of occupational sectors.

#### **Specific Entry requirements:**

Students must be over 14+ years of age. Students will require a workplace to develop the skills to complete the assessment.

# Specialist Vocational Courses 2017-8

## Subject Area 4: Adult Health & Social Care

**Level 2 CACHE Diploma in Health and Social Care (Adults) - 2 Year Programme (may be less)**

### **The course:**

This qualification develops the knowledge and skills needed when working with adults in health and social care environments. It covers a wide range of areas including supporting individuals with their physical and emotional care, daily living needs and health care procedures.

The course involves a placement in a care setting which may be for the elderly or for young adults. The course has three pathways;

- Generic Health and Social Care
- Dementia
- Learning disability.

### **Assessment:**

The course will be assessed by your tutor or assessor using a range of methods. This could include direct observation in the workplace, a portfolio of evidence, written assignments or a tasks.

### **Why take this course?**

This course is suitable for all those who wish to work or who are working in a supervised role with adults in health and social care.

### **Specific entry requirements:**

You should be at least 16 years old. We do not set entry requirements but experience in this field would be desirable.

# Specialist Vocational Courses 2017-8

## Subject Area 5: Catering & Hospitality

### Level 2 Skills First Diploma in Kitchen Services

#### **The Course:**

This course is designed for learners working in catering roles such as Kitchen Assistant, School or General Cook, Team Member or Chef, who need to develop or consolidate their skills. This is a work based qualification, which will allow learners to develop knowledge and understanding of the essential skills for working in a catering environment.

Students will need to complete a number of mandatory and optional units.

#### **Assessment:**

Through observation in the workplace and through the completion of a portfolio of evidence.

#### **Why take this course?**

For students interesting a working in a professional kitchen this course is a good foundation. This nationally recognised award will allow individuals to evidence their competence and go on to further catering qualifications.

#### **Specific Entry requirements:**

None – just a love and an interest in food and food preparation.

## **A-Level English Language**

### **The Course:**

This is a two year course that explores all aspects of the English Language both written and spoken. Students will be expected to analyse short texts in order to understand how they are produced and received for a range of purposes and audiences and how the language present is influenced by a variety of contexts. The course will explore five specific areas: Language and Power, Language and Gender, Language and Technology, Language Change and Child Language Acquisition.

### **Assessment:**

There will be two exam papers worth 40% each. The coursework unit will be internally assessed and will be worth 20%.

Paper One: Written exam. 2 hours 30 minutes. Exploring Language. This will require linguistic analysis of authentic texts; original writing for a real-world purpose on a topical language issue.

Paper Two: Written exam. 2 hours 30 minutes. Dimensions of Linguistic Variation. This will require analysis of how children acquire language; language in the media; how language changes over time.

Coursework: Carrying out a language investigation into an area of particular individual interest and producing an academic poster.

### **Why take this A-Level?**

Students with an interest in or enthusiasm for how our day-to day language works should consider this course. This course may also be useful to students who are considering careers in law, journalism, politics and linguistics in the future.

## A-Level English Literature

### The Course:

This course aims to develop your enjoyment of reading and encourages you to become more independent and reflective. You will experience a broad range of texts and learn skills of critical analysis. Furthermore, you will have a choice of texts during the study of some units. It is advisable that students have a love of reading and an ability to write with academic flair and precision although support and guidance will of course be given.

A-Level Literature involves the study of a range of texts and presents opportunities for reading widely and for making creative and informed responses to each of the major literary genres of poetry, prose and drama. The course includes the study of prose texts such as Bronte's 'Jane Eyre' and 'Wide Sargasso Sea', the study of poetry (Carol Ann Duffy, Larkin and Keats) as well as the study of Drama ('Doctor Faustus', 'The Tempest', 'Enron'). Students will also complete an Independent Prose Study of a Pre-2000 and Post-2000 novel as well as complete analysis of unseen poetry and prose. Teaching will be thorough, academic but will opportunities for fun and creativity.

Areas to be covered are:

- Pre and Post 1900 Prose
- Pre and Post 1900 Poetry
- Shakespeare
- Prose Study
- Pre and Post 1900 Drama

### Assessment:

All assessment involves analytical exploration of the texts provided or studied.

Component One: Poetry Pre-1900 and Post-1900. Written exam. 2 hours.

*Each section carries 60 marks.*

**Section A:** John Keats: *Selected Poems* (Penguin Classics) **Section B:** Philip Larkin: *The Whitsun Weddings* (Faber) & Carol Ann Duffy: *Mean Time* (Picador).

Component Two: Drama including Shakespeare & Pre-1900 and Post-1900 Drama. Written exam. 2 hours.

*Each section carries 60 marks.*

**Section A: Shakespeare:** *The Tempest* **Section B: Drama Pre-and Post-1900** Marlowe: *Doctor Faustus* (Longman) & Prebble: *Enron* (Methuen)

Component Three: Unseen Analysis including Unseen Prose & Unseen Poetry. Written exam. 2 hours.

*Section A carries 50 marks and Section B carries 30 marks.*

**Section A: Unseen Prose, Section B: Unseen Poetry**

Component Four: Internal assessment of approximately 2500-3500 words worth 20%.

### One Pre-2000 Literary Text and One Post 2000 Literary Text

### Why take this A-Level?

English Literature helps to develop skills of communication and empathy and offers a wide range of career prospects including teaching, journalism, publishing, law, advertising and civil service.

## **A-Level Media Studies**

### **The Course:**

This is a two year course that explores Media texts across the three platforms of Broadcast, Print and E-Media. Students will be expected to deconstruct texts in order to understand how they communicate with potential audiences as well as to learn how to construct texts of their own in simulated production exercises. The course will be anchored to the four key concepts of:

- Language
- Institutions
- Audience
- Representation

### **Assessment:**

There will be two exam papers worth 35% each. The coursework unit will be internally assessed and will be worth 30%.

- Paper One: Written exam. 2 hours. Issues and Debates in Media. A specific theme will be released for this exam by AQA nearer the time.
- Paper Two: Written exam. 2 hours. Language and Context in Media. Close study of a range of texts including those released by AQA prior to the exam.
- Coursework: Creating a media product. Students will have a choice from a range of topics released by AQA.

### **Why take this A-Level?**

Students with an interest in or enthusiasm for advertising, TV, photography, film, magazines, newspapers, computer games, animation, radio, websites and social media should consider this course. This course may also be useful to students who are considering potential Media careers in the future.

## **A-Level Film Studies**

### **The Course:**

This is a two year course that explores film texts from the 1930s to present day. Film examples include those from America, Britain, Europe, Mainstream, Independent, English language and non-English language.

### **Assessment:**

There will be two exam papers worth 35% each. The coursework unit will be internally assessed and will be worth 30%.

Paper One: Written exam. 1 hour 30 minutes.

This component assesses knowledge and understanding of three US films chosen from a range of options.

Assessment consists of four questions on one pair of US mainstream films and one US independent film:

Section A: US film comparative study

- one stepped question on the first of the chosen pair of films (produced between 1930 and 1960)
- one stepped question on the second of the chosen pair of films (produced between 1961 and 1990)
- one question requiring a comparison of the chosen pair of films

Section B: US independent film

- one stepped question on one US independent film.

Paper Two: Written exam. 1 hour 30 minutes.

This component assesses knowledge and understanding of three global films produced outside the US chosen from a range of options.

Assessment consists of three questions in three sections:

Section A: one stepped question on one contemporary UK film

Section B: one stepped question on one recent global English language film

Section C: one stepped question on one global non-English language film.

Coursework: Film Production

This component assesses the ability to apply knowledge and understanding of film to a production and its accompanying evaluative analysis. Students produce:

one genre-based film extract (either from a film or from a screenplay)

one evaluative analysis of the production, where students analyse and evaluate their production in relation to comparable, professionally-produced films or screenplays.

### **Why take this A-Level?**

Students with an interest in or enthusiasm for analysing Film should consider this course. Students will need to show an interest in film within its historic and institutional context and be prepared to research and write extensively. This course may also be useful to students interested in writing screenplays or producing film and all the technical aspects that come with this. This A-Level may lead to Film Degree courses in Further Education. Students will need to secure good passes in English or Media at GCSE to take this course.

## A-Level Fine Art

### The Course:

- The aim of this course is to develop your knowledge and skills in the use of a wide range of media techniques and processes, whilst also finding out more about other artists' work.
- You will have the opportunity to visit major galleries for example London, Paris as well as local venues e.g. Bristol.
- By the end of the course you will have a portfolio of work that will demonstrate the breadth of your studies, and form the foundation to support your application to Art College.
- Students are expected to work independently in the Post-16 Art Studio outside of lesson time on their projects. They are required to put in 4 hours a week of independent work outside of their allocated lesson time.
- Students are required to purchase an art pack with a range of materials (approximate cost £30), a USB memory stick and we would recommend students have their own digital camera to document their work as it progresses. Students will be expected to print images in colour using their own print credits.

### Assessment:

- Component one: Personal investigation. Students will undertake a foundation project that will develop their knowledge and skills in the use of different medias, processes and techniques. This will include after school life-drawing lessons. You will then select an area to explore for a personal investigation. You will be encouraged to try out new ideas, and explore your own creativity whilst developing connections with the work of other artists. Worth 60%.
- Component two: Externally set task= 15 hours. Worth 40%. Students will have a choice from a range of starting points set by AQA.

### Why take this A-Level?

Students with an interest in or enthusiasm for the Arts should consider this course. This course may also be useful to students who are considering potential Art careers in the future. You could go onto to study any of the following courses;

- Foundation Art & Design (1yr)
- Degree in Art & Design – all disciplines (3yrs)
- *Universities love candidates who have studied an Arts subject even if you are not planning to take Art as a degree. It can set you apart from other candidates.*

### There are a huge variety of jobs in creative industries.

Illustration, Graphic Design, Animation, Theatre – costume design/set design, Photography, Surface Design, Textiles, Fashion, Ceramics, Sculpture, Film, Digital Media, Architecture, Landscaping.

## A-Level Photography

### The Course:

- You will be introduced to a variety of experiences exploring a range of photographic media, techniques and processes. You will be made aware of both traditional and new technologies.
- You will use state-of-the-art Digital SLR cameras, a variety of high-tech lenses, the photography studio, different lighting and equipment. You will be expected to organise and take at least one photo shoot per week. This may be in the college studio or on location as part of home-learning. Each shoot will be based on a key inspirational photographer, either set by the teacher or one of your choice.
- You will edit your photographs on Adobe Photoshop. You will have a digital portfolio/ workbook (as well as a paper sketchbook) to display your work, with annotation and inspiration.
- You will be experimenting with other media such as paint, transfers, collage, wax, plastic, cyanotypes and darkroom materials. You will explore the use of film, graphics tablets, website design and stop frame animation.
- You will have the opportunity to work outside as sometimes lessons will be on location shoots.
- By the end of the course you will have a portfolio of work that you can use for University/College applications and interviews.

### Cost of course

- There are 7 digital SLR Nikon cameras, lenses, and studio equipment to hire free of charge. You will sign a form at the beginning of the year confirming anything that is lost or broken will be replaced. You will be able to print out your digital sketchbook as you go in school from the colour printer using your printing credits.
- You will need to have your own memory stick (4G minimum) and/or external hard drive, card reader and SD Camera card (4G minimum). You will have to print your own final glossy prints at the end of each project, either online or from a photo lab e.g. Jessops. Estimated cost £200 for the 2 year course.
- It is highly recommended that students have their own digital SLR camera as it gives them greater flexibility when planning their time. However, students without their own camera cannot always expect the school cameras to be available when they need them and will have to book them out. This is the case for all schools/colleges.

### Assessment:

- Component one: Personal investigation. Students will undertake a foundation project that will develop their knowledge and photography skills in the use of different medias, processes and techniques. You will then select an area to explore for a personal investigation. You will be encouraged to try out new ideas, and explore your own creativity whilst developing connections with the work of other photographers. Worth 60%.
- Component two: Externally set task= 15 hours. Worth 40%. Students will have a choice from a range of starting points set by AQA.

### Why take this A-Level?

Students with an interest in or enthusiasm for the Arts should consider this course. This course may also be useful to students who are considering potential Art careers in the future. You could go onto to study any of the following courses;

- Foundation Art & Design (1yr)
- Degree in Art & Design – all disciplines (3yrs)

### There are a huge variety of jobs in creative industries.

*Photography, Graphic Design, Illustration, Animation, Media/TV, Fashion, Fine Art, Theatre, I.T, Textiles, Digital Engineering, Computer Programming, Fashion.*

**You should have 5A\*-C grades at GCSE with Art or Textiles recommended at B. Students without these will be required to produce specific work before being accepted onto the course.**

## A-Level Textiles

### The Course:

- The aim of this course is to develop your knowledge and skills in the use of a wide range of media techniques and processes, whilst also finding out more about other artists' work.
- You will build up a portfolio of your own work exploring different Textiles techniques
- You will have the opportunity to visit major galleries e. g in London, Paris or Bristol.
- By the end of the course you will have a portfolio of work that will demonstrate the breadth of your studies, and form the foundation to support your application to Art College.
- Students will be expected to have their own set of sewing materials (e.g. cutting shears, threads, fabrics)
- Students will be expected to continue working outside of lesson time so will need to have access to their own sewing machine and purchase an Art pack- Approximately £30
- A USB memory stick is required and we would recommend students have their own digital camera to document their work as it progresses.
- Students will be expected to print images in colour using their own print credits.

### Assessment:

- Component one: Personal investigation. Students will undertake a foundation project that will develop their knowledge and skills in the use of different medias, processes and techniques. This will include after school life drawing lessons. You will then select an area to explore for a personal investigation. You will be encouraged to try out new ideas, and explore your own creativity whilst developing connections with the work of other artists. Worth 60%.
- Component two: Externally set task= 15 hours. Worth 40%. Students will have a choice from a range of starting points set by AQA.

### Why take this A-Level?

Students with an interest in or enthusiasm for the Arts should consider this course. This course may also be useful to students who are considering potential Art careers in the future. You could go onto to study any of the following courses;

- Foundation Art & Design (1yr)
- Degree in Art & Design – all disciplines (3yrs)
- *Universities love candidates who have studied an Arts subject even if you are not planning to take Art as a degree. It can set you apart from other candidates.*

### There are a huge variety of jobs in creative industries - the fastest growth area of British industry:-

Illustration, Graphic Design, Animation, Theatre – costume design/set design, Photography, Surface Design, Textiles, Fashion, Ceramics, Sculpture, Film, Digital Media, Architecture, Landscaping.

## A-Level Drama and Theatre

### The Course:

This is a two-year qualification only. A\*-E are the pass grades available at A-level.

The course demands practical, creative and communication skills in almost equal measure. You will extend your ability to create drama and theatre either in a performing, directing and/or technical role. You will also learn how to write about drama and develop your powers of analysis to become an informed critic. The course will involve taking part in a drama production as well as studying plays and playwrights.

### Assessment:

#### Component 1: *Devising* 40%

Internally assessed. Devise an original performance piece, using one key extract from a performance text and a practitioner as stimuli with supporting written portfolio evidence of the process.

#### Component 2: *Text in Performance* 20%

Externally assessed group performance of one key extract from a performance text and a monologue or duologue performance from a key extract of a different performance text.

#### Component 3: *Theatre Makers in Practice* 40% - Written Examination – 2h30m

##### Section A: Live Theatre Evaluation

**Section B:** Practical exploration and study of a complete text, focusing on how this can be realised in performance

**Section C:** Practical exploration and interpretation of another complete performance text, in light of a chosen practitioner, focusing on how this text could be re-imagined for a contemporary audience.

### What kind of person is suitable for the course?

It is vital you are a team player and that you are prepared to commit to rehearsal schedules. These often take place during lunchtimes and after school, and are often organised by members of the class so self-motivation is important. You need to be curious about issues and ideas and have a creative instinct for communicating your ideas through drama. You should be keen on acting, directing or the more technical side of theatre and wish to develop your skills in some or all of these areas. Equally, you should be interested in going to the theatre to see plays performed by different theatre companies.

### Why take this A-Level?

Obviously the course provides an excellent grounding for those interested in pursuing a career in dramatic arts. However, it also provides a worthwhile experience for students wishing to use it as part of the entry requirements for other subject areas of higher education. Additionally, and very importantly, all employers are seeking to recruit individuals who can demonstrate the following skills, all of which are developed throughout the course: Interpersonal and teamwork skills • communication skills • analytical, evaluative and critical skills • creativity and imagination • self-confidence.

There will be various trips offered over the course, two of these will be compulsory theatre visits and will cost from £20-50 each.

For more information, see Miss Brimacombe or Miss Woods who can help with any questions you have, You can find further information on the Edexcel website: [www.edexcel.org.uk](http://www.edexcel.org.uk)

## **A-Level Music**

### **The Course:**

This is a two year course which continues the three main areas of Listening, Composing and Performing from GCSE Music. You will analyse scores in a range of styles in order to answer essay questions and aural questions. You need to perform a recital and to compose pieces of your choosing and to a given brief.

### **Assessment:**

There will be three areas, Composition, Performing and Listening. Composition is coursework over the two years and Performing (Recital) will be taken towards the end of the course. Students can decide to major in either Performance or Composition and will get 25% or 35% for each of those papers.

There will be a 2 ½ hour Listening paper in which students will respond to recorded examples of set works studied and also of related repertoire. The Music of Haydn, Mozart and Beethoven, and Popular Song from Blues, Jazz, Swing and Big Band repertoire are compulsory units. Students will also have to study from a choice of Music including Baroque, Jazz, 1900 to Present Day or Programme Music.

The Listening Paper is worth 40% of the overall exam.

### **Why take this A-Level?**

Students with a love of Music or a thirst for wanting to understand the subject further should take this course. Many previous students who have taken this course have gone on to study at a higher level at University or a Conservatoire.

## **A-Level Music Technology**

### **The Course:**

A two year course which develops a wide range of production skills including: recording and mixing techniques; composing using technology; synthesis and sampling.

There are two units in the first year:

1a) Producing a sequenced performance of a piece of music using only MIDI. The song is set by the exam board.

1b) Recording performances by college bands and musicians. This must have a minimum of eight tracks. Own song choice although the exam board prefer that all students from one centre record the same song.

1c) Arranging music into new styles set by the exam board.

These tasks are accompanied by a portfolio that the student must complete as a log of their work.

Unit 2 is a 1 hr and 45 minute listening exam which is 30% of the final mark.

During the second year the skills are developed further through more advanced study of sequencing and live sound.

3a) Creating a sequenced backing track with live vocals

3b) Producing complex recordings of college bands and ensembles

3c) Composing music to a variety of briefs

This is also accompanied by a portfolio of work.

Unit 4 is a 1hr 45 minute listening exam which is 40% of the final mark.

### **Assessment:**

70% coursework and 30% examination in the first year. 60% coursework and 40% examination in the second year.

### **Why take A-Level Music Technology?**

This course is challenging, creative and there are many related opportunities in higher education, and many career possibilities including: sound engineer, record producer, teacher and composer.

You will also be involved in sound engineering on live concerts within the college.

## A-Level Geography

### The Course:

Geography, and the world we study, is ever-changing. Geography at Okehampton focusses on fundamental processes and reflects the world around us. The A-level takes an issues-based approach making current global affairs a fundamental part of the course. It is engaging, relevant and future-looking. If you want to foster an understanding of what could impact your future, then Geography will be the course for you.

Areas covered include – tectonics, coasts, globalisation, regeneration, the carbon and water cycle, global health, human rights and geo-politics.

### Assessment:

The A-Level has three exams at the end of Year 13 that constitute 80% of the course. There is also an Independent Investigation (coursework) involving fieldwork that is 20%. We use the Edexcel exam board and the exams are as follows:

**Paper 1: Physical Geography- including tectonics and sustainability**

**Paper 2: Human Geography- including regeneration and geopolitics**

**Paper 3: Synoptic Investigation of a Geographical Issue**

These exams combine a mixture of question types including short answer knowledge-based questions, essays, and data response and analysis questions. A calculator will be required for all the exams.

The nature and content of A Level Geography assessment, including the coursework, means that you will require strong literacy and numeracy skills, as well as geographical skills such as fieldwork.

### Why take this A-Level?

Geographers enter a very wide range of career areas and put simply **there is no such thing as a geography job, there are jobs that geographers do**. Studying geography provides you with valuable skills and a firm base for life-long learning. Some careers involve using Geography directly such as town planning, land and water management, tourism and conservation. Moreover, Geography gives students many transferable skills that can be used in many careers, such as good presentation skills, independent research, writing skills and IT skills.

Further links: <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html>

## **A-Level History**

### **The Course and Assessment.**

This is an imaginative and innovative course that examines aspects of Early Modern and Modern History. It is a two year A-Level course which covers the following topics:

#### **Unit One - British Period Study and Enquiry - Henry VII to Mary I (1509-1553)**

This is a period study with an enquiry component based on Tudor England from Henry VII through to Mary I. It will focus on changes in government and Tudor foreign policy. Students will also study religious changes and opposition during this time. Assessment is through an Exam worth 25% of the total mark.

#### **Unit Two - Non-British Period Study – The USA in the 19<sup>th</sup> Century: Westward Expansion and Civil War 1803-c.1890.**

This is a period study based on the USA during the 19<sup>th</sup> Century and how the American West was created. It will focus on westward expansion; causes and impacts, Native Americans, the growth of sectional tension between 1850 and 1861 and the American Civil War. Assessment is through Exam worth 15% of the total mark.

#### **Unit Three - Thematic Study and Historical Interpretations - The Changing Nature of Warfare (1792-1945)**

This unit will focus on how warfare changed from the end of the 18th century through to the middle of the 20th Century. Students will focus on key areas such as generalship and developments in weapons. There will also be depth studies of 3 conflicts. Students develop skills in identifying change and supported argument. Assessment is through exam worth 40% of the total mark.

#### **Unit Four - Topic Based Essay - Personal Study**

This unit makes up the coursework element of the A-Level qualification. Students will be required to complete a piece of writing based on a topic which may arise from content studied elsewhere on the course. If students demonstrate a strong level of self-management and engagement they will have a free choice of essay topic. Assessment is through an essay submitted in Year 13 worth 20% of the total mark.

### **Why take this A-Level?**

History is relevant to a huge number of University degrees including; History, English, Law, Journalism, Politics, Business (see Mr Sherlock/Mr Sweeney for more information about this). Employers highly value History A-Level as it teaches you to evaluate, analyse, synthesise ideas and to communicate them effectively.

## **A-Level Philosophy and Ethics**

### **The Course:**

This is a two-year course that equips students with a detailed knowledge of the most important doctrines and debates in Western philosophy of religion, ethics (moral philosophy), and Buddhist philosophy, from the fourth century BC to the present. Students will be expected to engage with past and contemporary ideas and debates through reading, discussion, and essay writing. No existing religious or ethical commitments are expected: students need only to feel that religious and ethical beliefs are worth studying.

### **Assessment:**

Three OCR exam papers worth 33% each.

Paper One: *Philosophy of Religion*.

Paper Two: *Religious Ethics*.

Paper Three: *Developments in Buddhist Thought*.

No coursework.

### **Why take this A-Level?**

Students should consider this course who have interests in critical thinking, and in ancient and evolving ideas about the workings, origins, and purposes of the universe, and how a person should live well in it. The course may also be useful to students who are considering further study in philosophical, political, or social sciences at university level, including PPE. Philosophy is a 'traditional' academic subject, and remains highly regarded in the world's top universities. Alternatively, those interested in pursuing careers based on analytic and critical skills would find this course beneficial.

### **Specific Entry Requirements**

Essential skills: GCSE English skills equivalent to grade 5: Strong reading comprehension, textual analysis, debating and writing skills, and the ability to prepare independently for exams.

Essential interests: Truth; past cultures and literature; contemporary moral, social, or political issues.

Desirable skills: GCSE History/Religious Studies/Geography skills equivalent to grade 5: Working well with textbooks; evaluating a range of evidence; presenting your own ideas confidently.

Desirable interests: Religion; theology; science; morality; Buddhism; history; Classics.

## A-Level Computer Science

### The Course:

The A-Level in Computer Science has been designed to give an in-depth understanding of the fundamental concepts of computer science and a broad scope of study opportunities. The course encourages students to develop:

- an understanding of, and the ability to apply, the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation
- the ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so
- the capacity for thinking creatively, innovatively, analytically, logically and critically
- the capacity to see relationships between different aspects of computer science.
- 

### Assessment:

#### Unit 01 – Computer Systems (40% Exam assessment)

- The characteristics of contemporary processors, input, output and storage devices.
- Software and software development, exchanging data, data types, data structures and algorithms
- Legal, moral, cultural and ethical issues
- 

#### Unit 02 – Algorithms and Programming (40% Exam assessment)

- Elements of computational thinking
- Problem solving and programming
- Algorithms

#### Unit 03 – Programming Project (20% Coursework assessment)

You will choose a computing problem to work through according to the guidance given. This will be developed and tested into a final complete application. The stages through this unit are:

- Analysis of the problem
- Design of the solution
- Developing the solution
- Evaluation.

### Why take this A-Level?

Computer Science is a practical subject where you can apply the academic principles learned in the classroom to real-world systems. It's an intensely creative subject that combines invention and excitement, that can look at the natural world through a digital prism. The A-Level Computer Science qualification values computational thinking, helping you to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence.

It will provide the perfect platform for finding employment within the computer industry as well as equip you for any degree course in computer science, from programming to robotics and artificial intelligence. Students will need to secure good passes in English or Maths at GCSE, and preferably Computer Science to take this course.

## **ICT - Cambridge Technical Introductory Diploma**

### **The Course:**

The Cambridge Technical provide opportunities to develop skills demanded by employers. These qualifications and units are in the Qualifications and Credit Framework (QCF). They have been structured to enable learners to gain qualifications at their own pace and build on their achievements. The Cambridge Technical qualification offers you the opportunity of a programme of study that will:

- prepare for further learning or training
- develop essential knowledge, transferable skills and personal skills in a subject area that interests them with the aim of enhancing their employability
- move into different areas of employment
- develop knowledge and skills as part of their Continual Professional Development
- achieve a nationally recognised vocational qualification.

### **Assessment:**

There are no formal written exam components to this course. All assessment is carried out through practical assignments.

In year 12 there are two mandatory units to be completed and one optional unit. The mandatory units are Communication and Employability Skills for IT, along with Information Systems. A third module will be selected from a wide range of ICT assignments. In year 13, there are three modules that must be covered; however, there is a choice available. You can pursue a creative route such as animation and graphics, a technical route such as network systems and repair or a business route. This provides a wide range of opportunities to explore.

### **Why take this course?**

Information Technology skills are essential to any job or higher education course. The Cambridge Technical provides a practical opportunity to develop these skills further and give you experience in ICT that is essential for you in the workplace. The skills required by the course are those that are sought after by employers and will provide a solid foundation for entry to the workplace or for any higher education experience.

## Business - BTEC National Level 3 Extended Certificate

### The Course:

This is a general look at the world of business and includes units on marketing, finance/accounting, the business environment and human resources. The approach to this subject has a coursework focus, so it fits in with the idea of individual learning. However, the new BTEC course does now involve an exam and a controlled assessment. Many of your lessons will be you working on your projects and researching real businesses. The focus is not on the teacher 'feeding' you information but on you developing your own research skills. There will be considerable ICT use and visits to businesses on this course.

You should have an interest in the world of work and how businesses operate. You should enjoy working individually and completing coursework activities.

### Assessment:

The course is made up of 4 units – 3 are mandatory with others being picked from optional units.

#### **Unit 1 - Exploring Business (Coursework)**

In this introductory unit, learners study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive.

#### **Unit 2 - Developing a Marketing Campaign (Controlled Assessment)**

This is a controlled assessment task set and marked by the exam board and completed under supervised conditions. Learners will be provided with a case study two weeks before a supervised assessment period in order to carry out research.

#### **Unit 3 - Personal and Business Finance (Exam)**

This is an examined unit (2 hour exam) covering the main elements of business finance. Topics include: Personal finance, cash flow forecasting, break-even analysis, basic accounting and financial ratios.

Students will then have to complete one other optional **coursework** unit from:

Recruitment & Selection, Investigating Customer Service, Market Research or The English Legal System

### Why take this BTEC?

This course is relevant for all careers! Whatever you end up doing it is most likely that you will be employed within a business organisation - so it is useful to have some understanding of the issues and systems involved.

More specifically it is useful for careers/future courses in Accountancy, Marketing, Human Resources, Business Management or Entrepreneurship.

Remember that this BTEC is the equivalent of 1 A-Level.

## **A-Level Economics**

### **The Course:**

Economics is the study of how society operates in terms of what is produced, what is consumed and how income is distributed. It also looks at what determines individual or household decision making in terms of spending, saving and work. Economics has had a lot of coverage in the media recently due to the global economic recession and Brexit! If you are interested in such huge issues and how they impact upon all of our lives, then this is the course for you.

Areas covered include – how markets work, unemployment and inflation, why we have recessions, development economics and the economics of pollution.

### **Assessment:**

The A-Level is assessed purely on exams which are taken at the end of Year 13. We use the AQA exam board and there are three separate papers which are:

**Paper 1: Markets and market failure**

**Paper 2: National and international economy**

**Paper 3: Economic principles and issues**

These exams combine a mixture of question types including multiple-choice knowledge questions, essays and data response questions.

The nature of the content and the assessment means that you need to have strong written and mathematical skills so you will need to achieve a grade 6 or above in English and Maths.

### **Why take this A-Level?**

Economics is a hugely versatile qualification and can be used to go into a range of careers. These include finance (banking, stockbroking etc.), business management, government policy, law, journalism and teaching.

If you have an interest in current affairs, then you should find the topics covered hugely engaging. Economics is a very well-respected subject as it shows that you have a range of sought-after skills such as data-handling, logical problem-solving, the ability to write in an analytical and evaluative manner and a good understanding of global problems and potential solutions.

Further links: <http://www.aqa.org.uk/subjects/economics/as-and-a-level/economics-7135-7136/specification-at-a-glance>

<http://filestore.aqa.org.uk/resources/economics/AQA-7136-OE-FLYER.PDF>

## A-Level Mathematics

### The Course:

This is a 2 year course which will allow you to further develop skills in using mathematical language, logical thinking and problem solving. In addition, topics from Statistics and Mechanics look at the application of maths in the real world. Areas to be covered include:

Pure Mathematics	Statistics	Mechanics
Algebra, Geometry, Sequences and Series, Exponentials and logarithms, Trigonometry, Calculus, Vectors	Statistical Sampling, Distributions and Hypothesis Testing, Data Presentation and Interpretation, Probability	Quantities and Units in Mechanics, Kinematics, Forces and Newton's Laws, Moments

### Assessment:

Assessment is 100% exam based at the end of the course.

There will be 3 written exam papers, each 2 hours long and worth  $33\frac{1}{3}\%$  of the A-level.

All A-Level Mathematics courses will be new for September 2017 – the specifications are still subject to change so the exact content of papers is yet to be published, but will contain questions from the above topics.

### Why take this A-Level?

There are many reasons for choosing Mathematics A-Level, here are just a few:

- It is a versatile subject, as it will provide you with transferable skills in numeracy, logic and problem solving, all highly desirable for future study or employment.
- It is seen as a facilitating subject, as it will complement and help you with other A-Level subjects (for example Physics and Chemistry, Psychology, Economics, Business Studies, Geography)
- It is often a requirement for university studies in courses related to the above A-Levels (as well as engineering, architecture, computing – it is even an ideal subject for those wishing to study Medicine).
- You enjoy Maths! You are much more likely to do well in subjects that you enjoy.

### Specific Entry Requirements:

Above all, you should enjoy maths – however you will need to achieve grade 7 or above in GCSE Mathematics in order to have the necessary skills and prior knowledge.

If you are considering taking A-level Mathematics, please discuss this with your current Maths teacher as they can advise you whether this is suitable course for you.

## **A-Level Further Maths**

### **The Course:**

A-Level Further Mathematics is designed to broaden and deepen the mathematical knowledge and skills developed when studying A-Level Mathematics. It may be studied alongside A-Level Mathematics as a separate A-Level and provides a stimulating and challenging experience for those who enjoy the subject. Studying Further Maths will also significantly improve performance in A-Level Maths.

The course covers a variety of topics such as Vectors, Calculus including differential equations, Polar Coordinates, Hyperbolic Functions, Matrices and Complex Numbers, to name a few. Students will also study some Applied Maths which includes Mechanics and Statistics.

### **Assessment:**

Assessment is 100% exam based at the end of the course.

Three written papers at the end of the two year course, each 2 hours long.

Papers 1 and 2 both cover the pure maths content whereas Paper 3 tests the Applied content. Each paper is equally weighted in terms of the final grade.

All A-Level Mathematics courses will be new for September 2017 – the specifications are still subject to change so the exact content of papers is yet to be published, but will contain questions from the above topics.

### **Why take this A-Level?**

- First and foremost, you must enjoy maths to take Further Maths at A-Level.
- It is a challenging course, which will extend and deepen your knowledge and understanding beyond the standard A-Level Mathematics.
- Further Mathematics qualifications are highly regarded and are welcomed by most universities. Students who take Further Mathematics are really demonstrating a strong commitment to their studies, as well as learning mathematics that is very useful for any mathematically rich degree such as Engineering, Computer Science, Economics, Physics and, of course, Mathematics in its own right.
- Some prestigious university courses require you to have a Further Mathematics qualification and others may adjust their grade requirements more favourably to students with Further Mathematics.

Specific Entry Requirements – 5 GCSE passes at either Grade C or Grade 5 and above with a Grade 8/9 in GCSE Mathematics. Please talk to your maths teacher and/or Mrs Carter to see if you are suitable for this course.

## **A-Level French**

### **The Course:**

We look at contemporary and topical issues to develop language skills in speaking, listening, reading and writing. Your communication skills will be developed by a greater understanding of the Francophone world, current trends in French speaking society and artistic culture e.g. music and cinema, social issues and political culture. Also, the study of 1 literary text and 1 film or 2 literary texts, plus an individual research project. We will also focus on the grammar required at this level.

### **Assessment:**

All examinations will be taken at the end of the course (at the end of 2 years).

Exams:

Paper 1- Listening, Reading, Writing, including translation both ways - 50%

Paper 2- Writing - 2 essays (300 words each) on 1 text and 1 film OR 2 texts - 20%

Paper 3- Speaking - presentation and discussion of individual research project, plus discussion of one core theme based on a stimulus card - 30%

### **Why take this A-Level?**

The world is your oyster! You can use your language skills in virtually any job now including: law, finance, sales and marketing, management, transport, engineering, manufacturing, travel and tourism, ICT, journalism, translation, interpreting, import/export and education. Knowledge of a foreign language enhances your prospects in the job market, making you attractive to global companies. Language skills can increase your starting salary in many professions. Multi-national companies, and an increasing number of UK businesses who do business abroad have a vested interest in recruiting linguists. If you continue studying languages at university level, you will also have the opportunity to work and/or study abroad as part of your degree. This is a wonderful way to explore other countries and enjoy valuable life experience.

## **A-Level Spanish**

### **The Course:**

We look at contemporary and topical issues to develop language skills in speaking, listening, reading and writing. Your communication skills will be developed by a greater understanding of the Hispanic world. Current trends in Spanish speaking society and artistic culture e.g. music and cinema, social issues and political culture. Also, the study of 1 literary text and 1 film or 2 literary texts, plus an individual research project. We will also focus on the grammar required at this level.

### **Assessment:**

All examinations will be taken at the end of the course (at the end of 2 years).

#### **Exams:**

Paper 1- Listening, Reading, Writing, including translation both ways - 50%

Paper 2- Writing - 2 essays (300 words each) on 1 text and 1 film OR 2 texts - 20%

Paper 3- Speaking - presentation and discussion of individual research project, plus discussion of one core theme based on a stimulus card - 30%

### **Why take this A-Level?**

The world is your oyster! You can use your language skills in virtually any job now including: law, finance, sales and marketing, management, transport, engineering, manufacturing, travel and tourism, ICT, journalism, translation, interpreting, import/export and education. Knowledge of a foreign language enhances your prospects in the job market, making you attractive to global companies. Language skills can increase your starting salary in many professions. Multi-national companies, and an increasing number of UK businesses who do business abroad have a vested interest in recruiting linguists. If you continue studying languages at university level, you will also have the opportunity to work and/or study abroad as part of your degree. This is a wonderful way to explore other countries and enjoy valuable life experience.

## **Sport - BTEC Level 3 National Extended Certificate**

### **The Course:**

This course offers a broad basis of study within the sport sector covering a range of topics. It combines written tasks with more practical assessments and is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A-Levels.

### **Assessment:**

Learners will complete four units over the two-year course, Anatomy and Physiology (assessed with a written exam), Fitness Training and Programming for Health, Sport and Well-being (externally marked controlled assessment), and either Practical Sports Performance or Sports Psychology (internally assessed coursework).

Each module of work is graded as Pass, Merit, or Distinction. Gaining an overall Pass from the BTEC Award in Sport is worth 40 points on the UCAS tariff, equivalent to an E grade at A-Level. A Merit is worth 80 points, equal to an A-Level C grade. A Distinction is worth 120 points or an A-Level A grade, finally a Distinction \* is worth 140 UCAS points.

### **Why take this A-Level?**

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of study. It combines well with a large number of subjects and supports entry to higher education courses in a very wide range of disciplines (depending on the subjects taken alongside). For learners who wish to study an aspect of sport in higher education, opportunities include:

- BA (Hons) in Sport Studies and Business, if taken alongside A-Levels in Business and Maths
- BSC (Hons) in Sport Psychology, if taken alongside an A-Level in Psychology
- BA (Hons) in Sports Education and Special and Inclusive Education, if taken alongside an A-Level in English Language
- BA (Hons) in Sport and Exercise Science if taken alongside A-Level Physics

You should always check the entry requirements for degree programmes with specific higher education providers.

Remember that this BTEC is the equivalent of one A-Level.

## **A-Level Biology**

### **The Course:**

Mark had a stroke when he was 15 years old. Peter suffered a heart attack as an adult. What are the factors which make it more likely that any of us will suffer from a stroke or heart attack? Claire and Nathan are trying to decide whether they should have a child even though Claire's mother had Cystic Fibrosis (CF). What are the symptoms and effects of CF? What treatments are available if their child does have CF?

If you are interested in the answers to these questions, then A-Level Biology (SNAB Biology A) is for you. It is a new approach for Post-16 students in which you will study biology through real-life contexts linked to the rapid advances in biological research. In year 1 students will study the topics of (1) Lifestyle, health and risk, (2) Genes and health, (3) The voice of the genome and (4) Biodiversity and natural resources, which tackle a number of issues including cardiovascular disease, genetic inheritance, the roles of stem cells and the use of chemical extracts from animals and plants. In year 2 the topics (5) On the wild side, (6) Infection, immunity and forensics, (7) Run for your life and (8) Grey matter, which look at the themes of extinction of species, the evolutionary battles that take place between invading pathogens and their hosts, muscle physiology and performance, and conditions such as Parkinson's disease. Accompanying the course is an exclusive dedicated website.

### **Assessment:**

There are 3 papers worth 33.33% each.

Paper 1: The Natural Environment and Species Survival (topics 1 – 6)

Paper 2: Energy, Exercise and Co-ordination (topics 1 – 4 and 7 – 8)

Paper 3: General and Practical Applications in Biology (topics 1 – 8 and a scientific article will be pre-released on our website 8 weeks before the examination.)

There is also a Practical Endorsement component, which is reported separately, and based on core practical tasks completed throughout the two-year course.

### **Why take this A-Level?**

An A-Level in Biology is seen as a real achievement, which will take you onto university courses, including the top universities, for all degree courses including medicine. Indeed, universities want the independent, motivated learners that the Salters-Nuffield A-Level Biology course provides!

## **Applied Science - BTEC National Level 3 Extended Certificate**

### **The Course:**

The BTEC National in Applied Science offers a vocational qualification that focuses on the application of science, which reflects aspects of employment within science organisations. Units within the qualification cover areas of laboratory science, scientific procedures and skills, biological, chemical and physical science to provide a route to employment in the science industry. It is designed for students who are interested in learning about the sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in applied science. This qualification offers an approach which is different to A-Level qualifications in science and will appeal to you if you prefer portfolio-based assessment alongside final exams, covering a variety of scientific investigations. The course does, however, require you to be self-motivated and very well organised as regular assignments are set throughout the two-year course! At the end of Year 13 you will be awarded with a grade which will be a Pass, Merit or Distinction. BTEC Nationals are recognised by Universities as a Level 3 course, and grades convert into UCAS points equivalent to one A-Level.

There are 2 mandatory units covered in year 1:

1. The Principles and Applications of Science
2. Science Investigation Skills.

In year 2 the final mandatory unit is completed along with an option unit:

1. Practical Scientific Procedures and Techniques
2. Physiology of Human Body Systems

### **Assessment:**

There are 2 externally set exams which account for 58% of the qualification

Paper 1: The Principles and Applications of Science - 1.5 hours.

Paper 2: Science Investigation skills - 2 hours

### **Specific Entry Requirements:**

A minimum of 5 A\*s - C GCSEs with specifically grade **C** or above in Science and grade 5 in English

### **What can I do afterwards?**

An Applied Science degree, jobs within the science industry or Access Courses to Medical Sciences.

## **A-Level Chemistry**

### **The Course:**

Chemistry is the study of how the elements and their compounds behave. In this course you will develop essential knowledge and understanding of fundamental chemical concepts, as well as a variety of areas of chemistry, and you will get to grips with how these relate to each other. You will also develop a deeper appreciation of how chemistry plays a major role in providing the comfortable modern lifestyle we enjoy and how it contributes to the success of the economy and to society more broadly.

Chemistry is a practical discipline and the development of such practical skills is fundamental to understanding the nature of chemistry. Our Chemistry course (OCR Chemistry A) gives learners many opportunities to develop the fundamental skills needed to collect and analyse empirical data. Skills in planning, implementing, analysing and evaluating will be assessed in the written papers.

The six modules below cover exciting areas of chemistry that you will find interesting, enjoyable and challenging.

Module 1 – Development of practical skills in chemistry

Module 2 – Foundations in chemistry

Module 3 – Periodic table and energy

Module 4 – Core organic chemistry

Module 5 – Physical chemistry and transition elements

Module 6 – Organic chemistry and analysis

### **Assessment:**

There are 3 papers with different weightings:

Paper 1: Periodic table, elements and physical chemistry worth 37% - 2 hours 15 minutes.

Paper 2: Synthesis and analytical techniques worth 37% - 2 hours 15 minutes.

Paper 3: Unified chemistry worth 26% - 1 hour 30 minutes.

### **What can I do afterwards?**

This course is an excellent foundation (and indeed essential) for further study of chemistry, chemical engineering, medicine, veterinary science, dentistry, physiotherapy and related subjects such as pharmacy, pharmacology and biomedical sciences. It is also highly recommended for other sciences. This course also provides a valuable education if you take chemistry no further but wish to pursue a career in, for example, finance, publishing, and law. To find out more about careers open to those with a qualification in Chemistry try: [www.rsc.org/Education/SchoolStudents/FAQsCareers.asp](http://www.rsc.org/Education/SchoolStudents/FAQsCareers.asp)

## **Health and Social Care – BTEC National Level 3 Extended Certificate**

### **The Course:**

With the demographics in the UK changing rapidly and the population living longer, the health and social care sectors will experience huge growth over the next few years; health and social services are an integral part of society offering a wide range of advice and help to all individuals throughout their lives. This course allows you to develop a variety of skills and knowledge about how Health, Early Years Care, Education and Social Care Services work, the issues around them and how they deliver quality care to service users.

### **Assessment:**

Health and Social care will involve 2 years of teaching and learning assessed across both years. There are two pieces of coursework and two examined units across both years.

#### First year:

Coursework – Unit 5 (Mandatory unit) – Meeting Individual Care and Support needs – 90 credits

Exam – Unit 2 – (Mandatory unit) – Working in Health and Social Care – 120 credits – 1 ½ hour exam

#### Second year:

Coursework – Unit 10 (Optional unit) – Sociological perspectives – 60 credits

Exam – Unit 1 (Mandatory) – Human Lifespan development – 90 credits – 1 ½ hour exam

### **Why take this BTEC?**

Skills developed as part of the course are considered to be transferable skills that would be essential in the workplace or further study. Skills and knowledge you develop would therefore be useful in a range of health and social care careers including degree courses in midwifery or nursing or alternatively finding employment in a range of caring services such as nurseries or residential homes.

## **A-Level Psychology**

### **The Course:**

Psychology is the academic study of human mind and behaviour. Psychological research and theory seeks to offer explanations for how we think, feel and behave in a variety of contexts; as such the application of Psychology is huge. Given the diversity of Psychology as a subject, you are provided with the opportunity to study some of the key branches of the subject. Each branch of Psychology is very different, explaining and focusing on behaviour in ways that are unique to that approach. Psychology is an increasingly popular science, relevant to everyone, and focuses on a variety of behaviour and phenomena. Across the two years you will study: Research methods (including carrying out 4 mini practicals), 20 core studies and Applied Psychology – Issues in mental health, criminal and environmental psychology.

### **Assessment:**

A-Level Psychology will involve 2 years of teaching and learning assessed in three examinations taken at the end of the course. Examinations will be a mixture of multiple choice questions, short answer questions and essay questions. A-Level Psychology involves the exploration of three main modules. These include:

Paper One: Written exam. 2 hours. Research methods – 30% of total exam

Paper Two: Written exam. 2 hours. Psychological themes through core studies – 35% of total exam

Paper Three: Written exam. 2 hours. Applied Psychology – 35% of total exam

### **Why take this A-Level?**

Psychology allows you to develop a range of skills and qualities that are transferable to a variety of careers including teaching, management, sport, social work and careers in healthcare. If you pursue psychology further there are a range of options available to you including research or becoming an applied clinical, educational, forensic or health psychologist.

## **A-Level Physics (AQA)**

### **The Course:**

Physics is the study of nature; it aims to understand particles, energy, forces and fields on both the smallest and largest scales, from the interaction of the smallest particles yet discovered to the way the Universe has evolved since the beginning of time.

Physics is fundamentally an experimental subject and we begin by studying how Physicists make careful measurements, using a range of physics instruments, which we will then analyse and evaluate by considering errors. We then move onto wave and particle behaviour and see that in fact on the smallest scales things behave like nothing we know of at the everyday scale. We'll consider the behaviour of projectiles, and the relationships between force, motion and energy, electric circuits and the behaviour of materials in depth.

In year 2 we will investigate the interactions between massive bodies and see the similarities to the world of the very small. We will also look at electromagnetism, allowing us to view the world as consisting of fields with which particles can interact, and how these concepts are used to build machines. The earlier study of mechanics is further advanced in the study of circular motion and simple harmonic motion and a final section allows the thermal properties of materials, the properties and nature of ideal gases and molecular kinetic theory to be studied in depth. Students will also choose one optional unit to study:

- Astrophysics
- Medical physics
- Engineering physics
- Turning points in physics
- Electronics

### **Assessment:**

There are 3 papers with different weightings:

Paper 1: Year 1 topics and Periodic motion (Year 2) worth 34% - 2 hours

Paper 2: The remaining Year 2 topics worth 34% - 2 hours

Paper 3: Practical skills & data analysis and the Option topic worth 32% - 2 hours

### **Why take this A-Level?**

This course is an excellent foundation (and indeed essential) for further study of Physics, astrophysics, a whole range of engineering degrees, medical physics and medicine. The problem solving skills you will develop in Physics could lead to careers in all sorts of areas such as research and development, design, sustainable energy, telecommunications, meteorology, law, finance, media technology, computer gaming design, transport and education. It is also highly recommended for other science degrees and maths.

## **Level 3 Diploma in Food Science and Nutrition**

### **The Course:**

This is a two year course that has been designed to provide learners with underpinning knowledge, understanding and skills to progress to further education in the exciting and evolving world of food and nutrition. An understanding of food science and nutrition is relevant to many job roles including: Hospital nutritionists, sports coaches and nutritionists, food manufacturers and government agencies who use this understanding to develop policies and health initiatives. Hotels and restaurants also value this kind of education and training. The UCAS points are also applicable to many courses.

### **Assessment:**

There are 4 units of work:

2 units are compulsory: meeting the nutritional needs of specific groups- which will be assessed through internal practical assessment and external exam; ensuring food is safe to eat which assessed externally.

2 units are optional (you choose 1): experimenting to solve food production issues; current issues in food science and nutrition both of which require a written assignment of about 4,000 words.

### **Why take this course?**

Students with an interest in or enthusiasm for food, cooking, health and nutrition should consider this course. This course may also be useful to students who are considering potential careers in Healthcare, sports science or nutrition or hospitality and catering industries in the future. Students will need to secure good passes in English and science at GCSE to take this course, a good pass in GCSE Food & Nutrition would be an advantage but is not essential for students to have studied previously.

## **A-Level in Design and Technology (Product Design)**

### **The Course:**

Students learn about designing and making in order to become creative designers themselves. Researching, analysing, dismantling and developing products helps students to think independently and creatively when problem solving. Product Design adds technical skill to Art and applies knowledge and understanding gained from studying Science and Maths in an enjoyable, rewarding and practical way. (If you have the opportunity I would recommend speaking to current and past A-Level students to share their experiences).

### **Assessment:**

A-Level students have the opportunity to design and manufacture products. This constitutes 50% of the course. The other 50% is in the form of an exam. The examined component is called Principles of Design and Technology and includes 12 subject units to study over the 2 years.

### **Entry Requirements:**

Design and Technology A-Level was recently recommended by the Russell Group of University's to be taken alongside Maths and Physics for all students interested in applying for a wide range of career opportunities in Design, Manufacturing, Engineering, Architecture and other Creative Industries. It has also previously been categorised by UCAS in the science group of subjects for some course options.

With this in mind the preferred entry requirements for this course are

- Minimum B grade in GCSE Design Technology or
- Distinction in Vcert Engineering (with teacher recommendation) or
- If a student has not taken a D&T subject a B grade in Art & Design
- In addition to at least a B grade in Maths, Science and English.

NOTE: If you did not study GCSE Design and Technology and now wish to study A-Level Product Design then please arrange to speak to Mr Bishop who may discuss other ways to meet the minimum entry requirements i.e. short skills tasks etc.

### **Why take this A-Level?**

Results have continued to be excellent with many students choosing to continue studying a Design & Technology related subjects at University.

Architecture, Mechanical Engineering, 3D Design, Industrial Design, Design Engineering and Agricultural Engineering are amongst the subjects being studied at Universities including Manchester, Harper Adams, Edinburgh, Southampton, and Bournemouth, Birmingham, The Royal College of Art and Imperial College.

Successful students have gained career opportunities in a variety of companies, including Jaguar Landrover and JCB.

## The Extended Project Qualification (EPQ) – AQA Exam Board

### The Course:

This Level 3 qualification is designed to be added to a Programme of Study in order to allow detailed research and further work into a topic of the student's choice. It can be taken alongside any Level 3 Programme of Study.

### How does it work?

Students are required, with appropriate supervision, to:

- choose an area of interest
- draft a title and aims of the project for formal approval by the centre
- plan, research and carry out the project
- deliver a presentation to a non-specialist audience
- provide evidence of all stages of project development and production for assessment.

Each student will work with a Project Supervisor who will help to guide the project and ensure that they document the process as they go along. However, it is the student who comes up with the title and the focus of the project.

### Assessment:

The project may take the form of:

1. a research-based written report
2. a production\* (eg charity event, fashion show, sports event etc)
3. an artefact\* (eg a piece of art, a computer game, a realised design).

The assessment criteria are broken down as follows:

	Assessment Objectives	Weighting
AO1	<b>Manage</b> Identify, design, plan, and carry out a project, applying a range of skills, strategies and methods to achieve objectives.	20%
AO2	<b>Use Resources</b> Research, critically select, organise and use information, and select and use a range of resources. Analyse data apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.	20%
AO3	<b>Develop and Realise</b> Select and use a range of skills, including, where appropriate, new technologies and problem-solving, to take decisions critically and achieve planned outcomes.	40%
AO4	<b>Review</b> Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.	20%

### Why should I take an EPQ?

This course is loved by universities and employers as it demonstrates that a student is capable of independent planning, research and delivery of a final project; all the skills necessary at under-graduate level and in many careers. It also gives the student the opportunity to really get stuck into a topic in which they have a genuine interest, which may not be fully covered on the syllabus of their A-Levels/BTECs.

The EPQ is graded in the same way that a normal A-Level is and it attracts half of the UCAS points of an A-Level: A\* = 70, A = 60, B = 50, C = 40, D = 30 and E = 20

## The Plymouth Argyle FC Development Programme

This is a programme that students undertake **alongside** their other chosen courses in order to develop their interest in football, improve their skill levels and gain specialist coaching.



An **example** of how the structure of the week may look is provided below with at least three training sessions per week and regular matches usually played on a Wednesday afternoon.

	AM:	AM:	LUNCH	PM:	PM:
MONDAY	ACADEMIC STUDIES		LUNCH	ACADEMIC STUDIES	TRAINING
TUESDAY	TRAINING	ACADEMIC STUDIES	LUNCH	ACADEMIC STUDIES	ACADEMIC STUDIES
WEDNESDAY	ACADEMIC STUDIES		GAMES PROGRAMME		
THURSDAY	ACADEMIC STUDIES & RECOVERY		LUNCH	ACADEMIC STUDIES & RECOVERY	
FRIDAY	TRAINING	ACADEMIC STUDIES	LUNCH	ACADEMIC STUDIES	

“Education and Sport are two concepts that have always been of high interest nationally, although the two subjects are not often unified. We have, however, introduced such a combination through Okehampton College and Plymouth Argyle FC to offer an exciting football programme alongside academic studies. The Plymouth Argyle Football Development programme enables students to work academically towards nationally recognised qualifications and participate in football provisions based at Okehampton College. It also allows students to gain a greater insight into working under a sports umbrella, whilst receiving some of the most professional coaching in the South West, which can only improve individuals’ abilities.”

**Paul Wotton (PAFC First team coach)**

“I would recommend this programme to others as a good way of combining your normal lessons with your interest in football. The coaching is of a high quality and it’s fun”

**Adam Quick (current student)**



For further information see **Mr Harris** at college or contact the Plymouth Argyle staff directly on:

**Mark Lovell** on 01752 562 561 (ext 4) or e-mail [mark.lovell@pafc.co.uk](mailto:mark.lovell@pafc.co.uk)

**Bobby Hopkinson** on 01752 562561 (ext 4) or e-mail [bobby.hopkinson@pafc.co.uk](mailto:bobby.hopkinson@pafc.co.uk)

The Plymouth Argyle coaching staff will be available on Curriculum Evening.