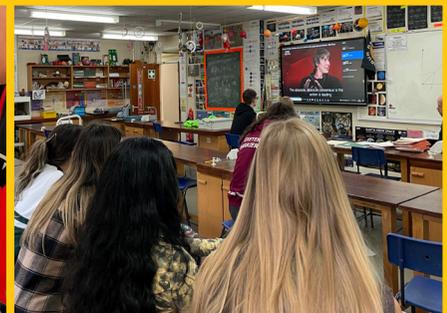
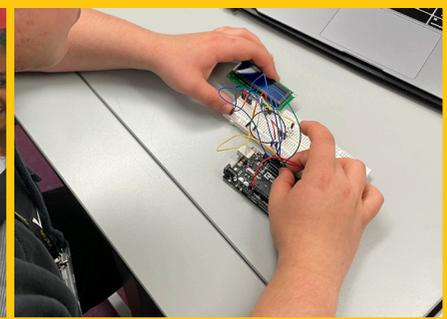


Post-16 @ Okehampton College



PROSPECTUS 2022-2023

Contents - click to go to a page

Welcome	3	A-Level Drama and Theatre	31
The Wardhayes Campus	4	A-Level English Language	32
Applying to Post-16 at Okehampton College	5	A-Level English Literature	33
The National Qualification Framework	6	A-Level Media Studies	34
Guide to Pathways and Entry Criteria	7	A-Level History	35
Subject Entry Requirements	8	A-Level Geography	36
Pastoral Support	9	A-Level Philosophy and Ethics	37
Preparation for Higher Education	10	A-Level Sociology	38
Course Guide	11	ICT - (Cambridge Technical Level 3)	39
Introduction to Vocational Learning	12	A-Level Business Studies	40
Vocational Subject Courses	13	Business (BTEC Level 3 Extended Certificate)	41
Level 3 Early Years Workforce	15	A-Level Economics	42
Level 3 Supporting Teaching & Learning	16	A-Level Mathematics	43
Level 2 Early Years Practitioner	17	A-Level Further Mathematics	44
Level 3 Diploma in Playwork	18	A-Level French	45
Level 1 Caring for Children	19	Sport (BTEC Level 3 National Extended Certificate)	46
Level 2 Customer Service	20	Applied Sciences (BTEC Level 3 National Extended Certificate)	47
Level 2 Retail Skills	21	A-Level Biology	48
Level 1 Warehousing & Storage	22	A-Level Chemistry	49
Level 2 Business & Administration	23	Health & Social Care (BTEC Level 3 extended Certificate)	50
Level 2 Skills for Business	24	A-Level Physics	51
Level 2 Diploma in Adult Care	25	A-Level Psychology	52
Level 3 Health and Social Care	26	Food Science and Nutrition (Level 3 Diploma)	53
A-Level Fine Art	27	A-Level Design & Technology (Product Design)	54
A-Level Photography	28	The Extended Project Qualification (EPQ)	55
A-Level Textiles	29	Enrichment Opportunities	56
A-Level Music	30		

Welcome!

A word from Mr Corkell Post-16 Leader



Hello and welcome to our P-16 Prospectus which I hope gives you a real flavour of what we are about and what we can offer you as you move forward with your studies.

It is an amazing time to be joining Post-16 as we now have our Wardhayes Campus fully up and running. The current students and staff are loving the new facilities and the independence that it offers. I really hope that we are able to give you the chance to come up and see it this school year.

We were delighted to see another group of Post-16 Leavers celebrating their results in the summer as it is hugely satisfying to see our youngsters going on to a range of exciting careers, university courses and apprenticeships and starting the next phase of their lives.

I hope that you find what you are looking for from our wide range of courses, and that you are excited about the next stage of your education. Hopefully, you have already watched the short course introduction video clips on our website from the different subject areas and this guide gives you all the further information you should need.

The next few pages 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. We look forward to seeing lots of you with us in September.

R Corkell

email: rcorkell@okehamptoncollege.devon.sch.uk

A Word from the Senior Student Team

Hello! We would like to introduce you to the Post-16 senior student team - a group of year 13 students that meet and collaborate on projects with the goal of improving the 6th form and raising standards. We are excited to have an opportunity to help shape the post-16 experience, working to support both the school and wider community. Our focus - ensuring that the 6th form is engaging, welcoming, supportive, and inclusive; something we are in a unique position to be able to assess as students. We are available to talk and respond should you wish to voice any complaints or suggestions.

We have the following groups focusing on a range of areas integral to student life:

Teaching and Learning Group - improving teaching and learning across the 6th form in response to student suggestions.

Post-16 Charity and Fundraising Group - fundraising for selected charities (such as mental health organisations) and to subsidise the post-16 leavers' ball.

Mental Health and Well-Being Group - helping all students to flourish in the 6th form and also ensuring those with mental health needs have access to appropriate support.

Careers and Destinations Group - gathering student feedback to help the 6th form invite speakers and colleges/universities that most appeal to the student body.

Wardhayes Building Group - dedicated to improving the use of our dedicated indoor & outdoor facilities and reducing environmental impact.

Post-16 Public Relations Group - promoting the 6th form to upcoming students, and the wider community.

Each group meets on a regular basis, in addition to frequently coming together as a team at meetings and to represent the 6th form at events such as open evenings.

Whilst early in the year, we have already begun working to ensure that you have the best possible experiences and opportunities. Our first projects include investigating options for creating additional 'collaborative' study spaces within the Wardhayes campus and producing a programme of assemblies for years 7-11 on the impact of racist, sexist, and homophobic language.

Through the activities of the senior student team, we hope all students interested in joining us can look forward to a great 6th form experience.

The Senior Student Team 2021-22



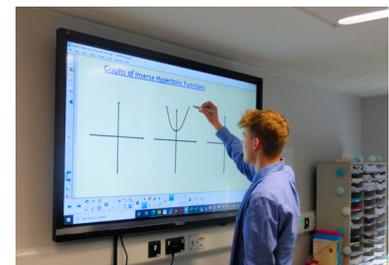
The Wardhayes Campus

Post-16 moved into our new building in September 2019 and are delighted to be now fully settled in our new home.

The building comprises:

- Classrooms
- Café 6
- Common Room and Meeting Space
- Two Study Rooms
- Private Rear Garden and outdoor eating area (with Table Tennis!)
- ICT suite
- Full WIFI coverage for all students and staff
- Vocational hub

We look forward to welcoming next year's students to The Wardhayes Campus.



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 7

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.

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 in January.

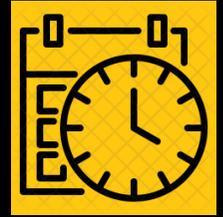
The College cannot guarantee to run all the courses described in this booklet. If a particular course attracts very few students, a decision may have to be taken not to run it.



For Students Applying From Outside Okehampton College

Applications from students not already at Okehampton College should be emailed to our Post-16 Administrator, Mrs Little, detailing your course choices and contact details. The email address is:

post16@okehamptoncollege.devon.sch.uk



What To Do Now Timeline

- November 2021 – Visit Wardhayes campus in tutor groups and read this prospectus and begin to think about your initial choices.
- Wednesday December 1st
- Attend open evening at Wardhayes campus
- December 2021 - Complete the 'Initial Application for Post-16 Education' MICROSOFT FORMS sheet (we use these to make the Option Block Columns).
- January 2022 - We will finalise people's choices based on the released Option Block Columns.
- January/February 2022 – Invitation to attend sixth form interview
- Spring/Summer 2022 – Conditional place confirmed based on final grade predictions and confirmed on summer results
- Summer/Autumn 2022 – Sixth form taster week, enrolment and induction days

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 good GCSEs, grades 5 or above.
- **Level 3** - Equivalent to A-Levels
- **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 9 to 5 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 grade 6 or above at GCSE. Most students taking A-Level/BTEC courses study three subjects but may also add the EPQ (see page 50) to their programme.

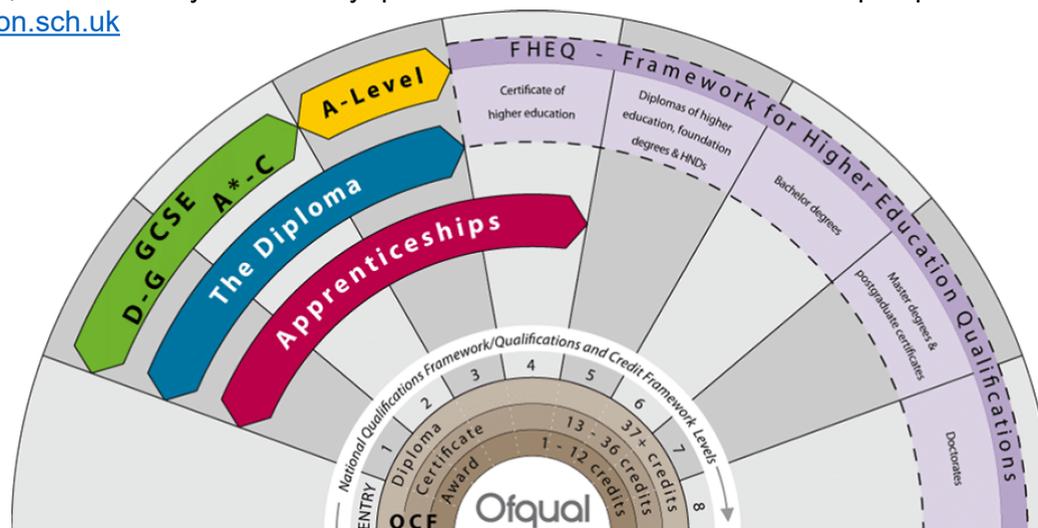
If you have 5 GCSEs or more that are a mixture of grade 4 or below then you are at Level 1 and can start a Level 2 course. The Vocational Programme is very different to what you do now and you will need help choosing the right course for you.

Unfortunately, we do not offer Entry Level Courses at the present time and students who may need this type of provision should discuss their options with Becky Harvey, our careers advisor, or with their Tutor.

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.

Please contact the Post-16 Leader, Mr Corkell if you have any questions that are not covered in this prospectus.

rcorkell@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. 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, Food Science, ICT and Science. Most students will choose three subjects. These are two year qualifications.

To enrol on this pathway, you will need to have at least five Level 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.

These are two-year qualifications.

To enrol on this pathway you will need to have a GCSE points score equivalent to Level 6 or 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.



Notes:

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

For certain students we may be able to offer Level 3 courses on Pathway 1 – contact Mrs Luckhurst for more information.

email: jluckhurst@okehamptoncollege.devon.sch.uk

Pathway 3 - Subject Specific Entry Requirements

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

Subject	Entry Requirement
A-Level Art	GCSE Art at grade 6 or above or GCSE Textiles at grade 6 or above
A-Level Biology	GCSE Science at grade 6 or above and GCSE Maths at grade 6 or above ***
A-Level Chemistry	GCSE Science at grade 6 or above and GCSE Maths at grade 6 or above***
A-Level Computer Science	GCSE Maths at grade 6 or above and GCSE English at grade 5 or above
A-Level Drama	GCSE English at grade 5 or above and GCSE English Literature at grade 5 or above
A-Level Economics	GCSE Maths at grade 6 or above and GCSE English at grade 6 or above
A-Level English Language	GCSE English Language at grade 6 or above and GCSE English Literature at grade 6 or above
A-Level English Literature	GCSE English Language at grade 6 or above and GCSE English Literature at grade 6 or above
A-Level Film Studies	GCSE Media at grade 5 or above or GCSE English at grade 5 or above
A-Level French	GCSE French at grade 6 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 6 or above and GCSE Maths at grade 5 and GCSE English at grade 5
A-Level History	GCSE History at grade 6 or above and GCSE English at grade 6 or above
A-Level Maths	GCSE Maths at grade 6 or above***
A-Level Media	GCSE Media at grade 5 or above or GCSE English at grade 5 or above
A-Level Music	GCSE Music at grade 6 and evidence of Instrumental Tuition
A-Level Music Technology	No additional requirements
A-Level Philosophy & Ethics	GCSE Beliefs & Values at grade 6 or above and GCSE English at grade 6 or above
A-Level Photography	GCSE Art at grade 6 or above ***
A-Level Physics	GCSE Science at grade 6 or above and GCSE Maths at grade 6 or above ***
A-Level Product Design	GCSE Design Technology at grade 6 or above or Vcert in Engineering at Distinction ***
A-Level Psychology	GCSE Maths grade 6 or above and GCSE English at grade 6 or above and GCSE Science at grade 6 or above
A-Level Spanish	GCSE Spanish at grade 6 or above
A-Level Textiles	GCSE Art or GCSE Textiles at grade 6 or above
A-Level Sociology	GCSE English Language at grade 5 or above and GCSE English Literature at grade 5 or above
BTEC Subjects	5 GCSEs at grade 5/ grade C or above
*** - see the subject page or talk to subject staff for more detail	

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 discuss their progress in regular one to one meetings with their tutor and/or mentor.
- 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').

Student Testimonial

"I have really enjoyed my time at Oke sixth-form. I left with good results that got me to the next step of what I wanted to do. I liked having the support of the teachers but also the freedom that comes with being a sixth-former. The new building is great and there is a good community feel where you can spend time with your friends and have a good learning environment."

Sam – previous 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
- Applying for Oxford University, Cambridge University, Medicine and Veterinary Medicine Courses

The Early Entry Programme (EEP)

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.



Course Guide 2022/21



Vocational Learning

What is Vocational Learning:

Vocational courses are designed for learners who thrive in practical situations. Students with motivation, common sense and good people skills often benefit from following a vocational learning pathway, which links academic progress to real life situations. Many vocational qualifications are now recognised equivalents to formal A levels and these awards can be used to gain entry to higher education, hitgher apprenticeships and employment. T Level qualifications are included in vocational choices and these new course options will become more widely available from September 2022.

As a member of the Dartmoor Multi-Academy Trust, we are able to utilize our relationships with local primary schools and pre-schools to offer high quality work placements as an integral part of the vocational programme.

As a college, we also work actively with local businesses and support our students in finding work placements to complete their learning portfolios to evidence qualifications. Read the stories of two of our past students to see how following a vocational course could lead onto employment and to a career.



Scan the above QR code to go to Career Pilot. Career Pilot illustrates 3 learning pathways; Academic, Vocational and Work based. It is an important tool; for individuals to consider how they like to



Scan the above QR code to take you to a T-Level guide for parents. Like all vocational qualifications T-Levels require a work placement.

How is the course Structured?

Students following the vocational learning pathway may be offered tailored learning programmes at level 1, level 2 or level 3.

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 Key Skills in Mathematic and English. Additionally, students will develop their independent learning skills through a range of practical tasks and activities linked to employability. Participation in these activities is designed to empower, making students more independent.

Vocational courses are aimed at two groups of students.

- **Group 1:** Students who do not have 5 GCSE's grade 4/5. Students in this group are offered personalised learning programmes at levels 1 and 2.
- **Group 2:** Students who have achieved 5 GCSE's grade 4/5 or better but not sufficiently high enough to access the level 3 formal A-Level programme. Students in this group may be offered a combination of BTEC and vocational courses at levels 2 and 3. Some students may take vocational level 2/3 qualifications and conventional A-Levels. All courses are personalised to meet the learning needs of individuals.

All courses on the Vocational learning programme are for ONE year. We have a number of courses which may be studied over two years:

- Level 3 CACHE Diploma Early Years Education
- Level 3 CACHE Extended Diploma Health and Social Care
- Level 3 NCFE Skills for Business

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

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

Student Testimonial

Two years ago, I walked out of Okehampton college with 6 GCSE's having just finished secondary school. I didn't have a clue what I wanted to do like most teens at that point in their lives. I started off doing a Level 2 Business Administration Qualification on the vocational programme, where I studied for the qualification, as well as resit my GCSE English. I worked for the finance team in the Dartmoor Multi Academy Trust head finance office. Being there for 7 months was the best experience I ever had. The people I met there were amazing, welcoming, and helped me to grow in confidence. I got so much great experience with them that I feel I never would have got if I had gone down my original path of A-Levels.

The following year I moved onto Level 3 Business Administration Qualification, this time my placement was with Kier Utilities, and I completed my work remotely as we were in lockdown. After 9 months working with them, I was offered a full-time job which I have accepted. It was fantastic to leave college and go straight into a job, the vocational courses I undertook helped me to do this. *Chloe Baker*

Vocational Specialist Subject Courses

Click on each course to go direct to that page

EDUCATION

- Level 3 NCFE CACHE Diploma in Childcare and Education (2 years) Page 14
- Level 3 NCFE CACHE Diploma Early Years Workforce (EYE) (1 year) Page 15
- Level 3 NCFE CACHE Diploma In Supporting Teaching and Learning (1 year) Page 16
- Level 2 NCFE CACHE Diploma For The Early Years Practitioner (EYE) (1 year) Page 17
- Level 2 NCFE CACHE Diploma in Playwork (1 year) Page 18
- Level 1 NCFE CACHE Diploma In Caring For Children (1 year) Page 19

CUSTOMER SERVICE, BUSINESS AND ADMINISTRATION, RETAIL, WAREHOUSING AND STORAGE

- Level 2 NCFE CACHE Diploma in Customer Service Page 20
- Level 2 NCFE CACHE Diploma in Retail Skills Page 21
- Level 1 NCFE CACHE Certificate in Warehousing and Storage Page 22
- Level 2 NCFE CACHE Business and Administration (1 year) Page 23
- Level 3 NCFE CACHE Diploma Skills for Business Page 24

ADULT HEALTH AND SOCIAL CARE

- Level 3 NCFE CACHE Diploma in Adult Care Page 25
- Level 3 NCFE CACHE Extended Diploma Health and Social Care (2 years) Page 26



The Course

The Level 3 Diploma in Childcare and Education 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 practice 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 385 guided learning hours in an early year 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. During placement learners will require support from a professional within the real work environment.

Suggested work placement hours are outlined in the table shown. The Award level of this qualification does not require a placement, but is only worth 1 A level.

Age range	Hours		
	Certificate	Diploma	Total
0-1 year 11 months	25	25	50
2-2 years 11 months	130	130	260
3-5 years	170	170	340
Specialised placement such as 5-7 years	40	60	100
Total	365	385	750

Assessment:

To gain this qualification the learners will need to Pass 15 Mandatory units listed below

Mandatory units

Child development from conception to seven years
Children's health and well-being
Providing safe environments for children
Child health
Play and learning
Understanding children's additional needs
Observation, assessment and planning
Professional Practice Portfolio 1
Supporting emergent literacy
Supporting emergent mathematics
Preparing for school readiness
International perspectives
Reflective practice for professional development
Professional partnerships in Early Years
Professional Practice Portfolio 2

Students are also required to complete and pass an effective practise study task and one extended assessment which will be set externally.

If students do not pass the extended assessment task, they have one further attempt to meet the required standard.

Why Take This Course?

The qualification is recognised by Teacher Training providers and can be used to apply for further Level 3 or level 4 courses.

UCAS points for this qualification range from

- A* 168 points
- A 144 points
- B 120 points
- C 96 points
- D 72 points

Specific Entry Requirements

All learners taking this qualification must be 16 years of age + Students must achieve GCSE Grade 4 English and Mathematics to be awarded the licence to practice.

While there is no requirement for learners to have achieved GCSE English and Maths upon commencement of the course the achievement of a grade 4 in both subjects must be reached by the end of study.

A work placement of at least 2 days in year 1 and 3 days in year 2 will be required to complete this qualification. Work in the placement is unpaid.

Students opting for this qualification will be required to provide documents for an enhanced DBS check.

Career Opportunities

Students completing this qualification can Go onto Higher Education and teacher training for the Early Years, look for employment as a level 3 practitioner in a range of settings; nurseries, pre-schools, work with childminders and within primary settings.

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.

Students taking this course will have completed the CACHE Level 2 Diploma for Children and Young Peoples Workforce qualification or another level 2 course prior to starting the programme.

How is this qualification structured?

We have structured the units around three themes:

Theme 1: Health and well-being

Theme 2: Legislation, frameworks and professional practice

Theme 3: Play, development and learning for school readiness

Learners must study 23 mandatory units

To gain this qualification the learner will need to

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

The qualification when completed is worth 32 UCAS points. 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

The course cannot be completed without a work placement. Access to a real work environment allows students to show and develop competence in knowledge and skills. Students following this course spend three days in placement. A DBS check is required to access the course.

Assessment:

Practical work in placement supports students to complete evidence for the qualification which is compiled in a portfolio. A minimum of 350 placement hours is required. Work in placement is unpaid. During placement, learners will need support from a professional within the real work environment who will be required to complete professional development records.



Why Take This Course?

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
- 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 A-C (grade 4) to count in the ratios at level 3 in childcare settings.

The Course

Students taking this course will have completed the CACHE Level 2 Diploma for Children and Young Peoples Workforce qualification prior to starting this programme or an equivalent level 2 education course.

This qualification provides learners with an in-depth understanding of the knowledge and skills needed when working directly with children and young people in school and college environments. It covers all aspects of specialist support including planning, delivering and reviewing assessment strategies to support learning alongside the teacher; bilingual support; special needs support; and personal development and reflective practice.

UCAS value on course completion 32 points. This qualification is aimed at learners working in roles that offer specialist support for pupils' learning in primary, secondary or special schools, as well as colleges.

Specific Entry Requirements

Learners must be 16 + years old and must have a specialist support role placement in a primary, secondary or special school setting.

All learners who achieve an Early Years Educator qualification will need GCSE English and Mathematics grade 4 or above to count in the ratios at level 3 in childcare settings.

A work placement of at least 2 days will be required to complete this qualification. Work in the placement is unpaid. Students opting for this qualification will be required to provide documents for a DBS check.



Why Take This Course?

This qualification is suitable for a range of learners, who wish to support learning alongside a teacher. The course develops individuals to plan, deliver and review assessment strategies alongside the teacher.

Students completing the qualification can go onto a range of level 4 specialist qualification including a degree if other L3 qualifications are held.

Assessment:

Learners must complete 16 mandatory units. All units will be internally assessed using a range of methods which could include: written assignments or tasks such as designing a leaflet or booklet, charts or diagrams or setting up an information board.

To gain the qualification learners will need to:

- Pass all units
- Show competence in a real work environment



LEVEL 2 NCFE DIPLOMA For the Early Years Practitioner - 1 Year

(specialising in education of children from 0-5 years) Partner Provider - TT Training and Consultancy Ltd

The Course

The aim of this qualification is to provide learners with the knowledge and understanding of babies and young children from birth to 7 years of age with applied knowledge in the early years, 0-5 years. The qualification content meets the Department for Education's (DfE) Level 2 full and relevant criteria for a Level 2 Early Years Practitioner in the workforce.

This qualification is ideal for learners looking to work with children between birth and 5 years, and gain knowledge of working with children up to 7 years. Learners do not need to have previous experience or qualifications in working with children to undertake this qualification.

A work placement for 2 days per week is required to complete the portfolio which is evidenced to a real work setting. 250 placement hours are recommended for this course. Work in the placement is unpaid.



Assessment:

To achieve this qualification students must achieve 37 credits from 14 mandatory units. These units are assessed internally using a range of methods. Knowledge based outcomes are examined using non-mandatory assessment tasks. This qualification has a skills-based outcome which must be achieved referencing experience to a real work environment. Direct observation of skills in the workplace is an integral element of this qualification with an estimated minimum of 12 months completion time.



Why Take This Course?

This qualification is suitable for a range of learners from the age of 16 onwards who have little or no experience in childcare. This qualification allows progression on to the Level 3 Early Years Educator qualifications and other relevant Level 3 qualifications relating to early years and childcare.

Career Opportunities

Learners can progress to the following job roles:

- assistant pre-school workers
- assistants in children's centres
- assistants in day nurseries, nursery schools and nursery classes in primary

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 grade 4 or above to count in the ratios at level 3 in childcare settings.

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

Students opting for this qualification will be required to provide documents for a DBS check.

Level 2 NCFE CACHE Diploma in Playwork

Partner Provider - TT Training and Consultancy Ltd

The Course

This qualification is an introduction to the primary aspects of working with children and young people between the ages of 4 to 16 in play environments. It provides an understanding of playwork values, and the importance of play and playwork in children and young people's lives.

The Diploma covers the knowledge and skills needed when working under supervision.

The qualification is suitable for anyone who wishes to work in a supervised role in a wide range of playwork environments.

Specific Entry Requirements

Learners must be 16 years of age. You will need to be working, volunteering or on practical placement as you need to show competence in both knowledge and skills. *Work at placements is unpaid*

A work placement of at least 2 days will be required to complete this qualification.

Students opting for this qualification will be required to provide documents for a DBS check.

Assessment:

All units are internally assessed. Assessment enables the learner's workplace practice to provide evidence for individual units as well as the whole qualification. Methods of assessment could include:

- direct observations of learner's practice
- inference of knowledge from direct observation of practice
- witness evidence
- recognition of prior learning
- reflection on own practice in real work situations
- task set by the exam board for knowledge learning outcomes only

Mandatory units

H/600/9500 Playwork principles
M/600/9502 Working within a play environment with children and young people
F/600/9505 Supporting children and young people's play
L/600/9507 Relationships in the play environment
Y/600/9509 Health and safety in the play environment
L/600/9510 The safeguarding and welfare of children and young people in the play environment
H/600/9514 Developing own playwork and team practice
R/600/9511 Reflective playwork practice
Y/600/9526 Contribute to the health, safety, security and welfare of children and young people using the play environment
H/600/9528 Help to improve own practice and the work of the playwork team
T/600/9520 Support relationships in the play environment
L/600/9524 Work with children and young people to create play spaces and support freely chosen self-directed play

Optional units

K/600/9529 Contribute to providing food and drink in the play environment
Y/600/9543 Contribute to the administration of the play environment
M/600/9547 Support the travel of children and young people outside the play environment
K/600/9532 Facilitate a specific play opportunity at children or young people's request
T/600/9534 Support the development of playwork opportunities in the community
F/600/9536 Contribute to supporting disabled children and young people in the play environment
J/600/9540 Support work with parents and carers in the play environment
L/600/9541 Carry out playwork in a school setting



Why Take This Course?

This qualification is particularly useful for individuals who wish to work as a Teaching Assistant, or for individuals who wish to support the teaching and learning of individual children in a range of settings.

On completing the Diploma you can work in roles such as:

- Level 3 Playwork qualifications
- Hospital Playwork Assistant
- Assistant Playworker in a Children's Holiday Club
- After-school Club Playwork Assistant
- Adventure Centre Assistant
- Soft Play Area Assistant



Level 1 NCFE CACHE Diploma in Caring for Children - 1 Year

Partner Provider - TT Training and Consultancy Ltd

The Course

This qualification encourages an understanding of the knowledge and the skills needed to care for young children. They cover children's growth, learning and development. There are also units to help with self-development.

They share units with the Entry Level 3 in Caring for a Child / Children qualifications and the Level 1 Personal and Social Development qualifications.

Why Take This Course?

This qualification is suitable for you if you are considering a career in caring for children. It can also support you with re-engaging with learning and break down barriers to you entering the childcare workforce.

At level 1, a placement is not required, however we look to place students in a range of settings to develop confidence and to make connections between theory and practice.



Assessment:

It will be assessed by your tutor or assessor using a range of methods. This could include tasks such as designing charts or leaflets, coursework or methods such as oral questioning.

This is knowledge only based qualification. To complete the Diploma learners must achieve a minimum of 37 credits. A minimum of 25 credits must be achieved from Group A. The remaining 12 credits can be achieved from either Group A or B.

Group A units

T/600/3250 Investigating a vocational area
A/600/3735 Self development
K/601/3323 Safeguarding the welfare of children and young people*
D/602/2388 Science activities for young children
R/602/2386 Technology activities for young children
D/602/2391 Musical activities for young children
H/602/2389 Practical health and safety when with young children
J/602/2384 Finding out about forest schools
M/602/2900 Craft activities for young children
A/504/0211 Understanding learning and development through play
Y/601/0109 Sharing learning experiences with children
F/601/3408 Growth and development of young children
A/601/3407 Human growth and development
M/601/0116 Respecting and valuing children
T/601/0117 Children's play and leisure activities in the community
L/601/0110 Preparing for your next steps
J/601/3409 Supporting babies to play

Group B units

F/502/0476 Healthy living
R/601/0108 Healthy eating for families
T/601/3406 Confidence building for the young child through play
F/601/0119 Listening to and talking with a young child

Career Opportunities

What related qualifications can you progress to?

- Level 2 Certificate Introducing Caring for Children and Young People
- Level 2 Award in Babysitting
- Level 2 Award in Preparation for the Responsibilities of Parenting
- Level 2 Certificate in an Introduction to Early Years Education and Care
- Level 2 Certificate for the Children and Young People's Workforce



Level 2 NCFE CACHE Diploma in Customer Service

Partner Provider - TT Training and Consultancy Ltd

The Course

This qualification aims to:

- provide learners with the skills and knowledge required to successfully work in customer services
- develop learners' skills in communication, resolving queries and meeting customers' needs
- build learners' knowledge of the principles of customer service. The objectives of this qualification are to help learners to:
- develop customer service skills that can be relied upon by employers in a range of industries
- provide learners with the skills and knowledge needed to communicate effectively with customers and provide effective customer service.

This qualification is suitable for learners aged 16 and above.

To be awarded the NCFE Level 2 Diploma in Customer Service, learners must achieve a minimum of 45 credits:

- a total of 19 credits from Group A
 - a minimum of 3 credits from Group B
 - a minimum of 16 credits from Group C
- the remaining credits can be taken from Groups B, C or D.

Group A mandatory units

- Unit 01 Deliver customer service (5 credits)
- Unit 02 Understand customers (2 credits) • Unit 03 Principles of customer service (4 credits)
- Unit 04 Understand employer organisations (4 credits)
- Unit 05 Manage personal performance and development (4 credits)

Assessment:

Internal assessment; Each learner must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this.

The main pieces of evidence for the portfolio could include (in no particular order):

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- work product
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- Recognition of Prior Learning (RPL).

Evidence must be drawn from actual work situations, with simulation used only in exceptional circumstances.

Specific Entry Requirements

Students must be 16 +

Students studying at this level are likely to be working on Functional skills in English and Mathematics.



Why Take This Course?

The qualification is aimed at individuals who are new to a 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. Student achieving this qualification may choose to find employment or go onto a level 3 Business Administration course.



Level 2 NCFE CACHE Diploma in Retail Skills

Partner Provider - TT Training and Consultancy Ltd

The Course

This qualification is designed for learners who would like to work in the retail sector, or those already working in a retail role who wish to progress in their retail career.

This qualification aims to:

- prepare learners for work in the retail industry
- confirm competence against the national occupational standards (NOS) for retail at Level 2.

This qualification is a competence-based qualification which requires learners to demonstrate the skills and knowledge required when working in the retail industry and is ideal for those working in their first retail role, or those who wish to progress in their retail career. Candidates must be 16 to undertake this qualification.

Qualification structure

To be awarded the NCFE Level 2 Diploma in Retail Skills, learners must achieve a minimum of 37 credits. A minimum of 32 credits must be achieved at Level 2. 8 credits will come from the one mandatory unit (Section 1) and a minimum of 14 credits must come from Section 2. A maximum of 15 credits can come from Sections 3 and 4 which can include:

- a maximum of 5 credits from Section 3 and/or
- a maximum of 15 credits from Section 4.

Mandatory units Unit 01 Work effectively in a retail team

Assessment:

The NCFE Level 2 Diploma in Retail Skills is a competence-based qualification which must be assessed in the workplace or in a realistic work environment in accordance with the relevant assessment strategy.

The qualification is internally assessed through a portfolio of evidence, which is externally quality assured.



Why Take This Course?

The objectives of this qualification are to help learners to:

- develop transferable skills valued by employers such as customer service, teamwork and communication
- develop skills in more specialist areas depending on their area of interest or work, including food and drink, fashion, bakery and gardening.

Learners who achieve this qualification could progress to:

NCFE Level 3 Diploma in Retail Skills (various pathways)

NCFE Level 3 Diploma in Management

NCFE Level 3 Diploma in Customer Service

Level 1 NCFE CACHE Certificate in Warehousing and Storage

Partner Provider - TT Training and Consultancy Ltd

The Course

This qualification aims to provide learners with a pre-employment route as well as a foundation for those already working in the logistics sector.

The objectives of this qualification are to help learners to apply the knowledge and skills to a level required by employers, proving competency in their job role.

Achieving this qualification to be awarded the NCFE Level 1 Certificate in Warehousing and Storage, learners must achieve a total of 14 credits:

- 2 credits from the mandatory unit in Group A
- 12 credits from the optional units of which a minimum of 7 credits must be taken from the Level 1 units in Group B
- the remaining credits can come from the optional units in Group B or C.

Assessment:

This qualification is assessed by a portfolio of evidence submitted in the summer term. To meet the standard to achieve the qualification students will be observed working in setting.

Students will need to demonstrate competency on more than one occasion to achieve the qualification. Assessment of competency will be made through direct questioning and verbal responses given.



Why Take This Course?

Qualification can lead onto either business and administration or customer service qualifications. Skills developed can also be used in apprenticeships.

Specific Entry Requirements

Students studying this course are likely to also be studying Mathematics and English functional skills.

The Course

This qualification aims to develop learners' knowledge and skills in carrying out a range of administrative and business support functions.

The objective of this qualification is to develop and accredit learners' competence in a wide range of administrative duties. Skills and knowledge developed can be applied to a number of industries and job roles.

This qualification is designed for learners aged 16 and above who are working in or looking to work in a business administration role or similar. There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification

Assessment:

The Level 2 Diploma in Business Administration is internally assessed.

Each candidate must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit candidates must declare that the work produced is their own. The Assessor must countersign this.

The main pieces of evidence for the portfolio could include (in no particular order):

- Assessor observation
- witness testimony
- candidate's product evidence
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL).

To be awarded the Level 2 Diploma in Business and Administration learners must achieve a minimum of 45 credits: a total of 21 credits from Group A a minimum of 14 credits from Group B the remaining credits can come from Groups B, C or D – however, a maximum of 10 credits from Group C, and a maximum of 6 credits from Group D, can count towards achievement. A minimum of 36 credits must be achieved at Level 2 or above.

Group A mandatory units

- Unit 01 Communication in a business environment (3 credits)
- Unit 02 Understand employer organisations (4 credits)
- Unit 03 Principles of providing administrative services (4 credits)
- Unit 04 Principles of business document production and information management (3 credits)
- Unit 05 Manage personal performance and development (4 credits)
- Unit 06 Develop working relationships with colleagues (3 credits)*

This qualification is assessed by a portfolio of evidence.

Why Take This Course?

Progression opportunities: Learners who achieve this qualification could progress to:

- Level 3 Diploma in Business Administration
- Level 3 Diploma in Customer Service

This qualification is aimed at learners who are new to an administration role or looking to 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.

All students on the vocational programme participate in a range of practical courses for the workplace. These one-day courses are additional to the core subject study and provide essential skills for the workplace.

- Skills bundle for all workplaces
- Highfield Level 3 Award Paediatric First Aid
- Highfield Level 2 Award First Aid at Work

Level 3 NCFE CACHE Diploma in Skills for Business

Partner Provider - TT Training and Consultancy Ltd

The Course

This qualification provides transferable skills, knowledge and understanding that can be applied in any business setting. The units are aligned to National Occupational Standards for business and represent the core attributes required by employers in a range of business settings. Learners can progress into further study to build upon these skills or to focus on a more specific vocational pathway.

Qualification structure

To be awarded the NCFE Level 3 Diploma in Skills for Business, learners must achieve a minimum of 6 units (minimum of 60 credits) from a choice of 10 optional units, detailed below.

Optional units

Unit 01 Business culture and responsibilities
Unit 02 Deliver customer service in a business environment
Unit 03 Produce documents in a business environment
Unit 04 Solve problems in a business environment
Unit 05 Work with others in a business environment
Unit 06 Communicate in a business environment
Unit 07 Contribute to running a project
Unit 08 Innovation in a business environment
Unit 09 Manage and improve own performance in a business environment
Unit 10 Respond to change in a business environment

Assessment:

The NCFE Level 3 Diploma in Skills for Business is internally assessed.

Placement requirements This is not a competence-based qualification so learners may be assessed using simulation. We recommend that this is done in a Realistic Working Environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This will ensure that any competence achieved in this way will be sustained in real employment.

Why Take This Course?

This qualification aims to provide learners with:

- an understanding of the essential skills required to work successfully in a business environment
- the skills required to solve problems in a business environment
- an understanding of business culture and responsibilities
- the ability to successfully communicate and work with others in a business environment
- the opportunity to develop the skills required to manage and improve their own performance in a business environment.

Career Opportunities

Learners who achieve this qualification could progress to:

- NCFE Levels 3 and 4 Diplomas in Business Administration
- NCFE Level 3 Diploma in Customer Service
- NCFE Levels 3 and 4 Diplomas in Management
- Foundation degree in a business-related discipline.



Level 3 NCFE CACHE Diploma in Adult Care

The Course

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

This qualification also aligns to the Apprenticeship Standard for Lead Adult Care Worker.

How is this qualification structured?

Learners must achieve a total of 58 credits for the Diploma, with 35 of these credits being at Level 3 or above.

All learners will need to complete the 9 mandatory units, thereby achieving a total of 28 credits.

Learners will need to complete a minimum of 30 credits from the optional units.



Assessment:

The qualification will be assessed using a range of methods. This could include direct observation in the workplace, a portfolio of evidence, written assignments or a task.

To show competence in knowledge and skills students will require a suitable work placement. An enhanced DBS check will be required.

Why Take This Course?

Learners can progress to the Level 4 Diploma in Adult Care or the Level 5 Diploma in Leadership and Management for Adult Care. Learners may also progress onto qualifications for management or lead practitioner roles in adult care, or to specialist qualifications reflecting the context in which they work.

Career Opportunities

Learners can progress into employment in

- residential or nursing homes,
- domiciliary care,
- day centres

or some clinical healthcare settings within job roles such as: Senior Care Support Worker and Lead Personal Assistant.



The Course

The Level 3 Extended Diploma in Health and Social Care has been designed to enable learners to access Higher Education or assist with progression into the workplace.

This qualification has been designed and written by a team of subject matter experts, and we have involved employers and Higher Education Institutions in the review of the content.

This qualification covers a wide range of key subject areas in health and social care. The Extended Diploma includes a wide range of optional units, allowing learners to pursue an interest in the specific areas of social care, health studies and health sciences, while still allowing enough diversity for the optional units to be tailored to suit a learner's preferred progression path.

Learners will be required to attend placement in a real work environment to support their learning. The minimum required number of placement hours are 175 (including 75 hours completed during the Certificate).

What are some examples of suitable work placement settings for learners?

Placement is a crucial element of the learner's journey. Listed below are some examples of appropriate settings which could support learners:

- Adult Residential Care Home
- Nursing Home
- Day Centre
- Children's Centre
- Health Centre
- Supported/Sheltered Accommodation
- Domiciliary/Community care
- Respite Care
- Residential Schools
- Assessment Centre
- Special Schools
- Hospital
- Specialised Voluntary Groups

Students will be required to complete an enhanced DBS check before commencing placement. Work in placements is unpaid. Achievement of the Level 3 Extended

Why Take This Course?

Diploma in Health and Social Care supports learners' access to Higher Education and progression into a wide range of job roles within the health and social care sector.

This qualification does not provide a

Career Opportunities

licence to practise, but may support progression into a wide range of job roles in the health and social care sector, including:

- Care Support Workers in adult residential settings
- Healthcare Assistants in Community Primary Care and Acute Health Environment
- Care Support Workers in Domiciliary Services, Supported Living or Day Services
- Community-Based Support Worker



A-Level Fine Art

The Course

This is a two-year course, which is a natural progression from the GCSE Fine Art 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 researching in depth other artists' work.

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. You must complete at least 4 hours a week of independent work outside of your allocated lesson time.

Students are required to purchase an Art pack with a range of materials- approximate cost £30. You will also need a USB memory stick and will be expected to print images in colour using your own print credits.

You will have the opportunity to visit major galleries such as London and Paris, as well as local venues such as Bristol.

Why Take This Course?

This is a challenging and varied course that requires independence. It is vital you have a real passion and enthusiasm for the Arts to consider taking this course at A-level.

The course provides an excellent grounding for those interested in pursuing a career in the Arts. It will also help students to develop other transferable skills such as analysis, evaluation, the ability to critique, creativity, imagination and self-confidence; all essential skills which are desired by employers.

Students could go on to study any of the following courses;
Foundation Art & Design (1yr)
Degree in Art & Design – all disciplines (3yrs)

Even if you are not planning to take Art as a degree, it can help make your application stand out from other University candidates. Universities favour applications from candidates who have studied an Arts subject as it shows you are able to think creatively.

There are a huge variety of jobs in creative industries - A fast growth area of British industry, for example: -
Illustration, Graphic Design, Animation, Theatre – Costume Design/Set Design, Photography, Surface Design, Textiles, Fashion, Ceramics, Sculpture, Film,

Assessment:

Component one:

Personal Investigation- This unit is worth 60%. 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 and skills based workshops. They will then select an area to explore for their chosen personal investigation. Students will be expected to try out new ideas and explore their own creativity whilst developing connections with the work of other artists.

Component two: Externally set task = 15 hours. This unit is worth 40%. Students will have a choice of starting points set by AQA (the exam board).

Specific Entry Requirements

Digital Media, Architecture, Landscaping.
A minimum of 5 grade 9-5 GCSEs with specifically grade 6 or above in Art & Design & Textiles.



A-Level Photography

The Course

This is a two-year, fast paced, exciting course.

During the course, students will explore a range of photographic media, techniques and processes. They will experience both traditional and new technologies.

Students will use state-of-the-art Digital SLR cameras, a variety of high-tech lenses, the photography studio and different lighting and equipment.

Students must complete at least 4 hours a week of independent work outside of their allocated lesson time. During this time they will need to organise and take at least one photo shoot per week. This may be in the college studio or on location. Each shoot will be based on a key inspirational photographer, set either by the teacher or one of your choice.

You will be taught how to edit your photographs on Adobe Photoshop and by the end of the course, you will have a digital portfolio/ workbook to display your work with annotations and inspiration.

You will have the opportunity to work outside on location shoots.

Costs of the course

There are 8 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 that you will replace anything lost or broken.

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 or in-house using Print workshop. Estimated cost £100 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. 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- This unit is worth 60%. Students will undertake a foundation project that will develop their knowledge and photography skills in the use of different medias, processes and techniques. They will then select an area to explore for their chosen personal investigation. Students will be expected to try out new ideas, and explore their own creativity whilst developing connections with the work of other photographers.

Component two: Externally set task = 15 hours. This unit is worth 40%. Students will have a choice of starting points set by the exam board (AQA).

What kind of person is suitable for the course?

This is a challenging, fast paced and varied course that requires independence. It is vital you have a real passion and enthusiasm for photography to consider taking this course at A-level.

Why take this course?

The course provides an excellent grounding for those interested in pursuing a career in the Arts. It will also help students to develop other transferable skills such as analysis, evaluation, the ability to critique, creativity, imagination and self-confidence; all essential skills which are desired by employers.

Students could go onto to study any of the following courses;

Foundation Art & Design (1yr)

Degree in Art & Design – all disciplines (3yrs)

Even if you are not planning to take Art as a degree, it can help make you application stand out from other University candidates. Universities favour applications from candidates who have studied an Arts subject as it shows you are able to think creatively.

There are a huge variety of jobs in creative industries - A fast growth area of British industry, for example: - Photography, Graphic Design, Illustration, Animation, Media/TV, Fashion, Fine Art, Theatre, I.T, Textiles, Digital Engineering, Computer Programming, and Fashion.

Specific Entry Requirements:

A minimum of 5 grade 9-5 GCSEs (Art or Textiles GCSE is highly recommended minimum 6 grade.)



A-Level Textiles

The Course

This is a two-year course, which is a natural progression from the GCSE Textiles course.

The aim of this course is to develop your knowledge and skills in the use of a wide range of textiles techniques and processes, whilst researching in depth other artists work.

By the end of the course, you will have a portfolio of textiles 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. You must complete at least 4 hours a week of independent work outside of your allocated lesson time.

Students will be expected to have their own set of sewing materials (e.g. cutting shears, threads, fabrics) and have access to their own sewing machine.

Students are required to purchase an Art pack with a range of materials- approximate cost £30. You will also need a USB memory stick and will be expected to print images in colour using your own print credits.

You will have the opportunity to visit major galleries such as London and Paris, as well as local venues such as Bristol.



Assessment:

Component one: Personal Investigation- This unit is worth 60%. Students will undertake a foundation project that will develop their knowledge and skills in the use of different medias, processes and textiles techniques. Students will partake in textiles skills based workshops. They will then select an area to explore for their chosen personal investigation. Students will be expected to try out new ideas and explore their own creativity whilst developing connections with the work of other artists.

Component two: Externally set task = 15 hours. This unit is worth 40%. Students will have a choice of starting points set by the exam board (AQA).



Why Take This Course?

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 on to study any of the following courses;

Foundation Art & Design (1yr)

Degree in Art & Design – all disciplines (3yrs)

Even if you are not planning to take Art as a degree, it can help make your application stand out from other University candidates. Universities favour applications from candidates who have studied an Arts subject as it shows you are able to think creatively.

There are a huge variety of jobs in creative industries - A fast growth area of British industry: -

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

Specific Entry Requirements

A minimum of 5 grade 9-5 GCSEs with specifically grade 6 in Art & Design or Textiles.

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 Course?

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. You must have a good understanding of theory and knowledge of classical music. You will need to be at least Grade 6 for your recital in year 13.

A-Level Drama and Theatre

The Course:

This is a two-year course, which is a natural progression from the GCSE



A-Level Drama and Theatre

The Course

Drama is an exciting, creative and challenging course which encourages you to develop as an independent learner with analytical awareness and critical and reflective thinking skills.

It offers students the opportunity to explore a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.

Students will create, perform and respond to drama, informed by their increasing theoretical knowledge so that students become adept at selecting the most effective means of expression.

The course involves taking part in devised and scripted performances and provides you with the opportunity to learn about stage lighting, sound, costume, props and set design as well as studying plays and playwrights from the perspective of an actor, designer and director.

You will also learn how to write about drama, and develop your powers of analysis to become an informed critic.



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 as an actor, director and designer

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 as a director, for a contemporary audience.

Why Take This Course?

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.

Obviously the course provides an excellent grounding for those interested in pursuing a career in dramatic arts. However, Drama helps to generate: interpersonal and team-working skills • communication skills • analytical, evaluative and critical skills • creativity and imagination and self-confidence, which, very importantly, all employers are seeking.

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

A-Level English Language

The Course

Our A-Level qualification in English Language provides students with a deep knowledge of how the English language works and encourages them to engage creatively with areas of topical debate. They will explore language in use in various contexts, and will carry out an independent investigation in an area of particular interest to them.

In this two-year course, students will explore 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:

Textual Representations

Language and Diversity (gender, regional accents and dialects, ethnicity, sexuality, occupation)

Language Discourses

Language Change

Child Language Acquisition.



Why Take This Course?

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, writing or linguistics in the future.



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. Language: the individual and society. This will require linguistic analysis of 2 authentic texts; children's language development whereby students analyse a transcript and analyse how children acquire language.

Paper Two: Written exam. 2 hours 30 minutes. Language Diversity and Change This will require a choice of question on either language change or language diversity and then a question analysing two texts linked by topic; finally a directed writing task on a topic linked to the two given texts.

Coursework: Carrying out a language investigation into an area of particular individual interest and an original writing piece.

A-Level English Literature

The Course

The English Literature A-Level will expose you to a range of literary texts throughout history, stretching from Shakespeare and the Renaissance to Carol Ann Duffy and Post-Modernism.

You'll learn about the ways that Literature reflects contemporary values and societies; how it has changed and developed as the world changes, and even how it can be an important catalyst for change itself.

What skills will I gain?

You will be encouraged to take part in discussions and debates which will expand your ability to evaluate information and ideas. In lessons, you will critique texts and evaluate how they reflect contextual factors, which will broaden your outlook on our society today. As part of this, you will learn about different literary theories and how they apply not only to literature, but to politics, history and philosophy.

Your writing will develop to a more academic style, preparing you well for higher education and independent, extended writing.



Assessment:

80% of this qualification is assessed through 3 exams at the end of your A2 year. The remaining 20% is a non-examination assessment, taking the form of an extended, independent essay comparing two literary texts.



Why Take This Course?

Literature has always been a highly regarded, academic subject largely due to its ability to develop critical thinkers. It is a very versatile subject and many people go on to higher education to study and have careers in English Literature and/or Language, History, Media, Law, Journalism, Politics, Philosophy, Marketing and many more.

Student Testimonial

I'm Ella-Rose Petersen and I chose to do English literature A-level because I enjoy reading and enjoyed analysing texts in GCSE English. My study at KS4 allowed me to explore a range of texts, analysing language and prose as well as contextual factors. I also chose to study Psychology and Biology at A-level.

All 3 of my subjects blend nicely together, with biological aspects in psychology and I can use my knowledge of psychology to analyse my texts in English from a psychoanalytic perspective.

So far, my experience in 6th form has been well supported by the members of staff, and I hope to study forensic psychology at university, using my essay writing skills from English to help.

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 and 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. Key concepts covered will be Media Language, Representation, Industry and Audience. Set texts will be provided at the start of the course for study.

Paper Two: Written exam. 2 hours. An in-depth study of media forms of television, magazines and online, social and participatory media/video games.

Coursework: Creating a cross-media production of two texts. Students will have a choice from a range of topics released by AQA. They will plan and produce a production from the briefs provided. It is a solo production but they can get help from unassessed participants.

Why Take This Course?

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. Students interested in the role of the media in culture and its part in shaping or challenging ideology might enjoy some of the class discussions. Students will need to secure good passes in English or Media at GCSE to take this course.



A-Level History

The Course

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 – Russia 1894-1941
This is a period study based on the pivotal period of Russian history as it underwent monumental changes with the removal of the Romanov dynasty, which had ruled for over 300 years and replaced, initially by a provisional government, but then by the world's first Communist regime. It will focus on the rule of Tsar Nicholas II, the 1917 Revolutions, the Civil War and Lenin, and the rule of Stalin. Assessment is through an exam worth 15% of the total mark.



Why Take This Course?

History is relevant to a huge number of University degrees including; History, English, Law, Journalism, Politics, Business (see Mr Rodgers or Miss Marchant 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 minimum of 5 9-5's GCSEs grade 6 in History or English is recommended although in some circumstances we will accept students with grade 5.



Assessment:

Unit Three - Thematic Study and Historical Interpretations – Civil Rights in the USA 1865-1992

This unit on focuses on the struggle of citizens in the United States to gain equality before the law. Students will study the struggles African-Americans, Native Americans, women and workers (trade unions and labour rights) in society and their relationship with federal and state governments as well as the Supreme Court. There will a more in-depth focus on the “gilded age” 1875-1895, the New Deal era and Malcolm X and the Black Power movement. Students develop skills in identifying change and supported argument. Assessment is through an exam worth 40% of the total mark.

Unit Four - Topic Based Essay – Vietnam 1945-75

This unit makes up the coursework element of the A-Level qualification. Students will be required to complete a piece of writing based on Vietnam 1945-75 focusing on American involvement in the context of the Cold War, its continuing involvement through successive government administrations and its eventual withdrawal in 1973, and the fall of South Vietnam in 1975 to the Communist led North Vietnam. Assessment is through an essay submitted in Year 13 worth 20% of the total mark.

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.

Why Take This Course?

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 leadership, presentation skills, independence, problem-solving and critical thinking.

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



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 (known as the Non-Examined Assessment) involving fieldwork that is worth 20% of your final grade. We follow the Edexcel course and the exams are as follows:

Paper 1: Physical Geography- including tectonics, coasts, water and carbon cycles.

Paper 2: Human Geography- including regeneration, globalisation, superpowers 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. Some questions are worth four marks whilst some are worth 12 and 20 marks; these questions ask you to 'assess' and 'evaluate'. 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.

We will provide two opportunities for you to conduct local fieldwork using Start Bay in South Devon for physical fieldwork and Exeter for human fieldwork. We ask for a financial contribution from you to support these two days. You are required to complete four days of fieldwork in total across the two years, some of which will be completed independently as you collect the necessary data for your Independent Investigation (NEA).

Specific Entry Requirements

Entry Requirements: Minimum of a 6 in Geography and a 5 in English and Maths.

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 and theology, 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 debate, essay writing and exam practice. 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 Course?

'The examined life is not worth living' Socrates

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 enables you to debate and analyse some of the big questions humanity have been asking for millennia. Additionally, the course offers you the opportunity to question philosophical, ethical and religious theories and question their validity and impact on society both in the past and present. You will be encouraged to challenge your views and beliefs and question those of others, enabling an understanding of the diversity of belief in this ever-developing world. For most students the subject provides the opportunity to develop critical skills that are vital for any successful A level student. Consequently the subject is regularly combined with subjects such as History, Geography, Sociology, Psychology and English as part of their A level programme. The course may also be useful to students who are considering

further study in philosophical, political, or social sciences at university level, including PPE. We have also had one student admitted to Oxford University to study theology. 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 such as law, medicine, economics, politics and journalism.

Specific Entry Requirements

Essential skills: GCSE English skills equivalent to grade 6: 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; theology.

Desirable skills: GCSE History/ Religious Studies skills equivalent to grade 6: Working well with textbooks; evaluating a range of evidence; presenting your own ideas confidently.

Desirable interests: Humanity, beliefs; theology; science; morality; Buddhism; history; Classics.

Student Testimonial

Philosophy has opened my mind to a whole new world of ideas and individuals – those who have shaped the world of ethics and thinking around us. I've enjoyed every aspect of this course and have found it fascinating to study the ways in which philosophers of the past are still hugely influential in our ways of thinking today. My essay writing and critical thinking in all my subjects has improved immeasurably as a result of choosing this course – I couldn't recommend it more!

Bella Stone

I chose to study Philosophy and Ethics because I really enjoyed studying Beliefs and Values at GCSE level. Philosophy and Ethics is like studying BV in more depth, and it links well to English and Humanities GCSEs. I also chose English Literature at A Level, and this has really helped my essay writing. I have enjoyed learning about traditional philosophers such as Plato and Aristotle and hope to go on to study Theology at University.

Eleni Jones-Barlow

A-Level Sociology

The Course

Sociology is a two-year course. It is a human science that explores in a scientific way the relationship between individuals and the society they live in. You will ask questions about the ways in which groups in society behave and explore different methods of investigating this. The course will explore four specific areas: Education with Theory and Methods, Families and Households, Global Development and Crime and Deviance with Theory and Methods.

Assessment:

Assessment:

Assessment is by written examination only; there is no coursework component. There are 3 exams at the end of Year 13 all worth 1/3 of the final grade:

Paper One: Written exam. 2 hours. Education with Theory and Methods.

Paper Two: Written exam. 2 hours. Topics in Sociology.

Paper Three: Written exam. 2 hours. Crime and Deviance with Theory and Methods



Why Take This Course?

Dare to Question!

“The function of Sociology, as of every science, is to reveal that which is hidden” (Pierre Bourdieu)

Sociology is an increasingly popular course in the UK, it is for those who relish the challenge of understanding the seemingly unfathomable patterns of behaviour in society. This course needs pupils with an interest in or enthusiasm for how society works and an enquiring mind.

Sociology graduates are found in a wide range of occupations. Many sociology graduates are attracted to careers that center on the challenges and demands that members of a society face. This leads to jobs in social services, education, criminal justice, welfare services, government, counselling, teaching, charities and the voluntary sector. They include Charity Fundraiser, Community Development Worker, Counsellor, Lecturer, Housing Officer, Teacher, Probation Officer, Social Researcher, Social Worker and Welfare Rights Adviser. There are a range of specific abilities and skills associated with a degree in sociology but there are also wider transferable skills that you can develop.

The subject is excellent preparation for further study of any of the Social Sciences, Criminology, Journalism, Law, Politics, English, Philosophy, and Education degrees. Sociology is a key component of professional qualifications needed for jobs such as social work and care professions including nursing and police work. Sociology’s emphasis on controversy and critical thinking makes it a challenging area of study attracting the brightest contemporary thinkers to research it further at university.

Specific Entry Requirements:

Students will need to secure a level 6 or higher in English Language and Literature at GCSE to take this course and a grade 6 in any Humanities subject taken. A good level of Maths is also important.

Student Testimonial

I’m Eleanor Turney and I am currently a year 13 student at Okehampton college sixth form. One of the A-levels I chose is sociology. I chose this subject as I had an interest in how society functions and theories behind what society does for us.

At GCSE I got a grade 9 in all the humanities so an essay based subject sounded interesting and good for me at A-level. Sociology builds on GCSE as many of the topics are similar to those in BV but in more detail, for example crime and deviance.

I also study A-level geography and BTEC science which can link nicely to sociology. For example, in BTEC science we look at data collection which is covered significantly in sociology. In geography we also study globalisation which is a topic completed in global development in sociology. This links nicely as I can draw information I learn in one topic and connect it to the other. As I enjoy sociology, I have found the course interesting so far. I enjoy looking into why people behave like they do and how society sees/treats people differently.

After Year 13 I wish to go onto university to study international relations and politics or environmental management. Sociology will help me with this as it will show to universities that I have background knowledge of countries relationships with each other and political theories such as capitalism.

ICT Cambridge Technical Level 3

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 you with the aim of enhancing your employability
- Move into different areas of employment
- Develop knowledge and skills as part of your Continual Professional Development
- Achieve a nationally recognised vocational qualification.
-

At the end of this course students will be awarded a Level 3 Cambridge Technical Extended Certificate in IT or Level 3 Cambridge Technical Introductory Diploma in IT. Both are equivalent to one A-level. The type of award depends on the optional units taken in Year 13.

There are 5 units to be studied, 3 of which



Why Take This Course?

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.



Assessment:

are assessed by exam.

Year 12, Unit 1: Fundamentals of IT (assessment by exam, 25% of final award)

-A sound understanding of IT technologies and practices is essential for IT professionals. Information learnt in this unit will create a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how businesses use IT.

Year 12, Unit 2: Global Information (assessment by exam, 25% of final award)

-The purpose of this unit is to demonstrate the uses of information in the public domain, globally, in the cloud and across the Internet, by individuals and organisations.

Year 13, Unit 3: Cyber security (assessment by exam, 17% of final award)

-This unit enables students to understand the range of threats, vulnerabilities and risks that impact on both individuals and organisations.

The remaining two units are chosen from a wide range of ICT assignments and are assessed by submitting a portfolio of coursework in Year 13.

Information Technology skills are essential

A-Level Business Studies

The Course

The A-level specifications for Business Studies are both stimulating and practical for the real world. There is significant emphasis on how to start up a new business, moving into the development of those new enterprises, through to the dynamic and challenging nature of global commerce. Students are expected to be aware of, and up to date with, current affairs.

Theme 1: Marketing and people

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

Theme 2: Managing Business Activities

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

Theme 3: Business Decisions and Strategy

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

Theme 4: Global Business

Students investigate businesses that trade on a global scale and explore their reasons for doing so. Students develop an understanding of the globally competitive environment and consider the ethical and moral dimensions of global business activities.

Assessment:

Paper 1: Marketing, people and global businesses (2 hours: 35%). This will assess marketing, people and global businesses. Questions will be drawn from Themes 1 and 4, and from local, national and global contexts.

Paper 2: Business activities, decisions and strategy (2 hours: 35%). This will assess business finance and operations, business decisions and strategy.

Questions will be drawn from Themes 2 and 3, and from local, national and global contexts.

Paper 3: Investigating business in a competitive environment (2 hours: 30%). This will assess content across all four themes. Questions will be drawn from local, national and global contexts. For Paper 3, there will be a pre-released context document issued on our website in November of the previous year. A new context will be given to centres each year and will relate to the examination series.

Career Opportunities

Students commonly progress onto a range of degrees including: Business, Economics, Marketing, Finance & Banking, E-Business & Commerce, International Business, Accountancy, Sports Management and Business & Law. Alternatively, students go directly onto Apprenticeships or employment.

Potential future career paths include; Marketing, Finance and Investment, Business Admin/Management, Economics, Retail, Human Resources, Distribution and Logistics, Accountancy, Sales, General or Commercial Management and Event Management.

Business – BTEC 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 Course?

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 of 2008, Brexit and of course the economic implications of the Covid pandemic! 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 behavioural economics.



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 Course?

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
Algebra, Geometry, Sequences and Series, Exponentials and logarithms, Trigonometry, Calculus, Proof
Mechanics
Quantities and units in Mechanics, Vectors, Kinematics, Forces and Newton's Laws, Moments
Statistics
Statistical sampling, distributions and hypothesis testing, Data presentation and interpretation, Probability

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 1/3 % of the A-Level. Each paper will contain questions on Pure Mathematics, while papers 2 and 3 will also test you on the content of Mechanics or Statistics respectively.

Why Take This Course?

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

The official stated entry requirement is a grade 6 at Maths GCSE but you will ideally need to achieve a grade 7 or above in order to have the necessary skills and prior knowledge to succeed. Any student with a grade 6 should also offer grade 6 or above in Physics, or grade 6 in level 2 Further Maths in order to demonstrate their competence in maths and suitability for the course.

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.

****If you really enjoy maths and are considering studying it, Physics or Engineering at University, you should definitely consider Further Mathematics as well****

Please note that a graphical calculator is required for the course and we also recommend that you upgrade from your GCSE calculator. Guidance will be given on models and we offer the opportunity to purchase these at a discounted price.

Student Testimonial

Mathematics is a fundamental study which is involved in everything we do, and, considering that it underpins everything that we understand, it makes sense that we should endeavour to study it.

I am studying both Mathematics and Further Mathematics A levels to support my third subject, Physics, which I hope to study at university level. Being mathematically literate greatly helps my study of physics, as all the theory and rules that we learn can be represented mathematically so having strong arithmetic and algebraic capacity, as well as a general knowledge of functions allows me to efficiently approach physics problems. I found that the jump from GCSE Mathematics to AS Level Mathematics to be not too challenging, as the initial weeks are just generally reviewing previously studied topics or exploring them slightly further. This I feel is hugely beneficial, as to be competent with the latter stages of the course requires a strong foundation in all the GCSE theory. For those taking Further Mathematics – it is hard. You are thrown in the deep end. I found that the topics vary in difficulty, with the easier ones being palatable and the not so easy pieces being ghastly. The biggest thing I had to learn is, or accept I should say, is that you should be comfortable with the notion that sometimes you will emerge from a lesson and not have fully understood an idea, if at all.

Looking forward I hope to study Physics at Imperial College London. The courses I study now will best prepare me for the rigour of university and careers beyond graduation. If you do not know what you want to do after A Levels, Mathematics A level can be a wise decision as it is a popular A level and will put your foot in the door of a variety of university courses available.

Tom Mason

A-Level Further Mathematics

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 your performance in A-Level Maths.

The course covers a variety of interesting and demanding 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 topics in both 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.

Why Take This Course?

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 Grade 5 and above with a Grade 8/9 in GCSE Mathematics or Grade 7 and above in Level 2 Further Mathematics. Please talk to your maths teacher and/or Mrs Carter to see if you are suitable for this course.

Depending on demand there may also be the possibility of taking AS Further Mathematics as a fourth subject for Year 12 only.

Student Testimonial

I'm Alice and I'm in Year 13. At GCSE, Maths was one of my favourite subjects so it was a no-brainer for me when it came to choosing my A-levels. Bridging the gap between GCSE and A-level for any subject can be daunting but for me the transition was smooth. At the beginning of Year 12 the majority of topics will already be familiar to you, such as quadratics, indices and surds, and afterwards the newer topics are introduced slowly so it's easy to adjust to the new techniques - calculus has become one of my favourites!

I also chose Further Maths, originally just in Year 12 as an extra, but even though it was challenging at times, I really enjoyed it (the satisfaction of getting a right answer was very rewarding for me) so I decided to carry on this year as well.

Alongside Maths and Further Maths, I also do French which isn't really linked to Maths but most others in my class do Maths alongside 1 or 2 other STEM subjects which all involve maths in some way so it can help a lot with those. After sixth form, I hope to go to university next year and I have just applied for a Maths degree. For any degree, apprenticeship or job, A-Level Maths looks really impressive on your application or CV, so even if you're not sure what you want to do after year 13, A-Level Maths is a worthwhile choice.

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. In addition, there will be a 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 Course?

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.



Student Testimonial

'A-level French was the appropriate stepping-stone to further my understanding of French. However, it has many advantages as learning French helps you to learn other languages, and it makes you more open to other cultures. Even if you don't want to pursue a career in languages, having a basic understanding of the language will help you in any future job. It will give you more international opportunities.

In 6th form, we get to experience raw French culture, through genuine French films and media. You will study in a smaller group, and you can get more support from your teachers. The teachers are enthusiastic about their subjects and go above and beyond to ensure I have the best grade I can.

Alice Woodley

The Course

This course offers a broad basis of study for the sport sector. 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), Professional Development in the sports industry (internally assessed coursework) and Sports Psychology (internally assessed coursework).

Each module of work is graded as Pass, Merit, or Distinction. Gaining an overall Pass from the BTEC Extended Certificate in Sport is worth 16 points on the new UCAS tariff, equivalent to an E grade at 'A' Level. A Merit is worth 32 points, equal to an 'A' level C grade. A Distinction is worth 48 points or an 'A' level A grade, finally a Distinction * is worth 56 UCAS points.

What Could This Qualification Lead To?

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.

Student Testimonial

Throughout school PE has always been the one subject I would look forward to in the week no matter what we were doing during the lesson, and this has been the case from year 7 until now whilst I'm year 13. I studied GCSE PE in year 10/11 and really enjoyed the course and learning about not just the physical sides of sport and competition but also the psychological side of it, and I have been able to use the knowledge that I've gained from this course in my own training and competitions which I believe has helped me greatly. The GCSE content transfers into this course providing a strong platform of knowledge to build upon and use throughout both the coursework and the exams. The content in the physiology and anatomy side of the course is further development on that which we learnt in GCSE which made the understanding and application of this knowledge a lot easier in written work.

I was unsure of what I wanted to do with my future when considering my A Level options, but I knew that I loved sport and PE so there was no question that BTEC Sport would be one of my choices. Because of this uncertainty I also chose to study English Language and French (which were two subjects I enjoyed at GCSE) so that I had multiple options for university and/or future jobs. Through studying

this BTEC Sport, I realised that I want to study sport science and/or physiotherapy at university with the hope of achieving a career in this field and I believe this course has provided me with the knowledge I need to do this.

The teachers are extremely supportive and passionate about the course which has been a huge motivator and inspiration throughout not just these last few years but also throughout the rest of my life at Okehampton. They are always encouraging and positive about each individual student and they have really helped me achieve the grades I have so far through their constant support, drive and their belief in my ability, constantly pushing me to achieve my best in each area of the course.

Studying A Levels has given me the level of confidence and independence needed for university and also for the world of work, getting used to dedicating free periods and extra time to each subject to ensure I achieve what I am capable of in each. Through choosing to stay on for 6th form at Okehampton College I now have a much better idea about what I want to do in my future and what I want to achieve which has given me much greater confidence going into the next stage of my life.

Katie Chapman

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 or organisations that use science. 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 learners 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 3 mandatory and 1 option units covered across the two-year course:

- The Principles and Applications of Science I
- Science Investigation skills
- Practical Scientific Procedures and Techniques
- 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 I – sat as three 40-minute papers

Paper 2: Science Investigation skills – sat as a practical followed by a 1.5 hour written paper

The remaining two units are assessed internally via assignments.

Specific Entry Requirements

A minimum of 5 grade 9 – 5 GCSEs with specifically grades 5 or higher in Biology, Chemistry and Physics or grade 5-5 in Combined Science and a grade 5 in English & Maths.

What Could This Qualification Lead To?

BTEC Nationals have been developed in consultation with industry and appropriate sector bodies to ensure that the qualification content and approach to assessment aligns closely to the needs of employers. This qualification will also allow access to an Applied Science degree as well as jobs within the science industry or access courses to Medical Sciences.



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.

Assessment:

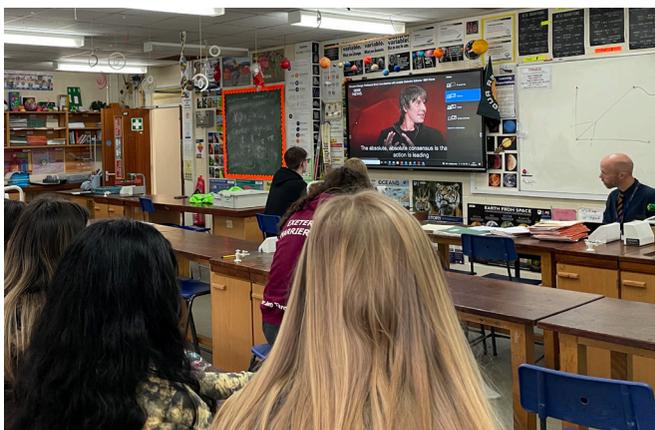
There are 3 papers worth 33.33% each.

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 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 Course?

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!

Specific Entry Requirements

A minimum of 5 grade 9 – 5 GCSEs with specifically grade 6 or higher in Biology or grade 6-6 in Combined Science and a grade 6 in English & Maths. Ideally students will have grade 7 in a science subject in order to cope with the rigorous demands of the course.

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 appreciate and how it contributes to the success of the economy and to society more broadly.

Chemistry is a practical subject and the development of practical skills is fundamental to understanding the nature of chemistry. Our Chemistry course 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.

Specific Entry Requirements

A minimum of 5 grade 9 – 5 GCSEs with specifically grade 6 or higher in Chemistry or grade 6-6 in Combined Science and in English & Maths. Ideally students will have grade 7 in a science subject in order to cope with the rigorous demands of the course.



Why Take This Course?

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

Health and Social Care – BTEC 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. You will explore the issues around these services and how they deliver quality care to service users. You will also have the opportunity to carry out a work placement which will expose you to a range of real life scenarios. The work placement is arranged to suit student living arrangements, transportation and interest in further careers.



Assessment:

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

Year 1:

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

Coursework – Unit 11 (Optional unit) – Psychological Perspectives – 60 credits

Year 2:

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

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

Specific Entry Requirements

A minimum of 5 grade 9 – 5 GCSEs with specifically grades 5 or higher in Biology, Chemistry and Physics or grade 5-5 in Combined Science and a grade 5 in English & Maths



What Could This Qualification Lead To?

Skills developed as part of the course are considered to be transferable skills that would be essential in the workplace or further study e.g. in nursing or midwifery. The course will develop your knowledge, understanding and skills to meet the needs of different health & social care sectors.

It looks in detail at the role of the health or social care worker, their relationship with service users and their responsibilities towards service users.

It provides opportunities for learners to develop key skills, such as improving independence, criticality and working with others.

A-Level Physics

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

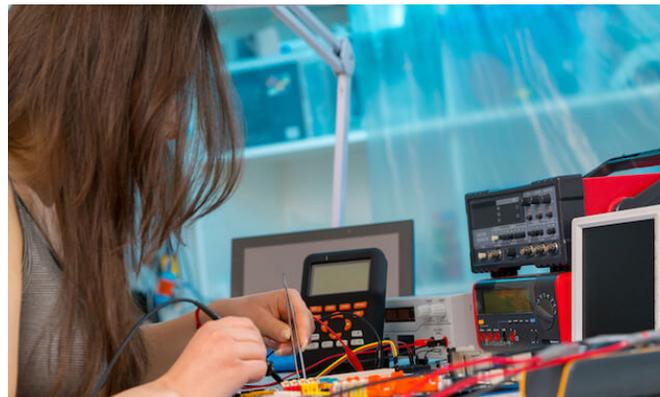


Why Take This Course?

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.

Specific Entry Requirements

A minimum of 5 grade 9 – 5 GCSEs with specifically grade 6 or higher in Physics or grade 6-6 in Combined Science and a grade 6 in English & Maths. Ideally students will have grade 7 in a science subject in order to cope with the rigorous demands of the course.



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. You will study a range of modules that will widen your knowledge and understanding of the human mind and society.

Some of the modules from year 1 offered are:

- Social influence – you will study why people conform in particular situations.
- Attachment – you learn about the critical sensitive period and the impact attachment has on an individual's development.
- Memory – you will explore the different types of memory and a range of models.
- Psychopathology – you will develop your knowledge of mental health and explore a range of psychological disorders.

What skills will I gain from studying this subject?

Psychology is a varied and interesting subject because it develops your understanding of key contemporary issues as well as developing your knowledge of areas such as methodology and scientific evaluation. You will gain skills such as:

- Evaluation
- Analytical skills

- Presenting and justifying an argument
- Research skills
- Methodological/scientific skills

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.

Specific Entry Requirements

A minimum of 5 grade 9 – 5 GCSEs with specifically a grade 6 in English, Maths and a Science.



Why Take This Course?

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.

Below are just some of the benefits of studying this subject at Okehampton College:

Outstanding teaching in an environment that is familiar to you

Small class sizes giving you plenty of one-to-one support and guidance

Familiar teachers who know how you work and how you could achieve your potential

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.



Student Testimonial

I am studying food science and nutrition and I chose this course after studying catering at GCSE. This made me want to learn in more depth about nutritional needs of individuals that have different dietary requirements.

My experience of the course is that the learning environment promotes independent work through being self-motivated. The difference between KS4 and KS5 is the relationships between students and the teachers is more personal and allows teachers to spend more time with you to help you understand the course and give feedback on how to improve your work. Food science and nutrition also links with physical education and science and by taking a combination of these, it will help you develop an understanding of how food science and nutrition links with our physical health.

When I leave sixth form, I am carrying on with my studies at university with the view to be a paramedic. By taking food science and nutrition I will understand the roles of nutrients and the effects on the body.

Charlie Peters

A-Level Design and Technology - (Product Design)

The Course

Students learn how to undertake the iterative design process used by professional designers, making models, developing 3D CAD assemblies and communicating creatively as they start to think like 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. 3D CNC routing, 3D Printing as well as hand skills for model making/prototyping and accurate surface finishing are key in the product development skill set. (If you have the opportunity I would recommend speaking to current and past A-Level students to share their experiences).

Assessment:

A-Level students undertake a major piece of coursework to develop a commercially viable product with the help of stakeholders. This constitutes 50% of the course. The other 50% is in the form of 2 exams. The examined components are called 'The Principles of Product Design' and 'Problem Solving in Product Design'. The course is delivered through 9 subject units to study over the 2 years.

Specific Entry Requirements

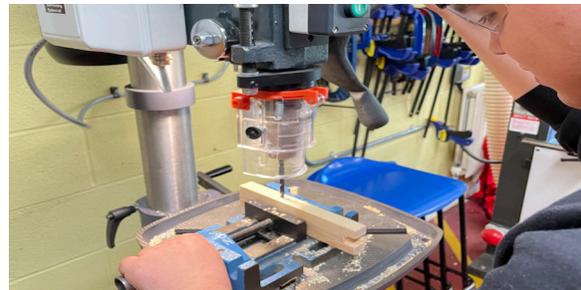
Design and Technology A-Level is always recommended as 'useful' by the Russell Group of University's to be taken alongside Maths and Physics for all students interested in applying for a wide range of career opportunities in Design, Manufacturing, Engineering, Architecture and other Creative Industries.

With this in mind the preferred entry requirements for this course are Minimum grade 6 in GCSE Design Technology or Distinction in Vcert Engineering (with teacher recommendation) or If a student has not taken a D&T subject a 6 grade in Art & Design In addition to at least a 6 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 Henderson or Mr Ashby who may discuss other ways to meet the minimum entry requirements i.e. short skills tasks etc.



Why Take This Course?



The Extended Project Qualification (EPQ)

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.

The project may take the form of:

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

Assessment:

The assessment criteria is broken down as follows:

	Assessment Objectives	Weighting
AO1	Manage Identify, design, plan, and carry out a project, applying a range of skills, strategies and methods to achieve objectives.	20%
AO2	Use Resources 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	Develop and Realise 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	Review 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 Take This Course?

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 undergraduate 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:

EPQ Grade to UCAS Points

- A* = 28
- A = 24
- B = 20
- C = 16
- D = 12
- E = 8

Enrichment Opportunities

