

CRAMLINGTON SIXTH FORM

POST-16
PROSPECTUS 2022

BELIEVE . ACHIEVE . SUCCEED



WELCOME

MORE AND MORE STUDENTS ARE CHOOSING CRAMLINGTON LEARNING VILLAGE AS THE BEST PLACE TO CONTINUE THEIR STUDIES POST-16.

We are well placed to offer a wide range of qualifications and to provide the individual support needed to achieve at this level. Last year our success rate at A Level was over 99%. This year over 300 students are taking advantage of programmes shaped for them at Cramlington Learning Village Sixth Form.

So whether you are a student in year 11 or a member of the wider Cramlington community we look forward to you joining us in September 2022.



TEACHING IS STRONG, REGULARLY AND RIGOROUSLY MONITORED AND STUDENTS MAKE GOOD AND BETTER PROGRESS FROM THEIR STARTING POINTS. STUDENTS SAID THAT THEY ENJOYED THEIR LEARNING AND THAT THE SUPPORT THEY RECEIVED FROM STAFF WAS OF A VERY HIGH QUALITY. THEY SAID THAT THEIR TEACHERS 'GO ABOVE AND BEYOND' TO SUPPORT AND HELP THEM. THIS WAS CLEARLY THE CASE IN THE LESSONS SEEN DURING THE INSPECTION.



OFSTED 2017

JOINING OUR 6TH FORM GIVES YOU

ACCESS TO A 21ST CENTURY
LEARNING ENVIRONMENT IN THE
ADVANCED LEARNING VILLAGE

AN INDIVIDUAL PATHWAY WHICH
SUITS YOUR ACADEMIC NEEDS
AND CAREER ASPIRATIONS

A LEARNING GUIDE WHO KNOWS
YOU WELL AND WILL SUPPORT
YOUR LEARNING AND PROGRESS

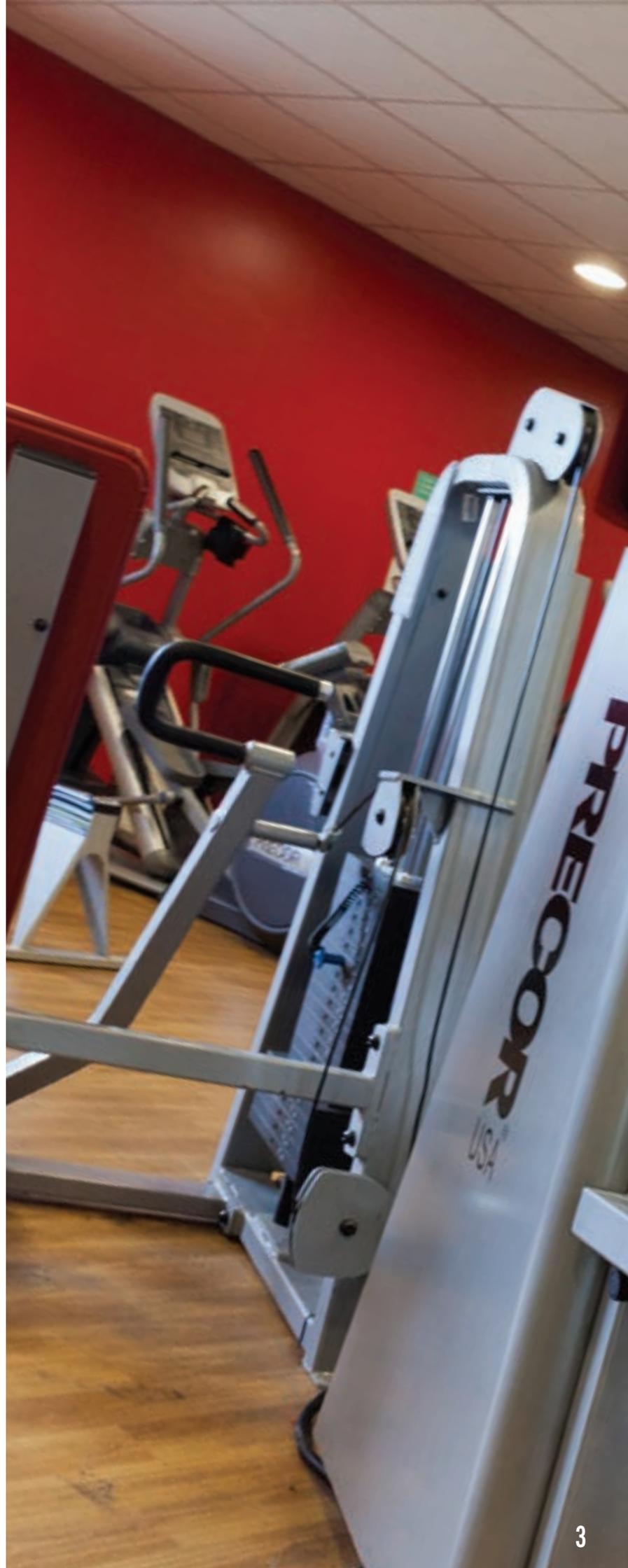
ACCESS TO A LEARNING MENTOR
AT POINT OF NEED TO SUPPORT
YOUR LEARNING

A HUGE RANGE OF ENRICHMENT
OPPORTUNITIES

ACCESS TO THE SPORTING CLUB
GYM

A SPECIALIST CAREER, EDUCATION
AND GUIDANCE PROGRAMME
FOCUSSED ON POST-18 OPTIONS

EXPERT TEACHERS WITH
OUTSTANDING SUBJECT
KNOWLEDGE





OUR FACILITIES

SIXTH FORM STUDY MARKS THE MOVE TO INDEPENDENCE AND OUR FACILITIES ARE DESIGNED TO SUPPORT THIS. OUR PURPOSE BUILT SIXTH FORM CENTRE IS AT THE HEART OF SIXTH FORM LIFE.

INDEPENDENT LEARNING CENTRE

A supervised and well equipped study area with over 50 work stations and access to a well stocked revision library. Open 8.30 - 4.30 daily.

SOCIAL CENTRE

A social centre with study area, computer suite and kitchen. Students, through their leadership team, are responsible for the day to day management of the social area and key student events.

TEACHING & MEETING ROOMS

In addition, we have access to a range of well equipped learning spaces.

SPORTS CENTRE

With teaching rooms, state of the art fitness suite, large sports halls and dance studio.

THE HUB

A 21st century performance space for drama, music and events.

MEDIA AND ICT RESOURCES

Studios and work stations to support advanced studies.



SIXTH FORM SUPPORT

We believe that support is vital throughout the Sixth Form phase and this support begins the moment a student starts to think about the Sixth Form.

This year we are unable to run our information evening in the same way but we have lots of opportunities to find out more about what we have on offer. We will have sessions in school, a Sixth Form Information Site for you to explore and a chance for you to visit some virtual subject stalls on the **Thursday 27th January** and find out more from subject teachers. In addition, you will be invited to discuss the subjects you are considering, and your pathways, at a one to one interview with the sixth form team. We hope that helps!

We know how important it is to have the support of parents and carers and try hard to keep you as involved as possible. You will be invited to Parent Evenings and have access to our Parents' Portal to keep you up to date. If you have any worries or queries we do encourage you to contact Ms Irving, Mrs Anderson or Mrs Thomson.

BURSARY

We will offer our 16-19 bursary again in 2022 (subject to confirmation of funding). This help is available to students who

want to study in the Sixth Form at Cramlington Learning Village.

A guaranteed bursary is available to:

- young people in Care and Care leavers
- young people in receipt of income support
- disabled young people in receipt of both Employment Support Allowance and Disability Living Allowance.

A discretionary bursary is available to students who are eligible for FSM or may be experiencing hardship.

Further information on the 16-19 bursary is available on the Department for Education website.

SUPPORT BEYOND SIXTH FORM

We realise students are making some important decisions during their time in Sixth Form and are committed to providing support throughout their time with us and beyond. We offer full support for admission through UCAS (Universities and Colleges Admission Service) including personal statement guidance, institution and course choice. We offer visits from course directors and professionals throughout the year and positively encourage work placements.



THE SIXTH FORM IS VERY WELL LED AND STUDENTS ARE HAPPY, SAFE AND MAKE GOOD PROGRESS. THEY RECEIVE VERY GOOD-QUALITY ADVICE ABOUT NEXT STEPS COMBINED WITH FOCUSED WORK EXPERIENCE.



OFSTED 2017

CHOOSING A COURSE

THERE IS A RANGE OF COURSES ON OFFER IN SIXTH FORM. IT IS VERY IMPORTANT TO SELECT THE RIGHT COURSES, BUT WHAT DOES THAT MEAN?

You should choose courses that you enjoy and will allow you to move on to the career or studies you are targeting in the future. Some degree courses require particular A Levels and grades, so do your research early and check specific university course requirements. Talk to students and teachers about what courses involve.

Pick courses where you will be able to be successful. Look at your review data, talk to your subject teachers, attend your Sixth Form interview and listen to the advice offered. All of this will give you information about the best pathway for you.

WHAT COURSES ARE AVAILABLE?

A Level - a two-year course.

Level 3 - these are two-year courses which give students the opportunity to achieve an award equivalent to 1 A Level or 2 A Levels. They can be taken in combination with other Level 3 courses or A Levels.

ENGLISH & MATHS GCSE IN SIXTH FORM

It is important to hold GCSEs in English and Maths at least at Grade 4 or above, some university courses specify a Grade 5 or above. In Sixth Form we expect students who do not have these qualifications at Grade 4 to resit. Students will attend timetabled lessons and may be asked to attend intensive courses outside of lessons.

SOME SUBJECTS WORK PARTICULARLY WELL TOGETHER. BELOW ARE JUST A FEW EXAMPLES OF COURSES WHICH CAN WORK TOGETHER TO HELP YOU ALONG A PARTICULAR CAREER PATH.

I WANT TO WORK IN THE ENGINEERING INDUSTRY



I WANT TO WORK IN EARLY YEARS EDUCATION



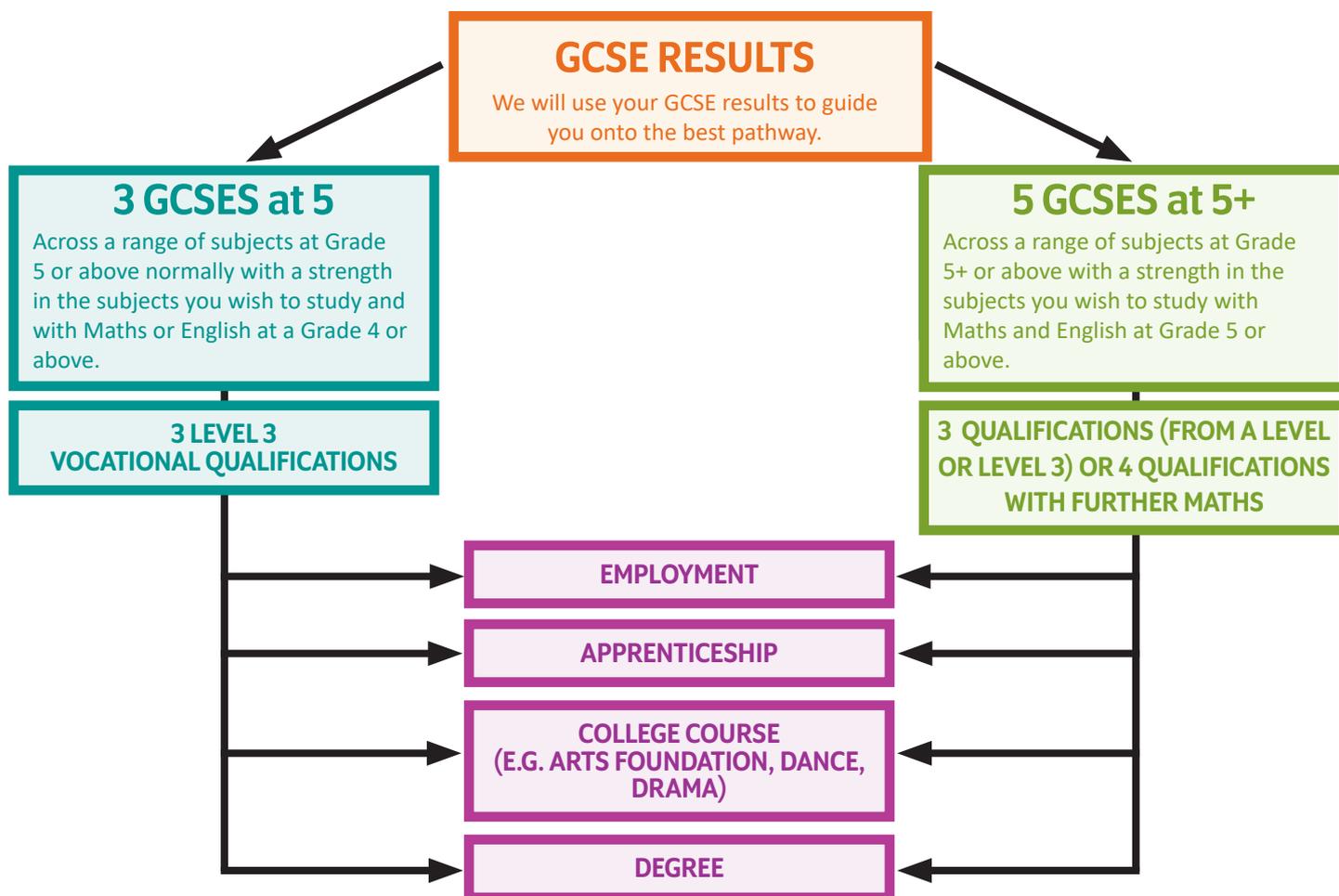
I WANT TO BECOME A DOCTOR



I WANT TO BECOME A LAWYER



WHICH PATHWAY IS RIGHT FOR YOU?



6TH FORM COURSES

PLEASE NOTE SOME COURSES ARE STILL TO BE CONFIRMED AND MAY BE SUBJECT TO CHANGE. STUDENTS WILL BE KEPT INFORMED THROUGHOUT THEIR APPLICATION PROCESS.

LEVEL 3 COURSES

APPLIED SCIENCE
CREATIVE DIGITAL MEDIA PRODUCTION
CRIMINOLOGY
HEALTH AND SOCIAL CARE
SPORT

A LEVEL COURSES

BIOLOGY
BUSINESS
CHEMISTRY
COMPUTER SCIENCE
DESIGN TECHNOLOGY
DRAMA & THEATRE
ENGLISH LANGUAGE
ENGLISH LITERATURE
FINE ART
FRENCH

FURTHER MATHEMATICS
GEOGRAPHY
HISTORY
MATHEMATICS
PHYSICS
POLITICS
PSYCHOLOGY
SOCIOLOGY
SPANISH



APPLIED SCIENCE

YEAR 12 COURSE CONTENT

Unit 1 (exam, 25% of the course) - covers key science concepts in Biology, Chemistry and Physics. The topic areas covered in this unit include animal and plant cells; tissues; atomic structure and bonding; chemical and physical properties of substances related to their uses; waves and their application in communications. This will be examined in 3 exams at the end of year 12.

Unit 2 (coursework, 25% of the course) - Learners will be introduced to quantitative laboratory techniques, calibration, chromatography, calorimetry and laboratory safety, which are relevant to the chemical and life science industries. These will be written up in report form and submitted as coursework at the end of year 12.

YEAR 13 COURSE CONTENT

Unit 3 (exam, 33% of the course)- Learners will cover the stages involved and the skills needed in planning a scientific investigation: how to record, interpret, draw scientific conclusions and evaluate. These skills will be examined in an exam at the end of year 13.

Unit 8 (coursework, 17% of the course) - Learners will focus on the physiological makeup of three human body systems (musculoskeletal, lymphatic and digestive), how the systems function and what occurs during dysfunction. This work will be written up and submitted as coursework at the end of year 13.

ASSESSMENT

The course is assessed through a combination of written exams, controlled assessments and assignments.

- Unit 2 and Unit 8 are assignment based and internally assessed and verified by the exam board.
- Unit 1 is assessed through three external written exams sat in May of year 12, in which learners will demonstrate their knowledge and understanding of the core principles across the three science disciplines.
- Unit 3 is a practical task and written exam, set and marked by the exam board May of year 13.

COURSE TITLE

Level 3 BTEC Nationals Extended Certificate in Applied Science

COURSE CODE

601/7436/5

COURSE LEADER

Dr K Lamb

EXAM BOARD

Pearson

ENTRY REQUIREMENTS

Students are expected to have a minimum of 3 Grade 5 GCSEs including:

- Grade 4 English Language
- Grade 4 Maths
- Grade 5 Science.

Students must be motivated to succeed, organised and work to deadlines set.

CAREERS

You could go on to study Applied Science at a higher level or gain UCAS points to study other subjects.

Employment opportunities may include working in a laboratory situation in quality assurance, a hospital or education setting.

CREATIVE DIGITAL MEDIA PRODUCTION

YEAR 12 COURSE CONTENT

This course is for you if you love finding out what happens “behind the scenes”, what the media means and how it is made!

In year 12 you will develop your analysis and research skills through a series of workshops that are designed to explore media theories in a creative way. Your analysis work focuses around media terminology, representation, genre, codes and conventions and the construction of media products. There is an ONLINE EXAM for this in year 13, but is embedded throughout all of this course.

You will also experience the stages of pre-production in a variety of short projects. This means you will be set a brief and will need to generate ideas in response to the brief through research, analysis and idea development. You will pitch your ideas and move the projects forward by developing storyboards, considering legal requirements and even mocked up versions of designs. You will need to be creative and prepared to share ideas within the group. You will also sit an EXTERNAL ASSESSMENT that requires two weeks of research and idea generation to prepare for the exam in which you finalise and write your proposal, pitch, rationale and treatment (usually storyboards and mock layouts).

YEAR 13 COURSE CONTENT

In year 13 you will continue to develop your subject knowledge and analysis skills. This will be developed through a series of workshops, discussions and short projects. This is when you will work on your internal assessment units. The first one investigates how Pre-Production Documents and processes work to achieve positive outcomes for a range of different media products. You will prepare these documents following correct industry practices and formats. This leads into your second internal assessment.

FILM MAKING! You have a practical project to complete for a CONTROLLED ASSESSMENT. This will be the production of a short film and will require you to show you have the knowledge and understanding of genre conventions and how films adhere and subvert them to communicate meaning to the audience. You will then investigate the entire production process from idea through to filming, editing and screening. You must also create a body of pre-production documentation to show how you have developed your ideas and managed the production, resulting in a completed short film that can be entered into real film festivals.

Finally, you will sit your second EXTERNAL ASSESSMENT; a 2 hour online exam exploring how various media products convey meaning, drawing upon many of the key media theories studied throughout the course.

ASSESSMENT

2 x Exams, 2 x Controlled Assessment Projects (one is a short film).

The course is assessed through assignments, project work and two exams. Changes to BTEC mean that 60% of the course is assessed externally. Under the new BTEC regulations once students submit final work at the end of each project they can't go back and improve them so students must manage their time well, respond to feedback in lessons and submit work of the highest quality on time at all times.

COURSE TITLE

BTEC NATIONAL Level 3 Creative Digital Media Production (2016)

COURSE CODE

601/7467/5

COURSE LEADER

Mrs N Elliott/Mr S Martin

EXAM BOARD

Pearson

ENTRY REQUIREMENTS

Students are expected to have 3 Grade 5 GCSEs including:

- Grade 4 English Language
- GCSE Media would be useful.

A keen interest in media and popular culture would be an advantage to attain higher marks in this course.

CAREERS

This course does not just provide knowledge and skills to take you further in the Media industry, but provides a host of key skills that could be used in various subjects and career paths. The course is a good basis for HND, Foundation and/or degree courses such as Multimedia, Film and Television, Foundation Art and Design and so on, which can lead to exciting careers in the Creative Industry such as Film Maker, Animator and Production Artist.



CRIMINOLOGY

YEAR 12 COURSE CONTENT

Unit 1: Changing awareness of crime - covers: the analysis of different types of crime (e.g. white-collar crime, moral crime, state crime, technological crime), the reasons that certain crimes are unreported, consequences of unreported crime, media representations of crime (e.g. newspapers, TV, films, social media, etc.) and its impact on the public perception of crime, methods of collecting statistics about crime and their usefulness and campaigns for change (e.g. changes in the law, policy, awareness, attitudes, funding, etc.).

Unit 2: Criminological theories - covers: criminal behaviour and deviance, the social construction of criminality, biological theories of criminality (e.g. genetic theories, physiological theories), individualistic theories of criminality (e.g. learning theories, psychological theories), sociological theories of criminality (e.g. Marxism, interactionism and realism), policy development and social change.

YEAR 13 COURSE CONTENT

Unit 3: Crime Scene to courtroom - covers personnel involved in criminal investigations (e.g. police officers, crime scene investigators, forensic scientists, pathologists), investigative techniques (e.g. forensic techniques, surveillance techniques, profiling techniques), how evidence is processed (e.g. physical evidence, testimonial evidence), the rights of individuals in criminal investigations (suspects, victims, witnesses), the role of the Crown Prosecution Service, trial processes (e.g. bail, courts, appeals), key influences affecting the outcomes of cases (e.g. evidence, witnesses, barristers, media) and the use of laypeople in criminal cases (e.g. juries, magistrates).

Unit 4: Crime and punishment - covers processes for law-making, organisation of the criminal justice system, models of criminal justice, forms of social control (e.g. rational ideology, coercion, fear of punishment, control theory, etc.), aims of punishment (e.g. retribution, rehabilitation, deterrence), forms of punishment (e.g. imprisonment, community punishment, financial punishment) and the effectiveness of the main agencies of social control (police, judiciary, prisons, probation).

ASSESSMENT

The course is assessed through a combination of written exams and controlled assessments. There are four units in total. Each one counts as 25% towards the final grade.

- Unit 1 and Unit 3 are controlled assessments. Each one lasts 8 hours and is completed in February. They are both internally assessed and then verified by the exam board.
- Unit 2 and Unit 4 are assessed through written exams in the summer of year 12 and year 13.

In these exams you will need to demonstrate a knowledge and understanding of the criminal justice system, social and probation work and the social sciences.

COURSE TITLE

Level 3 Applied Diploma in Criminology

COURSE CODE

601/6248/X

COURSE LEADER

Mr M Wilkinson

EXAM BOARD

WJEC

ENTRY REQUIREMENTS

Students are expected to have 3 Grade 5 GCSEs including:

- Grade 4 English Language

CAREERS

Progression opportunities could include going on to study a degree in criminology, sociology, psychology or law.

Career opportunities could include a career in the criminal justice system such as: police officer, prison officer, probation officer, social worker or youth worker.



HEALTH & SOCIAL CARE

YEAR 12 COURSE CONTENT

This is a double option course suitable for anyone interested in the Health and Social Care sector. It also supports those interested in Early Years.

Unit 1: Human Lifespan Development (exam in January). Health and Social Care practitioners need to develop a knowledge base for working with people in every stage of their lives, and they need to know how their own experiences relate to health and wellbeing. Although it is generally accepted that there may be deterioration in health with age following adulthood, medical intervention means people are living longer and have better life prospects.

Unit 2: Working in Health and Social Care (exam in May). When working for an organisation in this sector, you will have important responsibilities that you need to understand and carry out. These include maintaining the safety of and safeguarding individuals with health and social care needs, making sure that you properly handle their personal information and preventing discrimination towards them. You will need to understand how you will be accountable both to these individuals and the regulatory bodies that represent people who work in the Health and Social Care sector. It is also necessary for you to understand how your work will be monitored when you carry out a specific role such as Nurse or Social Worker.

Unit 5: Meeting Individual Care and Support Needs (coursework). You will focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.

Unit 12: Supporting Individuals with Additional Needs (coursework). You will explore the role of Health and Social Care services in providing care and support to individuals with additional needs.

YEAR 13 COURSE CONTENT

Unit 4: Enquiries into Current Research in Health and Social Care (Exam in January). There are many reasons why research is carried out into contemporary Health and Social Care issues, for example to explore the effect of diet on health and wellbeing or the provision and impact of addiction centres in the local community. As a Health and Social Care professional you will need to understand the purpose of research, how it is carried out and the importance of research for improving the wellbeing of those using Health and Social Care services.

Unit 7: Principles of Safe Practice in Health and Social Care (coursework). This unit will develop your knowledge and understanding of the key principles relating to safeguarding vulnerable individuals, promoting health and safety and responding to different situations and emergency incidents in Health and Social Care settings.

Unit 8: Promoting Public Health (coursework). Public health is concerned with protecting and improving the health of the population. Practitioners working in the Health and Social Care Sectors need to be aware of the implications of public health policy for services and those who use services. They need to consider the reasons for improving the health of individuals and the general public.

Unit 11: Psychological Perspectives (coursework). An important aspect of working in the health and social care sector is to have a good understanding of the ways in which psychological development occurs in order to effectively meet the individual needs of service users. Having knowledge of the key concepts and ideas enables you to understand the ways in which development and behaviours occur. You will learn about the different psychological perspectives that have been put forward and how these approaches have influenced thinking and practices in meeting and supporting service user needs.

ASSESSMENT

Over the two years you will be assessed through:

- 2 externally marked exams to be completed in year 12
- 1 externally set controlled task to be completed in year 13
- 5 internally set and marked assignments (moderated by the exam board).

COURSE TITLE

BTEC Diploma Level 3 National Health and Social Care

COURSE CODE

601/7194/7

COURSE LEADER

Mr T Brown

EXAM BOARD

Pearson

ENTRY REQUIREMENTS

Students are expected to have 3 Grade 5 GCSEs including:

- Grade 4 English Language

Prior study of Health and Social Care is not a requirement but it will help.

CAREERS

The qualification is allocated UCAS points and is recognised by Higher Education providers as contributing to meeting admission requirements to many relevant courses.

This course supports students who choose to progress directly to employment as the transferable knowledge, understanding and skills will give successful students an advantage when applying for a range of entry level roles, industry training programmes and Higher Apprenticeships.

SPORT

YEAR 12 COURSE CONTENT

In year 12, learners will study the following mandatory units:

- Unit 1: Body systems and the effects of physical activity
- Unit 2: Sports coaching and activity leadership
- Unit 3: Sports organisation and development.

These units will give learners an understanding of sport in the wider contexts of coaching and leadership, anatomy and physiology, the body's short- and long-term responses to physical activity and the framework of sport in the UK and the organisations involved. Learners will also develop transferable skills such as planning, communication, adaptability and leadership.

YEAR 13 COURSE CONTENT

In year 13 students complete a further 2 units from the optional list. These will be selected to suit the strengths of the group.

Examples of the units include:

- Sports injuries and rehabilitation
- Biomechanics and movement analysis
- Physical Activity for Specific Groups
- Practical Skills in Sport and Physical Activities.

These units are assessed through coursework.

ASSESSMENT

Units 1 and 3 are assessed by exam and marked by OCR. All the other units are internally assessed by centre staff and externally moderated by OCR.

The units are graded Pass, Merit and Distinction. The qualification is graded Pass, Merit, Distinction, Distinction*.

COURSE TITLE

Level 3 Cambridge Technical Extended Certificate in Sport and Physical Activity

COURSE CODE

601/7094/3

COURSE LEADER

Miss S Ingham

EXAM BOARD

OCR

ENTRY REQUIREMENTS

Students are expected to have 3 Grade 5 GCSEs including:

- Grade 4 English Language

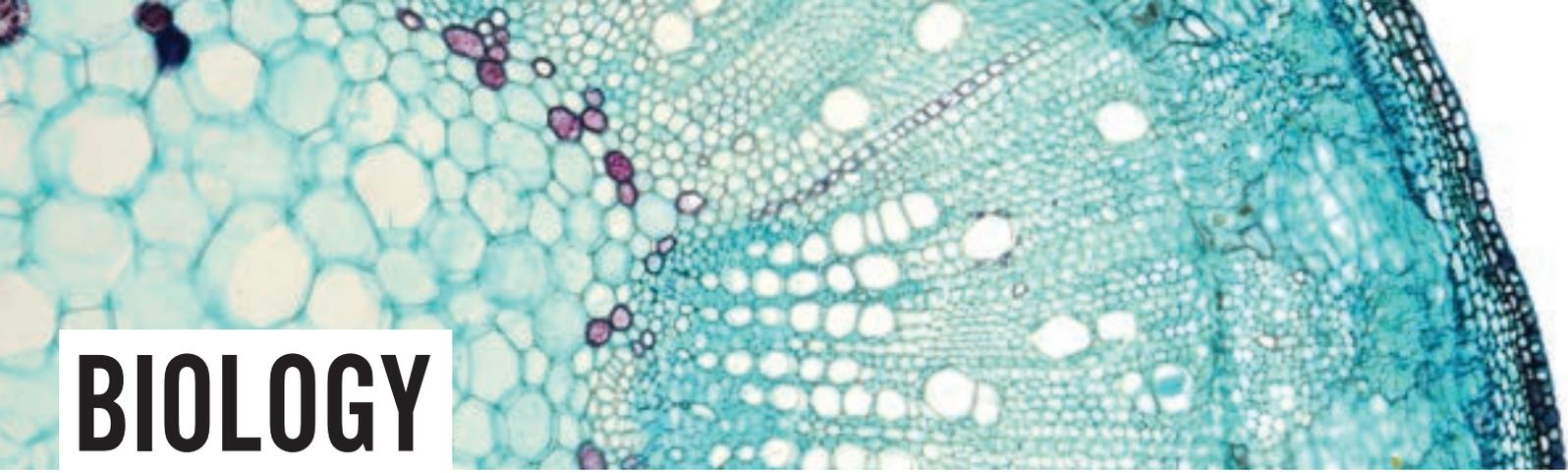
Prior study of Sport/ PE is not a requirement but it will help.

CAREERS

This qualification is suitable for those students:

- Who want to gain a Level 3 qualification to support further study in Further Education (FE) or Higher Education (HE) in sport and physical activity
- Who are looking to gain a Level 3 qualification to support further study in FE or (HE) in any other sector or subject area
- Who want to progress into sport-related jobs or apprenticeships.

Employment opportunities within the Sport Sector may include e.g. PE teacher, fitness instructor, sports coach, personal trainer, sports development officer.



BIOLOGY

YEAR 12 COURSE CONTENT

Biological molecules - All life on Earth shares a common chemistry. This provides indirect evidence for evolution. Despite their great variety, the cells of all living organisms contain only a few groups of carbon-based compounds that interact in similar ways. (3.1)

Cells - All life on Earth exists as cells. These have basic features in common. Differences between cells are due to the addition of extra features. This provides indirect evidence for evolution. You will study the fine structure of cells, how cells divide and how the cells of your immune system function. (3.2)

Organisms exchange substances with their environment - The internal environment of a cell or organism is different from its external environment. The exchange of substances between the internal and external environments takes place at exchange surfaces. This unit looks at how those surfaces are adapted for exchange and how materials are then transported around large organisms. (3.3)

Genetic information, variation and relationships between organisms - Biological diversity is reflected in the vast number of species of organisms, in the variation of individual characteristics within a single species and in the variation of cell types within a single multicellular organism. Differences between species reflect genetic differences. Differences between individuals within a species could be the result of genetic factors, of environmental factors, or a combination of both. You will study how diversity is caused and how it can be measured. (3.4)

YEAR 13 COURSE CONTENT

Energy transfers in and between organisms - Life depends on continuous transfers of energy. In photosynthesis, light is absorbed by chlorophyll and this is linked to the production of ATP. In respiration, various substances are used as respiratory substrates. The hydrolysis of these substrates is linked to the production of ATP. This topic looks at the biochemical pathways of these two fundamental processes. (3.5)

Organisms respond to changes in their internal and external environments - This topic looks at nervous co-ordination and compares that to how hormones are used for organisms to co-ordinate responses. (3.6)

Genetic, populations, evolution and ecosystems - This unit looks at how inheritance of alleles is played out and how variation in genetics drives natural selection. You will also study how populations within communities are also affected by, and in turn affect, the abiotic (physicochemical) factors in an ecosystem. (3.7)

The control of gene expression - There are many factors that control the expression of genes and you will learn that epigenetic regulation of transcription is being increasingly recognised as important. Humans are learning how to control the expression of genes by altering the epigenome, and how to alter genomes and proteomes of organisms. You will also study DNA technology in the diagnosis and treatment of human diseases. (3.8)

ASSESSMENT

There is no coursework on this course. However, your performance against certain competencies during practicals will be assessed and be accredited in an endorsement (this does not count towards the A Level).

There are three exams at the end of the second year of study. At least 15% of the marks for A Level Biology are based on what you learned in your practicals and 10% of marks are based on Maths skills. In the third A Level paper you will write a 25 mark essay, given a choice of two titles.

COURSE TITLE

A Level Biology

COURSE CODE

601/4625/4

COURSE LEADER

Mrs L Keenlyside

EXAM BOARD

AQA

ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language
- Grade 6 Maths Higher Paper
- Grade 6 Biology
- Grade 6+ in Combined Science

Students with a Grade 5 in Maths will be accepted if studying Core Maths.

CAREERS

Biology is a valuable and enjoyable subject for students going on to careers both inside and outside of science.

You can take up employment in one of many related job areas, for example, pharmacy, biotechnology, catering or land management.

You can go on to study Biology at a higher level or in a biological science-related programme.

You can progress to a degree course in, for example, Biology, Environmental Science, Medicine, Nursing, Dentistry, Veterinary Science, Pharmacy or Dietetics.



BUSINESS

YEAR 12 COURSE CONTENT

Year 12 Business is split into two themes. These will develop student understanding of how a business manages marketing, human resource, finance and operational activities. Students will look at a range of business contexts and apply the theory to them. Students will also understand how external factors have an impact on business activity. A summary of each theme is listed below:

Theme 1: Marketing and People

- Meeting customer needs
- The market
- Marketing mix and strategy
- Managing people
- Entrepreneurs and leaders.

Theme 2: Managing Business Activities

- Raising finance
- Financial planning
- Managing finance
- Resource management
- External influences.

YEAR 13 COURSE CONTENT

Year 13 is also divided into two themes. Theme 3 has a focus on business strategy and decisions. Students will grasp theoretical models from Porter and Ansoff and be able to classify business strategy on these frameworks. The ability to assess the financial health of a business will be developed further through an understanding of accounting ratios. Students will also look at a range of quantitative and qualitative methods that can be used to inform business decision making. Theme 4 looks at issues surrounding global business; the opportunities presented by emerging economies and expanding trade blocs are key to the future plans of many multinationals. Students will also understand how companies assess international locations as markets and production sites. The ability to adapt marketing strategy to the needs of foreign markets is another topical issue that will be explored in this theme. A summary of each theme is listed below:

Theme 3: Business decisions and strategy

This theme develops the concepts introduced in Theme 2. Students will develop an understanding of:

- Business objectives and strategy
- Business growth
- Decision-making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change.

Theme 4: Global Business

This theme develops the concepts introduced in Theme 1. Students will develop an understanding of:

- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies (multinational corporations).

ASSESSMENT

This course is assessed 100% through exams. At the end of year 2, students will sit three papers. The exams will have a short response, case study response and extended essay questions. Paper 3 will be based on a pre-release context.

COURSE TITLE

A Level Business

COURSE CODE

601/4673/4

COURSE LEADER

Mr C Knight

EXAM BOARD

Pearson

ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language/Literature
- Grade 5 Maths
- Grade 5 Business (if you have taken this at GCSE).

Students with a Grade 5 in Maths must study Core Maths.

CAREERS

Business can take you many places but many students choose Higher Education. Careers in: Marketing Management, Advertising, Accountancy, Human Resource Management, Recruitment Consultancy, Operations Management, Logistics, Business Advising / Consultancy, Retail Management and setting up owning your own business.



CHEMISTRY

YEAR 12 COURSE CONTENT

Chemistry B (Salters) is designed to be taught in context. The course takes students on a journey through five storylines, while introducing chemical concepts in a spiral approach. These storylines engage students through learning in a contemporary context and range from concerns about the ozone layer to the development of new medicines.

The five storylines are:

- Elements of life
- Developing fuels
- Elements from the sea
- The ozone story
- What's in a medicine?

YEAR 13 COURSE CONTENT

The course in year 13 is split into five teaching modules. Each module is based on one of the storylines and contains a variety of chemical ideas, which form the basis of the specification.

The five modules studied are:

- The chemical industry
- Polymers and life
- Oceans
- Developing metals
- Colour by design

Students must also complete a practical endorsement which is assessed separately to the overall grade. This is assessed on a pass/fail basis and is dependent on students successfully completing a range of required practical tasks.

ASSESSMENT

In year 13: Papers 1, 2 and 3 can assess content from Modules 1 to 10 as well as practical skills and chemical literacy.

Paper 1 covers a breadth of understanding of concepts assessed by mainly shorter structured questions.

Paper 2 covers deeper understanding of concepts assessed by a mixture of short structured questions, extended response items and more open problem-solving style questions. Carrying on the theme of the current Chemistry B (Salters), this paper includes an Advance Notice article aimed at testing skills of chemical literacy developed during the course.

Paper 3 focuses on the assessment of practical skills with a particular emphasis on investigational and problem-solving skills.

COURSE TITLE

A Level Chemistry B (Salters)

COURSE CODE

601/5371/4

COURSE LEADER

Mr P Middleton

EXAM BOARD

OCR

ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language
- Grade 6 Maths Higher Paper
- Grade 6 Chemistry (Triple Science) or Grade 6 in the Chemistry component of Combined Science (Grade 66 overall)

Students with a Grade 5 in Maths may be accepted if studying Core Maths.

CAREERS

Chemistry is the course for you if you want to go on to study dentistry, medicine, veterinary science, forensic science, pharmaceuticals, patent law, oceanography, geochemistry, chemical engineering, biochemistry, to name but a few and it is held in high regard by employers throughout the world.

COMPUTER SCIENCE

YEAR 12 COURSE CONTENT

In year 12, we will take previous knowledge and understanding and develop it further. We look in more depth at how the processor works and executes instructions and look at the purposes of logic gates and how they are used in the real world. You will be working on using binary numbers that are not only positive but also the representation of negative numbers. As part of data representation, we look at how the computer stores floating point numbers that we use in everyday life. We spend time learning the laws that apply to Computer Science and the ethical implications of driverless cars. We will discuss the basics of networking and the protocols that govern the internet and networks in general.

Alongside this, we also continue to develop your ability to use a functional programming language such as Python although you can use other languages. You will learn about common sort and search algorithms that exist to solve problems. We look at more advanced variables called data structures including queues and stacks and we will learn the importance of testing and different types of testing systems. You should be able to write a simple computer game such as snake or connect 4 by the end of year 12.

YEAR 13 COURSE CONTENT

In year 13, you will start your project. There is a wide range of choices and you are not confined to just what your teacher advises. Past students have written arcade-style computer games in an object-orientated language. They produced an analysis and design before coding and testing; students have had a great deal of fun doing this. In terms of theory, we build upon what has been learnt in year 12. We look at how binary shifts work and how computers add together floating point numbers. We spend time learning about how computer scientists try out simple logic circuits in order to make them more efficient and we develop our ability to solve more complex problems using pseudocode.

As part of another unit we look at some more common but more complex algorithms such as quick sort and merge sort. We look at how we represent these in terms of mathematical expressions. We continue to develop your programming capabilities both in terms of your functional programming and also your object-oriented programming capability.

By the end of year 13, you should be able to write your own arcade game as well as solve many real-life problems with the programming skills you have developed. You will be ready to go to university or go into a career in IT.

ASSESSMENT

The A Level consists of three components, two of which will be externally marked question papers making up 80% of the qualification.

- Computer systems (01) - 40% of total A Level, written paper
- Algorithms and programming (02) - 40% of total A Level, written paper
- Programming project (03 or 04) - 20% of total A Level, coursework.

COURSE TITLE

A Level Computer Science

COURSE CODE

601/4911/5

COURSE LEADER

Mr P Robson

EXAM BOARD

OCR

ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 4 English Language
- Grade 6 Maths
- Grade 6 in Computer Science. (It is not a requirement that students must have taken Computer Science at GCSE level)

CAREERS

A Level Computer Science is very highly regarded by many Universities. It is part of the Russell Group's informed choices document for a range of degrees. This course will help you to move on to degree level in many fields including Aeronautical Engineering, Computer Science, Cyber Security, Biometrics, Science, Medicine, Mathematics and Engineering courses.

You could also pursue an apprenticeship in software engineering or anything inside the IT sector.



DESIGN TECHNOLOGY

YEAR 12 COURSE CONTENT

Want to be a REAL industrial designer, an engineer, a buyer for a company, an editor for a Design publication or work in marketing? Then this is the course for you. Students start year 12 exploring the world of design, the role of a real designer and the opportunities available to develop innovative products that have a positive impact on the way we live. We spend some time looking at areas of design that students have a personal interest in so that their work is engaging and interesting for them as individuals. We explore the whole spectrum of design so that students are able to specialise in their chosen area with confidence. Some examples are furniture design, jewellery design, product design, fashion, sports equipment design, design for children, graphic design, architecture, landscape design, interior design, aeronautical design, automotive design etc. In term 1, students embark upon the Non-Examined Assessment (NEA) which they continue to work on throughout year 13.

With key members of the A Level team students will also work on core aspects of the course which will prepare them for a mock examination later in the year.

YEAR 13 COURSE CONTENT

In year 13 students continue to work on a major project which forms their Non-Examined Assessment which is 50% of their final grade. Within this unit of work, students are permitted to specialise in the area of design that interests them and with any material or range of materials they choose. Students work on this unit for most of the year and this involves key sections of study: identifying an opportunity, problem or need, iterative design which involves design, development, modelling, testing and evaluation.

The course is very well established and consistently achieves fantastic results. We run an annual exhibition of final project work which includes a wide range of design genres, for example: design for children, furniture, fashion, graphics, jewellery, transport, interior design, design for sport and architecture. This exhibition attracts the media and many students are featured for their innovation.

A large proportion of our students go on to become acclaimed designers, engineers or marketing specialists.

ASSESSMENT

This course is assessed by coursework (non-examined assessment NEA) and written examination and these units are both worth 50% of the students' final grade. Students receive very regular feedback about their work and are given the opportunity to improve it repeatedly. The non-examined project is based upon the student's own interests; therefore, they can choose to design anything they wish. The examination tests the students' knowledge of their specialist material area as well as contemporary themes of Design and Technology making it a particularly student-friendly process.

COURSE TITLE

A Level Design Technology

COURSE CODE

603/1133/2

COURSE LEADER

Mrs C Harle

EXAM BOARD

AQA

ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language
- Grade 5 Maths
- Grade 5+ in Design Technology

CAREERS

Many students have gone on to study a wide range of degree courses, for example, Product Design, Architecture, Interior Architecture, Fashion Design, Furniture Design, Textile Design, Sports Equipment Design, Interior Design, Jewellery Design, Automotive Design, Animation, Surface Decoration Design, Theatre Set Design, Aeronautical Engineering, Interior Design, Landscape Design.

The course equips you well for many associated careers too, for example, being a 'buyer' for a company, working in marketing design, writing for product design publication or websites, working within design companies in technical roles like materials technology, engineering and sales.



DRAMA & THEATRE

YEAR 12 COURSE CONTENT

Component 1: Devising - In this component students will develop their creative and exploratory skills to devise an original performance. The starting point for this devising process will be an extract from a performance text and an influential theatre practitioner. Students will learn how text can be manipulated to communicate meaning to audiences and they will begin the process of interpretation. They will gain an understanding of how a new performance could be developed through the practical exploration of the style and use of conventions of the chosen practitioner. There are three main areas of focus:

1. Interpreting, creating and developing a devised piece from one key extract from a performance text and applying the methods of one practitioner
2. A group performance/design realisation of the devised piece
3. Analysing and evaluating the creative process and devised performance.

Students will start to explore possible monologues/duologues and streamed Live Theatre for their Component 3 exam preparation for year 13.

YEAR 13 COURSE CONTENT

Component 2: Text in Performance - Students will develop and demonstrate theatre-making skills, appropriate to their role as a performer or designer. They will explore how they realise artistic intentions in performance. The knowledge and understanding acquired through the study of one key extract from a performance text in Component 1 can be applied to assist in the interpretation, development and realisation of key extracts from performance texts.

There are two areas of focus:

1. A monologue or a duologue performance/design realisation from one key extract from one performance text
2. A group performance/design realisation of one key extract from a different performance text.

Component 3: Theatre Makers in Practice - This component requires students to consider, analyse and evaluate how different theatre makers create impact. Students will consider how production ideas and dramatic elements are communicated to an audience from the perspective of a director, a performer and a designer. They will critically analyse and evaluate their experience of live performance, deconstruct elements which will help inform their own production choices and develop their ideas. Students will practically explore texts in order to demonstrate how ideas for performance and production might be realised from page to stage, consider the methodologies of practitioners and interpret texts to justify their own ideas for a production concept. Students will research the original performance conditions and gain an understanding of how social, historical and cultural contexts have informed their decisions as theatre-makers.

There are three areas to be covered:

1. A live theatre evaluation
2. Page to stage: realisation of a complete performance text
3. Interpreting one complete performance text, in light of one practitioner, for a contemporary audience.

ASSESSMENT

There will be a written examination at the end of year 13 (Component 3 – Theatre Makers in Performance). Other assessments include a written portfolio and performance (Component 1) which is internally assessed and externally moderated. At the end of year 13 students will receive a final A Level grade. It is important to note that the non-examined element of this course accounts for 60% of the exam grade and is a demanding aspect of the course. All of the course units require a written and/or performance element and strict deadlines must be adhered to. Students are provided with written and practical support from staff through verbal, written and practical formats.

COURSE TITLE

A Level Drama and Theatre

COURSE CODE

601/8302/0

COURSE LEADER

Mrs Z Dyer

EXAM BOARD

Pearson

ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language
- BTEC Pass or extra curricular Drama

CAREERS

This course offers students the opportunity to develop skills, knowledge and understanding for entry into employment or self-employment in the Arts and Entertainments field. You can also go on to study a degree course in the Performing Arts and Entertainment Industries.

Previous students have gone on to study Musical Theatre, English Literature & Theatre Studies and Acting at Degree Level, whilst others have sought routes into Drama College, field experience or specialist Performing Arts schools.

“We consider the A Level in Drama and Theatre Studies to be a preferred subject” – University College London

“If your student is taking History (essential on our website) and another relevant subject e.g. English, a modern language, Geography then Drama & Theatre Studies would be accepted as the third A Level.” - University of Cambridge (Churchill College)



ENGLISH LANGUAGE

YEAR 12 COURSE CONTENT

In the first year of the A Level course you will be building on your knowledge of English Language from GCSE. You will consider how celebrities and sports people are represented through their choice of language via a range of types of media. You will develop your language analysis skills and be expected to describe language in a very precise and accurate way. The types of texts you will be analysing include spoken and written texts. For example, you may have to analyse an extract from an online forum and a transcript of a conversation. You will become familiar with comparing meaning and representations within texts, looking for similarities and differences between data. This area of study aims to allow you to explore language and representation. Through exploration of English in its wider social, geographical and temporal contexts you will identify variations within the language. This part of the subject also requires you to study social attitudes to, and debates about, language diversity and change. You will be required to identify and describe features of language in the texts using accurate technical terminology.

Language variation will also be explored, as you will study the effects of gender, ethnicity, occupation, technology and power upon the English language. You will be introduced to a range of relevant theorists and research from sociolinguistics. You will survey variation in language, gathering your own data and evaluate your findings. The first year of the course is varied and engaging. In the final half term, you will have the opportunity to complete your own piece of original writing and begin to investigate language as you start your NEA projects.

YEAR 13 COURSE CONTENT

You will continue to practise the skills of language analysis, also become a more confident writer. You will have the opportunity to write your own articles about topics linked to language diversity and change. You may take on the persona of a grammar pedant or someone concerned about the increase of non-standard forms. You will be expected to write an article in exam conditions, creating a lively tone of voice, discussing language issues for a non-specialist reader.

Additionally, you will investigate how children learn to speak, read and write. You will explore what current linguists have discovered about children's abilities to learn language and how attitudes towards this ability have changed over time. You will examine the stages of and theories of children's language development.

You will also explore how English is diversifying after investigating how English is used around the world. You will be able to consider attitudes towards the way English is changing globally. You will develop your own attitudes and opinions to enable you to develop arguments and discussions on this topic for the article you will write in the final part of the exam.

You will undertake your own investigations into an aspect of English which really interests you. It could be exploring how politicians speak and how this has changed over time. Or, you could explore how the use of emojis is affected by the age of the user. Alternatively, you may wish to examine recent additions to the dictionary and explore if these are in fact new words after all. This is an opportunity for you to investigate a topic which you are passionate about. Overall, the second year builds on the knowledge gained at the start of year 12 but allows you to explore more deeply into wider issues surrounding English usage.

ASSESSMENT

Paper 1: Language, the individual and society - written exam, 40% of A Level

Section A – Textual variations and representations. Section B – Children's language development.

Paper 2: Language diversity and change - written exam, 40% of A Level

Section A – Diversity and change. Section B – Language discourses - two texts about a topic linked to the study of diversity and change.

Non-Exam Assessment: an investigation into language and Language in Action - original writing combined to be 20% of A Level.

COURSE TITLE

A Level English Language

COURSE CODE

601/4640/0

COURSE LEADER

Miss L Couch

EXAM BOARD

AQA

ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language
- Grade 5 English Literature

CAREERS

Studying English Language at A Level could be the stepping stone to a huge choice of career paths: journalism, publishing, teacher/lecturer, editor, librarian, researcher, writer, copywriter, advertising, speech therapist, linguist, lawyer, TV researcher or an etymologist to name but a few!

You can continue to study English Language at University level on courses such as English Language, Teaching English as an International Language, Linguistics, Sociolinguistics, Screen Writing or Media Studies.



ENGLISH LITERATURE

YEAR 12 COURSE CONTENT

Aspects of Narrative

To begin the year students will explore what the building blocks of narrative are through the study of a 'classic' work of literature from the literary canon. Using this text students will think about how stories are written and constructed. Students will also look at different 'critical lenses' that can be applied to writers and their texts, opening up interesting interpretations and readings. These include:

- Marxism
- Feminism
- Post-colonialism
- Eco-criticism
- Narrative
- Literary value.

Aspects of Comedy

"Comedy is simply a funny way of being serious." In year 12, you will cover the texts and critical material for Paper 1b of the A Level course. You will study two comic dramas: Shakespeare's 'Twelfth Night' and Oscar Wilde's 'The Importance of Being Earnest'. You will also study the AQA comic poetry collection, which includes: 'The Flea', 'Tam o' Shanter', 'A Satirical Elegy on the Death of a Late Famous General', 'Sunny Prestatyn', 'Mrs Sisyphus', 'Not My Best Side', 'My Rival's House'. You will also look in-depth at the genre of comedy, at what makes us laugh and how comedies are structured and why.

YEAR 13 COURSE CONTENT

In year 13, you will cover the course for Paper 2, as well as completing your essays for the 'Non-Exam Assessment' and revisiting 'Aspects of Comedy'.

Aspects of Political and Social Protest Writing

"Writing was a political act and poetry was a cultural weapon." In year 13 you will cover the texts and critical material for paper 2b. Like 'Aspects of Comedy', this section of the course asks you to gain a good understanding of the whole genre of political and social protest writing. You will cover various extracts from political writing to track the development of the genre. Then you will focus on 'A Doll's House' by Henrik Ibsen, 'The Kite Runner' by Khaled Hosseini and a collection of poetry by Yorkshire poet Tony Harrison.

ASSESSMENT

Paper 1: Aspects of Comedy - 40% of A Level.

(Twelfth Night, The Importance of Being Earnest, comic poetry).

Paper 2: Elements of Political and Social Protest Writing - 40% of A Level.

(An unseen passage, The Kite Runner, The Doll's House, Harrison poetry.)

NEA: This unit, which is worth 20% of the full A Level, requires you to choose one poetry text and one prose text to explore and write about. Using the critical viewpoints of Marxism, feminism, post-colonialism, eco-criticism, narrative and literary value you will write two essays, for which you will construct the questions with your teacher. In this unit, you also have the option to write a conventional essay, re-creative piece or a journalistic response. Your essays will be 1500 words each.

COURSE TITLE

A Level English Literature B

COURSE CODE

601/5328/3

COURSE LEADER

Mr W Mays

EXAM BOARD

AQA

ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language
- Grade 6 English Literature

CAREERS

The Russell Group of top universities list English Literature A Level as one of their 'facilitating subjects': those that are considered academically rigorous and good preparation for degree level work. It is a great course to support an application for Higher Education, but it can also be very useful for the world of work. It is often a requirement if you are considering Law, English, theatre or creative writing at university, but is also highly recommended as preparation for Business, Humanities and language-based degrees. This particular course is especially suited to supporting the further study of Politics or History too.

English Literature is useful for a variety of careers, the most obvious of which are journalism, law, publishing, politics, teaching, and business management. On top of all this, the communication and analytical skills gained from writing essays are easily transferable and, as such, are appreciated in many different occupations.



FINE ART

YEAR 12 COURSE CONTENT

Students begin their 2 year A Level Art course in year 12 with a series of introductory skills-based workshops which includes exploring techniques and media such as printmaking, painting, mixed media and photography, coupled with in-depth historical and contextual studies analysis. Students will work in both sketchbooks and on sheets and are encouraged to pursue independent lines of investigation linked to their workshops and will be expected to visit art galleries and museums to inform the contextual element of the course. The skills-based workshops and sessions last until February of year 12 and students then begin their Component 1 Personal Investigation which continues into year 13.

YEAR 13 COURSE CONTENT

Component 1: Personal Investigation - Students are required to conduct a practical investigation into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and should be an in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.

Component 2: Externally set assignment - Following receipt of the paper, students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, sketchbooks, workbooks, journals, models and maquettes. Following the preparatory period, students must complete 15 hours of unaided, supervised time. In the 15 hours, students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work.

ASSESSMENT

Component 1: Personal Investigation

No time limit - 96 marks 60% of A Level.

Component 2: Externally set assignment

Preparatory period + 15 hours supervised time 96 marks, 40% of A Level.

COURSE TITLE

A Level Fine Art

COURSE CODE

601/4456/7

COURSE LEADER

Miss L Clazey

EXAM BOARD

AQA

ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Art or Photography GCSE
- A portfolio of work

You should have a strong interest and enthusiasm for the enjoyment of Art and be open to exploring a range of ideas and experiences. There is a written element to the course, therefore good literacy skills are beneficial.

CAREERS

If students decide to follow a career path in the creative arts industries, they will benefit from their improved visual literacy, ability to problem solve and think creatively.

Students who choose to follow a career in Art may find themselves working within fashion, graphic design, advertising, architecture, photography, textiles, illustration, interior design, computer games design or many other creative industries.



FRENCH

YEAR 12 COURSE CONTENT

The A Level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. As languages are increasingly sought after in all aspects of business, the content is suitable for students who wish to progress to employment or to further study, including a modern foreign languages degree or combined with various other disciplines.

We study the following themes over the course of year 12:

Aspects of French-speaking society: current trends

- The changing nature of family, the 'cyber-society' and the place of voluntary work.

Artistic culture in the French-speaking world

- A culture proud of its heritage, contemporary francophone music and cinema.

Film: La Haine (Mathieu Kassovitz).

YEAR 13 COURSE CONTENT

We study the following themes over the course of year 13:

Aspects of French-speaking society: current issues

- Positive features of a diverse society, life for the marginalised, how criminals are treated.

Aspects of political life in the French-speaking world

- Teenagers, the right to vote and political commitment, demonstrations, strikes, politics and immigration

Novel: 'Un Sac de Billes' (Joseph Joffo)

Individual research project

For this project, students must identify a subject or a key question which is of interest to them and which relates to a country or countries where French is spoken. They must select relevant information in French from a range of sources including the internet. The aim of the project is to develop research skills as well as giving the students the freedom to deepen their understanding of a topic which is of personal interest to them. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking exam at the end of year 13.

ASSESSMENT

Assessment is by exams at the end of year 13.

- Paper 1 - Listening, Reading, Writing. 2 and a half hours, 100 marks, 50% of A Level.
- Paper 2 - Writing. 2 hours, 80 marks, 20% of A Level.
- Paper 3 - Speaking. 21–23 minutes (including 5 minutes preparation time), 60 marks, 30% of A Level.

COURSE TITLE

A Level French

COURSE CODE

601/8727/X

COURSE LEADER

Mrs L Richardson

EXAM BOARD

AQA

ENTRY REQUIREMENTS

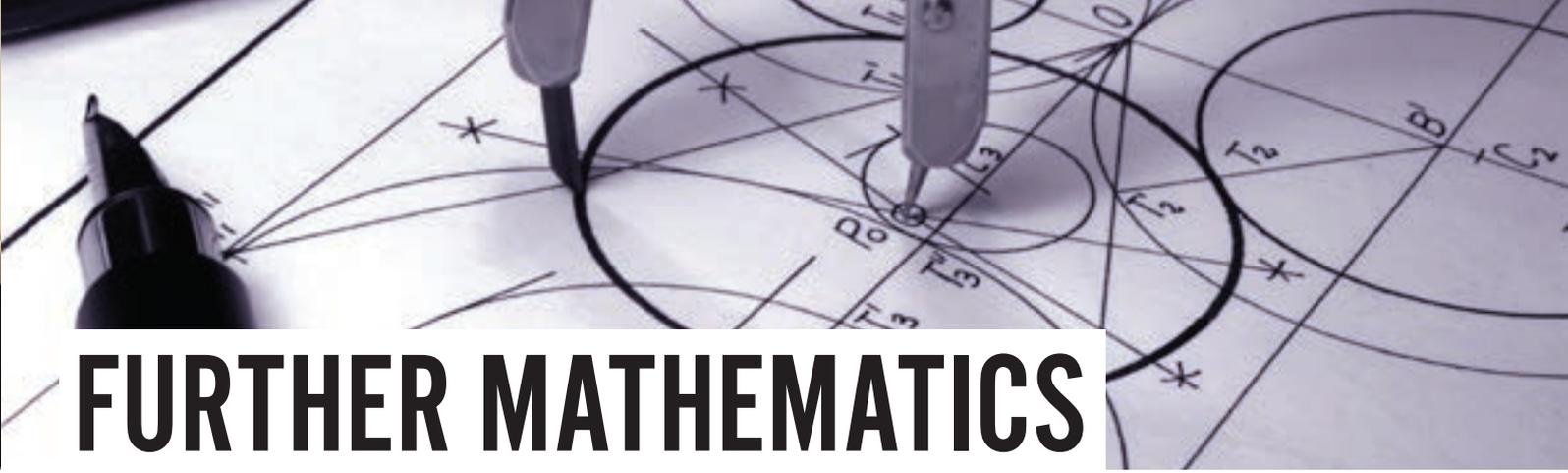
Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 or above in English Language
- Grade 6 or above in French

CAREERS

Former students have gone on to study a variety of languages at university, as well as combining languages with courses in Law, Business or Politics. It is also worth considering that many universities offer the opportunity to study a language as a subsidiary subject alongside a different degree, allowing you to keep up your language skills while you study something completely different as your main degree subject.

Speaking a foreign language can open up opportunities in a huge range of careers, as well as offering the chance of living or studying abroad, whether for a short time or permanently.



FURTHER MATHEMATICS

YEAR 12 COURSE CONTENT

The AS Level Further Mathematics content falls under one of three broad areas:

Core Pure

On this side of the course some pure topics from A Level mathematics are studied in greater depth, while some new topics are introduced. Algebraic work with series is extended and the powerful technique of proof by induction is used in various contexts. Complex numbers are introduced and these lead to solutions of problems in algebra and geometry. Matrices are used to solve systems of equations and to explore transformations. Vector methods are applied to problems involving lines and planes.

Statistics

On the Statistics side of the course, situations are modelled by discrete random variables; this allows inference about a population in the form of hypothesis testing and point and interval estimates of population parameters. The suitability of models is tested and bivariate data are investigated.

Numerical Methods

Much of AS/A Level Mathematics and Further Mathematics is restricted to problems which are amenable to exact solution. For many real world problems no exact methods exist and numerical methods are required to solve them. On this side of the course you will learn to apply numerical approaches to four topics from mathematics: solution of equations, differentiation, integration and approximating functions. You will learn how to use a spreadsheet to implement the methods and learn to analyse the errors associated with numerical methods.

YEAR 13 COURSE CONTENT

The A Level Further Mathematics content both extends those techniques covered in year 12 and introduces new methods and concepts:

Core Pure

Complex numbers are revisited with a particular focus on the solution of problems in trigonometry. Calculus techniques are extended, including the use of hyperbolic functions and polar coordinates, and culminate in the solution of differential equations.

Statistics

In year 13, continuous random variables are considered. Simulation of random variables is also introduced - a powerful way of tackling challenging problems.

ASSESSMENT

Students taking A Level Further Mathematics sit three papers at the end of year 13 in addition to their A Level Mathematics exams. These are: Core Pure (2 hours and 40 minutes), Statistics Major (2 hours and 15 minutes) and Numerical Methods (1 hour and 15 minutes).

COURSE TITLE

A Level Further Mathematics B (MEI)

COURSE CODE

603/1325/0

COURSE LEADER

Mr A Sargerson

EXAM BOARD

OCR (MEI)

ENTRY REQUIREMENTS

This course must be taken alongside A Level Mathematics.

It is for strong mathematicians who get a kick out of persevering with seemingly impossible problems until they find a route through and who want to study the subject in a more sophisticated way. You will need to have found the Higher GCSE content straightforward and therefore already have strong technical skills.

Please contact your Maths teacher for further guidance

CAREERS

Students who are thinking of reading Mathematics, Computer Science, Physics or Engineering ought to take Further Mathematics, and it is strongly recommended for those who wish to study Economics at university.

GEOGRAPHY

YEAR 12 COURSE CONTENT

The world we live in is changing and Geography allows you to see why and how it is changing. Our goal is to give students a better understanding, and a lasting interest, in the world around us. The year 12 course focuses on tectonic processes and hazards, globalisation, coastal landscapes and regenerating places. In year 13, we will determine how we can cope with the estimated 10 billion world population by 2050. We will contemplate the implications for governments for natural resources. We will be investigating how these issues affect global development and connections and the superpower status of certain countries around the world.

In year 12 we study four modules:

- Dynamic Landscapes: Tectonic Processes and Hazards
- Dynamic Landscapes: Coastal Landscapes
- Dynamic Places: Globalisation
- Dynamic Places: Regenerating Places.

YEAR 13 COURSE CONTENT

In year 13, we build upon the content and skills developed in year 12 and look at a broader range of Geographical concepts. We cover:

- Physical Systems and Sustainability: The Water Cycle and Water Insecurity, The Carbon Cycles and Energy Security, Climate Change Futures
- Human Systems and Geopolitics - Superpowers, Global Development and Connections: Migration, Identity and Sovereignty
- A synoptic investigation of a geographical issue (identified by the exam board).

In addition to the examined content, students also write an independent investigation. This is a written report of 3000-4000 words, which follows 4 days of fieldwork.

ASSESSMENT

Modules are assessed by written examinations sat in June at the end of the two-year course, and by a piece of coursework.

- Paper 1: Physical paper (30% of qualification)
- Paper 2: Human paper (30% of qualification)
- Paper 3: (20% of qualification).

NEA Independent investigation (20% of qualification).

COURSE TITLE

A Level Geography

COURSE CODE

601/8417/6

COURSE LEADER

Mrs L Penman/Mrs R Gill

EXAM BOARD

Pearson

ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language
- Grade 6 Geography

Students are strongly advised to take Core Maths.

CAREERS

Geography is highly valued by universities as an A Level choice, and it allows students to keep their options open in terms of further study and careers as it covers both arts and science components in terms of human and physical Geography. You will also build upon many valued skills including communication, teamwork, time management, problem-solving, data analysis, map work, numeracy, literacy and a general awareness of the world around you.

Geography can lead you into a range of careers from weather presenting to town planning, from geology to accountancy. The world is your oyster!

HISTORY

YEAR 12 COURSE CONTENT

In Year 12 students will have the opportunity to understand the significance of historical events, the role of individuals in history and the nature of change over time. A Level History will help you to gain a deeper understanding of the past through political, social, economic and cultural perspectives. The course is divided into 3 sections:

- **A breadth study of Tudor England, 1485-1603.** This option allows students to study in breadth issues of change, continuity, cause and consequence in this period. In Year 12 you will study: Part One: Consolidation of the Tudor Dynasty: England 1485-1547 and Henry VII 1485-1509 and Henry VIII 1509-1547.
- **Revolution and dictatorship: Russia, 1917-1953.** This option provides for the study in depth of the coming and practice of communism in Russia. It explores concepts such as Marxism, communism, Leninism, and Stalinism, ideological control and dictatorship. It also enables students to consider issues of political authority, the power of individuals and the inter-relationship of governmental and economic and social change. In Year 12 you will study: Part One: The Russian Revolution and the Rise of Stalin 1917-1929, Dissent and Revolution, 1917, Bolshevik consolidation, 1918-1924 and Stalin's rise to power 1924-1929.
- Towards the end of year 12, you will begin a historical independent investigation into **Britain and Ireland, 1880-1998.** This is an independent investigation into the relationship and conflict between the two nations.

YEAR 13 COURSE CONTENT

In Year 13 students will continue to explore the breadth and depth units. Students will be developing the skills of critical analysis, gaining knowledge of the periods and analysing interpretations clearly and coherently.

The Tudors: England, 1485-1603

Part Two: England: turmoil and triumph, 1547-1603

- Instability and consolidation: 'the Mid-Tudor Crisis', 1547-1563
- The Triumph of Elizabeth, 1563-1603.

Revolution and Dictatorship: Russia, 1917-1953

Part Two: Stalin's Rule, 1929-1953

- Economy and Society, 1929-1941
- Stalinism, politics and control, 1929-1941
- The Great Patriotic War and Stalin's Dictatorship, 1941-1953.

ASSESSMENT

At the end of the 2 years you will have 2 examinations and one piece of coursework:

- Breadth Study 100 years - historical interpretations and developments 40% of A Level
- Depth Study - Historical change and development with primary evidence 40% of A Level
- Historical independent investigation - a 3500-4500 word essay 20% of A Level.

COURSE TITLE

A Level History

COURSE CODE

601/4973/5

COURSE LEADER

Mrs E Thornton

EXAM BOARD

AQA

ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language
- Grade 4 Maths
- Grade 6 History

CAREERS

The skill most developed by History is that of critical analysis, the ability to express ideas, knowledge and interpretations clearly and coherently. In the fields of management, law, administration, accountancy, journalism and marketing, this is a highly valued asset.

Many employers regard A Level History as an excellent training in the marshalling of arguments and in decision-making. As a well-respected academic discipline, History is considered a worthwhile A Level subject for entry to almost all degree courses.



MATHEMATICS

YEAR 12 COURSE CONTENT

The Mathematics course in year 12 further develops familiar mathematical topics learned at GCSE such as algebra, co-ordinate geometry, trigonometry and probability. New topics introduced at A Level include sequences and series; differentiation and integration, together known as calculus; Newton's laws of motion and statistical hypothesis testing. You will be expected to use technology such as graphical calculators, graphing software and spreadsheets throughout the course.

YEAR 13 COURSE CONTENT

The A Level mathematical content both extends those techniques covered in year 12 and introduces new methods and concepts. This content falls under one of three broad areas:

Pure Mathematics is the methods and techniques which underpin the study of all other areas of mathematics. This includes proof, algebra, trigonometry, calculus and vectors.

Mechanics is the mathematics used to study the physical world, modelling the motion of objects and the forces acting on them. This includes moments, where the turning effect of a force is considered.

Statistics involves statistical sampling, data presentation and probability, all of which follow on from topics met at GCSE, leading to the study of statistical distributions with special properties, such as the Binomial Distribution.

ASSESSMENT

Students starting A Level Mathematics courses in September 2022 will take all examinations at the end of the course. Year 12 examinations may be taken at the end of the first year. The marks awarded do not count towards the A Level qualification taken at the end of the second year (year 13).

COURSE TITLE

A Level Mathematics B (MEI)

COURSE CODE

603/1002/9

COURSE LEADER

Mr A Sargerson

EXAM BOARD

OCR (MEI)

ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 4 English Language
- Grade 7 Maths (a Grade 6 on the higher paper may be accepted if recommended by your Maths teacher)

CAREERS

The study of mathematics is in high demand from employers and universities. In addition to developing the ability to solve problems and think logically, the study of mathematics provides opportunities to develop team-working skills, resilience, effective communication of complex ideas and the ability to use your own initiative.

Mathematics underpins most of science, technology and engineering and is also important in areas as diverse as business, law, nutrition, sports science and psychology. There are many opportunities to use mathematics to make a difference in society, for example through the analysis involved in medical research, developing new technology, modelling epidemics or in the study of patterns of criminal activity to identify trends. The vast range of degree courses and careers that require solid mathematical skills ensures that taking Mathematics to A Level or beyond will open doors to a world of opportunities!

PHYSICS

YEAR 12 COURSE CONTENT

Salters Horners Applied Physics

Throughout this course, you will be developing your knowledge and understanding of what it means to work scientifically in the context of physics and its applications. Each chapter is carefully designed to help you to become increasingly competent in manipulating quantities and their units, in planning, carrying out and evaluating practical experiments, and in communicating your knowledge and understanding of physics. In return, you will obtain a greater understanding of the world around you. You will gain a greater understanding of the fundamentals behind mechanics, DC circuits, quantum theory, relativity and thermodynamics. Dedicating your time to this course is hard work but facilitates a deeper understanding of how and why machines and systems work rather than the mere acceptance that they do.

The content studied includes:

- Mechanics
- DC Circuits
- Material Science
- Quantum Mechanics
- Wave Theory.

YEAR 13 COURSE CONTENT

Content includes: All modules in year 12 and:

- Further mechanics
- Particle Physics
- Modelling the Universe
- Nuclear Physics
- Thermal Physics
- Gravitational Fields
- Electromagnetism.

ASSESSMENT

Assessment consists of three externally examined papers and the Science Practical Endorsement. Students must complete all assessments in May/June in any single year.

- Paper 1 - 30% (Mechanics, DC circuits, Electromagnetism, Thermal Physics).
- Paper 2 - 30% (Material Science, Quantum Theory, Nuclear Physics, Modelling the Universe).
- Paper 3 - 40% (Synoptic assessment; all content covered in year 12 and year 13).

Practical endorsement: Students will be assessed through a minimum of 16 identified practical activities within each qualification. The assessment outcomes will be reported separately on students' certificates alongside the overall grade for the qualification. To achieve a pass, students must demonstrate that they are competent in all of the practical skills listed in the subject content requirements.

COURSE TITLE

A Level Physics

COURSE CODE

601/4848/2

COURSE LEADER

Mr M Kilpatrick

EXAM BOARD

Pearson

ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 4 English Language
- Grade 6+ Maths
- Grade 6+ Physics or 66 for Combined Science

It is recommended that students wishing to study Physics will also study Maths.

CAREERS

Studying Physics does not limit your future career choices – it only opens more. With a radically changing job market, students who have studied A Level Physics are seen by employers to have exceptional problem solving skills, the ability to work in a logical manner, and the ability to work at the highest level of complexity.

Students who have studied Physics often go into careers such as engineering, finance, architecture, scientific research and many more.

POLITICS

YEAR 12 COURSE CONTENT

Component One: UK Politics and Core Political Ideas

- Liberalism
- Conservatism
- Socialism
- Democracy and participation
- Political parties
- Electoral systems
- Voting behaviour and the media.

Component Two: UK Government and Non-Core Political Ideas (Nationalism)

- The Constitution
- Parliament
- Prime Minister and executive
- Relationships between the branches
- Nationalism.

YEAR 13 COURSE CONTENT

Component Three: Global Politics

- The state and globalisation
- Global governance: Political
- Global governance: Economic
- Global governance: Human rights
- Global governance: Environmental
- Power and developments
- Regionalism and the European Union
- Comparative theories (realism and liberalism).

ASSESSMENT

All modules are assessed by written examination. At the end of year 13, students will sit three 120 minute exams. This will lead to an A Level qualification in Politics.

- Component One: UK Politics and Core Political Ideas (Liberalism, Conservatism and Socialism)
- Component Two: UK Government and Non-Core Political Ideas (Nationalism)
- Component Three: Global Politics.

A Level Politics is a very demanding course and all students will need to complete timed exam practice papers on a regular basis.

COURSE TITLE

A Level Politics

COURSE CODE

603/1223/3

COURSE LEADER

Mr M Wilkinson

EXAM BOARD

Pearson

ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language

It is expected that you have an active interest in news and political affairs. This is especially important at the moment as events are so fast-moving.

CAREERS

This course is a very useful qualification for any occupation which involves working with people such as journalism, law, business management, teaching and the police.

For those wishing to proceed to Higher Education, Politics is a valuable qualification for the study of subjects such as Law, History, English and Social Science subjects.



PSYCHOLOGY

YEAR 12 COURSE CONTENT

Memory: In this topic, we study how psychologists think memory is organised in the brain and theories of why we forget things. We also study the fascinating topic of Eye Witness Testimony, if it is reliable and what factors might make such memories unreliable.

Social Influence: In this topic, we study the influence other people have on our behaviour. We study classic experiments from the past but also use case studies from social history to illustrate the power of minorities e.g. the Suffragettes.

Psychopathologies (Mental Health): Topics here include the causes and treatments of common disorders such as depression, OCD and phobias. We also discuss what we mean by mental illness in psychology.

Forensic psychology: A topic about crime, answering some of society's most difficult questions: What makes a criminal and how can society best deal with criminal behaviour?

Approaches in psychology: An overview of all the main perspectives in psychology e.g. cognitive, biological.

Research Methods: This topic is about how psychologists work, how they gather information about human and animal behaviour. We will complete practical work of our own. The focus in year 12 is on experimental methods and correlations. It also includes how this information is analysed and presented using statistics.

YEAR 13 COURSE CONTENT

Biopsychology: We study the science behind sleep and also other biorhythms, neuroscience and brain scanning. We investigate if areas of the brain have special functions such as language.

Gender: This subject is very topical and is new to the syllabus. It explores where our gender identity comes from using different perspectives and applies what we know to real-life problems such as Gender Identity Disorder.

Schizophrenia: This topic studies the causes of this mental illness and evaluates current treatments available using real-life case studies. This topic is also a basis on which to explore the nature-nurture debate.

Attachment: In this topic, we study infant psychology and what we know about the science of "bringing up baby". Crucial to this is studying what the effects of deprivation and privation on later relationships. This is also a topic that includes animal research.

Research Methods: This is a continuation of year 12 work but expanded to include more methods and more types of statistical analysis. Practical work continues but is designed to be completed more independently.

Issues and Debates: A synoptic unit bringing together everything we have studied over the two years using themes and issues in psychology. Examples would be cultural bias, the nature-nurture debate and ethical issues.

ASSESSMENT

All units are assessed by examination at the end of two years. Topics are organised into 3 papers each topic being tested only once, however research methods and issues and debates are embedded as themes across all papers as well as topics in their own right.

There will be 3 papers. Each has equal weighting and lasts for 2 hours.

Students are tested on knowledge and understanding (AO1), application to real-life and research methods (AO2) and evaluation (AO3). Evaluation marks and research methods marks make up a bigger share of the total marks than the other assessment objectives.

There is no assessed coursework but students are expected to carry out practical work to help them understand research methodology and to become familiar with data analysis.

COURSE TITLE

A Level Psychology

COURSE CODE

601/4838/X

COURSE LEADER

Mrs J Brechin

EXAM BOARD

AQA

ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language
- Grade 4 Maths

Students may find studying Core Maths useful for this course.

CAREERS

The skills you learn on a psychology course are attractive to employers as they combine practical work and statistics with communication skills such as essay writing. Careers exist in sports psychology, business or organisational psychology, clinical or forensic psychology. It is also relevant to those seeking a career in the caring and health professions such as teaching, nursing, social work and policing.



SOCIOLOGY

YEAR 12 COURSE CONTENT

In year 12, students study three main topics:

Education (achievement by social class; achievement by race and ethnicity; achievement by gender; functionalist, Marxist and New Right views on education; government policies on education).

Families and Households (couples; childhood; functionalist, Marxist and feminist views on the family; demography; changing family patterns; New Right and postmodernist views on family diversity; government policies on the family).

Research Methods (positivism, interpretivism, sampling techniques, triangulation, experiments, questionnaires, interviews, observation, official statistics, documents, content analysis, life histories, case studies and longitudinal studies).

To be successful in the year 12 course, you will need to be prepared to read extensively and be able to write about a range of challenging topics and issues in depth.

YEAR 13 COURSE CONTENT

In year 13, students study three main topics:

Beliefs in Society (functionalist, Marxist, feminist and postmodernist views on religion; religion and social change; secularisation debates; religious organisations; religious participation by age, social class, gender and ethnicity; religion and globalisation; religious fundamentalism; religion, science and ideology as belief systems).

Crime and Deviance (functionalist, subcultural, Marxist, realist and postmodern views on crime; crime and gender; crime and ethnicity; crime and the media; green crime; state crime; crime prevention strategies; punishment; victimology).

Theory and Methods (primary methods; secondary methods; positivism and interpretivism; functionalism; Marxism; feminism; symbolic interactionism; phenomenology; ethnomethodology; postmodernism; objectivity and values in sociology; sociology and social policy).

To be successful in the year 13 course, you will need to be prepared to read extensively and be able to write about a range of complex topics and issues in depth.

ASSESSMENT

All modules are assessed by written examination. At the end of year 13, students will sit three 120 minute exams. This will lead to an A Level qualification in Sociology.

- Paper One: Education with Theory and Methods
- Paper Two: Topics in Sociology (Families and Households and Beliefs in Society)
- Paper Three: Crime and Deviance with Theory and Methods.

A Level Sociology is a very demanding course and all students will need to complete timed exam practice papers on a regular basis.

COURSE TITLE

A Level Sociology

COURSE CODE

601/3994/8

COURSE LEADER

Mr M Wilkinson

EXAM BOARD

AQA

ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language

CAREERS

This course is a very useful qualification for any occupation which involves working with people such as journalism, law, business management, teaching and the police.

For those wishing to proceed to Higher Education, Sociology is useful for the study of subjects such as Law, Politics, History, English and other Social Science subjects.



SPANISH

YEAR 12 COURSE CONTENT

The year 12 course builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills, including communication, critical thinking and creativity, which are valuable to the individual and to society. Students will develop their understanding of themes relating to the society and culture of the country or countries where Spanish is spoken, and their language skills; they will do this by using authentic spoken and written sources in Spanish.

The approach is a focus on how Spanish-speaking society has been shaped, socially and culturally, and how it continues to change. Students study aspects of the social context together with aspects of the artistic life of Spanish-speaking countries.

Students must also study one book or film from the lists in the specification. They must know, understand and be able to respond critically in writing in Spanish to the work they have studied. Their knowledge and understanding must include a critical response to aspects such as the structure of the plot, characterisation, and the use of imagery or other stylistic features appropriate to the work studied.

YEAR 13 COURSE CONTENT

The year 13 course builds on the knowledge, understanding and skills gained in year 12 and is suitable for students who wish to progress to employment or to further study, including a modern languages degree.

In the second year, further aspects of the social background are covered, this time focusing on matters associated with multiculturalism. Students also study aspects of the political landscape including the future of political life in the Hispanic world by focusing on young people and their political engagement.

Students will develop their knowledge and understanding of themes relating to the culture and society of countries where Spanish is spoken, and their language skills. They will do this by using authentic spoken and written sources in Spanish.

The choice of works (literary texts and films) offers opportunities to link with the themes so that, for example, the novel 'Crónica de una Muerte Anunciada' could be linked to the sub-theme "Modern and Traditional Values" while the film 'Pan's Labyrinth' could be connected to the sub-theme "Monarchies and Dictatorships".

Students must also study either one book and one film or two books from the specification. They must appreciate, analyse and be able to respond critically in writing in Spanish to the work they have studied. Their understanding of the work must include a critical appreciation of the concepts and issues covered and a critical and analytical response to features such as the form and the technique of presentation as appropriate to the work studied.

ASSESSMENT

Assessment is by exams at the end of year 13.

- Paper 1 - Listening, Reading & Writing - 2hrs 30mins, 100 marks, 50% of A Level
- Paper 2 - Writing - 2 hours, 80 marks, 20% of A Level
- Paper 3 - Speaking - 21-23 minutes (including 5 minutes preparation time), 60 marks, 30% of A Level.

COURSE TITLE

A Level Spanish

COURSE CODE

601/8732/3

COURSE LEADER

Ms F Anderson

EXAM BOARD

AQA

ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language
- Grade 6 Spanish

CAREERS

Former students have gone on to study a variety of languages at University, as well as combining languages with courses in Law, Business or Science. Many Universities offer the opportunity to study a language as a subsidiary subject alongside a different degree, allowing you to keep up your language skills while you study something completely different. Speaking a foreign language can open up opportunities in a huge range of careers, as well as offering the chance of living or studying abroad. Foreign languages are necessary in most sectors due to the proliferation of multinational businesses, internet-based companies, and the onset of globalisation. In the Higher Education sector, for example, foreign language skills are required in a variety of roles. There are, of course, lecturing and teaching posts in foreign language departments that demand multi-lingual proficiency. International Offices also require foreign language speakers for translating and interpreting.

SIXTH FORM LIFE

ACADEMIC SUCCESS IS AN IMPORTANT PART OF LIFE BUT STUDENTS AT CRAMLINGTON LEARNING VILLAGE ARE ENCOURAGED TO DEVELOP IN MANY OTHER WAYS.

Through their Sixth Form profile, students are encouraged to take part in a whole range of enrichment activities; some activities focus on personal development, others show a commitment to service and the wider community. Obviously, this year has been quite different but here is just a glimpse of what students have been involved in.

MASTER CLASSES & LECTURES

A number of opportunities are available to students through local universities and businesses to take part in lectures and classes. These include mini-medical school, health workshops and lectures. Students are strongly advised to take advantage of those on offer.

LEADERSHIP GROUP

Students in year 12 are invited to apply for a position on the leadership group. This group represents the student body and the school at wider events. It is an opportunity to develop leadership skills and take on wider responsibilities.

ENRICHMENT & WELLBEING DAYS

These days continue in the Sixth Form and focus on the skills needed for Sixth Form and beyond. Some sessions are spent developing independent living skills like cooking and budgeting; others concentrate on university applications and student finance. In year 12 you will have the chance to prepare for additional A Levels like Extended Project Qualification.

FUNDRAISING

The Sixth Form charity group fundraise throughout the year, raising money for a wide range of causes.

CHALLENGE WEDNESDAY MENTORS

A huge number of our Sixth Formers sign up to help support younger students during their Challenge Wednesday Activities.

RESIDENTIALS & FIELD TRIPS

Last year students took full advantage of the chance to travel to universities throughout the UK. Students travelled to Cambridge to take part in a two-day residential at King's College, trips to Leeds University and Oxford also took place. Students also took part in an exchange programme with a school in Bettendorf, USA. Students have represented us in a thought-provoking visit to Auschwitz and in the Global Schools Forum on perinatal mortality. We are very grateful for the insights and reflections these teams have brought back to us.

COMMUNITY WEEK

During June all year 12 students work on a service project. This may be locally or much further afield! These experiences have been life-changing for some of our students. This year our students worked with food banks, became dementia friends, took part in gardening projects for communities in Cramlington, worked with children with special needs in Newcastle and much, much more.

WORLD CHALLENGE

World Challenge is a fantastic experience for students to develop skills, help developing countries and see a unique part of the world. Students take charge of planning the trips from fundraising for the trip, logistics, trekking and working with local communities on a project. World Challenge allows students to develop in areas such as project management, communication, logistics and teamwork – all useful for further study or employment. Past challenges have included trips to Morocco, Malaysia, Ghana and India.

WORK EXPERIENCE

In partnership with local businesses and schools, students can take advantage of short and long term placements to try out aptitudes and interests. This is a great opportunity to get some hands-on experience and is increasingly valuable on a CV.



BLOCK X - OTHER OPPORTUNITIES

You will see from the choices table on the next page that students must pick one subject from the final block, Block X. You can choose from Core Maths, Extended Project Qualification and Sports Leadership. These subjects may be unfamiliar to you, below is more information about each subject. Please feel free to ask us more about these subjects at our virtual Information Evening.

CORE MATHS

This is a Level 3 course for students who achieve a Grade 4 or above in GCSE Maths. The qualification is designed to prepare students for the mathematical demands of work, study and life. The skills developed in the study of Mathematics are increasingly important in the workplace and in higher education; studying Core Maths will help you keep up these essential skills. However, Core Maths should not be seen as a replacement for A Level Maths but rather to complement other A Level choices where Maths has not been chosen.

Core Maths follows a two-year specification and has been designed to maintain and develop real-life maths skills. What you study is not purely theoretical or abstract; it can be applied on a day-to-day basis in work, study or life and will include a financial maths element. It will also help with other A Level subjects, in particular with the Sciences, Geography, Business Studies, Psychology and Economics.

Most students who study some form of Maths after GCSE improve their career choices and increase their earning potential. Many roles in today's workplace require high levels of budget management and problem-solving skills; Core Maths will be a useful tool in equipping you with these skills. The course has been developed with employers, universities and professional bodies as valuable preparation for Higher Education and employment.

Entry requirements: Minimum Grade 4 in GCSE Maths.

EXTENDED PROJECT QUALIFICATION

Extended Project Qualification is a Level 3 course for students which allows them to extend their abilities beyond their subjects and prepare for university or their future career. It is worth half an A Level (28 UCAS points) so can be used to earn extra UCAS points. An increasing number of universities are including the EPQ in their offers to students.

"Nearly 1 in 5 successful applicants to Durham had completed the EPQ" - Durham University.

Entry requirements: Minimum Grade 4 in GCSE English.

SPORTS LEADERSHIP

Sports Leaders is a Level 3 qualification, designed for those students who have a passion for providing opportunity for inclusive sport and physical activity. Students undertaking the qualification in Sports Leadership will learn and demonstrate important life skills such as effective communication and organisation, whilst learning to lead basic physical activities to younger people, their peers and within the community. The course specifically focuses on improving communication, self belief, teamwork, self management and problem solving; five key areas which are vital for all career pathways.

This is a one year course which has 6 core units; three of these units are theoretically based and three are practically based. Students will undertake 14 hours of assessed leadership of their own sport/physical activity sessions and events, which they have planned and developed.

This Sport Leaders course is worth 16 UCAS points. If you plan on applying for any sport courses at university, you should consider taking this course. Sports Leaders is also a fantastic course which complements many other career pathways and degrees, from business management to teaching degrees.

Entry requirements: Minimum Grade 4 in GCSE English.



THE STUDENTS' 'FORMAL' CURRICULUM IS SUPPLEMENTED BY A WIDE RANGE OF EXTRA-CURRICULAR ACTIVITIES. STUDENTS ARE ENCOURAGED TO ENGAGE WITH ACTION AND SUPPORT FOR OTHERS THAT 'LEAVE A LEGACY', A LASTING IMPACT FOR GOOD. THE SIXTH-FORM LEADER AND HER TEAM ARE COMMITTED TO ENSURING THAT STUDENTS DEVELOP A SENSE OF SERVICE TO OTHERS AND A GROWING UNDERSTANDING OF THEIR RESPONSIBILITIES AS MEMBERS OF SOCIETY.



CHOICES TABLE

In September 2022 we will expect:

- Most students to choose either **3 A Levels**, or **2 A Levels and 1 Level 3** course and continue these for 2 years. In addition, they will take **one subject** from **Block X** - see page 33 for more information about these subjects.
- Some students **opting for Further Mathematics** will take **4 A Levels**. These will continue for two years.
- Further Mathematics **must** be taken with Mathematics.

In **year 12**, students will have **9 hours per subject per cycle** and **at least 1** ILC per subject.

They will also have **at least 1** Sixth Form Studies lesson per cycle.

Mock exams will feature in the year 12 summer term but lessons will continue past May half term, allowing for more teaching.

POST-16 COURSES CHOICES FOR 2022-23

Choose your courses depending on your pathway. Pick only **one** course in a block.

PLEASE NOTE COURSES WILL ONLY RUN IF THERE IS SUFFICIENT INTEREST.

Level 3 Courses
 A Level Courses
 Other Courses

| BLOCK A | BLOCK B | BLOCK C | BLOCK D | BLOCK X (PAGE 33) |
|-----------------------------------|----------------------|------------------|--------------------|----------------------|
| BIOLOGY | CHEMISTRY | APPLIED SCIENCE | BUSINESS | CORE MATHS |
| CHEMISTRY | COMPUTER SCIENCE | BIOLOGY | ENGLISH LITERATURE | EPQ |
| CREATIVE DIGITAL MEDIA PRODUCTION | CRIMINOLOGY | BUSINESS | FINE ART | GCSE ENGLISH |
| DESIGN TECHNOLOGY | ENGLISH LANGUAGE | DRAMA & THEATRE | MATHEMATICS | GCSE MATHEMATICS |
| ENGLISH LITERATURE | GEOGRAPHY | ENGLISH LANGUAGE | POLITICS | SPORTS LEADERSHIP |
| FURTHER MATHEMATICS | HEALTH & SOCIAL CARE | FRENCH | PSYCHOLOGY | |
| HEALTH & SOCIAL CARE | MATHEMATICS | HISTORY | SPANISH | |
| HISTORY | | PHYSICS | SPORT | |
| PSYCHOLOGY | | SOCIOLOGY | | |
| SOCIOLOGY | | | | |



WHAT HAPPENS NEXT?

1. Read this booklet carefully
 2. Our virtual Information evening takes place on Thursday 27th January which you can access via our school website - www.cramlingtonlv.co.uk. You will have the opportunity to watch online presentations delivered by subject leaders, giving you a chance to find out more about individual subjects. If you have any questions regarding Sixth Form, our Sixth Form team will be available on the evening to answer any questions you have about the process or choices. More information about contacting our team will be available via our website
 3. Every student considering Sixth Form should book an interview. You can book your interview via SchoolCloud. If you are not currently a CLV student please call us on 01670 597864 to arrange your interview. Information regarding interview dates will be made available via letter and through our website. Look at the choices table and pick your preliminary choices. These can be discussed or changed at your interview
 4. Attend your interview, discuss your choices and confirm them - these are your provisional choices
 5. You will receive a letter in May with your provisional choices. You MUST check this carefully
 6. Attend taster days in July to check your course choices and to find out more about sixth form life. You should attend one two-day course
 7. You will receive your GCSE Results in the summer
 8. Attend Registration Day in August.
- Please remember if you have any questions about Sixth Form please get in touch.

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