

Sixth Form Curriculum Booklet



YEAR 13 2014

CONTACT DETAILS

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Sixth Form Office

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INTRODUCTION

Thank you for choosing to be part of Broughton Hall Sixth Form. To achieve success you will need to be committed and determined and we will always help you to make the best of the opportunities you will be given.

Aim to be the very best you can in all aspects of life at Broughton Hall.

Work hard and enjoy the results this will bring.

Ms S Clarke
Head Teacher

The Sixth Form Team and I would like to welcome you to Broughton Hall Sixth Form. We will provide you with the opportunity to continue your education in a supportive and challenging environment, guiding you as independent learners who will develop the skills and qualities needed to meet the demands and challenges of adult life in the 21st century. We will offer you opportunities for academic and personal development that will raise your aspirations and help you realise your full potential. We wish you every success.

Miss K Park
Acting Director of Learning Years 12 & 13

THE SCHOOL DAY

Arrival at School	8.40 am
Registration and Morning Act of Worship/Assembly:	8.45 am – 9.05 am
Lesson 1:	9.05 am – 10.05
Lesson 2:	10.05 am – 11.00 am
Break	11.00 am – 11.20 am
Lesson 3:	11.20 am – 12.15 pm
Lunch: Years 12 & 13	12.15 pm – 1.15 pm
Lesson 4:	1.15 pm – 2.10 pm
Lesson 5:	2.10 pm – 3.10 pm

When you accept a place in Broughton Hall Sixth Form, you automatically agree to accept the routines and obligations that go with it, as detailed in this handbook.

SIXTH FORM EXPECTATIONS

- All students are expected to uphold and contribute to the Catholic life of the school.
- It is important that sixth form students are good role models therefore, each student will be expected to be conscious of her/his responsibilities to the whole school community, paying special attention to the impact of sixth form students on younger pupils.
- Every student will be expected to give full commitment to their studies and attend all lessons.
- All students are expected to use their study time in school for effective independent study in the study area.
- All students must attend individual Support and Challenge Mentoring appointments with their Progress Tutor.
- Sixth form students are only permitted to leave the school premises at lunchtimes.
- All students are expected to adhere to the expectations as outlined in the learner's contract for examination success.

ASSEMBLY

It is important that all students attend assembly. It is an opportunity for the sixth form community to come together to share and celebrate success. Assembly also provides the opportunity to disseminate information regarding higher education, enrichment and career opportunities.

SUPPORT AND CHALLENGE MENTORING

In order to ensure students achieve their full potential, we have a system of Support and Challenge (S&C) Mentoring. This means that on three occasions during the year, subject staff will complete a S&C Data Sheet. The process will involve the student, subject teacher and Progress Tutor in;

- A discussion about the student's Support and Challenge Data Report identifying their strengths and weaknesses.
- Checking progress through regular meetings where students are given a projected overall grade and a coursework grade for each individual subject.
- Addressing concerns staff have regarding homework, coursework, attendance or attitude during lessons.
- Setting agreed targets with students to ensure they achieve their true potential.
- Providing encouragement and support.
- Monitoring progress and setting new targets to ensure that the student is working to the best of their ability.
- Devising strategies to support the student's progress.
- Ensuring student's engage in additional support both during school time and out of school hours.

The Support and Challenge for this academic year will take place once every term.

Naturally, the most important determinant of success will be the **commitment of the student to their studies**. We will be monitoring student's progress closely and putting in place support through additional sessions both during and after school, to help students achieve to the best of their ability.

If a student has a projected grade one grade or more below their target grade in a subject area, it is **compulsory for students to attend additional sessions**. During these sessions students will be able to do supervised coursework, learn things that they have forgotten or failed to understand properly in the first instance. There will also be additional revision sessions closer to times of external exams. All of this support will help students achieve or exceed their target grade.

Supporting and Challenging towards Success

SIXTH FORM STUDY AREA

We have a state of the art Study Area, is an excellent opportunity for all students to complete work for their studies in a quiet and studious environment. All students are expected to work in the study area during study time. In order to maintain this fantastic working environment, food and drink are not allowed in the study area.

ATTENDANCE AT ADDITIONAL STUDY SESSIONS

All students are expected to attend additional study sessions, during and out of school hours, if requested to do so by a member of staff. If a student has fallen behind with their class work they must stay an hour after school until the work is completed to a satisfactory standard. If a student falls below their target grade they will be expected, twice a week, to stay after school for an hour until the work is completed to a satisfactory standard.

SIXTH FORM CAFE

At Broughton Hall we are very proud and privileged to have the exclusive use of the sixth form café. Sixth form students have their own caterers and they are based in the café. No students from any other year group are permitted in the sixth form centre. Students are allowed to use the café out of lesson time but during non-contact time, they are required to use the silent study facility. The café serves food and drink throughout the day from 8.00am through to 3.00 pm. Students are allowed to bring packed lunches into the café area but hot food can only be purchased from the sixth form caterers. Hot food purchased from other catering providers outside of the sixth form café is not permitted on school premises.

COURSE CHANGE PROCEDURE

All Year 13 must study 3 Level 3/A2 Courses.

Students are not permitted to change courses during the school year. Therefore, it is vital that all students make informed choices when they register for courses in September. In **exceptional circumstances only**, students may change a course but this must be done within 3 weeks of the start of the academic year.

STUDENT SUPPORT – ADVICE & GUIDANCE

During your time in sixth form there are a number of staff who can support you throughout Years 12 and 13. Your Progress Tutor will see you every morning and some students are also taught by their tutors. Your tutor is someone you will have a positive relationship with and many issues can be discussed and resolved through communicating with your Progress Tutor. If you have any further issues or problems, you can discuss these with Mrs Barnes who is the Student Support Manager. Mrs Barnes will be able to address many of the issues you may experience in sixth form. If, however, you need further support and guidance, you will be referred to your Progress Manager. Miss Park is the Acting Director for Sixth Form and is also available to offer advice and support. You should never feel alone in sixth form, there is always somebody that you can talk to.

PART TIME EMPLOYMENT

In research conducted by the University of Warwick, it was found that students who do more than 10 hours per week of part time work achieve significantly lower grades than their peers who do less than 10 hours work per week. For this reason, we seriously recommend students commit to less than 10 hours part time work per week. Studying at Sixth Form is full time and needs to be every students “full time job”. We appreciate that there are some benefits from working part time when in Sixth Form, developing further a student’s independence and self-discipline. However, it is also important that students understand the dangers of part time work and that when it exceeds 10 hours per week it verges on no longer being part time but more on being full time. All students must remember that **Sixth Form is their full time job**.

TUTOR GROUPS

When you have completed the registration process in September 2013, you will be placed in tutor groups. The Progress Tutor is at the centre of each student's education at Sixth form. They will meet with you daily, and will help you make progress by:

- Participating with their Tutor group in a daily act of Collective Worship
- Ensuring good communication with home.
- Ensuring good punctuality and attendance.
- Liaising closely with the Student Support Officer, Progress Manager and Director of Sixth Form.
- Encouraging academic and social progress.
- Monitoring and reviewing the Student Planner.
- Helping students set realistic and achievable targets.
- Monitoring achievement of targets.
- Monitoring community hours
- Issuing information.

MOBILE PHONES

Due to safeguarding procedures, students are only allowed to use mobile phones in the sixth form area. Use of phones anywhere else in school or in lessons will result in confiscation.

SCHOOL WEBSITE

The school website contains lots of information about Sixth Form and contains information such as important calendar dates and copies of letters to parents.

MOODLE

The Moodle website has been developed to provide a means of communicating with students and providing information regarding higher education, UCAS, career and enrichment opportunities. In order to access the Sixth Form Moodle Page, students need to log in and click on All Courses; Year Groups; Sixth Form. The enrolment key is '6form'. Students are supported during the UCAS process by the UCAS advisor, Mrs Hitchmough and the Sixth Form Team.

SIXTH FORM UNIFORM

At Broughton Hall, you are part of a school community where you are expected to be a role model for younger pupils.

From the start of the new academic year in September 2013, all students must arrive at school wearing the following uniform which is available at Laser School wear:

- A plain white blouse (from £10.99 for a pack of 2) – no polo or t shirts
- Plain black knee length skirt with inverted pleat, (from £14.99) OR
- Box Pleat knee length skirt (from £21.99)
- Plain black long sleeved jumper (from £13.75) OR
- Plain black long sleeved cardigan (from £14.25)
- Plain black shoes – no trainers or boots
- Coats or jackets should be plain black – no leather jackets/coats

Students are not permitted to wear hoodies, hats or outdoor jackets/coats whilst in the Sixth Form building. These items must be removed and kept in their bags or lockers whilst on school grounds.

If all students adhere to this uniform policy, teaching staff and Progress Tutors will be able to spend their time developing a positive working relationship with you and helping you to achieve your full potential.

If you do not observe the uniform policy above, you will be asked to go home and change and parents will be informed if these guidelines are not adhered to.

ALL SIXTH FORM STUDENTS ARE REQUIRED TO WEAR AN ID BADGE WHICH WILL BE PROVIDED AT THE START OF TERM. IF YOU DO NOT WEAR THE BADGE YOU WILL BE IN BREACH OF HEALTH AND SAFETY GUIDELINES AND WILL BE REQUESTED TO LEAVE THE SCHOOL SITE. (BADGE REPLACEMENTS WILL BE AT A COST OF £2 FROM THE 6TH FORM OFFICE).

LOCKERS

There are a limited number of lockers available for 6th Form Students. Students with medical needs will be given priority.

ATTENDANCE POLICY

Attendance at both registration and lessons is recorded and monitored electronically. Sixth formers are required to attend all their lessons if they are to achieve their full potential at A Level. A minimum of 90% attendance at lessons is required by all students to guarantee entry to external examinations. If students have an attendance below 90% and no adequate reason has been provided, it may result in students not being entered for exams or being asked to leave Sixth Form. In the world of work, no-one wants to employ a young person who is often late or who is absent without a very good reason!

The Student Support Manager, Progress Managers and Progress Tutors will monitor attendance. The following sanctions will apply throughout the year:

100% - 95%	Attendance	No sanction required
94% - 90%	Attendance	Progress Tutors to discuss attendance in the S&C mentoring session
89% - 85%	Attendance	Progress Manager to meet with student and contact home, requesting explanation for absences. If attendance does not improve students will not be entered for examinations or may be asked to pay for exam entries themselves
84% - 80%	Attendance	Progress Manager to meet with student and parents. Director of Sixth Form to be informed.
Below 79%	Attendance	Director of Years 12 & 13 to meet with student and parents. Student is at risk of being asked to leave Sixth Form

Attendance at every morning registration is compulsory for all year 13 students. All students should be in their form bases by 8.45 am for registration. Arrival after this time will be marked as a late. Please refer to our punctuality policy for further information regarding lateness.

- Students must remain on school premises throughout the school day but may go off site at lunch time only. All students must be back on site by 1.00pm.
- All students must sign out and back in again at lunch time and at the end of the school day. The signing in/out sheets will be based at reception. This is a **Health and Safety directive** which all students must adhere to.
- If a student has non-contact time during the school day, they must register in the silent study area and do private study.
- The only exception to not attending morning registration is if a student needs to attend a lesson at 9.00 am at a collaborative school.
- If a student is not in registration or is not in class, they are defined as absent.
- A student should not miss school for any reason unless there are exceptional circumstances.
- All appointments (e.g. Dentist) are to be made outside of school time.
- No holidays can be taken in school time.

KNOWN ABSENCES

The only people who can report an absence are the legal parent, guardian or carer as listed in our records. If students are unable to attend school the parent/guardian/carers **MUST contact the Student Support Manager, Mrs Barnes in the Sixth Form Office BEFORE 9.00 am** on the first day of absence. This can be done in two ways:

1. By telephone: **Tel. No. 235 1552**. Please leave a voicemail if no-one is available to take the message.
 2. By email to the Student Support Officer. This must be sent from the parent/guardian/carers account to barnesk@broughtonhall.com
 - You will need to give a reason for your absence.
 - Indicate how long you think you will be absent.
 - Indicate which staff should be informed.
 - Inform us if work is required whilst absent.
- On return students will need to provide a letter stating the reasons for absence.
 - It is the student's responsibility to ensure all work is copied up and homework is completed within a week of their return to school.
 - Students are registered daily. If students are absent and no reason for absence has been provided, parents will be notified by telephone or text message.

An emerging pattern of non-attendance without explanation will be deemed unacceptable.

PUNCTUALITY POLICY

Punctuality and lateness to lessons will also be recorded and monitored electronically. 'Lateness' is defined as arrival to registration or a lesson five minutes after the scheduled start time. Individual circumstances will, at times, be taken into consideration. If a student arrives after registration, they must sign in, upon arrival, at reception. We might all be late from time to time, it is the pattern of lateness that is of concern. The application of the policy is at the discretion of the Progress Manager and Director of Years 12 & 13.

FIRST LATE Student warned by teacher. Teacher notes that a warning is given (places an agreed symbol in their form/class register).

SECOND LATE Student warned by teacher and student reminded of next stage. Teacher places agreed symbol in their class register.

THIRD LATE WITHIN A HALF TERM Teacher reports this to Head of Department and Student Support Officer. Student will be spoken to by Progress Manager and Head of Department. Progress Manager logs that a warning has been given and an agreed letter is sent home.

SUBSEQUENT PATTERN OF LATENESS Parents interviewed with student by Progress Manager. Letter sent home as a record of the meeting, outlining future expectations and action that will be taken if these expectations are not met.

SUBSEQUENT PATTERN OF LATENESS Parents and students interviewed with Director of Years 12 & 13. Student faces the prospect of being asked to leave the sixth form.

TERM DATES 2014 - 2015

AUTUMN TERM 2014

Monday 1st September to Friday 19th December

****Inset Day** Monday 1st September 2014 **NO PUPILS****

Half Term – Monday 27th to Friday 31st October 2014

Bank Holidays: 25th December (Christmas Day)

26th December (Boxing Day)

1st January 2015 (New Year's Day)

SPRING TERM 2015

Monday 5th January to Thursday 2nd April

****Inset Day** Monday 5th January 2015 **NO PUPILS****

****Inset Day** Thursday 2nd April 2015 **NO PUPILS****

Half Term **Monday 16th to Friday 20th February 2015**

Bank Holidays:- 3rd April (Good Friday)

6th April (Easter Monday)

SUMMER TERM 2015

Monday 20th April to Friday 17th July

****Inset Day** **20th July 2015** **NO PUPILS****

****Inset Day** **21st July 2015** **NO PUPILS****

Half Term **Monday 25th to Friday 29th May 2015**

Bank Holidays: Monday 4th May (May Day)

Monday 25th May (Spring Holiday)

Please note: Students are not authorised to take holidays during term time. Success in Sixth Form is dependent on a number of factors, the most important of which is full attendance. Please do not book holidays in term time as this will affect your progress and may result in you being withdrawn from some examinations.

If I started Sixth Form again I would

Below is some of the advice that past students would like to pass on to you to help ensure you don't make the mistakes that some of them did

... make sure that I **asked my teachers for help** when I was struggling with a topic. I only started doing this in Y13 and it made a big difference.

... **get involved in enrichment** a lot more. I struggled to write my UCAS personal statement because I didn't get the experience I needed for my university course.

... **start working from day one**. I didn't appreciate how big the jump would be from GCSE to A Level.

... make sure I **met deadlines**. My courses involved lots of coursework and I started to get bogged down with work because I didn't keep up to date.

... try to **be more organised**. A file for each subject, make sure I wrote down the dates of deadlines and exams and make sure I had all the equipment I needed for lessons.

... **not work as many hours in my part-time job** as I did. My school work suffered and my grades weren't as high as they could have been.

BTEC LEVEL 3 SUBSIDIARY DIPLOMA IN ART & DESIGN

COURSE CODE – 2560

This course enables students cover a wide range of projects using an extensive range of different media. This course is ideal for students continuing their studies after following an art course in KS 4.

The course takes place over 2 years and consists of only coursework. There is no written exam.

SUBJECT CONTENT

Students will cover a range of different units over two years. There are 4 core units and 2 specialist units.

Unit 1: Visual recording in Art and Design (Core)

Aim and purpose

This unit aims to extend learners ability to select and visually record from a range of sources in order to communicate to different audiences, using appropriate presentation methods and for a range of specific purposes. The specification knowledge is delivered in 2 timetabled theory lessons each week.

Unit 2: Materials, Techniques and Processes in Art and Design (Core)

Aim and purpose

The aim of this unit is to develop learners' skills and understanding in working safely and creatively with the materials, techniques and processes associated with their specialist pathway.

Unit 3: Ideas and Concepts in Art and Design (Core)

Aim and purpose

This unit aims to broaden and deepen learner skills, knowledge and understanding of creative thinking, across contemporary and historical art and design, in order to inform their own practice.

Unit 4: Communication through Art and Design (Core)

Aim and purpose

This unit aims to develop the breadth and depth of learners' knowledge and understanding of and skills in communication through art and design. Learners will achieve this by studying how practitioners use primarily visual imagery to communicate ideas, messages and meaning, and then applying findings to their own ideas.

Unit 75: Drawing from Observation (Specialist)

Aim and purpose

In this unit learners will develop the skills associated with drawing from observation and explore a variety of recording skills.

Unit 110: Papermaking and Printmaking (Specialist)

Aim and purpose

The aim of the unit is to encourage learners to develop skills in experimenting with different paper and print techniques and processes to enhance and support their textile work.

Circus Fantastico

Scenario: The final outcomes for this project will be used to support a book, titled The History of the Circus. The artworks will be used to accompany photographs that display images of the Circus through the ages.

Start Date: January 15

End Date: May 15

YEAR 13

Shoes

Scenario: You have been asked by the company 'Nook & Willow' to design and make a Shoe using a recycling theme. The shoes will go on display when completed and the best design will be voted as 'Broughton's Next Top Designer!' The design must be unique and resourceful, and you will need to find the materials to produce it yourself. It is essential to research different artists and designers to help you with your work and to research the company who have assigned you this task.

Start Date: September 14

End Date: December 14

Surface Pattern

Scenario: We would like you to design and illustrate an exciting new surface pattern design e.g. a placement print, repeat pattern or simply a collection of beautiful and unique motifs to decorate a surface. The design should be a pattern that can be applied to a range of products and textiles for the interior of a v contemporary hotel. You will need to create a design for a specific room within the hotel such as the restaurant, bedroom, en-suite etc. You will begin your research by investigating colour and then text. We will be looking for innovative and original designs that look good enough to appear in the latest design books and lifestyle magazines. The most important part is the surface pattern design, be creative and think carefully about the end use.

Start Date: January 15

End Date: May15

Drawing from Observation 2

Scenario: Following on from the success from the previous exhibition you have been have been re -invited to exhibit a further range of drawings at the Tate Liverpool. The work will be exhibited in the yearly 'Big Draw' exhibition that centres on encouraging the public to become involved in drawing.

You will be encouraged to develop your observational skills using drawing. The development of these skills will be based on drawing a series of man-made as well as natural objects that will form a still life. You will be asked to collect some of the objects. You will consider appropriate ways of arranging these objects and look at various approaches to composition. The still life will be used to experience a wide range of techniques and media, which will help you focus on different aspects of your composition such as form, line, texture and light etc.

Start Date: January 15

End Date: May 15

Paper and Print

Scenario: You have been asked to produce a series of works that display papermaking and printing techniques. The pieces of work are to be displayed in the entrance hall to an exhibition that charts the history of papermaking and printmaking through the ages.

Start Date: September 14

End Date: December 14

A2 BIOLOGY

A2 Biology is taught as 2 separate units with practical skills being taught as an integral part of these units.

Unit 4 Populations and environment

16.7% of A level marks

This module is assessed in a 1 hour 30 minute structured exam that will consist of 9 short answer questions and 2 longer questions requiring continuous prose and How Science Works skills. The exam will be in June. Students study genetic inheritance, respiration, photosynthesis and ecological principles.

We aim to complete the teaching of this unit by the end of the first term.

Unit 5 Control in cells and organisms

23.3% of A level marks

This module is assessed in a 2 hour 15 minute structured exam that will include 8-10 short answer questions, a longer answer data handling question and a 25 mark essay question. The exam will be in June.

In this unit students study genetic engineering, nervous control, homeostasis, muscle control and how the eye works.

We aim to complete the teaching of this unit by the end of the second term.

Unit 6 Practical and Investigative Skills

10% of A level marks

This module is assessed throughout units 4 and 5.

Students carry out practical work throughout units 4 and 5 focussing on the skills of designing, implementing, analysing and evaluating investigations.

Deadlines

Homework is set regularly throughout the course and deadlines must be met. The ISA task and exam will take place in February 2015.

Textbooks and resources

You will be given a copy of "AQA A2 Biology" by Toole & Toole which you can use to support the work you do in class. You will need to return this book at the end of your A2 course.

Our moodle pages contain a wealth of useful information and you are strongly encouraged to make as much use of moodle as you can. The enrolment key for unit 4 is **bioa2m4** and the enrolment key for unit 5 is **bioa2mod5**.

A2 APPLIED BUSINESS (DOUBLE AWARD)

This course is equivalent to two A Levels. It is different from the traditional A Level in that it is assessed not just through external examination, but also through portfolio work. In order to understand the nature of Applied Business, students must actively experience the business environment. This will be achieved through a variety of approaches including industrial visits, case studies, role plays and research.

CONTENT

Students will follow the new AQA specification that is made up of the following units of study:

Unit No.	Title	Method of Assessment
6	Developing a Product	Portfolio Work
7	Career Planning	Portfolio Work
8	Business Planning	Portfolio Work
Plus five other optional units		

SPECIAL REQUIREMENTS

The most important thing you need in order to take Applied Business is a lively and enquiring mind, an interest in business, a willingness to explore new ideas and an ability to communicate your ideas effectively.

It is not a requirement that you have studied GCSE or OCR Nationals Level 2 Business in order to take A Level Applied Business. However, this course will appeal to those students who:

- ☑ Enjoy studying a subject that is relevant to their own lives and experience
- ☑ Want to find out more about business through personal investigation
- ☑ Prefer a course that is assessed unit by unit during the course
- ☑ Like being assessed on coursework
- ☑ Want to follow a course that is active and enjoyable
- ☑ Want to gather portfolio evidence for the Key Skills qualification

PROSPECTS

Students taking this course have access to a wide range of career and higher education opportunities. This can include further training in such areas as Accounting, Marketing, Personnel and Retailing. You will learn and use a variety of transferable skills throughout the course. These skills are in great demand and are recognised by employers, universities and colleges as being of great value.

A2 APPLIED HEALTH & SOCIAL CARE

This specification is designed to suit students hoping to pursue a range of careers including, Childcare, Nursing, Paediatrics, Midwifery, Social Work, Police Officer, Probation officer/YOT, Medicine, Paramedic, Health Visitor, Mental health and Counselling.

For the second year of the A Level you will cover a further two units:

HSC06: Practitioner Roles

This is a compulsory (*Synoptic unit*) which is assessed by Coursework. This unit will increase your understanding of the world of work in health, social care, children and young people and Community justice sectors. You will look at arrange of roles and assess your suitability for them as possible future career choices.

There will be one additional examined Unit to undertake. This will be HSC10 – Diagnosis and Preventative Strategies, which looks at a range of illnesses and diseases as well as screening tests and immunisations currently used in Health care setting.

The examination for HSC10 is on 18th June 2014 (PM) and will last 2 hours

Detailed deadlines for the A2 coursework are included to help you manage your workload.

HSC06 – Deadline & Guidance

Always remember all sections of the report have to be **referenced clearly** and all the evidence will need to be kept for Section D. **No evidence = No marks.**

You will need to submit your appendix in two sections- one for each practitioner report. These must “work alongside” each other for your work to receive a grade !!! You will add other sections later.

19 th September 2014	Section B1 : The Interview Schedule
	You should have completed your Interview with the practitioner over the Summer break. You should now have a completed “Interview Schedule”. This is the list of questions with the respondents answers written in. This can be typed or handwritten. You must have a copy to submit as evidence and you will need to keep the original safe as it needs to be put into Section D. No schedule no marks !!!
30 th September 2014	Section B1 : Write up of the Interview
	This should be approximately x3 sides of A4 long typed up. It should be written clearly and explain the answers the respondent gave to the questions you asked. This should not be repetitive avoid then he/she said they also said approach. Ensure you or a peer have “proof read” the version you submit.
20 th October 2014	Section A: Job Role 1 (This is 30 hours of work - 15 hours school contact time and 15 hours at home)
	This should be the completed version of the first job role. You should have all sections completed. There should be clear evidence of the referenced material you have used in the form of the first half of Section D – Appendix. This should be numbered screenshots with web addresses and the dates alongside. Ensure you reference to any textbooks and magazine articles you use.

10 th November 2014	Section A: Job Role 2 (This is 30 hours of work - 15 hours school contact time and 15 hours at home)
	As with Job Role 1 – All sections should be completed before submission. All sections /headings should have supporting evidence that is clearly referenced/ screenshots. You will need to submit the second part of the Appendix or this cannot be given a mark.
17 th November 2014	Section B2: Aptitudes & Qualities (This should take x5 hours in school and x5 at home)
	This section should be approximately x3 sides of A4 long and should outline realistically what you are good at and not so good at. You should submit supporting evidence such as photocopies of exam certificates, witness statements from employers of staff, Employability award etc. Evidence essential for MB3 and above. These form an additional part of Section D.
24 th November 2014	Section C1 – Comparison between Job Roles (This should take 10 x5 hours in school and x5 at home)
	This section should be about x3 sides long when completed and draw comparisons between the two practitioner roles. This would be things like differences in Pay scales, time taken to qualify to do the job and working conditions like shift work etc. You will have based this on the template in the public drive. You do not have to use the template but you must address the headings!
1 st December 2014	Section C2 – Suitability for the Job Role (This should take 10 x5 hours in school and x5 at home)
	This section again should be 2-3 x sides and it should look at what you learnt about yourself in section B2 and discuss whether the job role fits the aptitudes, skills and qualities that you already possess and whether you think you could develop them with further education/experience etc. This should be realistic and be based on what you learnt about the job roles.
8 th December 2014	Completion of Amendments/improvements (This should take x10 hours in school and x10 at home)
	Throughout the course you will have been given feedback and should have acted on this. You will need to use the x5 lessons this week and time at home to ensure that all these issues have been addressed and that you have all the work completed to the best standard you are capable of. All pages will need to be numbered and evidence listed.
18 th December 2014	Final Deadline
	This is the last opportunity to ensure that all the Appendix material is referenced accurately. Failure to do so will result in the exam board failing you or significantly reducing your grade. It is not the responsibility of staff to do this for you !! Take time and double check the hard copy version. If the report and appendix do not collate make changes.

A2 BUSINESS STUDIES

This course will develop many of the key topics studied at GCSE level. However, this does not mean that if you have not studied Business Studies at that level you should not consider this course. To do well on this course, students need to have an interest in the world around them and want to study a subject that is relevant to their own lives and experiences. This course will provide a good preparation for those wishing to go to university, as it will encourage candidates to acquire a range of important and transferable skills that include:

- Data skills – candidates will need manipulate data in a variety of forms and interpret their results.
- Making justifications on the basis of available evidence.
- Research skills – candidates will need to research a topic in preparation for Unit 4 of the course.

CONTENT

Year 13

A2 Unit 3 **Strategies for Success** (25% of A Level marks)

A2 Unit 4 **The Business Environment and Managing Change**
(25% of A Level marks)

SPECIAL REQUIREMENTS

Students should normally have gained A or B grades in at least **5** GCSE subjects. Although Business Studies is preferable, it is not essential.

PROSPECTS

Students taking this course have access to a wide range of higher education opportunities. Many students go on to follow degree courses in Retail Management, Marketing, Human Resources, Accounts and Economics. This subject will help you to understand the world of business and will help prepare you for a career in the business world.

BTEC LEVEL 3 BUSINESS STUDIES

Students taking this course do not need to have studied Business Studies at GCSE level and it can be taken as either a one or two-year qualification

- Two year course: BTEC Level 3 Subsidiary Diploma (equivalent to an A2 level qualification)

This is a vocational course and students will learn about the world of business and the range of internal and external factors that ensure success. Students will develop their knowledge and understanding of the subject by examining real-life businesses and producing portfolio work that will help students to develop skills in a number of areas.

Assessment is through 100% coursework, there are no examinations. This is a practical, work related course and students will learn by completing projects and assignments that are based on realistic situations.

THE COURSE IS MADE UP OF SIX UNITS WHICH INCLUDE THE FOLLOWING THREE:

Unit	BTEC Level 3 Subsidiary Diploma in Business
4	Business Communication
5	Recruitment and Selection in Business
6	Understanding Business Ethics

ENTRY REQUIREMENTS

Students should have a minimum of 5 GCSEs (grade C or above) in five different subjects and do not have to have studied Business Studies at GCSE level.

PROSPECTS

BTECs are widely recognised by Universities, with the qualification relating to the UCAS points. Popular career choices include business management and marketing. It provides you with the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

A2 CHEMISTRY

We currently study the AQA Chemistry A level syllabus at Broughton Hall. There are six units in the full A-level – three at AS and three at A2. Four of the units are assessed by external exams. The remaining two units are internal assessments of investigative and practical skills.

Year 13 AQA A2 Examinations

Unit	Name	Details of Assessment	Topics studied
CHEM 4	Kinetics, Equilibria and Organic chemistry	Written in exam in June of year 13 1 hour 45 minutes 20 % of A level marks	Kinetics and Equilibria Acids and Bases Organic chemistry Structure Determination
CHEM 5	Energetics, Redox and Inorganic chemistry	Written in exam in June of year 13 1 hour 45 minutes 20 % of A level marks	Thermodynamics Periodicity Redox equilibria Transition metals
CHEM 6 – CHM6T	Investigative and practical skills in A2 chemistry	Practical and written exam during spring term of year 13. Centre marked route 10% of A level marks	Practical work in physical, inorganic and organic chemistry

COPE

Students will be studying approx 150 hours, completing a selection of challenges from the six modules.

1. Active Citizenship
2. Work Related Activities
3. Career Planning
4. Global Awareness
5. Enrichment activities
6. Extended Project.

Assessment and certificate for CoPE are based on meeting the standards required in ALL of the following skills

- Work in a team: Plan objectives, develop strategies, monitor progress and evaluate outcomes.
- Self-manage: Set personal targets, identify obstacles and use new skills.
- Solve problems: Explore problems, compare risks and benefits, make systematic checks, evaluate success.
- Research: Gather data from various sources to develop an in-depth understanding of complex matters. Present conclusions.
- Discuss: Make clear and relevant contributions to discussions and create opportunities for others to take part.
- Present: Prepare and give a detailed, varied and engaging presentation on a complex topic

A2 ENGLISH LITERATURE

A2 Module 2 Creative Study: Unit 2LITA2

40% Coursework

Two coursework tasks: one on a prose text and one comparing two texts, one of which must be a drama text. **2,500 words.**

Assessment format

Two pieces of work:

- 1 A piece of writing on a prose text selected from the list provided for the chosen area of study: The Struggle for Identity in Modern Literature
- 2 A piece of writing on a drama text selected from the list provided for the chosen area of study: The Struggle for Identity in Modern Literature.

Subject content

- 1 The writing on the prose text should give a personal, informed response through **either** a creative interpretation
or
a piece of creative transformational writing.
- 2 The writing on the drama text should focus on the text in context and aspects such as theme, structure, characterization.

GENERAL RE

All students follow a programme of General Religious Education in Years 12 and 13. The aim of the course is to provide a structure within which students may continue to explore and challenge available issues facing Christians in society today and seek answers in the light of the Gospel values of justice and truth.

The course is designed to offer the opportunity for personal reflection and recognition of the importance of individuals in the context of a community. Students are also encouraged to participate in discussions, research, prayer, meditation and Liturgy.

This course is approved by the Archdiocese of Liverpool. Certification is awarded at the end of successful completion of the course. The course is accredited by the National Open College Network. Students will be able to work for accreditation at the following levels

· **NOCN LEVEL 2** Award in General Religious Education (Year 12/13)

This is comparable to NVQ Level 2, GCSE grade A* - C and Higher Diploma

· **NOCN LEVEL 3** Award in General Religious Education (Year 13)

This is comparable to NVQ Level 3, A and AS Levels and Advanced Diploma

Assessment activities are designed to be inclusive and accessible. The required portfolio of evidence will be built up as we proceed through the course. This is a nationally recognised award, and each award has been signposted to key skills. The qualifications will ensure succession in prior learning and the formation of citizens committed to the building of the 'Common Good'. Students will learn how to build just communities and be able to transfer such skills to the world of employment.

A successful accreditation is based on full attendance [30 hours minimum], as well as the submission of a portfolio of evidence.

Students will be notified of the level of their award in the usual way.

A2 GOVERNMENT & POLITICS

EXAM BOARD AQA

At A2 Level you will progress to the following units:

Unit 3a– The Politics of the USA

The four areas of study include:

- The Electoral Process and Direct Democracy
- Political Parties
- Voting Behaviour
- Pressure Groups

Unit 4a – The Government of the USA

The four areas of study include:

- The Constitutional Framework of US Government;
- The Legislative Branch of Government - US Congress;
- The Executive Branch of Government - The Office of President;
- The Judicial Branch of Government - The Supreme Court.

A level Government and Politics enables students to develop their critical thinking skills and enhance their ability to interpret, evaluate and comment on the nature of politics.

Teaching and learning consists of PowerPoint presentations, hand-outs, exam question practice, group quizzes, watching relevant DVDs, student presentations, the analysis of quality newspaper stories, using websites and research activities, discussion and debates, and textbook based activities.

Students will all be issued with a textbook and an up to date companion for home study and homework purposes. In addition resources are provided on Moodle. Buying a quality newspaper and watching selected political TV programmes is also essential to ensure success.

You will sit two exams per year both in the summer. Exams are one and a half hours duration each and have equal weighting. Your work will be marked regularly and feedback will be provided in order for you to monitor your progress.

A2 HISTORY

WHY STUDY HISTORY?

There are many different reasons to study history, as it is a fantastic combination of all the other school subjects.

History helps you discover how your world evolved.

History helps you develop the skills to look beyond the headlines, to ask questions properly, and to express your own opinions.

History trains your mind and teaches you how to think and process information.

History students are rounded individuals who develop an understanding of both past and present.

History helps you understand the origins of modern political and social problems.

History provides you with the skills employers are looking for.

This course is open to students who have achieved grade A*-B in English and in History. Applications from pupils that do not have GCSE History are welcome providing that the pupil has obtained at least five GCSEs at grade B and above in other subjects. Each application will be considered on its individual merits.

ASSESSMENT AND DEADLINES

The course culminates in written examinations in the May/June exam period, and a Personal Historical Study Of 3500 words.

Year 13 Unit 3 – The Triumph of Elizabeth, 1530-1603

1 hour 30 minutes written examination: 90 marks

This unit promotes an understanding of change and continuity over a period of 60 years of British history, during which the power of the Tudor state was strengthened both at home and abroad, despite recurrent threats to national and religious unity and continuing problems of the succession. Through the study of themes and developments in depth, candidates will be able to demonstrate understanding of key individuals such as Somerset, Northumberland, Burghley, Leicester and the Tudor monarchs themselves in their exercise of political power. Candidates will also examine wider social, economic and religious factors that contributed to the processes of change. As a result of the study of the period as a whole, candidates will be in a position to explain the issues and ideas that shaped the relationships between the people and the state between the 'Mid-Tudor Crisis' and the death of Elizabeth I.

Year 13 Unit 4 – A Personal Historical Enquiry

Coursework unit: 60 marks (Approximately 3500 words on an analysis of *Anti-Semitism and the Third Reich, 1848-1948*); this unit focuses on the causes of the Holocaust

The History Department at Broughton Hall High School recognise the value of study trips in supporting the teaching and learning of any History course. It can effectively enable students to experience first-hand places, people and issues, bringing to life the topics being studied.

We endeavour to provide a wide range of experiences within the time constraints of an advanced level course. Therefore, we offer conference opportunities and external field trips as they arise in Year 12/13 as appropriate. The department has an excellent library of resources, including books, journals, DVDs and Podcasts

Progression – Using your History AS/A2 Qualification

Considered as an *enabling* subject History at an advanced level provides a wide and varied base for entry into university and many professions. It can successfully be combined with both arts and science subjects as a foundation for further education. Career paths for History graduates are wide-ranging and include Teaching, Law, Archaeology, Librarian, Archivist, Curator, Business and Personnel Management, Local and National Government posts.

Skills developed as part of the AS/A2 History course at Broughton Hall High School include:

- data gathering and manipulation
- Enquiry work and decision making
- Independent research
- Team work
- Summarising and combining information
- Presentation
- ICT
- Justification and reasoning
- Speaking and listening

These transferable skills are highly valued by employers. They are essential in many careers including; banking, research, marketing and information services.

BTEC NATIONALS IN ICT

BTEC Subsidiary Diploma – (one A Level)

The focus on the course will be problem solving and work related tasks, designed to help you in the world of work. ICT exists in all strands of the world of the work, so this course is a good opportunity to develop your skills of problem solving and application. There are three units for the Certificate and six units for the Subsidiary Diploma.

Mandatory Units:-

Unit 1: Communication and Employability Skills for ICT

Unit 2: Computer Systems

Optional Units from:- A wide variety of units (twenty three optional units in total).

All units are coursework assessed and of equal weighting.

Grades:

Grades at both Certificate and Subsidiary levels are awarded Distinction*, Distinction, Merit and Pass.

Prospects:

The BTEC in ICT course qualifies for UCAS points, so if you complete it successfully, you could move onto study for a degree or higher diploma in related subjects such as ICT, Computer Science, Information Systems, Multimedia, Software Engineering, Computer Networking, e-Business and Information Management. You could also go on to work based training such as IT user / Practitioner NVQ or vendor specific qualifications.

Entry Requirements:

Students must possess the Cambridge Nationals Certificate Level 2 in ICT, with a minimum grade of a Pass at L2. (Grade C equivalent). Students must also possess a minimum of Grade C in English Language.

Summary of Units for this Academic Year

Unit 2 – Computer Systems

Unit 8 – E-commerce

Y13

Unit 4 – Impact of the Use of IT on Business Systems

Unit 17 – Project Planning with ICT

Unit 43 – Multimedia Design

Key deadlines for coursework

Unit 1 – Communication and Employability Skills: 13 February 2015

Unit 2 – Computer Systems: 23 January 2015

Unit 8 – E-commerce: 12 June 2015

Unit 4 – Impact of the Use of IT on Business Systems: 5 December 2014

Unit 17 – Project Planning with ICT: 23 May 2015

Unit 43 – Multimedia Design: 23 May 2015

Text / topics that will be studied

Unit 1 – Personal attributes, principles of effective communication, using ICT to communicate effectively.

Unit 2 – Components of computer systems, recommending a computer system, setting up and maintaining computer systems.

Unit 8 – Technology required for an e-commerce operation, understand the impact of e-commerce on organisations, effects of e-commerce on society, plan e-commerce strategies.

Unit 4 – Understand impact of developments of ICT on an organisation, organisations responding to ICT departments, propose improvements to business systems using ICT.

Unit 17 – Understand how projects are managed, be able to plan projects using IT, be able to follow project plans, be able to review the project management process.

Unit 43 - Understand how multimedia is used to meet business objectives, be able to design multimedia products to meet business needs, be able to develop multimedia products, be able to present multimedia products, be able to review multimedia products.

A2 MATHEMATICS

Students will follow the EDEXCEL specification which features:

- clearly defined topic content
- a choice of 6 modules from 18
- examinations taken at regular intervals throughout the course, but only in the Summer Examination Session

CONTENT

Year 13

A2 Module C3	Core Mathematics 3
A2 Module C4	Core Mathematics 4
A2 Module D1	Decision Mathematics 1

SPECIAL REQUIREMENTS

You do not have to be a genius to be successful in A Level Mathematics, although it helps! You will preferably need a grade A or B in GCSE. You will also need the determination to work at a problem until it is solved, and not until the phone rings or there is something good on TV!

PROSPECTS

A level Mathematics is highly respected by both employers and further education establishments. From Accountancy to Zoology, the ability to use mathematics is a valued skill. Mathematics is fundamental in the understanding of the complex society we live in and most important of all is the most powerful means of communication throughout the world. It is hoped that those studying maths do not do so purely for future employment prospects. Like most worthwhile quests in life, the study of Mathematics brings its own rewards.

For more information visit:

www.edexcel.org.uk

www.edexcel.org.uk/gce2008

Apple-App 'Edexcel' for i-Pad, i-Pod and i-Phone for past papers & solutions

A2 MEDIA STUDIES

Students will follow the AQA specification, which features:

- comprehensive and integrated coverage of media theory and practice with special
- emphasis on emerging technologies;
- audiences as both producers and consumers of media texts;
- opportunities for candidates to investigate personal media interests and including a choice of
- cross-media studies;
- a rolling programme of production briefs and pre-set topics.

CONTENT

Year 13

- Unit 3** Media: Critical Perspectives external examination Friday 5th June 2015
3 questions on 2 unseen texts followed by an essay style question
on a pre-prepared cross-media study either on Identities in the Media or
the Impact of New/Digital Media
- Unit 4** Media research and Production (Practical Production). A 2000 word essay
investigating a media issue/debate plus a linked production, for
example, 6 pages of a magazine/website. First drafts of essays need
to be completed by October half term with the final draft completed for
December. Productions need to be completed by February half term.

PERFORMING ARTS - (DANCE/DRAMA/MUSIC ROUTES)

A2 Level (Edexcel)

This A level qualifies for UCAS points and prepares students for a variety of higher education & career A Level specifications for September 2015 have not all been confirmed yet. The information here will tell you about some of the options that are likely to be on offer that will help you

- *gain UCAS points;*
- *gain valuable all-round study and employment skills;*
- *prepare for a variety of careers within and outside of the Performing Arts.*

All courses have substantial written assessments plus practical performance.

PERFORMING ARTS BTEC/A LEVEL

Performing Arts work at this level often combines written analysis, vocational (work) skills and practical performance work. Performance work is around 50% of the course.

Dance, Drama and Music students can access Performing Arts courses. Units that are studied often include:

- performance skill development,
- event management,
- employment opportunities,
- performing live to an audience.

These types of courses cover a wider range of skills than you would expect in straight Dance/ Drama/Music courses.

SINGLE SUBJECTS Dance / Drama / Music BTEC/A LEVEL

These courses focus completely on one art form and are useful if you know you want a career in that discipline or know you will get very high grades (giving you high UCAS points to go on to study that subject or something else). There will be less emphasis on vocational/industry skills and more on the development of skill in your chosen art form.

Units that are studied often cover:

- performance,
- devising,
- theory & analysis,
- genres,
- the chosen art form in industry.

PROSPECTS

Performing Arts courses demonstrate your all-round employability in a **range** of careers, through enabling students to:

- improve practical skills in Dance, Drama or Music;
- develop work-related skills relevant to a **wide range** of professions;
- produce written reports, portfolios & evaluative documents;
- devise and manage events;
- improve self-presentation, time management, communication & organisational skills.

The single subject courses also develop these skills but are more specific to a desired career in the chosen art form.

QUALIFICATIONS NEEDED

- GCSE Dance/Drama/Music/Expressive Arts (or level 2 equivalent): Grade A*-B in your specialist subject.
- GCSE English Language: Grade A*-B
- Prior performance experience/graded examinations in Dance/Drama/Music if GCSE not studied.

OTHER ESSENTIAL REQUIREMENTS

- Honesty and maturity in all dealings with staff and peers.
- A strong work ethic.
- Absolute commitment to the team.
- Clear understanding that study periods, after school and evenings must be given to independent study/research/practical rehearsal (as with all A Level studies).
- Meet **all** deadlines (written and practical).
- Good writing skills and a commitment to producing large amounts of written work.
- Determination to improve performance in the chosen specialism (Dance/Drama/Music).
- Music students should have a high standard (Grade 4+) of experience on an instrument or voice and develop these skills with individual instrumental tuition.
- **Extra curricular participation** in activities relative to the chosen specialism is compulsory.
- Regular attendance of live performances.

A2 PHYSICS

We currently study the AQA Physics (A) A-level syllabus at Broughton Hall. There are six units in the full A-level – three at AS and three at A2. Four of the units are assessed by external exams. The remaining two units are internal assessments of investigative and practical skills

Year 13 AQA A2 Examinations

Unit	Name	Details of Assessment	Topics studied
PHYA 4	Fields and further mechanics	Written in exam in June of year 13 1 hour 45 minutes 20 % of A level marks	Further mechanics Simple harmonic motion Gravitational, electric and magnetic fields Capacitors
PHYA 5	Nuclear physics, thermal physics and an optional topic	Written in exam in June of year 13 1 hour 45 minutes 20 % of A level marks	Radioactivity Nuclear physics Thermal physics Optional topic
PHY6T	Investigative and practical skills in A2 Physics	Practical and written exam during spring term of year 13. Centre marked route 10% of A level marks	Practical work in physics related to topics covered in PHYA4 and PHYA5

A2 PHILOSOPHY & ETHICS

OCR Course Outline – A2

Philosophy	Ethics
Religious Language	Meta –Ethics
Religious Experience	Freewill and Determinism
Miracles	The Role of Conscience
The Nature of God	Virtue Ethics
Life and Death	Applied Ethics (Business and Environmental)
Revelation	Applied Ethics (Sexual Ethics)

Exam Dates

- May/June for AS and A Level
- There is no January exam.

Assessment points

- October 2014
- December 2014
- January 2015 (Mock exam)

A2 PRODUCT DESIGN - TEXTILES

COURSE CODE – 2560

A-level Design and Technology: Product Design (Textiles) helps students take a broad view of Design and Technology.

The course also helps them develop their capacity to design and make products and appreciate the complex relations between design, materials, manufacture and marketing.

Project 4 - Fashion Top Project-Theme: History of Fashion

A2 SUBJECT CONTENT

AS UNIT 3 (TEXT 3)

The A2 content enables candidates to further develop their knowledge and understanding of materials and components, design and market influences and processes and manufacture. The synoptic assessment will focus particularly on knowledge of materials and components in relation to the context of application, market demands and through processes and manufacture

Unit 3 is designed to develop student knowledge of three main areas:

A - Materials & Components

B - Design & Market influences

C- Processes & Manufacture

The specification knowledge is delivered in 2 timetabled theory lessons each week.

Key dates – Written Exam content

January 2015 Mock Exam 1

February 2015 Mock Resit

April 2015 Mock Exam 2

July 2015 UNIT 3 EXAM

Unit 3 Exam: Design and Manufacture

2 hours

Maximum mark for paper : 84 marks

Pupils answer three questions from a choice of six

One question from Section 1

One question from Section 2

Plus one other question from either section.

Each question is worth 28 marks

A2 Unit 4 (Text 4)

This unit is the A2 Centre-Assessed Component.

This is a design-and-make unit where knowledge of the AS and A2 subject content is applied to the design and manufacture of candidates' own projects.

The coursework is delivered in 3 timetabled practical lessons each week.

The A2 centre assessed coursework comprises the production of produce a single design and make project.

A design brief is written by the students allows for all the assessment criteria to be covered The coursework is worth 85 marks 50% of the A2 mark.

A2 centre assessed coursework is started June 2015 after the completion of AS courses

Key dates –Centre Assessed coursework

September 2015: Completion and assessment of criteria 1 & 2

October 2015: Completion and assessment of criteria 2

December 2015 : completion and assessment of criteria 4

January 2016 : Completion and assessment of criteria 5&6

Assessment Criteria for TEXT 4

Maximum mark for coursework: 85 marks

Contents & objectives 5 marks

Plan of Action and Clarification of Problem 8 marks

Development of Design Proposal 26 marks

Manufacture / Modelling 26 marks

Conclusions, Evaluations and Recommendations 12 marks

Communication and Presentation 8 marks

A2 PRODUCT DESIGN - (3D)

COURSE CODE – 2550

A-level Design and Technology: Product Design (3-D Design) helps students take a broad view of design and technology, develop their capacity to design and make products and appreciate the complex relations between design, materials, manufacture and marketing.

The four-unit specification requires students to develop their ability to design and make products in both years of the course.

There are two centre assessed coursework units.

Prod 2 - Unit 2 is 50 per cent of AS and 25 per cent of A-level,

Prod 4 - Unit 4 is 25 per cent of A-level.

Both are produced as e portfolios

There are two written exams

Prod 1 - Unit 1 is 50 per cent of AS and 25 per cent of A-level,

Prod 3 - Unit 3 is 25 per cent of A-level.

A2 Unit 4 (Prod 4)

This unit is the A2 Centre-Assessed Component. This is a design-and-make unit where knowledge of the AS and A2 subject content is applied to the design and manufacture of candidates' own projects.

The coursework is delivered in 3 timetabled practical lessons each week.

The A2 centre assessed coursework comprises the production of produce a single design and make project. A design brief is written by the students allows for all the assessment criteria to be covered

The coursework is worth 85 marks 50% of the A2 mark

A2 centre assessed coursework is started June 2015 after the completion of AS courses

Key dates –Centre Assessed coursework

September 2015: Completion and assessment of criteria 1 & 2

October 2015: Completion and assessment of criteria 2

December 2015 : completion and assessment of criteria 4

January 2016 : Completion and assessment of criteria 5&6

Assessment Criteria for PROD 4

Maximum mark for coursework: 85 marks

Contents & objectives 5 marks

Plan of Action and Clarification of Problem 8 marks

Development of Design Proposal 26 marks

Manufacture / Modelling 26 marks

Conclusions, Evaluations and Recommendations 12 marks

Communication and Presentation 8 marks

Maximum mark for A2 coursework: 85 marks

A2 PSYCHOLOGY

Psychology is now an established subject in the sixth form curriculum and it is one of the most popular. It is an exciting subject which covers a range of diverse topics. Psychology is defined as 'The Science of Mind and Behaviour'.

We teach the AQA Psychology specification, which offers an engaging and effective introduction to Psychology. Students will learn the basics of the subject and develop a range of skills that are valued by universities and employers such as critical analysis, independent thinking and research.

In 2015 there is a new syllabus being introduced it is likely that students will have the opportunity to choose to study the 1 year AS-Level qualification **or** the 2 year A-Level qualification. This is the provisional course outline.

Course Content

A2 - LEVEL PSYCHOLOGY

PAPER 1 - Introductory Topics in Psychology: This will include Social Influence, Memory, Attachment and Psychopathology. You will be assessed by a 2 hour written exam at the end of your second year which will be worth 33.3% of the total A-level marks.

PAPER 2 - Psychology in Context: This will include Approaches in Psychology, Biopsychology and Research Methods. You will be assessed by a 2 hour written exam at the end of your second year which will be worth 33.3% of the total A-level marks.

PAPER 3 – Issues and Options in Psychology: This is likely to include topics such as Issues and debates in Psychology, Relationships, Eating Behaviour, Schizophrenia, Aggression and/or Forensic Psychology. You will be assessed by a 2 hour written exam at the end of your second year which will be worth 33.3% of the total A-level marks.

Special Requirements:

There is no requirement for you to have undertaken Psychology at GCSE in order to be accepted on to the AS or A-Level qualifications, however Psychology has a strong scientific basis and so we recommend that you should have achieved at least 6 GCSEs in separate subjects at grades A-C with a minimum grade B/B in double award Science and at least a Grade B in Maths and English. An interest in people and their behaviour is essential. Please note this course will not teach you how to read minds!

Prospects:

Psychology is a diverse subject and the knowledge and skills you will learn on the course can be used in many different professions and careers. Psychology itself contains many specialities such as Sports, Forensic and Clinical Psychology. If you are thinking of a career in Psychology then you will need to go on to undertake a first degree (usually a single honours degree) in Psychology. However, careers such as Nursing, Teaching, Police, Human resources etc all view Psychology very favourably.

Please note: The new AS and A-level qualifications are still underdevelopment and the content or structure of the course may be different to that shown above.

A2 SPANISH

The most successful students are those with a genuine interest in and enthusiasm for the language and the culture of the country.

The transition from GCSE is a real challenge. Through varied teaching and learning the four skills of listening, reading, writing and speaking are gradually extended with the help of contemporary source materials. Structured help with examination skills and technique is provided throughout the course but students must work independently as well.

Subject Specification

Year 13 A2 level

Unit 3: 20 minute oral test 20%

Unit 4: 3 hour test including listening, reading, research writing and translation 30%

Varied contemporary themes and topics are studied in depth. These include youth culture and concerns, lifestyle issues, the environment, education and work, customs, international events, literature and the arts.

Course Outline

A2 Level

Unit 3: Speaking: A presentation and discussion of either a film, a book or a region of Spain/the Spanish-speaking world.

Unit 4: Listening, Reading and Writing: Comprehension recordings and texts on A2 topics (environmental issues, social and political issues); the paper includes a short translation from English, and an essay on another book, film or region.

Assessment

No Coursework

Examination (100%)

Examining Board – WJEC.

Teaching Methods

You will develop language skills in a wide variety of ways, drawing on a range of sources from course books to Internet and satellite TV. In class you will carry out a lot of pair and group work designed to build up your communicative skills. Our *Ponte Al Día* electronic resource also has a range of interactive exercises including vocabulary learning and listening work. Each week, in addition to mainstream lessons, you will have contact with a native speaker through small group conversation sessions. We 'bridge the gap' from GCSE to AS level with considerable study skills support, and by Year 13, students are able, for example, to write confident summaries of off-air news items or have debates on problems facing the planet such as immigration, terrorism and the environment.

Course Activities

Students can take part in a school trip to Valencia, Spain, where they will be attending an intensive 4 hour long speaking workshop to boost oral skills in preparation for the speaking component of the examination.