

THE COOPERS' COMPANY & COBORN SCHOOL



**SIXTH FORM
Prospectus**

2012

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Welcome to the Coopers' Company and Coborn School Sixth Form

Dear Student

Welcome to the Sixth Form Prospectus. The aim of this prospectus is to provide students and their parents with the necessary information required to make the positive choice of studying at the School Sixth Form from September 2012.

Choosing the right community for post-16 study is a difficult one, but we feel we offer an outstanding level of support and provision for all the students in our care in one of the most academic, yet supportive Sixth Forms in the country. We offer first-class, academic provision in 29 different A Level subjects, combined with an extra-curricular and pastoral programme which ensures we develop well-rounded and successful young people. Our motto is 'Love as Brethren' and this is encapsulated around the three pillars of our post 16-provision; academic success, extra-curricular enrichment and cultural and personal development. We are a large Sixth Form with around 450 students who form a diverse and highly talented cohort of exceptional young people. We have extremely high expectations of all our students in all areas of their lives; personal appearance, conduct and academic standards.

2011 has been another highly successful year for the Sixth Form and most importantly its students. Year 13 achieved an excellent pass rate of 99.8% with 59% of entries at grade A*, A and B. Twenty-seven subjects achieved a 100% pass rate with at least two-thirds of our students achieving an A*, A or B grade in over half of all the subjects we offer. Year 12 students achieved very good results in their AS examinations with a pass rate of 93.7% with over 40% of students achieving at grade A or B. Once again it is pleasing to see the overwhelming majority of our students' progress onto university courses at the very best institutions in the country. Moreover, we regard our careers provision to be amongst the best in the country and many students leave straight from Coopers' taking up highly revered posts in global companies such as Ernest & Young, KPMG and PwC.

Our accommodation provision is something we are rightly proud of, following a £1.5m investment in a new 'Sixth Form Centre' which opened in September. The Centre was built following an extensive fund-raising campaign with contributions from hundreds of members of our school community. Students' benefit from a state of the art 'Common Room' with their own dining and social facilities, complimented by flat screen TVs and wireless broadband which will be rolled out in 2012. For study, there is a purpose built 'Learning Zone' with space for private study and over 50 high-speed PCs to support learning. The Centre boasts 10 state-of-the-art classrooms, with in-built audio-visual technology, the latest interactive teaching whiteboards as well as air conditioning in all rooms.

Sixth Formers will join a highly successful school community of over 1300 students and it is expected that they will act as role-models and leaders. We strongly believe that studying at The Coopers' Company and Coborn School Sixth Form is an excellent choice that not only provides first rate teaching and learning within a traditional context, but also prepares students for the challenges of 21st Century life.

We look forward, with anticipation to receiving your application to join us in September.

Yours sincerely

Mr R Bell
Assistant Head: Director of Sixth Form

Mr D Mansfield
Headteacher

INTRODUCTION TO THE SIXTH FORM

The Coopers' Company and Coborn School Sixth Form is one of the largest and most successful in the country. The vast majority of our students go on to higher education, with significant numbers going on to the very best universities (including Oxbridge and other elite institutions). There is also remarkable success in finding rewarding jobs for those students who choose to enter a career when leaving the School. The high number of applications to join the Sixth Form is testimony to its reputation for excellence and its success in preparing students for the next stage of their education. It is no surprise that the retention and completion rates of the Sixth Form are excellent. In 2011, 59% of passes at 'A' Level were at grades A* - B. Our latest Ofsted inspection classed the Sixth Form as being 'Outstanding' in all twelve categories.

Courses

Students in the Sixth Form have access to around 27 'AS' and 'A' level subjects, all taught by experienced and very able teachers. The variety of courses available at Coopers' means that students can choose subjects that best suit their abilities, aspirations and interests. Every applicant must choose *four* subjects. 'A' Level Critical Thinking or General Studies become an additional fifth subject. Additionally, Year 12 students have the opportunity to work on short Open University undergraduate courses during the second half of the summer term and into the holidays. In 2011, over a hundred students experienced this level of academic study, thereby accruing undergraduate points towards a degree. This inevitably strengthened their university applications in Year 13. We also encourage students to be independent in arranging a week of work-shadowing relating to their future career aspirations. This takes place in July of Year 12 to ensure that students are beginning to consider their future after Coopers'.

Intake of students

The School's Sixth Formers are drawn from a very wide geographical area, the majority coming from Coopers' itself but many also joining from other schools. Each year, we have many more applications than places available and so we adhere strictly to an Admissions Policy. One of the unique features of the Sixth Form is the rich mix of highly able and motivated students. The School believes that students learn as much from each other as from their teachers.

Approach to learning and study

The Sixth Form is unashamedly academic; we only offer highly-challenging and rigorous A Level qualifications which are respected by employers and universities; these are taught in a traditional and rigorous way. The School encourages its Sixth Formers to become independent learners at the same time as taking direct responsibility for the management of the considerable expectations made of them. Students are progressively given more autonomy and independence but within a firm framework of clear support and guidance. Progress is closely monitored through day-to-day contact with tutors and with subject teachers. Students in the Sixth Form are expected to devote at least fifteen hours per week to their studies, in addition to their time spent in lessons. In recognition of the significant demands of this study it is also expected that no student has more than ten hours paid employment. The School's aim is that each student achieves their full potential; there cannot be compromises with commitments that will undermine this aspiration.

Tracking academic progress

Each year there are two formal interviews with a form tutor to discuss each student's academic performance, their current attainment grades and their future goals. Parents also receive an annual report on the progress of their son or daughter and the standards they have reached in their chosen subjects. There is also a strong student tracking system. Near to the beginning of Year 12 Sixth Formers know the minimum expected grade they should achieve in their chosen subjects and their subsequent performance is constantly checked against these benchmarks. Students from Coopers' invariably achieve far beyond these initial minimum expectations. At the end of Year 12 a major review of student progress takes place. If any Sixth Former is deemed to be underperforming, then a number of options are considered: in rare cases, a student will be asked to leave the Sixth Form if their performance is significantly below expectation (without justifiable cause). In general, students are expected to secure at least a grade C at AS if they are to progress to A2 in Year 13.

Uniform

Sixth Formers wear their own smart and distinctive uniform in recognition of their seniority and the way the whole school looks to them for leadership and example. It is therefore expected that Sixth Formers wear their uniforms with pride. The uniform requirements are made clear to students before entry to the Sixth Form and failure to meet them will be addressed speedily and unequivocally.

Attendance and punctuality

The highest standards of attendance and punctuality are expected from our students. Where a student does not meet the School's high expectations, quick action is taken to improve matters. A continuing inability to meet the requirements made of all Sixth Formers regarding work, attendance, punctuality and uniform will lead to a review of the student's future in the School. In particular, all students are expected in school by 8.30am each morning and are expected to attend the weekly assembly.

Supporting the ethos and aims of the School

All students who join the Sixth Form are expected to support the Christian ethos of the School. Attendance at assembly (including the act of collective worship) is compulsory. The School also asks families to contribute £40 Service Fund each term per pupil (maximum £50 per family). These contributions can be 'gift aided' and arrangements exist to allow them to be made by Standing Order. We also use an extensive House system to foster collegiality and competition within the school; students will be placed in one of four houses; Coborn, Gibson, Guild or Radcliffe and they are expected to become involved in a broad range of school activities.

Extra-curricular activities and games

Students naturally play an active part in the wider life of the Sixth Form and the School. They have representation on the Student Council and are strongly involved in a breadth of clubs and associations. These range from Amnesty International to The Debating Society to The Philosophy Club. New clubs and societies continually form themselves in response to the emergence of fresh interests and enthusiasms. Sixth Formers also support lower school pupils, organise trips and social events, raise funds for charity, and manage their own Common Room. The School is well known for the exciting national and international trips it runs and Sixth Form students customarily take part in many of them. Sixth Formers also continue to play a major part in the vibrant musical, dramatic and sporting life of the School. In addition, Sixth Formers have a timetabled lesson of games each week when they actively participate in an array of indoor and outdoor activities. The Director of Sixth Form and Heads of Year also organises a programme of visiting speakers to address the students on a variety of relevant topics through our excellent PSHE programme which runs on four dates throughout the year.

Higher Education and Careers Guidance

Students in the Sixth Form are carefully guided through the whole process of university/careers applications. Early on, Sixth Formers receive extensive tuition whilst also having access to excellently stocked Careers resources. For UCAS applications, once the student is ready, they then work closely with their tutors, Sixth Form staff, the Head of Year 13 and the Director of Sixth Form in ensuring they submit the very best university application form they can. A first class careers guidance service is also available to any student who wishes to enter a career when leaving the Sixth Form. The aim of the School is that all students will leave well equipped for the next stage of their lives, whether it is university, a job or a 'gap year'.

School Captains and Sixth Form Responsibilities

Service to the School is one of its great strengths and exemplifies the School's motto to 'Love as Brethren'. Sixth Formers play a crucial role in this work. The Sixth Form has a structure of School Captains, Vice-Captains, Sixth Form Captains, Subject Captains and Games Captains. Whilst School Captains, Vice-Captains and Games Captains have wider school responsibilities, Sixth Form Captains have administrative and social responsibilities specifically within the Sixth Form. Sixth Formers are also appointed as Prefects to each class in Years 7 to 11. The School regards all members of the Sixth Form as Prefects in their own right; all Sixth Formers will be expected to work in collaboration with peers and staff and will be given day-to-day jobs and longer term duties in the running of the School. Whilst Sixth Formers will clearly be given a great deal of responsibility, the rewards for these are the privileges the School grants them and the opportunity to be part of such a vibrant and successful community.

Resources

Our accommodation provision is something we are rightly proud of, following a £1m investment in a new 'Sixth Form Centre' which opened in September. The Centre was built following an extensive fund-raising campaign with contributions from hundreds of members of our school community. Students benefit from a state of the art 'Common Room' with their own dining and social facilities, complimented by flat screen TVs and wireless broadband which will be rolled out in 2012. For study, there is a purpose built 'Learning Zone' with space for private study and over 50 high-speed PCs to support learning. The Centre boasts 10 state-of-the-art classrooms, with in-built audio-visual technology, the latest interactive teaching whiteboards as well as air conditioning in all rooms.

Student views

The School's ultimate purpose is to provide a first class education within a supportive and caring environment. The aim is to help each student reach their personal goals. The School's repeated high standing amongst the country's best sixth forms is an indication that its successes have not only been substantial but sustained over time. Each year the School looks forward to welcoming new students committed to realising their aspirations within a unique but demanding Sixth Form. The final word is given to students who have chosen to take up this opportunity and challenge ...

"Having been at Coopers' for a grand total of 7 years, and knowing our time here is drawing to its end, it feels right to give the School the recognition it deserves by giving you a truthful insight into the way the school runs.

At Coopers' Sixth Form there are many different types of learning styles; from the interactive to university style lectures with the teachers finding the environment that suits you. With plenty of study rooms, hundreds of computers to access, interactive white boards in each classroom and space to unwind you can expect good results, if you optimize these facilities.

Teachers here at Coopers', work on the assumption that you want to learn and this should be a consideration when you apply, but don't worry Coopers' is not an exam factory. With a good inter-year relationship, there is an enjoyable atmosphere and good banter penetrating your studies, making the Sixth Form Centre a positive environment.

One of Coopers' strengths is its ability to discover your talents and arm you with the confidence to succeed in your specified field, whether that be academic, sporting or the creative arts. There is a firm belief instilled into us all, that everyone has a talent and deserves to be encouraged and taught in such a way that they achieve to the best of their abilities.

Your future is in good hands! Whether you intend to continue your studies to university or enter the world of work, the School will be with you every step of the way to support. The dreaded UCAS application period is made a lot less stressful by the help of Form Tutors and senior members of staff. If university is not for you do not worry: with excellent and motivating careers advisors you will leave with a C.V that is to the best of your ability and confidence for interview, knowing winning techniques to earn you the best position in the right job.

The Captains.

Here are some extracts from our latest OFSTED Report in which all judgements on the Sixth Form were 'Outstanding':

'The effectiveness of the sixth form is outstanding.'

'Students benefit from a wide choice of A levels and an outstanding range of extra-curricular activities.'

'Academic support is excellent, as is guidance on careers and university applications.'

'Many students undertake Open University pre-study courses.'

'Target setting is good, and students have a clear understanding of what they should do to improve or maintain high standards.'

'Retention of students on 'A' level courses is exceptionally high, and almost all students succeed and progress to university.'

'Achievement and standards in the sixth form are outstanding.'

'Almost all students pass all their 'A' levels and make very good progress.'

'Results were in the top 10% nationally.'

'The achievement of the highest grades A and B is significantly above the national average overall'

'Around 90% of sixth formers progress to higher education, most to their first choice institution.'

'The retention of students in the sixth form is excellent.'

EXAMINATION RESULTS AND DESTINATIONS 2011

AS Results 2011

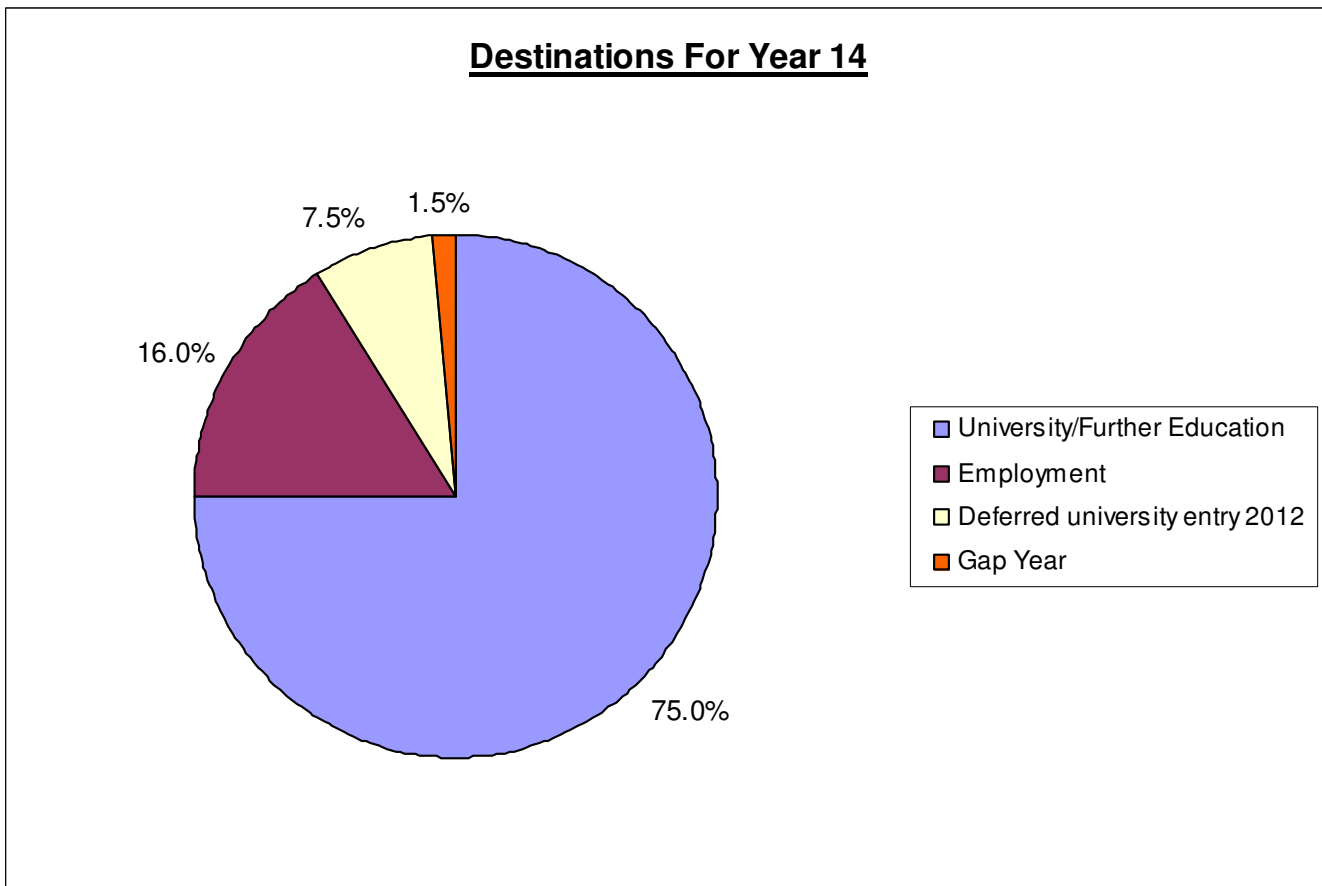
Number at grade		Art	Biology	Business Studies	Chemistry	Computing	Critical Thinking	D&T Food Tech	D&T Prod Design	D&T Textiles	Drama	Economics	Eng Lang	Eng Lit	French	General Studies	Geography	German	Gov & Politics	History	IT	Maths	Media, Film and TV	Music	Music Tech	PE	Physics	Psychology	RS	Sociology	Spanish	Total
		A	9	7	3	5	5	4	2	1	0	4	7	7	1	9	4	17	6	7	13	3	9	4	3	2	6	11	18	9	12	6
B	7	16	8	14	3	2	1	2	2	6	7	5	9	2	5	14	3	4	9	2	18	10	3	1	6	5	17	14	5	1	201	
C	2	21	12	15	4	4	3	2	0	4	15	12	24	1	4	7	2	3	13	7	22	2	4	3	12	13	13	8	3	1	236	
D	1	14	13	13	0	3	0	2	3	1	10	0	15	1	3	3	3	1	10	2	14	2	1	4	3	9	4	7	4	2	148	
E	0	7	8	6	2	2	1	1	1	1	3	0	0	0	0	2	0	4	1	0	6	0	0	1	3	7	1	5	3	1	66	
U	0	12	0	3	1	2	0	0	1	0	1	0	0	0	1	1	0	3	2	0	12	0	0	0	0	8	2	2	3	0	54	
X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	3	
Total	19	77	44	56	15	17	7	8	7	16	43	24	49	13	18	44	14	22	48	14	83	18	11	11	30	53	55	45	30	11	902	

A2 Results 2011

Number at grade		Art	Biology	Business Studies	Chemistry	D&T Food Tech	D&T Prod Design	Drama	Economics	Eng Lang	Eng Lit	French	General Studies	Geography	German	Gov & Politics	History	IT	Maths	Maths (Further)	Media, Film and TV	Music	Music Tech	PE	Physics	Psychology	RS	Sociology	Spanish	Turkish	Total
		A*	3	3	0	1	0	2	0	4	0	3	2	0	0	0	2	3	0	9	3	0	0	1	0	3	3	6	0	0	0
A	2	12	7	9	0	1	1	8	0	6	4	5	6	5	6	8	1	20	2	3	3	0	6	2	11	7	1	2	1	139	
B	4	14	15	7	1	1	6	6	2	8	1	6	8	3	3	24	5	10	1	7	1	3	11	6	14	8	5	7	0	187	
C	3	9	16	4	2	1	3	7	9	9	6	1	9	8	1	3	18	5	10	0	4	0	0	7	5	11	6	2	1	0	151
D	0	3	10	5	4	0	1	2	1	2	1	8	3	3	1	3	9	8	0	1	2	1	5	3	1	2	1	1	0	81	
E	0	0	5	1	0	1	0	0	0	0	0	0	0	0	0	4	1	3	1	1	0	1	0	1	1	0	1	1	0	22	
U	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2
X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	12	41	53	27	7	6	11	27	12	25	9	29	25	12	19	57	23	58	7	15	7	5	31	20	41	30	10	11	1	631	

Final destination of last year's Year 13:

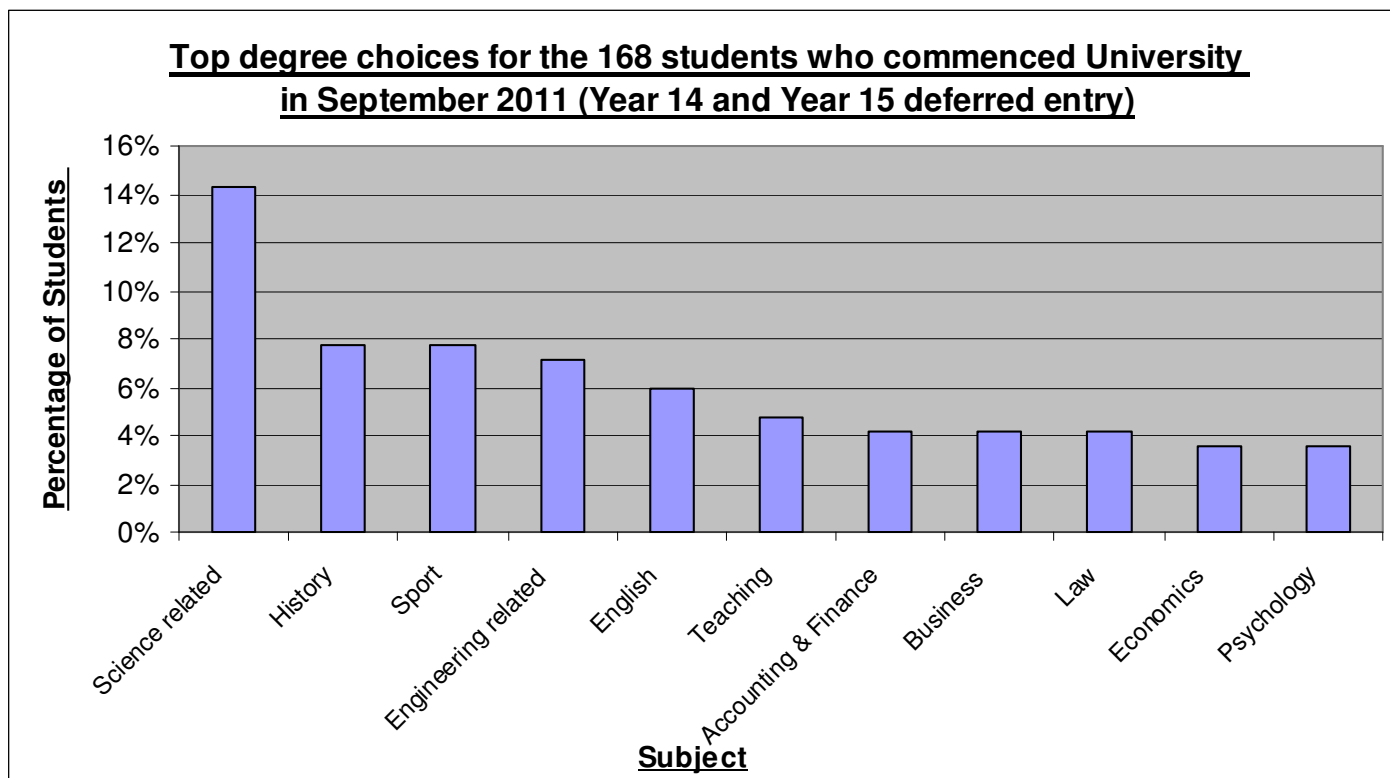
Destination	Number of Students	Percentage of Students
University/Further Education	150	75.0%
Employment	32	16.0%
Deferred University	15	7.5%
Gap Year	3	1.5%
Total	200	100.0%



University Destination Data 2011

The data below consists of our 150 Year 13 students, plus an additional 18 students who applied to UCAS through 'deferred' entry and who left the school in 2010:

Subject	Number of Students	Percentage of Students
Science related	24	14%
History	13	8%
Sport	13	8%
Engineering related	12	7%
English	10	6%
Teaching	8	5%
Accounting & Finance	7	4%
Business	7	4%
Law	7	4%
Economics	6	4%
Psychology	6	4%
Subtotal	113	67%
Other	55	33%
Total	168	100%



THE COOPERS' COMPANY & COBORN SCHOOL

SIXTH FORM ADMISSIONS POLICY

2012/2013 Academic Year

Introduction:

The Coopers' Company and Coborn School is a school designated as having a religious character. The School is required to preserve and develop its Christian character in accordance with the principles included in the Scheme of the Coopers' Company and Coborn Educational Foundation.

The School aims to provide its students with a liberal education, in accordance with its principles, which meets the needs of each student and enables each to fulfill his or her potential. This is achieved through the provision of a broad, balanced and relevant curriculum appropriate to each student's needs, aptitudes and abilities.

Admission Guidance:

- Students for whom application is made for places at Coopers' Company & Coborn School should have a strong work ethic, high levels of academic interest & commitment, & high expectations. The Sixth Form is academic in nature and hence has high entry requirements.
- Students must be in sympathy with the Christian ethos ('Love as Brethren') of the School and be prepared to give time to serve the School and the Community at large and work to uphold and develop this ethos, particularly in complying with School rules on conduct & uniform
- Of the places available in Year 12, many are taken by our Year 11 students. However the School actively recruits externally. The numbers admitted are determined by places available on the various courses and the required combinations of individual students. These are determined by scrutiny of the application form.

Admission number:

- We aim to admit **230 students** each year into Y12 (236 in 2010). Of these we seek to admit a minimum of **50 external students**. Offers are made with a view to filling to this level, but are finally decided by set sizes.

Admission Criteria:

- All existing members of the School who meet the entry requirements will be offered a place in the Sixth Form as outlined below.
- All students will be admitted onto FOUR AS course programmes of study, with the expectation of completing at least 3 A2s in Y13.
- Admission into the Sixth Form is open to students gaining a minimum entry qualification of at least 8 A*-C grades (including English and Mathematics).
- Each post-16 course has its own entry criteria. Consequently to gain admission on to the Sixth Form, all applicants, whether internal or external, will be required to meet the specific entry grade requirements for each course they seek to take as outlined in the admission prospectus.

Oversubscription criteria:

- If there are more external applicants with Predicted Grades meeting the entry requirements than places available, then the following oversubscription criteria will be used to determine who will be made offers:

1. Looked after children.¹
2. Talent in Sport OR Music (the greater of 5 or 10% of the number of external students admitted under 1, 3 and 4) based on agreed measures.²
3. Highest placed applicants according to their position in the Order of Merit based on aggregated scores of their top eight GCSE Predicted Grades (including English & Maths).
4. The availability of places in specific sets.

Applications from disabled students unable to comply with the above will be considered by the Admissions Panel provided that evidence of the level of disability is supplied. The School is committed to not treating disabled applicants less favourably, without justification, for a reason that relates to their disability.

All existing members of the School who meet the entry requirements will be offered a place in the Sixth Form.

Procedure:

1. **January-February:** All students internal and external will have to submit an application form, stating which subjects they wish to study with TWO reserve choices.
2. **February-March:** Offers will be made to external students according to the criteria above based on Predicted Grades provided by their current school. All Internal students will be offered a place provisional upon achieving the entry grades for their chosen subjects.

All unsuccessful external students will be told that they may opt to go into Clearing. If, in August, they gain the entry criteria for the courses requested on their application form, they will be reconsidered for a place in the 6th Form, based on the Admission and Oversubscription criteria outlined above until all relevant courses are full.

3. **August:** On receipt of all applicants' exam results, all students with offers who achieve the minimum entry qualifications will be admitted. If additional spaces on courses are still available, they will be allocated in this order:
 - a. Any Coopers' Company & Coborn student gaining the overall entry grades who missed initial grades requirements and who wishes to change subjects.
 - b. External applicants in Clearing will then be admitted based on the Oversubscription criteria outlined above until courses are full.

¹ Looked after children are defined as children who are in the care of a Local Authority or provided with accommodation by the Authority.

² Music – a grade 7 or above in Board examinations or equivalent; Sport – County standard or above in a school sport. In both cases a signed commitment to actively support school sport or music will be required. The applicant's position in the order of merit will determine whether or not he/she is one of the 10% offered a place.

The 16-19 Bursary Fund and Financial Assistance

Over the past few years the level of financial support available to students in post-16 education has fallen, there are however, still a number of areas of financial support:

Free School Meals

To receive Free School Meals you must be receiving:

- Income Support
- Income-based Jobseekers Allowance
- Income-related employment and support allowance (ESA IR)
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit (provided you are not entitled to Working Tax Credit and whose annual income (as assessed by the Revenue and Customs) does not exceed £16,190 Guarantee element of State Pension Credit)

How to apply:

- To make a telephone application call 01708 433929. Immediate eligibility confirmation given using the Free School Meals Eligibility Checking Service.

Or

- Complete an application form (from the London Borough of Havering) and sign the declaration and agreement

Education and Learning Support

The Educational Maintenance Allowance Scheme (EMA) no longer runs in England, it has since been replaced by more targeted support in the form of the '**16-19 Bursary Fund**'.

There are two means by which students can access funds through the 16-19 Bursary Scheme:

1. Students in care, care leavers, young people in receipt of income support and disabled young people in receipt of Employment Support Allowance who are also in receipt of Disability Living Allowance will be eligible to receive a bursary of £1,200 a year. Proof of eligibility will be required.

2. A bursary payment will be made to any other member of the Sixth Form who is in receipt of free school meals, or is entitled to receive free school meals, to cover travelling costs or the purchase of an Oyster card and to pay for any books required for a course of study not provided by the School. The school also has discretion to award sums of money where short term hardship is being incurred by a family/student. Those entitled to receive free school meals are pupils whose parents receive:

- Income Support (IS);
- Income based Jobseeker's Allowance (IBJSA);
- an income-related employment and support allowance (ESA(IR));
- support under Part 6 of the Immigration and Asylum Act 1999;
- Child Tax Credit (provided that they are not entitled to Working Tax Credit and have an annual income, assessed by HM Revenue and Customs, that from 6 April 2009 does not exceed £16,040. Note: From 1 May 2009 where a parent is entitled to Working Tax Credit during the four-week period immediately after their employment ceases, or after they start to work less than 16 hours per week, their children are entitled to free school lunches);
- the guaranteed element of State Pension Credit.

Children who receive Income Support or Income based Jobseeker's Allowance in their own right are also entitled to free school meals.

The amount paid for travelling expenses is limited to £280 and is subject to the production of receipts as well as proof of the above entitlement. Claims for books for a course of study also require the support of receipts and the signed approval of the teacher in charge of the course.

Continued receipt of the Bursary will be dependent on regular attendance and compliance with the School's Code of Good Conduct.

Get in touch with the Learner Support helpline with any questions about:

- the Adult Learning Grant (ALG)
- Care to Learn
- Dance and Drama Awards
- the Residential Support Scheme for people studying away from home
- the Sixth Form College Childcare Scheme (no longer available after 31 August 2010)
- the Free Childcare for Training and Learning for Work scheme (no longer available after 31 August 2010)

Contact Learner Support Helpline on 0800 121 8989 (7.00am to 8.00pm) or view all details on www.direct.gov.uk/en/EducationAndLearning

Secondary School Uniform Grants

Depending on what Borough you live in, will depend on whether you and your family are entitled to secondary school uniform grants. To seek your eligibility you must speak with your Local Authority to which you pay your council tax, or you can speak with **Student Finance, London Borough of Havering, Public Advice and Service Centre, The Liberty Centre, Romford, RM1 3RL or telephone 01708 433953.**

TIMETABLE FOR APPLICANTS

Tuesday 14th December 2011

- ❖ Publication of the Sixth Form Prospectus on the School's website – the application form will not be available at this stage, until after the Open Evening

Wednesday 11th January 2012

- ❖ Open Evening

Thursday 12th January 2012

- ❖ Internal and External application forms will be available on the School website

Friday 3rd February 2012

- ❖ Deadline for submission of internal pupils' application forms
- ❖ Deadline for submission of external pupils' application forms
- ❖ Option blocks constructed

Thursday 1st March 2012

- ❖ From this date, letters will begin to be issued offering conditional acceptance as well as non-offer letters

Friday 9th March 2012

- ❖ Deadline for all offers to be accepted and forms returned to School. **If confirmation is not received by this date, then offers will be withdrawn.**

Thursday 23rd August 2012

- ❖ GCSE grades confirmed
- ❖ All applicants **MUST** confirm GCSE results to School – *results of early GCSE's taken **MUST** also be presented to the School on this date.*
- ❖ Letters of confirmed entry issued.

GCSE results **must** be presented to the Admissions Secretary at the main School Office before 4.00pm on Thursday 23rd August 2012.

Results submitted after this time **cannot** be considered and places will be withdrawn.

ART 2012

Examining Body AQA

Specification No. 1202B (AS) 2202B

Entry Requirements

The entry requirements for A level Art and Design is a minimum B grade in Art and Design at GCSE. The best foundation for success in the subject is a sound understanding of the process of making art in its many forms. It is important to have an interest in not only the practical aspects, but also an understanding of the work of others. Gallery visits are a necessary aspect of the course for research purposes and to gain an appreciation of the work of others.

Synopsis of Content

The main purpose of any course in art is to develop a working knowledge of the materials, practices and technologies used. You will develop the skills to interpret and convey your ideas, as well as a specialist vocabulary and an appreciation of the place of art in contemporary society. The acquired skills are determined to some extent by the chosen field of study, but basic common rules apply. Candidates should produce practical and critical/contextual work in one or more areas.

Unit 1 - 'AS'	Portfolio: 50% of total 'AS' marks 25% of total 'A2' level marks
Unit 2 - 'AS'	Externally set assignment: 50% of total 'AS' marks 25% of total 'A2' level marks
Unit 3 - 'A2'	Personal investigation - 25% of 'A2' level marks supported by written element of 1,000 -3,000 words
Unit 4 - 'A2'	Externally set assignment: 25% of 'A2' level marks

Assessment Methods/Teaching Methods and Resources

A variety of teaching and learning strategies are employed within the Department, involving a broad range of media. The Art Department is well resourced, and opportunities exist for students to express their creative interests in many different fields.

Suitability for Combination

Art readily combines with any other Sixth Form course. You may wish to do an Art 'AS' or 'A' level for its own sake, or perhaps to form the basis of a future interest or as part of a range of other subjects. The study of Art can also help you develop transferable skills you can take into any career.

Progression to Higher Education/Vocational Destinations

Art is essential for students who wish to undertake further studies in related disciplines (either at Art College or higher education), many currently undertake a one year 'Foundation' course before applying for degree courses. Students who are looking to take up careers in which an art background is relevant (such as marketing, publishing, media, architecture, design, museums, theatre or gallery employment etc.) should also seriously consider Art 'AS'/'A2'.

BIOLOGY 2012

Examining Body AQA

Specification No. 1411(AS) 2411(A2)

Entry Requirements

Students must expect to gain at least Grade B in Core and Additional Science or B in GCSE Biology, from the triple science. However as places are limited, preference will be given to candidates who expect to achieve A/A*.

Synopsis of Content

Unit 1 Biology and Disease	How digestive and gas exchange systems may be affected by communicable and non-communicable diseases. How knowledge of basic biology allows us to understand the symptoms of disease and interpret data relating to risk factors.
Unit 2 The Variety of Living Organisms	The influence of genetic and environmental factors on intraspecific variation. How the variety of life is reflected in similarities and differences in its biochemical basis and cellular organisation. How size and metabolic rate affect an organism's requirements and give rise to adaptations.
Unit 3 Practical and Investigative Skills	Practical work in the contexts of Units 1 and 2. Assessment of implementing skills on practical work as a whole. Candidates should be able to demonstrate and describe practical techniques and processes. They should be able to record observations and measurements with appropriate precision and analyse, interpret, explain and evaluate the methodology, results and impact of their own and others' experimental and investigative activities. Assessment by AQA-set tasks.
Unit 4 Populations and Environment	How living organisms form ecosystems through which energy is transferred and chemical elements cycled. How human activity affects ecological balance in a variety of ways. How genetic variation and isolation may lead to the formation of new species.
Unit 5 Control in Cells and Organisms	Stimulus and responses - the biology of the nervous and endocrine systems. Homeostasis and the maintenance of a constant internal environment. Genes and genetic expression.
Unit 6 Practical and Investigative Skills	Practical work in the contexts of Units 4 and 5. Assessment of implementing skills on practical work as a whole. Candidates should be able to demonstrate and describe practical techniques and processes. They should be able to record observations and measurements with appropriate precision and analyse, interpret, explain and evaluate the methodology, results and impact of their own and others' experimental and investigative activities. Assessment by AQA-set tasks.

Assessment Methods/Teaching Methods and Resources

Information is given in a variety of ways. A textbook will provide the basis for the course and students may purchase a CD of relevant PowerPoint presentations. Small and whole group discussion work is integral to the course. Emphasis is placed on the understanding of biological concepts together with the application of biological knowledge to give a concise and accurate explanation of processes, events and data. Regular written tests will assess student progress throughout the course.

Suitability for Combination

Biology is complemented by a range of subjects, in particular, Chemistry, Mathematics and Physical Education. Art, Computing, Food and Nutrition, and Geography are all related in many aspects.

Progression to Higher Education/Vocational Destinations

Biological knowledge and skills are required in a variety of careers including medicine, dentistry, veterinary science, pharmacy and pharmaceutical product manufacture and sales, genetics, agriculture, environmental work, forensic science and biotechnology. Biology is undoubtedly a subject with considerable impact on the future and individuals considering careers in Law, Banking and Economics should have an understanding of its implications.

BUSINESS STUDIES 2012

Examining Body AQA

Specification No. 1131(AS) 2131(A2)

Entry Requirements

Students who have studied Business Studies/Economics or any other Humanity at GCSE will be expected to achieve a C grade or above. For those who have not studied Business Studies/Economics or a Humanity the minimum entry qualification of 8 A*-C grades applies.

Synopsis of Content

Candidates will be expected to develop an in-depth knowledge and critical understanding of a wide range of business theory and concepts. They will apply this knowledge and understanding to analyse familiar and unfamiliar situations, problems and issues – using both empirical and non-numeric techniques.

This subject encourages the practical application of business concepts and is intended to promote active rather than passive understanding. It focuses on and reflects contemporary issues in the business world, eg entrepreneurship, customer service and emerging markets.

Unit 1 - 'AS'	Planning and Financing a Business
Unit 2 - 'AS'	Managing a Business
Unit 3 - 'A2'	Strategies for Success
Unit 4 - 'A2'	The Business Environment and Managing Change

Assessment Methods/Teaching Methods and Resources

A variety of teaching and learning strategies will be employed over the duration of the course. Students will be involved in both group work and individual study – in addition, significant emphasis will be placed on use of the IT resources that the Department has at its disposal.

Suitability for Combination

Business Studies combines well with virtually all courses on offer in the Sixth Form. However, students are advised to seek advice if desiring to take both Business Studies and Economics at 'A2' level.

Progression to Higher Education/Vocational Destinations

There are an enormous number of Business Studies variants on offer in higher education - Management Science, Marketing, Accountancy, Business and Economics. Students who undertake Business Studies at 'AS' or 'A2' level will be well prepared for such courses. Students who are planning to pursue careers in any of the above (or related areas) would also be well advised to give serious consideration to the subject at 'A' level.

CHEMISTRY 2012

Examining Body EDEXCEL

Specification No. 8CH01(AS) 9CH01(A2)

Entry Requirements

Students must gain at least Grade B in Core and Additional Science or B in GCSE Chemistry from the triple science. Chemistry is a quantitative science so a facility with mathematics is an advantage as numerical skills will be important.

Synopsis of Content

Students will learn to work safely in the laboratory using a range of experimental techniques. This practical work is a firm basis for acquiring knowledge and understanding. Discussions of both practical and theory work will take place.

Unit 1 The Core Principles of Chemistry	Bonding, enthalpy changes, The Periodic Table, alkanes and alkenes.
Unit 2 Application of Core Principles	Intermolecular forces, groups II and VII of The Periodic Table, redox reactions, halogenoalkanes and alcohols.
Unit 3 Practical Skills I	Internally assessed: carried out entirely in class covering many small assessments.
Unit 4 General Chemical Principles I	Rates of reaction, equilibria and entropy. Further organic chemistry involving the products of the oxidation of alcohols.
Unit 5 General Chemical Principles II	Transition metals, organic synthesis including nitrogen containing compounds.
Unit 6 Practical Skills II	Internally assessed: carried out entirely in class covering many small assessments.

Assessment Methods/Teaching Methods and Resources

Students' practical skills are assessed over at least 8 practical lessons. This covers qualitative observation, quantitative measurement and preparation. Tests and examinations will include objective test questions, short and extended answer questions and contemporary questions.

Suitability for Combination

Chemistry combines well with Biology, Geography, Mathematics and Physics. There are a wide variety of options open to students with this course and thus it can be studied together with many other subjects.

Progression to Higher Education/Vocational Destinations

Progress to chemistry at a higher level is possible either with an educational or industrial bias e.g. chemical engineering. An 'A' level pass in Chemistry is a requirement for those intending to make a career in medicine, dentistry, pharmacy and nearly all biological and applied biological sciences. There are now many joint honours degree courses available – e.g. chemistry with economics, business management, modern languages and computing.

COMPUTING 2012

Examining Body OCR

Specification No. H047/H447

Entry Requirements

As there is a large amount of mathematical content in this subject, students are required to obtain at least a grade B for GCSE Maths. Whilst no prior knowledge is required for this subject we would expect students to have a keen interest in computers with a basic understanding of hardware and software of a standard stand alone computer system and have a desire to learn to program. Students will need to be self reliant as well as good communicators and problem solvers.

Synopsis of Content

Students are encouraged to develop a knowledge and understanding of hardware and communications, software, applications and effects and information; as well as skills in analysis, design, implementation and evaluation. The course involves theoretical knowledge of how computers work and understanding programming procedures.

Module	Description	Assessment	% of AS	% of A2	% of Total
Unit 1 F451	Computer Fundamentals	1½ hours	50%		25%
Unit 2 F452	Programming Techniques and Logical Methods	1½ hours	50%		25%
Unit 3 F453	Advanced Computing Theory	2 hours		60%	30%
Unit 4 F454	Coursework: Computing Project			40%	20%

Assessment Methods/Teaching Methods and Resources

In Units 1 and 3 students will be taught the necessary theory to answer the examination questions. This will be covered via web based on-line material as well as through more traditional methods. For Unit 2 students will learn to program in a practical way in order to prepare for a theory examination. For Unit 4 students have to work independently to produce a working solution to a problem of their choice.

Suitability of the Combination

There is a small degree of overlap between Computing and ICT but students may take both subjects at AS/A2 Level.

Progression to Higher Education/Vocational Destinations

In today's workplace, those with knowledge and skills in Computing have the opportunity to pursue new and exciting careers and to be instrumental in the conception of computer systems that increasingly shape work and leisure activities. This qualification provides a useful foundation for further study of Computing or more specific aspects of Computing.

CRITICAL THINKING 2012

Examining Body OCR

Specification No. H052(AS) H452(A2)

Entry Requirements

Good GCSE grades, especially English, Maths and Science. An average GCSE points score can be used to judge suitability for course. Critical Thinking is an *optional* additional subject for all students who are admitted in to the Sixth Form.

Synopsis of Content

The AS course introduces students to the concepts, principles and techniques which underline Critical Thinking and expands their application to a range of contexts. The A2 part of the Advanced GCE specification incorporates greater depth of understanding, analysis and evaluation across a wider range of contexts.

Unit 1 Introduction to Critical Thinking	Written examination: 1 hour 30 minutes
Unit 2 Assessing and Developing Argument	Written examination: 1 hour 30 minutes
Unit 3 Ethical Reasoning and Decision Making	Written examination: 1 hour 30 minutes
Unit 4 Critical Reasoning	Written examination: 1 hour 30 minutes

Assessment Methods/Teaching Methods and Resources

Critical Thinking is primarily covered through independent study. However, teaching time is provided which covers all the units of the course. At the beginning of the course students receive a Critical Thinking textbook and workbook. During the course past papers, relevant texts and websites are used to further develop their understanding of the material.

Progression to Higher Education/Vocational Destination

Students will find Critical Thinking skills of great benefit in preparation for a wide range of careers, including the fields of law, academic research (e.g. in the disciplines of science, arts or humanities), social science, journalism, medicine, business, accounting and engineering.

Many of the above courses will only consider the UCAS applications of candidates who have previously passed Critical Thinking tests; and universities are actively considering extending the use of Critical Thinking as part of their selection process.

DESIGN AND TECHNOLOGY: FOOD TECHNOLOGY 2012

Examining Body EDEXCEL

Specification No. 8FT01(AS) 9FT01(A2)

Entry Requirements

The Department requires applicants to satisfy the minimum expectations of Sixth Form entry and additionally, secure a grade C in at least one science. It would also be an advantage to have studied Food Technology at GCSE and achieved at least a C grade.

Synopsis of Content

The course aims to develop a critical understanding of the influences, processes and products of Design and Technology in current practice. The students undertake experimental food work to develop a scientific understanding of the concepts studied and learn the manufacturing processes that occur in industry. Students also evaluate existing products and employ this knowledge to design and manufacture food products. They will also carry out a variety of practical 'cooking' activities to enhance their skills.

Unit 1 – 'AS'	Portfolio of Creative Skills: Students will produce ONE portfolio with 3 distinct sections which demonstrate their creativity and flair when investigating, designing and making products. 60% of the total AS marks. This unit is internally set and marked by the Centre and externally moderated by Edexcel.
Unit 2 – 'AS'	Design and Technology in Practice: Students will develop a knowledge and understanding of a wide range of materials, components, additives and processes used in the design and production of food products. 40% of total AS marks. Externally set and assessed in a 1hr 30 min examination.
Unit 3 – 'A2'	Food Products, Nutrition and Product Development: Students will develop a knowledge and understanding of a range of food commodities, aspects of nutrition, product development and food innovation. A comprehensive knowledge of the main food commodities, their composition, basic processing and typical spoilage patterns. 40% of the total A2 marks. Externally set and assessed in a 2 hr written examination.
Unit 4 – 'A2'	Commercial Design: Students are given the opportunity to apply the skills they have acquired to design and make a food product of their choice. This is supported by a design folder. 60% of the total A2 marks. This unit is internally set and marked by the Centre and externally moderated by Edexcel.

Assessment Methods/Teaching Methods and Resources

Various study methods are employed, such as research, use of the internet, textbooks, practical activities and experimental work. Fieldtrips also take place where appropriate and when opportune, including the Good Food Show. Visiting speakers and chefs are also utilised.

Suitability for Combination

Food Technology combines well with any of the other areas of the sixth form curriculum. Previous students have often taken Food Technology in conjunction with Physical Education, Biology, Geography or Psychology and Business Studies.

Progression to Higher Education/Vocational Destinations

This subject can lead to a variety of occupations within the food industry. For example, Product Development, Food Technology, Food Styling and Photography, Marketing, Hotel Catering, Teaching, Dietetics and Environmental Health.

DESIGN AND TECHNOLOGY: PRODUCT DESIGN 2012

Examining Body OCR

Specification No. H053(AS) H453(A2)

Entry Requirements

Candidates wishing to study Design should have studied a GCSE course in either Resistant Materials, Graphic Products, Electronic Products, Textiles or Art. They should have achieved a grade C or above in any of these subjects. There will be a maximum of 30 'AS' Design students, split into two groups.

Synopsis of Content

The course helps students to develop an understanding of the world of design and production, whilst fostering creativity and innovation. Design will also instil an awareness of industrial processes/manufacturing techniques as well as an appreciation of the responsibilities of designers and technologists to society at large.

AS: Unit 1 – F521 Advanced Innovation challenge	Students have to complete two sessions based upon a theme chosen by the exam board. The theme will be set in advance to enable candidates to research and put together a collection of resources. Session 1 will be a series of challenges set within the theme that can be attempted from different material backgrounds. Session 2 requires further development and modelling of the ideas generated in session 1. These two sessions are completed in six hours under exam conditions in one day. There is an additional third written exam session where the candidates have to reflect on the product they have designed in sessions 1 and 2.
AS: Unit 2 – F522 Product Study	Students are required to select a single existing product, analyse its strengths and weaknesses with the aim of improving it in some way. They will then model and evaluate their working prototype.
A2: Unit 3 – F523 Design, Make, Evaluate	Students select a project of their own choosing to develop a working prototype that can be tested and evaluated.
A2: Unit 4 – F524 Product Design	Written examination.

Assessment Methods/Teaching Methods and Resources

As well as using traditional teaching methods, students will use the latest CAD software and CAM laser cutter and micro router to design and make their products. Interacting with design is an essential part of the course and, as such, the Department will organise trips to the Design Museum, Science Museum and Seminars at the Institute of Education.

Suitability for Combination

Product Design combines well with the majority of subjects offered within the sixth form, and is particularly useful as a practical complement to more theoretical areas of study. There is clearly common ground with Physics and Mathematics, but also many of our former students have combined Design with Art, for example.

Progression to Higher Education/Vocational Destinations

Students who have studied this course in the past have gone on to follow a range of subjects at degree level that include Product Design, Design Management, Automotive Design, Architecture and Engineering.

DRAMA AND THEATRE STUDIES 2012

Examining Body AQA

Specification No. 1241(AS) 2241(A2)

Entry Requirements

Students will be expected to have achieved a B at GCSE Drama. If Drama has not been taken at GCSE, a B or above in English Literature is acceptable. The most important requirement is a passion for live theatre and a commitment to putting in extra hours.

Synopsis of content

The 'AS' course in Year 12 is made up of TWO units – one practical and one written paper. Students will spend their first term devising and performing their own original pantomimes, which will be combined with regular theatre visits and study of their set play, *Playhouse Creatures*. Knowledge and understanding of Stanislavski's system of acting is also covered. The practical unit will be examined in March/April 2011.

Unit 1 Live Theatre	Response to live theatre seen and study of <i>Playhouse Creatures</i> by April de Angelis.
Unit 2 Presentation of an Extract from a Play	Group performance of an extract from a published play; preparatory and development work; brief supporting notes.
Unit 3 Further Prescribed Plays	<i>The Recruiting Officer</i> by George Farquhar and <i>Our Country's Good</i> by Timberlake Wertenbaker – creative overviews of both plays from performance perspective.
Unit 4 Presentation of Devised Drama	Group performance of devised drama; preparatory and development work; brief supporting notes.

Assessment Methods/Teaching Methods and Resources

Peer, self and teacher assessment is integrated throughout the course, both on the written and the practical components, ensuring a fully-rounded theatrical understanding. Students are expected to see at least five live theatre productions in Year 12, with the department and independently. Independent study is integral to the course, with groups organising their own time and rehearsal schedules. Wider reading is equally essential.

Suitability for Combination

English Literature, Art, Music, Physical Education, History, Sociology would all provide compatible approaches to the subject-matter of Drama, although we also have a fair number of mathematicians and scientists following the course.

Progression to Higher Education/Vocational Destinations

A number of students have gone on to study Drama and Theatre Studies at university – some as single honours, some combined with English Literature, History, American Studies or Film Studies. A good grade in Drama and Theatre Studies reveals a confident, generous, intellectual, committed and wide-ranging individual for any university degree course. Others have gone on to train as actors and designers at the top drama schools.

ECONOMICS 2012

Examining Body EDEXCEL

Specification No. 8ECO1(AS) 9ECO1(A2)

Entry Requirements

Students will be expected to attain *at least* a grade B in Mathematics at GCSE, plus they would be expected to secure *at least* a grade B in GCSE Business Studies/Economics or any other Humanity if they study it as an option.

Synopsis of Content

The course seeks to provide an insight into the working and machinations of the modern economy. This would include an understanding of fundamentals such as economic policy, problems facing the economy, economic issues (globalisation, for example), economics of the firm/industry and development. The emphasis is on developing skills of application and evaluation.

Unit 1 - 'AS'	Competitive Markets - how they work and why they fail supply and demand, elasticity; causes and solutions of market failure and government failure.
Unit 2 - 'AS'	Managing the Economy - measures of economic performance and the instruments of economic policy.
Unit 3 - 'A2'	Business Economics and Economic Efficiency - costs, revenues, market structures and contestability.
Unit 4 - 'A2'	The Global Economy – globalisation, trade, balance of payments, growth and development, public finances, taxation and debt.

Assessment Methods/Teaching Methods and Resources

A variety of teaching and learning strategies are employed throughout the course. Students should expect to undertake some group work, make presentations (using PowerPoint) and research areas using the internet. Students should note that there is *no* coursework component within the 'AS/A2' level.

Suitability for Combination

Economics combines well with any subject offered within the sixth form. It is an excellent 'bridge' between the arts and sciences and especially complements subjects such as History, Politics and Mathematics. Care should be taken by those students who wish to study both Economics and Business Studies; these students are advised to seek further guidance.

Progression to Higher Education/Vocational Destinations

Economics is extremely well regarded by both universities and employers alike. Many of our students go on to read Economics (or closely related disciplines) at university, and students seeking a career in finance, banking, insurance, accounts or any 'City' profession (and many others besides) would be well advised to give the subject serious consideration. In short, Economics is both a prestigious and widely regarded qualification.

ENGLISH LANGUAGE AND LITERATURE 2012

Examining Body AQA

Specification No. 1721(AS) 2721(A2)

Entry Requirements:

Minimum B grade in English Language and English Literature.

Synopsis of Content: English Language and Literature offers students a course which ideally combines linguistic and literary studies. There is a wholly integrated approach to the course wherein prescribed literature texts are used to provide source material for an analysis of linguistic techniques. Non-fiction and media texts are also used for this purpose.

Unit 1	Exam. 1 hr.30: This paper comprises 2 questions: one is Analytical the other Production. The first is based on prescribed texts such as “The Kite Runner and A “Streetcar Named Desire”. An extract is given from these texts which needs to be analysed for its linguistic content. Production might be a letter/newspaper article/empathy response etc. Candidates will need to assess their use of vocabulary/grammar/phonology/ structure/ cohesion/ audience/context.
Unit 2	Exam. 1 hr.30: Analysing speech and its interpretation. 2 questions, the first of which is compulsory and comparative and based on an analysis of two given pieces which might be a transcript and an article. The second is an analysis of representation of speech. Students choose one of several given extracts from prescribed texts such as “Othello”. Analysis of language will consist of terms such as diction / interrogatives/ adjacency pairings/politeness markers/ellipsis etc.
Unit 3	Exam 2 hrs. 30: 2 questions one from section A and the other from B. Comparative Analysis and Text Adaptation. Part 1 – given material. Section A – Comparisons of given extracts/conversations/speeches etc., for eg. a speech by Blair on binge-drinking, conversation between two men in a pub, extract from “Lucky Jim” in which Dixon wakes up after a drunken night. Section B – Adaptation of texts for an audience (Texts given to stimulate speech/magazine article, egs. being ‘Should Married Women Work?’ / ‘Why I Want a Wife’) Part 2 – Writing commentary/appraisal of above speech etc using appropriate literary/linguistic terms.
Unit 4	Coursework. A comparative literary study of prescribed text (2000 – 2500 words)

A list of texts to be purchased and recommended reading will be sent out to interested students before the start of the course, but entry to the course itself will depend on the acquisition of grades required.

Suitability for Combination: All Arts’/Humanities’ subjects. Those students who choose the Sciences and who wish to continue their skills in essay-writing and or maintain an interest in reading will also find this course an ideal choice. The subject allows for considerable flexibility in almost any combination.

Progression to Higher Education/Vocational Destinations:

The subject has immediate/natural application for jobs in Media/Teaching/Linguistic fields and Law but is at the forefront of most professions needing English skills.

ENGLISH LITERATURE 2012

Examining Body AQA

Specification 1746B(AS) 2746B(A2)

Entry Requirements

A minimum A grade in English Language *or* English Literature and grade B in the other. An enthusiasm for reading complex texts is also essential.

Synopsis of Content

The course aims to encourage students to develop their interest and enjoyment in literary studies through reading widely, independently and critically. It will provide students with an introduction to the traditions of English Literature. It will also introduce students to wider reading which could include English from outside the UK and literature in translation.

Unit 1 'AS' Aspects of narrative	2 hour exam on <i>Pride and Prejudice</i> and <i>The Kite Runner</i> , plus Thomas Hardy and Rossetti poetry from AQA anthology. OPEN BOOK EXAM, i.e. clean copies of texts supplied in exam. 60% of marks.
Unit 2 'AS' Drama Genres	Internal assessment 2000-2500 words maximum, including quotations. Comparing <i>Othello</i> and <i>Betrayal</i> and their use of structure, deployment of genre conventions.
Unit 3 A2 Texts and Genres (Gothic and Pastoral)	Candidates must study a minimum of four texts which cover both genres, including ONE text written between 1300-1800, Christopher Marlowe's <i>Dr Faustus</i> , Mary Shelley's <i>Frankenstein</i> and <i>Macbeth</i> . Pastoral poetry 1945 is studied pre and/or post and possibly <i>Brideshead Revisited</i> 30% of A2 Level. CLOSED BOOK EXAM, i.e. no texts allowed in exam.
Unit 4 'A2' Reflections in Literary Studies	Minimum of three texts, including ONE pre-release anthology of critical material. A portfolio of two pieces of work, a comparative study of an aspect of two texts (1500-2000); an application of an aspect of pre-released critical anthology to a literary text (1,200-1,500 words). The critical anthology comprises material on Gender, Marxism, Metaphor etc.

Suitability for Combination

English Literature can be combined with just about any 'A' Level *except* English Language and literature combined, which is not permitted by the school. English Literature is an excellent 'A' Level to take if you are studying sciences or the arts: a good grasp of literature assists with learning in all the other subjects as well as improving written expression.

Progression to Higher Education/Vocational Destinations

English Literature is viewed favourably by all universities, particularly the more academic ones. A good grade is viewed as proof that a student can understand lengthy, complex texts. English Literature can lead to a host of jobs; people working in the media – television, film and journalism – often have an 'A' Level in English Literature, as well as lawyers, teachers, human resources personnel and artists.

GEOGRAPHY 2012

Examining Body EDEXCEL

Specification No. 8GE01 9GE01

Entry Requirements

A minimum grade B in GCSE Geography.

Synopsis of Content

Our new Geography course focuses on understanding the interrelationships between people and their varied environments. It supports an enquiry approach, thus encouraging a variety of learning styles. It explores solutions to current environmental problems and resource management issues and provides opportunities to consider moral, cultural and political dimensions, and the significance of human values to problem solving and decision-making.

‘AS’ Unit 1: Global Challenges “Going Global” (population, globalisation, world cities etc...) and “World at risk” (tectonics, flooding, climate change etc...)	1 ½ hr exam on course material <ul style="list-style-type: none">• Data response/short answer questions• Objective items• Longer/guided essay questions.
‘AS’ Unit 2: Geographical Investigations Crowded coasts. Rebranding places. A residential fieldtrip (to Barcelona) will be a key feature of this unit.	1 hr exam with two long response questions needing evidence of fieldwork. Questions broken down into 3 parts: <ul style="list-style-type: none">i. Data responseii. Investigations skillsiii. Impacts/management issues
‘A2’ Unit 3: Contested Planet Energy, water, biodiversity, superpowers, development and technology.	2 ½ hr exam with pre-released synoptic materials. Section A: 2 extended essay questions Section B: Synoptic short essay questions.
‘A2’ Unit 4: Geographical Research Two of six areas of research from tectonic activity and hazards, cold environments, life on the margins and food supply, pollution and human health.	1 ½ hr exam with one, 70 mark report question relating to chosen area of research. A pre-release with key ideas for each topic will be given.

Assessment Methods/Teaching Methods and Resources

Geography leads to a varied assessment package, short and long answer exam questions, a research essay and an exam exercise based on pre-released resources. It supports an enquiry approach, thus encouraging a variety of teaching and learning styles, including role-play, individual research, IT applications, group work, decision-making and fieldwork. Coursework is no longer a part of this specification but fieldwork is still a compulsory element of the course.

Suitability for Combination

One of Geography’s strengths is that students do not have to take specific subjects to ensure enjoyment and success. It can support both the arts and sciences and can be used to offer the breadth and balance encouraged by employers. Geography is typically studied with a diverse range of subjects from Economics to Biology and Mathematics to Foreign Languages.

Progression to Higher Education/Vocational Destinations

Many geographers go on to be successful in a range of managerial positions in the media, law, journalism, travel and recreation, environmental planning, economic planning, retail management, overseas development, marketing, and business and financial management. Since geography makes use of many ‘key skills’, geographers are in demand in the work place whatever their career focus.

GOVERNMENT AND POLITICS 2012

Examining Body EDEXCEL

Specification No. 8GPO1(AS)/9GPO1(A)

Entry Requirements

A minimum grade B in GCSE History; if not studied, a minimum grade B in GCSE English.

Synopsis of Content

The AS Course deals with Government and Politics in the United Kingdom. Questions include: Who runs the country? How are decisions taken? How democratic is our system? Is the UK now run by Europe? It also considers the latest current political issues. At A2, we study firstly the structure of Global Politics considering concepts such as globalisation, global governance and the changing nature of power and world order in the 20th and 21st centuries, followed by a study of Global political issues including conflict, war and terrorism, poverty, environmentalism as well as Human Rights and International Law.

Unit 1 - 'AS'	People and Politics
Unit 2 - 'AS'	Governing the UK
Unit 3 - 'A2'	Representative Processes in the USA
Unit 4 - 'A2'	Global Political Issues

Assessment Methods/Teaching Methods

A variety of teaching and learning strategies are employed throughout the course. Students are expected to undertake group work, make presentations, use research skills, and to become independent learners. Students will be encouraged to express their opinions during class discussion, and to be up-to-date with key political issues and developments. Students should note that there is no coursework component within the 'A' Level.

Suitability for Combination

Politics is taken by many students who take Arts and Humanities subjects such as History, English and Geography, as well as the other three Social Sciences – Economics, Sociology, or Psychology. It can also be taken by students, who have focused on the Sciences or Mathematics in order to broaden their intellectual horizons, and to give them an alternative challenge. There is a case to be made for studying similar subjects but some variety should be considered.

Progression to Higher Education/Vocational Destinations

As an academic subject Government and Politics is very well regarded by Universities and Employers and is considered a serious intellectual discipline. Many of our students go on to take Politics at degree level either separately or as part of another course e.g. History, Economics, PPE or International Relations. You can also combine Modern Foreign languages with the study of Politics, and it is ideally placed to suit an application for the study of Law.

HISTORY 2012

Examining Body: OCR

Specification No. H106(AS) H506(A2)

Entry Requirements

Students who have pursued History at GCSE level should secure at least a Grade B. Students who have not studied History GCSE should secure a Grade B in English Literature. However, when places are limited, preference will be given to candidates who have achieved A/A*.

Synopsis of Content

The course develops a critical understanding of the past, through the acquisition of a body of historical knowledge. Moreover, there is an emphasis on enhancing conceptual appreciation and sharpening evidence handling skills.

Unit 1	European and World History Period Studies: 1 hour 30 mins examination. 'AS' 50% of marks and 'A2' level 25% of marks. Napoleon, France and Europe 1795-1815.
Unit 2	British History Enquiries: 1 hour 30 mins examination. 'AS' 50% of marks and 'A2' level 25% of marks. The English Civil War and Interregnum 1637-1660
Unit 3	Historical Themes: 2 hour examination. 'A2' level 30% of marks. Russia and its Rulers 1855-1964.
Unit 4	Historical Interpretations and Investigations (coursework). Two 2000-word essays. 'A2' level 20% of marks. From a choice of the following options: Gladstone and Disraeli 1865 – 1886 Britain under Margaret Thatcher 1979 – 1990 British India 1784 - 1878

Assessment Methods/Teaching Methods and Resources

A variety of teaching and learning strategies are employed and students should be prepared to undertake research and reading in a self-directed manner. The essay is the central assessment tool used by the examination board and therefore essay writing is a fundamental aspect of the course. Discussion during lessons is another key feature of our approach.

Suitability for Combination

History combines well with any subject combination offered in the sixth form. There is, however, a clear and complementary affinity with subjects such as English, Politics and Economics – though any student with a serious interest in matters historical would gain much benefit from the course.

Progression to Higher Education/Vocational Destinations

History is a highly regarded academic subject. Advanced Level History offers a wealth of university and employment opportunities – archaeology, business management, the Civil Service, drama, journalism, law, politics, teaching and many more besides.

ICT 2012

Examining Body AQA

Specification No. 1521(AS) 2521(A2)

Entry Requirements

Minimum of grade B in GCSE ICT or equivalent (e.g. Level 2 Functional Skills). The majority of students who take ICT at 'AS' or 'A2' level will have taken GCSE ICT or Business Communication and obtained a B grade.

Synopsis of Content

Some aspects of the course take a task based, hands-on approach to problem solving, as well as a discussion based approach to theoretical aspects. The course also encourages the student to explore the limitations of ICT as well as the future possibilities in a fast changing world. Social, moral and ethical considerations are explored when considering both users and providers of ICT solutions.

Module	Description	Assessment	% of AS	% of A2	% of Total
Unit 1	Practical Problem Solving in the Digital World	1½ hours	50%		25%
Unit 2	Living in the Digital World	1½ hours	50%		25%
Unit 3	The use of ICT in the Digital World	2 hours		60%	30%
Unit 4	Coursework: Practical issues involved in the Use of ICT in the Digital World			40%	20%

Assessment Methods/Teaching Methods and Resources

There is an emphasis on hands-on practical work that is reflected in Unit 1 at 'AS' and in Unit 4 at 'A2'. The preparation for both these units involves use of a range of software and success in these units would be expected to develop from a confident approach to using ICT and to having the willingness to learn and use new techniques to solve problems. An investigative approach is also expected in the theoretical aspects of the course.

Suitability of the Combination

The content and approach of 'AS/A2' level ICT make it an ideal subject, linking equally well with Science and Arts subjects.

Progression to Higher Education/Vocational Destinations

ICT has many facets and as such pervades the whole curriculum, and will prove to be an asset in its own right for students advancing to take Computing/IT degrees or those who follow careers in a commercial environment, as well as providing support for other degree courses and employment opportunities.

MATHEMATICS/FURTHER MATHEMATICS 2012

Examining Body EDEXCEL

Specification No. 8371/9371 & 8372/9372

Entry Requirements

Grade A in GCSE Maths. An A grade is also required for the Further Mathematics course.

Synopsis of Content

For the single 'A' level Mathematics, the six units outlined below are studied. The Further Mathematics course comprises six units outlined below together with a further three units of Pure Maths and three applications units. Please note that the Unit 3/6 module that a student takes is not a choice and is determined by option blocking.

Unit 1 – 'AS' C1	A continuation of the algebra and geometry sections of GCSE together with an introduction to basic calculus.
Unit 2 – 'AS' C2	Trigonometry, the properties of logarithms and extensions to the algebra and calculus sections of C1.
Unit 3 – 'AS' M1 or S1	The basic principles of mechanics including velocity, acceleration, forces and moments or a unit of basic statistical treatments and methods.
Unit 4 – 'A2' C3	Further work on algebra, trigonometry and the calculus of transcendental functions.
Unit 5 – 'A2' C4	The final pure mathematics unit including advanced calculus and the study of three dimensional vectors.
Unit 6 – 'A2' S1/M2/M1/S2/D1	Can take the module that is not opted for in unit 3 or an extension of M1/S1. (D1) Decision Mathematics is a new era of Maths involving algorithms.

Assessment Methods/Teaching Methods and Resources

Each module is assessed by a single 1 hour 30 minute examination. There is no coursework element. Modular examinations may be repeated and the best attempt is awarded. Modules C1, C2 and M1 or S1 or D1 are taught in Year 12 leading to an AS qualification.

Suitability for Combination

Mathematics complements and supports Science and Computer Studies – indeed you would be ill-advised to take 'A' Level Physics without also offering Pure Mathematics with Mechanics. Another popular option is to couple Pure Mathematics and Statistics with Economics, Business Studies, Geography or Biology.

Progression to Higher Education/Vocational Destinations

The range of university and vocational courses open to a student with an advanced qualification in Mathematics is vast because the subject combines so well with almost every other discipline, be it Arts, Science or Social Science. Most of the 'top' universities now expect students of Engineering, Maths, Computing and Actuarial studies to have both Maths and Further Maths at 'A' level.

MEDIA 2012

Examining Body: OCR

Specification No. H140(AS) 4540(A2)

Entry Requirements

Students must expect to gain at least GCSE Grade B and C in English *and* English Literature in either combination. However, as places are limited, preference will be given to candidates who expect to achieve A/A* in English or English Literature.

Synopsis of Content

Students will be studying films, making their own shooting scripts, storyboards, and producing short films, including a film containing two people and a room, and the opening to a thriller film. An analysis of a variety of media, including: films, TV programmes, newspapers, magazines, radio, music, videogames, and websites.

Unit 1 (AS) Foundation Portfolio	This is a coursework unit where candidates produce one main artefact and one ancillary artefact from a series of briefs: at Coopers' we ask students to make the opening to a thriller film. A blog is used to monitor progress and a series of six evaluation questions are assessed and presented in the form of a PowerPoint presentation at the end of the unit. All three of the above tasks count towards the overall coursework grade. 50% of the total AS GCE marks.
Unit 2 (AS) Key Media Concepts	Students study and assess contemporary TV dramas for mise en scene, editing, sound and camera work and link these techniques to one area of representation (i.e. gender). Additionally, discuss the processes of production, distribution, marketing and exchange as they relate to film/video game institutions. The exam is a 2 hour written paper This paper has two sections: Section A: Candidates are required to answer one question based on an unseen moving image extract. Section B: Candidates are required to answer one question from Institutions and Audiences. 50% of the total AS GCE marks.
Unit 3 (A2) Advanced Portfolio in Media	This is a coursework unit where candidates produce one primary artefact (music video) and two ancillary artefacts (web page, DVD/CD cover or poster) that directly link to each other and establish a clear 'brand identity'. A blog is used to monitor progress and a series of evaluation questions are assessed and presented in the form of a PowerPoint presentation at the end of the unit. All three of the above tasks count towards the overall coursework mark. 25% of the total Advanced GCE marks.
Unit 4 (A2) Critical Perspectives in Media	Students prepare for an examination which has two sections: Section A: Students are required to answer one question on theoretical Evaluation of Production. Section B: Students answer one question from a choice of six from Contemporary Media Issues. This unit is synoptic. The students must discuss two different media platforms when responding in Section B of the exam. 25% of the total Advanced GCE marks.

Assessment Methods/Teaching Methods and Resources

A textbook will provide the basis for the course and students will be able to access PowerPoints/notes/on Shared Curriculum Area, as well as use of photocopied booklets. Small and whole group discussion work is integral to the course. Emphasis is placed on analysing media when constructing coursework: the school will provide digital cameras, editing facilities etc. A variety of speakers give talks about their professions. Basic to moderate computer skills are required. Blogging will be routinely done to monitor progress and complete coursework. Although it is a very practical subject, a high level of academic expertise is required.

Suitability for Combination

Media Studies is complimented by a range of subjects, in particular, English Language or English Literature. It also has links with Information Technology, Art, Drama, Design Technology, Geography, History, Politics, Psychology and Economics.

Progression to Higher Education/Vocational Destinations

Media Studies is viewed very favorably by modern universities but more traditional universities such as Oxbridge are not so enthusiastic: it should be a fourth 'A' level for such candidates. It does help with acquiring knowledge of the media, and will assist with gaining work experience and possibly work in the media, but it is not a guarantee of gaining a job in the media.

MODERN LANGUAGES: FRENCH 2012

Examining Body WJEC

Specification No. 2191(AS) 3191(A2)

Entry Requirements

The Department stipulates at least a grade A at GCSE in the French for admission to these courses, and a grade A or better in the writing section of the exam is also a good indicator of success at this level. This requirement is supplementary to the minimum expectations required for sixth form entry.

Synopsis of Content

The specification requires students to develop confidence (and competence) in the four language skills of Listening, Reading, Speaking and Writing. A certain familiarity with the culture and 'way of life' of the target-language country is assumed and will be developed via exposure to spoken and written language. The course will help students develop your general study skills, but most of all students will learn to communicate at a higher level in the language(s) chosen.

Unit FN1 – 'AS'	Oral in French 12 – 15 minute oral exam, section A requires students to complete a two role play on a text dealing with a topic studied, section B is a more general conversation on future plans, personal interests, studies etc.
Unit FN2 – 'AS'	Listening, Reading and Writing in French The exam consists of one essay, a translation into English, a listening and reading comprehension.
Unit FN3 – 'A2'	Oral in French 15 – 20 minute structured discussion and oral expose.
Unit FN4 – 'A2'	Listening, Reading and Writing in French The exam consists of a translation into French, a listening/reading comprehension and a guided studies essay.

Assessment Methods / Teaching Methods and Resources

A myriad of teaching materials is used, including textbooks, newspaper / magazine articles, audio / visual cassettes and the internet. There will be one mandatory conversation class a week with the language assistant (in preparation for the oral exam.). Facilities include multi-media language laboratories and a wide range of resources in the library.

Suitability for Combination

All Modern Languages on offer combine readily with virtually all subjects available within the sixth form. In the past, language students have pursued a wide and eclectic range of complementary subjects. Suffice it to say, it is extremely rare to find a selection of disciplines that would not be beneficially augmented by a language 'AS/A2' level.

Progression to Higher Education / Vocational Destinations

Many Modern Language students go on to study language related courses at university, an increasingly popular option given the ever increasing importance of language skills in our society. Indeed, Modern Languages certainly make any student more marketable, both in terms of higher education and employment.

MODERN LANGUAGES: GERMAN 2012

Examining Body EDEXCEL

Specification No. 8GN01 (AS)
9GN01 (A2)

Entry Requirements

The Faculty stipulates at least a grade A at GCSE in the requisite language for admission to these courses, and a grade A or better in the writing section of the exam is also a good indicator of success at this level. This requirement is supplementary to the minimum expectations required for sixth form entry.

Synopsis of Content

The specification requires students to develop confidence (and competence) in the four language skills of Listening, Reading, Speaking and Writing. A certain familiarity with the culture and 'way of life' of the target-language country is assumed and will be developed via exposure to spoken and written language. The course will help students develop general study skills, but most of all students will learn to communicate at a higher level in the language(s) chosen.

Unit 1 – 'AS'	<i>Spoken expression and response.</i> 8 – 10 minute oral exam, section A requires candidates to respond to questions on a short text dealing with a topic studied, section B is a more general conversation on the same topic.
Unit 2 – 'AS'	<i>Understanding and written response.</i> Unit 2 tests listening, reading and writing skills.
Unit 3 – 'A2'	<i>Understanding and spoken response.</i> 11 – 13 minute oral exam, candidates present, discuss and take a clear stance on any issue of their choice.
Unit 4 – 'A2'	<i>Research, understanding and written response.</i> The exam consists of a translation, a discursive or creative essay and a research based essay.

Assessment Methods/Teaching Methods and Resources

A myriad of teaching materials are used, including textbooks, newspaper/magazine articles, audio/visual cassettes and the internet. There will be one mandatory conversation class a week with the language assistant (in preparation for the oral exam.). Facilities include multi-media language laboratories and a wide range of resources in the Library.

Suitability for Combination

All Modern Languages on offer combine readily with virtually all subjects available within the sixth form. In the past, language students have pursued a wide and eclectic range of complementary subjects. Suffice it to say, it is extremely rare to find a selection of disciplines that would not be beneficially augmented by a language 'AS/A2' level.

Progression to Higher Education / Vocational Destinations

Many Modern Language students go on to study language related courses at university, an increasingly popular option given the ever increasing importance of language skills in our society. Indeed, Modern Languages certainly make any student more marketable, both in terms of higher education and employment.

MODERN LANGUAGES: SPANISH 2012

Examining Body AQA

Specification No. 1696 (AS)
2696 (A2)

Entry Requirements

The Faculty stipulates at least a grade A at GCSE in the requisite language for admission to these courses, and a grade A or better in the writing section of the exam is also a good indicator of success at this level. This requirement is supplementary to the minimum expectations required for sixth form entry.

Synopsis of Content

The specification requires students to develop confidence (and competence) in the four language skills of Listening, Reading, Speaking and Writing. A certain familiarity with the culture and 'way of life' of the target-language country is assumed and will be developed via exposure to spoken and written language. The course will help you develop your general study skills, but most of all students will learn to communicate at a higher level in the language(s) chosen.

Unit 1 – 'AS'	<i>Listening, reading and writing.</i> Students will answer a range of questions based on approximately 5 minutes of heard material and on a selection of written stimulus texts. They will also respond in writing to a question based on one of the AS topics.
Unit 2 – 'AS'	<i>Spoken expression and response.</i> 35 minutes (including 20 minutes preparation time). Students will discuss a target-language stimulus card based on one of the AS topics and take part in a conversation covering three further AS topics.
Unit 3 – 'A2'	<i>Listening, reading and writing.</i> Students will answer a range of questions based on approximately 6 minutes of heard material and a selection of written texts. They will also respond in writing to a question based on one of the four A2 cultural topic areas.
Unit 4 – 'A2'	<i>Spoken expression and response.</i> Students will present a point of view based on a target-language stimulus card from one of the A2 topic areas and take part in a conversation covering two further A2 topics.

Assessment Methods/Teaching Methods and Resources

A myriad of teaching materials are used, including textbooks, newspaper/magazine articles, audio/visual cassettes and the internet. There will be one mandatory conversation class a week with the language assistant (in preparation for the oral exam.). Facilities include multi-media language laboratories and a wide range of resources in the Library.

Suitability for Combination

All Modern Languages on offer combine readily with virtually all subjects available within the sixth form. In the past, language students have pursued a wide and eclectic range of complementary subjects. Suffice it to say, it is extremely rare to find a selection of disciplines that would not be beneficially augmented by a language 'AS/A2' level.

Progression to Higher Education / Vocational Destinations

Many Modern Language students go on to study language related courses at university, an increasingly popular option given the ever increasing importance of language skills in our society. Indeed, Modern Languages certainly make any student more marketable, both in terms of higher education and employment.

MUSIC 2012

Examining Body EDEXCEL

Specification No. 8MU01(AS) 9MU01(A2)

Entry Requirements

Students will be expected to gain either a grade B in GCSE Music with a minimum Grade 5 or if GCSE not taken a Grade 7 in practical exams, although consideration will be given to students who are outstanding performers and who have a good working knowledge of music theory.

Synopsis of Content

Both 'AS' and 'A2' components have performance, composition, listening and analysis at the heart of the course. There is a balance of coursework and exam based assessment throughout the course. Students should participate/perform in at least one ensemble and choir during the week.

Unit 1 – Performance	Perform one (or more) pieces for solo and/or ensemble, lasting 5-6 minutes. This can be in any style of music, notated or improvised.
Unit 2 – Composition	One composition lasting at least three minutes to be chosen from a choice of four topics and composed to a set brief.
Unit 3 – Developing Musical Understanding	Students will sit a two-hour exam in three sections: a) Listening, b) Investigating Musical Styles, c) Understanding Chords and Lines.
Unit 4 – Extended Performance	Recital programme lasting 12-15 minutes, either as a soloist and/or in an ensemble. Students are assessed on their programme planning.
Unit 5 – Composition and Technical Study	Completion of two tasks with the choice of: a) one composition and one technical study, b) two compositions or c) two technical studies.
Unit 6 – Further Musical Understanding	Students will sit a two-hour exam in three sections: a) Aural Analysis, b) Music in Context and c) Continuity and Change in Instrumental Music.

Assessment Methods / Teaching Methods and Resources

Students will be assessed externally on their performance work, compositions, compositional techniques papers and listening and analysis work. Students will use ICT to work on their compositions and will be expected to work independently as part of their research.

Suitability for Combination

Drama, Art and Design, Languages, Maths, English, History and Physics have all been combined with Music. Care should be taken when considering taking three practical subjects. The time given to other subjects that require extra-curricular activity should also be carefully considered.

Progression to Higher Education / Vocational Destinations

Students have gone on to study at musical Conservatoires, music at University and sound recording courses. Students who have studied Music at 'A' level have always been asked about their music when being interviewed for other subjects including Medicine, Mathematics and Law.

MUSIC TECHNOLOGY 2012

Examining Body EDEXCEL

Specification No. 8MT1 (AS) 9MT01 (A2)

Entry Requirements

The study of GCSE music is desirable with at least a B grading or Grade 5 theory. Consideration may be given to students who have not studied GCSE music if they are able to demonstrate excellent composition skills. You will also need to have basic keyboard skills and be able to read music.

Synopsis of Content

This course is designed for musicians to focus their studies in the direction of technology in order to gain a contextual understanding of the impact of technology on a range of musical styles. Lessons are structured to develop a range of creative skills through sequencing, recording and arranging music. Aural skills, the study of one area of music in context, and the principles of music technology underpin the application of practical and creative skills. Students will also be expected to participate in the extra-curricular life of the music department, and to be available to provide technical sound support during productions and School concerts.

<p>Unit 1: AS Music Technology portfolio 70%</p>	<p>1A Sequenced realised performance A sequenced piece of music. Students should try to reproduce the original recording as closely as possible. 1B Multi-track recording A recording of at least 8 track of a piece of your own choice that is from the area of study 2 (Popular music styles since 1910). 1C Creative sequenced arrangement Based on stimuli supplied by Edexcel the arrangement must demonstrate development of harmony, melody and rhythm along with use of instrumentation, timbre, texture, tonality and music technology skills. Logbook</p>
<p>Unit 2: AS Listening and Analysing 30%</p>	<p>Questions on aural perception and technical aspects, as well as special focus genres.</p>
<p>Unit 3: A2 Music Technology portfolio 60%</p>	<p>3A Sequenced integrated performance A sequenced integrated (midi + audio) piece of music. Students should try to reproduce the original recording as closely as possible. 3B Multi-track recording A 12-24 track recording of a piece of commercially available rock/pop/jazz music that captures either orchestral instruments or percussion instruments. 3C Composing using music technology Based on three supplied briefs supplied by Edexcel. Logbook</p>
<p>Unit 4: A2 Listening and Analysing 40%</p>	<p>Questions on musical understanding, ability to manipulate and correct recorded music and commentaries on technological processes.</p>

Assessment methods/Teaching methods and Resources

Students have a total of 20 hours for each task in the Music Technology portfolio. Listening and analysing papers will be externally assessed. Lessons will primarily take place in the School's recording studio, using Logic on Macintosh computers.

Suitability for Combination

Music, Media, Drama, ITC, Physics, Languages, Art have all been combined with Music Technology. The course has the support of higher education institutions as a specialist qualification for music technology related courses, but it equally provides a worthwhile experience for students wishing to use it as part of the entry requirements into other subject areas. It is also a useful qualification for students wishing to pursue a career that involves the use of technology.

PHYSICAL EDUCATION 2012

Examining Body OCR

Specification No. H154 (AS) H554 (A2)

Entry Requirements

Students are expected to secure a grade B in Physical Education and 2 B grades in Science in order to pursue Physical Education at 'AS/A2' level. A good pass in English is also desirable. PE Short course students should have gained at least an A grade.

Synopsis of Content

The course seeks to provide an insight into sports performance through physiological, psychological and historical issues. This would include an understanding of fundamentals such as body systems and structures, psychological influences on sport and the changing role of sport in society. The emphasis is on developing skills of application and evaluation.

AS: Unit G451	An introduction to Physical Education consisting of anatomy and physiology, acquiring movement skills and socio-cultural studies. Examined in a two-hour paper; this unit is worth 60% of the total AS marks.
AS: Unit G452	Practical activities; this assessment will be either: two practical performances; one practical performance and coaching or one practical performance and officiating. Examined in practical demonstrations and in an oral evaluative response; this unit is worth 40% of the total AS marks.
A2: Unit G453	Principles and concepts across different areas of Physical Education. Examined in a two-hour paper; this unit is worth 60% of the total A2 marks.
A2: Unit G454	The improvement of reflective performance and critical evaluative response; this unit is worth 40% of the total A2 marks.

Assessment Methods/Teaching Methods and Resources

A variety of teaching and learning strategies are employed throughout the course. Students should expect to undertake some group work, make presentations (using PowerPoint) and research areas using the internet. Students should note that there is a practical element to this course and accounts for 40% of the AS course.

Suitability for Combination

Physical Education combines well with any subject offered within the Sixth Form. It has excellent links with both the humanities and sciences and especially complements subjects such as Psychology, Biology and History.

Progression to Higher Education/Vocational Destinations

Physical Education is well regarded by both universities and employers alike. At advanced level Physical Education is a multi-disciplinary subject, offering students the opportunity to study aspects of science, sociology, psychology and history. It is therefore well-regarded as a subject for matriculation to university for both P.E. related courses and as a complementary one for most Higher Education courses. Students considering a career in Physiotherapy would additionally be required to study a science subject.

PHYSICS 2012

Examining Body OCR

Specification No. H159 (AS) H559 (A2)

Entry Requirements

Core and additional Science GCSE at grade B or above. Mathematics at B grade or above is also essential.

Synopsis of Content

The course covers both traditional and modern Physics concepts via nine chapters of work in each year. Opportunities exist for practical laboratory work, extended research and presentations.

Unit 1 – ‘AS’	Physics in Action – Imaging, Sensing, Testing materials looking inside materials, and quality of measurement.
Unit 2 – ‘AS’	Understanding Processes – Wave and Quantum behaviour, Mapping Space and time and Computing the next move.
Unit 3 – ‘AS’	Physics in Practice – Practical work including a sensor project or similar which involves data handling, and a materials research and presentation exercise.
Unit 4 – ‘A2’	Clockwork Universe – Creating models, Out into Space, Our place in the Universe special relativity and Matter in various states.
Unit 5 – ‘A2’	Field and Particle Physics – Charge, Fields and Electromagnetic Machines, Ionisation Radiation and Risk.
Unit 6 – ‘A2’	Advances in Physics – Case studies of a range of modern advances in Physics.

Assessment Methods/Teaching Methods and Resources

The course is taught in units as outlined above. It encompasses tuition, practical work and opportunities for individual interest and research. ‘AS’ contains two examination papers and two pieces of coursework. ‘A2’ contains three examination papers and two pieces of coursework.

Suitability for Combination

Physics combines particularly well with other Sciences and Mathematics but is also a complementary subject to a wider range of disciplines such as Geography, Design and Technology, Product Design etc.

Progression to Higher Education/Vocational Destinations

Physics is an extremely well regarded ‘A’ level in both academic and employment spheres. In terms of higher education, many of our students go on to study either a Physics related discipline, or some form of general science (Natural Sciences etc.). Physics is a prerequisite for most engineering courses.

PSYCHOLOGY 2012

Examining Body AQA

Specification No. 1181(AS) 2181(A2)

Entry Requirements

Minimum of grade B in GCSE English *and* a grade B in GCSE Science.

Synopsis of Content

At 'AS', students will develop a broad knowledge and understanding of the core areas of Psychology, such as, social, cognitive, developmental, biological and individual differences. The 'A2' course develops the students understanding of psychopathology and Psychology in action with research methods. Additional topics such as relationships, eating behaviour and aggression are covered in the 'A2' course.

Unit 1: 'AS'	Cognitive Psychology (memory), Developmental Psychology (attachment) and Research Methods
Unit 2: 'AS'	Biological Psychology (stress), Social Psychology (conformity and obedience) and Individual Differences (psychopathology).
Unit 3: 'A2'	Topics in Psychology: Aggression, Relationships and Eating Behaviour.
Unit 4: 'A2'	Psychopathology (depression), Psychology in Action (addiction) and Research Methods.

Assessment Methods / Teaching Methods and Resources

The majority of work is based in the classroom where students are expected to actively participate in the classroom activities. Homework is regularly set in order to reinforce content at to develop skills necessary to succeed in Psychology. 'AS' exams are sat in the Summer and 'A2' sit exams in the Spring and the Summer.

Suitability for Combination

Sociology, Philosophy & Ethics, Mathematics, Biology, English and Physical Education would all be directly compatible with the course. It is, however, fair to say that Psychology can branch into many subjects such as Business and Economics with similar ease.

Progression to Higher Education / Vocational Destinations

A number of students have gone on to study Psychology at degree level, some as single honours and others with combined science, history and law. High achievers' attributes would include a mature insight, confidence, empathy and thoughtfulness, as well as a strong intellectual ability. Such a student would be suitable for any university degree.

RELIGIOUS STUDIES 2012

Examining Body EDEXCEL

Specification No. 8R501(AS) 9R501 (A2)

Entry Requirements

Most important is an interest in discussing and debating moral and religious issues. Academically we require a minimum of a B grade in GCSE Short Course or Long Course RS. If you haven't studied RS at GCSE we will expect at least grade B in English.

Synopsis of Content

This is a course in Ethics and Philosophy. Students will study a wide variety of issues and be expected to debate and evaluate the validity of arguments related to them. If you like to explore the deeper questions of life and to argue about controversial issues, if you are interested in how people make ethical decisions and how their beliefs affect their lives, then this could be the subject for you.

Unit 1 AS Foundations	Area 1 – Philosophy of Religion Does God exist? How do we explain evil? Do miracles happen? Area 2 – Ethics Does morality derive from religion? What are Utilitarianism and Situation Ethics? Ethical discussion on Sex and War.
Unit 2 AS Investigations	This Unit is new this year and will be replacing the coursework element of the course. Students study one topic and, in the examination, answer the question that relates to that topic. Your choice can be made from the following: Abortion, Euthanasia, Gene Therapy, Cloning.
Unit 3 A2 Developments	Area 1 – Philosophy of Religion Is there life after death? What is religious language? What are religious experiences? The Ontological Argument Area 2 – Ethics How do we make moral decisions? A study of deontology, emotivism, intuitionism and natural moral law.
Unit 4 A2 Implications	Anthology of key texts from Philosophy of Religion and Ethics.

Assessment Methods / Teaching Methods and Resources

Unit 1 is assessed at AS with an exam in which students are expected to write three essays in 1¾ hours and Unit 2 involves an investigations essay which has replaced coursework elements. Units 3 and 4 are the A2 units and are each examined by essays in exams. Many varied teaching and learning methods are used with particular focus on discussion and debate. Textbooks are also provided.

Suitability for Combination

The philosophical and ethical nature of this Religious Studies course means it can be combined with both the arts and the sciences. It is often studied alongside subjects like Politics, Psychology, Sociology, English, History, Biology but it can fit well with almost anything.

Progression to Higher Education / Vocational Destinations

As a subject that requires debate and argument as well as an understanding of human feelings, belief and behaviour, this course can open the door to a wide variety of courses and future occupations. Students have gone on to study a range of subjects at university including Law, Religious Studies, Social Work, Teaching, Philosophy and Psychology. Most commonly, it leads to students going into people focused professions.

SOCIOLOGY 2012

Examining Body AQA

Specification No. 1191(AS) 2191(A2)

Entry Requirements

Minimum of a grade B in a GSCE Humanities subject.

Synopsis of Content

Sociology is the study of human societies and how they interact to shape people's beliefs, behaviours and identity. Through topics on the family, education, religion, crime and deviance Sociology explores how society has changed over time, touching on subjects like industrialisation, urbanisation, inequality and globalisation. The course also examines sociological theories and research methods.

Unit 1 AS	Families and Households
Unit 2 AS	Education with Research Methods
Unit 3 A2	Beliefs in Society
Unit 4 A2	Crime and Deviance with Theory and Methods

Assessment Methods / Teaching Methods and Resources

A variety of teaching and learning strategies are employed throughout the course. Students should expect to undertake some group work, make presentations (using PowerPoint), participate in debates and research areas using the internet. Students should note that there is no coursework component within the course and that the exams are essay intensive.

Suitability for Combination

Sociology is taken by many students who take arts and humanities subjects such as History, English, and Geography as well as the other three social sciences – Economics, Government and Politics or Psychology. It has also been taken in the past by students taking sciences in order to broaden their intellectual horizons.

Progression to Higher Education / Vocational Destinations

As an academic subject Sociology is both theoretical and evidence based and is well regarded by universities and employers. Many of our students go on to take Sociology at degree level either separately or combined with other subjects. Knowledge of social change and the different social groups and cultures which make up our multi-cultural society, along with critical thinking skills and an understanding of research methods are all seen as assets by both employers and universities.

TEXTILES TECHNOLOGY 2012

Examining Body AQA

Specification N 1561(AS) 2561(A2)

Entry Requirements

Where a student has previously studied Textiles at GCSE we expect them to achieve at least a grade C in textiles or a C in any other Technology subject. Additionally a C in Chemistry GCSE or CC in Core and Additional Science would be preferable.

Synopsis of Content

This AS and A2 GCE Design and Technology subject provides an opportunity to build on the GCSE Technology course. Students extend their knowledge of materials and manufacturing, develop their understanding of school and industry based processes applying this knowledge and experience within a wide range of technological activities. Students will experience today's technology and examine the possibilities and probabilities for tomorrow's technology.

Unit 1 - 'AS' Materials Components and Application 50% of AS, 25% of A2	2 hour written paper - 80 marks Based primarily on Materials and Components and consisting of three sections Section 1 contains compulsory limited response questions Section 2 offers a choice of one question from two Section 3 contains one compulsory question.
Unit 2 - 'AS' Learning through Designing and Making 50% of AS, 25% of A2	50% of AS, 25% of A Level Coursework – approx 50 hours - 80 marks Written (or electronic) design portfolio Manufactured outcome(s) Coursework may take a number of forms: a single design-and-make project, two smaller projects and/or a portfolio of work This work will demonstrate a range of decorative and constructive skills which are complex and challenging.
Unit 3 - 'A2' Design and Manufacture 25% of A Level	2 hour written paper - 84 marks Based primarily on Design and Manufacture and consisting of two sections. Candidates answer three questions: one question from three in each section, plus a final question from either section Includes synoptic assessment.
Units 4 - 'A2' Designing and making practice. 25% of A Level.	Coursework – approx 60 hours - 85 marks Written (or electronic) design folder Manufactured outcome Candidates submit evidence of a single, substantial designing and making activity. Students will select a situation/problem before setting their own objectives related to the design issues and they will then manufacture a product.

Assessment Methods/Teaching Methods and Resources

Due to the nature of the subject the subject will be taught in a practical manner with various design and make projects leading to the production of a portfolio. The theory of materials and components and how they are used in the making of textile products will be covered. Visits whenever possible will be arranged. For the coursework units, students will work on a variety of designs and make products to produce portfolios.

Suitability for Combination

This subject combines well with any number of options.

Progression to Higher Education/Vocational Destinations

Students may have desires to enter the fashion industry and may decide to continue to university to study Textiles and Design or work within the Theatre Industry or Costume Design, Retail Styling, Community Arts or Teaching.

DRESS REGULATIONS FOR THE SIXTH FORM

Unless otherwise stated, all items are available from the official uniform stockist:

Premier Schoolwear: 688-690 Becontree Avenue, Dagenham. Essex RM8 3HD Telephone: 0208 592 0141

Blouses, skirts, shirts and trousers may be purchased from other supplies but must conform to the styles below.

SIXTH FORM BOYS

Blazer/Trousers:	Boys should wear a black blazer with direct embroidered school crest, together with black trousers. Trousers should be 'traditional' in style, not 'tight' in style or denim
6th Form Tie:	Available from Premier Schoolwear
Shirt:	Plain white long sleeve or short sleeve shirt
Jumper:	Coopers' styled jumper. No other cardigan or jumper permitted.
Socks:	Plain, dark (not brightly coloured or white).
Shoes:	Plain black leather. Only very discreet styles would be acceptable with school uniform. Canvas type shoes are not acceptable. Suede shoes are also not permitted.
Jewellery:	Earrings, studs or sleepers are not permitted.
Hair:	Boys' hair should not be excessively long or excessively short. No shaving of eyebrows permitted

SIXTH FORM GIRLS

Blazer:	Girls should wear a black blazer with direct embroidered school crest,
Skirt:	A plain 'traditional' black pencil-type straight skirt, a side or kick pleated skirt, a stitched down pleated skirt. All skirts should be no higher than 5cm above the knee and should be worn in a manner appropriate for school. Absolutely NO LYCRA-based skirts. If a belt is to be worn, it should be plain black with no decorative buckles. Please see attached examples if unsure
6th Form Tie:	This is optional for girls. Obviously, it must be worn with an appropriate shirt/blouse and as part of the uniform. Available from Premier Schoolwear
Blouse:	Plain white blouse/shirt, short or long sleeved alternatives, without any decoration or frill. White buttons.
Jumper:	Coopers' styled V-neck jumper. No other cardigan or jumper permitted.
Tights:	Plain black or natural colour only. No socks allowed.
Shoes:	Plain black leather only, not a 'fashion' shoe but one suitable for school wear. No two-tone shoes or POINTED HEELS (to protect wooden floors). Soles should not be excessively thick. Suede, patent or canvas are not acceptable. No decoration buckles or flowers.
Jewellery and make-up:	If worn, make-up and nail varnish should be light and discreet, suitable with the uniform, as should any jewellery. Only small stud earrings are acceptable. Thick necklaces are not permitted – one discreet neck chain if necessary. Please do not wear multiple bracelets etc.



Examples of appropriate skirts.

Please note that the Coopers' skirt should be black and that these images are for exemplar purposes only.

BOYS AND GIRLS

Outdoor Coat:	Plain black. Not leather or 'leather type'. Must be longer than blazer length and not 'bomber type'. No logos or accessories. They should be worn only in cold weather and not as a replacement for the blazer or inside buildings. No 'hoodies' are permitted in any way.
Gloves/Scarves	Black or school red or Coopers'-Coborn scarf. NO football scarves or light colours permitted
PE Kit:	The type of kit will, of course, vary with the nature of the activity BUT for events such as Sports Day and when all activities take place indoors at school, students must wear a white sports shirt or blouse with a collar (not a 'T'-shirt) and EITHER shorts or skirt in plain white, black or dark navy OR completely plain navy jogging bottoms. PE kit is available in school.
Hair:	Extreme hair styles are not permitted, nor does the School permit students to dye or bleach their hair if, by so doing, it alters appreciably the appearance of the person. In the event of this the student may be excluded from the School at the discretion of the Headteacher. It is difficult to define "extreme" as styles vary according to fashion. Please ask BEFORE altering your hair, if these guidelines seem unclear. Do not wear brightly coloured or multiple hair accessories e.g. decorative flowers in the hair