



John Willmott Sixth Form



Sixth Form Information Booklet

Proud to be part of the
Arthur Terry Learning Partnership



High Standards, High Expectations, Huge Aspirations.



Sixth Form

high standards, high expectations, huge aspirations.



For more details call:

0121 378 6566

A Warm Welcome from our Headteacher

Thank you for expressing an interest in John Willmott School Sixth Form

John Willmott is a diverse Secondary school with 195 students in each year group and up to 150 students in our 6th form. We pride ourselves on getting to know our students well and create a family ethos which is built on traditional values of respect, high standards and the expectations of 100% attendance and positive behaviour.

Our Sixth Form is a vital part of our school. We offer a variety of courses as well as a combination of pathways.

Our pastoral support in Sixth Form is strong, providing all students with support both academically and personally.

We hope that you find the information in these pages useful and that it has given you a flavour of our Sixth Form. We welcome further contact if you have questions or want to visit to see our school at work.

Tracey Peters

Headteacher

Vision and Values

As a community we are responsible for ensuring that our students leave John Willmott School as confident, skilled and moral citizens ready to be successful in an ever changing world.

We endeavour to create a respectful community, characterised by acts of kindness, ensuring there is no harm to any individuals. We develop resilient, communicative and organised young people, the leaders of the future with drive and initiative. All leading to examination success that opens doors to the future.

We believe these values are essential elements to ensure that students achieve academic and personal success both in school and beyond. We achieve these by working in partnership with the Governing Body, parents and carers and the local community.

In Sixth Form our job is to challenge and support our students to achieve academic success whilst developing their leadership, organization, resilience, independence and communication skills and having some fun along the way.

We are very proud of our reputation for as a supportive and caring community where students follow bespoke educational pathways that cover a wide range of courses.

As a widening participation school, we currently receive funding from Aim Higher which allows us to participate in a wide range of events linked to the transition from school to university, training or employment.

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www.johnwillmottschool.co.uk



Students who join our Sixth Form

- Study a combination of courses including:
 - A levels,
 - Level 3 BTECs and CTECs
 - Level 2 pathway with the option of resitting GCSE maths and English
- Have their progress tracked and monitored throughout the year so that they know exactly where they are.
- Receive high quality teaching with opportunities for fieldwork, residentials and educational visits.
- Receive Enrichment and LORIC lessons, to help them develop broader skills and knowledge.

We offer a broad range of courses. It is important that you match your courses to your career plans and think carefully about the subjects you enjoy and in which you are likely to be successful. There are always staff available in sixth form to help and advise you.

Sixth Form students are supported by a designated team of staff including a personal tutor, student mentor, Head of Year, Assistant Headteacher and administration support.

Students also have the opportunity to participate in wider activities such as quizzes, debates, charity events, cooking and sports and adventurous activities.

Leadership opportunities – All students have the opportunity to become involved in leading aspects of school development, some key roles are:

School Captains

Ambassadors

Sixth Form Leadership Team

House Activity Leaders

The Application Process

All students fill in an application form and are then invited for a personalised discussion with a senior member of staff.

Entry Requirements

Access to the level 3 programmes will require 5 grades 4-9. In addition, students will need to meet the individual requirements for specific subjects.



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COURSES

Level 3 courses

A Levels

- Art and Design (Fine Art)
- Art and Design (Photography)
- Biology
- Chemistry
- English Literature
- English (Language and Literature combined)
- Geography
- History
- Mathematics
- Physics
- Psychology
- Sociology
- Extended Project Qualification (one-year course)

BTEC or equivalent - worth 1 A LEVEL

- Applied Science
- Applied Business
- Health and Social Care
- ICT
- Sport and Physical Activity

All courses will run subject to viable recruitment

Level 2 Programme

For those students who do not meet the requirements for Level 3 courses we have a one-year Level 2 programme which includes the following Level 2 subjects:

- Hospitality
- PDES (Personal Development qualification)
- The Arts Award

In addition, students will resit English and/or maths if they have not secured a grade 4 or above.

LORIC

Students follow a comprehensive programme to develop Leadership, Organization, Resilience, Initiative and Communication.

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John Willmott is an Aimhigher Plus school.

This is an exciting Government-funded programme to help Years 9 -13 to fulfil their educational potential and plan for future career success.

We work in partnership with universities and Aim Higher to develop learning skills, explore different careers and plan their future educational journey as university students or Apprentices.

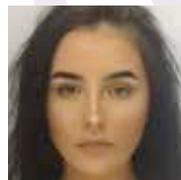
These are some of the activities:

- Mentoring
- Career Guidance
- University Trips
- Residential/summer schools

What our student have to say about the programme...



Ella: "Aim Higher provided me with experiences that I would not have had otherwise. It gave me information about universities. It also made me realise that I want to move away from home as I enjoyed the experience of staying in university accommodation. I really enjoyed my experiences".



Taylor: "I like the fact that Aim Higher made me push my boundaries. It has helped me plan my career path. It has given me so much information about universities and apprenticeships".



Kofi: "I thought that this programme was really helpful. We went to Aston University and had a time management seminar, which was very useful. I really enjoyed the Apprenticeship residential, I found out about degree apprenticeships and talked about expectations. I spoke to a construction worker, which was interesting".



We are working with Causeway Education and Sutton Trust to provide support and guidance to apply to the appropriate university for them, students will be receiving help with:

- Personal statement writing
- Interview practice



**John Willmott
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Art & Design Fine Art

LEVEL: AS/A Level

EXAMINATION BOARD: AQA

Introduction to the course

The focus of this subject is to develop the fine art skills that students have already gained at GCSE level and allow them to develop their art practice further.

The course will give students a variety of experiences and allow them to develop their skills in a range of fine art media, processes and techniques.

Students will be encouraged to develop their creativity and may use sketchbooks to record and develop their ideas in.

Entry Requirements

An aptitude for Art and Design.

Course Outline

AQA AS FINE ART

Component 1

Portfolio - Teacher Assessed

The emphasis of this component will be on the development of understanding skills using an appropriate range of materials, processes and techniques. Students should produce a collection of materials that exemplifies work carried out during the AS course. The contents of the Portfolio will be based around a range of starting points.

Assessment :

Coursework marked out of 96 marks - 60% of AS award

Component 2

Externally Set Assignment: Teacher Assessed

Separate question papers will be provided for each title. These will consist of a choice of five questions to be used as starting points. Students are required to select one. Students will be provided with examination papers in February. After the preparatory period, students complete this component with 10 hours of supervised time, carried out over 2 days.

Assessment:

Component 2: Set Assignment - 96 marks - 40% of AS award

AQA A Level Fine Art

Component 1

Portfolio - Teacher Assessed

This is a personal investigation from a themed starting point of Architecture that is supported by written material. Students can explore an idea, issue, concept or theme. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or series of related finished outcomes. Students will need to explore a wide range of media and techniques and make clear links to the work of different artists; using them to inspire their development.

Component 2

Externally set assignment - Teacher Assessed

Separate question papers will be provided for each title. Each questions paper will consist of a choice of eight questions to be used as starting points. Students are required to select one. Students will be provided with the examination papers on 1 February; or as soon as possible after that date. After the preparatory period, students will complete the component with 15 hours of supervised time, carried out over 3 days.

Where can the course lead to?

Students can choose to go on to study a Foundation course in Art and Design or pursue a degree course in Fine Art, Visual Communication and Art and Design. An A Level in Fine Art can help forge careers in a number of creative pathways including animation, art and design, graphic design and fashion design. It can also support careers in media, film and the textile industries.

Art and Design: Photography

LEVEL: AS/A Level

EXAMINATION BOARD: AQA

Introduction to the Course

Students with a creative background in Art or Technology would benefit most from this course.

All students will need their own digital camera (preferably a DSLR) and be prepared to carry out photographic work in their own time to support their studies.

Students will be introduced to both digital photography and will also have the opportunity to experiment with traditional photographic techniques.

Entry Requirements

A minimum of a grade 4 in GCSE English.

Course Outline

AQA AS Photography

Component 1

Portfolio - Teacher Assessed

Development of a coursework portfolio exemplifying work carried out during the AS course. Candidates work on one assignment of study for this component. The contents of the Portfolio will be based around the theme of Distortion.

Assessment: Coursework marked out of 96 marks - 60% of AS award.

Component 2

Externally Set Assignment: Teacher Assessed

Separate question papers will be provided for each title. These will consist of a choice of five questions to be used as starting points. Students are required to select one. Students will be provided with examination papers on 1 February, or as soon as possible after that date. After the preparatory period, students complete this component with 10 hours of supervised time, carried out over 2 days.

Assessment: Component 2 Externally Set Assignment - 96 marks - 40% of AS award.

AQA A Level Photography

Component 1

Portfolio: - Teacher Assessed

Personal students are required to conduct a personal investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The contents of the Portfolio will be based around the theme of Combination techniques.

Assessment: Component 1 - Portfolio - 96 marks - 60% of A Level award.

Component 2

Externally Set Assignment: Teacher Assessed

Separate question papers will be provided for each title. Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one. Students will be provided with examination papers on 1 February, or as soon as possible after that date. After the preparatory period, students will complete this component with 15 hours of supervised time, carried out over 3 days.

Assessment: Component 2 - Set Assignment - 96 marks - 40% of A Level award.

Where can the course lead to?

The A Level Photography course would complement A levels in Art but could also be useful as a skill in many other subject areas such as the Media and Journalism. This is a practical subject that would be advantageous to career opportunities that require a design orientated approach.

Biology

LEVEL: AS/A Level

EXAMINATION BOARD: OCR

Introduction to the course

Biology is the study of living organisms. It comprises of 6 modules, one of which is a practical endorsement.

Entry Requirements

A minimum of a grade 6 in Biology or Science and at least a grade 6 in English and Maths.

Course Outline

AS Level:

- Module 1 Practical skills
- Module 2 Foundations in Biology - Cell structure, biological molecules, enzymes and cell division
- Module 3 Exchange and Transport - Exchange surfaces and transport in Plants and animals
- Module 4 Biodiversity, Evolution and Disease - Immune system and classification

Assessment

Paper 1 containing short and multiple choice questions on modules 1, 2, 3 and 4. This paper assesses a student's breadth of knowledge.

Paper 2 containing short and longer questions on modules 1, 2, 3 and 4.

A Level:

- Student's depth of knowledge
- Module 5 Communications, Homeostasis and Energy Nervous - System, hormones, respiration and photosynthesis
- Module 6 Genetics, Evolution and Ecosystems - Inheritance, Biotechnology, Populations

Assessment

Paper 1 containing short, extended and multiple choice questions on modules 1, 2, 3 and 5. This paper assesses a student's understanding of biological processes.

Paper 2 containing short, extended and multiple choice questions on modules 1, 2, 4 and 6. This paper assesses a student's understanding of biological diversity.

Paper 3 containing short and extended questions on the whole course.

Where can this course lead to?

A Level Biology complements studies in other sciences and PE, and allows entry onto a wide range of Biological degree courses; Medicine, Nursing, Sports Science, Physiotherapy, Environmental courses and Food Sciences. Regardless of the course you want to study at University or career you want to take Biology is a highly regarded subject.



Chemistry
LEVEL: AS/A Level
EXAMINATION BOARD: OCR

Introduction to the course

The specification is divided into chemical topics each containing different key concepts of chemistry.

Entry Requirements

A minimum of a grade 6 in GCSE Chemistry or Science and a grade 6 in GCSE Maths.

Course Outline

AS Units Studied:

- Module 1 Practical skills
- Module 2 Foundations in Chemistry ~ Atoms, bonding and redox reactions
- Module 3 Periodic Table and Energy ~ Group 2, the halogens, reaction rates, enthalpy and equilibrium
- Module 4 Core Organic Chemistry ~ Hydrocarbons, alcohols, organic synthesis and analytical techniques

Assessment

Paper 1 containing multiple choice and structured questions on modules 1, 2, 3 and 4. This paper assesses a student's breadth of knowledge.

Paper 2 containing short and longer questions on modules 1, 2, 3 and 4. This paper assesses a student's depth of knowledge.

Students must also complete 12 practical tasks during Y12 to gain the practical endorsement and be awarded the A level.

A Level Units Studied:

- Module 5 Physical Chemistry and Transition Elements
- pH, buffers, enthalpy, entropy, reaction rates and equilibrium
- Module 6 Organic chemistry and Analysis
- Aromatic, carbonyl and carboxylic compounds. NMR, Polymers and organic synthesis.

Assessment

Paper 1 containing short, extended and multiple choice questions on modules 1, 2, 3 and 5. This paper assesses a student's understanding of the Periodic table and physical chemistry.

Paper 2 containing short, extended and multiple choice questions on modules 1, 2, 4 and 6. This paper assesses a student's understanding of synthesis and analytical chemistry.

Paper 3 containing short and extended questions on the whole course.

Where can this course lead to?

Many scientific courses at University are readily available together with many non-scientific courses e.g. Accountancy, Law, Business Management. Most Biological Degree courses require an 'A' Level in Chemistry. Regardless of the course you want to study at University or career you want to take, Chemistry is a highly regarded subject.



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English Literature

LEVEL: AS/A Level

EXAMINATION BOARD: PEARSON

Introduction to the course

You will learn to analyse literary texts in detail including poetry, drama and the novel.

Entry requirements

A minimum of a grade 5 in GCSE English Language and English Literature.

Course Outline

Component 1: Drama

Students study:

- One Shakespeare play and one other drama from either tragedy or comedy - both texts may be selected from one or both of these categories.
- A collection of essays and critical essays related to their selected Shakespeare play. Students' preparation is supported by Shakespeare: A Critical Anthology.
- Tragedy or Shakespeare: A Critical Anthology - Comedy.

Assessment

- Written examination, lasting 2 hours.
- Open book - clean copies of the drama texts can be taken into the examination. The Critical Anthology must not be taken into the examination.
- Total of 70 marks available - 40 marks for Section A and 30 marks for Section B.
- Section A - Shakespeare: one essay question, incorporating ideas from wider critical reading.
- Section B - Other drama: one essay question.

30% of the total qualification

Component 2: Prose

Students study:

- Two prose texts from a chosen theme. At least **one** of the prose texts must be pre-1900.

Assessment

- Written examination, lasting 1 hour.
- Open book - clean copies of the prose texts can be taken into the examination.
- Total of 40 marks available.
- Students answer **one** comparative essay question from a choice of **two** on their studied theme

20% of the qualification

Component 3: Poetry

Students will:

- Prepare for responding to an unseen modern poem, through study of poetic form, meaning, language style.
- Study either a range of poetry from:
 - a literary period or
 - a range of poetry by a named poet from within a literary period.

Overview of assessment

- Written examination, lasting 2 hours.
- Open book - clean copies of the poetry texts can be taken into the examination.
- Total of 60 marks available - 20 marks for Section A and 40 marks for Section B.
- Section A - Unseen Poetry: one essay question on an unseen modern poem written post 2000 (AO1, AO2 assessed).
- Section B - Prescribed Poetry: one essay question (AO1, AO2, AO3, AO4 assessed).

30% of the total qualification

Coursework

Students have a free choice of **two** texts to study.

Chosen texts:

- Must be different from those studied in Components 1, 2 and 3.
- Must be complete texts and may be linked by theme, movement, author or period.
- May be selected from poetry, drama, prose or literary non-fiction.

Overview of assessment

Students produce one assignment. Either:

- **one** extended comparative essay referring to two texts

or

- **one** recreative piece on one literary text plus an analytical commentary
- and one comparative essay referring to both texts
- Advisory total word count is 2500-3000 words. Total of 44 marks available.
- Internally assessed, externally moderated

20% of the total qualification

Where can the course lead to?

Excellent written skills are essential in a wide range of careers, but are particularly relevant in creative writing, journalism, media, law, education and marketing to name a few.



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English Language & Literature (Combined)

LEVEL: AS/A Level

EXAMINATION BOARD: AQA

Introduction to the course

This course would suit students who enjoy reading, analysing literary and non-literary texts and creative writing. The set texts include a range of non-fiction texts, poetry, drama and prose.

Entry requirements

A minimum of grade 6 in GCSE English Language and English Literature.

Course Outline

Unit 1: Voices in Speech and Writing

Students study Voices in Speech and Writing: An Anthology which includes examples of non-literary and digital texts from the 20th- and 21st century and one drama play.

Assessment:

Written examination, lasting 2 hours 30 minutes.

- Section A – Voices in 20th- and 21st century Texts: one comparative essay question on one unseen extract selected from 20th- or 21st-century sources and one text from the anthology.
- Section B – Drama Texts: one extract-based essay question on the chosen drama text.

Unit 2: Varieties in Language and Literature

Students study one prose fiction anchor text and one other text from a selected theme.

Assessment:

Written examination, lasting 2 hours 30 minutes.

- Section A – Unseen Prose Non-fiction Texts: one essay question on an unseen prose non-fiction extract. The unseen extract is linked to the studied theme.
- Section B – Prose Fiction and Other

Genres: one comparative essay question on one prose fiction anchor text and one other text from a theme.

Unit 3: Investigating and Creating Texts

Students study one fiction and one non-fiction text that are linked by theme.

Assessment:

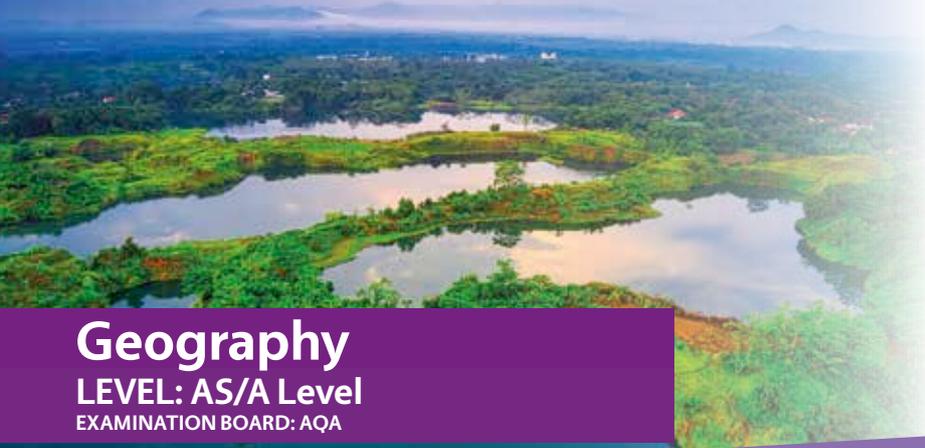
For the non-examined, students produce two assignments:

- Assignment 1 – two pieces of original writing: one piece of fiction writing and one piece of creative non-fiction writing
- Assignment 2 – one analytical commentary reflecting on studied texts and pieces of writing produced

The advisory total word count is 2500–3250: 1500–2000 words for the original writing pieces and 1000–1250 for the commentary. Total of 60 marks available – 36 marks for the original writing and 24 marks for the commentaries.

Where can the course lead to?

Excellent written skills are essential in a wide range of careers, but are particularly relevant in law, education, media, journalism and marketing to name a few.



Geography
LEVEL: AS/A Level
EXAMINATION BOARD: AQA

Introduction to the course

A Level Geography is an excellent choice for students who are interested in people, places, natural processes and future challenges facing our planet. The qualification combines well with a wide range of other subjects and is well recognized as a preparation for study at higher education.

Students are expected to have a good range of GCSEs including Geography or Humanities qualification and a good level of English. The ability to 'think like a geographer' is promoted throughout the course and students will learn to develop and apply their critical thinking skills.

Entry requirements

A minimum of Grade 5 at GCSE in English Language, Maths and Geography

Course Outline

Topics covered in year 1:

Component 1 – Physical Geography

- Water and carbon cycles
- Coastal systems and landscapes
- Hazards

Topics covered in year 2:

Component 2 – Human Geography

- Global Systems and global governance
- Changing places
- Population and the environment

Component 3 – Geographical Investigation

- Students complete an individual investigation which must include data collected in the field. The individual investigation will be based on a question defined and developed relating to part of the specification content. The student will produce a 3,000 – 4,000 word report which will comprise 20% of their A Level mark.

Assessment

Paper 1 – Physical Paper 2 hrs. 30 minutes
120 marks 40% of overall result

Paper 2 – Human Paper 2 hrs. 30 minutes
120 marks 40% of overall result

Geographical investigation 20% of overall mark

Where can the course lead to?

Many geographers are attracted to the diverse and specialist areas of study that Geography can offer at university, most students choose to go on to Higher Education after completing the A Level.

Geography can lead to a wide range of careers such as local government, landscape architecture, engineering, cartography, nature conservation, social work, or even some more challenging professions such as civil service, sports management, meteorology or volcanology.



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History

LEVEL: AS/A Level

EXAMINATION BOARD: AQA

Introduction to the course

If you have an interest in the way the world has developed through the ages.

If you enjoy investigation and discovery.

If you enjoy debate and like putting forward a well-argued case.

If you want to improve your analytical skills.

If you want to study a subject that encourages you to consider evidence to make up your own mind.

If you want to broaden your Science A Level studies to include a humanities subject.

If you want to keep your options open – History is widely regarded as a useful qualification for a wide range of Higher Education or career choices.

Entry requirements

A minimum of Grade 5 at GCSE in English Language, Maths and Geography

Course Outline

Topics covered in year 1

Consolidation of the Tudor Dynasty. England 1485-1547.

This period of study looks at Henry VII and how he established the Tudor dynasty after the War of the Roses using political, social, and economic means.

Part one: the Weimar Republic, 1918-1933

The Establishment and early years of Weimar, 1918-1924

The 'Golden Age' of the Weimar Republic, 1924-1928

The Collapse of Democracy, 1928-1933

Topics covered in year 2

England, turmoil and triumph. 1547-1603.

This period of study looks into the instability of the 'Mid-Tudor-Crisis' and the social, economic and political changes made under Edward IV, Mary I and Elizabeth I.

Part two: Nazi Germany, 1933-1945 (A-level only)

The Nazi Dictatorship, 1933-1939 (A-level only)

The Racial State, 1933-1941 (A-level only)

The impact of War, 1939-1945 (A-level only)

Assessment

Paper 1 – Component 1 : Breadth Study, 2 hours 30 minute examination, three questions, 80 marks 40% of overall A-Level

Paper 2 – Component 2: Depth Study, 2 hours 30 minutes examination, two sections, Section A one compulsory question linked to primary sources or sources contemporary to the period (30 marks). Section B – two from three essays (2 x 25 marks)

Paper 3 – Historical Investigation 3500-4500 words, 40 marks, 20% of A-level marked by teachers (moderated by AQA)

Where can the course lead to?

As you can see from the following list of possible careers leading from an A level in History the subject can stand alone or act as a wonderful complementary subject to other Arts and Science combinations.

Many of the skills you have learnt at GCSE and will develop at A level are highly valued by employers and course tutors alike.

Teaching, Archaeologist, Archivist, Civil Service, Journalism, Legal profession, Social Work, Police, Administrators, Architect, Librarian, Armed Forces, Medicine, Banking, Accountancy.

Mathematics
LEVEL: AS/A Level
EXAMINATION BOARD: EDEXCEL

Introduction to the Course

Mathematics is a course that combines well not only with traditional sciences such as Physics and Chemistry, but also with subjects such as Business Studies and ICT.

Mathematics may be used as a tool in a wide range of courses in Higher Education, or can be studied as a distinct subject in itself.

The course is a demanding one, and requires a good understanding of GCSE Mathematics at Higher Level for success.

Entry Requirements

A minimum of a grade 6 in GCSE Mathematics however it would be preferred if students achieved a 7 in GCSE Mathematics.

Course Outline

The content for AS and A level Mathematics is completely prescribed, covering pure mathematics, mechanics and statistics. The ratio of pure to applied content is 2:1 and the new content allows links to be made between the different areas of mathematics. There is an emphasis on problem solving, mathematical modelling and the use of technology.

AS / A level Mathematics content		
Pure content	Mechanics content	Statistics content
<ul style="list-style-type: none"> • Proof • Algebra and functions • Coordinate geometry • Sequences and series • Trigonometry • Exponentials and logarithms • Differentiation • Integration • *Numerical methods 	<ul style="list-style-type: none"> • Vectors • Quantities and units in mechanics • Kinematics • Forces and Newton's laws • *Moments 	<ul style="list-style-type: none"> • Statistical Sampling • Data presentation and interpretation • Probability • Statistical distributions • Statistical hypothesis testing

*Only assessed at A level

Assessment

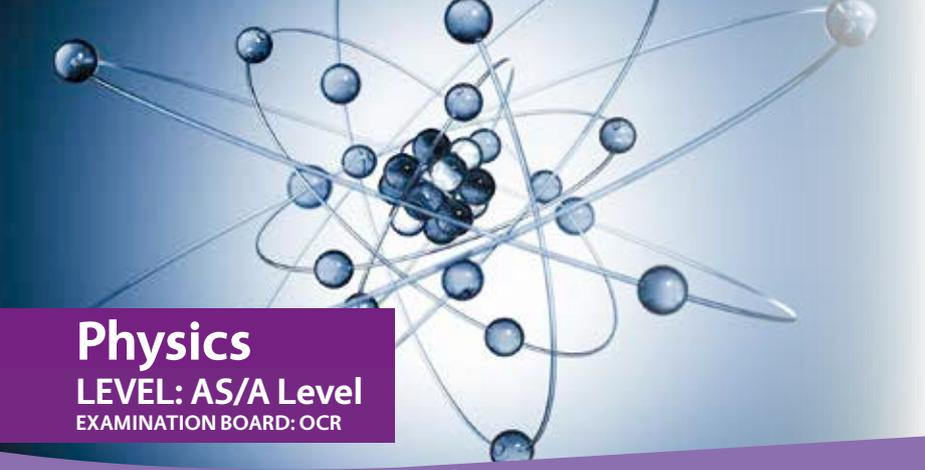
2 papers totalling 3 hours for AS level

3 papers totalling 6 hours for A level

Where can the course lead to?

Mathematicians are employed in fields of work as diverse as medical research, computer programming, engineering, air traffic control, and environmental research.

A good grade in A Level Mathematics is highly regarded by universities and employers alike, and mathematicians are increasingly in demand in a variety of professional and managerial careers.



Physics
LEVEL: AS/A Level
EXAMINATION BOARD: OCR

Introduction to the Course

The specification is divided into Physics topics each containing different key concepts.

Entry Requirements

A minimum of a grade 6 in GCSE Physics or Science and a grade 6 in Maths at GCSE Level.

Course Outline

AS level

- **Module 1** - Development of Practical Skills in Physics
- **Module 2** - Foundations of Physics - measurements, analysis of Data and the nature of quantities
- **Module 3** - Forces and Motion - Motion, Forces, Work and Energy, Materials and Newton's Laws of Motion
- **Module 4** - Electrons, Waves and Photons - Charge and current, energy and power, Electrical Circuits, Waves and Quantum Physics

Assessment

Two papers - 1 and half hours each. Breadth in Physics and Depth in Physics both count 50% towards the AS level.

They cover a mix of all units in both multiple choice and structured answer questions.

A level

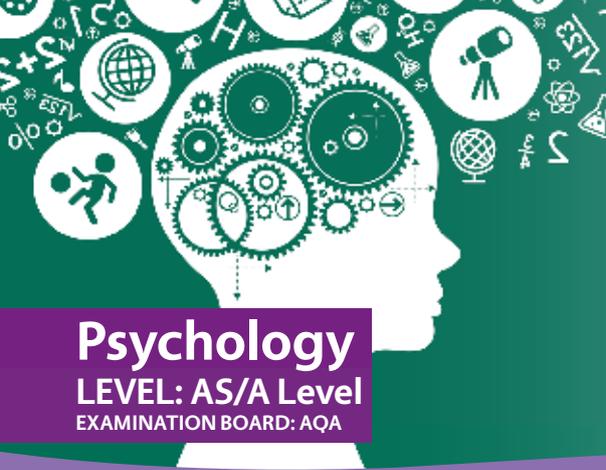
- **Module 5** - Newtonian World and Astrophysics - Thermal Physics, Circular motion, Oscillations, Gravity and Astrophysics
- **Module 6** - Particles and Medical Physics - Capacitors, Electric Fields, Electromagnetism, Nuclear Physics

Exams are in the summer and are split as follows:

- **Modelling Physics** - Containing aspects of Module 1, 2, 3 and 5 - contains a mix of multiple choice and structured answer questions.
- **Exploring Physics** - Containing aspects of Modules 1, 2, 4 and 6 - Contains a mix of multiple choice and structured answer questions.
- **Unified Physics** - Covers all content from all AS and A level modules - contains written answer questions only.

Where can the course lead to?

Science, engineering, any numerate degree, optometry, medicine, geology, The Forces and any field which wants high calibre students who can work hard and problem solve.



Psychology
LEVEL: AS/A Level
EXAMINATION BOARD: AQA

Introduction to the Course

This course is an engaging and effective introduction to Psychology.

It is particularly suitable for those students looking to develop their understanding of human memory, perception, attachment and much more.

It provides students with the foundation for further study in Psychology in Higher Education.

The A Level is 100% exam

Entry Requirements

A minimum of grade 5 in GCSE English and a grade 5 in GCSE Mathematics

Course Outline

- To develop essential knowledge and understanding of different areas of the subject and how they relate to each other.
- To develop competence and confidence in a variety of practical, mathematical and problem-solving skills.
- To understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

Topics covered in year 1

- Social Influence
- Memory
- Attachment
- Psychopathology
- Approaches in Psychology
- Research Methods

Topics covered in year 2

- Issues and Debates
- Relationships
- Forensics
- Schizophrenia
- Biopsychology

Assessment for AS level

Paper 1 – Introductory topics in Psychology

Paper 2 – Psychology in Context

Paper 3 - Issues and options in Psychology

Assessment

At least 10% of the overall assessment of Psychology will contain mathematical skills equivalent to Level 2 or above.

Where can the course lead to?

Studying psychology can lead to many varied and interesting careers including in education, psychology, mental health, social care etc.



Sociology

AS/A Level

EXAMINATION BOARD: AQA

Introduction to the course

The course looks at areas of interest for Sociologists such as Education and the changes in Education.

It draws student interest through looking at differences in educational achievement based on different demographic factors.

The course also covers other key areas such as changing families and households and how to carry out research.

Entry Requirements

A minimum of a grade 5 in GCSE English Language.

Course Outline

Students must study the following **two core themes:**

- Socialisation, culture and identity
- Social differentiation, power and stratification
- Studying the role of society in shaping a person
- The role values play in society
- How does sociological theory explain patterns in society like crime rates?

Specifications and Units of Study:

Topics covered in year 1

- Education
- Methods in Context
- Research Methods
- Families

Topics covered in year 2

- Crime and Deviance
- Media
- Theory and Methods

A level

- **Paper 1** – Education with Methods in Context
- **Paper 2** – Research Methods and Topics in Sociology
- **Paper 3** – Crime and defiance and Theory

Where can the course lead to?

There are many jobs related to sociology in the field of education, teaching, social work, probation work etc. It is also very useful when working in the world of business or in the public sector.

Extended Project Qualification

LEVEL: AS Level

EXAMINATION BOARD: AQA

Introduction to the course

There are certain requirements which set the Extended Project Qualification from your other studies:

- It requires independent research and learning to extend your studies.
- You must choose your path of study in negotiation with your Supervisor.
- You have to show that you can plan, deliver and present your project work.
- There is some teaching of necessary skills involved, but the majority of your learning will require your own self-motivation and strong organisational skills.
- Your work will be monitored by a Project Supervisor. They may suggest other people who can also help you.
- The EPQ will develop your independent research and study skills. You will learn how to carry out research effectively, and as you study something in more depth your personal learning and thinking skills will improve

Entry Requirements

A minimum of a grade 5 in GCSE English Language

Course Outline

The EPQ is an opportunity to do a project in a subject area in which you are interested.

It provides a context for developing critical thinking and project management skills – these are widely transferable, and may be useful in other courses now or later on.

The EPQ assesses your ability to plan, carry out, report on, and evaluate a project.

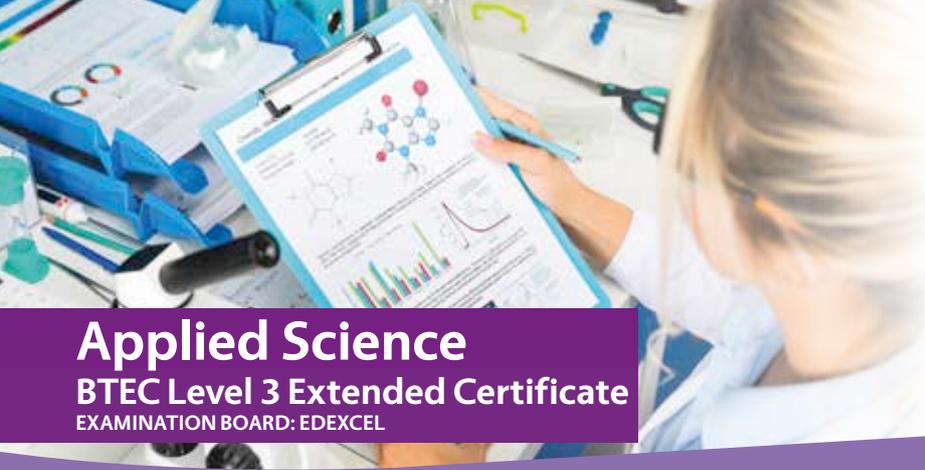
The emphasis of the assessment is on the process, a presentation and report, and other appropriate evidence of your work. It is a Level 3 Qualification and lasts one year.

Where can the course lead to?

The skills you develop as part of the Extended Project Qualification will provide you with a solid foundation in study and research skills.

These skills will benefit you in your university studies, if you choose to go on to higher education, and in future employment.

As you are following an area of personal interest, the project will bring freshness to your studies, and might help you decide on future employment or educational options.



Applied Science
BTEC Level 3 Extended Certificate
EXAMINATION BOARD: EDEXCEL

Introduction to the course

The aim of this course is to offer a broad base of study in the application and use of science, the units on offer reflect this.

The course is split into four units, 50% is externally assessed (half exam, half external assessment)

Each unit is individually graded at Pass, Merit and Distinction and each unit counts towards the overall grade.

All units must be passed, all units offer the chance for one resit in both examined units and assessment units.

Entry Requirements

A minimum of grade 4 in GCSE Science

Course Outline

- **Unit 1** – Principles and Applications of Science – Examined Unit
- **Unit 2** – Practical Scientific Procedures and Techniques – Externally Assessed unit
- **Unit 3** – Science Investigation unit – Internally Assessed
- **Unit 8** – Physiology of Human Body Systems – Internally Assessed unit

Where can the course lead to?

The BTECs have been developed to meet the needs of employers and higher education, ensuring that students have the right skills to move onto the next stage of education or into the workplace.

The course is recognised as a pathway for access to higher education and can be used in a variety of careers for example: drug research, nursing, scientific research and development as well as many more.

Applied Business

BTEC Level 3 Extended Certificate (Applied General)

EXAMINATION BOARD: AQA

Introduction to the course

If you are interested how businesses work, how they make a profit and meet customer needs then you will enjoy this course.

Learning is related to the real world and you will study through case studies and researching organisations as well as learning the financial elements of calculating and assessing financial performance.

This is a qualification for students seeking to further their education at university or wanting to enter the world of work and would suit students who prefer some coursework as well as exams.

This qualification provides a broad understanding of business knowledge and skills.

Entry Requirements

A minimum of a grade 4 in GCSE English and a grade 4 in GCSE Mathematics.

If studied at GCSE a minimum of a grade C is required.

Course Outline

You will study 6 units over 2 years

- Financial planning and analysis (exam)
- Business dynamics
- Entrepreneurial opportunities (controlled assessment)
- Managing and leading people (exam)
- Developing a business proposal
- Marketing communications

Assessment

There is a mixture of assessment through coursework and externally assessed exams.

Where can the course lead to?

Learners gain a broad understanding of business topics preparing them for university or the workplace.

This qualification can also prepare people to take up employment in business and entrepreneurship, either directly after achieving the qualification or via higher education at university or college.



Health and Social Care BTEC Level 3 Extended Certificate

EXAMINATION BOARD: EDEXCEL

Introduction to the course

This is a 2 year course where learners will explore and gain an understanding of the Health and Social Care sector whilst developing their knowledge of key areas such as meeting individual care needs, equality and diversity, human lifespan development and much more.

The qualification provides learners with an opportunity to enter employment in the health and social care field or to progress onto a higher education / vocational course. It also gives them the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

For example, learners will develop their communication skills, research and presentation skills as well as time management and confidence.

The qualification supports many of the other GCSEs and BTECs on offer. In line with all other BTECs it is graded at a Pass, Merit, Distinction or Distinction* and consists of both examined and coursework components. It is equivalent to 1 A level (upon completion of the 2 years of study).

Successful students will be those who have achieved 5 A*-C GCSEs, have some IT capability, be prepared to undertake work experience, and who will work as part of a team both in and out of the classroom environment. This is a qualification directly related to the world of work.

Entry Requirements

A minimum of a grade 4 in GCSE English

Course Outline

In the first year of study; students will complete:

Topics covered in year 1

- Unit 1- Human Lifespan Development- Externally Assessed Exam and is Mandatory
- Unit 5- Meeting Individual Care and Support Needs- Internally Assessed Coursework and is Mandatory

Topics covered in year 2

- Unit 2- Working in Health and Social Care- Externally Assessed Exam and is Mandatory
- Unit 12- Supporting individuals with additional needs

Assessment

The externally examined units are set by Pearson and consist of a 1.5 hour exam assessed in either January or June of each year.

Where can the course lead to?

The health and social care sector is one of the largest employers in the UK. Careers that could be considered with this qualification include early years' care, social care and in the education sector.



ICT
BTEC Level 3 Extended Certificate
EXAMINATION BOARD: EDEXCEL

Introduction to the course

This BTEC in Information Technology aims to develop the knowledge and skills required to understand the use of ICT in a modern business environment.

This qualification is designed for students who are interested in an introduction to the study of creating IT systems to manage and share information, alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.

Throughout this course, you will:

- Study the role of computer systems and the implications of their use in personal and professional situations.
- Study the design, creation, testing and evaluation of a relational database system to manage information.
- Explore how businesses use social media to promote their products and services. You will also implement social media activities in a business to meet requirements.
- Study how data modelling can be used to solve problems. You will design and implement a data model to meet client requirements.

During this course you will be given the opportunity to develop your knowledge and skills in IT systems, systems management and social media in business. This will enable you to progress to further study in the IT sector or other sectors.

Entry Requirements

A minimum of grade 5 in GCSE English and Maths. If GCSE IT was taken, then at least grade 5 should be achieved.

Course Outline

Course Outline and Assessment

This qualification is equivalent to 1 GCE 'A' Level qualification and carries equivalent UCAS tariff points.

The final qualification is graded Pass, Merit, Distinction or Distinction*. In order to complete the qualification, students must achieve a minimum of a Pass in all 4 units.

The course is assessed through a combination of written examination, a set task and coursework modules.

You will study a total of four units over the duration of this two-year course:

- **Unit 1:** Information Technology Systems
- **Unit 2:** Creating Systems to Manage Information.
- **Unit 3:** Using Social Media in Business
- **Unit 5:** Data Modelling

Where can the course lead to?

Specific careers in Information Technology include: Systems Analysis, ICT / Information Systems Management, Software Engineering, Consultancy and Design, Education.

There are also a wide range of ICT and Computer Science related courses that can be studied within Higher Education.



Sport and Physical Activity
Cambridge Technical OCR
EXAMINATION BOARD: EDEXCEL

Introduction to the course

This is a course that combines developing physical skills and learning about fitness, the sports industry, coaching and how to plan sporting events through a combination of coursework and examined units.

Entry requirements

A minimum of a grade 4 in GCSE PE (If studied) and a grade 4 in GCSE Science.

Course Outline

Mandatory units

- Body systems and the effects of physical activity 90 marks (exam)
- Sports coaching and activity leadership 90 marks (Coursework)
- Sports organisation and development 60 marks (exam)

Optional units to include

- Organisation of sports events (coursework)
- Practical skills in sport and physical activities (coursework)
- Unit 17 Sport injuries and rehabilitation

Assessment

This course is a combination of external exam and internally assessed work including practical activities, projects and presentations. The qualification is graded at a Pass, Merit, Distinction and Distinction*

Where can the course lead to?

This course is ideal for those who want to work in the sport and physical activity sector including working in sports and leisure facilities, education and coaching. It is also ideal for those who wish to support further study at university in Sport and Physical Activity or a related subject.



John Willmott
Sixth Form

High Standards
High Expectations

Huge Aspirations

Hospitality

BTEC Level 2 Extended Certificate

EXAMINATION BOARD: EDEXCEL

Introduction to the course

Broadly equivalent to one GCSE this course aims to give students a taste of the hospitality industry, whilst providing a suitable foundation for progression to further study within this area.

It is assessed through four units of work – three of which pupils develop coursework for in order to be assessed, the fourth unit being assessed through an external one-hour examination.

This course runs over a one-year period.

The four units of study are shown below:

Introducing the Hospitality Industry (assessed using an external examination) –

By its nature, this unit of work is theoretical, giving students the opportunity to explore different aspects of the hospitality industry by looking at its component parts, gaining an insight into the business of hospitality and the different products and services it provides.

They explore how these products and services are offered in a range of settings to meet the requirements of different hospitality interacts with other businesses and industries, gaining knowledge and understanding of these important business relationships.

Finally, students investigate the trends and issues that affect how hospitality businesses function.

Exploring the significance of a range of distinct factors affecting business operations, the students will discover how the hospitality industry responds and manages the impact of these influences.

Working in the Hospitality Industry (assessed through coursework)

– Taught as a combination of theory and practical tasks, students will learn how to develop effective team working skills so that they can give excellent customer service and gain an understanding of the essential interpersonal skills needed by all of those who work with customers and colleagues in a service situation.

They will also learn how to make a good impression on others as well as using a range of appropriate communication skills when working with customers and other team members in real situations.

Food Safety and Health & Safety in the Hospitality Industry (assessed through coursework)

– When completing this unit, students learn the importance of following appropriate procedures to maintain food safety when storing, preparing, cooking and serving food to prevent any problems with potential food safety hazards.

The students learn about how the controls and monitoring procedures for food safety hazards are put into place.

Furthermore, students learn all about how hospitality businesses are regulated by legislation to prevent hazards causing injury or ill health to staff and customers.

They will explore how hospitality businesses enforce compliance with legislation.

Students will also learn about how safety signs, information and documentation should be used in businesses within the hospitality industry.

Costing and Controlling Finances in the Hospitality Industry (assessed through coursework)

– Hospitality businesses have to spend money and in turn incur costs.

In this unit, students explore the types of costs that hospitality businesses incur and ways in which they can control them.

They then explore the ways in which the sale of products and provision of services generate revenue, to develop an understanding of profit (or how non-profit organisations cover their costs).

Additionally, students explore the ways in which costs are determined and calculated.

As students work through the unit, they look at business financial planning and learn about the different techniques available.

They use these techniques to develop a simple business plan applying breakeven techniques and an income statement (profit and loss account) to measure the success of a hospitality event.

Mixture of exam (25% and coursework (75%).



Prince's Trust



High Standards
High Expectations

Huge Aspirations

PDES

Princes Trust Achieve Programme

EXAMINATION BOARD: ASDAN

Introduction to the course

The aim of this course is to develop your own personal skills, allowing you to prepare yourself for a successful future.

Throughout a variety of units, you will develop skills to allow you to work confidently, both independently and as part of a successful team.

Course Outline

Personal Development

- Initially you will identify your individual strengths and weaknesses and produce an action plan of skills, you will develop over the course of the year.

This will involve constant reviewing and adapting in order to show your progress.

Digital Skills

- Develop your understanding of 'e' safety and the use of online digital skills.

Reflect and identify ways to improve/enhance your digital skills further.

Managing Money

- Identifying ways to look after, borrow and save money successfully to help you prepare for your future.

This will allow you to look at budgets and help to understand wages more successfully.

Healthy Active Lifestyle

- Whilst this unit requires you to plan, prepare and make a meal for a special occasion and will develop your skills in the kitchen its main focus is teamwork and time management. Allowing you to work together to complete the task.

Career Planning

- Assessing where to find out about careers or further education this unit is aimed at helping you understand the requirements needed for your chosen pathway.

It will also involve learning and developing your knowledge of the different methods of applying for jobs.

There will also be the opportunity to build your confidence with interview techniques.

Teamwork

- This unit will rely on your working as a team, together you will develop your own ideas to complete a project of your choice.

This could be a community project, a product that you make and donate or sell, or donating your time to a cause of your choice.

You will reflect on your skills and focus on ways to develop them further.

Presentation Skills

- Reflecting on the skills you have developed throughout the year, you will independently research a topic of your choice.

Creating a presentation to educate others and develop your confidence.

Assessment

Each unit will be marked on a tracking sheet, which will act as a checklist of the work you have completed.

These are the official mark sheet that will be submitted with your work to identify that the unit is complete.

Once your unit is completed it will be submitted at an internal verification, where the work is marked and checked to see if it will pass.

The work will then be returned to you and time will be given to add to and improve your work further.

Once improvements have been made, then your work will be submitted to external verification where the exam board will review it and make a final decision on a pass or fail basis.

Dates for both internal and external submission dates are on your course outline plan.

The Arts Award

EXAMINATION BOARD: TRINITY

Introduction to the course

The Arts Award qualifications are designed to inspire learners to grow their arts and leadership talents.

Most of all, they aim to support and encourage learners of all levels and abilities and from all backgrounds and cultures to engage and participate in the arts.

Through Arts Award, learners will achieve a national qualification that will build confidence through nurturing their individual interests, while also equipping them with life skills that will support their education and future employment.

To achieve their Arts Award, learners take on challenges in an art form, participate in arts activities, experience arts events, get inspired by artists and share their arts skills with others.

They create a portfolio to keep a record of their creative work and progress along the way.

Course Outline

To pass this award, learners are required to create an individual arts portfolio which demonstrates how they meet the following requirements:

Unit 1 – Arts practice and pathways

- A: identify and plan an arts challenge
- B: implement and review the arts challenge
- C: review arts events
- D: undertake arts research

Unit 2 – arts leadership

Planning

- A: identify leadership role and plan the project's aims
- B: plan the practical issues

Delivery

- C: effective arts leadership
- D: working effectively with others

Review

- E: review the project and leadership role

Assessment

Each unit will have a checklist of supporting paperwork that must be included in the portfolio. Pupils must complete both units before they can be entered for external moderation, where the outcome is either Pass or Fail.



**John Willmott
Sixth Form**

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High Standards, High Expectations, Huge Aspirations.