



Post 16

Prospectus

2010

MONKSEATON
HIGH SCHOOL

Post 16 Education at Monkseaton

Foreword

Welcome to Post 16 education at Monkseaton High School.

This prospectus outlines the variety of courses available for both one and two years. Students should take advantage of every opportunity to obtain guidance. There is always the opportunity for you, your parents and school to discuss individual requirements and, indeed, the more consultation that takes place the more likely a suitable course can be agreed upon from the beginning.

Post 16 study in Monkseaton's sixth form is a most enjoyable and rewarding experience. In the 2008 OfSTED inspection of the school it was noted that the sixth form is good and students make good progress and there is good guidance and support with some excellent opportunities for students. Besides a very wide range of A Level, BTEC and other courses there are opportunities to study degree courses through the Open University. There are over 60 different courses available, a sample of which is included.

There are opportunities to take part in sport as well as our own FA Football Academy, Rugby Academy and our new Dance Academy. This prospectus will help you make the best choices.

What to study

Students who achieve at least 5 A*-C grades at GCSE will be expected to take on three or four areas of Advanced level study in Year 12 or BTEC equivalent.

Also available are BTEC vocational courses which are full-time intermediate programmes. The greater flexibility of Post 16 education means that we are able to help students work individual timetables relevant to their specific needs.

We hope that this prospectus and the information you receive at the school will answer all of your questions at this stage. If you have any subsequent queries, please contact the Sixth Form.

Lindsey Hall
Post 16 Year Tutor
96hall@monkseaton.org.uk
(0191) 297 9702 (Post 16 direct line)

Why Post 16 at Monkseaton?

Students joining the sixth form in 2010 have an excellent opportunity to benefit from the new innovative, school building. There is much greater choice and more freedom. That is why we endeavour to provide a very wide range of courses and try to be as flexible as we can in their implementation.

In general terms the sixth form will help students to:

- obtain further qualifications or improve those already obtained;
- improve general education;
- gain an increasing awareness of the world, and greater personal maturity.

We operate an 'open' sixth form, which is as comprehensive as the rest of the school. All

students in Year 11, here and in other schools, are welcome to join us. However, it is important to make sure it is in your interests to return, or to move to Monkseaton from elsewhere:

- Are you genuinely interested in staying at school? We need to be convinced that you intend to study seriously and take the opportunities offered here;
- Have you chosen courses in which you have a realistic chance of success? Ability, motivation and performance in Year 11 are good indicators;
- Are the courses you have chosen relevant to your future career plans?

Help is available from Miss Lindsey Hall, Post 16 Year Tutor, as well as from tutors and subject teachers. In addition we have put together a timetable of support to guide you towards a successful sixth form experience.

The Post 16 Team

Miss Lindsey Hall
Mr Colin Robinson

Post 16 Year Tutor
Assistant Head of Post 16

There is also a team of Tutors who will guide students through their Post 16 studies.

Student Support & Guidance

Student support at Monkseaton High School is of the highest priority, and is a key to our success. Support and guidance is available for students in many different forms, some of which have been detailed below.

Induction

Working with Post 16 tutors, you will go through an induction programme when you join sixth form. This is designed to ease you into Post 16 life and study. Induction focuses on the skills required to be successful in sixth form, building on study techniques developed at GCSE, and setting targets for students to work towards. In addition, students receive a Post 16 Handbook which contains information about life and study in sixth form.

Tutorial System

In sixth form students have a weekly tutorial session, which is a timetabled lesson. During this, students are taken through the tutorial programme, which is designed to support students through their Post 16 studies and prepare them for life after sixth form, whether that is work, training or university. In addition, sixth form tutors will be available during lower-school morning registration.

Post 16 Team

Students in sixth form at Monkseaton High School benefit from the support of not only a tutor, but also a team of Post 16 staff to guide them through Post 16 education. The Post 16 team provide academic support, careers, and personal guidance in order to ensure students get the most out of their studies and most importantly enjoy their time in sixth form.

Connexions

Connexions is a service that provides free education and career advice. Students in sixth form benefit from having a Connexions Advisor specialising in progression issues and concerns for Post 16 students. The Connexions Advisor for sixth form is available for one morning each week.

EMA

The EMA (Educational Maintenance Allowance) is available to encourage students into Post 16 education and to help those who can least afford the inevitable expenses involved. EMA is a means tested scheme involving a weekly sum of up to £30 being paid directly to the student. Its payment is dependent upon the student fulfilling the terms of the Post 16 Contract. You may well be eligible to receive EMA, if you are, there are packs available in sixth form. In order for the school to authorise payment of EMA students must attend all of their lessons and tutorial unless they have an authorised absence, supported by a completed Absence Form. A bonus of £100 is also payable 5 times in 2 years, to those students who fulfil the conditions of their learning contract.

Post 16 Opportunities

There are many enrichment opportunities for students to get involved in during their time in sixth form. **Here's just a few:**

- Work Placements
- Volunteering
- Community Sports Leader Award
- Links with local businesses
- Sixth Form Council
- University visits
- Subject related visits
- Outdoor activities visit to Northumberland
- Peer mentoring



Post 16 Online

Independent Learning

In the new school building sixth form students have access to many open spaces in which to study, as well as having a dedicated independent learning area. The building has been designed for effective, comfortable, independent learning to take place with state-of-the-art facilities.

Subject Sites

Students in sixth form will have access to all learning resources online, they will be able to study in school or at home.

Study Resources

There are available a wide range of resources designed to support students' study in sixth form, from documents on essay planning to study timetables. In addition, help and advice is always on hand from dedicated sixth form staff.

Sixth Form E-Bulletin

Students receive a regular e-bulletin which contains all of the latest information for sixth form students, detailing important dates and opportunities. This is one of our main means of **communicating with students, and always contains information to support students' learning and** links to enrich their time in sixth form. We also aim to e-mail this to all Parents to keep them informed of what is happening in sixth form.

The Open University



Young Applicants in Schools and College Scheme

The Open University's Young Applicants in Schools and Colleges Scheme (YASS) enables academically gifted students in Years 12 and 13 to study a wide range of undergraduate modules alongside their AS and A levels. For more details about the Open University courses available and how to apply, please see page 40.

Newcastle University and Monkseaton Partnership

For the first time in the UK, aspiring young scientists are being offered a chance to replace A levels with a new route into higher education. Building on the success of the Young Applicants in Schools Scheme (YASS) with The Open University, students in the Sixth Form, who successfully complete YASS courses, will have a guaranteed offer of a place in the Faculty of Science, Agriculture and Engineering (SAGe) at Newcastle University. Once a student has completed 120 OU points to a satisfactory level they will have over 50 undergraduate Honours Degree programmes at Newcastle University to choose from.

Subject areas in the SAGe Faculty at Newcastle University:

Engineering

Civil Engineering
Electrical Engineering
Marine Engineering
Mechanical Engineering

Physical Science

Computing
Mathematics
Geomatics

Life Sciences

Animal Science
Biology
Marine Biology
Food and Nutrition

Environmental Sciences

Environmental Science
Rural Studies

For more information about the Open University you can speak to Mrs Chaytor in school, or e-mail her at: 96chaytorm@monkseaton.org.uk

Post 16 Progression

So where do students go after Post 16 education at Monkseaton?

After studying a Level 2 course students can:

- Move on to further study at Level 3 at Monkseaton High School;
- Go to college;
- Find an apprenticeship or an alternative work-based learning position.

After studying Level 3 courses students can:

- Go to university: we have a great progression rate for students moving onto Higher Education. Students from Monkseaton go to universities throughout the United Kingdom, from Glasgow to London. Students from Monkseaton High School have also been lucky enough to gain football scholarships at American Universities through their academic achievement at A Level and their **participation in the school's successful Football Academy.**
- Training and work: students are supported to find training and work placements to best suit their career aspirations. Recent sixth form leavers have gone on to achieve highly sought after places on schemes such as the Procter & Gamble Accountancy Apprenticeship Programme and internships at Devereux Architects and The Round House design company.
- Take a GAP year: students organise work and travel before going to university, getting involved in projects as diverse as teaching in schools to building schools! In the past students have travelled throughout Europe, South America, New Zealand and Australia.



Sport Academies

At Monkseaton High School students have the opportunity to join one of three sport academies:

- Football Academy
- Rugby Academy
- Dance Academy

Joining a sports academy is a great opportunity to develop sporting ability in a competitive environment, whilst studying full-time. Students will be given a timetable combining training and study, and will receive support from coaching and teaching staff to ensure that they maintain performance in both aspects of their Post 16 development at Monkseaton. All students who are members of one of the sport academies will undertake academic studies at either Level 2 or 3.

Training is demanding, with sessions scheduled both before and after school as well as at the weekend. Students have access to excellent sports facilities at Monkseaton, with equipment dedicated for their use. Our academies benefit from experienced professional coaches, who can give students specialist advice to get the best out of their performance. As well as attending scheduled training sessions, all of the academy teams have regular fixtures. **Monkseaton High School's sport academies also have excellent links with local sport teams.**

As a school we are extremely proud of our sporting achievements. Our established Boys' Football Academy recently won the All England Cup for the second consecutive year, an achievement that no other school team can claim. The Boys' Rugby Academy is newly established, and in the year that they have been running, it has made excellent progress, with interest for the next intake growing.

It is important to remember that being a member of one of the academies requires commitment: we expect 100% from students both academically and in terms of their sporting dedication. **For further information about Monkseaton's Sport Academies please contact the following members of staff:**

Football Academy: Mr D. Olsen 96olsend@monkseaton.org.uk

Rugby Academy: Mr S. Barber 96barbers@monkseaton.org.uk

Dance Academy: Mr I. Andreyev info@imperiyastageschool.co.uk

Level 2 Courses (Intermediate)

Entry Requirements

Students should achieve 5 A*- E grades at GCSE.

When deciding which Level 2 course you would like to study, you should read the course description and speak to relevant subject teachers who will be able to tell you more about the course and help you decide whether it is the right course for you.

If you study at Level 2, you will take one subject if you choose a full course, and two/three subjects if you choose the combined course option.

Why Level 2 Courses?

Level 2 courses are a great step towards Further Education, college, work-based learning and careers. Level 2 courses allow students the opportunity to study one subject area in detail on a full-time basis for one year. As well as offering courses that students will have encountered at GCSE, we also offer new and interesting courses for students to study.

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HEALTH & SOCIAL CARE

Level: BTEC

Awarding Body: Edexcel

Staff: Mrs S Bower, Mrs P Hedley

Why Health & Social Care?

This is a practical, work-related course. You will complete assignments based on realistic workplace situations and your work placement can be in nursery/primary school, care-home or an alternative setting.

Who chooses Health & Social Care?

Students who wish to continue further education or to have a career in child-care, nursing, social work, and residential care management.

What could this course lead on to?

Training in the workplace for:

- Registered care-home
- Hospital and primary care trust
- Nursing home
- Health centre

Further training, such as Level 3 (National) Health and Social Care.

Course Specification

Unit Title		Style of Assessment	Examined in
Unit 1	Communications and Individual Rights within the Health and Social Care Sector	Assignment	June 2011
Unit 2	Individual Needs within the Health and Social Care Sectors	Assignment	June 2011
Unit 3	Vocational Experience in a Health or Social Care Setting	Assignment	June 2011
Unit 4	Cultural Diversity in Health and Social Care	Assignment	June 2011
Unit 5	The Impact of Diet on Health	Assignment	June 2011
Unit 6	Human Lifespan Development	Assignment	June 2011

SPORT: (PERFORMANCE)

Level: BTEC First

Awarding Body: Edexcel

Staff: Mr D Birch, Mr S Hay, Miss K Davison, Mr S Barber

Why BTEC Sport?

The BTEC First qualification is a 1 year practical work related course. You will learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. Assignments are marked on a Pass, Merit, Distinction basis. Students who complete all 6 units will achieve the First Diploma, equivalent to 4 GCSEs A-C.

Who chooses BTEC Sport?

Students who achieve mainly D-G grades at GCSE level. Students who choose the course have a keen interest and enthusiasm for sport. The course also has a practical element so students will be required to actively participate where necessary. A knowledge of current sporting issues is also beneficial.

What could this course lead on to?

As well as learning about the sports industry, you will develop the skills needed to go on to a more advanced work related qualification such as the BTEC National, or to develop your skills within in a sport related job such as a leisure assistant.

Course Specification

Unit Title		Style of Assessment	Examined in
Unit 1	The Body in Sport	3 Assignments	On Going
Unit 2	Health, Safety and Injury	3 Assignments	On Going
Unit 9	Psychology for Sports Performance	2 Assignments	On Going
Unit 6	Practical Sport	3 Assignments	On Going
Unit 11	Fitness for Sports Performance	2 Assignments	On Going
Unit 12	Lifestyle and Sports Performance	3 Assignments	On Going

ICT, BUSINESS & SCIENCE

Level: BTEC First

Awarding Body: Edexcel

Staff: Specialist teachers from each subject area

Why take the combined level 2 course?

The combined course gives students the option to study more than one subject at level 2, allowing students to keep their options open in preparation for further study or employment. Although the courses are taught separately, many of the portfolio based assignments will compliment each other and be assessed in more than one subject area.

Who chooses the combined level 2 course?

Students who have an interest in ICT, Business and Science, who want to reinforce their knowledge and skills in these subjects. This is vocational-based learning, preparing students for the world of work and developing independent learning skills further.

What could this course lead on to?

This course gives students a sound basis in these subject areas, leading to further study at either level 2 or level 3. This also serves as a good stepping stone into employment or work-based learning.

Course Specification

Students will study a combination of units from either two or three of the following subjects: ICT, Business and Science. Students will take 3 units per subject.

Level 3 Courses (Advanced)

Entry Requirements

Students should achieve a minimum of 5 A*- C grades at GCSE.

It is advisable that you achieve at least a C grade in a subject that you wish to continue.

However, some subjects on offer are not studied at GCSE. The best advice is to read the course description and to speak to relevant subject teachers who will be able to tell you more about the course and help you decide whether it is the right course for you.

When deciding which Level 3 courses you would like to study, you should choose four subjects.

In addition, all students in sixth form take General Studies.

Why Level 3 Courses?

Level 3 courses are a great step towards Higher Education and university. A Levels allow you the opportunity to not only continue studying subjects that you have enjoyed and excelled in at GCSE, but to also study new subjects. In addition to A Levels we also offer BTEC Level 3 courses.

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APPLIED SCIENCE

Level: GCE AS/A Level

Awarding Body: AQA

Staff: Mr C Davies, Mrs L Robinson

Why Applied Science?

Applied Science is a vocational GCE that develops scientific ideas that have relevance to the work place. It is an excellent preparation for a career in science or further study in the subject. If you are keen on developing scientific skills and learning more about science and its uses in modern society, then this is a course for you.

Who chooses Applied Science?

Applied Science at AS level is suitable for students who have achieved a grade C or higher at either coordinated or applied science GCSE. Its high coursework content means that a positive and mature approach to independent work is needed.

What could this course lead on to?

Applied science students will have a sound understanding of science in a real world vocational context and will have developed independent study and research skills. These will be fine foundations for just about any further education course or desirable qualities for a prospective employer.

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Investigating Science at Work	Coursework: 33% of AS	June 2011
AS Unit 2	Energy Transfer Systems	Exam: 33% of AS	Jan 2011
AS Unit 3	Finding Out About Substances	Coursework: 33% of AS	June 2011
A2 Unit 4	Planning and Carrying out a Scientific Investigation	Coursework: 33% of A2	June 2012
A2 Unit 5	Controlling Chemical Reactions	Exam: 33% of A2	Jan 2012
A2 Unit 6	Physics of Performance Effects	Coursework: 33% of A2	June 2012

ART

Level: GCE AS/A Level

Awarding Body: AQA

Staff: Mrs L Chandler, Mrs T Crowder

Why Art?

The visual arts are an ever present and highly influential part of our lives. It is impossible not to be inspired, moved or puzzled by the work of the artists, designers and craftspeople who have shaped the appearance of the world from the earliest times across every culture. Art is one of the best stepping-stones to a wide range of careers, and is also ideal for those who simply want to explore their creative potential and cultural identity.

Who chooses Art?

The course is wide-ranging both in terms of practical work and critical studies. Normal entry requirement is Grade C in GCSE Art (or a similar practical subject).

What could this course lead on to?

Many of our students have gone on to study Art at college and university. From there they have either moved into Art related jobs or completed a masters degree. There are a wide variety of fields to move into including advertisement, illustration, design, teaching and art therapy.

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Practical coursework home-work consisting of preparatory work, critical research and final solutions	Teacher assessed and moderated by exam board. 60% of AS	May 2011
AS Unit 2	Controlled test set by exam board	Teacher assessed and moderated by exam board. 40% of AS	May 2011
*A2 Unit 3	3000 word personal study on a theme relevant to own work	Teacher assessed and moderated by exam board. 60% of A2	May 2012
*A2 Unit 4	Practical course work unit with 1000 word essay	Teacher assessed and moderated by exam board. 60% of final grade	May 2012
A2 Unit 5	Controlled test set by exam board	Teacher assessed and moderated by exam board. 40% of final grade	May 2012

* Choice between Unit 3 and Unit 4

BIOLOGY

Level: GCE AS/A Level

Awarding Body: AQA

Staff: Mrs L Robinson, Miss A Bradley, Miss B Johnson,

Miss L Dickson

Why Biology?

There are many reasons to choose Biology at AS/A Level: a love of the natural world and a curiosity about how living organisms and systems function and behave. The new AS/A Level offers a wide variety of topics and development of skills to interest those with an enthusiasm for finding out about the mechanisms of life.

Who chooses Biology?

Biology fits well alongside other Science subjects for those who may be pursuing a career in Science but equally compliments a wider range of other subjects—the key being a love of the subject. We would expect students to have achieved a minimum of two grade Cs in Science at GCSE.

What could this course lead on to?

Biology offers a highly valued and diverse career path. Students can go on to study a range of possible careers, many at university including Biology, Biotechnology, Medicine, Genetics, Psychology, Biochemistry, Forensic Science, Physiotherapy, Pharmacology and Immunology.

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Biology and Disease	Exam: short answer questions 33.3% of AS	Jan 2011
AS Unit 2	The Variety of Living Organisms	Exam: short and long answer questions 46.7% of AS	June 2011
AS Unit 3	Investigative and Practical Skills	Centre Assessment of Practical Skills and Investigative Skills (ISA) 20% of AS	June 2011
A2 Unit 4	Populations and Environment	Exam: short and long answer questions 33.3% of A2	June 2012
A2 Unit 5	Control in Cells and in Organisms	Exam: short and long answer questions including data handling and synoptic 46.7% of A2	June 2012
A2 Unit 6	Investigative and Practical Skills	Centre Assessment of Practical Skills and Investigative Skills (ISA) 20% of A2	June 2012

BUSINESS STUDIES

Level: GCE AS/A Level

Awarding Body: AQA

Staff: Mr L Allen, Mr G Thompson

Why Business Studies?

The study of business gives students an excellent opportunity to prepare themselves for the world of work. Students study a range of specialisms and can use this broad knowledge of the business world to focus on their own careers and possible pathways through university. If you are aiming high then this is the subject for you. There is also an opportunity to visit New York where you will further your knowledge in Business Studies by visiting the New York Stock Exchange as well as other Business related activities.

Who chooses Business Studies?

As the importance of the subject continues to rise students may wish to gain the skills needed to set up their own business, want a career in a specialised department, see the subject as a stepping stone to their degree in a vocational subject, or to impress employers. A diligent work ethic and a minimum GCSE grade of C in maths are essential.

What could this course lead on to?

Business graduates continue to grow in number, which reflects the needs of the economy. Many of our students go on to use their qualification at university in a variety of different fields including, law, finance, marketing and human resource management. Students also use the skills developed on the course to gain part-time employment whilst studying.

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Planning and Financing a Business	Exam: Extended response questions based on a mini case study. 40% of AS	Jan 2011
AS Unit 2	Managing a Business	Exam: Multi-part data response questions. 60% of AS	June 2011
A2 Unit 3	Strategies for Success	Exam: Extended answers based on case study 50% of A2	Jan 2012
A2 Unit 4	The Business Environment and Managing Change	Exam: Synoptic essay question 50% of A2	June 2012

CHEMISTRY

Level: GCE AS/A Level

Awarding Body: AQA

Staff: Mrs P Waddle, Mr C Davies

Why Chemistry?

Studying this subject helps students to understand the contributions that Chemistry makes to society as well as providing them with responsible factual knowledge and evidence to understand our impact on and the demands we make of our environment.

The course develops students' mathematical, practical and organisational skills.

Who chooses Chemistry?

We require students to have a minimum grade C in Coordinated Science, with no less than a grade C in their Chemistry component. It is important to have a strong Maths grade of at least a C also. The volume of content in the topics we study requires students to be organised and self-motivated with a genuine interest in the subject.

What could this course lead on to?

A Chemistry qualification provides students with a desirable and valued qualification which can lead to a wide variety of courses and careers in Medical fields, research and development of medicines/chemicals, Biochemistry and Industrial Chemistry. It can even be combined with a language and used in European/foreign business development.

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Foundation Chemistry	Exam: Short structured questions and one extended answer question 33.3% of AS	Jan 2011
AS Unit 2	Chemistry in Action	Exam: Short structured questions and one extended answer question 46.6% of AS	June 2011
AS Unit 3	Investigative and Practical Skills	Investigative Skills Assignment (ISA) Practical Skills Assessment (PSA) 20% of AS	June 2011
A2 Unit 4	Kinetics, Equilibria and Organic Chemistry	Exam: 6-8 short answer questions and 2 structured questions 40% of A2	Jan 2012
A2 Unit 5	Energetics, Redox and Inorganic Chemistry	Exam: 5-7 short answer questions and 2-3 longer structured questions 40% of A2	June 2012
A2 Unit 6	Investigative and Practical Skills	Investigative Skills Assignment (ISA) Practical Skills Assessment (PSA) 20% of A2	June 2012

ENGLISH LANGUAGE

Level: GCE AS/A Level

Awarding Body: AQA

Staff: Mrs J Nichol, Mrs Claydon, Mr Walton

Why English Language?

English Language encourages students to develop their interest in an appreciation of English, through learning about its structures and functions, its developments and its variations. It will also allow students to develop their ability to express themselves in speech and writing by producing texts for different audiences, purposes and genres.

Who chooses English Language?

We would expect all students to have a grade C or above in English at GCSE. You will encounter texts taken from a variety of sources so should enjoy reading widely, be prepared to work with data and be interested in what is happening in the world around you. You will find that English Language compliments the full range of A-level subjects.

What could this course lead on to?

This course ensures students acquire a range of skills that will prepare them for a wide range of university courses and the world of work. The structure of the course encourages students to take responsibility for their own learning, providing a real sense of academic confidence. Many of our students go on to study English or Linguistics based courses; combined Journalism or Media; Psychology or Sociology.

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Categorising Texts	External Examination 2hrs 60% AS / 30% A2	June 2011
AS Unit 2	Creating Texts	Coursework 2500– 3500 words 40% AS/ 20% A2	June 2011
A2 Unit 3	Developing Language	External Examination 2 1/2 hours 60% of A2	June 2012
A2 Unit 4	Investigating Language	Coursework 2500-3500 words 40% of A2	June 2012

ENGLISH LITERATURE

Level: GCE AS/A Level

Awarding Body: AQA

Staff: Mrs P Claydon, Mr D Walton, Mrs Nichol

Why English Literature?

At A Level the study of English Literature allows students to explore in depth a range of texts including poetry, prose and drama. This course encourages students to read widely and to foster an appreciation of Literature. Students will compare the ways stories are told and will learn about a range of critical theories.

Who chooses English Literature?

English Literature students should have a genuine interest in the study of Literature and enjoy reading. We would expect all students to have achieved at least a grade C for GCSE. In the past, a lot of students studied this subject with History and Sociology. Now students choose to do it with a wider range of subjects including Maths or Science.

What could this course lead on to?

Many of our students go on to study English Literature at degree level either on its own or combined with another subject like History or English Language. However the skills acquired mean that students are prepared for a wide range of university courses and the world of work.

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Aspects of Narrative	Examination—Open Book 2 hours. 60% of AS	June 2011
AS Unit 2	Dramatic Genres	Coursework—A portfolio of two pieces of written work each 1200-1500 words. 40% of AS	June 2011
A2 Unit 3	Texts and Genres	Examination—Closed Book 2 hours. 60% of A2	Jan 2012
A2 Unit 4	Further and Independent Reading	40% of A2	June 2012

FRENCH

Level: GCE AS/A Level

Awarding Body: AQA

Staff: Mrs C Whybourn, Mr J Dixon

Why French?

In the global market we live in today being able to communicate in a Modern Foreign Language is a valuable skill to have at your disposal. French will enhance not only your language skills but also your ability to communicate effectively in any medium. What is more, the study of French will give you a much greater appreciation of the society and the culture of France.

Who chooses French?

French is chosen by not only those students interested in the language and traditions of the country, but also by students who take a more scientific route as it complements a wide range of subjects. Furthermore, the language and communicative skills you acquire when studying French are instantly transferable and extremely useful in many future careers.

What could this course lead on to?

French graduates are always in demand, and you would be able to pursue a career in a wide range of occupations. Nowadays it is normal for French graduates to work in any business environment such as finance and accounting or marketing and sales, as well as the more traditionally thought of careers such as international law, teaching, interpreting and translating.

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Listening Reading and Writing	Written examination 70% of AS	June 2011
AS Unit 2	Speaking	Speaking test 30% of AS	May 2011
A2 Unit 3	Listening Reading and Writing	Written examination 70% of A2	June 2012
A2 Unit 4	Speaking	Speaking test 30% A2	May 2012

FURTHER MATHEMATICS

Level: GCE AS Level

Awarding Body:

Staff: Mr P Thompson, Miss E Pentland, Mr P Watts, Mrs D White

Why Further Mathematics?

Further Mathematics is a challenging course for students who want to extend their knowledge of Mathematics. The AS course is studied over two years.

Who chooses Further Mathematics?

Students embarking on this course should have at least grade B at GCSE. They also need to be studying AS Mathematics.

What could this course lead on to?

Further Mathematics can prove very useful for students considering studying Mathematics or a subject involving Mathematics in Higher Education.

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Decision Maths 1	Written exam 33.3%	June 2011
AS Unit 2	Further Pure Maths 1	Written exam 33.3%	Jan 2012
AS Unit 3	Statistics 2/ Mechanics 2	Written exam 33.3%	June 2012

GENERAL STUDIES

Level: GCE AS/A Level

Awarding Body: Edexcel

Staff: Sixth Form Tutors

Why General Studies?

General Studies is a compulsory part of the Post 16 Curriculum. Apart from gaining further UCAS points General Studies will provide:

- Knowledge of a range of thought-provoking and controversial topics;
- The ability to develop and express your own opinions, to understand and appreciate viewpoints and to raise awareness of modern issues;
- A wider perspective on issues that occur both in General Studies and in your other Post 16 courses.

These are all useful skills both at university and in the world of work.

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Challenges for Society (including nuclear power, genetics and climate change)	Exam: Multiple choice, data response and Essays 50% of AS	Jan 2011
AS Unit 2	The Individual in Society (including media influences, new communication systems and multi-culturalism)	Exam: Multiple choice, data response and Essays 50% of AS	June 2011
A2 Unit 3	Changes and Processes (including industrialisation, human rights, employment and inequality)	Exam: Multiple choice, data response and Essays 50% of A2	Jan 2012
A2 Unit 4	Beliefs, Values and Respon- sibilities (including religious beliefs, social norms, antisoc- ial behaviour, deviance and creativity)	Exam: Multiple choice, data response and Essays 50% of A2	June 2012

GEOGRAPHY

Level: GCE AS/A Level

Awarding Body: AQA

Staff: Mr C Robinson

Why Geography?

Contemporary Geography is a subject which explicitly engages with the relationship of human populations to each other over space and time and their relationships with their environment both at local and global scale. Pupils will have opportunities to consider their own roles, values and attitudes in relation to themes and issues being studied and the roles, values and attitudes of others including decision-makers.

Who chooses Geography?

Geography combines well with many subject areas but there are particularly strong links with Biology, Business Studies and History. Many students choose to broaden their study base by choosing Geography to compliment studies in Mathematics, English and Media Studies.

What could this course lead on to?

Many students go on to study Geography at university. The skills developed during the course enable students to move into a wide range of occupations from marketing to town planning. Geography graduates are highly employable and many now specialise in growth areas such as environmental and transport management.

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Physical and Human Geography (including Rivers, Population Change, Coasts and energy)	Exam: structured short and extended questions 70% of AS	Jan 2011
AS Unit 2	Geographical Skills	Exam: structured short and generic fieldwork questions 30% of AS	June 2011
A2 Unit 3	Contemporary Geographical Issues (including Plate Tectonics, World Cities, Development and Globalisation)	Exam: structured short and extended questions and essay 60% of A2	Jan 2012
A2 Unit 4	Geographical Evaluation/ Fieldwork Investigation	Exam: structured short and extended questions based on fieldwork 40% of A2	June 2012

HEALTH & SOCIAL CARE

Level: BTEC National Certificate

Awarding Body: Edexcel

Staff: Mrs S Bower, Mrs P Hedley

Why Health & Social Care?

This is a two year work related course composed of twelve units which cover the key knowledge and practical skills required as a foundation for the health and social care sectors. The course is broadly equivalent to two GCE A levels.

Who chooses Health & Social Care?

Students who apply for this course must have a real interest in working in the health sector or in social care, for example they may plan to be a nurse, child carer, social worker, carer of older people or carer of people with special needs. Ideally students will have gained a minimum of five good GCSE passes. Students who have not achieved this are advised to apply for the level 2 course.

What could this course lead on to?

Further training, for example for nursing, teaching, the police service or care work. Employment for example as a child-minder, nursery assistant or carer.

Course Specification

Unit Title		Style of Assessment	Examined in
Unit 1	Developing Effective Communication in Health & Social Care	Assignment	2010-2012
Unit 2	Equality, Diversity & Rights in Health & Social Care	Assignment	2010-2012
Unit 3	Health, Safety and Security in Health & Social Care	Assignment	2010-2012
Unit 4	Development Through the Life Stages	Assignment	2010-2012
Unit 5	Fundamentals of Anatomy and Physiology for Health & Social Care	Assignment	2010-2012
Unit 6	Personal and Professional Development in Health & Social Care	100 hours work experience	2010-2012
Unit 7	Values and Planning in Social Care	Assignment	2010-2012
Unit 8	Caring for Children and Young People	Assignment	2010-2012

In addition to the eight compulsory units listed above, you will also take four additional units, which will be selected depending on students' interests.

HISTORY

Level: GCE AS/A Level

Awarding Body: AQA

Staff: Mrs A Thompson, Miss L Sidney

Why History?

Only by questioning the past can we understand the present and by evaluating the actions of individuals can we grasp a true understanding of forces shaping our lives today. Studying History helps students to develop their ability to think critically as well as developing investigative skills. Students examine relationships between different aspects of history such as political, social, economic and cultural dimensions and the significance of events, issues and key personalities.

Who chooses History?

Anyone with an enquiring mind who wants to understand the world in which we live and how it came about opts for History. History allows students to be able to develop their analytical skills, and construct their own arguments, using evidence to support their judgements. History is an ideal subject to compliment either the arts or the sciences. We would expect students to have achieved a minimum of a grade C in History or English Language and Literature.

What could this course lead on to?

In addition to History many of our students go on in Higher Education to study Law, Business Studies, English, Media Studies, Maths, Art, Architecture and Psychology. History is a useful and often necessary subject for a number of careers and not just the obvious ones. History is an excellent qualification for budding journalists, office administrators, lawyers, armed services, TV researchers, fashion designers, town planners... the applications are endless.

Course Specification

Unit Title		Style of Assessment	Examined in
HIS1B	Britain 1483-1529	Exam: Two structured questions. 50% of AS	June 2011
HIS2L	The impact of Stalin's leadership in the USSR 1924-1941	Exam: Source based and structured questions. 50% of AS	June 2011
HIS3B	The Triumph of Elizabeth: Britain 1547-1603	Exam: Two essay questions. 60% of A2	June 2012
HIS4X	Historical Enquiry: The downfall of the Russian Tsars 1825—1924.	Coursework: individual investigation 4000 words. 40% of A2	April 2012

ICT

Level: GCE AS/A Level

Awarding Body: OCR

Staff: Mrs D McLaughlin, Mrs R Coxon

Why Information & Communications Technology?

Students look at how information is used and controlled. They will analyse issues such as ICT and the laws created to control its use, for example identity theft and hacking and will be able to discuss and write in depth about the problems associated with ICT as well as the benefits. They will also develop an understanding of the main principles of solving problems using ICT and develop the skills necessary to apply this understanding.

Who chooses Information & Communications Technology?

We would expect students to have a minimum of a C grade in ICT and have developed independent learning skills at Key Stage 4.

What could this course lead on to?

The student acquires an up-to-date knowledge of information technology, and develops the practical skills needed to apply this effectively. These studies help to prepare the student for a wide range of degree courses and professional careers.

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Using ICT to communicate	Centre assessment of written work 33% of AS	June 2011
AS Unit 2	How organisations use ICT	Exam Pre release to work on 6 weeks prior to exam. Short structured questions 33% of AS	June 2011
AS Unit 3	ICT solutions for individuals and society	Centre assessment of written work 33% of AS	June 2011
A2 Unit 4	Working to a brief	Centre assessment of written work 33% of A2	June 2012
A2 Unit 5	Publishing	Centre assessment of written work 33% of A2	June 2012
A2 Unit 6	Developing and creating web sites	Centre assessment of written work 33% of A2	June 2012

MATHEMATICS

Level: GCE AS/A Level

Awarding Body: EDEXCEL

Staff: Mr P Thompson, Miss E Pentland, Mr P Watts, Mrs D White

Why Mathematics?

Mathematics is a powerful means of communication. It is used to represent, to explain and to predict, and develops the power of concise logical thought. It contributes to the basis of scientific development and modern technology and is increasingly being used in a variety of fields such as physics, engineering, biology, medicine, geography, economics, business, finance, management and psychology.

Who chooses Mathematics?

Students embarking on this course should have at least grade C at GCSE. Students also have the opportunity of studying AS Further Maths, covering three extra modules over two years.

What could this course lead on to?

Mathematics can be combined usefully with almost any other subject. The full A level course should be considered if you wish to study mathematics, science, engineering or medicine in Higher Education.

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Statistics 1	1½ hour exam 33.3% of AS	Jan 2011
AS Unit 2	Core Maths 1	1½ hour exam—non calculator 33.3% of AS	June 2011
AS Unit 3	Core Maths 2	1½ hour exam 33.3% of AS	June 2011
A2 Unit 4	Mechanics 1	1½ hour exam 33.3% of A2	Jan 2012
A2 Unit 5	Core Maths 3	1½ hour exam 33.3% of A2	June 2012
A2 Unit 6	Core Maths 4	1½ hour exam 33.3% of A2	June 2012

MEDIA STUDIES

Level: GCE AS/A Level
 Awarding Body: OCR
 Staff: Ms K Furness

Why Media Studies?

We live in a society that is media-saturated and we rely on it for entertainment and information. It is becoming increasingly influential in the way we construct ourselves and understand society. This course offers the opportunity to combine a theoretical understanding of media and a development of practical skills for media production.

Who chooses Media Studies?

Media Studies students generally, though by no means exclusively, have a flair for arts-based subjects. Many of the skills are the same as those required by English, History, Sociology and Psychology. The artistic aspects used in Art, Graphic Design and ICT are also useful but not necessary.

What could this course lead on to?

Many Media Studies students use their A level to go on to further study at university. There are a variety of different courses available within the subject; in the past students have taken up Film and TV Production, Scriptwriting, Animation, Video Game design, Publishing, Journalism and the more theory-based Film Studies.

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Foundation Portfolio	Coursework - comprising of a preliminary exercise and a main task (print genre) + an assessed presentation 50% of AS	Jan 2011
AS Unit 2	Key Media Concepts (TV Drama)	Exam - two hour written exam with two sections. Section A is one question based on an unseen moving image extract. Section B is one question from Institutions and Audiences. 50% of AS	June 2011
A2 Unit 3	Advanced Portfolio	Coursework - comprising of one major piece and two ancillary products from a range of media 50% of A2	June 2012
A2 Unit 4	Critical Perspectives	Exam - two hour written exam with two sections. Section A is one question on Theoretical Evaluation of Production. Section B is one question from a choice of six from Contemporary Media Issues. 50% of A2	June 2012

MUSIC TECHNOLOGY

Level: GCE AS/A Level
 Awarding Body: Edexcel
 Staff: TBC

Why Music Technology?

We have excellent facilities here at Monkseaton for studying Music Technology. Students have access to our recording studio, housing a wide range of industry standard recording equipment. All students get unlimited access to the facilities outside of lesson times. If you enjoy creating music using technology and exploring the development of music technology of the recent past through popular music, then this is the course for you.

Who chooses Music Technology?

This is a course for musicians wishing to develop practical skills and theoretical knowledge in music technology. The traditional music skills of listening and analysing, arranging and composition are placed in a contemporary technological and musical context.

What could this course lead on to?

A Level Music Technology is a rigorous academic and practical qualification, widely accepted by universities for entry to a range of courses. It is especially useful for any student considering a career or undergraduate studies in any of the performing arts, sound engineering or music production.

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Music Technology Portfolio One	Exam: Students produce an audio CD containing 3 tracks of work based: sequenced performance, multi-track recording, and creative sequenced arrangement.	April 2011
AS Unit 2	Listening and analysing	Exam: Listening exam based on popular music styles since 1910, the principles and practices of music technology.	June 2011
A2 Unit 3	Music Technology Portfolio Two	Exam: Students produce an audio CD containing 3 tracks of work based: sequenced performance, multi-track recording, and creative sequenced arrangement.	April 2012
A2 Unit 4	Analysing and Producing	Exam: Section A: questions to test musical understanding. Section B: practical test involving the production of a balanced stereo mix.	June 2012

PERFORMING ARTS: DANCE

Level: BTEC

Awarding Body: Edexcel

Staff: Mrs Lavery

Why Performing Arts?

It provides learners with the opportunity to develop a range of skills and techniques, personal skills and attributes essential for a performer and performance in working life.

Who chooses Performing Arts?

Students who have a desire to be creative, work as a production company and want to develop their skills in Performing Arts.

What could this course lead on to?

This course can begin the process to enter employment in the Performing Arts sector or progress to higher qualifications in Performing Arts or other Further Education courses.

Course Specification

Unit Title		Style of Assessment	Examined in
Unit 1	Dance Performance	Internal assessment	2011
Unit 2	Performing to an Audience	Internal assessment	2012
Unit 3	Dance Performance	Internal assessment	2012

In addition to the three compulsory units, students will also take four additional units **depending on students' interests.**

PHYSICAL EDUCATION

Level: GCE AS/A Level

Awarding Body: Edexcel

Staff: Miss K Davison, Mr Barber, Mr Hay, Mr Johnson

Why Physical Education?

An opportunity to gain an advanced level course for those who have a genuine interest in sport, physical activity and the physiology of the human body. The course will give an interesting insight into a wide variety of sporting issues including sports psychology, anatomy and physiology and social aspects of sport.

Who chooses Physical Education?

Students who choose the course must have an interest and enthusiasm for sport. The course has a practical element and will require the students to participate actively when required. A knowledge of current sporting issues is also beneficial as well as a GCSE in Physical Education and Biology. A link with a local sporting club is also beneficial.

What could this course lead on to?

This course could lead on to a career in the sports industry, or be the basis for furthering your studies in sport at university. For example, sports management, sports coaching, teaching, sports psychology, fitness instructor and physiotherapy.

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Participation in Sport and Recreation	One and a half hour exam.	June 2011
AS Unit 2	The Critical Sports Performer	Internally assessed portfolio.	June 2011
A2 Unit 3	Preparation for Optimum Sports Performance	Two hour exam.	June 2012
A2 Unit 4	The Developing Sports Performer	Externally assessed portfolio.	June 2012

PHYSICS

Level: GCE AS/A Level
 Awarding Body: AQA
 Staff: Mr J Grange

Why Physics?

The study of Physics develops useful, mathematical, practical and investigative skills which are excellent preparation for many courses in higher education and careers. If you have a genuine interest in how things work, why things happen and what makes the universe tick then Physics could be your subject.

Who chooses Physics?

Although traditionally students choose to study other Science subjects and Maths alongside Physics, an increasing number are taking Physics with a more diverse range of subjects. We would expect students to have achieved a minimum of a C grade in Maths at GCSE and have studied Coordinated Science at GCSE.

What could this course lead on to?

Physics graduates continue to be in demand. Many of our students go on to use their qualification at university in a variety of different fields including Physics, Geophysics, Astrophysics, Medicine, Electronics, Economics, Maths, Psychology, Mechanical Engineering and even Disaster Management.

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Particles, Radiation, Quantum Phenomena, Current Electricity	Exam: Short structured questions 40% of AS	Jan 2011
AS Unit 2	Mechanics, Properties of Materials, Waves	Exam: Short structured questions 40% of AS	June 2011
AS Unit 3	Practical Skills: How Science Works	Centre assessment of practical skills: Investigative Skills Assignment (ISA) 20% of AS	June 2011
A2 Unit 4	Further Mechanics Fields: Gravity, Electric, Magnetic	Exam: Multiple choice & structured questions 40% of A2	Jan 2012
A2 Unit 5	Nuclear Instability, Thermal Properties, Molecular Kinetic Theory, Turning Points in Physics	Exam: Structured questions Two sections to paper: Section A - Compulsory topics Section B - Optional topic of Astrophysics 40% of A2	June 2012
A2 Unit 6	Practical Skills: How Science Works	Centre assessment of practical skills: Investigative Skills Assignment (ISA) 20% of A2	June 2012

PRODUCT DESIGN: GRAPHICS WITH MATERIALS TECHNOLOGY

Level: GCE AS/A Level
Awarding Body: Edexcel
Staff: Mrs Winder

Why Graphics?

The subject is built on the experience of GCSE and allows you to further your studies through Product Design. You will have the opportunity to study, propose and realise prototype solutions to design and making opportunities closely linked to the real world of product/system manufacture, with the emphasis on card and plastics. The emphasis will be mainly on graphics.

Who chooses Graphics?

Typically students who have enjoyed GCSE Graphic Products in years 10 and 11, achieving a grade C or above at GCSE, will enjoy this A level. You must be able to produce designs of your own invention and have a talent for drawing.

What could this course lead on to?

Students can go on to further study at university in the following areas: Product Design, Graphic Design, Multi Media, Architecture, Interior Design, Packaging, fashion, teaching.

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Product Development	Coursework	June 2011
AS Unit 2	Knowledge & Understanding of Product Design	Exam	June 2011
A2 Unit 3	Further Study of Product Design	Exam	June 2012
A2 Unit 4	Commercial Product Development	Coursework	June 2012

PRODUCT DESIGN: RESISTANT MATERIALS

Level: GCE AS/A Level

Awarding Body: Edexcel

Staff: Mr Nicholson

Why Resistant Materials?

The study of Product Design: Resistant Materials allows students to investigate the worlds of design, materials selection and to develop practical/creative making skills. If you are interested in how and why products are designed the way they are, Resistant Materials could be for you.

Who chooses Resistant Materials?

Typically students who have enjoyed GCSE Resistant Materials in years 10 and 11, achieving a grade C or above at GCSE, will enjoy this A level. You must be able to produce designs of your own invention and have the ability to manipulate woods, metals, and plastics.

What could this course lead on to?

Students with A-level Product Design—Resistant Materials can go on to further study at university in the following areas: Engineering (with Physics), Product Design, Automotive Design, Architecture, Quantity Surveying.

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Product Development	Coursework	June 2011
AS Unit 2	Knowledge & Understanding of Product Design	Exam	June 2011
A2 Unit 3	Further study of Product Design	Exam	June 2012
A2 Unit 4	Commercial Product Development	Coursework	June 2012

PSYCHOLOGY

Level: GCE AS/A Level

Awarding Body: AQA

Staff: Mrs H Hodgkinson, Miss L Holburn, Mrs H Heron, Mrs M Stonestreet

Why Psychology?

The study of psychology is a fascinating subject which aims to investigate and explain human behaviour. This course will develop skills of analysis and evaluation, along with practical research skills which can be applied in many different fields. This subject is valuable preparation for further education.

Who chooses Psychology?

Psychology students are as diverse as the subject. Anyone who has an interest in human and non-human behaviour will enjoy psychology. It is often taken alongside Sociology, History and English. However, an equal number of students come from a Science and Maths background.

What could this course lead on to?

Psychology offers a wide range of opportunities for students. University courses include forensic psychology, occupational psychology, educational psychology and clinical psychology to name but a few. It is a subject which is in demand in a variety of occupations including law, nursing, police and armed forces, social work, teaching, business development and management and academic research.

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Cognitive Psychology, Developmental Psychology & Research Methods	Exam: short answer questions with one 12 mark essay style question 50% of AS	Jan/June 2011
AS Unit 2	Biological Psychology, Social Psychology & Individual Differences	Exam: short answer questions with one or more 12 mark essay style questions 50% of AS	June 2011
A2 Unit 3	Topics in Psychology (3 topics from: biological rhythms & sleep, perception, relationships, aggression, eating behaviour, gender, intelligence and learning, cognition & development)	Exam: 3 essay style questions 50% of A2	Jan/June 2012
A2 Unit 4	Psychopathology, Psychology in Action & Research Methods (including the study of 1 psychological disorder, one from either, media, addictive behaviour or anomalous psychology, and application of research methods)	Exam: 2 essay style questions and 1 structured question 50% of A2	June 2012

SOCIOLOGY

Level: GCE AS/A Level

Awarding Body: AQA

Staff: Mrs H Hodgkinson, Miss P Haynes, Mrs S Thompson

Why Sociology?

Sociology is the study of human behaviour in groups, whether it be in gangs, tribes, families, classes, races, prisons, schools, mental hospitals, religious sects, peer groups, or even nudist camps! There are no definitive answers which leads to much disagreement between sociologists. This often makes for fierce and passionate discussion.

Who chooses Sociology?

Nationally, Sociology is a popular A level. It is an academic subject where you will be required to write essays and interpret documents therefore we would expect a minimum of a grade C in English GCSE. The subject fits in particularly well with English, History and Psychology.

What could this course lead on to?

Those who study Sociology find that their acquired skills are transferable in a range of careers such as social work, counselling, advertising, medical professions, personnel **management, or any career that involves 'dealing with people'.**

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Families and Households	Exam 40% of AS	Jan 2011
AS Unit 2	Education and Sociological Methods	Exam 60% of AS	June 2011
A2 Unit 3	Beliefs in Society	Exam 40% of A2	Jan 2012
A2 Unit 4	Crime and Deviance and Theory and Methods	Exam 60% of A2	June 2012

SPANISH

Level: GCE AS/A Level
Awarding Body: AQA
Staff: Mrs J King

Why Spanish?

For the global market in which we live today being able to communicate in a Modern Foreign Language is an invaluable skill to have at your disposal. Spanish will enhance, not only your language skills, but also your ability to communicate effectively in any medium. What is more, the study of Spanish will give you a much greater appreciation of the society and the culture of Spain and much of Latin America.

Who chooses Spanish?

Spanish is chosen not only by those students interested in the language and traditions of the country, but also by students who take a more scientific academic route. The language and communicative skills you acquire when studying Spanish are instantly transferable and extremely useful in many careers.

What could this course lead on to?

Spanish graduates are always in demand, and you would be able to pursue a career in a wide range of occupations. Nowadays it is normal for Spanish graduates to work in any business environment such as retail, finance and accounting or marketing and sales, as well as the more traditionally thought of careers such as international law, teaching, interpreting and translating.

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Listening Reading and Writing	Written examination 70% of AS	June 2011
AS Unit 2	Speaking	Speaking test 30% of AS	May 2011
A2 Unit 3	Listening Reading and Writing	Written examination 70% of A2	June 2012
A2 Unit 4	Speaking	Speaking test 30% A2	May 2012

SPORT: DEVELOPMENT, COACHING & FITNESS

Level: BTEC National Diploma

Awarding Body: Edexcel

Staff: Miss C Sunderland, Miss K Davison, Mr S Barber, Mr S Hay,
Mr P Johnson, Mr D Birch

Why BTEC Sport?

This academic course is equivalent to three A levels which is marked on a Pass, Merit, Distinction basis. Within the BTEC Sport you will complete 18 modules over two years giving you the opportunity to look at many aspects of sport. Throughout the course you will have the opportunity to gain further qualifications such as the CSLA as well as being **part of many sporting initiatives such as 'step into sport', all of which will give you vital skills for working with young children and for working within the sports industry.** You will learn through a combination of formal classes, practical lessons and work experience. Students will be assessed through presentations, workshops, coaching activities, written assignments, group work and filmed interviews.

Who chooses BTEC Sport?

Students who can work well on their own as well as part of a group. You should also have a strong interest in sport and developing your knowledge of coaching and fitness. progress to higher education.

What could this course lead on to?

Students can progress straight into the sports industry or go onto Higher Education to pursue a career within the sports world such as, teaching, physiotherapy, coaching, and sports massage.

Course Specification

Year 1 Unit Titles	Year 2 Unit Titles
Sports Coaching	Outdoor & Adventurous Activities
Leadership in Sport	Exercise, Health & Lifestyle
The Body in Action	Sports Injuries
Training & Fitness for Sport	Sport & Exercise Massage
Health & Safety	Rules, Regulations & Officiating in Sport
Fitness Testing for Sport	Organising Sports Events
Working with Children in Sport	Practical Individual Sports
Sports Development	Sports Nutrition
Practical Team Sports	
Word Based Experience in Sport	

TEXTILES

Level: GCE AS/A Level
Awarding Body: AQA
Staff: Mrs L Hutchinson

Why Textiles?

The 'A' level course in Textiles encourages students to take a broad view of design and textiles technology, to develop their creativity and capacity to make products, and to appreciate the relations between design, materials, manufacture and marketing.

Who chooses Textiles?

Although traditionally 'A' Level Textiles students have previously taken the subject to GCSE, it is not essential that they should have done so as no prior knowledge of Textiles is required in order to undertake the course.

What could this course lead on to?

Students of Fashion and Design have never been in such demand. Many students go on to university or college to take qualifications in Fashion and Design, Fashion Marketing, Fashion Promotions (journalism) and Theatre Costume Design. The possibilities are endless!

Course Specification

Unit Title		Style of Assessment	Examined in
AS Unit 1	Materials, components and Application	Exam: Short structured questions. 50% of AS marks. 2 hour paper.	Jan/June 2011
AS Unit 2	Coursework: Designing and making	A single design and make project and two smaller projects and/or a portfolio of work.	June 2011
A2 Unit 3	Design and Manufacture	Exam: Essay type questions. 25% of the total A Level.	Jan/June 2012
A2 Unit 4	Coursework: Designing and Making	A single project. Design and Make task. Approx 60 hours. 25% of total A Level	June 2012

OPEN UNIVERSITY COURSES



The Open University

Awarding Body: The Open University
Staff: Mrs M Chaytor

Why study an Open University course?

This is a new learning experience. You will study at undergraduate level, receive your course materials at home and you will be tutored by an Open University tutor. You will be one of the 200,000 students studying with the largest university in the country. You have the flexibility to choose a course to compliment your AS level subjects or something completely new. You can study at home or at school and choose a short 3 month course or a longer 9 month course.

Who chooses an Open University course?

Students who are committed, well motivated and can meet deadlines.
Students looking for academic stretch and challenge.
Students who want to improve their independent study skills.
Students who want to enrich their academic profile, for a CV or UCAS application.

What could this course lead on to?

These courses bridge the gap between school and university, and provide evidence of your ability to study at higher education level. This will be an advantage when you apply to university, especially if your chosen subject or university is oversubscribed.

Open University Courses

Courses are available in the following subjects areas:

Arts	Mathematics
Business & Management	Science
Social Science	Engineering and Technology
Health & Social Care	Environment
Computing and ICT	Modern Foreign Languages
Law	Sport

For a more detailed list of courses visit: <http://www.open.ac.uk/yass/index.shtml>

Alternatively you can speak to Mrs Chaytor in school.

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