

ALEC REED ACADEMY

POST-16

Prospectus 2020-21



PROUD TO LEARN

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Message from the Principal

Dear Year 11 Student,

Welcome to the sixth form prospectus for Alec Reed Academy.

First of all, I congratulate you on achieving all that you have so far at level 2 (GCSE or BTEC) as this has enabled you to get to this point where sixth form study is now a reality for you. Choosing a sixth form is one of the most difficult decisions that you can make as it is vital that you choose the place where you can be happy over the next couple of years, whilst preparing for what you would like to do next. Whether you are undecided as to what that next step is, have set your mind on an apprenticeship, want to earn money as soon as possible or indeed go to university, you will be well supported at Alec Reed Academy to make the right decision for you. We appreciate that our students all have a range of different gifts and talents and recognise the importance of our role in extending these further and supporting you on your own path to success. This is why we offer a range of courses that we believe will help you to achieve your chosen goal.

We understand that the demands of sixth form are rigorous and expectations are high in order to support students in meeting the demands of advanced level study. We do not apologise for expecting our students to work hard, take advice and put the necessary actions in place as a result to continuously improve. It can take some time to settle in as the 'jump' from GCSE to A-level (and their equivalents) is extensive. This is why we support students well in transition so that they can manage an increased, challenging workload alongside the crucial independent study time that students must adopt if they are to succeed. The teaching staff in the sixth form are well versed at meeting these needs and ensure that there is close monitoring of students to keep them on track.

Alongside academic study, there are also opportunities for sixth form students to take part in extracurricular activities, visits to universities and hear from invited speakers on a range of topics. In addition, students are encouraged to demonstrate their leadership skills either as volunteers, mentors or as part of the student leadership team in the sixth form. We recognise that we have a duty to not only help you to achieve academic success but also to ensure that you have the life skills that will help you to develop and grow as an individual. We want our students to make a positive contribution to society whichever path they choose.

I hope from what you have read about us, you will take the opportunity to come and see for yourself at our open evening on **Thursday 26th September 2019 at 6pm**. This will be an opportunity to speak to subject teachers, tutors, our Assistant Principal for Post 16 and the rest of the Leadership Team.

I look forward to seeing you on the evening.

Best wishes
Mrs Allison Moise-Dixon
Principal and CEO



OUR MISSION STATEMENT

We aim to offer students a true partnership with staff, parents, industry and the community in helping you to achieve your highest standards in a technology rich environment. At Post 16 we will prepare you for higher education and the world of work by:

- Providing you with a high quality, broad and balanced Post 16 programme of study.
- Harnessing your energies to establish a good working environment and to develop positive relationships with staff.
- Having high expectations which will be reflected in targets set for staff and students alike.
- Establishing a business-like ethos.
- Providing quality enrichment opportunities.
- Functional skills level 2 qualifications in Literacy and Numeracy
- Opportunities to take on responsibility in the Academy to further develop personal, organisational, social and technological skills
- A business-like, supportive and enjoyable working atmosphere which fully involves our students
- Pastoral support from your tutor, providing clear guidance in your programme of study
- Exciting experiences including foreign and UK wide trips, community work, sporting events etc.

Post 16 education at Alec Reed Academy is more than just qualifications; it is about equipping you with the life skills necessary to succeed in the outside world, to encourage you to work independently whilst at the same time encouraging you to work as part of a team and helping you develop your powers of analysis, reflection and review.

Why choose ARA?

We offer a wide range of qualifications and subjects to suit all needs and interests:

- Advanced Levels
- BTEC Level 2 & Level 3 qualifications
- GCSE English and Maths resits





Message from Ms Stokes, Assistant Principal - Post 16

Thank you for your interest in Post 16 study at Alec Reed Academy. We are pleased you have chosen to study with us, and are positive that you will find this a friendly place to study, with supportive staff who are dedicated to helping you make the most of your time here, both academically and outside the classroom.

You will be joining us at an exciting time in our development with the sixth form growing and dedicated Post 16 facilities to provide additional study and recreational areas for our students. We hope that this will provide not only the space and resources to develop your independent study skills, but a place to spend time with other Post 16 students that is distinct from the rest of the academy.

Our excellent facilities accommodate many new and exciting courses and opportunities for Post 16 learning. ARA currently offers a wide variety of BTEC courses at level 2 and 3 alongside traditional A Levels so we are sure you will find something to interest you in our prospectus. It is very important that you continue to work hard throughout Year 11 and try to achieve the best results you can, to give you the widest range of options for Post 16 study.

Our Admissions criteria and the application and interview process ensure that you will be following courses that are a suitable challenge and provide the best chance of success in moving on to further study or the world of work. This prospectus has information about the wide range of academic and vocational courses we offer to help you choose the pathway that is best for your future aspirations.

Should you wish to apply to continue your education at ARA, please complete all relevant sections of the application form and return to the Academy. It is important that all sections of the form are completed, including full address and telephone number, as we will need to contact you for an interview. If you would like to discuss your application by telephone or email please do not hesitate to contact us.

We look forward to welcoming you to Post 16 at the Academy and helping you shape your future.

Eleanor Stokes
Assistant Principal – Post 16

HOW IT ALL STARTS

We are pleased to welcome students from all schools and colleges who meet our entry requirements. It is very important that you read through this brochure carefully as this will help you to make informed decisions about your Post 16 education so we can give you the best advice on your programme of study here at Alec Reed Academy.

Stage 1 – Application Form

Your application form will be read through carefully by a member of the P16 leadership team. Judging by the evidence on the form, if it is likely that you will meet the entry requirements you will receive a letter thanking you for your application and inviting you to interview. If evidence on the form suggests you are unlikely to meet the entry requirements, you will receive a letter thanking you for your application and suggesting an alternative more appropriate pathway. If there are any gaps on your form, it will be sent back to you for completion

Stage 2 - Interview

You should bring with you a copy of your latest school report and your Progress File. This will help us get a better picture of your interests and abilities, and enable us to give you advice as to an appropriate programme of Post 16 study here. The interview is a two way process; for you to find out more about us and us about you. The interview will focus on you, your aspirations, interests and needs and how well we can match them. Students from other schools or colleges will also have a guided tour of relevant curriculum areas by current Post 16 students. At the end of your interview you may receive a conditional offer of a place to study at ARA

current Post 16 students. At the end of your interview you may receive a conditional offer of a place to study at ARA.

Stage 3 – Post 16 Induction Day

Students will visit Year 12 & 13 classes and take academic and/or vocational classes. This gives students first-hand experience of the expectations of Post 16 students at the academy and the chance to identify what the requirements will be for subjects they have chosen. This will give all students the chance to evaluate the planned programme of study, and to start to get a feel for what it will be like to study here.

Stage 4 - Enrolment

Once you have your GCSE results, you will register as a Post 16 student at ARA and we will have another meeting with you to confirm the most appropriate programme of Post 16 study, and you will start your courses.

Once your courses have started in September this is not the end of the process as your form tutor, Head of Year, and all of the Post 16 Leadership team will monitor your progress academically and pastorally to ensure that you are given all of the advice and support you need to be successful in your Post 16 studies.



KEY DATES

Thursday 26th September 2019 – Post 16 Open Evening

This is your first opportunity to meet with staff and students at the Alec Reed Academy and discuss the different subjects on offer. It gives you a chance to discuss possible career paths and the expectations on each of the courses offered at the academy.

All subject areas will be available and information on the specific nature of each course will be made available.

Post 16 Interviews 2019

All students at the Alec Reed Academy will be interviewed by senior members of staff and supported throughout their application stage. This is a great chance to look at the different combinations of Advanced Level and vocational courses that are on offer to students. Staff will have the opportunity to set clear goals and give advice to students on how to plan their revision for their GCSE exams and what grades will be required for the choices they have made.

External Application

Any student that intends to join the Academy will be invited to visit the site and tour our extensive facilities: an opportunity to experience the learning environment and specialist areas.

During the interview a senior member of staff at the academy

will discuss subject combinations, alongside UCAS and employment opportunities. This will be the first stage for external candidates and allow them to understand the expectations of students whilst at the academy.

ARA Post 16 Taster Day (Internal students only)

These days are setup to allow students to meet staff that will be teaching the subjects they will be studying in Year 12. Lessons are taken explaining the course content of the student's choices. Students will also have the opportunity to meet mentors and be involved in a number of enrichment activities.

Post 16 Registrations

Thursday 20th & Friday 21st August 2020

On GCSE results day members of staff will be available at the academy to help students enrol on their new courses or support students on new choices they may well be making. These conversations are supportive and allow students to start Year 12 prepared for the new challenge ahead



Pathways

In order to ensure that all students are on a course that not only offers an appropriate pathway to future aspirations, but the best chance of academic success, we offer a range of different suites of courses depending on your GCSE results:

Post 16 Courses	GCSE Requirements (All requirements must relate to subject specific requirements)
3 Advanced Level courses	5 x Grade 9 - 5 (Including entry requirements in subject)
Advanced Level courses and BTEC Level 3 courses	5 x Grade 9 - 5 (Including entry requirements in subject)
BTEC Level 3 courses	4 x Grade 9 - 4 (Including a Merit in a related BTEC subject)
BTEC Level 2 courses	5 x Grade 9 - 3 (Including BTEC qualifications)

What course suits you?

Advanced Level (“A levels”) – These are traditional academic qualifications that offer the best choice for a wider range of university courses, whether you are clear about the area you would like to study, or just want to keep as many options open as possible. The A level courses are linear, meaning these are all 2 year courses, with all external examinations at the end of year 13.

BTEC Level 3 – These are vocational qualifications which give students the opportunity to study a particular subject in a vocational context. They are assessed through both external examinations and coursework units which will be assessed at various points throughout the 2 years. This makes them ideal for students who have a strong interest in a particular vocation, or who think that they are suited to a modular approach to assessment. Units are assessed through presentations, coursework and online assessments. All Level 3 courses give students a strong practical guidance of the key elements of the subject material.

BTEC Level 2 – Vocational qualifications which give students the opportunity to complete a number of units surrounding the core subject. Units are assessed through presentations, coursework and online assessments. All Level 2 courses give students a strong practical guidance of the key elements of the subject material. This programme of study is best suited to those students who have not yet achieved 4 or more passes at 4 or above in their GCSEs and need one more year to be ready for a level 3 programme of study

COURSES

Advanced Level	BTEC Level 3	BTEC Level 2
Art & Design Biology Business Studies Chemistry Computer Science Design Technology Economics English Literature History Core Maths Further Maths Philosophy & Ethics Physics Psychology	Business Studies Health & Social Care ICT Music Technology Performing Arts Sports Studies	Business Health & Social Care ICT Sports Studies Travel & Tourism

All courses are susceptible to change with the on-going changes to the Key Stage 5 National Curriculum and depending upon demand.

Other courses that are running include;

- GCSE English
- GCSE Maths
- Functional Skills Literacy
- Functional Skills Numeracy
- Languages

Key information

Subject Leaders :

Ms Taberner & Mr Smith

Examining Body:

AQA

Entry Requirements:

5 GCSEs 9 - 5 including a grade 5 Art & Design/Art Graphics/Textiles/Photography



Course Description

A broad-based course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and media associated with two or more of the titles below:

Fine Art

Students should produce practical and critical/contextual work in one or more areas of study, for example: drawing, painting, mixed media, sculpture, ceramics, installation, printmaking, moving image (video, film and animation) and photography.

Graphic Communication

Students should produce practical and critical/contextual work in one or more areas of study, for example interactive media (including web and app design, game design), advertising, packaging design, design for print, illustration, communication graphics, branding, multimedia, motion graphics, design for film and television.

Textile Design

Students should produce practical and critical/contextual work in one or more areas of study, for example fashion design, fashion textiles, costume design, digital textiles, printed and/or dyed fabrics and materials, domestic textiles, wallpaper, interior design, constructed textiles, art textiles and installed textiles.

Three-Dimensional Design

Students should produce practical and critical/contextual work in one or more areas of study, for example ceramics, sculpture, exhibition design, design for theatre, television and film, interior design, product design, environmental design, architectural design, jewelry/body ornament and 3D digital design.

Photography: lens-based and light –based media

Students should produce practical and critical/contextual work in one or more areas of study, for example portraiture, landscape photography, still-life photography, documentary photography, photo-journalism, fashion photography, experimental imagery, multimedia, photographic installation and moving image (video, film and animation).

Scheme of Assessment

AO1- Develop ideas through sustained and focused investigation informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2- Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

AO3- Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4- Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Career Progression

Art and Design offers many different career opportunities including digital illustration, film editing, graphic design, stylist, product design and software design to name a few.

Key information

Curriculum Leader:

Mrs Charles

Examining Body:

OCR A Specification

Entry Requirements:

5 GCSEs 9 - 5 including a grade 6 in Biology Triple Science GCSE or Grade 6 in Core and Additional. Minimum grade 6 in both Maths GCSE and English Language



Course Description

Studying AS/A-Level Biology will enable you to develop deep knowledge and understanding of the subject and how its different areas are interconnected. The course will also allow you to build and apply practical, mathematical and problem-solving skills and further your understanding of the scientific method.

Scheme of Assessment

(Please note that the AS is now a standalone qualification which does not count towards the A-Level).

Year 1 (AS)

Module 1 – Development of Practical Skills in Biology

Module 2 – Foundations in Biology

Module 3 – Exchange and Transport

Module 4 – Biodiversity, Evolution and Disease

Breadth in Biology Exam (1hr30m, 50% of AS)

Depth in Biology Exam (1hr30m, 50% of AS)

Year 2 (A-Level)

Module 5 – Communication, Homeostasis and Energy

Module 6 – Genetics, Evolution and Ecosystems

Biological Processes Exam (2hr15m - Modules 1, 2, 3 and 5 – 37% of A-Level)

Biological Diversity Exam (2hr15m - Modules 1, 2, 4 and 6 – 37% of A-Level)

Unified Biology Exam (1hr30m - Modules 1-6 – 26% of A-Level)

Practical Endorsement in Biology Assessment

Career Progression

Having an A-level in Biology opens up a variety of degree and career opportunities. Universities that offer courses in Biology, Zoology, Marine Biology, Biochemistry, Psychology, Dentistry and Medicine (to name a few) state A-level Biology as a requirement or advantage.

Key information

Curriculum Leader:

Ms Dussard

Examining Body:

WJEC

Entry Requirements:

5 GCSEs 9 - 5 including a GCSE Maths grade 5 and English Language GCSE minimum grade 5. Grade 6 in Business GCSE or a similar subject

Course Description

This course focuses on learning about different types of organisations - large and small; local, regional, national and multi-nationals - who operate for-profit and not-for-profit and compete in various business sectors and environments. You will investigate problems which are of current interest and importance in the domestic and international context of the UK economy. By the end of the course you should be able to make justifiable decisions and offer solutions to problems within the business environment.

Scheme of Assessment

AS Component 1-Business Opportunities:
(40% of Advanced Level, 1 hour written exam)

Structured questions to assess business opportunities, business start-ups, small and medium-sized enterprises and other types of business organisations and the markets in which they operate.

Total Marks: 50

AS Component 2-Business Functions:
(60% of Advanced Level, 2 hour written exam)

Section A – Compulsory data response questions

Section B – one essay form a choice of three

Total Marks: 80

A2 Component 1 - Business Opportunities and Functions (combination of AS Components 1 and 2)

(33 1/3% of qualification, 2 hrs 15 mins written exam)

Section A - Compulsory short answer questions

Section B - Compulsory data response questions

To assess Business opportunities and functions

Total marks: 80

A2 Component 2 - Business Analysis and Strategy

(33 1/3% of qualification, 2 hrs 15 mins written exam)

To assess business strategy and analytical techniques used in the business decision-making process. The subject content in Component 1 will underpin the context for Business Analysis and strategy.

Total marks: 80

A2 Component 3 - Business in the Changing World

(33 1/3% of qualification, 2 hrs 15 mins written exam)

Section A - Compulsory questions based on case study

Section B - One synoptic essay from a choice of 3

To assess all of the A level subject content

Total marks: 80

Career Progression

There are many career opportunities if you choose to pursue a career related to the study of business as you can see from the list of examples below:

- Promotion and Advertising
- Sales and marketing
- Buying and merchandising
- Distribution
- Retailing
- Product technology
- Business consultancy
- Trading
- Banking and Finance
- New Product Development
- Telecommunications
- Teaching
- Personnel Management
- Quality Management
- Public Relations and Journalism

“ Business Studies allows you to gain many valuable and transferable skills such as strong communication skills, decision making and project and time management. These skills are essential to everyday life and any career path ”

Key information

Curriculum Leader:

Mrs Charles

Examining Body:

OCR A Specification

Entry Requirements:

5 GCSEs 9 - 5 including a grade 6 in Double and Triple Science. Minimum grade 6 in Maths and English Language GCSE

Course Description

Studying AS/A-Level Chemistry will enable you to develop deep knowledge and understanding of the subject and how it's different areas are interconnected. The course will also allow you to build and apply practical, mathematical and problem-solving skills and further your understanding of the scientific method.

Scheme of Assessment

(Please note that the AS is now a standalone qualification which does not count towards the A-Level)

Year 1 (AS)

Module 1 – Development of Practical Skills in Chemistry

Module 2 – Foundations in Chemistry

Module 3 – Periodic Table and Energy

Module 4 – Core Organic Chemistry

Breadth in Chemistry Exam (1hr 30m, 50% of AS)

Depth in Chemistry Exam (1hr 30m, 50% of AS)

Year 2 (A-Level)

Module 5 – Physical Chemistry and Transition Element

Module 6 – Organic Chemistry and Analysis

Periodic Table, Elements and Physical Chemistry (2hr 15m - Modules 1, 2, 3 and 5 – 37% of A-Level)

Synthesis and Analytical Techniques Exam (2hr 15m - Modules 1, 2, 4 and 6 – 37% of A-Level)

Unified Chemistry Exam (1hr 30m - Modules 1-6 – 26% of A-Level)

Practical Endorsement in Chemistry Assessment

Career Progression

Having an A-level in Chemistry opens up a variety of degree and career opportunities. Chemistry is an A Level which is highly respected by universities and employers alike. The types of career paths you could follow include fighting diseases by discovering new medicines, protecting the environment, inventing new materials, solving crimes using forensic analysis or inspiring others by teaching chemistry. There are also many other areas outside of traditional Science careers such as law, banking and accountancy which an A Level in Chemistry could help you into.

“Chemistry is involved
in everyday life, great
opportunities exist
both inside and outside
the lab ”

Key information

Curriculum Leaders::

Mr Anane & Mr Au

Examining Body:

OCR A Specification

Entry Requirements:

5 GCSEs 9 - 5 including a GCSE ICT (or equivalent) with a grade B or above.

Minimum grade of 6 in Maths and 5 in English Language GCSE

Course Description

This course encourages students to develop an understanding of, and the ability to apply, the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation. It gives the students the ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so and the capacity for thinking creatively, innovatively, analytically, logically and critically. It also focuses on the relationships between different aspects of computer science and mathematical skills as well as the ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology.

Course Content

AS

1. Fundamentals of programming
2. Fundamentals of data structures
3. Systematic approach to problem solving
4. Theory of computation
5. Fundamentals of data representation
6. Fundamentals of computer systems
7. Fundamentals of computer organisation and architecture
8. Consequences of uses of computing
9. Fundamentals of communication and networking

A2

1. Fundamentals of programming
2. Fundamentals of data structures
3. Fundamentals of algorithms
4. Theory of computation
5. Fundamentals of data representation
6. Fundamentals of computer systems
7. Fundamentals of computer organisation and architecture
8. Consequences of uses of computing
9. Fundamentals of communication and networking
10. Fundamentals of databases
11. Fundamentals of functional programming
12. Systematic approaches to problem solving
13. Non-exam assessment – the computing practical project

Scheme of Assessment

AS Level

Paper 1:

50% of AS

1 hour 30 minutes – On-Screen (Computer based) Exam

Paper 2:

50% of AS

1 hour 30 minutes – Written Exam

A2 Level

Paper 1:

40% of A-Level

2 hours 30 minutes – On-Screen (Computer based Exam)

Paper 2:

40% of A-Level

2 hours 30 minutes – Written Exam

Non – Exam Assessment:

20% of A-Level

Career Progression

Computing builds on the knowledge, understanding and skills necessary for progression into further learning and/or employment. It provides a good foundation for careers in software/hardware development and technical support. This course is beneficial for students wishing to study computing in Higher Education which could lead to jobs in areas such as computer programming, internet computing or network engineering. It is particularly useful if you intend to choose a course at the university with a strong computing component, but the emphasis on computational thinking would be welcome on many other courses, as it demonstrates high level academic skills.

“ Computational thinking demonstrates high level academic skills ”

Key information

Curriculum Leader:

Mr Flynn

Examining Body:

WJEC

Entry Requirements:

5 GCSEs 9 - 5 including a grade 6 in D&T



Course Description

AS/Advanced Level Design and Technology Product Design at ARA aims to give students a broad view of design and manufacturing by developing your capability to design and make products and understand the complex relations between design, materials, manufacture and marketing.

It provides students with the opportunity to design and make a product using the department's outstanding facilities including fully equipped metal and wood working workshops and a state-of-the-art CAD/CAM suite.

Results are consistently above the national average, and the department have enjoyed a 100% pass rate since establishing the course over 8 years ago. This year we received an unprecedented number of applicants, both ARA students and those from other boroughs or local schools, undoubtedly as a result of our enviable reputation and unparalleled facilities.

The structure of the course is both practical and theoretical and allows students a huge degree of flexibility and choice in deciding what to design and make. Furniture, children's toys, disability aids and electronic products have all been produced in the past; your final product is only limited by your imagination!

The D&T Product Design will help you to develop a number of skills:

- How to think creatively and logically
- How to investigate and deduce
- How to discuss and talk about complex issues clearly
- How to work as a team to achieve results
- How to take responsibility for your own learning

Scheme of Assessment

Practical assessment accounts for 50% of the overall grade, with the remaining 50% attained through an exam at the end of the course. The AS component accounts for 40% of the overall A Level grade.

Career Progression

Product Design could take you into a number of exciting career paths, for example product or automotive design, architecture or engineering.

“ Design and Technology provides you with the opportunity to be creative whilst simultaneously improving your problem solving skills ”

Key information

Curriculum Leader:

Ms Dussard

Examining Body:

OCR

Entry Requirements:

5 GCSEs 9 - 6 including English and Maths

Course Description

The study of Economics study is broken down into two main:

- **Component 1 - Microeconomics:** This component enables learners to discuss and evaluate how well theories explain our observations of economic agents in the real world. It focuses on how individuals and producers make their decision. Ranging from trade with one another to how processes are affected by the supply and demand of goods.

- **Component 2 - Macroeconomics:** - This component provides learners with the technical and analytical tools required to understand how the macroeconomy functions on both a domestic and global level. Topics studied include government policies, unemployment, economic growth and international trade.

Scheme of Assessment

Students must complete all components (01, 02 and 03) to be awarded the OCR A Level in Economics.

Unit 1 – Microeconomics (01) 80 marks – 2 hour written paper; 33.33% of total A level

Unit 2 – Macroeconomics (02) 80 marks – 2 hour written paper; 33.33% of total A level

Unit 3 – Themes in economics (03) 80 marks – 2 hour written paper; 33.33% of total A level (synoptic assessment)

Career Progression

Economics provides you with many transferable skills which can be put in use as an actuarial analyst, forensic accountant, data analyst, economist, financial risk analyst, quantity surveyor and many more.

“ Economics is about studying the world around us from a social, financial and cultural perspective ”

Key information

Head of Department:

Ms Kazi

Examining Body:

Edexcel

Entry Requirements:

5 GCSEs 9 - 5 including a grade 6 in both English Language and English Literature GCSE



Course Description

At both AS and A2 English Literature offers students the challenge of reading and studying a wide range of literature written at various periods of time and in different styles. As well as studying specific texts for the examination, students will gain knowledge about the social, historical and cultural contexts of certain writers and their works.

Students will learn how to analyse texts and to write about them critically. Students will develop their own responses to Literature and combine this with how Literature 'works' – how writers achieve effects in their writing and how effectively they 'shape' their works to create characters and settings.

At AS Level students will study: Dr Faustus, Marlowe; Tess of the D'Urbervilles, Hardy; Thousand Splendid Suns, Hosseini and an anthology of post 2000 poetry. These texts are assessed in three exams during the May June exam series.

At A Level students will expand their reading alongside developing their own explorative and critical responses in their coursework. The texts studied for A2 include the AS Level texts, Hamlet, a selection of Rossetti poetry and The Bell Jar.

Scheme of Assessment

AS Level

External examination:

Paper 1: Drama

Paper 2: Prose

Paper 3: Poetry

A2

External examination:

Paper 1: Drama

Paper 2: Prose

Paper 3: Poetry

Paper 4: Coursework

Career Progression

All professions value the ability to read and understand the explicit ideas in a text and more importantly the implicit ideas. Whether it is a science or humanities based career all professions value someone who can read, understand and communicate the ideas of others as well as their own. Careers such as Law, Journalism, Teaching, the Police and other public sector areas, Media or the Medical profession all welcome English Literature as a high quality Advanced Level.

Key information

Head of Department:

Ms Kazi

Examining Body:

Edexcel

Entry Requirements:

5 GCSEs 9 - 5 including a grade 6 in both English Language and English Literature GCSE



Course Description

History is an interesting and engaging subject. The study of the past broadens your mind by getting you to consider that the world has not always been as it is today and makes you realize that it therefore won't always be as it is now. History also compliments any other choice of A Levels whether it is as part of a combination of largely Humanities subjects, or a broadening subject to compliment the sciences and give you essay-writing skills, or to give you the ability to understand the context in subject such as English, Psychology or Philosophy..

Scheme of Assessment

Component 1: Breadth study

Challenge and transformation: Britain 1851- 1964

Year 12: Victorian and Edwardian Britain, 1851-1914

Year 13: The World Wars and their legacies: Britain, 1914–1964

Component 2: Depth study

Revolution and dictatorship: Russia, 1917–1953

Year 12 - The Russian Revolution and the Rise of Stalin, 1917–1929

Year 13 - Stalin's Rule, 1929–1953

Component 3: Historical investigation

Non-Examined Assessment – Coursework essay

The Witchcraze 1560-1660

Career Progression

History gives you useful and transferable skills. It teaches you how to write analytical essays, which is a vital skill you need at degree level even if you do subjects like the Sciences. It teaches you how to think critically rather than simply accept what you are told. It teaches you how to debate and argue logically which is a useful skill at university, in the world of work and in life. As a result of this History is widely respected by universities and employers

Key information

Head of Department:

Mr Jokosenumi

Examining Body:

Edexcel

Entry Requirements:

*5 GCSEs 9 - 5 including
a grade 7 in GCSE
Mathematics*



Course Description

Mathematics at Advanced Level continues the study of number, algebra, shape and data as begun at GCSE level. New ideas introduced include calculus and solving trigonometric equations. The idea and use of algebra and more complex mathematical proof also becomes increasingly important.

Course Content

The Advanced level course covers three key areas of Mathematics namely: Pure Mathematics, Statistics and Mechanics. Candidates must pass all 3 of the units to qualify for an award.

Scheme of Assessment

The Advanced GCE in Mathematics consists of three externally examined papers.

Students must complete all assessments in May/June.

Paper 1 and paper 2 assess topics from the Pure Mathematics content. Each of the two papers is a 2-hour written examination and accounts for 33.33% of the qualification. The maximum mark achievable per paper is 100.

Paper 3 is a 2-hour written examination and accounts for 33.33% of the qualification. Paper

3 will contain questions on topics from the Statistics content and Mechanics content of the specification. The maximum marks achievable in paper 3 is 100.

Career Progression

Advanced Level Mathematics is very useful as a supporting subject to many courses at Advanced level and degree level, especially in the Sciences, Geography, Psychology, Sociology and medical courses.

“ Maths develops your analytical and problem solving skills, helping you to enhance your logical thinking to tackle everyday issues ”

Key information

Head of Department:

Mr Jokosenumi

Examining Body:

Edexcel

Entry Requirements:

5 GCSEs A-C including a grade 8 in GCSE Mathematics

Course Description

Advanced Level Further Mathematics builds on the skills, knowledge and understanding set out in the whole GCSE subject content for Mathematics and the subject content for the Pearson Edexcel Level 3 Advanced Subsidiary and Advanced level GCE Mathematics qualifications.

Course Content

Proof, Complex numbers, Matrices, Groups, Further matrix algebra, Inequalities, Number theory, Further sequences and series, Further algebra and functions, Further calculus, Further vectors, Polar coordinates, Hyperbolic functions, Differential equations, Discrete probability distributions, Poisson & binomial distributions, Geometric and negative binomial distributions, Hypothesis Testing, Central Limit Theorem, Chi Squared Tests, Probability generating functions, Quality of tests, Linear Regression, Continuous probability distributions, Estimation, confidence intervals and tests using a normal distribution, Combinations of random variables, Momentum and impulse, Elastic strings and springs and elastic energy, Elastic collisions in one dimension, Elastic collisions in two dimensions, Motion in a circle, Centres of mass of plane figures, Further centres of mass, Further dynamics, Algorithms and graph theory, Algorithms on graphs, Critical path analysis, Linear programming, Transportation problems, Allocation (assignment) problems, Flows in networks, Dynamic programming and Game theory

Scheme of Assessment

Assessments are designed to reward students for demonstrating the ability to provide responses that draw together different areas of their knowledge, skills and understanding from across the full course of study for the AS Further Mathematics qualification and also from across the AS Mathematics qualification. Problem solving, proof and mathematical modelling will be assessed in further mathematics in the context of the wider knowledge which students taking A level further mathematics will have studied.

The Advanced Level Further Mathematics consists of four externally examined written papers. These are:

Paper 1: Core Pure Mathematics 1

Paper 2: Core Pure Mathematics 2

Paper 3: Further Pure Mathematics Option 1

Paper 4: Further Pure Mathematics Option 2

Each paper accounts for 25% of the total assessment, is 1 hour 30 minutes in length and the maximum marks possible is 75. The two options allowed can be chosen from the following:

For option 1, students take one of the following four options:

A: Further Pure Mathematics 1

B: Further Statistics 1

C: Further Mechanics 1

D: Decision Mathematics 1

For option 2, students take one of the following seven options

A: Further Pure Mathematics 2

B: Further Statistics 1

C: Further Mechanics 1

D: Decision Mathematics 1

E: Further Statistics 2

F: Further Mechanics 2

G: Decision Mathematics 2

Students must complete all assessments in May/June.

Career Progression

Advanced level Further Mathematics is very useful as a supporting subject to many courses at Advanced level and degree level, especially subjects such as Physics, Chemistry, Biology, Computing, Geography, Psychology, Economics and Business Studies, Sociology and medical courses.

Taking the course enhances your employability skills as well. Many employers highly value mathematics qualifications because mathematics students become better at thinking logically and analytically. Through solving problems you develop resilience and are able to think creatively and strategically. The writing of structured solutions, proof and justification of results help you to formulate reasoned arguments. And importantly you will have excellent numeracy skills and the ability to process and interpret data.

Key information

Curriculum Leader:

Mrs Dee

Examining Body:

AQA

Entry Requirements:

5 GCSEs 9 - 5 including a GCSE grade 5 in English Language and GCSE Grade 5 in RS

Course Description

This is a thought provoking subject and the contemporary themes will help inspire engaging classroom discussion.

Component 1: Philosophy of religion and ethics

Section A: Philosophy of religion

- Arguments for the existence of God
- Evil and suffering
- Religious experience
- Religious language
- Miracles
- Self and life after death

Section B: Ethics and religion

- Ethical theories
- Issues of human life and death
- Issues of animal life and death
- Introduction to meta ethics
- Free will and moral responsibility
- Conscience
- Bentham and Kant

Component 2: Study of religion and dialogues

Section A: Study of religion - for each faith option (2A - 2E) the following topics are covered

- Sources of wisdom and authority
- God/Gods/ultimate reality
- Self, death and the afterlife
- Good conduct and key moral principles
- Expression of religious identity
- Religion, gender and sexuality
- Religion and science
- Religion and secularisation
- Religion and religious pluralism

Section B: The dialogue between philosophy of religion and religion

- How religion is influenced by, and has an influence on philosophy of religion in relation to the issues studies

Section C: The dialogue between ethical studies and religion

- How religion is influenced by, and has an influence on ethical studies in relation to the issues studies

Scheme of Assessment

- Two written exams of 3 hours
- 100 marks each
- 50% of A-Level

Career Progression

You will gain a thorough understanding of diverse philosophical and ethical viewpoints as well as critical and evaluative skills sought by higher education and employers - particularly in law, education, social work, politics, medicine, administration and the media.

“Philosophy and Ethics allows you to open your mind and use critical thinking and analytical skills to solve problems”

Key information

Head of Department:

Mrs Charles

5 GCSEs 9 - 5 including a grade 6 in Double and Triple Science. Minimum grade 6 in Maths and English Language GCSE



Course Description

Studying AS/A-Level Physics course will prepare students for a career or further study in physics, engineering, one of the other sciences or related areas. Key concepts are treated separately at AS; important links between different areas of physics are largely assessed at A2. Practical skills are integrated with the theoretical topics and this enables students to develop skills suitably to individual topics and needs.

Scheme of Assessment

(Please note that the AS is now a standalone qualification which does not count towards the A-Level)

Year 1 (AS)

Module 1 – Development of Practical Skills in Physics

Module 2 – Foundations in Physics

Module 3 – Forces and Motion

Module 4 – Electrons, Waves and Photons

Breadth in Physics Exam (1hr30m, 50% of AS)

Depth in Physics Exam (1hr30m, 50% of AS)

Year 2 (A-Level)

Module 5 – Newtonian world and Astrophysics

Module 6 – Particles and Medical Physics

Modelling Physics Exam (2hr15m - Modules 1, 2, 3 and 5 – 37% of A-Level)

Exploring Physics Exam (2hr15m - Modules 1, 2, 4 and 6 – 37% of A-Level)

Unified Physics Exam (1hr30m -Modules 1-6 – 26% of A-Level)

Practical Endorsement in Physics Assessment

Career Progression

Studying Physics at the A 'level can open up opportunities in further education courses and careers in several fields. The subject provides a passport to a huge range of career routes like: Architecture, Engineering, Actuarial science , Optoelectronics, Computing Nanotechnology, Astrophysics, Medical physics, Meteorology, Geophysics, Teaching, and direct route to employment!

Key information

Subject Leader:

Ms Stokes

Examining Body:

WJEC

Entry Requirements:

5 GCSEs 9 - 5 including a grade 5 in English and Maths GCSE. GCSE grade 5 in Combined Science

Course Description

Psychology will provide exciting opportunities for learners to study the mind and human behaviour:

In the first year you will study:

- Approaches in Psychology: You will learn about five psychological approaches: biological, psychodynamic, behaviourist, cognitive and positive. Each approach explains human behavior in a slightly different way.
- Research in Psychology: you will learn more about how psychologists design and conduct research.
- In the second year you will deepen your understanding of psychology by looking at a range of interesting human behaviours in much greater depth, applying the understanding of the different approaches you studies in the first year. You will at Addictive behaviour, Schizophrenia and Criminal Behaviour.
- You will then apply this, and your learning from the first year to a range of contemporary debates and to your own personal investigations.

Scheme of Assessment

Component 1: Psychology: Past to Present (2 hours 15 minutes, 100 marks))

There will be compulsory questions relating to five psychological approaches, five pieces of classic research and the opportunity to explore a contemporary debate. Each assessment paper will contain a question on one of the contemporary debates.

Component 2: Psychology: Investigating Behaviour

(2 hours 15 minutes, 100 marks)

The focus here is on how psychology collects its data, and the learning needs to demonstrate their ability to apply generic principles to both their own personal investigations as well as to novel scenarios. Mathematical skills will be tested in this paper only and calculators will be allowed. Section A – Principles of Research; The research studies (Milgram and Kohlberg) will be assessed in this section. Section B – Personal investigations. Section C – Application of research methods to a novel scenario; Learners may be asked to undertake calculations. Calculators will be allowed within

the examination.

Component 3: Psychology: Implications in the Real World)

(2 hours 15 minutes, 100 marks)

This papers allows learners to study three behaviours in detail. To recognize the placement of psychology somewhere between philosophy and pure science, some familiar controversies have been included. Section A – Applications; Candidates must answer three questions from this section (from a choice of six). Each question will total 25 marks. Section B – Controversies; Candidates must answer one from two questions from this section. Two difference controversies will be covered by the questions.

Career Progression

This specification provides a suitable foundation for the study of psychology (and other related social science subjects) at degree level. This can lead to careers in areas requiring interaction or understanding of human or development such as healthcare, social work, research, teaching, marketing or human resources. In addition due to the essay-based nature and the scientific components, it provides an excellent skill-base to complement further study in a broad range of other essay-based or scientific/mathematical subjects.

“ Psychology is everywhere around you and relates to everyday life. It can help you to understand people and their emotions and body language to help you become better at communicating with others ”

Key information

Curriculum Leader:

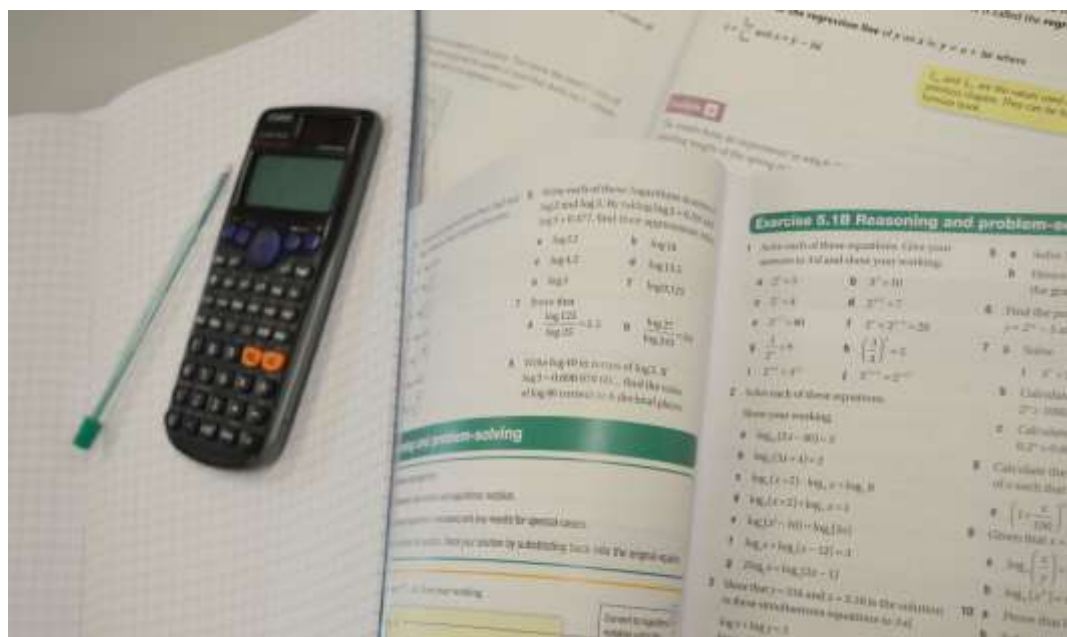
Mr Jokosenumi

Examining Body:

Edexcel

Entry Requirements:

5 GCSEs 9 - 5 including a grade 5 in Maths at GCSE



Course Description

Core Mathematics is about students doing meaningful mathematical problems to increase their confidence in using mathematics to be better equipped for the mathematical demands of other courses, higher education and employment.

Core Mathematics has been designed to maintain and develop real-life mathematical skills. What students study is not purely theoretical or abstract; it can be applied on a day-to-day basis, whether in work, study or life.

Course Content

The content areas covered in this qualification (across both papers) are:

- Applications of Statistics
- Probability
- Linear programming
- Sequences and growth

Scheme of Assessment

Each of these content areas can be assessed in either Paper 1 or Paper 2 or in both Papers 1 and 2. Students should be prepared in all four content areas for both papers. Content The content of this qualification is drawn from a range of GCSE content areas predominantly: statistics, probability, algebra and ratio, proportion and rates of change, together with 20% of the content drawn from beyond and above GCSE content.

Paper 1 accounts for 40% of the total qualification. There is a written examination paper with two sections, A and B and a source booklet. The source booklet will detail two real-life contexts. These contexts will be assessed in the written paper which requires students to comprehend, interpret and analyse the content in order to answer the questions. One context will be assessed in Section A and the other context will be assessed in Section B. Students will need to refer to the source booklet when answering the questions.

Paper 2 accounts for 60% of the total qualification. The source booklet will detail one themed task in Section A – this will be the same as one of the contexts provided in Paper 1. Students will need to refer to the source booklet when answering the question. Section B will contain three tasks, each of which has a separate theme. The four themes will be assessed in the written paper, which requires students to apply their problem-solving skills in order to answer the questions.

Career Progression

Most Core Maths courses will include a financial mathematics element and can help with other Advanced level subjects, in particular with Science, Geography, Business Studies, Economics and Psychology.

Mathematical skills are becoming increasingly important in the workplace and in higher education - studying Core Mathematics will help students to keep up these essential skills.

Key information

Curriculum Leader:

Ms Dussard

Examining Body:

Edexcel

Entry Requirements:

*4 GCSEs grade 9 - 4
including grade 4 in English
and Maths*



Course Description

The BTEC Level 3 in Business is a full-time vocational qualification that is equivalent to 1 or 2 A-levels. The programme is designed to enable students to gain both academic and practical experience and become competent in areas that are directly related to the workplace.

BTEC Business is a course that when chosen with a good combination of subjects, could open many doors. Most employers and universities want to be assured that potential candidates are able to contextualise information and apply knowledge and theory. BTECs offer a practical hands-on approach that can be lacking in other courses. The course is designed as specialist qualification for those who have a clear idea that Business will have some part in their future career or who want to go on to university. It encourages personal development, motivation and confidence, through practical participation and by giving you responsibility for your own projects.

Scheme of Assessment

6 MANDATORY UNITS:

Unit 1: Exploring Business (90 GLH) -
Assignment set and marked internally

Unit 2: Developing a Marketing Campaign - (90
GLH - Task set and marked externally

Unit 3: Personal and Business Finance (120
GLH) – Written exam

Unit 4: Managing an Event - (90 GLH) -
Assignment set and marked internally

Unit 5: International Business - (90 GLH) -
Assignment set and marked internally

Unit 6: Principles of Management (120 GLH) -
Task set and marked externally

• PLUS 2 OPTIONAL UNITS

**NOTE: All optional Units are 60 GLH and are
set and marked internally**

Career Progression

The majority of students from this course progress to a university based programme such as business, business management or business information systems. After completing the course you may well also be well-equipped to pursue study or employment in a range of areas including marketing, management, human resources or accounting.

Health and Social Care BTEC Level 3

Extended Certificate, Diploma and Extended Diploma

Key information

Subject Leader:

Ms John

Examining Body:

Edexcel

Entry Requirements:

4 GCSEs grade 9 - 4
including grade 4 in English
and Maths



Course Description

BTEC's in Health and Social Care have been developed to:

- Give opportunities for health and social care students to achieve a nationally-recognised qualification
- Give full-time learners the opportunity to enter employment in the health and social care sector or to progress to higher level vocational qualifications
- Give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life

The Edexcel BTEC Health and Social Care Courses at KS5 require two years of academic study to complete. The main courses offered are the Level 3 Diploma or the Level 3 Extended Diploma. However it may be possible to take lower level 3 courses such as the Level 3 National Foundation Diploma.

You will learn through a combination of:

- Classroom lessons
- Tutorials
- Independent Study
- Work Placement
- Practical Activities

Support can be provided to all students on disclosure of any additional needs.

Scheme of Assessment

In order to pass the course you will be required to take written exams and complete coursework.

Course Titles

Pearson BTEC Level 3 National Certificate in Health and Social Care

(180 GLH, equivalent in size to 0.5 of an A Level. 2 units, both mandatory, of which 1 is external. Mandatory content (100%). External assessment (50%))

An introduction to the health and social care sector through applied learning. Supports progression to higher education. Part of a programme of study that includes other vocational or general qualifications.

Pearson BTEC Level 3 National Extended Certificate in Health and Social Care

(360 GLH, equivalent in size to one A Level. 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (58%))

A broad basis of study for the health and social care sector. This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

Pearson BTEC Level 3 National Foundation Diploma in Health and Social Care

(510 GLH, equivalent in size to 1.5 A Levels. 6 units of which 4 are mandatory and 2

external. Mandatory content (76%). External assessment (41%)

This qualification is designed as a one-year, full-time course. It is a coherent study of the health and social care sector and supports progression to an Apprenticeship in the sector or to a further year of study at Level 3. If taken as part of a programme of study that includes other BTEC Nationals or A Levels it supports progression to higher education.

Pearson BTEC Level 3 National Diploma in Health and Social Care

(720 GLH, equivalent in size to two A Levels. 8 units of which 6 are mandatory and 3 are external. Mandatory content (83%). External assessment (46%))

This qualification has been designed to account for two-thirds of a two-year, full-time study programme for learners who are intending to go onto further study in a related sector. It supports access to a range of higher education courses if taken as part of a programme of study that includes another BTEC or A Level alongside it.

Pearson BTEC Level 3 National Extended Diploma in Health and Social Care

1080 GLH, equivalent in size to three A Levels. 13 units of which 8 are mandatory and 4 are external. Mandatory content (72%). External assessment (42%))

This qualification has been designed to be the only qualification in a two-year, full-time study programme; it is an in-depth study of the health and social care sector. It supports progression to health and social care related degrees.

Career Progression

There are many different pathways which you can pursue following your studies in Health and Social Care. There are a range of workplace environments in which you can put your skills to use for example in people's homes, residential care units, in homeless shelters and in young offenders institutes. Individuals also have the opportunity to specialise in one specific area of social issues such as domestic violence and mental health.

Key information

Curriculum Leaders:

Mr Anane & Mr Au

Examining Body:

Edexcel

Entry Requirements:

*4 GCSEs grade 9 - 4
including grade 4 in English
and Maths*



Course Description

The BTEC Level 3 in ICT is a full-time vocational qualification that is equivalent to either 1, 2 or 3 A-levels. The programme is designed to enable students to gain both academic and practical experience and become competent in areas that are directly related to the workplace.

The Information Technology Industry is one of the fastest growing and rapidly changing fields.

Technology is evolving daily with new devices and systems constantly being created to provide faster and more efficient methods for information and communication technology.

BTECs offer a practical hands-on approach that can be lacking in other courses. The course is designed as specialist qualification for those who have a clear idea that ICT will have some part in their future career or who want to go on to university. It encourages personal development, motivation and confidence, through practical participation and by giving you responsibility for your own projects.

Scheme of Assessment

The styles of assessment are a real strength of the programme, with the emphasis on coursework rather than exams, allowing students to achieve their full potential. There

are a diverse range of methods used including written assignments, group work, laboratory reports, presentations, practical tests and simulations.

Grades are awarded on a Pass, Merit or Distinction basis.

Career Progression

The majority of students from this course progress to a university based programme such as business, business management or business information systems. After completing the course you may well also be well-equipped to pursue study or employment in a range of areas including marketing, management, human resources or accounting.

Music Technology

BTEC Level 3 Extended Certificate and Diploma

Key information

Curriculum Leader:

Ms Lashmore-Bennett

Examining Body:

Edexcel

Entry Requirements:

*4 GCSEs grade 9 - 4
including grade 4 in English
and Maths*



Course Description

The BTEC Level 3 in Music Technology/Digital Music production is a full-time vocational qualification that is equivalent to either 1 or 2 A-Levels. The programme is designed to enable students to gain both academic and practical experience and become competent in areas that are directly related to the workplace.

The course is a perfect opportunity for students to develop their understanding of music and gain the necessary experience to allow them to move into the music industry, or careers linked to music.

Course Content

- Music and sound for media
- Mixing and Mastering Techniques
- Working and Developing as a Production Team
- Studio Recording Techniques

Scheme of Assessment

The styles of assessment are a real strength of the programme, with the emphasis on coursework allowing students to achieve their full potential. There are a diverse range of methods used including written assignments, group work, laboratory reports, presentations, practical tests and simulations. Alongside this, students will sit an externally marked examination in both years of their course.

Students will develop your creative skills in performance through Ableton and DJ software, extend your songwriting and theory

skills with Sibelius. Students will work on exciting projects project to develop both theory and performance skills, as required by professionals working in the music industry. Our music facilities, including a suite of Apple Mac computers with professional standard software, digital recording studios and a wide range of instruments.

Grades are awarded on a Pass, Merit or Distinction basis.

Career Progression

You will be able to progress to a range of music technology, sound design and music courses at universities and specialist colleges. These can lead to careers in music production as sound engineers, technicians and music producers as well as music artist management, live sound, marketing and promotion, and A&R. Students also progress to performance courses as session musicians and composers, including film score and gaming soundtrack design. This is often combined with teaching.

Performing Arts

BTEC Level 3 Extended Certificate and Diploma

Key information

Curriculum Leader:

Ms Lashmore-Bennett

Examining Body:

Edexcel

Entry Requirements:

*4 GCSEs grade 9 - 4
including grade 4 in English
and Maths*



Course Description

The BTEC Level 3 in Performing Arts is a full-time vocational qualification that is equivalent to either 1 or 2 A-Levels. The programme is designed to enable students to gain both academic and practical experience and become competent in areas that are directly related to the workplace.

The course is a perfect opportunity for students to develop their understanding of performance and gain the necessary experience to allow them to move into the Performing Arts industry.

Course Content

Investigating Practitioners Work, Developing Skills and Techniques for Live Performance, Group Performance Workshop, Performing Arts in the Community, Individual Performance Commission, Final Live Performance to an Audience

Scheme of Assessment

Whether you prefer to be assessed practically or in a more formal exam setting, the course provides opportunities for both. Much of the work is completed under supervision in lessons with some coursework being marked internally, and some being sent off for an examiner to mark. You will have an opportunity to research material, present to your peers, work individually and in groups, workshop and rehearse and perform to a variety of audiences.

During the course you will have access to facilities in the theatre and Drama Studio,

where you can experiment with the impact of light, sound and video on performance. You will have an opportunity to go on theatre trips, as well as producing your own material for performance. You will also be offered the chance to take your work out to the local community.

Grades are awarded on a Pass, Merit or Distinction basis.

Career Progression

Following your completion of the course you will be able to continue your studies at a range of universities, colleges and Drama schools. Career paths may lead to acting and performing roles, but could just as easily lead to supporting roles such as set designers, technicians or Front of House roles. Although live performance is the main area for the course the skills you develop will also enhance your opportunities in TV and film also.

Key information

Curriculum Leader:

Mr Thomas

Examining Body:

Edexcel

Entry Requirements:

4 GCSEs grade 9 - 4
including grade 4 in English
and Maths



Course Description

A two year full-time course providing in-depth study of the sector. Supports progression to higher education and employment.

For post-16 learners wishing to specialise in a specific industry, occupation or occupational group. The qualifications give learners specialist knowledge and skills, enabling entry to an Apprenticeship or other employment, or progression to related higher education courses. Learners taking these qualifications must have a significant level of employer involvement in their programmes.

In addition, universities, professional bodies and businesses have all confirmed that these qualifications meet their entry requirements.

Course Content

There will be 10 mandatory units and 4 optional units.

Mandatory Units

- Anatomy and Physiology (120 GLH) H, exam based
- Fitness Training and Programming for Health, Sport and Well-being (120 GLH) H, task based external verification
- Development and Provision of Sport and Physical Activity (120), task based external verification
- Investigating Business in Sport and Active Leisure (90 GLH), task based external verification
- Professional Development in the Sports Industry (60 GLH) E, compulsory unit

- Sports Leadership (60 GLH), H E, compulsory unit
- Practical Sports Performance (60 GLH), compulsory unit
- Coaching for Performance (60 GLH), compulsory unit
- Research methods in sport (60 GLH), compulsory unit
- Acquiring Skill in Sport (90 GLH), compulsory unit

Optional Units

- Application of Fitness Testing
- Sports Event Organisation
- Technical & Tactical
- Sports Performance Analysis

Scheme of Assessment

The styles of assessment are a real strength of the programme, with the emphasis on coursework rather than exams, allowing students to achieve their full potential. There are a diverse range of methods used including written assignments, group work, laboratory reports, presentations, practical tests and simulations.

Grades are awarded on a Pass, Merit or Distinction basis.

Career Progression

The course provides progression opportunities into vocationally relevant employment or higher education, including a guaranteed place scheme for HE sport options within the department.

Key information

Curriculum Leader:

Ms Dussard

Examining Body:

Edexcel

Entry Requirements:

5 GCSEs grade 9 - 3



Course Description

This course reflects the needs of employers, further and higher education representatives and professional organisations. The course is undertaken through a range of diverse activities, including assignment and project work, case studies, workplace assessment, role play and presentations. Through research activities opportunities are provided for students to reflect on the nature of work within the business sector.

Scheme of Assessment

Award (120 GLH) - Equivalent in size to 1 GCSE

Learners must complete the two core units, and a choice of optional units to reach a total of 120 GLH.

This BTEC First Award has units that the centre assesses (internal) and a unit that Pearson sets and marks (external).

Core Units

Unit 1 Enterprise in the Business World (30 GLH) - Assignment set and marked internally

Unit 2 Finance for Business (30 GLH) On-line assessment set and marked externally

Optional specialist units (30 GLH each) – 2 must be selected

Unit 3 Promoting a Brand Internal

Unit 4 Principles of Customer Service Internal

Unit 5 Sales and Personal Selling Internal

Unit 6 Introducing Retail Business Internal

Unit 7 Providing Business Support Internal Unit

8 Recruitment, Selection and Employment

Career Progression

The Pearson BTEC Level 1/Level 2 First Award in Business provides a good foundation for learners in post-16 education, or to entry level job roles within the sector. Achievement at level 2 provides a suitable foundation for further study within the sector through progression on to other vocational qualifications at level 3, such as the Pearson BTEC Level 3 Nationals in Business. The underpinning knowledge and practical and vocational skills learnt will also enhance and support the progression to a relevant competency-based course, such as the Pearson BTEC NVQ Level 2 in either Business Administration or Team Leading, or the Pearson BTEC NVQ Level 3 in either Business Administration or Management, or their corresponding apprenticeships.

Key information

Head of Department:

TBA

Examining Body:

Edexcel

Entry Requirements:

5 GCSEs grade 9 - 3



Course Description

The BTEC Level 2 in Construction is a full-time vocational qualification that is equivalent to 1, 2, or 3 GCSE's. The programme is designed to enable students to gain both academic and practical experience and become competent in areas that are directly related to the workplace.

This course is applicable for students looking to moving into apprenticeships or full time work based opportunities. It will offer them the depth and understanding to move into a number of trades.

Course Content

This course covers the following:

- Health and safety
- Structure of the construction industry
- Processes and operations
- Basic drawing techniques
- Hands on experience of construction application

Scheme of Assessment

The majority of assessment takes place through coursework, which builds up into a portfolio of evidence. Students are set assignments which involve completing a series of tasks within a specific deadline. This style of assessment is a real strength of the course as it allows students the opportunity to use the expertise of staff and practical elements of the building trade, in order to ensure that the work they submit is reflective of their knowledge and understanding without the time pressure of exams.

Grades are awarded as Pass, Merit or Distinction.

As well as written assignments, students can be assessed through group work, practical investigations, presentations and practical tests.

Career Progression

After successfully completing the course you could enter employment at a junior level, in a wide range of areas, such as carpentry, bricklaying or building conservation.

You could also progress on to the Construction BTEC Extended Diploma Level 3 or another Level 2 programme, such as a relevant NVQ or Diploma, or to move on to a higher level qualification such as the Level 3 BTEC Extended Diploma in Construction.

Key information

Head of Department:

TBA

Examining Body:

Edexcel

Entry Requirements:

5 GCSEs grade 9 - 3



Course Description

The BTEC Level1/Level 2 Tech Award in Travel & Tourism is for learners who want to acquire knowledge and technical skills through vocational contexts by exploring the aims of different travel and tourism organisations, the features of tourist destinations, how organisations meet customer requirements, and the influences on global travel and tourism.

Scheme of Assessment

Learners are required to complete and achieve all the components included in the qualification:

1. Travel and Tourism Organisation and Destinations (Internally assessed)
2. Influences on Global Travel and Tourism (Externally assessed)
3. Customer Needs in Travel and Tourism (Internally assessed)

Career Progression

The travel and tourism sector is the UK's third-largest employer, accounting for 9.5 percent of total employment. This Award complements the learning in GCSE programmes such as GCSE Geography and GCSE Business by broadening learners' experience and skills participation in different contexts. The course will give learners the knowledge, understanding and skills to help prepare them for employment or to lead on to further areas of study. The outlook for the travel and tourism sector remains robust and it will continue to be at the forefront of wealth and employment creation in the global economy.

Key information

Subject Leader:

Ms John

Examining Body:

Edexcel

Entry Requirements:

5 GCSEs grade 9 - 3



Course Description

The BTEC Level 2 in Health & Social Care is a full-time vocational qualification that is equivalent to 1, 2, or 3 GCSE's. The programme is designed to enable students to gain both academic and practical experience and become competent in areas that are directly related to the workplace.

This course would suit those with an interest in progression to BTEC Level 3 Diploma / Extended Diploma in Health & Social Care or for those who would like to start a career in the nursing industry.

Course Content

Learners are required to complete and achieve all the components included in the qualification:

- Human Lifespan Development (Internal assessment)
- Health and Social Care Values (Internal assessment)
- Healthy and Wellbeing (External assessment)

Scheme of Assessment

The majority of assessment takes place through coursework, which builds up into a portfolio of evidence. Students are set assignments which involve completing a series of tasks within a specific deadline. This style of assessment is a real strength of the course as it allows students the opportunity to use the specialist library and IT resources alongside tutor support, in order to ensure that the work they submit is reflective of their knowledge

and understanding without the time pressure of exams.

Grades are awarded as Pass, Merit or Distinction.

As well as written assignments, students can be assessed through group work, phase tests, presentations and practical tests.

Career Progression

Once you have successfully completed this qualification then you really do have several options of what to do next. You may wish to continue your studies by moving onto one of the Level 3 programmes that we run - BTEC Level 3 in Health & Social Care. If it is finding employment that interests you then by successfully completing this qualification it shows employers that you have excellent understanding of several aspects of Health & Social Care.

Key information

Curriculum Leaders:

Mr Anane & Mr Au

Examining Body:

Edexcel

Entry Requirements:

5 GCSEs grade 9 - 3



Course Description

The BTEC Level 2 in ICT is a full-time vocational qualification that is equivalent to 1, 2, or 3 GCSE's. The programme is designed to enable students to gain both academic and practical experience and become competent in areas that are directly related to the workplace.

This course is aimed at those with an interest in progression to BTEC Level 3 Diploma / Extended Diploma in ICT or for those who would like to start a career in the ICT industry.

Course Content

This course covers the following:

- Improving productivity using IT
- Specialist software
- IT user fundamentals
- Computer accounting software
- Setting up an IT system
- Data management software
- Optimise IT system performance
- Database software
- Security for IT users
- Design software

Scheme of Assessment

The majority of assessment takes place through coursework, which builds up into a portfolio of evidence. Students are set assignments which involve completing a series of tasks within a specific deadline. This style of assessment is a real strength of the course as it allows students the opportunity to use the

specialist library and IT resources alongside tutor support, in order to ensure that the work they submit is reflective of their knowledge and understanding without the time pressure of exams.

Grades are awarded as Pass, Merit or Distinction.

As well as written assignments, students can be assessed through group work, phase tests, presentations and practical tests.

Career Progression

Once you have successfully completed this qualification then you really do have several options of what to do next. You may wish to continue your studies by moving onto one of the Level 3 programmes that we run - BTEC Level 3 in ICT. If it is finding employment that interests you then by successfully completing this qualification it shows employers that you have excellent understanding of several aspects of ICT.

Key information

Curriculum Leader:

Mr Thomas

Examining Body:

Edexcel

Entry Requirements:

5 GCSEs grade 9 - 3



Course Description

On this course you will study a variety of sports related subjects on a full-time basis. The course is designed for those who want a career in sport and sport science.

During the year you learn about nutrition for sports performance, how to instruct exercise and fitness, anatomy and how the body works, health and safety, training and fitness and will take part in practical sport.

You will also study Functional Skills to support your practical and career development.

The sports staff have a wealth of sporting experience and will fully support your progress on the course. In addition to your main qualification, you will also have the opportunity to gain coaching awards and take part in a variety of enrichment activities.

Scheme of Assessment

The styles of assessment are a real strength of the programme, with the emphasis on coursework rather than exams, allowing students to achieve their full potential. There are a diverse range of methods used including written assignments, group work, laboratory reports, presentations, practical tests and simulations.

Grades are awarded on a Pass, Merit or Distinction basis.

Career Progression

The majority of our students progress onto the Level 3 BTEC Extended Diploma in Sport. There are also opportunities to apply for the armed forces, or to seek employment within leisure centres, health clubs or sport coaching within the UK or abroad.

“Sport is an emerging industry. There are so many employment opportunities through sport”

English Level 1 & 2 Functional Skills

Key information

Curriculum Leader:

Ms Kazi

Examining Body:

Edexcel

Entry Requirements:

English Grade 3 and below

Course Description

The Level 1 & 2 Functional Skills in English offers students the opportunity to gain a university recognised qualification in English. Students will develop all aspects of their communication in speaking, listening, reading and writing.

Students will again study different types of writing as they focus on examination skills.

Scheme of Assessment

External examination.

Career Progression

By achieving a Level 2 qualification in English students will be able to go on to study a range of other subjects in higher education. Employers in most areas of the workplace expect a Level 2 qualification as a minimum requirement.

“Studying English is enjoyable because of the subject’s flexibility, you are able to learn literature, language, culture, history as well as developing your creative writing skills”

Maths Level 1 & 2 Functional Skills

Key information

Curriculum Leader:

Mr Jokosenumi

Examining Body:

Edexcel

Entry Requirements:

Maths Grade 3 and below

Course Description

The aims of these qualifications are to develop learner understanding and skills in:

- Representing – selecting the mathematics and information to model a situation
- Analysing – processing and using mathematics
- Interpreting – interpreting and communication the results of the analysis

Some aspects you will learn on this course include:

- understand and calculate ratio and proportion, including problems with scale
- understand and equivalences between fractions, decimals and percentages
- understand simple formulae and equations
- find area, perimeter and volume of shapes
- convert and calculate using metric measures

Scheme of Assessment

Level 1: FSM01

Overview of paper-based assessment

Three themes in each test

Test time: 1 hour 30 mins

Total marks: 48

Overview of onscreen assessment

Three themes in each test

Test time: 1 hour 30 mins

Total marks: 48

Level 2: FSM02

Overview of paper-based assessment

Three themes in each test

Test time: 1 hour 30 mins

Total marks: 48

Overview of onscreen assessment

Three themes in each test

Test time: 1 hour 30 mins

Total marks: 48

Career Progression

Upon successful completion of Functional skills level 2. Pupils move on to GCSE Mathematics. It is compulsory to continue GCSE Mathematics until you have reached GCSE level and is required for all University places.

GCSE English Resit

Key information

Curriculum Leader:

Ms Kazi

Examining Body:

AQA

Entry Requirements:

English Grade 4

Course Description

English GCSE resit offers students the opportunity to revisit the course studied in Year 11. As well as studying specific texts for the examination, students will further develop all aspects of their communication in speaking, listening, reading and writing.

Students will again study different types of writing as they focus on examination skills.

Scheme of Assessment

External examination.

Career Progression

By achieving a Grade C students will be able to go on to study a range of other subjects in higher education. Employers in most areas of the workplace expect a Grade C as a minimum requirement.



GCSE Maths Resit

Key information

Curriculum Leader:

Mr Jokosenumi

Examining Body:

Edexcel

Entry Requirements:

GCSE grade 4 or lower in Mathematics GCSE

Course Description

The course is familiar to you as all pupils have been entered in Year 11. The focus is on the pupil centred learning where pupils are expected to complete independent work that compliments the teaching activities. The course covers the topics with focus of using a calculator and non-calculator aspects to the examination. You will be entered for either the GCSE foundation or higher tier Mathematics paper.

Course Content

- Number
- Algebra
- Shape and measure
- Data handling and Probability

We continue building your skills in the above areas. We support your independent learning through 2 lessons a week teaching time as well as offering after school sessions to increase tutor time.

Scheme of Assessment

Paper 1 (Non-calculator)

Weighting: 33.3% of GCSE

Much of this module will be familiar from GCSE but includes more advanced algebra.

Paper 2 (Calculator)

Weighting: 33.3% of the GCSE final assessment

Paper 3 (Calculator)

Weighting: 33.3% of the GCSE final assessment

The maximum mark achievable per paper is 80.

Career Progression

Grade 4+ GCSE Mathematics is essential for all courses. It is compulsory to continue GCSE Mathematics until you have reached this level and is required for all University places.

POST 16 ENTRY REQUIREMENTS

Advanced Level

It is essential that students meet the following GCSE criteria for Advanced Level courses. Students must have a minimum of 5 GCSEs at Grade 5 or above including English or Maths as well as the subject criteria for each option.

COURSE	Entry Requirements (GCSE/BTEC)
Art & Design	GCSE grade 5 in Art
Biology	Grade 6 in Biology Triple Science GCSE or Grade 6 in Core and additional. Minimum grade 6 in both Maths GCSE and English Language
Business	GCSE Maths Grade 5 and English Language GCSE minimum grade 5. Grade 6 in GCSE Business or a similar subject
Chemistry	Grade 6 in Chemistry Triple Science GCSE or Grade 6 in core and additional. Minimum Grade 6 in Maths and English Language GCSE
Computer Science	GCSE ICT (or equivalent) with a grade 6 or above. Minimum grade of 6 in Maths and 5 in English Language GCSE
Design Technology	GCSE grade 6 in DT
Economics	GCSE grade 6 in English Language and Maths
English	GCSE grade 6 in both English Language & English Literature
History	GCSE grade 5 in History and Minimum grade 5 in English Language
Maths	GCSE Grade 7 in Maths
Further Maths	GCSE grade 8 in Maths
Maths Core	GCSE grade 5 in Maths
Philosophy and Ethics	GCSE grade 5 in English Language and grade 5 in Religious Studies
Physics	Grade 6 in Physics Triple Science GCSE or Grade 6-6 in Combined Science. Minimum Grade 6 in Maths and English Language GCSE
Psychology	Grade 5 in English and Grade 5 in Maths GCSE. GCSE grade 5 in Combined Science

BTEC Level 3 Courses

All BTEC Courses are split between the following;

Extended Certificate – Equivalent to 1 A-Level

Diploma – Equivalent to 2 A-Levels

Extended Diploma – Equivalent to 3 A-Levels

COURSE	Entry Requirements
Extended Certificates available in; Sport, Business, Health & Social Care, ICT, Performing Arts, Music Technology	4 x Grade 9 - 4 including a 4 in English and Maths
Diplomas available in; Sport, Business, Health & Social Care, ICT, Performing Arts, Music Technology	4 x Grade 9 - 4 including a 4 in English and Maths
Extended Diplomas available in; Sport and Health & Social Care	4 x Grade 9 - 4 including a 4 in English and Maths

BTEC Level 2 Courses

COURSE	Entry Requirements
Awards available in; Sport, Business, Health & Social Care, ICT, Creative Media, Construction	5 x Grade 9 - 3 GCSE grades



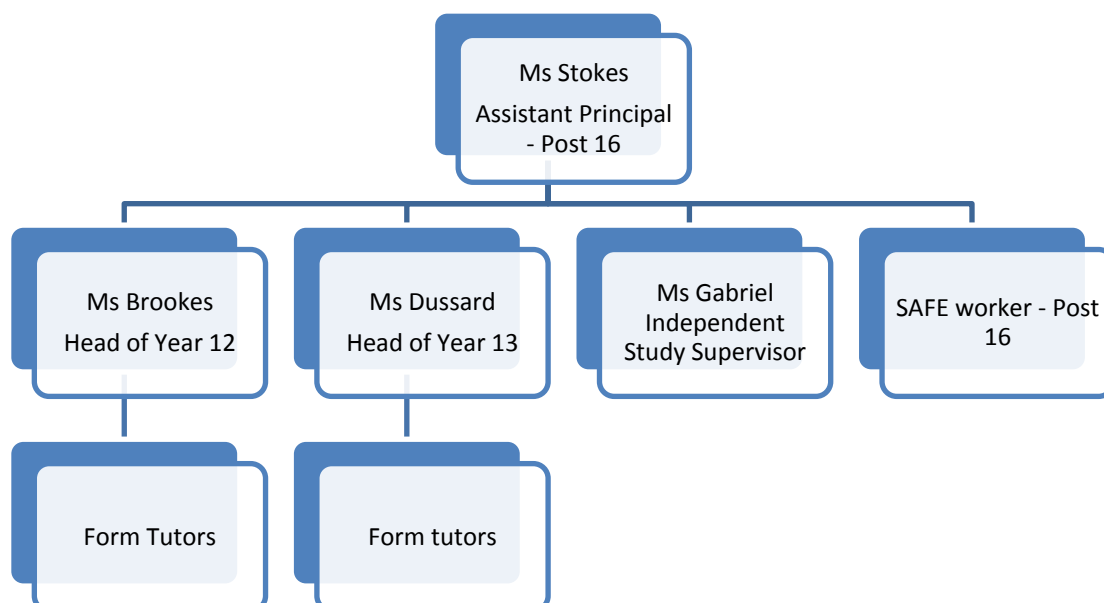
WHAT CAN YOU EXPECT?

Enrichment, Mentoring & Volunteering Programme

Developing students' skills at the academy is a fundamental process. We have put in place a clear mentoring process which allows all students the opportunity to meet with a mentor to discuss any necessary needs. Meetings consider:

- Predicted Grades & Current Grades
- Volunteering
- Enrichment Activities
- ALPS data
- Career paths and progression.

These meetings occur throughout the year. As well as these meetings we have a number of staff who specialise in specific areas to develop each students' needs. Below is a breakdown of opportunities available to students at the academy.



All students have the opportunity to participate within the Enrichment Programme and you will also have the opportunity to take on responsibility roles within the sixth form community. For example you may wish to be part of our student leadership team, either as the Chair of Student Leadership (our equivalent to the traditional Head Girl/Boy role) or as a Vice Chair or Prefect. In the competitive world that we live in today, we want all of our Post 16 students to be successful, well rounded young adults who are able to cope with the demands of further education or working life. To prepare you for this, the enrichment programme incorporates a variety of clubs, workshops, initiatives and working parties from which you will be able to develop your skills in team working, communication, problem solving, leadership and much more.

Below are a handful of enrichment activities you can get involved in:

1. Student Leadership Team - representing Post 16 area through supporting the operation of school events and acting more widely as a role model to all students, and an ambassador to all visitors.
2. University Visits - helping you to make the right choices for further education.
3. Departmental extra-curricular clubs - enriching your understanding of subjects that you study (supporting volunteering hours).
4. School Council - having your input in the way that the school is run.
5. University Master classes & Summer Schools.
6. Work Experience – The academy feels that a work experience programme will support your decision making for UCAS and future career paths.
7. School Trips – Regular enrichment activities

are led by staff to support students' development.

9. Sports Clubs – The academy is pleased to allow all students the opportunity to represent the Academy at sport.
10. Connexions Workshops – Support for all students considering apprenticeships and potential job opportunities.

Volunteering

What are the benefits of volunteering?

- An opportunity to have fun outside the school environment
- An opportunity to make a difference in someone's life
- A healthy opportunity, such as tackling obesity through sport
- Educational opportunities – learn through doing as a complement to formal education
- Gaining skills or taking part in training
- Gaining work experience and making contacts within a profession
- Qualification opportunities in coaching, refereeing, leadership and team management
- It's good for your CV – especially for Further or Higher Education
- Gives you a sense of pride; feeling needed and valued

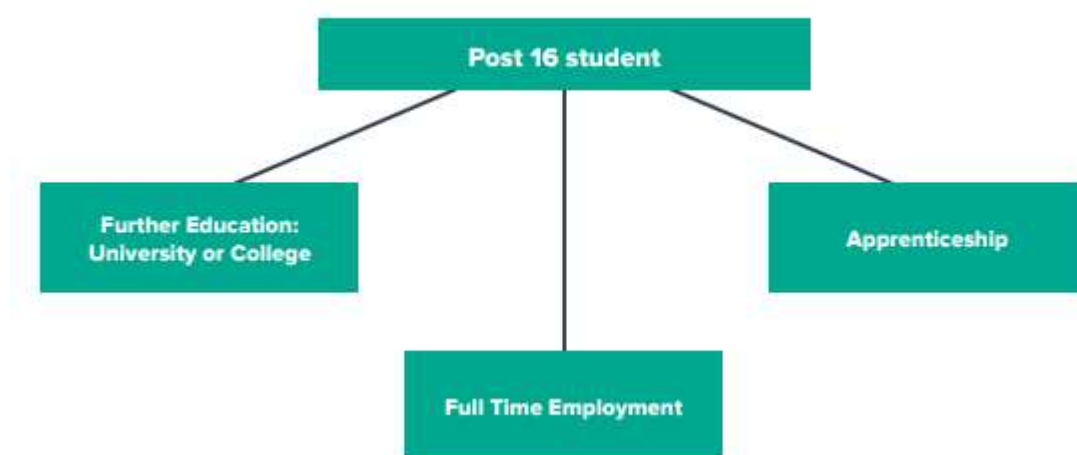
All Year 12 students are expected to complete 12 hours of volunteering in their first year of Post 16 study at the academy. We feel that this will provide students with the benefits highlighted above and support their overall development.

Private Study

All students studying in the Alec Reed Academy Post 16 area will be expected to complete 5 hours of supervised independent study per week in addition to the private study and homework required to meet the demands of all courses. These sessions are timetabled and staffed in a dedicated study area with access to computers and other resources, as well as specific guidance from a member of staff as to how to revise best. This means you will be given structured guidance in working independently to support your taught hours to complete coursework, revision or supplementary study and ensure you meet and exceed your potential in your chosen programme of study

Careers & UCAS Support

An essential part of any Post 16 student's time at the academy is the decision making process of what next step the student will take once leaving the academy. The academy has a responsibility in advising and supporting you in your next steps. Traditionally students will follow one of the three pathways below after leaving us:



Throughout the two years that you study at the academy your teachers, form tutor and the Post 16 Leadership team will support you in the necessary decisions that need to be made in deciding what are the best next steps for you!

Full Time Employment / Apprenticeships

Throughout Year 12 & 13 students will have the opportunity to meet with the academy's Connexions support person who can give the necessary advice on how to apply for positions and what necessary grades or experience are required. These support days will include learning basic skills such as;

- CV Writing
- Interview advice and guidance
- Cover letter writing
- Dress and Appearance



STUDENT BURSARY

What is the 16-19 Bursary Fund?

The Government has set aside some money for schools, colleges, training providers and local authorities to allocate to young people who need financial support to stay on in further education or training. This is called the 16-19 Bursary Fund.

It could help you with any education-related costs that may arise during the school year, including essentials like a meal during the day or transport to your school, college or training provider. Or you might need extra help to buy books, clothing or equipment for your course, or pay for educational visits.

The Alec Reed Academy offers all students the opportunity to apply for a range of bursaries. These decisions are made after the student has enrolled at the academy.

Payments are made over the year, this is the planned schedule:

June/July	Ensure Free School Meals applications are up to date. Applications to be made online direct to the Local Authority.
August	Application forms for the Bursary.
September/October	Six week qualifying period
October	Payment 1 via BACS for Bursary
December	Payment 2 Via BACS for Bursary & Payment 1 for Disadvantage Fund
February	Payment 3 Via BACS for Bursary
March	Payment 4 Via BACS for Bursary & Payment 2 for Disadvantage Fund
June	Payment 5 Via BACS for Bursary
July	Payment 6 Via BACS for Bursary & Payment 3 for Disadvantage Fund

DRESS CODE

Dress Code

We expect you to act as role models throughout the Academy. This is especially true in relation to the way that you dress. The reasons that we have a dress code are as follows:

- The Academy is a professional environment and as such we expect you to dress in a professional manner.
- We are preparing you for the world of work where it is likely that many of you will have to adopt professional/business dress.
- We want you to take pride in how you look. First impressions do count.

Male Students	Female Students
<ul style="list-style-type: none">• Shirt & Tie• Smart Trousers (no Denim, Jeans or shorts)• Black shoes (trainers, canvas pumps or boots are NOT acceptable)• School lanyard and ID badges to be worn at all times.	<ul style="list-style-type: none">• Formal Skirt or Trousers. (Skirts to be a minimum of knee length. Leggings and dresses are NOT allowed)• Blouse or professional smart top. (All tops must cover shoulders – strappy tops or tops with cut away shoulders are NOT acceptable.)• Black shoes (trainers, sandals or flips flops are <u>NOT</u> acceptable).• School lanyard and ID badges to be worn at <u>all</u> times.

Jewellery - Students are to ensure that jewellery is kept to a minimum. Students will be requested to remove any items of jewellery deemed inappropriate.

Denim, hoodies and sports-wear are not allowed to be worn in school. Coats and hoodies should be removed when entering the building, this includes headphones.

Staff will confiscate any hoodies, coats and headphones on view.

Students who are not wearing suitable clothing or not dressed in a professional manner will be required to return home to change and parents will be informed.



ALEC REED ACADEMY
PROUD TO LEARN

POST 16

Prospectus 2019/20

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