

**A LEVEL
OPTIONS BOOKLET
2017 - 2019**

WHY ABBOTSHOLME SIXTH FORM?

Abbotsholme's philosophy of educating the whole person is integral to our view of the Sixth Form pupil: a person, who excels in their academic study, achieves a broad cultural awareness and fully develops their personal and life skills. This booklet will cover our academic programme alongside the wide range of extracurricular programmes we offer designed to develop such skills, which include responsibility, ability to respect and work with others, leadership, organisation and independence. Abbotsholme has a strong spirit of community, akin to a family atmosphere, and we see the links between the Sixth Form and the rest of the school as playing an important part in the development of the skills and qualities that enhance the life chances of our young people; therefore all Sixth Form pupils share in the responsibility of the running of the school, taking on significant roles in shaping the life and culture of the school.

Members of our Sixth Form have a number of privileges and the use of the Sixth Form Centre for relaxation. Boarders are able to build close friendships with their peers and experience 'independent' living as they prepare for University and beyond. In their free time, during evenings and weekends, pupils have access to events and activities arranged especially for the Sixth Form, such as visiting speakers and theatre visits. A Social Committee, run by the pupils, help to organise and run events from cinema trips to bowling, paint-balling, charity events and formal dinners.

Support and guidance: academic achievement

In the Lower Sixth pupils are allocated a tutor who will monitor their progress both within the classroom and in extra-curricular activities, discussing any problems or challenges that may be experienced. The tutor offers one to one support and, with our small tutor groups, the pupil benefits from the in depth knowledge their tutor will have of them, their interests and their aspirations. This becomes especially important in the Upper Sixth, where pupils work closely with their tutor to choose a suitable degree course and prepare their application.

Teaching at Abbotsholme enables pupils of all abilities, including the most able, those with specific learning differences and those for whom English is an additional language, to increase their knowledge and understanding. Staff regularly arrange extra sessions with pupils, whether to extend the able further or to give support to those who face a challenge for whatever reason with a particular topic. We recognise excellence in individual pupils and will stretch them accordingly. This may take the form of more demanding work within the classroom, or work that is possibly outside the narrow confines of the examination specifications and, within small classes, we can cater for a broad ability range.

All dyslexic pupils attend sessions in the Learning Skills department for at least one lesson per week to support their learning. They are also welcome to use the department for quiet study if they find this more beneficial than using the other areas available to them. The department makes the appropriate applications to the exam boards for access arrangements. These always need to be updated on the transition from Year 11 to Lower Sixth. We can arrange for dyslexic pupils to be assessed by an educational psychologist so that they have the evidence needed for their application for Disabled Students Allowance for university.

Alongside the support available from subject teachers, the Head of Sixth Form, the Assistant Head, the Headmaster, house parents and tutors work in partnership to nurture and guide each Sixth Form pupil throughout the two years.

Support and guidance: Careers Guidance

The majority of pupils leave the school to enter courses at university or colleges of Higher or Further Education. Some do leave to find employment and a few will take a gap year before entering university. The Head of Sixth Form, the Director of Studies, tutors and careers guidance staff work closely with the ISCO (Independent Schools Career Organisation) so each pupil can make an informed choice on career. To support this process a programme of tutorials and forums encourage discussion on a variety of personal, social and life-skill topics, encouraging independent thought and confidence. We organise talks from professionals with a wide range of experiences in a number of fields and welcome back Old Abbotsholmian's who share their experiences of the wider world with our pupils and can give first hand advice to our Sixth Form pupils.

The following is a summary of key elements of the guidance we offer:

- a) Meetings with the careers department to provide general advice.
- b) Interviews between pupil and tutor, Head of Sixth Form and Headmaster as well as meetings with careers organisations to make a more informed choice.
- c) Careers Fair; the school holds an event biannually.
- d) Lectures, films and videos to provide thought and discussion.
- e) Open Days; the school takes all pupils to visit a Higher Education Fair. Pupils are also encouraged to make arrangements for individual visits to open days.
- f) Assistance with application and preparation for interviews. Tutors and the Head of Sixth Form give advice, plan and discuss applications and help to complete all the relevant forms. The tutorial programme provides pupils with in depth knowledge of the UCAS application process.
- g) Post 'A' level guidance. The Headmaster, Director of Studies and Head of Sixth Form are available for immediate help on the day of the results, in case pupils do not achieve the required grades for their chosen universities.

THE A LEVEL SYSTEM

The content and structure of all A level courses has been reviewed and reformed by the Government. This process started in September 2015, with more subjects changing in September 2016. In September 2017, the final subjects will be reformed and all subjects will be working on the new specifications.

The main change is the de-coupling of AS and A level assessment. This means that all assessment take place at the end of the two year course.

The Importance of Lower Sixth Form Examinations

There will be internal (school) examinations at the end of the Lower Sixth Form in all other subjects. The results gained in Lower Sixth end of year examinations give us a good guide to eventual A level performance. We will use the grades attained at this stage to inform our predictions for UCAS application references (which are finalised early in the Christmas term of Upper Sixth Form). It is important for all students to realise the significance of these end of year Lower Sixth Form examinations right from the start of the course, therefore, in determining their predictions for university entrance.

Which subjects can I choose?

Abbotsholme School offers a wide choice of subjects in the Sixth Form:

Subject	Board
Agriculture and Countryside Management	BTEC Edexcel
Art and Design	Edexcel
Biology	OCR
Business Studies	AQA
Chemistry	OCR
Design and Technology	Edexcel
Drama and Theatre Studies	OCR
English Literature	AQA
Extended Project Qualification	Edexcel
French	Edexcel
Further Mathematics	Edexcel
Geography	Edexcel
History	Edexcel
Mathematics	Edexcel
Music	Edexcel
Outdoor Education	BTEC Edexcel
Photography	Edexcel
Physics	OCR
Professional Cookery	City and Guilds
Spanish	Edexcel
Sport	BTEC Edexcel
IELTS	Cambridge ESOL
Young Enterprise	OCR

You can find summaries of the content and assessment procedures of these courses in this booklet and a more detailed breakdown of each course can be found on our website.

Details of all A level and BTEC syllabuses can be found on the following websites:

www.aqa.org.uk

www.edexcel.org.uk

www.ocr.org.uk

www.wjec.co.uk

The normal entry requirement for the Sixth Form at Abbotsholme School is five GCSEs at grade C or above. If you have not been educated up to 16 in the UK system, you will be asked to provide a transcript with an explanation of the levels achieved.

Sixth Form pupils will study three subjects in the Lower Sixth and three in the Upper Sixth. We would advise that only students of proven high ability should embark on an extra AS or A2 course and they should discuss this with their tutor, the teacher of the subject, the Head of Sixth Form and the Director of Studies before completing their A level choices.

For the purpose of timetabling, subjects are arranged into four blocks which are given an equal time allocation of 8 periods per week; lessons in all the subjects in one block are taught simultaneously; therefore only **ONE subject** may be taken in each block.

Due to the numbers expressing interest in some subjects, these option blocks will be fixed after you have made your choices in February. They will then be fixed in order to produce

the school timetable. If a pupil cannot study the subjects of their choice, the Director of Studies will discuss alternatives before the end of term. It may be possible to make changes to subject choices thereafter, but any changes will have to conform to the option blocks then in place. Pupils will not be allowed to change subjects in the first two weeks of the new course. Choices must be returned to the Director of Studies, Mr. G. C. Selwyn, by **Friday 10 February**.

NOTE: In the unlikely event that an AS course is undersubscribed Abbotsholme School reserves the right to withdraw the course for that academic year.

The Timetable of A level choices and other significant Sixth Form events

	Year 11
November	Sixth Form information evening
February	A level choices made
August	Confirmation of subject choices after receiving your GCSE results
	Lower Sixth
September	Tutor allocation Lower Sixth Induction Programme Introduction to study skills
October	Hikes Assessments Founders Day Dinner
November	Parents evening for Lower Sixth
December	Assessments
November – March	Introduction to the mechanics of the UCAS system (Higher Education applications)
February	Assessments Formal dinner
March	Full school report to parents
March – May	Visit to the Higher Education Convention. All pupils interviewed by the Head of Sixth Form (Higher Education applications)
May	Assessments
June	Internal end of year examinations.
June	Lower Sixth Camps Decision on which subjects to continue after discussion with teachers, tutor, Head of Sixth Form, Director of Studies. Final decisions made on Oxford and Cambridge applicants. Opportunities for personal visits to University Open Days. Assessments

	Upper Sixth
September - December	Completion of UCAS applications and confidential reports. Final decision on Higher Education and Gap Years.

October	Hikes Assessments Founders Day Dinner
October – April	University interviews and decisions
November	Parents meeting for Upper Sixth
December	Assessments

February	Assessments Formal Dinner
March	Full school report to parents
May	Assessments
May – June	A level examinations
August	A level results published
August	A level results and confirmation of University places

All of you will be given individual advice on choosing degree courses, writing applications and making decisions in consultation with your tutors, Heads of Department, Head of Sixth Form, Houseparent and Director of Studies. The careers advisor will also help and advise on gap year projects.

UCAS tariff 29017 onwards

There is a new UCAS tariff for all Level 3 (A level, EPQ and BTEC qualifications) for university applications for courses starting from September 2017 onwards.

Points are awarded as follows:

Grade	A level	AS level	EPQ
A*	56		28
A	48	20	24
B	40	16	20
C	32	12	16
D	24	10	12
E	16	6	8

Grade	BTEC Extended Certificate
Distinction *	56
Distinction	48
Merit	32
Pass	16

SUBJECT REQUIREMENTS for First Degree Courses, 2019

The following is only a rough guide: **ALWAYS** consult the UCAS website, University and College Entrance Guide (copy in the Careers Room), individual university websites and the individual prospectus for details of requirements for particular courses at particular universities.

The list of degree subjects is necessarily a selection only of what is available and the A-levels shown represent the usual minimum requirement for a particular degree. Students and their parents can find specific information in the subject entries in this booklet on the areas to which individual A-level courses can lead.

DEGREE	A-Levels to be included in the 3 A2 subjects
Accountancy	Mathematics sometimes required or preferred
Agriculture	Usually a science or Geography or sometimes 2 sciences or science plus mathematics
American Studies	English or History usually required or preferred
Anatomy	2 Science/Mathematics including Chemistry and sometimes Biology
Anthropology	No special requirements
Archaeology	No special requirements
Architecture	Sometimes Mathematics required or a portfolio
Art	Art (often foundation year desirable)
Biochemistry	2 / 3 Science/Mathematics including Chemistry

Biology	Usually Biology, often with 1/2 sciences including Chemistry and/or Mathematics
Business Studies	No special requirements
Chemistry	Usually Chemistry, mainly with other science(s)/Mathematics
Classical Civilisation	No special requirements
Combined Arts	No special requirements
Combined Science	1 / 2 Science/Mathematics
Computer Studies	Usually Mathematics required
Dentistry	2 / 3 Science/Mathematics including Chemistry
Drama	Sometimes English
Economics	Sometimes Mathematics (but GCSE often enough)
Education	Should include a mainstream school subject
Engineering	Mathematics and 1 / 2 sciences, often including Physics
English	English
European Studies	1 or sometimes 2 modern foreign languages
French	French
Geography	Geography (some courses emphasise arts, other sciences)
German	German
History	History preferred
History of Art	No special requirements
Law	No special requirements
Material Science	Mathematics preferred and 1 / 2 sciences
Mathematics	Mathematics, and sometimes Physics or Further Mathematics
Medicine	Usually 3 or sometimes 2 Science/Mathematics including Chemistry
Music	Music
Nursing	A science often preferred, sometimes required
Pharmacology/Pharmacy	2 Science/Mathematics including Chemistry
Philosophy	No special requirements
PE	No special requirements
Physics	Mathematics and Physics often required
Physiotherapy	Usual 1 / 2 sciences; often a Biological Science preferred
Politics	No special requirements
Psychology	Some courses emphasise arts, others require 1 / 2 sciences
Russian	Russian preferred
Sociology	No special requirements
Spanish	Spanish
Sports Science	1 science often preferred
Surveying	No special requirements (except Mathematics sometimes)
Theology	No special requirements
Veterinary Science	3 Science/Mathematics including Chemistry and usually Biology
Zoology	2 Science/Mathematics including Biology and sometimes Chemistry

Note:

Medicine: Students hoping to apply for Medicine and Dentistry must take Chemistry or Biology. Physics or Mathematics is also desirable but not always essential. It is possible to study Medicine without having taken science A Levels but only a few medical schools offer this course and places are limited in number and much sought after.

Modern Languages: Universities usually expect applicants for French, German and Spanish to have A Level. In other languages it is not essential but obviously an advantage. In any case the applicant must show evidence of linguistic ability (as least one language A Level and good grades at GCSE).

Competitive subjects: Although popular subjects such as Law or Psychology have no special subject requirements, they will ask for high grades. These are a top priority for anyone intending to study them.

Students applying for Law, Medicine and Veterinary studies are now required to take an admissions test to gain entry to many universities, (Further information in U.C.A.S. web site) these must be decided upon by October of the Upper Sixth.

Social Life & Extracurricular activities

Being a Sixth Form pupil at Abbotsholme involves more than academic achievement and our extensive range of activities form an essential part of our academic programme, providing both mental and physical opportunities to educate the whole person.

Abbotsholme's outdoor education programme is one of the most comprehensive in the country, promoting invaluable cultural experiences and a healthy lifestyle, and many Sixth Form pupils take advantage of opportunities to take part in regular weekend trips within this country, or join international expeditions, such as recent trips to Canada, France and Nepal. There is an induction weekend for the whole Lower Sixth group, early in the year and a Lower Sixth camp, towards the end of the summer term. Pupils in Upper Sixth also take on leadership roles helping to look after younger pupils on the annual Hikes, or on summer camps.

A large percentage of pupils also choose to undertake the Gold Duke of Edinburgh Award and thus accumulate an impressive range of skills and experiences that help to give them a head start in university and career applications.

Abbotsholme is also one of a handful of U.K. schools that are members of Round Square, an international grouping of schools from six continents that share our holistic philosophy of educating the whole person. Sixth Form pupils have the opportunity to undertake service projects and some take advantage of opportunities for exchange visits to other countries, international service projects (common destinations being Thailand, Kenya and India) and to be delegates to the Round Square International Conference, held in one of the member schools each year. There are also periodic regional conferences, held in one of the European schools. There is a thriving Round Square committee within school, led by Sixth Form pupils, helping to organise fundraising events and fostering international and environmental awareness. We welcome regular exchange visitors from South Africa, Australia and India, which helps contribute to an internationalist environment.

All Sixth Form pupils have Games lessons within the timetable, which we see as important in developing a healthy lifestyle. There is a wide range of choice of sporting activities. Competitive games are held in many sports and there is generally a fixture each week, on a Wednesday afternoon. There is also a range of alternative activities and sports to opt from, such as fencing, basketball, horse riding, climbing and dance.

AGRICULTURE & COUNTRYSIDE MANAGEMENT

About the course: BTEC National Awards are designed to provide specialist work related qualifications in industry. Access to the school farm and estate make it possible for a practical course of this nature to be run within the school.

This course will be run as two Extended Certificates, which are each recognized as equivalent to one 'A' level. It is nationally recognized and carries the same number of UCAS points as an 'A' level for the purpose of University entrance. Students will study for the BTEC Level 3 in Agriculture and the BTEC Level 3 in Countryside Management. Students will be able to tailor their course to suit their aspiration and it may also be possible for students to study for increased individual awards equivalent to 1½ or 2 'A' levels.

Structure of the Extended Certificate: Each diploma consists of six modules, with one compulsory module and 5 optional. (Please note, this may alter as the exam board is updating the course, with effect of Sept 2017, and are yet to confirm modules)

The overall course is constructed of twelve units, of which two are mandatory

- An investigative Project in the land based sector
- Animal Anatomy and Physiology

There is then flexibility in this so the course can be tailored to individual pupils, five Agricultural modules need to be selected and can include (there are over 30 to select from)

- Investigative project in the agricultural sector
- Understand and promote animal health
- Sheep production
- Beef Production
- Grassland management
- Livestock husbandry
- Machinery operations
- Business Management
- Estate skills

Five Countryside modules need to be selected and can include (there are over 50 to select from)

- Forestry management
- Conservation management
- Game management
- Water quality
- Countryside Tourism and recreation
- Soil science
- Fishery creation
- Working dogs
- Farm habitat management

How the course is delivered: Pupils will spend approximately half of their time in the classroom and the other half carrying out practical projects on the farm and estate.

In class pupils will be required to record, analyse and report on work related projects and issues. Many of these issues will be current and pupils will be expected to stay abreast of developments affecting the agricultural and countryside industries.

Students will work with the schools breeding sheep flock and pedigree British White cattle herd, taking a full part in all the activities required as part of the farming calendar. The Countryside element will be determined by the options each student selects, but will involve practical work across the school estate and work with neighbouring estates and rural enterprises.

How this fits into the school week/year: The course is usually spread over two years, with a mixture of practical and theoretical lessons every week. In addition pupils are required to help with routine animal husbandry duties which may involve coming into school earlier than usual on some occasions and using some of their study periods to build their practical experiences. There is also scope for pupils to be involved in relevant activities in their free time through involvement with the farm team e.g. lambing, conservation work. Agricultural work outside of school may also be used as evidence to meet some of the grading criteria.

Assessment: There are three forms of assessment:

- Assessment of written course work
- Assessment of practical work
- Tasks set by the assessment body, Pearson.

There are no exams. Assessment is continuous and therefore pupils need to apply themselves consistently throughout the course.

Entry Requirements: Pupils are normally required to have 4 GCSE passes at grade C or above. It is also an advantage to have practical work experience in the Land Based sector e.g. gardening, farm, equestrian or conservation work. Completion of Environmental and Land Based Science GCSE would be an advantage but not essential.

ART AND DESIGN

The A Level course is structured around two modules or units, a coursework unit and an externally set exam. The course follows the Edexcel specification.

A Level

Unit 1

Coursework
60% of the A Level

During the first year of the course candidates will produce a range of work based on a theme or idea established by the student through discussion with their teacher, after an initial induction period where pupils produce work based on the theme of 'architecture'. Pupils will be able to explore the theme in a variety of painting, drawing, graphic design and 3-dimensional media. They will also document their observations, insights and ideas in a journal/sketchbook which will show the progression of their work from beginning to end. During the second year of the course (the Upper Sixth) pupils will develop independent work based on the theme of 'collections'.

From this work a written element (the Personal Study) will evolve in which they establish coherent links between their practical work and the work of other artists. This can be in a number of forms: a written/illustrated thesis between 1000 and 3000 words; an annotated display with a written text of no fewer than 1000 words; a CD, DVD or moving image presentation with a text of no fewer than 1000 words.

Unit 2

Externally Set Assignment
40% of the A Level

From a question paper made available in the early part of the autumn term candidates are asked to undertake investigative preparatory work on a theme provided by the exam board that will culminate in a timed (15 hour) period towards the end of the year.

BIOLOGY

Biology is the study of living organisms, how they work and how they interact with each other. It is an excellent foundation for many university courses and careers, especially those in medicine, animal care, agricultural, environmental science and food and should be a subject of first choice for sixth formers interested in those disciplines. Biology is also an ideal complement to subjects such as Chemistry and Geography. The syllabus covers all aspects of Biology including human, animal and plant Biology and as such, is intrinsically interesting to most students.

The course has been written for students who wish to continue their Biology study after GCSE. It is recommended that a pupil has achieved at least a grade B in the Science and Additional Science courses (or a B in Biology).

Course overview

Module 1: Development of Practical Skills

Module 2: Foundations in biology

Module 3: Exchange and transport

Module 4: Biodiversity, evolution and disease

Module 5: Communications and homeostasis and energy

Module 6: Genetics, evolution and ecosystems

Assessment overview

A Level Biology

Paper 1: Biological processes

Modules 1, 2, 3 and 5

2 hours 15 minutes 37%

Paper 2: Biological diversity

Modules 1, 2, 4 and 6

2 hours 15 minutes 37%

Paper 3: Unified biology

Modules 1, 2, 4 and 6

1 hour 30 minutes 26%

Practical endorsement for Biology

Non-examined series of practical's

BUSINESS STUDIES

What is Business Studies?

Knowledge of the workings of business is important to everyone. As consumers, we depend on business to provide us with the things we want, from mobile phones to loaves of bread. Many people derive their livelihoods from businesses, as owners, employees or managers. Everyone is affected by the activities of businesses in their impact on society, the environment and the economy. Certain business people achieve a degree of fame or notoriety, from Alan Sugar to Richard Branson. For these reasons, the study of business can be seen as important in preparing young people to be effective workers, informed citizens and sophisticated and critical consumers.

People running businesses have many problems to deal with and decisions to make: What product should be made? How should it be produced? How should the product be marketed? How should the people in the business be recruited, trained and motivated? Where can the finance come from to set up or expand?

The course focuses on these and many other decisions, building up detailed knowledge on the process of setting up, running and developing a business. Attention is also given to the legal, social, moral and economic context in which businesses operate and how they respond to this dynamic external environment.

Who is the course aimed at?

The course is aimed at anyone with an interest in learning more about business activity. The subject is topical, directly relevant to the day-to-day experiences of young people and of considerable vocational significance.

There are no specific pre-requisites for studying Business AS or A Level, other than the normal entry requirements for the Sixth Form. Given that the subject involves both extended written answers and numerical data handling, a reasonable grounding in both English and Mathematics at GCSE level is expected.

What can the course lead to in terms of higher education and future careers?

As many degree courses relate to the business world it is no surprise that A-level Business Studies students continue to take business related courses such as Management, International Marketing and Accountancy and Finance at university. Business Studies prepares you for a variety of careers ranging from marketing, banking, accountancy and finance, management consultancy, law and actuarial work. If you combine Business with a language, this can lead to many opportunities working abroad.

Students of this course will study business in a variety of contexts (eg large/small, UK focused/global, service/manufacturing) and consider:

- the importance of the context of business in relation to decision making
- the interrelated nature of business activities and how they affect competitiveness
- the competitive environment and the markets in which businesses operate
- the influences on functional decisions and plans including ethical and environmental issues
- the factors that might determine whether a decision is successful eg the quality of data and the degree of uncertainty

- how technology is changing the way decisions are made and how businesses operate and compete
- the impact on stakeholders of functional decisions and their response to such decisions
- use of non-quantitative and quantitative data in decision making

The course then builds upon business strategy. Students will consider:

- the impact of technology on strategic decision making
- the influences of Corporate Social Responsibility, ethical and environmental issues on strategic decisions
- the difficulties in forecasting future trends
- the importance of assessing feasibility and risk when making strategic decisions
- the impact on stakeholders of strategic decisions and their response to such decisions

The topics lend themselves to studying and engaging with the business world. The specification and assessment should encourage students to follow business developments and think critically about contemporary business issues. Most of the assessment material is based on real business situations.

By examining and thinking critically about real business situations as they study the subject, students will gain an insight into different contexts which will help them to understand the key issues in any situation and compare and contrast this with other situations and apply their understanding.

Assessment

AS Level Business Studies

AS: Paper 1: Business 1

Assessed:

- written exam 1 hour 30 minutes
- 80 marks in total
- 50% of AS

Questions: 3 compulsory questions

Section A has 10 multiple choice questions worth 10 marks

Section B has short answer questions worth approximately 20 marks

Section C has two data response (case study) questions worth approximately 25 marks.

AS: Paper 2: Business 2

Assessed:

- written exam 1 hour 30 minutes
- 80 marks in total
- 50% of AS

Questions:

One compulsory case study which consists of around 7 questions.

The last question requires an extended response allowing students to draw upon different specification areas.

A Level Business Studies

Paper 1: 2 hour written exam, 100 marks, 33.3% of A Level. Included 15 multiple choice questions, short answers worth 35 marks and then two essay questions each worth 25 marks (choice of two).

Paper 2: 2 hour written exam, 100 marks, 33.3% of A Level. 3 data response questions worth around 33 marks each consisting of 3 or 4 part questions.

Paper 3: 2 hour written exam, 100 marks, 33.3% of A Level. One case study followed by 6 questions.

CHEMISTRY

Why study Chemistry?

Chemistry is the study of the elements and their compounds. It is a science subject, so practical work is an important part of the course. With a qualification in Chemistry you could go on to further or higher education, studying Chemistry or one of the other sciences or related topics, or work in science based industry such as chemical engineering, materials science or biotechnology. It is essential for the medical field, pharmacy and environmental science. Chemistry is also a well-respected subject in its own right and suitable for entry into a wide range of professions.

Other subjects that go well with Chemistry are Biology, Physics and Mathematics. However, very many other combinations of subjects are also suitable. You may be concentrating on arts, humanities or modern language subjects and wish to take Chemistry to broaden your studies by continuing to take a science subject.

It is recommended that a pupil has achieved at least a grade B in the Science and Additional Science courses (or a B in Chemistry).

Course overview

Module 1: Development of Practical Skills
Module 2: Foundations in chemistry
Module 3: Periodic table & energy
Module 4: Core organic chemistry
Module 5: Physical chemistry and transition elements
Module 6: Organic chemistry and analysis

Assessment overview

A Level Chemistry

Paper 1: Periodic table, elements and physical chemistry
Modules 1, 2, 3 and 5
2 hours 15 minutes 37%

Paper 2: Synthesis and analytical techniques
Modules 1, 2, 4 and 6
2 hours 15 minutes 37%

Paper 3: Unified chemistry
Modules 1, 2, 4 and 6
1 hour 30 minutes 26%

Practical endorsement for Chemistry
Non-examined series of practical's

DESIGN & TECHNOLOGY

Year I

Examination board: Edexcel

Syllabus code: 8DT0/01

Component 1: Principles of Design and Technology (Paper code: 8DT0/01)*	Component 2: Independent Design and Make Project (Paper code: 8DT0/02)
Written examination: 2 hours 50% of the qualification 100 marks	Non-examined assessment 50% of the qualification 100 marks
Content overview Topic 1: Materials Topic 2: Performance characteristics of materials Topic 3: Processes and techniques Topic 4: Digital technologies Topic 5: Factors influencing the development of products Topic 6: Effects of technological developments Topic 7: Potential hazards and risk assessment	Content overview <input type="checkbox"/> Students are required to analyse a given contextual challenge on an individual basis, selecting a problem to focus on, they develop a range of potential ideas and then realise one through practical making activities. <input type="checkbox"/> Students will develop a range of potential solutions which include the use of computer aided design and evidence of modelling. <input type="checkbox"/> Students will realise one potential solution through practical making activities. <input type="checkbox"/> Students will incorporate issues related to sustainability and the impact their prototype may have on the environment <input type="checkbox"/> Students are expected to analyse and evaluate design decisions and outcomes for prototypes/products made by themselves and others <input type="checkbox"/> Students are expected to analyse and evaluate wider issues in design technology, including social, moral, ethical and environmental impacts.
Assessment overview • The paper includes calculations, short-open and open-response questions, as well as extended-writing questions focused on: o Analysis and evaluation of design decisions and outcomes, against a technical principle, for prototypes made by others o Analysis and evaluation of wider issues in design technology, including social, moral, ethical and environmental impacts. • Students must answer all questions. • Students must have calculators and rulers in the examination.	Assessment overview <input type="checkbox"/> The investigation report is internally assessed and externally moderated. <input type="checkbox"/> Students to undertake a small-scale design, make and evaluate project in response to a realistic contextual challenge set by Pearson, taking into account the needs and wants of the user. <input type="checkbox"/> Contextual challenge is set no earlier than June 1st in the calendar year preceding the year in which the qualification is to be awarded. This will be made available on our website. <input type="checkbox"/> The project will consist of a portfolio and a prototype. <input type="checkbox"/> There are four parts to the assessment: o Part 1: Identifying opportunities for design Investigation of needs and research and production of a specification o Part 2: Designing a prototype Producing different design ideas, review of initial ideas, development of design ideas into a final design, review of development and final idea and communication of design ideas o Part 3: Making a prototype Design, manufacture and realisation of a final prototype, including tools and equipment and quality and accuracy o Part 4: Evaluating own design and prototype Testing and evaluation.

DESIGN & TECHNOLOGY

Year 2

Examination board: Edexcel

Syllabus code:

<p>Component 1: Principles of Design and Technology (Paper code: 9DT0/01)*</p>
<p>Written examination: 2 hours 30 minutes 50% of the qualification 120 marks</p>
<p>Content overview Topic 1: Materials Topic 2: Performance characteristics of materials Topic 3: Processes and techniques Topic 4: Digital technologies Topic 5: Factors influencing the development of products Topic 6: Effects of technological developments Topic 7: Potential hazards and risk assessment Topic 8: Features of manufacturing industries Topic 9: Designing for maintenance and the cleaner environment Topic 10: Current legislation Topic 11: Information handling, Modelling and forward planning Topic 12: Further processes and techniques.</p>
<p>Assessment overview</p> <ul style="list-style-type: none"> • The paper includes calculations, short-open and open-response questions, as well as extended-writing questions focused on: <ul style="list-style-type: none"> o Analysis and evaluation of design decisions and outcomes, against a technical principle, for prototypes made by others o Analysis and evaluation of wider issues in design technology, including social, moral, ethical and environmental impacts. • Students must answer all questions. • Students must have calculators and rulers in the examination. <p>*</p>

<p>Component 2: Independent Design and Make Project (Paper code: 9DT0/02)</p>
<p>Non-examined assessment 50% of the qualification 120 marks</p>
<p>Content overview</p> <ul style="list-style-type: none"> • Students individually and/or in consultation with a client identify a problem and design context. • Students will develop a range of potential solutions which include the use of computer aided design and evidence of modelling. • Students will be expected to make decisions about the designing and development of the prototype in conjunction with the opinions of the user group or client. • Students will realise one potential solution through practical making activities with evidence of project management and plan for production. • Students will incorporate issues related to sustainability and the impact their prototype may have on the environment • Students are expected to analyse and evaluate design decisions and outcomes for prototypes/products made by themselves and others • Students are expected to analyse and evaluate wider issues in design technology, including social, moral, ethical and environmental impacts.
<p>Assessment overview</p> <ul style="list-style-type: none"> • The investigation report is internally assessed and externally moderated. • Students will produce a substantial design, make and evaluate project which consists of a portfolio and a prototype • The portfolio will contain approximately 40 sides of A3 paper (or electronic equivalent) • There are four parts to the assessment: <ul style="list-style-type: none"> o Part 1: Identifying Opportunities for Design Identification of a design problem, investigation of needs and research and specification o Part 2: Designing a Prototype Design ideas, development of design idea, final design solution, review of development and final design and communication of design ideas o Part 3: Making a Prototype Design, manufacture and realisation of a final prototype, including tools and equipment and quality and accuracy o Part 4: Evaluating own

DRAMA AND THEATRE STUDIES

OCR's A Level in Drama and Theatre has been designed to be practical, engaging and creative. This course provides students with opportunities to interrogate drama and the work of others, to explore a range of drama as a practical art form, and to work independently to create their own drama performances making informed artistic choices.

The main purpose of the qualifications is to allow students to study drama and theatre in an academic setting, interrogating this art form and applying their knowledge and understanding to the process of creating and developing drama and theatre and to their own performance work. An A Level in Drama and Theatre can help to create independent students, critical thinkers and effective decision makers – all personal attributes that can make them stand out as they progress through their education and into employment.

Component Title

Component Overview

Process to
Performance
Components 01/02 and
03/04

- This component introduces students to text performances
- Students explore a whole performance text and study one practitioner both of the centre's choice
- Students complete a research report and portfolio charting their research and development, and the process of taking their performance from page to stage
- Students can complete this component in the role of performer or designer

Practitioners in
Practice
Components 11/12 and
13/14

- Students will create their own devised performance influenced by the work of others. This must include:
 - The study of two centre chosen practitioners (such as Brecht and Frantic Assembly);
 - The study/exploration of an extract from a relevant supporting text (chosen by the centre)
- In addition to the performance, students will be marked on an accompanying research report and portfolio with evidence of the process and decisions made whilst creating and developing their performance.

Exploring and
Performing Texts
Components 21 and 22

- Students will produce a performance based on a text chosen by the centre, which will assess their chosen theatrical skill (performance or design)
- Students will be required to produce an accompanying concept document which outlines their intentions for the performance.

Analysing
Performance
Component 31

- Students will be assessed on their knowledge and understanding and their ability to analyse and evaluate
- In section A students will explore practical themes using extracts from two different texts from a set list given by the exam board

- Students answer questions on one of the following three themes: – Heroes and Villains – Family Dynamics – Conflict
- In section B students will analyse and evaluate a live theatre production they have seen.

Texts will be chosen from the following selections:

Conflict	Heroes and Villains	Family Dynamics
<ul style="list-style-type: none"> • Black Watch – Gregory Burke • Hamlet – William Shakespeare • Necessary Targets – Eve Ensler • Oh What a Lovely War – Joan Littlewood • The Long and the Short and the Tall – Willis Hall 	<ul style="list-style-type: none"> • Amadeus – Peter Shaffer • Caligula – Albert Camus • Frankenstein – Nick Dear • Othello – William Shakespeare • The Love of the Nightingale – Timberlake Wertenbaker 	<ul style="list-style-type: none"> • A Day in the Death of Joe Egg – Peter Nichols • Caucasian Chalk Circle – Bertolt Brecht • The House of Bernarda Alba – Federico Garcia Lorca • King Lear – William Shakespeare • Live Like Pigs – John Arden

Deconstructing
Texts for
Performance
Components 41– 48

- This component requires students to study one set text in detail from a choice of eight
- The paper will contain questions about directorial decisions for the text and assesses students' knowledge and understanding of how Drama and Theatre is created and developed for performance.

One of the following texts will be chosen:

- Antigone – Sophocles (Jean Anouilh)
- Cloud Nine – Caryl Churchill
- Earthquakes in London – Mike Bartlett
- Stockholm – Bryony Lavery
- Sweeney Todd: The Demon Barber of Fleet Street – Patrick Quentin/Stephen Sondheim
- The Crucible – Arthur Miller
- The Visit – Friedrich Durrenmatt
- Woza Albert! – Percy Mtwa/Mbongeni Ngema/Barney Simon

EAL

Pre-A level

Those students who wish to study in Year 12 but do not yet have CEFR level B1 have the option of coming to Abbotsholme for the 'Pre-A level' course.

A2	The students will be offered an EAL course at CEFR level B1, usually the 'PET' Cambridge exam. Pre-A level students are expected to complete this exam before moving into Year 12. MAPs will complete further preparation, possibly reaching the 'First' exam (level B2).
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Year 12 and 13

International students arriving in Year 12 will have a minimum English level of CEFR B1.

B1 and above	These students will be offered the opportunity to train for the IELTS exam, to be taken at the end of Year 12 or during the early part of Year 13. There is also the possibility of studying for the Cambridge 'Advanced' exam.
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What is IELTS?

IELTS is the International English Language Testing System, is designed to assess the language ability of candidates who need to study or work where English is the language of communication.

IELTS is jointly managed by the University of Cambridge ESOL Examinations (Cambridge ESOL), British Council and IDP: IELTS Australia. IELTS conforms to the highest international standards of language assessment. It covers the four language skills – listening, reading, writing and speaking.

IELTS is recognized by universities and employers in many countries, including Australia, Canada, New Zealand, the UK and the USA. It is also recognized by professional bodies, immigration authorities and other government agencies.

The Academic Reading and Writing Modules assess whether a candidate is ready to study or train in the medium of English at an undergraduate or postgraduate level. Admission to undergraduate and postgraduate courses is based on the results of these Modules.

IELTS Band Scores

9	Expert user	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
8	Very good user	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstanding may occur in unfamiliar situations. Handles complex detailed argumentation well.
7	Good user	Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings. Generally handles complex language well and understands detailed reasoning.

6	Competent user	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
5	Modest user	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
4	Limited user	Basic competence is limited to familiar situations. Has a frequent problem in understanding and expression. Is not able to use complex language.
3	Extremely limited user	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2	Intermittent user	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
1	Non user	Essentially has no ability to use the language beyond possibly a few isolated words.
0	Did not attempt test	No assessable information provided.

Results

Assessment of performance in IELTS depends on how the candidate's ability in English relates to the language demands of courses of study or training, not on reaching a fixed pass mark.

The table below gives guidance on acceptable levels of performance for different courses.

Language skills can be matched to particular courses. For example, if a course has a lot of reading and writing, but no lectures, listening comprehension might not be quite as important and a score of, perhaps, 5.5/6 in Listening might be acceptable if the Overall Band Score was 7. However, for a course where there are lots of lectures and spoken instructions a score of 5.5/6 in Listening might be unacceptable even though the Overall Band Score was 7.

Band	Linguistically demanding academic courses e.g. Medicine, Law, Linguistics, Library Studies	Linguistically less demanding academic courses e.g. Agriculture, Pure Mathematics, Technology, Computer-based work, Telecommunications	Linguistically demanding training courses e.g. Air Traffic Control, Engineering, Pure Applied Sciences, Industrial Safety	Linguistically less demanding training courses e.g. Animal Husbandry, Catering, Fire Services
9.0 – 7.5	Acceptable	Acceptable	Acceptable	Acceptable
7.0	Probably Acceptable	Acceptable	Acceptable	Acceptable
6.5	English study needed	Probably Acceptable	Acceptable	Acceptable
6.0	English study needed	English study needed	Probably Acceptable	Acceptable
5.5	English study needed	English study needed	English study needed	Probably Acceptable

There are several IELTS test centres within reasonable distance of Abbotsholme (such as Birmingham and Coventry) so our students have a wide choice of examination dates. Abbotsholme students sit the examination either in March or June. The students' level of English will be assessed by the EAL department at the beginning of the Lower Sixth to determine whether they will follow a one-year course or a two-year course. In the Upper Sixth, their level will again be assessed to decide whether they sit the exam in March or in June. Special arrangements can be made for students to sit at other times if necessary.

Candidates with Specific Learning differences (e.g. dyslexia)

If candidates have dyslexia or other specific learning difference, they may need extra time to complete a paper. This might be necessary if, for example, it takes a candidate a long time to read the question or write their answers.

They may normally apply for up to 30 minutes extra time for completion of the Reading and Writing Modules.

Up-to-date certification, translated into English, is required by the exam board.

ENGLISH LITERATURE

To study English literature at A level students must love reading or have a desire to extend their reading experience. Throughout the course, the emphasis is very much upon the active, autonomous reader. Reading literature is not simply a passive task; it is one for the inquiring mind. By delving deep into the social, historical, and cultural contexts of novels, plays and poetry and by considering the many ways in which literature entertains, shocks, informs, challenges and delights readers, pupils will broaden their minds and increase their understanding of human nature.

It is a rigorous, academic A level but also thoroughly engaging and rewarding. All students will develop a vital range of skills for life: they will read, talk, argue, debate, analyse, present, explore, discuss, interpret and evaluate texts from a wide range of writers and eras. They will have the opportunity to go and see a wealth of fine dramatic productions live at regional theatres and will also develop their understanding of the history of literature, and the many issues that affect and inform this academic pursuit.

We follow the AQA English Literature spec A syllabus at A-Level: this syllabus will be examined for the first time in **May 2017**

The A Level course is linear, which means that students will sit exams at the end of their course, at the end of Year 13.

This course is available for examination from May/ June 2017. It is a 2 year course.

Subject Content:

Love Through the Ages- a programme of study including set texts: one Shakespeare play, one collection of poetry and one prose text. (Of the poetry and prose, one text must be pre-1900, the other post-1900)

Texts in Context- a programme of study based on the theme of Modern Times. Students will study one core set text and two comparative texts, covering prose, poetry and drama, one of which will be post-2000.

Independent Critical Study- Students will produce a non-exam assessment based on 'Texts Across Time'. They will write a comparative critical essay on two texts, at least one of which must have been written pre-1900. This essay should be based on texts of the student's choosing, to reflect his or her interests. Guidance and help will be given to choose appropriate texts and to devise a suitable title.

Assessment

There will be 2 written papers plus a non-exam coursework unit.

Paper I: 'Love Through the Ages'. (3 hours) 75 marks- 40% A Level assessment.

- Section A: Shakespeare- one passage-based question with linked essay task. Closed Book. (25 marks)
- Section B: Unseen Poetry-compulsory essay question on 2 unseen poems. (25 marks)
- Section C: Comparing texts. One essay question linking two texts, which address the theme of love. Open book. (25 marks)

Paper 2: 'Texts in Shared Context' (Modern Times)
(2 hours 30 minutes) 75 marks-40% A Level assessment

- Section A: One essay question on core set text. Open book. (25 marks)
- Section B: Contextual linking- one compulsory question linking 2 set texts. Open book. (25 marks)
- In addition, students will submit a **coursework essay (non-exam assessment)**, comparing 2 texts from different literary eras. 50 marks-20% A Level Assessment.

Paper 3 Non-Examined Assessment

- An independent critical study
- Students write a critical essay comparing two texts of their choice (guided by the teacher and approved by the exam board). One of the texts must have been written before 1900.
- This is one of the areas where wider, independent reading is crucial if the student is to make the most of this opportunity.
- The essay should be approximately 2500 words long and include a detailed biography
- Marked internally; moderated by the exam board

THE EXTENDED PROJECT QUALIFICATION

EPQ

The Extended Project qualification (EPQ) provides students with the skills that universities look for, helping them to stand out from the crowd. It is a straightforward and inspiring qualification, where students can enjoy the freedom of working in their own way as they undertake a project of their own choosing, based on a subject they are studying or an area of personal interest.

The Extended Project is a stand-alone qualification that is equivalent to an AS Level and worth up to 28 UCAS points with an A* achievable for the best work. It aims to develop students beyond their existing study programme by giving them the freedom to complete a project on an area of personal interest or benefit, while developing project management skills along the way. As a consequence it has enormous benefits to the students who complete it:

- It encourages students to think and perform independently, allowing them to manage a longer-scale project from start to finish.
- It prepares students for university or employment, developing skills in decision making, problem solving, planning, researching and evaluating.
- Students gain confidence and improve time management skills.

What do Students have to do?

Following a simple “Plan, Manage, Do, Review” structure, students consider what project appeals most to them before producing an outcome over many months that can take a variety of formats:

- Write a dissertation/investigation/report
- Create an artefact or design
- Organise an event
- Put on a performance of some kind

Alongside the chosen outcome, students need to keep a documented record of the project management process. They are assessed on their ability to manage their project so these appendices are an extremely important part of their submission. Having concluded the project, students are required to deliver a presentation to a non-specialist audience, where they will evaluate and document their key learning experiences and demonstrate competence and confidence in a final skill: that of presenting to an audience.

The Structure of the Course

Students are assigned a supervisor who provides support and guidance throughout the process but who may not offer specialist skills in the area that the student is planning to research. Support will therefore focus on the project management rather than the content. The emphasis is very much on the student providing the evidence of their project management process rather than simply reproducing the knowledge of the supervisor.

The students also receive specific sessions of ‘taught material’ for the qualification which are designed to help them to develop the skills needed to complete their EPQ successfully. These will include guidance on how to choose a topic, how to manage a long-term project, how to manage time effectively, how to conduct effective research, and how to evaluate both the research and the whole project management process.

Assessment

There is no examination. Projects are assessed in four areas:

- Project planning and time management (12 marks max)
- Conducting and using research (12 marks max)
- Developing and realising a project (24 marks max)
- Reviewing and evaluating a project (12 marks max)

Students are given a total mark out of 60 and supervisors assess how well they have performed in four categories detailed above, based on the evidence that the student provides. As the project is marked predominantly on the management process, it is often the non-specialist supervisor who can best guide the student and who is less likely to critique a project on the content.

What Universities say

University of Cambridge

“We welcome the introduction of the Extended Project and would encourage you to undertake one as it will help you develop independent study and research skills and ease the transition from school/ college to higher education.”

University of Glasgow

“The University very much values the Extended Project and its role in preparing students for a successful higher education experience.”

University of Leeds

“We recognise the value, effort and enthusiasm applicants make in the Extended Project and we encourage them to provide further information on their project in their personal statement ... In some cases admissions tutors may wish to make an alternative offer to applicants, one of which involves successful completion of the Extended Project.”

FRENCH

As a nation, we are becoming increasingly left behind our European neighbours with our poor language skills. By studying a language at A-level you will open the door to a huge variety of jobs and, after studying at University, you will enjoy one of the highest rates of employment.

As with many other comparable A Level subjects, the French course lasts for two years. Many of the components will have been studied previously as part of a GCSE foreign language course.

The aims of the course are as follows:

- To develop awareness of various aspects of a society or societies in which the target language is spoken.
- To develop a high level of communication skills and competence in the target language.
- To extend students intellectually and to develop their general study skills.
- To prepare students for use of the target language in work, further study, training or leisure.
- To promote the acquisition of the following receptive and productive language skills.
 - (a) The ability to understand the spoken language.
 - (b) The ability to read and understand the written language.
 - (c) The ability to write the language with accuracy and fluency.
 - (d) The ability to use the spoken language with accuracy and fluency.

The course is divided into four units and is assessed with the following weighting:

		% OF AS/A2	% OF ADVANCED GCE
UNIT 1	Spoken Expression and Response in French	30% of AS	15%
UNIT 2	Understanding and Written Response in French	70% of AS	35%
UNIT 3	Understanding and Spoken Response in French	35% of A2	17.5%
UNIT 4	Research, Understanding and Written Response in French	65% of A2	32.5%

COURSE CONTENT

As well as the usual grammar expectations the emphasis throughout the two years will be on independence involving research on topics and greater cultural awareness.

Students will need to show that they have undertaken the research to find out about Geography, History, Literature and Aspects of Modern Society of France.

The general topic areas include youth culture and concerns, lifestyle, health and fitness, the world around us (travel and environment), and education and employment. Added to these are the areas of custom, traditions and religion; national and international events; literature and the Arts.

There is no coursework content. Students choose to study a specific topic, book or play, which will be assessed in Unit 4.

For those wishing only to continue for the first year of Sixth Form, the AS course gives a good opportunity to broaden their language skills and knowledge of the country as well as supporting the rigours of further study at A2 in the second year.

The examination structure for the two years is as follows

AS Level	UNIT 1	Spoken expression & Response	8-10 minutes
AS Level	UNIT 2	Understanding & Written Response	2½ hrs
A2 Level	UNIT 3	Understanding and Spoken Response	11-13 minutes
A2 Level	UNIT 4	Research, Understanding and Written Response	2½ hrs

GEOGRAPHY

Geography will be available at AS level and at A2 following the Edexcel Specification.

What will you gain from studying A Level Geography?

This qualification is engaging and relevant to today's geographers – a qualification that enables students to engage critically with real world issues and places, apply their own geographical knowledge, understanding and skills to make sense of the world around them, and to help prepare them to succeed in their chosen pathway. There has never been a better or more important time to study geography. Students undertaking a geography A Level will study a range of contemporary issues which are relevant to our changing world today. Issues such as global hazards, climate change, globalisation, sustainable development, migration, environmental degradation, water conflicts, superpowers, technology, energy security and social inequality. With the breadth of knowledge that can be gained by studying geography, it is one of the most relevant subjects you could choose to study.

Geography is a highly regarded academic subject. An A Level in Geography is recognised for its academic 'robustness' and, most importantly, it also helps young people into the world of work and into careers that are professionally and financially rewarding and enjoyable. Geography allows you to see why and how it is changing. You will learn and use a variety of transferable skills throughout the course. These skills are in great demand and are recognised by employers and universities and colleges as being of great value. It will enhance your communication skills, literacy and numeracy, IT literacy, spatial awareness, team working, problem solving and environmental awareness. You will undertake fieldwork and more extended pieces of work which will include an individual research project.

Course Content

In the Lower Sixth we will study Dynamic Landscapes and Dynamic Places. An additional two modules are studied to complete the A2 qualification (see table on the next page).

Background knowledge in Geography is useful, although students who have not studied GCSE Geography can take the course. This requires them to complete extra reading to build up their knowledge of the subject. All Geography students need to be prepared to keep themselves informed of current affairs, and are encouraged to read subject related magazines such as Geography Review, to which the department subscribes.

Fieldwork is an integral part of the course, allowing students to observe, record and identify geographical processes first hand. Students opting for the course are therefore expected to participate in a minimum of four days of fieldwork. The cost of this compulsory, term time fieldwork is covered by the all-inclusive fee. It is hoped that we will be able to run an additional, optional visit to either Iceland or Sicily during an October half-term holiday.

Assessment

Which Exam Paper?	What is assessed?	How long?	How much is it worth?
Paper 1	<p>Both As and A2 Topic 1: Tectonic Processes and Hazards Topic 2: Landscape Systems, Processes and Change The As exam includes a synoptic question.</p> <p>Additional topics for the A2 exam Topic 5: The Water Cycle and Water Insecurity Topic 6: The Carbon Cycle and Energy Security Topic 7: Climate Change Futures</p>	<p>If As then 1 hour and 30 minutes.</p> <p>If A2 then 2 hours</p>	50% of As or 30% of A2
Paper 2	<p>Both As and A2 Topic 3: Globalisation Topic 4: Shaping Places The As exam includes a synoptic question.</p> <p>Additional topics for the A2 exam Topic 8: Superpowers Topic 9: Global Development and Connections</p>	<p>If As then 1 hour and 30 minutes.</p> <p>If A2 then 2 hours</p>	50% of As or 30% of A2
Paper 3 (A2 only)	This synoptic investigation will be based on a geographical issue set in a particular place that links to the three synoptic themes (players, attitudes and actions, futures and uncertainties) and is rooted in two or more of the topic areas from the other two exam papers.	1 hour and 45 minutes	20% of A2
Coursework: Independent Investigation (A2 only)	A school based project that is a write-up of fieldwork data.	Up to 3000 to 4000 words	20% of A2

What do employers want?

The skills and knowledge you gain from studying geography at GCSE, A Level or university, are relevant to almost all jobs and workplaces. The job market has become increasingly competitive and international. Around 75% of businesses think the UK is in danger of being left behind unless young people learn to think more globally. However, the transferable knowledge and skills developed by studying geography are actively sought out by employers allowing graduate geographers to consistently experience lower than average levels of unemployment.

Geography graduates are currently less likely to be unemployed than graduates who have studied other degrees such as English, history, mathematics, finance and accountancy or computer science.

It is a myth that geographers can only do certain types of jobs. In fact there are a wealth of jobs geographers do spanning almost every employment sector. Geography combines well with many subjects. Taken with sciences like Mathematics, Physics, Chemistry and Biology, Geography supports applications for almost any science-based university course like engineering, psychology, environmental sciences, oceanography and geology; taken with humanities like English, French or History, Geography supports an equally wide range of

university courses such as business, law, media, politics and philosophy and is well regarded by employers because the world we live in is changing. Geography can also lead to further training in such areas as the law, accountancy and journalism. The Russell Group of universities has selected it as one of their preferred 'facilitating' A Level subjects to support an application to their degree courses.

“Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world’s current problems boil down to geography, and need the geographers of the future to help us understand them. You will find geographers working in a wide range of jobs, from the City to planning, working in the environment to travel and tourism, or in international charities and retail. Studying geography can help young people achieve careers that are professionally and financially rewarding and also enjoyable. Geography illustrates the past, explains the present and prepares us for the future ... what could be more important than that?”

“Global warming, sustainable food production, natural disasters such as earthquakes and tsunamis, the spread of disease, the reasons for migration and the future of energy resources are just some of the great challenges facing the next generation of geographers.”

Michael Palin, CBE. Past President of the Royal Geographical Society (with I.B.G.)

EDEXCEL HISTORY

Entry Requirements

Students must achieve 4 A* - C, or the equivalent, grades at GCSE level. (Please note that subjects can only be counted once.) Experience shows that successful students at A- level have previously acquired at least a grade B in this subject at GCSE Level. Having a passion for history and independent learning is a necessity for the candidate. Acceptance on this course is subject to a guidance interview.

Course description

The course is designed to develop your interest in and enthusiasm for history and to encourage an understanding of its intrinsic value and significance. Students will be given the opportunity to improve as an effective and independent learner and as a critical and reflective thinker. The course has been designed to build on from content covered in the GCSE OCR B Modern World History course.

For more information visit the following site:

<http://www.edexcel.com/quals/gce/gce08/history/Pages/default.aspx>

First year of course

Students will study units that you to gain a broad overview of communism, and will assess the historical significance of events, ideas, attitudes and beliefs and how these influenced behaviours and action. Topics include Russia and the German Democratic Republic.

Second year of course

Students will undertake a depth study on poverty, public health and the state in Britain, c1750-1939. Through this module students will explore the nature of challenges and conflict relating to societies and/or political system in the period studied, and to explore an issue of historical debate. Students will then carry out an enquiry which will address the aspects of a chosen theme over a period of at least 100 years. They will examine different historical interpretations of an individual, movement or event, as well as the factors affecting change throughout the whole period.

Learning Style

Candidates must be prepared to undertake independent study. They should enjoy analysing sources and texts as well as investigating the nature of challenges and conflict relating to societies and a range of political system, whilst evaluating different Historical interpretations.

Assessment

Students are assessed through 2 (2 hours 15 mins and 1 hour 30 mins) examination papers at AS level and A2 level with 1 examination paper (2 hours 15 mins) and 1 3000-4000 word essay based on independent study.

Career Opportunities and Pathways

What do the following have in common: Prince Charles, Gordon Brown, the BBC correspondent Jeremy Bowen, the Bishop of London, the barrister Michael Mansfield, the General Secretary of the TUC, the art critic Sir Roy Strong, the novelist Salman Rushdie, the comedian Sacha Baron Cohen (Ali G), pop-singer Neil Tennant, the vice-chancellor of Oxford University, the ex-England footballer Steve Coppel, millionaire businessman Gerald Corbett and the chairman of Manchester United? Answer: **they are all history graduates.** They represent just a small sample of the many famous people who studied history at university.

AS & A LEVEL MATHEMATICS

Course Summary

The format of A Level Mathematics, is significantly different as the specification has changed from a modular course to a linear one, starting teaching Sep 2017. OfQual – the regulatory body has not yet finally approved the specifications and structures for any of the exam boards. For this reason, we have not yet been able to confirm which route we will be following from September. Previously we have always used Edexcel, and we have chosen them for our new GCSE course. Below is detailed the EdExcel version with some details of the structure the new system will take on. This is subject to the department doing a full review and analysis of all the boards and their specification, sample material and structure, before committing to a certain board from September.

The AS and A-Level will be co-taught, meaning that students don't necessarily need to decide which they want to study at the start of Lower Sixth as all will be taught together and the syllabus allows this. Many of these students will continue with Mathematics in their Upper Sixth, achieving a full A-Level.

The new A-Level is no longer modular with optional units. It is a linear approach with the exam and topic structure as below:

Qualification	Component	Overview	Assessment
A Level	Paper 1: Pure Mathematics 1	AS content assessed at A level standard	2 hour paper 100 marks
	Paper 2: Pure Mathematics 2	Remaining pure content which builds on and incorporates AS content.	2 hour paper 100 marks
	Paper 3: Statistics & Mechanics	Section A: Statistics (50 marks) Section B: Mechanics (50 marks)	2 hour paper 100 marks
AS Level	Paper 1: Pure Mathematics 1	Content aligned to Paper 1 of A level Maths, assessed at AS level standard	2 hour paper 100 marks
	Paper 2: Statistics & Mechanics	Section A: Statistics (25 marks) Section B: Mechanics (25 marks)	1 hour paper 50 marks

Course Prerequisite

At least a grade 6 at GCSE is our realistic minimum requirement. It is very important that students who have not achieved a 7 or an 8/9 grade at GCSE have shown us that they have an exceptional work ethic that will enable us to assist them in bridging the gap.

AS & A-LEVEL FURTHER MATHEMATICS

Course Summary

AS & A Level Further Mathematics is taught alongside the Maths Alevel.

If there is the demand, we will be offering these students to take Further Mathematics in their Upper Sixth to achieve a full A-Level.

There is an option for the applied paper(s) and we are very flexible and will tailor the course to the strengths and desires of the groups and timetabling considerations. This is especially relevant here due to the normal very small size of the group.

Qualification	Component	Overview	Assessment
A Level	Paper 1: Further Pure Mathematics 1	Based on the fixed core content AS content assessed at A level standard	1.5 hour paper 75 marks
	Paper 2: Further Pure Mathematics 2	Based on the fixed core content Remaining pure content which builds on and incorporates AS content	1.5 hour paper 75 marks
	Paper 3: Further Mathematics Option 1	Students take one of the following four options: <ul style="list-style-type: none"> • Further Pure • Further Statistics • Further Mechanics • Decision Maths 	1.5 hour paper 75 marks
	Paper 4: Further Mathematics Option 2	Students take one of the following four options: <ul style="list-style-type: none"> • Further Pure • Further Statistics • Further Mechanics • Decision Maths 	1.5 hour paper 75 marks
AS Level	Paper 1: Further Pure Mathematics	Content aligned to Paper 1 of A level Further Maths, assessed at AS level standard	1.5 hour paper 75 marks
	Paper 2: Further Mathematics Option	Students take one of the following four options: <ul style="list-style-type: none"> • Further Pure • Further Statistics • Further Mechanics • Decision Maths 	1.5 hour paper 75 marks

Course Prerequisite

Pupils wishing to study this subject must show an aptitude for Mathematics that goes beyond the requirements of A level Mathematics. At least a grade 7 at GCSE is our minimum requirement although it will also depend on the opinion of the staff whether the student would be capable of meeting the challenges and demands of the course. For the more able it is a good background for university courses in Mathematics, Physics and Engineering, but may also be taken in combination with a wide range of subjects.

Course Details

Pure Mathematics

Pure Mathematics at Advanced Level extends a students' knowledge of topics in mathematics such algebra, coordinate geometry, series and trigonometry as well as introducing new areas of mathematics such as calculus. Students who enjoyed the challenge of problem solving at GCSE using such mathematical techniques also enjoy the challenge of advanced level mathematics.

Although many of the concepts in Pure Mathematics are interesting in their own right, they also serve as an important foundation for other branches of Mathematics, known as 'Applied Mathematics' specifically, Mechanics, Statistics and Decision Mathematics.

Mechanics

The study of Mechanics teaches students how to describe the motion of objects mathematically and how they respond to forces acting upon them, from cars in the street to satellites revolving around the planet. It involves the technique of mathematical modelling; which means turning a complicated physical problem into a simpler one that can be analysed and solved using mathematical models.

Many of the ideas met in the course form an almost essential introduction to such important modern fields of study such as cybernetics, robotics, biomechanics and sports science, as well as the more traditional areas of engineering and physics.

Statistics

Statistics involves students in the analysis and summarising of numerical data in order to make predictions and in some cases arrive at conclusions. Many of the Data Handling concepts and techniques covered at Higher Level GCSE are revisited and extended including Probability Theory.

Statistics is important for careers in accountancy, actuarial work, medicine, banking, insurance and many other fields of scientific research.

Decision

Decision Mathematics is part of the much wider area of mathematics referred to as *Discrete Mathematics*. Discrete Mathematics can be used to solve very complex problems. Decision Mathematics uses the techniques of discrete mathematics to solve real life problems in many areas.

Here are some examples of areas in which Decision Mathematics can be used:

- What is the best route for a gritting lorry to follow so that it covers every road in on its route in the minimum distance?
- What is the minimum quantity of cable needed to link a network of computers together?
- What is the best order to decorate a house?

MUSIC

The Music Department prepares candidates for

Edexcel Advanced Subsidiary GCE in Music (8MU01)

and

Edexcel Advanced GCE in Music (9MU01)

Pupils experience three main musical disciplines

- Performing
- Composing
- Listening and understanding

Aims

- To extend the skills, knowledge and understanding needed to communicate through music and take part in music making
- To engage in, and extend appreciation of the diverse and dynamic heritage of music, promoting spiritual and cultural development
- To develop particular strengths and interests encouraging life-long learning and providing access to music-related and other careers
- To recognise the interdependence of musical skills, knowledge and understanding and the links between the activities of performing, composing and appraising

Knowledge and understanding

Pupils will develop

- Analytical skills
- Knowledge and understanding of performance
- Knowledge and understanding of compositional process

Skills

Pupils will

- Develop performance skills (solo and/or ensemble)
- Compose music and learn about harmony
- Build up their aural and analytical skills by studying selections from the New Anthology of Music and wider listening

Assessment

Assessment is through a mixture of course work in the proportions shown below:

- Composing 30%
- Performing 30%
- Written examination 40%

OUTDOOR EDUCATION

BTEC level 3 Subsidiary Diploma in Sport

This is essentially a sport BTEC, where we focus on optional Outdoor Adventure units. Students will get to participate in a range of adventurous outdoor activities on land and water. They will learn how to lead groups in land-based and water-based skills and how to lead, plan and undertake a variety of expeditions.

Is it for me?

Are you resilient, enthusiastic, motivated, able to work well independently and as part of a team and an effective communicator? Are you very active, hard-working and keen to get involved in a range of different activities? Are you made of the right stuff?

If you answered yes to the above then this course could be for you!

Course Description

This course is the equivalent of 1.5 A levels in terms of UCAS points and is taught over 2 years, with students completing 4 units in each year.

It is designed to give pupils the experience and skills to start the progression towards a career working in sport and/or the outdoors. It primarily focuses on developing the knowledge, physical skills and leadership skills needed to work in the outdoor/sports industry. You do not need to be experienced but will certainly need to be very keen to go and develop your expertise. You will need to be organised, practically minded and prefer to learn and work on coursework.

Although there are no formal practical requirements, pupils should be able to demonstrate some relevant experience, aptitude and fitness to ensure they enjoy and can complete the practical units.

On successful completion of this BTEC pupils can progress into higher education or within employment and/or continue their study in the same vocational area. The BTEC Diploma in Sport provides an introduction to the sector for pupils looking to build a career in sport or outdoor education.

Course content

The Edexcel Level 3 BTEC Diploma in Sport is a 90-credit and 540 guided learning hour (GLH) qualification that consists of four mandatory units, one mandatory specialist unit plus five optional units that provide for a combined total of 90 credits (where all credits are Level 3 or above).

Mandatory Units (all four units must be taken)

- Principles of Anatomy and Physiology in Sport
- The Physiology of Fitness
- Assessing Risk in Sport
- Fitness Training and Programming

Mandatory Specialist units (this option will be taken)

- Principles and Practices in Outdoor Adventure

Optional units that students will be encouraged to take;

- Skills in Water based Outdoor and Adventurous Activities
- Skills in Land-based Outdoor and Adventurous Activities
- Outdoor and Adventurous Activities
- Sports Nutrition
- Current Issues in Sport

Throughout the course there are many opportunities to progress with a number of outdoor skills on the many OEd weekends in addition to the BTEC assessed work. The course also aims to provide students with some vocational experience working with qualified professional instructors within the OEd department.

Assessment

Assessment is continual throughout the course. There is no written exam. The programme of learning will consist of assignments which provide the opportunity for coverage of all grading criteria as set out in the grading grid for each unit.

A variety of assessment methods will be used, including case studies, assignments, along with projects, performance observation and time-constrained assessments where appropriate. Realistic scenarios will play an important part in pupil's assessment. The course has both practical and theoretical elements, and it is important that students are aware that there is an academic element to the course requiring research and written work to meet the assessment criteria of the course.

Work will be graded by the course leader which is then in turn assessed by the internal verifier, before being sent to the external verifier to award the qualification to the candidate.

Learning Strategies

Delivery strategies will reflect the nature of the skills within this employment sector, encouraging pupils to research and carry out assessment in simulated outdoor working conditions.

Pupils should take responsibility for their own learning and achievement, taking into account school and industry standards for behaviour and performance. In addition **pupils will be expected to take part in OEd weekends and expeditions and practical sessions at weekends and some holiday trips.** Furthermore, pupils will be expected to have a positive attitude to outdoor adventure as they are expected to operate in hostile environments and adverse weather conditions.

Practical Experience gained by students on the 2015-2017 course

Sea Kayaking: Anglesey; Llandudno

Canoeing: the river Spey in Scotland; The River Derwent in Derbyshire; River Banwy in Wales; River Wye on the Wales/England border

Abseiling: Black Rocks

Winter Mountaineering: Cairngorm Mountains

Rock climbing: The Roaches; Harborough Rocks; Rockholme

Coasteering: Anglesey

Gold D of E

The Power of One: North Wales

Leading a 3 day mountain hike in Snowdonia

This list is an example of the types of experiences that are on offer, but not restrictive in any way. Each student has their own interests and will want to go in different directions. Some may want to do more mountain biking or orienteering for example, which can be accommodated into the course.

PHOTOGRAPHY

The A Level Photography course at Abbotsholme will follow the EDEXCEL Specification for the GCE in Art & Design.

The course will consist of two components:

Component 1 – Coursework (60% of the total qualification).

This component will provide pupils to develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes (to include film-based photography, video and digital photography). It will incorporate three major elements: supporting studies (in the form of a portfolio of work and outcomes based on themes developed from negotiated starting points), practical work and a personal study (this consist of an essay, 1000words minimum, exploring independent research into the work of photographers and/or film-makers that have influenced the development of the pupil's work).

Component 2 – Externally Set Assignment (40% of the total qualification)

This component allows pupils opportunities to explore and develop ideas in response to an externally set theme. It will incorporate two major elements: preparatory studies and the 15-hour period of sustained focus under exam conditions.

The coursework and exam units are assessed using the following assessment objectives:

Students must		% in GCE
AO1	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	25
AO2	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	25
AO3	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.	25
AO4	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	25
Total		100

Breakdown of the course

Pupils will explore photography in the broadest sense, perhaps best summed up as 'light and lens based media'. Traditional, film-based photography will be explored along with film-making techniques and digital photography. Pupils will be taught the technical nature of each approach as well as having the opportunity to create work based on a number of themes/starting points set by the teacher. These may include

- Still Life Photography
- Documentary Photography
- Landscape Photography
- Photograms
- Abstract Photography

For the Film/Video element of the course pupils will explore

- Narrative and Genre
- The micro elements of film (mise-en-scene, cinematography, performance, sound, editing)
- Storyboarding
- Animation
- Experimental Film-making

PHYSICS

To study Physics is to seek a better understanding of our universe. Physics is a science that is central to many other scientific disciplines and to all types of engineering. Physics A Level is an essential requirement for many career choices and is a preferred subject for many others. It is also seen as a good subject in some non-scientific degrees (e.g. Law)

Other subjects that go well with Physics are: Mathematics, Chemistry, Design and Technology and Biology. However, a wide range of combinations is possible and pupils may choose to take Physics alongside other subjects.

Pupils who do not take A Level Mathematics are expected to have achieved at least a grade C at GCSE and to be prepared to develop their mathematical skills. It is also recommended that a pupil has achieved at least a grade B in the Science and Additional Science courses (or a B in Physics).

A Level Physics has been developed for students who wish to continue to study of Physics after GCSE. The course will prepare students to progress into further education, to follow courses in Physics, Engineering, one of the other sciences or related subjects, or to enter employment where a knowledge of Physics would be useful.

Course overview

Module 1: Development of Practical Skills

Module 2: Foundations of Physics

Module 3: Forces and motion

Module 4: Electrons, waves and photons

Module 5: Newtonian world and astrophysics

Module 6: Particles and medical physics

Assessment overview

A Level Physics

Paper 1: Modelling physics

Modules 1, 2, 3 and 5

2 hours 15 minutes 37%

Paper 2: Exploring physics

Modules 1, 2, 4 and 6

2 hours 15 minutes 37%

Paper 3: Unified physics

Modules 1, 2, 4 and 6

1 hour 30 minutes 26%

Practical endorsement for physics

Non-examined series of practical's



**Three key reasons to stay and do a City & Guilds
Diploma in Professional cookery:**

- ✓ **To gain** a qualification which has a practical approach.
- ✓ **To learn** professional culinary skills.
- ✓ **To develop** inter-personal skills relating to Hospitality and Catering.

Email Heather Fleming for further information or to ask other questions that suddenly crop up after this evening on heather.fleming@abbotsholme.co.uk

www.abbotsholme.co.uk

City & Guilds Level 3 NVQ Diploma in Professional Cookery

Why choose Level 3 NVQ Diploma in Professional Cookery?

- You can do the course even if you did not take the subject for GCSE.
- It provides opportunities to progress into employment within the hospitality and catering sector.
- It offers an engaging vocational programme.
- It is coursework (unit) based with no exams.
- It provides opportunities to develop a range of culinary skills and techniques.
- It is the equivalent to an A-level qualification.
- Is supported by the Craft Guild of Chefs – the association for the hospitality and catering industry.

What does the course consist of?

- 360 Guided learning hours
- 56 credits
- Three mandatory units:
 - Develop productive working relationships with colleagues
 - Maintain food safety when storing, preparing and cooking food
 - Maintain the health, hygiene, safety and security of the working environment
- A whole variety of other practical based units to choose from that support your strengths, interests and talents.

How is the City and Guilds assessed?

- There is no written exam.
- In order to pass the unit, a portfolio of evidence must be provided to demonstrate skills, knowledge and understanding. This can be oral, visual, observational, written, and practical or involve multi-media.
- Internally and externally moderated.

SPANISH

Choosing Spanish at A-level is a good idea if you want a fascinating subject that offers you a range of career possibilities at the end. A-level language courses are interesting and varied subjects to study and will help you to develop a broad range of knowledge and skills. As an increasing number of jobs in all areas of the economy require knowledge of a second language, there has never been a more important time to continue with a language. Of all the subjects studied within school language graduates enjoy the highest rates of employment.

Learning a language is a never-ending process; languages are constantly changing, bringing in new words and getting rid of old ones. This is one of the great things about learning languages; you're always up to speed with the world! The skills and qualifications that you gain from studying a language at A-level are incredibly important tools to have under your belt, regardless of the career path that you choose later.

Spanish AS Level

The aims and objectives of this qualification are to enable students to:

- Enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken.
- Develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language.
- Develop their ability to interact effectively with users of the language in speech and in writing, including through online media.
- Develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence.
- Engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context.
- Develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken.

At AS level the units are assessed with the following weightings:

AS Level	Paper 1	Listening, reading and translation	1 hour 50 mins	40% of AS qualification
AS Level	Paper 2	Written response to work, grammar and translation	1 hour 40 mins	30% of AS qualification
AS Level	Paper 3	Speaking	15 mins	30% of AS qualification

Course Content

As well as the usual grammar expectations the emphasis throughout the two years will be on independence involving research on topics and greater cultural awareness.

Papers 1 and 3 are will draw their content from the following themes:

Theme 1: The evolution of Spanish Society

- (a) The changes in family structure
- (b) The world of work
- (c) The impact of tourism in Spain

Theme 2: The artistic and political culture of the Spanish-speaking world

- (a) Music
- (b) The media
- (c) Festivals and traditions

Paper 2 will include a translation task from Spanish into English, followed by a grammar exercise. In addition pupils will study a literary text (*Como agua para chocolate: Laura Esquivel*) and a film. (*Volver: Pedro Almodóvar*)

For those wishing only to continue for the first year of sixth form, the AS course gives a good opportunity to broaden their language skills and knowledge of the country as well as supporting the rigours of further study at A-Level in the second year.

Spanish A level

In addition to the aims of the AS qualification, the objectives of the A level are to:

- Mediate between cultures and between speakers of the language and speakers of English.
- Foster their ability to learn other languages.
- Equip pupils with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment.
- Develop their capacity for critical and analytical thinking through the language of study.
- Develop as independent researchers through the language of study.

At A level the units are assessed with the following weightings:

A Level	Paper 1	Listening, reading and translation	1 hour 50 mins	40% of A level qualification
A Level	Paper 2	Written response to work, grammar and translation	2 hour 40 mins	30% of A level qualification
A Level	Paper 3	Speaking	15 mins approx	30% of A level Qualification

Course Content

The two key themes covered at AS (the evolution of Spanish Society and The artistic and political culture of the Spanish-speaking world) will be further developed in the second year of study. At A level there are two additional themes.

Theme 3: Immigration and the Spanish multicultural society

- (a) Immigration in the past and today
- (b) Integration and multiculturalism

Theme 4: Franco's dictatorship and the transition to democracy

- (a) Franco's dictatorship
- (b) The journey from dictatorship to democracy

BTEC LEVEL 3 SPORT

BOARD EDEXCEL

The BTEC National Awards have been developed to focus on

- Giving pupils the opportunity to gain a nationally recognised vocationally specific qualification.
- Giving pupils the opportunity to develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life.

The subject specification has been structured to allow pupils maximum flexibility in selecting specialist units, so that particular interests and career aspirations within sport can be reflected in the choice of unit combinations. The beauty of this course is in the flexibility. Pupils can choose different A level values, which can change during the course, to suit future career and ever changing needs.

BTEC National awards in Sport will give pupils a solid foundation in the sector, enabling them to develop essential skills required for gaining employment, securing career progression, or progressing to further qualifications and training required to achieve their goals.

Careers that can be pursued from this course are Sports and Leisure Industry, Sports Coaching, Sports Business, Sports Science, Sports Rehabilitation and many more.

The Core Units are (all these units are compulsory)

- Principles of Anatomy & Physiology in Sport
- The Physiology of Fitness
- Assessing risk in Sport
- Fitness training and programming
- Fitness Testing for sport and exercise
- Sports Nutrition
- Psychology for sports performance
- Technical and Tactical Skills in Sport
- The Athletes Lifestyle

There are a number of units to choose from to make up the 3 Specialist Units. These range from

- Sports Coaching
- Sports Development
- Practical Team Sports
- Practical Individual Sports
- Current issues in sport
- Rules, regulations and officiating in Sport
- Work experience

This course will be assessed throughout the two years, through practical assessments and varying levels of coursework.

Assessments will be carried out using a combination of methods, such as

- Case Studies
- Written Assignments
- Practical sessions
- Fitness testing
- Work based assignments
- Projects
- Performance Observation

Pupils are internally assessed through their coursework, where they are required to demonstrate effective performance, the use of tactics and to observe rules. UCAS points are relative to A levels and widely accepted by universities including Oxford and Cambridge.

The grading has now been brought into line with A Level grading. For the BTEC National Award in Sports the grade is

Distinction = A grade at A Level

Merit = C grade at A Level

Pass = E grade at A Level

The course can result in the equivalent points of 1, 2 or 3 A Levels. For further information please speak to Mrs Askew.

YOUNG ENTERPRISE

Introduction

The Young Enterprise Company Programme is a well-established national scheme that aims to develop awareness of the importance of enterprise and business and to provide young people with the opportunity to 'learn by doing' in setting up and running a business.

At Abbotsholme, we offer Young Enterprise as a course of two timetabled periods per week in the Lower Sixth. All students will visit local businesses to boost ideas and knowledge of entrepreneurships.

A Young Enterprise Company

The members of a YE company take on different roles, such as Managing Director, Finance Director and Marketing Director. The business sells shares to raise start-up capital, decides on a product to make, prepares a business plan, manufactures or buys in the product, markets it, keeps accounts and then liquidises at the end of the year, distributing profits to shareholders.

The company is advised by several advisers from local businesses. We have an excellent relationship with our advisers, who are usually drawn from JCB. There is a link teacher within school who liaises with the business advisers and guides the pupils, too.

East Staffordshire Area Competition

The company takes part in a competition locally and is assessed on various elements:

- Trade Fair stand: the pupil's takes part in a trade fair, setting up a stall in Burton-upon-Trent and answering questions from judges.
- Company presentation: the company makes a PowerPoint presentation to a panel of judges, outlining its history and performance.
- Company report: a written report is submitted, explaining what the company has done and presenting interim accounts.

Life Skills

Besides learning about business, pupils learn a valuable range of life skills, such as in communication, problem solving, time management, presentation, negotiation, teamwork, leadership and personal confidence. The YE scheme is widely recognised by and valued by employers and universities and YE 'achievers' commonly go on to take on leadership roles within school and beyond. The scheme also counts for the skills element of the Gold D of E Award.

ABBOTSHOLME SCHOOL

A LEVEL SUBJECT CHOICES FOR SIXTH FORM

SEPTEMBER 2017

To: The Director of Studies
Abbotsholme School
Rocester
Uttoxeter
Staffordshire
ST14 5BS

Student Name:.....

Preliminary A level Subjects in order of priority

1.
2.
3.

Reserve