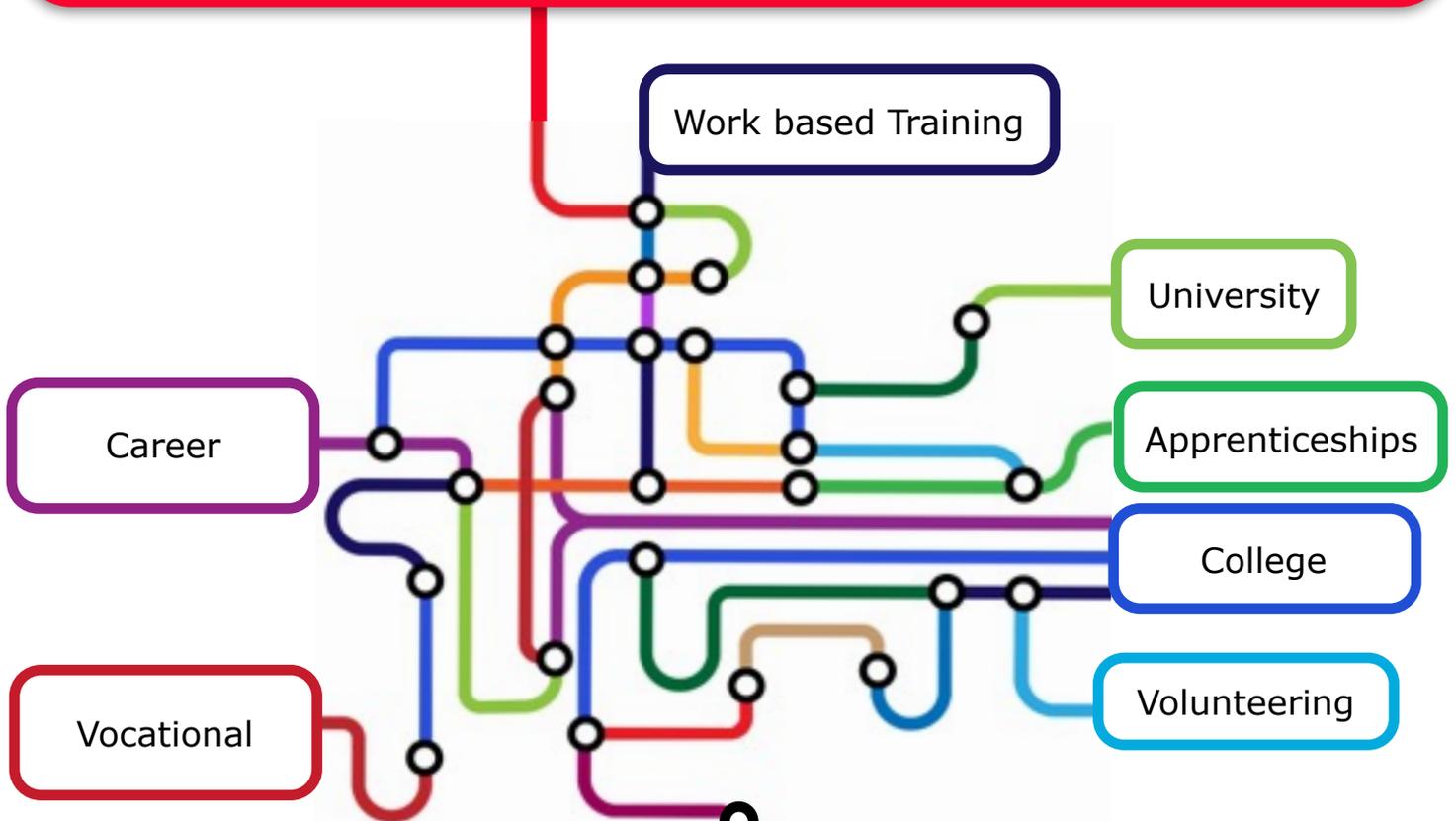




2017 PROSPECTUS



YOUR JOURNEY.

YOUR FUTURE.

**Weds 16th
November**

**SIXTH FORM
OPEN EVENING**



**14 - 18 NOVEMBER
SIXTH FORM FOCUS
WEEK**



**5 DECEMBER
RETURN COURSE
REQUEST FORM**



**27 - 30 JUNE 2017
SIXTH FORM
INDUCTION WEEK**

Welcome to Nailsea School

Sixth Form

This Prospectus is designed to introduce you to the Sixth Form at Nailsea School and to help you choose your courses for entry in September 2017.

As well as reading this prospectus, you should talk over your plans with parents and friends. Your present subject teachers and tutor will tell you more about particular courses and your suitability for them. Your Careers advisor will be glad to follow up any work you have done already. Also, you and your parents can contact any of the following staff for further advice:

Head of Sixth Form: Mr J Reddiford

Assistant Head of Sixth Form: Mrs E Jones

Headteacher: Mrs D Elliott

New to Nailsea School?

An increasing number of Sixth Formers who are new to the area or from other schools are now joining us. Such applicants are very welcome, and have always found the Sixth Form a friendly and well-motivated group of young people. For further information and to arrange visits, please contact the Head of Sixth Form.

Already in Nailsea School?

Please read the instructions on the Course Request Form and return it as indicated, and check the Important Dates on page 7.

What do Ofsted say about Nailsea School Sixth Form?



“A sixth form culture that is characterised by high aspirations and a strong sense of community.”

“The quality of teaching is good. Students identified teaching as the strength of the sixth form...maintaining students’ motivation and stimulating their own interest.”

“As a result of good teaching and the broader experiences to which they are exposed, students are well prepared for the next stage in their education, training or employment.”



Aims of the Sixth Form

To help you to achieve the best possible advanced development of your education potential.

To provide information and guidance in choosing your future career and education.

To give personal tutoring and support as you move towards full legal independence at 18.

To provide a happy, confident and purposeful working atmosphere in which social and leisure activities have their place.

To encourage a sense of enquiry, and service towards the rest of the school, its local community and the wider world which is shaped by each generation of school leavers.

Entry Requirements

Entry to the Sixth Form is not automatic, but depends on:

• **Meeting the individual entry requirements of your chosen Level 3 courses.**

• **Achieving a number of Ds and Es at GCSE for our Level 2 courses.**

Course Requirements

The government has changed the structure of A Level courses. From September 2017 all A Levels are 2 year courses and have been made more difficult. The level of courses will have to match general ability to organise and keep up with a demanding programme of study, but in common with all North Somerset Sixth Forms (and most others) we will be expecting students to select 3 rather than 4 A level subjects for September 2017 to reflect the increasing demands placed by this linear approach. There are other qualifications (such as the Extended Project) for those who excel at GCSE, and in exceptional circumstances a fourth A level may be considered for students with majority A/A*/7 grades at GCSE. All exams are taken in May/June.

Courses will be arranged in Pools. Pools A, B, C, D and E generally involve 9 hours lesson time per fortnight. This leaves 20+ hours per fortnight of in-school private study time.

The ability to use private study time well (both in school and at home) is a crucial part of Sixth Form success.



“It was an easy transition from lower school to 6th

Form.” *Charlotte Baker-*

Brown, Year 13

“The relationship between teachers and students is more equal.”

Joel Rothwell, Year 13

“You are given a lot more freedom and independence.”

Rebekka Thomas, Former 6th Form student

“The integration went quickly and I was accepted easily.

Everyone was very welcoming and friendly.” *Louis Lovelace,*

Former student who attended school in France before joining Nailsea School in the Sixth Form



Level 2 courses run across more than one pool.

We believe that Sixth Form study is not just about the ‘narrow’ curriculum of a few A Levels, but also developing other skills and abilities. As such we offer other formal courses, such as Duke of Edinburgh Awards and Extended Project (Year 13), and also offer a wide range of other opportunities, both within the school and wider communities.

Students who have not achieved GCSE grade 4 or above in Maths and English Language will have to re-take these.

Course Requests

We plan the timetable in the light of Course Requests as submitted on 5th December 2016, aiming to minimise conflicts between particular combinations of subjects. You will be told as soon as possible if your initial requests cannot be met. However, we recognise that there may be many changes of mind up to September, especially after GCSE results. If you do change your initial course requests, you can help yourself and the school by (a) telling Mr Reddiford promptly (up to Exam Leave), or (b) changing your request during Induction Week, or (c) consulting Mr Reddiford, especially between the issue of GCSE results and the start of term. The Sixth Form timetable takes a great deal of planning and has to be co-ordinated with the rest of the school.

We cannot guarantee to meet late requests or to find places on courses which are already full, so priority will go to those who opt in December and meet exam requirements, rather than those who make later choices.

Please note:

An entry in this Prospectus is not a guarantee that a course will definitely run from September 2017 or that all combinations of courses will be possible. Like all schools, we must relate student numbers to an efficient use of teaching time. We plan the timetable to meet as many course choices as we can, and we will inform you promptly if a given subject or combination of subjects appears impossible. If a course is undersubscribed, rather than not running it, we will seek to run the course in conjunction with another school.

Some Guidelines:

Many students find it difficult to decide on their Sixth Form courses. In general, try to aim for subjects that you enjoy and feel genuinely motivated towards. If you are planning to move on to university, there are fewer restrictions and special subject requirements than many people fear. But if you already have a very clear ambition in mind for your career, do check with a teacher or careers advisor before making final decisions.

Shortly before Christmas 2016 you will be asked to make an initial selection of subjects. These can be confirmed through discussion with teachers, and especially at Induction Week after your exams.

If you are having problems choosing subjects but have clearer interests for University, the following table might help. You could also look at www.ucas.com and search for courses tool on the home page, to access university courses and their entry requirements.

The following is an introductory guide to certain university courses. Remember, it is essential to check the full details for yourself.

University Subject	Guidelines
Engineering	Often Maths and Physics required. Sometimes other sciences too, depending on specialism.
Law	A conditional offer is likely to include very high grades, but there are normally no specific A Levels required. All the same, many admissions tutors are looking for evidence of what they see as academic ability.
Medicine	At least 2 sciences usually required, usually A Level Chemistry and probably Biology. Full information is available on the UCAS website (see above).
Nursing	Science A Levels often required, especially Biology. Relevant experience may also be required.
Science	Science and Maths A Levels. Individual subjects differ, so you need to check them out. For example, some Biology courses require Chemistry too, and some Biochemistry courses look for Biology, Chemistry and Maths.
Teaching – Primary	4+ GCSE grades in English, Maths and Science required. If you plan to apply for a B Ed degree you should take at least one, preferably two, A Level subjects related to the primary curriculum.
Teaching – Secondary	4+ GCSE grades in English and Maths required. If you take a degree prior to teacher training, the degree subject must be relevant to the curriculum subject you want to teach.
Veterinary Science	Generally Sciences and Maths at A Level, especially Chemistry and Biology. Very competitive, both in terms of grades and experience expected.

Tutor Groups and Registration

Sixth Formers are responsible for registering and collecting messages each day. We work with tutor groups of about twenty. Apart from a weekly assembly, tutorial time is taken up with one-to-one or small group meetings with tutors to monitor work and to discuss anything from university application to personal difficulties. Every Friday there is a tutor group quiz. Your tutor should be your first point of contact in notifying illness or absence, sorting out course difficulties, and planning your progress through the Sixth Form. In Year 12 we expect you to register every afternoon with your tutor. Sixth Form tutor groups are a mix of Year 12 and Year 13 students; not only does this help the new Year 12 integrate into the Sixth Form, but Year 13 students can be a valuable source of advice, for anything ranging from course difficulties to University choices.

Recreational and Extra Curricular Activities

Community Service includes helping in primary schools, in old people's homes and with play groups. As well as being very satisfying work in itself, it gives significant experience to those who pursue a career or degree course in teaching, social care, nursing, and so on. Placements are monitored by a member of staff and you keep your own placement diary.

The Assistant Tutor Scheme

Each year some Sixth Formers are attached to lower school tutor groups as friends, general assistants, etc. Their support throughout the year of adjustment to secondary education is highly valued by students and staff alike. Some assistant tutors also give additional support in Maths

Assistant Tutors also give invaluable help as guides and assistants at important school events such as the Prospective Year 7 Evening and Year 7 Induction. Assistant Tutors are selected during the first month of September and normally contact their groups for two registration periods per week. You indicate your wish to get involved on the Sixth Form Entry Card at Induction time in June.

Learning Partners

Interested in how students learn? Or, do you remember your own problems in a particular subject? You can be a great help to younger students by joining the Learning Support Unit and giving up a 'free' period each week to share a lesson with your partner and help him/her to succeed.

You do not have to be a great expert in the subject you are supporting. It is often enough just to help someone read and understand a question, or lay out a piece of writing. Basic training and support is given in how to approach the task. Learning Partners are enrolled during September. Again, you apply via the Sixth Form Entry Card at Induction.



“It’s a sixth form that has lots of opportunities in many different areas such as leadership, mentoring younger students, extra curricular activities and we are well supported in many ways, especially with university applications.”

Ann Dumbell, Former School President



Mentoring Scheme

Would you like to support a younger student through occasional meetings/conversations? There is no agenda, but in the past Year 7s and 8s have appreciated talking about managing workload/reading/social interests.

Work Experience

All Sixth Formers should aim to plan, carry out and evaluate a formal period of Work Experience. Whether you are going straight into a job or on to higher education after the Sixth Form, this provides useful evidence of key skills and qualities which cannot be measured by examination grades alone. Such skills and qualities are now formally noted within the points tariff that is used for applying to higher education.

Specialist Conferences and Activities (see also subject entries)

These vary from year to year, but a typical sample would include: a Microbiology course at Bristol University, Auschwitz Visit, The Woodspring Schools Parliamentary Debate, the Bar National Mock Trial Competition, and the Global Young Leaders Conference, held in the USA. There is also the Art and Photography Exhibition, and a number of University/Higher Education related conferences.

School Council and Sixth Form Council

Many Sixth Formers help with School Council activities. Some also work within the Sixth Form on tasks such as running the bank account, organising social events, and planning the Christmas Charity Ball. Vice Presidents run the Sixth Form Council which helps the smooth running of the Sixth Form, and is a good channel for both innovations and complaints.

Some Important Dates - 2017 Entry

16 November:	Sixth Form Open Evening
14 -18 November:	Sixth Form Focus Week
5 December:	RETURN COURSE REQUEST FORMS
27 - 28 June 2017:	Sixth Form Induction week

NOTIFY MR REDDIFORD IMMEDIATELY IF YOU CHANGE YOUR MIND ABOUT COURSE REQUESTS AFTER SUBMITTING YOUR APPLICATION FORM.

Level 2 Courses

Sixth Form Foundation Year

Contact Person: Mrs E Jones

The Foundation Year programme has been specifically put together to allow Year 11 students who are not looking to do A Levels, to stay on here at school and develop their skills towards gaining a local apprenticeship, job or higher college course. The programme involves a series of courses which will allow students to build a firm platform in a known, local environment whilst being given help and guidance towards what is the right next steps for them. Unlike the problems associated with applying for positions at 16 years of age, one of the principal goals and merits of this programme is that it demonstrates to both local employers and Colleges that the students who have completed the Foundation Year are among the best trained, most knowledgeable and mature students in the region.

The programme is designed to prepare students for 1 of 4 possible routes, and each student can select the path they feel is right for them as they move through the 1 year course. The 4 routes are:

- (a) Employment with training
- (b) a local apprenticeship
- (c) a college course
- (d) continued higher study at Nailsea 6th Form

The programme consists of all of the following courses.

- BTEC Level 2 Diploma in Work Skills – a course designed to prepare students for the world of work either directly or through an apprenticeship, equivalent to 4 GCSEs.
- Level 2 Project – an independent project chosen and designed by the student in a topic that interests them worth 1 GCSE.
- ICT – completion of the Year 11 half GCSE course up to a full GCSE.
- Re-sit GCSE Maths and English Language to achieve a 4 – if required.
- Day release on to the City of Bristol College Kick Start programme in Bristol to study a choice of apprenticeship or College preparation courses.
- Voluntary work – a weekly placement with a charity or setting of the student's choice.
- Information, Advice and Guidance tutorials – this will cover enhanced and targeted CV and application letter instruction as well as introductions, visits and interview opportunities for local apprenticeship positions either direct or through the City of Bristol College.
- A work experience placement of at least a week.

The programme also allows for regular parental communication with the school through bespoke parents information evenings and presentations from local companies and colleges.

The qualifications required to join the Foundation Year are a minimum of 4 grade E or above at GCSE or equivalent, and the qualities we are looking for from any students wishing to apply are enthusiasm, commitment and maturity.

Biology - AS and A Level

Contact Person: Miss I Smith

Course Outline:

AS and first year of A Levels students will study:

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms

In the second year of A Level students will study:

5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

A-level

There is no coursework on this course. However, your performance during practicals will be assessed.

There are three exams at the end of the two years for A-level, all of which are two hours long. At least 15% of the marks for A-level Biology are based on what you learned in your practicals.

The AS has two exams at the end of the year, both are 1 hour 30 minutes long.

Skills/Aptitudes Developed/Required:

Two grade Bs in Science (if doing Triple Science at GCSE, one of these should be in Biology), and 6 in Maths and English.

Students must be able to communicate effectively, analyse, evaluate and explain information. Students will need to be confident with Maths, as at least 10% of the marks in assessments for Biology will require the use of mathematical skills.

Additional Considerations:

An interest in science and living organisms is important, as is a willingness to work hard and enjoy learning in a variety of different ways.



Progression Post-18

Biology leads on to a wide range of courses and careers. These include medicine, dentistry, veterinary science, law, optometry, sports science, microbiology, environmental science, biotechnology, NHS life science careers, zoology, food science, animal behaviour and nursing. As well as degree options, the skills you learn during Biology A Level such as analysis, interpretation, investigation, research and problem solving are highly valued by a number of employers and training providers.

Business - Cambridge Technical Level 3 Extended Certificate

Contact Person: Ms T Jones

Course Outline:

5 units - 3 mandatory (Units 1, 2 and 4) + 2 Choice units (both of which are coursework)

Unit 1 The business environment (Externally Examined)

In this unit you will develop an understanding of how and why businesses operate in the way they do. You will look at a range of different types of business and business structures, and explore how the ownership of a business and its objectives are interrelated.

Unit 2 Working in Business (Externally Examined)

This unit will cover the skills and understanding needed to work effectively within a business environment. This includes arranging meetings, working with business documents, making payments, prioritising business activities and communicating with stakeholders.

Unit 4 Customers and communications (Coursework)

In this unit you will learn the purpose, methods and importance of communication in business and the appropriateness of different forms of communication for different situations. You will develop the skills that will help you create a rapport with customers and have the opportunity to practise and develop your business communication skills.

Skills/Aptitudes Developed/Required:

Data manipulation, presenting arguments and making judgements and justified recommendations on the basis of available evidence, problem solving and using appropriate business tools to identify a solution. Students will challenge their own assumptions using evidence, and need to be self motivated due to the amount of research required for each unit.

Additional Considerations:

5 Grade Cs/4s at GCSE, preferably including Maths and English. You do not have to have studied Business at GCSE.

Progression Post-18

A myriad of post 18 business courses, management routes, vocational routes, etc.

Chemistry - AS and A Level

Contact Person: Miss K Dee

Course Outline:

Year 1 (AS)

Module 1: Development of practical skills in chemistry.

Module 2: Foundations in chemistry:

- Atoms, ions and compounds, amount of substance, acids and redox, electrons and bonding & shapes of molecules

Module 3: Periodic Table and Energy:

- Periodicity, reactivity trends, enthalpy, reaction rates and equilibrium.

Module 4: Core organic chemistry and analysis:

- Basic concepts, alkanes, alkenes, alcohols, haloalkanes, organic synthesis and spectroscopy.

Year 2 (A2)

Module 5: Physical chemistry and transition elements:

Module 6: Organic chemistry and analysis.

Module 1: Development of practical skills in chemistry.

Skills/Aptitudes Developed/Required:

Logical thought, problem solving, precision and accuracy. Conceptual thought both required and developed.

Students required a B in Triple Science (Chemistry) or in Additional Science at GCSE.

Additional Considerations:

Students will also require a 6 in GCSE Mathematics.

Student Profile

Name: Chloe Parsons

Nailsea 6th Form Student: 2014 - 2016

A Levels: Chemistry, Biology, Maths, History

Level 2 Courses studied: I was very proud when I collected my GCSE results, after months of hard work and dedication you feel the work was well worth it. I received, five A*'s in History, Biology, Physics, RE, Media Studies, five A's in Chemistry, Maths, English Language, English Literature, Media Studies Double Award and two B's in German and PE.

I changed my mind many times, not relating to my GCSE results, I simply couldn't decide. I found this flexibility and accommodation from the 6th form extremely helpful, the ability to sample as many subjects as I wish and then even in September the option to still swap.

Reasons for taking course: : Chemistry is one of the hardest A-Levels, and for that it is highly respected by future employers and universities, taking you in many directions - for me medicine.

What I like about this course:

Many reasons: I really enjoy Maths - a large contributing factor, also 'Green Chemistry' a module of AS Chemistry interests me. Chemistry is a balance of theory and practical suiting different styles of learning.

My advice: The topics studied in the first few weeks were challenging, yet the syllabus has become easier, and those topics yet to come are increasingly familiar with GCSE. The support of the teachers aided a lot, always willing to help out of class with homework or anything you didn't fully understand in lesson. I find the workload has been kind, in comparison to other subjects. The pace of work is steady, a topic per lesson, if there is any issues, as said previously teachers are on hand in your free lessons.

Progression Post-18

Previous A Level Chemistry students have gone on to study a range of scientific and non-scientific courses at university. These include: medicine, dentistry, mathematics, biochemistry, engineering, architecture, languages, music, economics and veterinary sciences.

A Level Chemistry is a required A Level for most medicine, dentistry and veterinary courses.

Qualification: **AS/A Level** Coursework: **None** Examination: 100% Awarding Body: **OCR**
Specification A

Drama & Theatre Studies

- AS and A Level

Contact Person: Miss M Hitchings

Course Outline:

At both AS and A Level students are given the opportunity to study plays from the point of view of a director, designer, performer and critic. The course is designed to enable students to acquire a knowledge and understanding of the language of drama and theatre, as well as to develop their performing and analytical skills.

In devising theatre, students alternate roles between being a playwright, performer, designer and director, and apply their knowledge of different theatre forms and structures to the creation of their own work. In performing theatre, students are required to apply their knowledge, skills and understanding within the structure of a director's interpretation of a play at an intellectual level, as well as a practical level.

AS Level

Component 1 - Exploration and performance - Internally assessed

Component 2 - Theatre makers in practice - Externally assessed

A Level

Component 1 - Exploration and performance - Internally assessed

Component 2 - Text in performance - Externally assessed

Component 3 - Theatre makers in practice externally assessed

Both courses combine the activities of exploring plays, creating theatre, the performing of plays, the analysis of theatre and the critical evaluation of all of these elements.

Skills/Aptitudes Developed/Required:

The ability to communicate effectively with others. Analytical and creative skills including exploring texts creatively and reflecting on your own and other people's work. The ability to work well independently and as part of a group.

Additional Considerations:

Grade 5 in Drama GCSE, and Grade 4 in English. Students who have not studied Drama will be considered on a case by case basis, and will need some or all of the above skills.

Student Profile

Name: Alex George

Former Student

A Levels: English Literature, Philosophy, Drama

Reasons for taking course: I enjoy being creative and using ideas from the theatre that I have seen to create new performances to entertain audiences.

What I like about this course: It provides a good balance of practical and written work both of which are very interesting and enjoyable. I particularly like working with other students to devise performances.

My advice: Make sure that you make notes of what you have done each lesson, take advantage of the opportunities to redraft and develop your work and ask for lots of feedback and push yourself creatively in performance to achieve your potential.

Progression Post-18

Higher education courses, both Drama focused and wider.

Drama related careers and wider career.

Qualification: **AS Level Drama & Theatre Studies** Coursework: 60% Examination: 40%
A Level Drama & Theatre Studies Coursework: 40% Examination: 60% Awarding Body: Edexcel

English Language - AS/A Level

Contact Person: Mrs S Ruddy and Mrs S Wisby

Course Outline:

AS Level comprises of two examined components:

- Language and the Individual (1hr 30 50%)
- Language Varieties (1hr 30 50%)

Level comprises of two examined components and one non-exam assessment: Language, the individual and society (2hr 30 minute exam worth 40% of A Level) Language and diversity and change (2hr30 minute exam worth 40% of A Level) and Language in action (two pieces or coursework: an investigation and piece of original writing with commentary. This is worth 20% of your A Level).

Skills/Aptitudes Developed/Required:

The course aims to encourage students to develop interest and enjoyment in the study of spoken and written language. Through reading widely, critically and independently they will gain extensive knowledge of the issues and attitudes surrounding the subject and broaden their understanding of the historical, geographical and social impact on the development of the English Language. They will develop skills in speaking and writing for different purposes and audiences. They will learn how to carry out an investigation on a topic of their choice.

The Faculty encourages A Level students to enrich their subject knowledge by attending extra-curricular lectures when appropriate.

Additional Considerations:

Generally it is expected that a student hoping to take this subject at a Level will have achieved a grade 5, or above, in both English and English Literature at GCSE. A student who is hardworking and as long as the previous year's teacher confirms that the student would benefit from this course.

Progression Post-18

English and English Literature are highly regarded by both universities and in the workplace, given its obvious connection with the skills of communication both written and spoken. Our students have gone on to university courses in English, Philosophy, Media, Linguistics, Law and History, and to careers in Law, Journalism, Media, and Education to name but a few.

Qualification: **AS Level Examination 100%**

A Level English Language Coursework: 20% Examination: 80% Awarding Body: AQA

English Literature

- A Level

Contact Person: Mrs S Wisby

Course Outline:

The A Level course comprises the study of three units:

Component 01 - Shakespeare - Drama and poetry pre-1900 40% 2 hours 30 minutes

Component 02 - Close reading in chosen topic area - comparative and contextual study from chosen topic area 40% 2 hours 30 minutes

Component 03 - Close reading OR re-creative piece with commentary. Comparative essay 20% Non examined

Skills/Aptitudes Developed/ Required:

The course aims to encourage students to develop interest and enjoyment in the study of novels, plays and poems through reading widely, critically and independently. It introduces students to the traditions of English Literature. Students will develop their responses both in writing and in articulating their views in class discussion.

The Faculty encourages students to enrich their subject knowledge by attending such events as theatre trips, visits to art galleries, films and lectures.

Additional Considerations:

Generally it is expected that a student hoping to take this subject at A Level will have achieved a grade 5, or above, in both English and English Literature GCSE. A student who is hardworking and committed can also be accepted with lower grade 4 as long as the previous year's teacher confirms that the student would benefit from this course.

Student Profile

Name: Sophie Goodwin

Former Student

A Levels: English Literature, Music, Maths and French (AS Level)

Level 2 Courses studied: Maths, English, Biology, Chemistry, Physics, French, Geography, RE, Music, PE and ICT

Reasons for taking course: English has always been a subject that I have always shown a passion for. The opportunity to study English Literature at A Level meant that I could further my own personal and academic interest with the support and expertise of a department that I had worked closely throughout school. Studying English Literature allows you to reflect and analyse social, cultural, economic and environmental moments in History up until present day.

What I like about this course: The course itself was the highlight of my two years studying A Level. The course reading exposes you to genres and authors that may never have taken your interest. I wrote a piece of coursework on Alice Walker's *The Color Purple* and the work I did at Nailsea School was work that I drew upon whilst writing my dissertation at university. It is a real luxury to have the time, accompanied by the support of your teachers, to really consider the importance and poignancy of literature. Lastly, the independent nature of the course really developed my skills as a learner preparing me well for university.

My advice: Retrospectively, I can say that studying A Levels is by far the most challenging point in your education. However, it was also the most rewarding time too. Studying English Literature, despite your aspirations for further education, will provide you with the skills to approach any task with a critical, yet reasoned approach that will support fantastic learning and brilliant results. The opportunity to value history and culture is something that I value even now as a Maths teacher. Often subjects such as English are considered to be 'out of the race' against science and technology. My experience demonstrates the absolute opposite. The ability to critically analyse and to reasonably argue in an articulate manner is a skill that you will need in every career path. I chose A Levels that stereotypically limited me to job fields such as publishing or the arts. However, I am now working with and amongst individuals from a broad spectrum of different educational backgrounds. Ultimately, I would say choose the subjects you value on a personal level and subjects that you have a genuine interest in. This will carry you closer to your end goal than choosing subjects you feel you should take.

Student Profile

Name: Arabella Manson

Year: 13

This has allowed me to explore a topic I wish to study at university and effectively write a dissertation on something that I have an avid personal interest in. I have been able to apply some of the theories and material introduced to me through A Level Psychology, yet take this far beyond, deploying techniques and study skills that I am hoping will stand me in good stead when I go on to undergraduate study. I have had to be resourceful, resilient, independent and self-managing, and I know that universities value this.

Progression Post-18

All universities like this qualification as it develops skills and teaching methods that they will build on. The independent approach is something employers will look for too.

Extended Project - Equivalent to half an A Level

Contact Person: Mr J Reddiford

Course Outline:

There is no course outline. The Extended Project is just that – a project on whatever you want to do, it could be a written piece of up to 5000 words, or you could make an artefact or put on a performance. It can be linked to one of your A Level subjects, or based on a completely different interest. You will have a supervisor but the work is largely independent and down to you. Please note this is not available until after AS exams at the end of Year 12.

Skills/Aptitudes Developed/Required:

Research, selection, independent working, time management, planning and whatever skills are required for your chosen project.

Additional Considerations:

This is A2 standard in terms of difficulty, it attracts the same UCAS tariff points as an AS.

Fine Art - A Level

Contact Person: Ms R Davies

Course Outline:

Fine Art is a very open course that will encourage you to develop your imagination and creativity. It will allow you to investigate, experiment and analyse practical and expressive skills, and make critical judgements. You will be expected to plan, resource and develop projects in an increasingly independent manner, showing that you can work meaningfully with a number of different media (painting, sculpture, photography, printmaking, ceramics, drawing, etc) to communicate your ideas.

There are two units of work to complete each year In Year 13 these are 'Component 1: Personal Investigation' and Component 2: Externally Set Assignment'. During the Personal Investigation students are required to conduct a practical investigation into an idea, issue, concept or theme, supported by written material (between 1000-3000 words). The Externally Set Assignment is published by AQA in February of each year, and following a preparatory period of work students will undergo a 15-hour (3 day) supervised exam, during which they will culminate their investigation.

Skills/Aptitudes Developed/Required:

A high level of commitment is needed, as you will be expected to work independently. Sketchbook work and research are essential, and form an important part of your assessment.

Entry requirements are a 5 grade at GCSE in Fine Art or 3D Art. Grade 4 in these subjects will also be considered – please talk to a member of the Art Dept if you are in this position.

Additional Considerations:

Fine Art students are expected to make regular visits to local galleries, to read art reviews, and to keep up to date with contemporary creative thinking.

Student Profile

Name: Danielle Connock

Former Student

A Levels: Textiles, Art, History

Level 2 Courses studied: Overall I was very pleased with my GCSE results as I achieved all grades above a C in all my subjects. I was particularly pleased in receiving an A in Fine Art, an A* in Textiles and an A* in History as these were the subjects I wanted to take onto A Levels. I was presently surprised at these grades but I did work hard all year while completing my art and textiles coursework units and revised thoroughly for my history exams at the end of year 11. From receiving my GCSE's it did not change my choices for A Level as I was happy with the grades I received.

Reasons for taking course: I took Textiles, Art, History and Psychology at AS Level and I have carried on Textiles, Art and History through onto A2.

I chose Fine Art because I have always been passionate for this subject from a young age. I plan to carry the subjects Art and Textiles through into my further education and future job.

What I like about this course: The course is very independent, allows you to do almost any type of art and also enables you to learn new and advanced techniques. If you have any interest in possibly wanting to get involved in a career that could include art, I would highly recommend taking this subject. The teachers are experienced, easy to talk to and always are there to help with your developing project.

Progression Post-18

- Foundation Course Diploma in Arts/ Media Arts (diagnostic courses designed to help students to target a specialist area for study within the Arts).

- Degree level courses in Fine Art, Illustration, Media Arts, Animation, Textiles, Graphics and Architecture.

Careers in any number of creative industries; galleries, education, design, media, advertising.

Qualification: **A Level Fine Art** Coursework: **60%** Examination: **40%** Awarding Body: **AQA**

Progression Post-18

A modern foreign language is a good subject choice for many students and combines well with a wide range of subjects, i.e. another foreign language, English, Humanities, Business Studies, Computing, Maths and Science. The new examination syllabuses cater for the needs and interests of a wide variety of students, and universities and colleges offer many degree courses combining a modern foreign language with another discipline.

Our links with the European Community are developing constantly and the ability to speak a foreign language is becoming increasingly important. There is great demand for personnel with foreign language skills: international organisations such as the EU or the UN, international banking, import/export trade, airlines and the tourist industry; also, journalism, public relations, secretarial, translating, interpreting, communication technology, publishing and teaching.

French, German, Spanish - A Level

Contact Person: Mrs D Micic

Course Outline:

Linguists are in demand. Language GCSEs enable you to function at a social level in a foreign country; AS and A2 provide you with the skills needed to operate at a much higher level. Studying a foreign language at AS/A2 Level will broaden your horizons, make you aware of current affairs and popular culture here and abroad, give you the ability to debate and argue your point, and communicate effectively using a high degree of spoken and written language.

You must have a commitment to speaking the language in class, as much of the work is done in pairs or groups producing dialogues, debates, group presentations and dramatisations, based around a wide range of current and topical themes. A careful study will be made of the grammar of the language to enable effective communication in all these areas.

The A Level builds on the knowledge, understanding and skills gained at GCSE and develops the spontaneous use of your language skills. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The approach is a focus on how the target language-speaking society has been shaped socially and culturally and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of the target language-speaking countries. In the second year, further aspects of the social background are covered, alongside the political landscape, both in relation to the country itself and its place in Europe. The past and its role in shaping the present is viewed through historical events and their consequences while the focus on young people and politics looks forward to shaping the future. Students will be using authentic spoken and written sources in the target language. Furthermore students will study a choice of works such as films, literacy texts, novels and poems.

The exam is divided into three parts:

Part 1: Listening, Reading, Writing (50% of A Level) In this paper, all the topics you have studied over the course are assessed via reading and listening as well as translation tasks. Your ability to apply grammar studies is also very important. Where possible authentic material is being incorporated into this paper.

Part 2: Writing (20% of your A Level) In this paper you will be writing about one text and one film (or two texts). Your ability to engage with the material as well as the application of grammar will be assessed.

Part 3: Speaking (30% of your A Level) During this exam you will be talking about an individual research project as well as about one of four sub-themes studied during the course (based on stimulus card).

Skills/Aptitudes Developed/Required:

- You must be prepared to talk in the language every lesson. You must develop and express your opinions on the topics studied.
- You must have a lively interest in the people, life and culture of the relevant country or countries.
- You must have a commitment to keeping abreast of current affairs at home and abroad.
- You must have a desire to make progress in your chosen language through independent study and participation in class. You must be prepared to develop and express opinions.
- You must have a willingness to read in the language, attend lectures, plays and films and, if possible, travel abroad to practise your language.
- Grade 5 at GCSE in the relevant language (both GCSE higher papers must have been taken).

Additional Considerations:

Students will be asked to purchase a text book as well as the novel, which the class will be studying during the course. We furthermore advise to purchase a grammar and translation workbook.

Student Profile - French

Name: Ann Dumbell

Former Student

A Levels: French, Maths, Further Maths, Chemistry, History,

Level 2 Courses studied: Ten A*s including French, A in Italian, C in RE. Luckily I had A*s in all the subjects I had been planning to do in 6th Form so I was able to go ahead as planned.

Reasons for taking course: I chose French because I hope to work with the EU or similar later, but the other subjects were chosen because I enjoy them, which, especially if you're not sure of what you want to do when you get older, is the best way to choose your subjects.

What I like about this course: There's a lot more freedom and independence given to you. French AS is quite different to GCSE, as the topics have more application to life and it isn't completely focused on vocab and grammar- you look at how things are different in France, which is great if you like learning about other cultures. Also, languages are really valued when you're applying for jobs/higher education, and French (or variations of) is spoken throughout the world so it's particularly useful.

My advice:

My advice: Pick subjects based on what you enjoy. I would also recommend for people who are unsure of where they're going in the future to try and keep their options fairly broad, as it means you have a wide choice of options (languages are always useful) and aren't limiting yourself.

Student Profile - German

Name: Heather Church

Former Student

A Levels: German, History, Geography, English Language

Level 2 Courses studied: At GCSE I achieved 7 A*s, 3 A s, 1 B and a merit in I.C.T. In German GCSE I got an A. I am pleased that I passed and got all my GCSEs. My results did not affect my choice of sixth form subjects.

Reasons for taking course: In sixth form I am taking History, Geography, English Language and German. I chose these subjects because I really enjoyed them at GCSE. Also they presented me with new opportunities such as subject-relevant lectures, trips and events.

What I like about this course: I like how much freedom you are given in sixth form. You are given control over your own studies and time. It can be hard work at times but is very rewarding. I especially enjoy German as it has allowed me to explore the world more through trips and other experiences. It has also opened many doors for my future. Learning a foreign language has boosted my confidence and helped me overcome fears of speaking in a foreign language.

My advice: I would advise anyone who is interested in German or the country to consider taking German at A-level because it gives you the chance to expand future opportunities and explore a whole new country.

Before starting A-levels I wish I knew that you are constantly guided and assisted through your studies – you are not just thrown into the deep end. Sixth form is a lot of work, but it is important to bear in mind that you do have the freedom and independence to make it work for you.

Student Profile - Spanish

Name: Lorna Clarke

Former Student

A Levels: Spanish, English Literature, History, Biology

Level 2 Courses studied: I was pleasantly surprised by my A* as I didn't think my result would be as high. I already knew that I wanted to do Spanish at A Level but it made me more confident in my choice.

Reasons for taking course: I took three languages at GCSE and as I love to be able to communicate without the language barrier as a problem, I knew I wanted to take a language at A Level. Spanish was the one that I enjoyed the most and also that I was predicted the highest grade in out of the languages, and therefore I chose Spanish.

What I like about this course: One of my favourite parts of 6th form is the higher level of freedom and independent work involved, although it can be difficult due to the workload, being treated as an adult and having the independence makes it a lot more manageable and enjoyable. I am so glad that I did Spanish, as not only do you get to carry on with an exciting language, you also learn all about the culture and debate important issues - one of the best parts in my opinion!

My advice: Choose subjects you enjoy and ones that relate to what you think you might like to do in the future. If you aren't sure yet, try not to 'close doors' for yourself - taking a wider variety of subjects will keep more options open. I found the initial step from GCSE to A level really hard, mainly due to the sudden increase in workload. However, I soon learnt that being organised and putting as much effort as you can into lessons means that the time you spend on your studies becomes less of a chore and the increase in freedom also helps to combat the difficulty as it is almost like a reward for the effort!

Geography - AS and A Level

Contact Person: Mrs K Thompson

Course Outline:

In this newly changed A-level Level course, students will study a wide range of geographical concepts.

The A level course consists of four units of work:

Unit 1: (30%)

- Tectonic Process of Hazards
- Landscape Systems and Processes, with a focus on coastal landscapes.
- Water cycle and water insecurity
- Carbon cycle and energy security
- Climate change futures

Unit 2: (30%)

- Globalisation
- Shaping Places, with a focus on regeneration of rural and urban areas.
- Superpowers
- Migration identity and sovereignty

Unit 3: Synoptic paper which links together the learning from unit 1 and 2 based around an issue chosen by the exam board. (20%)

Unit 4: Coursework based on field work from a 3 day residential trip to Pembrokeshire, South Wales. (20%)

Skills/Aptitudes Developed/Required:

In order to start the A Level course you should have achieved a B grade or above at GCSE in Geography. We will consider C grades on an individual basis. However, it might be possible to start the course even if you have not studied Geography at GCSE. Please ask advice from Geography teachers. Several topics covered in the course are developments of work covered at GCSE, but others are new. What is important is that you should have a lively and enquiring mind, an interest in the environment and current affairs, a willingness to explore new ideas and an ability to communicate your ideas effectively.

Those of you who have studied GCSE Geography will find that the knowledge, understanding and the skills you have learned will prove a valuable foundation for study at this level.

To be successful at A Level it would be expected that a student would have gained 5 or more GCSEs at grade 5 or above, including Geography (if taken). Special consideration will also be given to other written subjects such as RE.

AS will be available based on individual needs.

Additional Considerations:

Field work will be carried out during the course. This involves a compulsory residential trip away at a cost per student.

Student Profile

Name: Will Meakin

Former Student

A Levels: English Language, History, Geography

Level 2 Courses studied: In

Geography I gained an A grade at GCSE, this certainly gave me extra confidence to take on the subject at A Level.

What I like about this course: I enjoyed Sixth Form because I felt fortunate to be able to learn in a calm and friendly environment as well as being given extra freedom. Sixth form also sees you grow closer to teachers and this certainly helps you in your learning.

My advice: The transition from Year 11 to Year 12 is relatively easy as you are surrounded by your friends who are all going through the same transition. The level of work certainly increased majorly; you are expected to carry out a lot more independent research too. However, you do feel like you have fully deserved a rest by the weekend. Missing lessons is not an option as you soon will find yourself behind the class.

My advice for Year 11s would be to carry out research on their respective courses during the summer before they begin Year 12. I did this and I certainly believe that this gave me an advantage as well as an advanced knowledge for the year.

Progression Post-18

Geography is widely recognised as a subject that offers skills that can be updated to any job. The decision making skills are valuable in our ever changing world.

Health & Social Care - BTEC Level 3 National Extended Certificate

Contact Person: Mrs A Boyle

Course Outline:

Equivalent to one A Level awarded the same UCAS points as one A Level, recognised by all universities. Learners must complete a pass grade or above in all units. This course is awarded at pass, merit and distinction level. This course offers a broad basis for the health and social care sector.

Human lifespan development - examining the physical, intellectual, emotional, social development across the human life span and the factors affecting development. This content will serve as an introduction to health and social care needs and so will sit at the heart of the qualification.

Working in Health and Social Care explores what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations. These include maintaining the safety of and safeguarding individuals with health and social care needs, making sure that you properly handle their personal information and preventing discrimination towards them.

Meeting individual care needs - learners focus on the principles and practicalities that underpin meeting individual's care and support needs, which are the foundation of all the care disciplines.

Sociological perspectives of Health and Social Care - Learners study the application of sociological approaches to health and social care, and explore social inequalities in society, you will be better equipped to understand and support people who come from different social groups.

Skills/Aptitudes Developed/Required:

To be able to identify and use effectively a range of skills, techniques, concepts, theories and knowledge whilst applying this to realistic settings appropriate for today's Health and Social contexts.

Entry requirements: 5 grade 4s at GCSE Level or pass at BTEC Level 2

Additional Considerations:

Possibility of work experience in an associated field.

Progression Post-18

This qualification is designed to support progression to Higher Education.

Areas to consider - any degree in

Health professions - nursing (adult, children, mental health), special needs, midwifery, physiotherapy, occupational health, etc. Health visitor, Teaching (all age groups), police force, social work, prison officer...

Qualification: **BTEC Level 3 National Extended Certificate Health & Social Care** Coursework: **50%** Examination: **50%**

History - AS and A Level

Contact Person: Mrs R Dowland

Course Outline:

Year 12

Nationalism, dictatorship and democracy in twentieth-century Europe

Paper 1: Germany and West Germany, 1918–89

Paper 2: Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy

Year 13:

Paper 3: Lancastrians, Yorkists and Henry VII, 1399 - 1509

Unit 3: Independent enquiry on a topic of your choice (Coursework unit)

Skills/Aptitudes Developed/Required:

A Level History is a challenging course which builds upon the skills you have gained at GCSE. The course is recommended for those of you who have a fascination with the past which has shaped us and wish to understand the diverse issues of the world you live in. The present is only fully understandable through a study of the past. The focus is on detailed knowledge of events, interpretations of the past and analysis of contemporary sources. Good results will only come from reading a range of historians and texts.

To study History A Level you will need at least 5x C/5+ at GCSE, which must include a B in History and English. We will expect highly motivated students who have a proven record of good conduct in their GCSE classes. All must have demonstrated organisation and reliability in their GCSE studies.

Additional Considerations:

Year 12 History students have the opportunity to go on an optional trip to Berlin for 4 days. The cost will be approximately £290.

We offer both AS and A Level.

Student Profile

Name: Marianne Orr

Year 13

A Levels: History, Chemistry, Biology, Maths

Level 2 Courses studied: French, History, RE, Art, Triple Science

Reasons for taking course: I chose History A-level because I find the study of history fascinating and essential to fully understanding current affairs.

What I like about this course: I really enjoy the debate over events, the fairly informal style of lessons, and the coursework is a great opportunity for me to indulge in my particular historical interest.

My advice to any prospective student is to not feel intimidated by exams or essays! No one is expecting you to write A-level answers at the first hurdle. If you can engage in the content of the course then the work will be really enjoyable. Also, we have cake!

Progression Post-18

A Level History has much to offer and fits in with a wide range of other A Level courses (Sciences, Geography, English, Sociology, Technology), and is regarded by colleges, universities and employers as evidence of a student's ability to handle information, to think and to express her or himself clearly. Many of our students go on to study either History itself, or Law, Politics, Philosophy, Psychology and Education (or combinations of these subjects) at colleges and universities.

History is particularly relevant for careers in journalism, law, broadcasting, government and administration in all its aspects. Any career that demands independent thinking and an ability to see all sides of the issue will benefit from A Level History skills.

Qualification: **A Level** Coursework: **20%** Examination: **80%** **AS Level** Examination: **100%**
Awarding Body: **EdExcel**

ICT - Cambridge Technical Level 3

Contact Person: Dr N Jessop

Course Outline:

Cambridge Technicals are exam-free, vocationally related qualifications that take an engaging, practical approach to learning and assessment.

Mandatory Units

Unit 1: Fundamentals of IT

Unit 2: Global Information

Optional Units (Choose 3 from 20 Units) which include:

Unit 3: Cyber Security

Unit 5: Virtual and Augmented Reality

Unit 6: Application Design

Unit 10: Business Computing

Unit 12: Mobile Technology

Unit 15: Games Design and Prototyping

Unit 19: Computer Systems - Software

Unit 20: IT Technical Support

Skills/Aptitudes Developed/Required:

Excellent time management to meet deadlines. Keen interest and enjoyment of ICT and its ever changing role in society. 5 GCSEs at 4 and above, preferably including English Language.

Additional Considerations:

Logical thought, organisational skills and the ability to problem solve will be an advantage.

Progression Post-18

Students will study the concepts associated with the use of ICT in the 21st Century. They will also have opportunities for acquiring skills needed in the IT profession, such as co-operative working and project management. These practical skills can be developed in areas of ICT that are of interest to them. Students can also use these newly acquired skills as a springboard into other higher qualifications and for working environments.

Law - A Level

Contact Person: Mrs N Shoesmith

Course Outline:

Examined at the end of 2 years

Core content

1. The nature of law and the English legal system
2. Criminal law
3. Tort
4. Law of contract

The nature of law and the English legal system

Basic understanding of the distinction between enforceable legal rules and principles and other rules and norms of behaviour.

Basic understanding of the differences between criminal and civil law and between different sources of law including custom, statute law and the common law.

Criminal law

Rules and principles concerning general elements of criminal liability and liability for offences against the person, property offences and attempt.

Tort

Rules and principles concerning liability and fault in actions for negligence, occupiers' liability, nuisance and vicarious liability, and associated defences and remedies.

The law of contract

Rules and principles of contract law concerning formation, terms, vitiating factors, discharge of a contract and associated remedies.

Skills/Aptitudes Developed/Required:

You will develop the techniques of logical thinking and the skills necessary to analyse and solve problems by applying legal rules and develop a critical awareness of the changing nature of law in society. Grade 5 at English GCSE is required, candidates with a 4 will occasionally be considered with a range of other grades at 5 or above.

Additional Considerations:

Logical thought, communication skills and the ability to problem solve will be an advantage.

Progression Post-18

Students will be able to progress into different career paths with a Law qualification. The skills from studying for a Law degree are highly sought after by employers, especially the skills of analysis, research and communication skills.

Many law students think that they have to become a solicitor or barrister because they have chosen to study law - this is not so.

Studying law opens up a whole area of career opportunities, e.g. within the police, research, banking, journalism and teaching.

Student Profile

Name: Ashley Fisher

Attended Nailsea School from 2002 - 2010

I finished my Maths A-Level in 2010 (along side Physics, Chemistry and AS-Levels in Further Maths and History.)



Since then I've been studying

Physics at Oxford. I'm currently undertaking a Master's project in which I'm mapping and analysing the reflected light from Jupiter's moons in the hope that I can contribute to the knowledge of their chemical composition, structure and history.

I can't say strongly enough how much I found Nailsea an excellent place to study Maths. It was the teachers that turned me from a reluctant mathematician to someone who actively derives pleasure from the subject. When I started my A-Levels, not only were the classes easy and enjoyable to learn from, I was encouraged and supported when I chose to take Further Maths modules different to the ones everyone else was taking.

I didn't take to maths naturally at first, I used to be one of those bores that asked the tedious and irritating question 'what's the point of maths?' I've since come to appreciate and enjoy maths both for its own sake and because more than any other subject (along with Physics), it trains the mind to problem solve; a skill desired in almost all workplaces. I probably won't end up in a job in which I directly use any Physics or Maths, but I'm certain that the brain I'll use was shaped by studying these subjects.

Maths - A Level

Contact Person: Mrs B Plaw

Course Outline:

Year 12

Pure Mathematics - Proof, Algebra & Functions, Co-ordinate Geometry Sequences & Series, Trigonometry, Exponentials & Logarithms, Differentiation & Integration, Vectors

Statistics - Statistical Sampling, Data Presentation & Interpretation, Probability, Statistical Distributions, Statistical Hypothesis Testing
Mechanics - Quantities and Units, Kinematics, Forces and Newton's Laws

Year 13

Pure Mathematics - development and extension of Year 12 topics
Statistics - development and extension of Year 12 topics
Mechanics - - development and extension of Year 12 topics, plus Moments

Skills/Aptitudes Developed/Required:

You must be a good mathematician, preferably with grade 6 at GCSE level. If you are in set one in Year 11 it is likely that this course will suit you.

Algebraic fluency is a priority, as are strong organisational and time management skills. Most importantly you must enjoy maths!

Additional Considerations:

You may be considered for this course if you have a grade 5 at GCSE level and your algebraic manipulation is strong. You will have to complete a pack of work over the summer and will be given a short test in one of your first lessons in September. This is to ensure that you start the course with a strong foundation and therefore go on to be successful.

Progression Post-18

Maths is essential for many degree courses besides a Mathematics degree and is desirable for many more. These include Chemistry, Physics, Biology, Computer Science, Technology, Engineering, Geography, Economics, and Psychology.

Maths also supports many other courses and careers, for example accountancy, actuarial work, banking, computing, MORSE, management.

Whatever employment or further education is pursued, Maths AS/A2 is highly respected and research suggests that people with A-level Mathematics may earn up to a third more per annum than those who don't have it!

Further Maths - A Level

Contact Person: Mrs B Plaw

Course Outline:

Year 12

Further Pure Mathematics - Proof, Complex Numbers, Matrices, Further Algebra & Functions, Further Calculus, Further Vectors
Decision Mathematics - Algorithms & Graph Theory, Algorithms on Graphs, Critical Path Analysis, Linear Programming

Year 13

Further Pure Mathematics - development and extension of Year 12 topics, plus Polar Coordinates, Hyperbolic Functions, Differential Equations
Decision Mathematics - development and extension of Year 12 topics
Further Mechanics - Momentum & Impulse, Collisions, Centre of Mass, Work and Energy, Elastic Strings & Springs

Skills/Aptitudes Developed/Required:

You must be a very good mathematician, preferably from set one with grade 6 at GCSE level.

Algebraic fluency is a priority, as are strong organisational and time management skills. You must also be studying AS Maths.

Additional Considerations:

This is a highly respected course that compliments AS/A2 Maths perfectly. There is a misconception that Further Maths is harder than AS/A2 Maths but generally this is not the case particularly at AS level; the units studied are have different content and explore different areas of mathematics . The applied units are interchangeable between the two courses and results can be combined in such a way as to give you the best possible grades. You do not need to be a mathematical genius to succeed in this course; you just need to be interested in mathematics and enjoy a challenge!

Progression Post-18

Maths is essential for many degree courses besides a Mathematics degree and is desirable for many more. These include Chemistry, Physics, Biology, Computer Science, Engineering, Geography, and Economics. Further Maths particularly supports future studies degrees in Maths, Science, Technology and Engineering.

Maths also supports many other courses and careers, for example accountancy, actuarial work, banking, computing, MORSE, management.

Whatever employment or further education is pursued, Maths AS/A Level is highly respected and Further Maths AS/A Level will open many doors.

Student Profile

Name: Sammy Ford

My name is Sammy and I was at Nailsea studying Maths and Further Maths from 2010 until 2012. I had always enjoyed Maths at school so it was an easy choice to take it for A-level and it worked really well alongside my other A-levels which were all Sciences. I absolutely loved both of the A levels as the courses contained lots of new ideas and concepts which were more interesting than GCSE level Maths had been. Of course I also had great teachers and lovely classes which were a huge part of how much I enjoyed it!

I completed a degree in Maths at Oxford University. Although my degree course was very different, it used all of the skills that A-level Maths had helped me to develop such as the ability to use logical steps to solve problems and also to create a reasoned argument that convinces people my solutions are correct. Having the skills to think logically in this way is a great asset when applying for jobs, as employers want you to be able to work around problems in all sorts of situations, so if the job you want doesn't involve numbers it's still really beneficial to have done more Maths than other people who are applying!

I'm now working as an actuary in life insurance. I use probability to try and predict the future: how long people will live, what various different markets might do, or even things like major floods or epidemics. Then I tell the insurance company how much money they need to have saved today. This is very Maths-focussed and all the abilities I've mentioned above are vital, however Maths graduates are really sought after for their skills in a variety of fields.

Qualification: **A Level Further Maths 100%** Examination: **None** Awarding Body: **EdExcel** (TBC)

Progression Post-18

This course is particular relevant to real life and will be a perfect basis for further studies such as Geography, Psychology, Biology, Business Studies, Marketing and Economics. Skills learned will also be very appealing to employers looking for people with knowledge of mathematics in the real world and who are financially literate.

Mathematical Studies (Core Maths)

– Level 3 (AS equivalent)

Contact Person: Mrs B Plaw

Course Outline:

Unit 1: Data Analysis, Personal Finance, Estimation, Use of Spreadsheets

Unit 2: Statistical Techniques

Skills/Aptitudes Developed/Required:

You must be a good mathematician with at least a grade 4 at GCSE. An ability to explore, understand and solve problems in a real life context is desirable. Good communication skills will be beneficial.

Additional Considerations:

This course is suitable for you if you enjoy Maths and want to continue with your studies beyond GCSE but feel that AS Maths may be too demanding. The real life applications will appeal to students who want to learn how maths can be used in finance and industry. A calculator is permitted in all written examinations.

This is a one year level 3 course, equivalent to AS (with the same UCAS points value).

This course will complement a wide range of A-levels including Geography, Psychology, Biology and Business Studies.

Qualification: **Level 3 Mathematical Studies** Coursework: **None** Examination: **100%**
Awarding Body: **AQA Specification B**

Media Studies - AS/A Level

Contact Person: Miss J Baldwin

Course Outline:

A Level Media Studies engages students in the in depth study of media products in relation to four key areas:

Media Language
Media Representation
Media Industries
Media Audiences

Students are required to study media products from all of the following media forms:

- audio-visual forms (TV, film, radio, advertising and marketing, video games and music video)
- online forms (social and participatory media, video games, music video, newspapers, magazines, advertising and marketing)
- print forms (newspapers, magazines, advertising and marketing)

Assessment:

Paper 1 - Questions will focus on issues and debates in the media. The topic will be released in advance of the exam.
2 Hours 35% of A Level

Paper 2 - Questions will focus on the analysis of media products. Students will be expected to refer to the products identified by AQA and examples from their own case study. Students must also demonstrate understanding of the social, cultural, economic, historical, political contexts in which the products were created.
2 Hours 35% of A Level

Non exam assessment: Create cross-media products made for an intended audience based on a choice of topics related to the over-arching (annually changing) theme set by AQA.
30% of A Level

Skills/Aptitudes Developed/Required:

You will need to be interested and excited by contemporary media. You will need practical media skills or a willingness to develop them as well as the ability to discuss, debate and research.

Additional Considerations:

Grade 5 in English GCSE, and a B or above in GCSE Media Studies, or Merit in Cambridge National Creative iMedia if taken, and to complete holiday task set in Induction Week. You do not need to have done GCSE Media Studies. You do not need to own any specialist equipment. You do not need to be an ICT/technical wizard to take this course!

AS Level will be offered based on individual needs.

Student Profile

Name: Max Randall

Former Student



Max works as a freelance graphic designer, covering a variety of things, including branding and logo design, website design, editorial and publication design, some illustration and packaging.

How did Media Studies help you?

Media Studies really helped me to look more at how we communicate, how people engage with the media, and more broadly with everything visual. It helped me think about how we engage with society and culture, which gave me a great start to then move into designing logos, websites, adverts and loads more different things that people see and engage with everyday. It also made me think about how powerful the media is, how it has such influence and that still challenges me today when designing because effective communication through media and design can dictate what people like, don't like, what they buy, what they wear, what they talk about, what they do and more.

The dream is to start my own magazine. The mix of content curation and design is what I really want to do. I'd love to collaborate more with creative people, illustrators, photographers, writers etc; I think collaboration within the creative sector is great, the outcomes and almost always better when you have a few people all throwing ideas into the mix.

What advice would you give students choosing their A Levels?

Choose subjects you're passionate about and interested in, you'll put more effort, time and energy into it and then be much more pleased with the outcome at the end of the year. I wasn't sure what I wanted to do before A-levels, but I knew I enjoyed design, and I only found out graphic design was a thing in the second year of sixth form!

Progression Post-18

If you are considering a career in the media industry we recommend creating a showreel of work and organising work experience in media-related workplaces.

A variety of university courses involving either practical work such as film production, sound engineering or theoretical work or a combination of the two. There are some apprenticeships available in the creative industries e.g. at the BBC although there is considerable competition for places.

Wide range of possible career progressions in film/TV production/post-production, marketing and advertising, digital marketing, PR, journalism, etc.

For those entrepreneurs amongst you, having some experience of understanding the media/making media products should help you market your own business/ventures.

Qualification: **AS/A Level** Coursework: **70%** Examination: **30%** Awarding Body: **AQA**

Student Profile

Name: Ann Dumbell

Former Student

A Levels: Music, History, Chemistry, Maths

Level 2 Courses studied: 11 A*s including Music.

Reasons for taking course: I wanted to keep my options open and I wanted the opportunity to develop my musical skills in an academic way.

What I like about this course: I really enjoy having the chance to learn more about different composers and styles of music by studying different pieces in depth - it really helps with my orchestral playing in particular.

Musical Achievements: Grade 8 flute with Distinction, 2016 North Somerset Concerto Competition Winner

My advice: If you enjoy music then I would say A Level is a great next step - even if it isn't what you end up doing it still gives you a really good academic basis through essay-writing and analysis, alongside developing your music skills.

Progression Post-18

Specialist music courses /Combined degree courses.

Training at a Music College or Conservatoire.

Community Music/Primary or Secondary teaching with music as specialism/Instrumental/Vocal Teaching/Musical events/Performing/Music Therapy/Music Psychology/Music Journalism/Music & the Media/Composer.

Music - A Level

Contact Person: Mrs L Perkins

Course Outline:

A Level Music is divided into 3 components:

Component 1: Performing (30%, 60 marks).

Solo and/or ensemble - Grade 6 or above. Any style, any instrument/voice. Minimum 8 minutes recorded at a live recital.

Component 2: Composing (30%, 40 marks for composition 1 and 20 marks for composition 2).

Composition 1 can relate to the areas of study or a composition of free choice. This composition will be 4 minutes in duration. Composition 2 is assessed on compositional techniques. This composition must be at least 1 minute in duration. The combined length of both compositions must be 6 minutes. Compositional techniques may include a Bach Chorale, 2-Part Counterpoint, Arrangement or a Remix.

Component 3: Appraising (40%, 100 marks, 2 hour Written Exam).

The examination will assess application and knowledge of six areas of study, each with three set works.

Areas of Study include: Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusion, and New Direction.

Skills/Aptitudes Developed/Required:

For A-Level Music you will need at least Grade B at Music GCSE, preferably an A Grade and be able to perform at Grade 6 level as a singer or instrumentalist. It is essential to have GCSE English Grade C, preferably a B Grade. It is essential to have achieved, or be working towards, Grade 5 Music Theory.

Additional Considerations:

You will need have a commitment and dedication to independent work and personal practice to study music.

Qualification: **A Level Music Coursework:Performing & Composing Examination: Appraising Music** Awarding Body: **Edexcel/Pearson**

Music - BTEC Level 3 National Extended Certificate

Contact Person: Mrs L Perkins

Course Outline:

360 GLH equivalent to one A Level

Designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels. The programme covers broad basis of study for the music sector with a focus on performance, personal instrumental technique development, music theory and professional practice.

3 mandatory units:

Ensemble Music Performance (Externally Assessed): Learners will be given list of songs from which they will choose three for a performance. In groups that consist of a minimum of three and a maximum of eight members, learners will respond to the choice of repertoire and develop the performance to an audience.

Practical Music theory and Harmony (Internally Assessed): This unit develops learners' knowledge and understanding of music theory and notation and how it can be applied to practical scenarios.

Professional Practice in the Music Industry (Externally Assessed): Learners will be provided with an industry-specific scenario. The task explores the professional skills required to work effectively in the industry.

1 optional unit:

Composing Music (Internally Assessed): Learners explore composing music from the initial stages to the final product, developing skills for composition in a variety of styles.

OR

Solo Performance (Internally Assessed): Explore the skills required for a solo performance, develop skills for a solo performance and carry out a solo performance.

Skills/Aptitudes Developed/Required:

For BTEC Level 3 Music you will need at least Grade 5 at Music GCSE, preferably a Grade 8 and be able to perform at Grade 5 level as a singer or instrumentalist. It is essential to have English GCSE Grade 4, preferably a Grade 5.

Additional Considerations:

You will need to have a commitment and dedication to independent work and personal practice to study music.

Student Profile

Name: Declan Williams

Former Student

A Levels: Music, Music Technology, Maths,

Level 2 Courses studied: A mixture from A* to C – I got an A in Music and Maths.

Reasons for taking course: I was interested in learning about areas of music not covered at GCSE level. I really enjoyed Music at GCSE and want to study it at university.

What I like about this course: I enjoy the more challenging work as it pushes you to really improve your abilities. We have great facilities in Music that help us complete coursework to the best of our abilities.

My advice: The first term was a shock as you have much more independent learning time and the work is harder, but you adjust as the year progresses. Make the most of free periods and be organized with coursework deadlines.

Progression Post-18

Specialist Music Technology/
Sound Design/ Studio
Engineering/PA/Music
Production/Combined degree
courses/Community music/
Teaching/Performing/Musical
events.

Qualification: **BTEC Level 3 Coursework:2 units set and marked by Edexcel and 2 units set and marked internally Examination: None** Awarding Body: **Edexcel/Pearson**

Photography - A Level

Contact Person: Ms R Davies

Course Outline:

This course will introduce you to photographic techniques and thinking, enabling you to explore a range of potential outcomes. You will learn camera control (digital and traditional), Photoshop techniques, and traditional darkroom skills to print images. You will be expected to plan, resource and develop projects in an increasingly independent manner, with the aim of communicating your creative ideas in the photographic form of your choice.

There are two units of work to complete each year. In Year 13 these are 'Component 1: Personal Investigation' and Component 2: Externally Set Assignment'. During the Personal Investigation students are required to conduct a practical investigation into an idea, issue, concept or theme, supported by written material (between 1000-3000 words). The Externally Set Assignment is published by AQA in February of each year, and following a preparatory period of work students will undergo a 15-hour (3 day) supervised exam, during which they will culminate their investigation.

Skills/Aptitudes Developed/Required:

A high level of commitment is needed, as you will be expected to work independently. You will have to take many photographs in your own time, and not just during lessons. Workbooks/journals and personal research are essential, and form an important part of your assessment.

Entry requirements are a 5 grade in Photography GCSE. Grade 5s in Fine Art and 3D Art will also be considered if evidence of an active interest in Photography can be shown.

Additional Considerations:

We expect Photography students to make regular visits to local photographic exhibitions, to read reviews, and to keep up to date with contemporary creative thinking.

Student Profile

Name: Ashleigh Westgate
Former Student

A Levels: Photography, Drama, Maths

Level 2 Courses studied: I was very happy with my GCSE results as I knew with the results I got I had a wide variety of choices I could make in my future. It was a difficult decision to choose what subjects to do for Sixth Form as I could only choose four.

Reasons for taking course: I am now taking Photography, Drama and Maths.

I really like the creative subjects as I love to perform and I also have a passion for photography. I chose Maths because I got on with the teachers really well and enjoyed the subject

What I like about this course: I like the freedom you get in photography. It is your choice of what you do and you develop your own ideas, this makes you more confident to be independent in your work.

My first year in photography was really good, it's a lot of hard work but I had lots of fun doing it. I got to make all of the decisions in what went into my projects but then also got all the help and support I needed from the teachers.

My advice: If you want to take photography make sure that you plan your time well, it takes a lot of hard work to get the best grades, make sure your photos are of top quality and that you have passion in what you're doing.

Progression Post-18

Foundation Course Diploma in Media Arts (diagnostic courses designed to help students to target a specialist area for study within the Arts).

Degree Level Course in Photography, Art, Design and Graphics.

Careers in any number of creative industries; galleries, education, design, media, advertising.

Qualification: **AS/A Level Photography** Coursework: **60%** Examination: **40%** Awarding Body: **AQA**

Student Profile

Name: Georgia Clark

Former Student

A Levels: Biology, Chemistry, PE

Level 2 Courses studied: We got As at GCSE PE so carried on with plans to take PE at A Level

Reasons for taking course: I took Biology and PE as they complement one another.

What I like about this course: There is something for everyone as the three components are like three individual subjects. If you enjoy GCSE then you'll enjoy A Level. The ongoing assessment lets you know if you're on track.

My advice: Have the confidence to ask if you don't understand anything. The classes are small so make the most of your classmates and discuss things. There is a lot more content and detail at A Level and a lot more science but if you develop a good base style of working at GCSE then it will help. The exam style is the same. Go over your GCSE work in the summer to prepare for the start of term.

Progression Post-18

Previous candidates have progressed to higher education studying courses ranging from recreation management, exercise science, sports psychology and physiotherapy. Career prospects are continually expanding within a growing industry and include occupations such as leisure management, sports therapy, teaching, coaching, exercise consultancy and health promotion.

PE - A Level

Contact Person: Miss J Wild

Course Outline:

A Level PE aims to provide candidates with a global understanding of sport and exercise combining scientific, psychological, social and practical concepts. The course will:

- enable candidates to know about, understand and analyse the major concepts and principles underlying physical education and sport;
- develop an understanding of the historical, physical, social, cultural and psychological factors which influence sport and physical education; and
- encourage the understanding of theoretical principles through practical examples.

Assessment

A-Level

The theory content comprises of 70% of the total marks. This examines the physiological, psychological and social cultural concepts. The remaining 30% is assessed through practical performance (15%) and the ability to analyse and evaluate performance (15%). This can be completed in a written or interview format. Candidates will be required to demonstrate their practical and theoretical application as a performer or a coach. (Please refer to specification for sporting categories recognised by AQA.)

Skills/Aptitudes Developed/Required:

Students are expected to achieve a 5 grade or higher in GCSE PE and Science, or a distinction in BTEC PE, and a grade 5 or higher in English and Maths. Students must be ICT literate and are required to be participating in sport regularly to at least club standard. Excellent time management skills and the ability to manage your own time and meet deadlines are key to being successful in the practical element.

Additional Considerations:

Students who have not studied Sport at Level 2 will be considered on a case by case basis, and will need to meet all other criteria identified above. Coaching and leadership courses will be available throughout the year at varying costs (optional).

Qualification: **A Level PE** Practical Coursework: **15%** Examination: **70%** Awarding Body: **AQA**

Physics - AS and A Level

Contact Person: Mr M Deacon

Course Outline:

This specification has been developed in consultation with the Institute of Physics, and provides a context-led approach which incorporates interesting contemporary applications of Physics.

AS Level

- Students will study 4 modules across the year on topics including: imaging, sensing, signalling, testing materials, looking inside materials, wave behaviour, quantum behaviour, motion and momentum, force and energy.
- The course is assessed by two examinations in the summer term.
- Practical skills will be developed through a series of activities, and will be assessed in the exams.

A Level

- Students will study a total of 6 modules across two years.
- All of the AS content will be covered, and the further modules include: creating models, out into space, our place in the universe, matter: very simple, matter: at the extremes, electromagnetic machines, charge and field, probing deep matter as well as ionising radiation and risk.
- The course is examined by 3 exams in the final summer term. One exam is focussed entirely on practical skills. The practical skills will be developed through a minimum of twelve activities. Whilst this does not contribute towards the final mark, the activities must be completed to an acceptable standard to form the "Practical Endorsement".

Skills/Aptitudes Developed/Required:

- Recognising, recalling and showing understanding of scientific knowledge; of selecting, organising and communicating relevant information in a variety of forms;
- Assessing the validity, reliability and credibility of scientific information;

Using safe and skilful practical techniques and processes, making, recording and communicating reliable and valid observations and measurements with appropriate precision and accuracy. Analysing and evaluating the methodology and results.

Additional Considerations:

Entry requirements: Grade B or above in GCSE Science or Physics. Grade 6 or above in GCSE Mathematics.

Qualification: The course is now fully assessed through exams (no coursework)

AS Level Physics
Foundations of Physics (1hr 30min) 50%
Physics in Depth (1hr 30 min) 50%
A Level Physics
Fundamentals of Physics (2hr 15min) 41%
Scientific Literacy in Physics (2hr 15min) 37%
Practical Skills in Physics (1hr 30min) 22%
Practical Endorsement in Physics 0%

Student Profile

Name: Charlie Hogg

Year 13

A Levels: Physics, Maths, Further Maths, Biology and Chemistry

Reasons for taking course: Physics gives you many other ways to look around the world and it equips you with a wide range of skills to analyse your surroundings. Physics encourages you to question and not to things at face value.

What I like about this course: How it reduces the complexity of the world into simpler more fundamental concepts. I love how counter-intuitive quantum mechanics is because it allows you to see the world in a new light. The scope of physics is also why I love the subject. The reductionism in physics is especially beautiful coupled with its application to the other sciences.

My advice: It is definitely a step-up from GCSE but it is rewarding and satisfying when you grasp a fundamental concept. It is worth brushing up on your maths as it is a 'toolkit' for Physics. If you want to understand more about the world you live in, from fundamental particles to the Universe at large then I would recommend studying Physics.

Progression Post-18

Nailsea students who have successfully pursued this course have gone on to study a range of university courses including Engineering (Mechanical and Electrical), Computing, Materials Science, Oceanography, Environmental Science, Dentistry, Medicine, and of course Physics.

Product Design: Fashion/ Textiles - AS and A Level

Contact Person: Miss S Lloyd

Course Outline:

A creative and imaginative course open to budding Fashion/Textile designers, or someone who just wants the opportunity to push their creative boundaries.

Offers students the opportunity to gain personal satisfaction and a positive experience from working with a variety of textile materials.

Develop a critical understanding of the influences of technological activity of historical and contemporary Fashion/Textiles.

Learn new technologies and processes through practical exploration and gain an understanding of how they relate to the Fashion/Textile industry.

Work with the latest industry software and ICT technologies, including CAD CAM, Patternmaker, Laser Cutter, Heat Transfer and Smart Materials.

Understand the ethical decisions and the social consequences of marketing, retailing and manufacturing within a truly global industry.

Learn to develop individual and unique design, as well as sharing ideas and working collaboratively as a team.

and...most importantly, have fun pushing your creativity to produce cool, modern and innovative fashion.

Course Content

AS Level - Two units. One written paper and one coursework element.

A Level - Two units. One written paper and one coursework element.

Skills/Aptitudes Developed/Required:

Entry requirements - A GCSE in Design and Technology Textiles would be an advantage, although not essential. Alternatively, good evidence of your creativity and lots of enthusiasm. All students will need to possess good organisation and time management skills in order to meet deadlines.

Additional Considerations:

Students will be required to produce a variety of products and will have to provide some of their own materials to complete the larger design and make elements. It is also recommended that students purchase a theoretical text book to aid and support all four assessed units.



Progression Post-18

This course could be the beginning of a career in the Fashion/Textile industry. It will allow students the opportunity to produce portfolios of work enabling successful students to pursue a career in Fashion and Textiles, usually via further education.

There are lots of career options available, ranging from fashion or textile designers, CAD designers, garment technicians, manufacturing, knitters, weavers, printers, colourists, visual merchandisers, buyers, retail, teaching, and many more.

Product Design: 3D Design - AS and A Level

Contact Person: Ms N Allright

Course Outline:

All students are encouraged to be innovative in their design creations and produce high-quality, modelled-prototypes of their products.

- Develop a critical understanding of the influences of technological activity, from a historical perspective and current practice.
- Learn to apply analytical and evaluative skills to a range of procedures and gain an understanding in industrial practices as well as relating to our future resource and environment needs.
- Use a variety of ICT CAD/CAM skills to communicate high quality design concepts during development.
- Work as independent researchers and make informed choices via detail analysis.
- Cultivate positive attitudes of co-operation and work collaboratively.

Skills/Aptitudes Developed/Required:

Excellent time management to meet deadlines. Keen interest and enjoyment of designing and the production of high quality, modelled prototypes of their ideas. To develop a toolbox of product analysis skills applied to the key concepts of function and ergonomics within everyday objects. To evaluate prototypes against specification and develop suitable modifications for industrial production. Students are also expected to be in contact with a specialist in industry during the project to help with continuous feedback and development of their product.

GCSE grade 5 is required in Product Design, Resistant Materials or Engineering. (GCSE grade 4 for a trial period)

Additional Considerations:

Relevant graphic equipment will assist the communication of design work, such as good quality blendable colour pencils, small selection of markers, fineline pens, etc.

A copy of the essential textbook 'AQA Design and Technology: Product Design' ISBN 978-0-1487-8257-4 approximately £25.00, is a pre-requisite of the course.

All software programmes and course details available at home or school via Citrix/Fronter.

Due to the ever-increasing price and variety of materials supplied, we request a small donation of £10 towards these costs.

Progression Post-18

Successful candidates can continue into further education in related design fields, such as engineering/product furniture/graphic design, advertising, product/architectural modelling, CAD/CAM operations, material applications, animatronics, ergonomics, anthropometrics, and all fields of design and manufacturing including one off craft designing. Some design studios and companies may be prepared to take on students for modern apprenticeships or additional training to learn specific skills. The production of a high quality Design Portfolio during this course has assisted many students in interviews and selection procedures to initiate their careers in related subjects.

Qualification: **AS/A Level** Coursework: **50%** Examination: **50%** Awarding Body: **AQA**

Psychology - AS and A Level

Contact Person: Mrs S Davies

Course Outline:

AS/Year 12 Psychology follows a broad course to introduce you to the subject, and includes the study of Cognitive Psychology (memory), Developmental Psychology (early social development of children), Social Psychology (conformity and obedience), Individual Differences (abnormality), Psychological Approaches and research methods.

A Level/Year 13 Psychology : This builds upon the knowledge base of AS (studied by all students in Year 12) when a choice of topics can be studied (e.g. biological rhythms and sleep, relationships and aggression), and includes the further study of mental disorder and research methods with an exciting new section of Psychology in Action (including the study of Schizophrenia).

Skills/Aptitudes Developed/Required:

Writing - You will need to be able to analyse a wide variety of materials including written texts, research studies and articles. You also need to be able to write in a fluent and concise style, therefore a Grade 5 in English is required.

Science/Maths – To study for the two year A Level students must be competent at Science and Mathematics. Therefore it is required to have a B in Biology / Double Science and at least a 4 in Maths to cope with the mathematical component of the exam.

Good Communication Skills - to express yourself verbally and in writing.

All students must have at least 5 GCSEs grade C/4 and above.

Additional Considerations:

You should be interested in understanding peoples' behaviour and also the scientific enquiry of such.

Progression Post-18

Higher Education degree in Psychology, related medical and social science programmes, business studies, teaching, media, sports psychology/science, BTEC Higher National Certificate/Diploma in Counselling/Health and Care.

Direct employment such as in caring professions, occupational and media sectors. Progression on to next level of vocational qualifications, especially into care, sports, management and media sectors.

Sociology - AS and A Level

Contact Person: Mrs S Davies

Course Outline:

Topics and issues studied on the AS/A Level course will include:

- Family:

Is it in crisis? How has childhood changed?

- Education:

What do we really learn in school? How important is your background to your success?

- Crime:

Who are the criminals? Why do they break the law?

- Religion:

Why do we believe? What difference does it make to our behaviour? How are beliefs changing globally and how does this impact on people's lives?

- Theory and Methods:

How do we study society in a scientific way? What is science anyway?

Skills/Aptitudes Developed/Required:

A broad mix of grades A - B(6+) at GCSE, including English at Grade 6 or above. In exceptional circumstances, if courses are under subscribed, students with grade 4/5s in English may be admitted. GCSE coursework may be looked at closely, as evidence of the ability to study independently. Good GCSE grades in History and/or R.E. will be considered favourably due to the similarity of the skills used.

Students must have excellent skills in independence, organisation, reading, note taking, verbal discussion and critical thinking.

Additional Considerations:

Sociology is a highly critical subject that forces us to question many of our everyday assumptions and taboos. It teaches us to think in a critical scientific way, and gives an understanding of broad aspects of social life, beyond our own limited experiences.

It combines well with A Level History, English, Geography, Psychology, R.E. and Law.

Progression Post-18

Sociology A Level is useful for degree courses in Law, Journalism, Media Studies, Education, Politics, Public Administration, Philosophy, Psychology, History, Criminology etc, and is particularly useful for careers in education, media, law, welfare, social work, police and any aspect of government or management.

Qualification: **A Level** Coursework: **None** Examination: **100%** Awarding Body: **AQA**

**NEW course
this
year!**

Government and Politics - AS/A Level

Contact Person: Mr I Jones

Course Outline:

The A Level in Government and Politics encourages students to:

- Examine the structures of power and authority in the UK and USA
- Enjoy researching and discussing current affairs
- Develop a broad knowledge and understanding of the political system of the UK, including local government and the UK's relationship to the European Union
- Be able to outline and analyse the differences and similarities between the British and US system of government

AS Level (50% A Level) 3 hours exams at the end of Year 12 2 x 1.5 hours papers

1. Political Parties
2. Pressure Groups
3. Elections
4. Voting Behaviour
5. Constitution
6. Parliament
7. Prime Minister
8. European Union

A Level (50% of A Level) 4 hours exams at the end of Year 13 2 x 2 hours papers

1. US Presidential Elections
2. President
3. Congress
4. US Political Parties
5. US Pressure Groups
6. US Constitution
7. Supreme Court
8. Rights and Liberties

Skills/Aptitudes Developed/Required:

The course encourages students to develop their capacity for critical thinking, to see relationships between different aspects of government and politics and to perceive their field of study in a broader perspective, including some comparisons with other political systems. Finally students will develop their knowledge and understanding of relevant political concepts and processes.

Additional Considerations:

Students will be given the opportunity to visit important political institutions like the Houses of Parliament, Whitehall and the Supreme Court in London in order to gain a thorough understanding and first-hand experience about how power is exercised in the United Kingdom.

Progression Post-18

Government and Politics provides an excellent academic and skill base for a wide range of university courses and careers. The various skills required by the specification provide opportunities for progression directly into employment but equally also contribute to students' lifelong learning. Government and Politics students have gone into a range of areas including law, journalism, the civil service and the

**NEW course
this
year!**

Religious Studies - AS and A Level

Contact Person: Mr I Jones

Course Outline:

The A Level in Religious Studies is an engaging, interesting and thought provoking study of the three main components of religion.

Component 1: Philosophy of Religion

Learners will study

- Ancient philosophical influences
- The nature of the soul, mind and body
- Arguments about the existence or non-existence of God (Theism v Atheism v Agnosticism)
- Is religious experience real or just wishful thinking
- How does religious experience affect people's individual actions
- Issues in religious language

Component 2: Religion and Ethics

Learners will study

- Different theories about *how* humans should make moral and ethical choices
- Opportunity will be given to apply ethical theory to two contemporary issues such as Abortion, War, Capital Punishment etc
- Consideration of whether or not we have a conscience

Component 3: Developments in Religious Thoughts

Learners will study how **one** of the following religions have developed over the centuries

- Christianity
- Islam
- Judaism
- Buddhism
- Hinduism

Skills/Aptitudes Developed/Required:

This course, offered by the OCR is unique as it combines the best of traditional A Level Religious Studies with the best of the 'stand alone' Philosophy A Level. Students interested in both religious belief and human philosophy will, in studying this subject get the best of both. This is a course for those interested in human beliefs and would like to consider in more depth the 'big' questions in life. Questions such as; do I have a soul? Does God exist? How do theists square the problem of evil? Do I exist in soul, mind and body? In addition students will become experts in how religious thinking has developed and how it still has a significant impact on how people think and act today.

Progression Post-18

Universities and employers consider Religious Studies as a subject that develops high level thinking skills, equipping students with analytical and critical ability. Religious Studies is a rigorous academic course that requires students to think philosophically, use skills similar those required in the study of history and do empathise with others who may have different religious beliefs from their own.

Qualification: **AS/A Level Religious Studies Examination: 100%**

**NEW course
this
year!**

Sport and Physical Activity - OCR Cambridge Technical

Contact Person: Mr D Van Grudgings

Course Outline:

OCR PE aims to provide candidates with a global understanding of sport and exercise combining scientific, psychological, social and practical concepts. This course will:

- enable candidates to know about, understand and analyse the major concepts and principles underlying physical education and sport;
- develop an understanding of the historical, physical, social, cultural and organisational structure of sport factors
- encourage the understanding of theoretical principles through application

Assessment:

The course consists of 3 mandatory units which examine the anatomy and physiology of the body*, sports organisation and development, sports coaching and leadership*. Two of these units are assessed via examinations*. The remaining guided learning hours study optional units which will be selected based on the strengths of the individual cohort and the facilities. Please refer to the specification for further information on the optional units.

Skills/Aptitudes Developed/Required:

Students are expected to achieve a grade 5 or higher in GCSE PE and Science, or a distinction in BTEC PE, and a 5 or higher in English and Maths. Students may be ICT literate and are required to be participating in sport regularly to at least club standard. Excellent time management skills and the ability to manage your own time and meet deadlines are key to being successful in the coursework.

Additional Considerations:

Students who have not studied a sports course at Level 2 will be considered on a case by case basis, and will need to meet all other criteria identified above. Coaching and leadership courses will be available throughout the year at varying costs (optional).

Progression Post-18

Candidates can progress to higher education courses ranging from recreation management, exercise science, sports psychology and outdoor and adventurous activities (degree and foundation levels). Career prospects are continually expanding within a growing industry, and include occupations such as leisure management, sports therapy, teaching, coaching, exercise consultancy and health promotion.

Qualification: **Cambridge Technical Level 3 in Sport Coursework: Varies dependent on units chosen** Examination: **None** Awarding Body: **OCR**

