

WELCOME

'The Sixth Form at Tewkesbury School is a great place to be'. Ofsted

Thank you for your interest in Tewkesbury School sixth form.

We are very proud of our students, our staff and the range of opportunities we offer. As our results show, academic achievement is excellent and students leave us ready for the next stage in their journey through life: be it to higher education or employment.

Teaching and learning is supported by our Sixth Form Team, led by Huw Myers, Head of Sixth Form, his deputy, Sarah Green, Chris Thomson, Assistant Deputy and a skilled team of tutors. Together, they provide high quality information, advice and guidance to ensure all students fulfil their potential. We also work closely with careers advisors, UCAS and employers to ensure student needs are met.



We are also determined to offer as rich an extra-curricular provision as we can. Students are able to take part in sport, music and drama as well as subject specific trips and visits to enrich their learning. Sixth form students also have a strong tradition of community service and charity work.

Above all, we welcome young people who want to succeed by gaining further qualifications. Tewkesbury School sixth form will provide the support and expertise necessary to enable you to achieve your aim.

The OFSTED inspection in January 2007 confirmed that our Sixth Form is "brilliant" and "is a great place to be". I hope you will join us.

John Reilly
Headteacher



The strength of the Sixth Form, is of course, its students and each year I am amazed at the range of talents that Sixth Form students possess. Our aim is to help you to achieve your academic potential and give you as many social opportunities as possible. I promise you a memorable time in the Sixth Form and look forward to getting to know you.

Huw Myers

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ENTRY POLICY

All students are welcome to apply for the sixth form.

However, the school has very high standards for the behaviour of its sixth formers and we reserve the right to refuse access for:

- Inappropriate behaviour during their earlier years, either in this school or any other.
- A poor attendance record.
- A poor attitude and work-ethic in our judgement.

ADMISSIONS POLICY

Please see the school's admissions policy available on the school's website.

'Different pathways enable students to choose between traditional academic subjects or a mix of traditional and new work-related courses'. Ofsted

ENTRY QUALIFICATIONS

Guidance will be given as regards appropriate levels, courses of study and number of subjects. Students will need a minimum of 5 GCSE grade Cs to embark on Advanced courses, and other courses are available for those not achieving this level.

The courses that are open to you will depend on your GCSE results and you will receive a form "Routes to Success" indicating your particular route based on your Year 11 report, and this will give some idea of the number of subjects you should choose and the appropriate level.

If you are joining us from another school, we may request further information to allow us to guide you onto the most appropriate route.

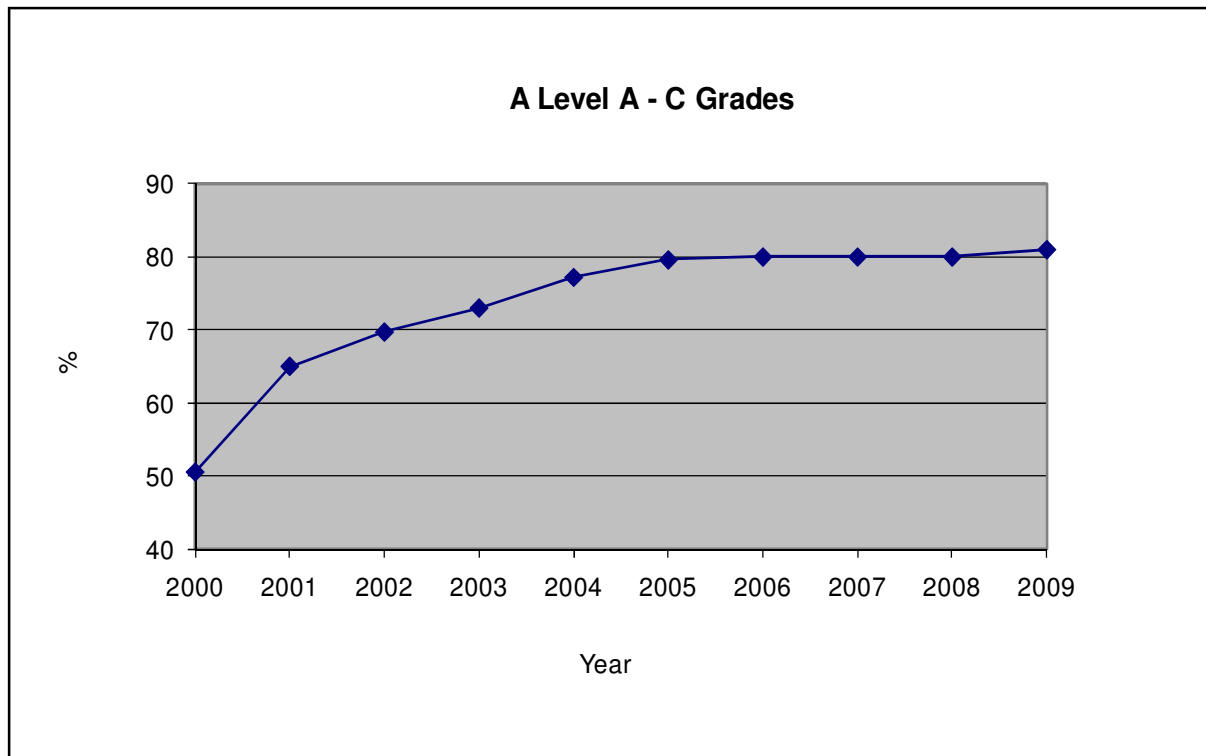
Route	Number of GCSE's	Grade Level	Select
1	8 or more	At mainly B and above	4 subjects from advanced courses
2	6 or more	At mainly B and above, with some C's	4/3 subjects from advanced courses/applied courses
3	5 or 6	Mainly C's	3 subjects; consider choosing mainly applied courses
4	Less than 5 C's		NVQ Childcare Launchpad Courses See your 16+ interviewer for further details.

ADDITIONAL SPECIFIC ENTRY REQUIREMENTS

SUBJECT	ENTRY REQUIREMENTS
Art and Design - Fine Art	Desirable B in Art, essential grade C
Art and Design—Photography	Desirable C in Art and Portfolio of 6 mounted images on a theme (max. size 10 x 8)
Applied Business	5 C's at GCSE or preferred, Merit in BTEC
Applied Health and Social Care	CC in Science
Biology	BB in Science or B in Biology
Business Studies	C in Maths, C in English
Chemistry	BB in Science or C in Chemistry
Childcare	No specifics, but completion of BTEC Health and Social Care would be useful
Computing	B in Maths
ICT	C in Science, C in English, or OCR National Award at Merit Level
Critical Thinking (AS only)	5 A grades
Dance	C in Dance, with a C in English
Economics	B in Maths, B in English
English Literature	B in English Literature and B in English
Food Technology	Grade B in Food Technology
French	C in French
Further Maths	Desirable A* Maths, essential A grade
Government and Politics	Grade C in English
Geography	B in Geography, Science and English
German	C in German
History	B in History and B in English
Mathematics	Desirable A in Maths, essential B on the Higher Tier
Media Studies	C in English desirable.
Music	B in Music or Grade 5 Associated Board (RSM)
Music Technology	Offer performing skills in at least one instrument
Physical Education	Essential CC in Science, desirable GCSE Sports Studies
Physics	BB in Science or B in Physics, C in Maths
Product Design	C in a Design Technology subject, C in Maths
Product Design (Textiles)	C in a Design Technology subject
Psychology	B in English, BB in Science, C in Maths
Philosophy and Ethics, Religious Studies	C in English
Sociology	C in English
Spanish	C in Spanish
Theatre Studies	C in English
Use of Mathematics (AS only)	B essential (on higher tier).
Launchpad Courses	Flexible to students' needs.

ONGOING SUCCESS

We are very proud of the achievements of the Sixth Form:-



“Standards in the sixth form have been rising year on year.... This represents outstanding achievement” Ofsted.

OUR SUCCESSES THIS YEAR

GCSE

- 79% gained 5 or more A* - C grades
- 63% gaining 5+ A* - C including English and maths

ADVANCED LEVEL

- 100% pass rate
- 81% of grades were at A or C grade
- 53% of grades at A or B

YEAR 13 A LEVEL RESULTS SUMMER 2009

'Sixth form teachers are knowledgeable enthusiastic specialists who have a passion for their subject'. Ofsted

Year 13 Summer 2008 Advanced Level—Students gaining 2 or more subjects

Subject	A	B	C	D	E	Total	% A - B	% A - C
Art	6	1	3	2	0	12	58	83
Biology	6	7	7	2	3	25	52	80
Business St	5	7	8	2	1	23	52	87
App Business St	2	10	5	3	0	20	60	85
App Business St	1	2	4	0	0	7	43	100
Chinese	1	0	0	0	0	1	100	100
Chemistry	5	2	3	0	2	12	58	83
Computing	0	1	0	0	0	1	100	100
Dance	2	2	3	0	2	9	44	78
Drama	0	1	0	4	1	6	17	17
Economics	5	10	4	1	0	20	75	95
English Literature	9	4	4	1	0	18	72	94
Food Technology	0	0	1	0	0	1	0	100
French	4	0	0	0	0	4	100	100
Geography	2	4	2	0	0	8	75	100
German	1	0	0	0	0	1	100	100
History	4	4	6	1	0	15	53	93
Health & Social Care	0	1	4	3	2	10	10	50
ICT	0	1	3	3	6	13	8	31
Mathematics	10	4	6	9	2	31	45	65
Media Studies	4	10	7	0	0	21	67	100
Further Maths	2	0	1	0	0	3	67	100
Music Technology	0	3	2	2	1	8	38	63
Music	0	3	1	1	0	5	60	80
Product Design	3	1	4	5	1	14	29	57
Physics	3	5	4	2	1	15	53	80
Government & Politics	3	7	1	0	0	11	91	100
Psychology	6	6	7	2	0	21	57	90
Religious Studies	2	0	3	1	0	6	33	83
Sociology	4	2	1	0	1	8	75	88
Spanish	1	0	0	1	0	2	50	50
Sports Studies	0	2	3	0	0	5	40	100
Travel & Tourism	0	1	2	1	0	4	25	75

Total	91	101	99	46	23	360
Grade %	25	28	28	13	6	100

REVISED A LEVELS

In September 2008, all 'A' Level courses were revised, according to government guidelines. Revised A levels have reduced the assessment burden for candidates and present more opportunities for higher achievers to show their abilities.

The revised A levels feature:

- a reduction in the number of units for most A level subjects from six to four, reducing the assessment burden.
- increased stretch and challenge at A2
- an A* grade to identify and reward the highest achievers

The new A* grade will only be awarded at A level on the basis of high achievement across the new A2 units. A minimum of 90% in the A2 units is needed to obtain the A*.

Four units of assessment, rather than six, will become the norm except for:

- Science and music, which have retained six units
- Subjects recently changed, such as mathematics and applied A levels, which have retained six units.

AS AND A LEVEL UMS GRADE BOUNDARIES		
AS		A LEVEL
200	Maximum	400
160	A	320
140	B	280
120	C	240
100	D	200
80	E	160

Note:- Courses will only run at AS and A2, if there are sufficient numbers.

CHOOSING THE RIGHT COURSE.....

..... is never easy, but expert help, advice and information is on hand:-

ATTEND THE 16+ OPPORTUNITIES EVENING - 21ST JANUARY

This will give you a broad overview of the options open to you. It will also give you the ideal opportunity to talk to subject staff about the courses.

ATTEND YOUR 16+ INTERVIEW

All students will have an opportunity to have a personal interview with a senior member of staff to discuss your future plans in detail.

BOOK YOUR PLACE

In January you will be issued with your booking form, entitled 'Routes to Success'. You will need to choose your courses and return the form when you have your interview with a senior member of staff.

RESULTS DAY

Help and advice is 'on hand'

Many people do better than they expected; some are 'on target' and some feel a little disappointed. Whatever the outcome, you may need to discuss your plans and your options. Mr Myers, Mrs Green, and Mr Thomson, are in school on results day to talk to you about your future.

STUDENT SERVICES

'As a result of consistently good teaching, careful monitoring and their well developed independent learning skills, students make exceptional progress' Ofsted.

MONITORING PROGRESS

We will monitor your progress carefully to help ensure that you will be successful on your chosen courses. This means that we can give extra support and advice when you need it.

Your progress will be monitored in a number of ways:-

CAUSE FOR CONCERN/CAUSE FOR PRAISE REVIEWS

These take place regularly when your subject teachers review your progress and discuss this with you. Your parents will be kept informed of the outcome of these reviews.

YEAR 12 TEST WEEK

This takes place after your first half term, and helps to confirm that you are on the right course for you.

PARENTS' EVENINGS

In Year 12 you and your parents have the opportunity to talk to your subject staff about your progress.

There is an informal evening with your tutors in the summer to review the year and plan your next step.

In Year 13 you and your parents will have the chance to discuss your work at the end of the Autumn term. This can be a useful time to set targets and plan approaches for the coming examinations.

'One student summed up the school's approach by saying, 'They never give up on anyone'. Ofsted

REPORTS

A progress report is sent home regularly

A formal full report is sent home each Spring Term.

YEAR 12 GENERAL STUDIES

In Year 12 all students follow an enrichment course, with outside speakers, debates and a programme of issues drawn up by you.

We are here to help ensure that you will be happy and successful in the Sixth Form. We will always be ready to discuss and help resolve any problems or concerns that you may have.

'Teachers keep a close eye on students and none are invisible' Ofsted.

PRIVATE STUDY

For the first time, you will have personal study time during the school day, when you will not be in lessons. It is vital that you learn to manage this effectively.

Your private study time can be spent in the Sixth Form Centre, where study is supervised by Jenny Rimell.

THE LIBRARY

All students are expected to spend at least one lesson a week studying in the Library. This gives you an opportunity to research, using the books, but also exploring the internet, part of the school's excellent ICT facilities.

HOME STUDY

Some of your private study time can be spent at home. This can help you manage your time effectively and is a real bonus for many students.

OPEN ACCESS TO ICT FACILITIES

The Sixth Form Centre has a suite of 45 computers, solely for sixth form private study.

CAREERS GUIDANCE

Individual careers guidance is always on hand. The Sixth Form is well stocked with a comprehensive range of university prospectuses, books and other resources. Mrs Green, the Sixth Form Deputy, is responsible for guidance into Higher Education, and Mr Thomson, Assistant Deputy, for progression into employment, along with Mr Sharpe, the Head of Careers/Personal Development.

'Students rightly feel that they are exceptionally well cared for and guided' Ofsted.

TUTORIAL SUPPORT

Your tutor will be a key person in offering you support and guidance.

Your tutor will:-

- ↳ Advise you on appropriate courses
- ↳ Monitor your attendance and punctuality
- ↳ Help to monitor your progress
- ↳ Listen to your concerns and offer support and encouragement

ACTIVITIES AND OTHER OPPORTUNITIES

Your time in the Sixth Form is not just about academic study. It's about developing as an individual. There is a whole range of extra-curricular opportunities on offer, and you should try to participate as much as you can and make your time in the Sixth Form really memorable.

A 'wonderful, caring and vibrant atmosphere is generated' Ofsted.

GET OUT AND ABOUT

There are all sorts of activities that can take you out of the classroom, even out of the country:-

- **Language Exchanges....**

To Germany ... to France.

- **The American Exchange**

Visit Tewksbury, Massachusetts! Fly the Atlantic and get a taste of American life.

- **Work Experience**

Closer to home, but of great value. All students have the opportunity to do some work experience in Year 12. This is an integral part of some courses, and can be invaluable in helping you develop your career plans.

- **Sixth Form Sport**

Tewkesbury Sixth Form often competes against other sixth forms and colleges in many sports. These include football, rugby, basketball, and cricket for the boys and hockey (girls and mixed) netball and rounders for the girls.

In addition, provision is made in the timetable for all Year 12s to attend a sports afternoon, which may be recreational activity or competing for the school.

- **Community Service**

All Sixth Form students are expected to give up one lesson a week, or an equivalent amount of time, to serve the school or wider community in some way. You could help with in-class support, younger students with learning difficulties, admin, preparing materials In fact, just about anything that can help those around you. Obviously this is good for the people who benefit from your help and the example you set, but it is also of benefit to you too. It can build your confidence, and helps you to deal with other people. It can also add a valuable element to your CV.

- **Young Enterprise....**

This offers Year 12 students an exciting way of developing their enterprise skills by running their own business. Students are faced with real problems, real solutions, real failures and real successes. At the end of May, pupils will sit a Young Enterprise exam which is the equivalent of two GCSEs, A-C. Young Enterprise helps in developing students' skills for work.

- **Duke of Edinburgh's Award**

Many students take the opportunity to use their exciting activities, such as music or sport, to work for their Duke of Edinburgh Award during their time in the Sixth Form. This can be linked to your Community Service and gives you a chance to participate in expeditions... at home and even abroad. Great for the CV too.

- **Inter-Schools Competition**

Tewkesbury — Cleeve — Chipping Campden

Organised by the students for the students. Competition is hot in the inter-schools' competition and you will have a chance to participate. A real opportunity to show off your talents whether they are in Music or Dance or Maths Or whatever. It's up to you!

- **A programme of events that includes:**

- ↳ Inter-tutor group quiz competitions
- ↳ Sixth Form 'Prom'
- ↳ Fundraising events
- ↳ Smart/Silly Day
- ↳ Strensham/Michael Wood Charity Collection
- ↳ Presentation Evening

'The students are a credit to the school. Their behaviour, maturity and responsible attitudes are a testament to the outstanding way that the school nurtures their personal development and well-being. They benefit from an extensive range of enrichment and community-related activities' Ofsted.

SIXTH FORM COUNCIL

Dear Students

What do you think of when you think of the council? A group of people sitting in a room talking about nothing in particular? Well the sixth form council is the complete opposite! It is an exciting experience that any student given the opportunity should grasp with both hands.

We are a small group of sixth formers who are elected by the year group in December to represent the views of the sixth form to teachers and the rest of the school to work together to make changes in and around the sixth form centre.

The most exciting task that is looked forward to by council members is arranging the prom at the end of the year for 300 sixth formers. It enables council members to use their organisational and budgetary skills, in order to provide a well planned, organised evening within budget. These skills are extremely useful in helping you get a taste of the outside world and will be helpful in future employment.

However, organising the prom is not the only thing that we do on behalf of the sixth form. For example, we approached the canteen suppliers about lowering their prices. We have successfully put the case for a dedicated ICT suite in the sixth form block, something which has proved to be very well used. The council is also able to make purchases for use in the block. Our most popular this year are the TV and the ipod deck, which we are allowed to have playing at break and lunch time. We also have a small kitchen area, and a newly acquired snooker table.

The sixth form council is very similar to the sixth form; it's what you make it to be! I recommend that if you are interested in the council, then go for it! The council never does the same thing twice, so see what changes you can make.

Grasp every opportunity you are given, time in the sixth form are the fastest two years of your school life so far, so make sure you have no regrets!

All the best for the future

Gemma Heeks and Tristan Cooper
Sixth Form Council

EDUCATIONAL MAINTENANCE ALLOWANCE

Some students may be eligible for an EMA payment of £10, £20 or £30 a week depending on your household income. The money is intended to help with the day-to-day costs when you stay on at school. It is paid directly into your bank account if you stay on in education at school after your GCSEs. If you are entitled, you'll receive your EMA payment every week of your course as long as you turn up to your classes and show commitment to the course.

Student Help-line : 08081016219

EMA Web-site : www.direct.gov.uk/ema

LAUNCHPAD COURSES



Tewkesbury School is part of the North Gloucestershire Partnership, a collaboration between Tewkesbury School, Cleeve School, Chipping Campden School and Gloucestershire College.

One example of how this partnership works together is our Launchpad facility on Shannon Way that offers a range of work-related learning opportunities for the local community.

Experience shows us that we have a number of students for whom the academic diet of AS and A levels is not appropriate but yet still want to keep a strong link with the school. Launchpad is the ideal opportunity for us to do this.

Therefore, Route 4 students are offered a year-long course consisting of:

- A choice of accredited work-related learning at Launchpad – see below
- General Studies (possibly leading to a further qualification)
- Games
- Literacy and numeracy work
- Our pastoral curriculum
- Work experience

For 2010/11, we are offering the following subject areas:

- Beauty Therapy
- Engineering
- Multi-Skills (construction trades)
- Hair
- Sport & Public Services
- Travel & Tourism (possibly at Chipping Campden School)

Entry requirements for these vary but we attempt to tailor the courses to the students once exam results are available rather than the other way round.

In addition, we are also offering the highly successful Children's Care Learning and Development course as a separate option – there are details about this later in the booklet.

COMPUTING AS/A2 LEVEL

Entry Requirement—B in Mathematics

Computers are widely used in all aspects of government, business, industry, leisure and the home. In this increasingly technological age a study of Computing, and particularly how computers are used in the solution of a variety of problems, is not only valuable to the students themselves but also essential to the future well being of the country.

The course is designed to:-

- Develop an understanding of the main principles of solving problems using computers
- Develop an understanding of the range of applications of computers and the effects of their use
- Develop an understanding of the organisation of computer systems including software, data, hardware, communications and people
- Acquire the skills necessary to apply this understanding to developing computer-based solutions to problems.

AS

Unit 1:

Problem Solving, Programming, Data Representation and Practical Exercises

Unit 2:

Candidates are expected to demonstrate the ability to:

- Determine the requirements for a computer solution
- Select and apply appropriate techniques and principles to design and develop a solution of the problem
- Implement the proposed solution
- Produce appropriate systems documentation
- Test and evaluate the solution.

All work is externally assessed.

The course is suitable for those wishing to undertake a Computing or Maths/Science degree or those interested in a career in the ICT sector.

In order to cope with the course material, students should have achieved a grade B on the higher tier paper in mathematics at GCSE level.

A2

Unit 3: Problem Solving, Programming, Operating Systems, Databases and Networking

Unit 4: The Computing Practical Project

Due to the high mathematical content on the course, students will need to achieve grade B or above on the higher maths paper. Students will need to achieve grade D or above at AS level in order to continue to A2.

↪ Excellent grounding in ICT principles

↪ Students can tailor their project to suit their interests

↪ Practical and theoretical elements

'I wasn't sure what to expect on the course but I thoroughly enjoyed it. Although some of the work is difficult, it's rewarding when you get it right'

Adam Breeden, former student, employed in computing

ICT AS/A2

Entry Requirement—5 C's at GCSE including English and Science or OCR National Award at Merit Level

What do I need to know or be able to do before taking this course?

You should have an interest in developing the knowledge and skills you need to be a competent and informed ICT user.

What kind of student is this course suitable for?

You will enjoy this course if you would like to:

- Be able to select and use appropriate ICT tools and techniques to help you carry out investigations; capture and handle data; solve problems; make decisions; present and communicate information.
- Increase your awareness of the benefits and drawbacks of ICT and its impact on the way people live their lives
- Learn how to plan and manage projects and work effectively with others.

You will study the following content:

AS Level

- data and information, and the need for their organisation and manipulation to facilitate effective use
- using ICT for a range of purposes
- social, cultural, legal, technical, ethical, economic and environmental considerations on the use of ICT
- ICT for individuals, organisations and society
- ICT systems (including hardware, software and communication)
- the development of high-quality ICT-related solutions to problems
- emerging technologies and ICT

A2 Level

- investigate and analyse problems and produce a specification; design effective solutions
- select and use appropriate application software
- test and implement an effective ICT-related system; document specifications and solutions
- evaluate solutions and their own performance.

'It's really enjoyable. I'm doing Web Development at the moment and it's really interesting'.

Ben England, former student,
trainee Manager, Travis Perkins

'I'm learning things that I didn't know I could do'.

Jaymie Jarvie, former student,
reading Sports Education at the
University of Gloucester

PRODUCT DESIGN - AS/A2 LEVEL

Entry Requirement—C in a Design Technology subject, C in Maths

Are you interested in products and why they are made? Do you know your Bauhaus' from your Memphis'?

The Course

The course investigates designing over the last century and develops students' awareness of what makes a successful product. Students will need to draw upon a wide range of influences to develop their own individual style and show their creativity when designing.

It is not essential to have graphic, electronic or resistant materials background. However, a good technology and science background is highly desirable.

The course focuses on innovative designing, in-depth development and modelling and developing practical solutions. It will allow students to develop skills and knowledge in CAD/CAM design, graphic techniques, a wide range of materials and different production techniques.

The Qualities you need

- A high degree of personal motivation
- The ability to work independently
- An inquisitive nature
- A desire to innovate

Course Structure

AS Level

Unit 1 Materials and Components Exam

Unit 2 Product Development – Practical

A2 Level

Unit 3 Designing and Manufacturing Exam

Unit 4 Product Development – Practical

'Product Design is a great subject to do because the teachers are really helpful and friendly'.

James Butler—former student studying Interior Design at Glamorgan

- ↳ Interested in modern design
- ↳ Intensely practical
- ↳ Demonstrate your technological capabilities
- ↳ Creativity through practical work

PRODUCT DESIGN (Textiles) - AS/A2 LEVEL

Entry Requirement—C in a Design Technology Subject

Are you interested in Fashion and textile design?

Who is Issey Miyake?

The Course

The course investigates designing over the last century and develops students' awareness of what makes a successful product. Students will need to draw upon a wide range of fashion and design influences to develop their own individual style and show their creativity when designing.

The course focuses on innovative designing, in-depth development and modelling and developing practical solutions. It will allow students to develop skills and knowledge in fabric manufacture, print design, pattern making, surface decoration and construction.

The Qualities you need

- A high degree of personal motivation
- The ability to work independently
- An inquisitive nature
- A desire to innovate

Course Structure

AS Level

Unit 1 Materials and Components Exam

Unit 2 Product Development – Practical

A2 Level

Unit 3 Designing and Manufacturing Exam

Unit 4 Product Development – Practical

'A really exciting subject',

Rachel Galpin, former student, now an architecture graduate.

- ↳ Creative
- ↳ Practical
- ↳ Relevant to careers in fashion and fashion journalism

FOOD TECHNOLOGY—AS/A2 LEVEL

Entry Requirement— Grade B in Food Technology at GCSE

The AS specification has 2 units – one of which is a written exam of 2 hours and the other a coursework unit which is a design based portfolio. Both units are worth 50% of the AS grade.

Unit 1 : topics include:

- Macro and micro nutrients
- Dietary planning
- Social factors including the family, family patterns, family lifecycle, culture
- Dietary needs of individuals
- Food additives
- Mass media – advertising, television, magazines and the press
- Organic foods
- Food safety and food hygiene
- Issues affecting the design of new food products
- Health and Safety

Unit 2 : coursework

The students will produce

- a single design
- Plus one or two smaller projects
- And/or a portfolio of work.

For A2 there are again 2 units:

Unit 3 : topics include:

- The physical and chemical structures of the macro nutrients
- The nutritional composition of food
- Issues affecting the design of new products
- Design in practice
- Preservation methods and extending shelf life
- Legislation

Unit 4 :

Candidates submit a single, substantial design and make activity.

↳ Visits and links with food industries.

↳ Coursework will be more focussed on a niche in the food industry.

↳ Relevant in a changing society.

ENGLISH LITERATURE AS/A2 LEVEL

Entry Requirement—B in English Literature and B in English

Overview

English Literature at 'AS' and 'A' Level gives students who love reading a chance to study great works of literature in depth. It combines well with a subject like history as students are required to read texts and set them into historical and cultural contexts of the period which produced them and produce their own piece of literary writing in response to wider reading.

Skills

This course encourages students to develop an interest in and enjoyment of English Literature, through reading widely, critically and independently, across centuries, genre and gender. Higher educational courses such as Law have always valued the skills offered by Literature students. Student participation in lessons is crucial, as is their ability to undertake a significant range of independent reading and detailed writing.

Extra-Curricular

The department runs regular extra-curricular theatre visits and trips to literary conferences and exhibitions and all students are expected to participate.

Assessment

The course consists of 4 modules

AS Level

Unit 1 Poetry and Drama Examination

Unit 2 Choice of Texts Coursework

A2 Level

Unit 3 Period and Genre Study Coursework

Unit 4 Poetry and Drama 2 Examination

→ Study Literature in depth

'Studying English Literature gave me an opportunity of really developing my analytical skills, as well as fostering a real love of literature'.

Tara Crabtree, former student reading English at Southampton University.

→ Great depth of reading

→ Discussion

→ Theatre visits

→ Shakespeare

→ Modern texts

→ Commitment, intelligence and enthusiasm

→ Creative writing

MEDIA STUDIES AS/A2 LEVEL

Entry Requirement—C in English desirable.
No previous experience of the subject is necessary.

“The employment rate for Media Studies graduates is almost the highest in the country”

David Milliband, Education Minister

..... and here are some other reasons for choosing this vibrant, academic subject:-

- Our society is saturated with the media, and this has become one of the most essential aspects of contemporary study
- The subject offers a unique mix of practical and creative skills, combined with analytical and academic rigour
- It draws on your existing knowledge of the media and this enables many students to excel in this complex and absorbing subject
- It is very well respected by institutions of Higher Education. Former students of the course are currently at Exeter, Cardiff and many other highly regarded universities, studying a range of subjects.

Students will study the following units:

AS level

Unit 1 Media Representations and Responses
This is a written paper, which includes analysis of an unseen media text, and questions on issues of representation and audience.

Unit 2 Media Production Processes
This is practical coursework; students will have opportunities to learn print-based design.

A2 level

Unit 3 Media Investigation and Production
Students will carry out a personal investigation of an aspect of the media, and then produce a related piece of practical work.

Unit 4 Media-Text, Industry and Audience.
This is an exam; students will answer questions on a range of texts from three areas of the media.

These four units make up the full A level.

- Understand the modern world
- Practical and creative
- Draws on your skills

‘I find that I now look more in depth of how the media can actually affect us as a society’.

Sian Owen, former student, currently studying American Studies and Criminology at Keele University.

“Educational and enjoyable. An ‘A’ Level of choice”

Gemma George, former student, currently studying Film and Cultural Studies at Lancaster University

ART AND DESIGN AS/A2 LEVELS—FINE ART

Entry Requirement—Desirable B in Art, essential grade C

These courses are for students who wish to extend and develop their studies of Art and Design to a greater depth and may wish to pursue a career in Art or Design.

The syllabus has been designed to combine the necessary breadth of study with the freedom of choice required to accommodate a wide range of abilities, material resources and staffing specialisms.

Specification structure – 4 units

AS Unit 1 : Coursework Portfolio

- Focus on exploration, research, acquisition of techniques and skills.
- Can fit candidates needs – single project or several smaller projects.
- Recording from primary and secondary sources
- Experimenting materials and methods
- Developing ideas and techniques
- Presenting a range of projects or single sustained project or theme
- Learning to analyse own work and work of others in contemporary, historical and cultural contexts.

AS Unit 2: Controlled Assignment

- Candidates select one starting point from the set list.
- Planning and prep time
- Then work within 5 hour controlled period to develop ideas into realisation/outcome.

A2 Unit 3 : Personal Investigation

- Work chosen by candidate.
- Need to produce 1 major project – but can be split into defined series/set of work
- Focus on personal response and need to show working through range of experiences
- Must include related personal study between 1000-3000 words
- Related to major project vital
- Illustrated essay
- Annotated sketchbook
- Incorporated into major project research / sketchbook
- Interview / video format acceptable (transcript required).

A2 Unit 4 : Controlled Assignment

- Candidates select one starting point
- Planning and prep time
- Then work within 15 hour controlled period to develop ideas into final piece.

'Art is a challenge, work hard and you will reap the rewards'.

Georgina Sykes, Year 13 Student

↳ Freedom of choice

↳ Observation, recording, analysis and development

↳ Mixed media, sculpture, print making and photography

↳ You will also need to be able to work independently

'If you show commitment it's a really enjoyable subject'.

Harriet Rundle, Year 13 student

ART AND DESIGN AS/A2 LEVEL —PHOTOGRAPHY

**Entry Requirement - Grade C at GCSE. Desirable C in Art and (or) ICT.
Portfolio of 6 mounted images on a theme (max. size 10 x 8)**

Specification Structure: - 4 Units

AS Unit 1 : 25% of A Level. Unit 2 : 25% of A Level

A2 Unit 3 : 25% of A Level. Unit 4 : 25% of A Level

In AS photography you will have the opportunity to explore famous artists in this field and develop your own ideas and skills. The emphasis of the course is Photography using creative and expressive methods. It is an exciting and highly rewarding subject to take at this level, whether you intend to study it further or not. The course will encourage you to be inventive and independent.

For most lessons you will be engaged in practical project work. You will learn how the camera can be controlled. There will be emphasis on correct use of the camera, together with computer graphic techniques using Photoshop. There will be the opportunity to visit seminars, exhibitions and listen to professional photographers to enhance your learning.

AS

Unit 1: A portfolio of images from a choice of theme:

- Portraiture, documentary photography, photo journalism
- Environmental photography
- Still-life photography, working from objects or from the natural world
- Experimental imagery

Unit 2: Externally Set Assignment.

A2

Unit 3: Personal Investigation

- Investigation supported by a written element of 1000-3000 words.

Unit 4: Externally Set Assignment

How it will be assessed:

All coursework is internally assessed by subject tutors and then externally verified by an exam board moderator.

What it prepares you for:

Photography is a valid choice in combination with any other A level for nearly all university degree courses. A level Photography is particularly useful if you wish to study Photography, Film Video Production, Art & Design or Media at HND/Degree or for those wishing to do an Art Foundation course first.

“An artist is nothing without his or her obsessions, and I have mine”

Andres Serrano

“There is a vast difference between taking a picture and making a photograph!”

Robert Heinecken

DANCE AS/A2 LEVEL

Entry Requirement—C in Dance, with a C in English

What do I need to know or be able to do before I take this course?

It is an advantage to have taken Dance at GCSE Level but this is not essential. It is vital, however, that you already have had some dance and performance experience, preferably Ballet or Contemporary training and are able to cope with the high practical demands of the course. A keen interest in and love of Dance is the most important requirement.

Why study Dance at AS/A2 Level?

The course is designed to broaden your appreciation, skills and enjoyment of dance. There will be many extra-curricular opportunities to choreograph dances and perform in Dance Showcases at a variety of venues.

Natural progressions from Dance AS/A2 Level may be:

- University Degree and Diploma courses in Dance
- Primary School Teaching
- Secondary School Teaching in Dance or Physical Education
- Professional dance training and performance career
- Choreography
- Physiotherapy
- Careers in the Performing Arts
- Personal trainer
- Aerobics instructor
- Dance critic

Complementary Subjects

Theatre Studies, Music, English, Art, Physical Education, Human Biology, Sociology, Psychology.

AS LEVEL

- Solo Choreography and Performance (2-3minutes)
 - Performance in a duo/trio (3-4 minutes)
- Written Paper (1 ½ hours)

A2 LEVEL

- Group Choreography (2-3 minutes)
 - Solo Performance (2-3 minutes)
- Written Paper (1 ½ hours)

Study Areas

- Ballet- Diaghilev's ballet Russes 1909-1929
- Modern Dance- modern dance in Britain 1965-1985
'Cinderella' Ashton 1948

→ High Practical demands

→ Extra-curricular opportunities

→ Natural progression

'I've really enjoyed the performance opportunities'.

Tara Fowler, former student currently studying at the British Ballet HQ.

MUSIC AS/A2 LEVEL

Entry Requirement—B in Music or Grade 5 Associated board (RSM)

Why study music at AS or A2 Level?

The course is designed to broaden your appreciation, skills and enjoyment of music. It can lead to further study in Music or Performing Arts at Higher Education and is highly respected as a supporting 'A' Level subject by universities.

What do I need to know or be able to do before taking this course?

It is useful to have taken Music at GCSE level, but this is not essential as long as you can already play a musical instrument or sing and are able to read music.

What will I learn on this course?

The course demands performing, composing, listening and analytical skills in a wide variety of styles. You will have the opportunity to choose an area of study from a list that includes: 'Popular Music and Jazz', 'Music for the Media', 'World Music'; 'Words and Music', 'Baroque Music', 'The Classical Style', 'Romantic Music', and 'C20th Music'.

What examinations will I have to take to get my qualifications?

The one year AS course is a stepping stone to a full two year 'A' level qualification. You can take the AS on its own and decide after a year whether to take the full 'A' level.

What is required in the AS?

There are three units:

- Unit 1 Performing: You will take part in at least four group performances and give at least one solo performance of one or two pieces lasting 5 minutes.
- Unit 2 Developing Musical Ideas: You will submit a completed composition to a brief lasting 4 minutes.
- Unit 3 Listening and Understanding: You will take a listening paper lasting about 45 minutes testing your chosen area of study.

What are the additional requirements in the full 'A' Level?

- Unit 4 Specialist Options: You may choose to perform a recital lasting 20 minutes or submit a composition folio lasting 5-6 minutes.
- Unit 5 You will be required to make an arrangement of a piece lasting 3 minutes using music technology.
- Unit 6 Analysing Music: You will study a number of set works related to your area of study. There will be a written paper at the end of the course.

"A really creative course"

Catriona Pollard, former student, reading Music at Cardiff University

→ Appreciation and enjoyment of music

→ Performing, composing and listening

→ A stepping stone to the full 'A' Level

→ Group performances.

→ Solo performances

→ Composition

MUSIC TECHNOLOGY AS/A2 LEVEL

Entry Requirement— Offer performing skills in at least one instrument

This is a discrete course offering a separate award for anyone who has a keen interest in music technology and enjoys creating and listening to different styles of music.

You will learn how to:

- Produce performances using sequencing software in a range of musical styles
- Develop the skills required to make high quality recordings of musical performances
- Learn how to compose and arrange using technology
- Develop your knowledge of the principles and development of music technology
- Learn how to control and interpret data

70% of the assessment is practical work in the form of recordings and compositions created and produced in the recording studio or on the computer.

30% is assessed through a listening paper where you will be asked to recognise musical features and questions related to 'The Development of Technology' and 'Popular Music and Jazz'.

It is possible to take this course alongside Music AS and complements Theatre Studies, Art and Media Studies.

'This is a really great course'.

Dan Hughes, Southampton Solent University, studying Popular Music Performance

↳ Interested in different styles of music?

↳ Use sequencing software

↳ Make high quality recording

THEATRE STUDIES AS/A2 LEVEL

Entry Requirement—C in English

These are courses that embrace both rigorous academic study and rewarding practical work. Theatre studies students will study some remarkable plays and consider the contributions made by influential theorists, including Brecht and Stanislavski. Many theatre visits are organised during the two years and students following this course are expected to develop the habit of theatre going. In previous years we have visited the National Theatre in London, the RSC at Stratford, as well as supporting local theatres like the Everyman, the Roses and the Swan, Worcester.

A full range of practical skills are offered and in the latter stages candidates must specialise in either acting or a stage design component (costume, sound, set design, lighting etc). AS students are required to perform a section of text as part of their assessment and a feature of the A2 exam is the Group Project where the students create an original piece of theatre; this is a tortuous yet ultimately rewarding experience.

Students in the AS year are encouraged to involve themselves in the Spring main production and most years the selection of production has been directly influenced by the strengths of the students following this course; productions in recent years include *Kiss Me Kate*, *Man of La Mancha*, *Les Miserables*, *The Boyfriend*, *My Fair Lady*, *Damn Yankees*, *Crazy For You* and *Guys and Dolls*. In Year 13 the students perform their own production and recent performances here include, *Black Comedy*, *The Good Person of Sichuan*, *Grimm Tales*, *The Resistible Rise of Arturo Ui*, *The House of Barnarda Alba*, *Our Country's Good*, *Palach*, and *Caucasian Chalk Circle*.

Successful candidates will demonstrate that they can work imaginatively and creatively, both individually and in groups.

Entry requirements for the course are an enthusiasm to succeed and a flexible approach. It serves as an excellent companion subject to English, History, Music or Art.

- ↳ Rigorous academic study and rewarding practical work
- ↳ Theatre visits to develop the habit of theatre going
- ↳ Full range of practical skills
- ↳ The group will stage their own production

"Challenging but always rewarding"

Claire Holdsworth, former student, studying Drama at Exeter

HISTORY AS/A2 LEVEL

Entry Requirement—B in History and B in English

At **AS Level** we wish to explore different aspects of History, very different to topics studied earlier at GCSE.

- In **Unit 1** we examine the history of the most powerful country in the twentieth century – the USA. The topics are: **Pursuing Life and Liberty: Equality in the USA, 1945-68** and **Politics, Presidency and Society in the USA 1968-2001**. This is a study of American political and social history where the black civil rights movement led by Martin Luther King will be explored along with the administrations of various Presidents ranging from Nixon to Clinton. Key developments in the popular culture of the USA, ranging from film to sport will also be examined.
- In **Unit 2** we also travel back further in time in British history to an age which often captures our students' imagination, the Tudors, and in particular the reign of King Henry VIII. The unit we will be studying is: **Henry VIII: Authority, Nation and Religion, 1509-40**. It will involve a detailed examination of the Reformation and Henry VIII's style of kingship as well as Henry's foreign policy with regards to France, Spain and Scotland.

These two courses clearly cover a broad range of topics and issues and build on the skills of communication and source analysis which have been developing over the previous two key stages.

At **A2 Level**, the following units are studied:

- In **Unit 3**, we continue our study of the history of the USA in: **The USA, 1917-54: Boom, Bust and Recovery**. This will allow us to explore the glamorous 1920s, a time of Prohibition, gangsters and the KKK as well as the Great Depression that ended the decade. We will evaluate the extent to which the policies of FDR rescued America by 1933. In addition, we will examine the impact of WWII and the fear of anti-communism in the USA.
- **Unit 4** is a **coursework module** where students will explore the impact of political protest in British history. An in-depth enquiry will be carried out by students on a key event as well as exploring the wider context of that development. This unit will help students prepare for the demands of further academic study where independent research and the ability to communicate findings will be developed.

In your history course, you will be involved in controversial discussions and in making oral presentations. You will develop report writing skills of value to any manager. You will learn how to handle historical sources and to criticise opinions of people on controversial topics. You will enhance your research skills and powers of initiative in producing assignments using ICT. All of these skills will stand you in good stead for the future, whatever you choose to do.

You do not have to be a professional historian to benefit from the transferable skills taught both at AS and A2 Level

- ↳ Students will study a range of topics
- ↳ Coursework will encourage students to work independently

'This is a really exciting course'.

Matt Healey, former student, reading History and International Relations at Lancaster University.

- ↳ The opportunity to undertake original historical research
- ↳ Explore the historical background to current political crises
- ↳ Stimulating
- ↳ Controversial discussion
- ↳ Skills for the future

GOVERNMENT AND POLITICS AS/A2 LEVEL

Entry Requirement—Grade C in English

Do you have an interest in the world around you? Do you want to know more about the society in which you live, how it works, and how it could work? If so, then Government and Politics could well be the right subject for you.

Students will gain a balanced education in government and politics from this course which follows the Edexcel specification (GP01). At AS level this specification will contribute to an understanding of the nature of politics by giving students the opportunity to develop knowledge, skills and understanding in the context of the politics and government of the United Kingdom, including its local, national and European Union dimensions. A variety of teaching, learning and assessment styles are adopted. Students will gain a valuable bedrock of political understanding and knowledge and will engage with contemporary political issues that affect their everyday lives and futures.

At A2 level there is the opportunity to study the government and politics of arguably the most influential and powerful country in the world, the USA.

Structure:

AS level Government and Politics is composed of two units.

Unit 1 : Democracy and Political Participation

This unit will introduce students to the study of politics and considers the nature of democracy in the UK.

Unit 2 : Governing the UK

This unit examines the way in which the UK is governed.

A2 Government and Politics is comprised of a further two units.

Unit 3 : Representative processes in the USA

This unit examines how the American political system works. Is it really the ideal liberal democracy?

Unit 4 : Governing the USA

This unit examines the way in which the USA is governed.

Assessment:

AS examination (8GP01)			
Unit	Duration	AS weight- ing	A-level weighting
One	1 hour 20 mins	50%	25%
Two	1 hour 20 mins	50%	25%

A2 examination (9GP01)			
Unit	Duration	AS weight- ing	A-level weighting
Three	1 hour 30 mins	50%	25%
Four	1 hour 30 mins	50%	25%

“Man is by nature a political animal”

Aristotle, 4th Century BC
Ancient Greek philosopher.

- Controversial discussion and debate of contemporary political issues
- Explore how the UK is run
- Adds to your understanding of how the world works
- Focus on the relationship between the people and government
- Interesting and relevant
- Develop transferable skills for the future

“In our age there is no such thing as “keeping out of politics.” All issues are political issues, and politics itself is a mass of lies, evasions, folly, hatred and schizophrenia.”

George Orwell, 20th Century
British writer.

GEOGRAPHY AS/A2 LEVEL

Entry Requirement—B in Geography, Science and English

Both courses are a natural progression from GCSE. They focus on the inter-relationship between People and the Environment.

The syllabus deals with our world today and covers topics from all three aspects of Geography—Physical, Human and Environmental.

AS Course—2 Units	Assessment
Unit 1 : Managing Physical Environments	50% of AS 25% of A2
<ul style="list-style-type: none"> • River Environments • Coastal Environments • Cold Environments • Hot arid and semi-arid Environments 	1 hr 30 min exam
Unit 2 : Managing Change In Human Environments	50% of AS 25% of A2
<ul style="list-style-type: none"> • Managing Urban Change • Managing Rural Change • The Energy Issue • The Growth of Tourism 	1 hr 30 min exam

A2 Course—2 Units	Assessment
GLOBAL ISSUES	
Unit 3 : Environmental Issues	30% of A2 2 hr 30 min exam
<ul style="list-style-type: none"> • Earth hazards • Ecosystems and environments under threat • Climatic hazards 	
Economic Issues	20% of A2 1 hr 30 min exam
<ul style="list-style-type: none"> • Population and Resources • Globalisation • Development and inequalities 	
Unit 4 : Geographical Skills	
<ul style="list-style-type: none"> • Identifying a suitable geographical question or hypothesis for investigation • Developing a plan and strategy for conducting the investigation • Collecting and recording appropriate data • Presenting the data collected in the appropriate forms • Analysing and interpreting the data 	

- Focus on the inter-relationship between people and the environment
- To develop a wide range of transferable skills
- Debates
- Student presentations
- Practical experience through fieldwork
- Interesting and relevant
- Wide variety of career opportunities
- Bridge between the Arts and the Sciences
- Gives you an understanding of the social world in which we live

'It is a dynamic subject studying the human and physical world, through a range of up-to-date topics, case studies and broadening analytical skills'

Stacey Baldwin,
Year 13 Geography
Student

The study of interdependence, global citizenship and sustainable development is embedded across all the components as are the opportunities to use ICT.

Geography delivers a wide range and unique combination of skills through the use of contemporary issues and real world examples:

- ↳ Skills of analysis and critical argument, and a broader sense of context and empathy
- ↳ Ability to develop and express opinions about real, relevant and sometimes controversial issues
- ↳ A clearer appreciation of the values and views of others
- ↳ Language and communication skills
- ↳ Data analysis and interpretation skills
- ↳ The ability to discuss and interact with each other
- ↳ Progress through fieldwork and active learning

Geography combined with different subjects can lead students towards many exciting career pathways. Their skills and knowledge give them access to a wide range of jobs.

- | | |
|---------------------------|----------------------|
| Architecture | Civil Service |
| Personnel | Armed Forces |
| Conservation | Sports Management |
| Planning | Television |
| Public Services | Management |
| Environmental Consultancy | Information Services |
| Photography | Water Companies |
| Teaching | The Media |
| Marketing and Retail | |

“Geography enables you to widen your knowledge and understanding of the world around you.

Without Geography you are nowhere!!”

Rhian Jenkins,
former Student studying at
Exeter university

‘Geography is the subject which holds the key to our future’.

Michael Palin

PHILOSOPHY & ETHICS

Religious Studies AS/A2 LEVEL

Entry Requirement—C in English

These are valued qualifications for admission into higher education, e.g. university or college. Both courses are good openings to all professional bodies and all employment requiring success at Advanced Level. This subject is open to candidates of all religious persuasions or none. A GCSE in this subject is preferred but not essential.

The course involves:

- Philosophy of Religion
- Ethics and Morality

What is needed to succeed in these courses:

- A very open, yet enquiring mind
- An ability to discuss, yet evaluate others' opinions
- A search for knowledge and truth
- An ability to read around a subject area and assess the value of scholarly opinion
- A desire to think logically and clearly

PATTERN OF ASSESSMENT

AS Level

- An investigation—an individual piece of research
- One study unit—Philosophy of Religion
- One study unit—Ethics and Morality
- One exam of 1 1/2 hours

A2 Level

- One controlled task (Set Text)
- One study unit—Ethics
- One study unit—Philosophy
- Two exams

Candidates may re-take each AS assessment unit before the final A2 certification. The best result will count towards the final award.

So

This course will appeal to those students who are keen to explore and grapple with issues that can involve Philosophy, Theology, Anthropology and Sociology. An interest in basic human thinking and behaviour is essential! Remember—you do not have to be 'religious' but **thinking** and **questioning** are essential!

- Open to all candidates of all religious persuasions or none
- Open, yet enquiring mind
- Search for knowledge and truth

'Your ideas and beliefs – Philosophy and Ethics help you think it through'.

Ryan Feehan, former student, currently at Gloucestershire University

'Challenging, changing and consolidating'.

Becky Barber, Gap Year student

"Opens your mind to be able to criticise as well as agree".

Alice Marsh, studying Social Policy at York University

- This course will appeal to those students who are keen to explore and grapple with new concepts and ideas.
- An interest in basic human thinking and behaviour is essential.

SOCIOLOGY AS/A2 LEVEL

Entry Requirement—C in English

The Advanced Sociology courses follow the OCR 'A' level syllabus. Candidates may choose Advance Subsidiary (AS) or complete the subject to the full 'A' level. **Students are reminded that it is not a requirement to have studied the subject at GCSE level.** The AS forms 50% of the assessment weighting of the full 'A' level course of study.

What is Sociology?

Sociology is the study of society. Sociologists study individuals and groups in society. You will investigate important questions that sociologists ask such as:

Why do people commit crime?
Do the media have an immediate effect on its audience?
Why do we have families?
How do children learn how to behave?

The Course Structure

AS level

Unit title - Exploring Socialisation, Culture and Identity :
The Process of Socialisation

Unit title - Topics in Society :
The Family and Youth Culture

A2 level

Unit title - Power and Control : Crime and Deviance

Unit title - Exploring Social Inequality and Difference:
Power, Culture and Identity

How is it assessed?

All units are assessed through timetabled written examination.

Why Study Sociology at 'A' Level?

Sociology is a useful subject for a number of professional jobs. It is increasingly noticeable that **barristers, solicitors, journalists, teachers, politicians and police officers** have a background in sociology. The course will provide you with the skills required for a competitive and an ever changing world.

The basic aim of the course is to give candidates an awareness of the actions and interactions in society and an understanding of the social world in which we live.

- ↳ You can study topics such as crime, the family and mass media
- ↳ Plenty of debates and discussions
- ↳ You can begin to explain human behaviour

'The fascination of Sociology lies in the fact that its perspective makes us see in a new light the very world in which we have lived our lives'

Emily Meadows, former student, studying History at Birmingham University

MATHEMATICS AS/A2 LEVEL

Entry Requirement—Desirable A in Maths, essential B on the Higher Tier

Mathematics at AS and Advanced GCE is a course worth studying not only as a supporting subject for the physical and social sciences, but in its own right. It is challenging and interesting. It builds on work you will have met at GCSE, but also involves new ideas that some of the greatest minds of the millennium have produced. It serves as a very useful support for many other qualifications as well as being a sought-after qualification for the workplace and in higher education.

While studying mathematics you will be expected to:

- Use mathematical skills and knowledge to solve problems
- Solve problems by using mathematical arguments and logic. You will also have to understand and demonstrate what is meant by proof in mathematics
- Simplify real-life situations so that you can use mathematics to show what is happening and what might happen in different circumstances
- Use the mathematics that you learn to solve problems that are given to you in a real-life context
- Use technology and other resources effectively and appropriately.

We develop the skills and thought process necessary for exploring the abstract nature of Pure Mathematics and solving problems using mathematical modelling.

AS and Advanced GCE mathematics is a much sought-after qualification for entry to a wide variety of full-time courses in higher education. There are also many areas of employment that see a Mathematics AS/Advanced GCE as an important qualification and it is often a requirement for the vocational qualifications related to these areas.

You will study two units of Algebra and one unit of Statistics in Year 12. In Year 13 you will study two further units of Algebra together with one selected from : Decision Mathematics, Mechanics or a second Statistics unit.

Higher Education courses or careers that either require Advanced GCE mathematics or are strongly related include: Architecture, Engineering, Accounting, Medicine, Teaching, Computing and Psychology.

The purchase of Autograph Software from the faculty is recommended.

- ↳ Broad Based
- ↳ Pure (abstract) Mathematics
- ↳ Applied Mathematics

'I love studying Maths because it is intriguing and absorbing'.

Stephen Mitchell, former student, reading Maths at Nottingham University.

- ↳ We develop skills and thought processes
- ↳ Many employers regard advanced mathematics as a valuable asset
- ↳ Interesting, satisfying and rewarding

Additional Units:

- ↳ Highly recommended for those wishing to do a Mathematics degree.

FURTHER MATHEMATICS AS/A2

Entry Requirement—Desirable A* Maths, essential A grade

This course extends the units covered and is available at AS and A-level: it is designed for students who achieve A/A* at GCSE.

Further Mathematics significantly extends your studies in Pure Mathematics, Mechanics and Statistics, and these become more integrated through topics such as algebra and calculus.

It is a perfect subject for students who want to pursue higher education in subjects such as physics, astronomy, engineering, structural engineering, and indeed many of the applied sciences, as well as studying for degrees in Mathematics and Statistics.

Employers and academic institutions value this qualification very highly. The higher order concepts you deal with and the problem solving skills you develop will mean you can adapt to almost any profession or discipline.

- ↳ Highly recommended for those wishing to do a Mathematics degree at university
- ↳ Continue to study maths beyond GCSE level
- ↳ A more practical and ICT based course

USE OF MATHEMATICS AS LEVEL

Entry Requirement - Essential B (on the Higher Tier).

Consideration may be given to exceptional candidates with a Grade C

The AS qualification in Use of Maths is designed to meet the needs of students who do not wish to continue studying abstract mathematics, but who would welcome an opportunity to study the subject in a more practical manner, including a greater application of ICT and a significant element of assessed coursework. We encourage students to use data from their own areas of work and interest as the focus for their coursework: the findings can be used to enhance their studies (and grades!) in their other A-Level subjects.

The AS Use of Maths is based on 2 Free Standing Maths Qualifications (Algebra and Statistics) at level 3 (Advanced Level) and a terminal unit called 'Applying Maths'. Each of these three modules carries equal weighting in the final qualification.

The three units in more detail, are:

Algebraic and Graphical Techniques

This unit has been developed so that you can demonstrate your use of algebra, functions and graphs, to analyse, make sense of and describe real situations and solve problems. These could range from investigating temperatures in Hawaii to the acceleration and performance of racing cars. Two pieces of assessed coursework are required.

Using and Applying Statistics

This unit will allow you to develop a critical approach to the use of statistics. You will report on investigations that you carry out yourself and give an analysis of the statistical work of others. You will learn about statistical measures and diagrams in a wide range of fields from assessing what your car insurance is going to cost to how likely the earth will be hit by a comet in the next few years. Three pieces of coursework are required.

Applying mathematics

This unit is designed to use maths in a practical way throughout everyday life, setting up simulations to predict patterns of customers queuing in shops (and deciding how many checkout staff to have) or looking at financial investments and how they fluctuate.

You will be encouraged to use ICT effectively and appropriately, and in particular to produce the several pieces of assessed coursework using Algebra and Statistics, applying the more advanced features of Excel and Autograph.

AS Use of Mathematics is a much sought after qualification for entry to a wide variety of courses in higher education. There are also many areas of employment that see a Mathematics-related AS level as an important qualification.

→ 1/3 coursework based

→ Practical and relevant

→ Solve real-life problems

→ Analyse and predict using real-life data

→ Use of Maths supports many A-Level subjects

FRENCH, GERMAN AND SPANISH AS/A2 LEVEL

Entry Requirement—Grade C in French, German or Spanish

Why Languages?

Modern Foreign Languages are without doubt the key to participation within an expanding International Community. Fluency in one or more foreign language is a prerequisite for access to jobs within the European Union, the Foreign Office, with major airlines, in tourism, international business, marketing and finance, and are highly sought after in fields of engineering, computing and science.

In response to this, alongside the pure language degrees available, universities now offer a wealth of combined degree courses, for example, Languages with Economics, European Studies with Languages, Law with Languages and Language Modules within Technology and Engineering courses, in order to meet the needs of a modern international labour market.

Furthermore, many universities and colleges recognise the benefits of students having studied a foreign language, whether or not the courses they wish to pursue are language related.

Course Content

A range of issues relating to the target countries are covered in both AS and A2, for example: Media, Culture, Healthy Living, Family and Relationships. In our teaching we build on and extend students in the familiar GCSE skill areas, Listening, Speaking, Reading and Writing. Stimulus material will be based around a core textbook, with many of the resources online. This material will be supplemented by information from newspapers, magazines, DVD's, radio, literature, the internet and personal contact with native speakers. Students are encouraged to spend some time in the target country.

Lessons will be conducted mainly in the target language to ensure maximum exposure to the language and grammatical issues will be explored in greater depth, to equip students with the means to manipulate the language to a high degree of fluency.

Study Skills and Languages

In addition to the academic benefits of studying languages, the emphasis placed at Advanced level on communication and expression clearly equips candidates with vital interpersonal skills whilst encouraging them to question topical issues, form opinions, research primary source material and structure argument and debate both logically and creatively.

Qualifications

An open mind, an interest in topical issues, a curiosity for matters 'foreign' and a desire to communicate and the willingness to work hard essential.

- ↳ Languages are the key to participation within an expanding international community
- ↳ Qualification highly sought after
- ↳ A range of current affairs and issues covered
- ↳ A range of skills
 - Listening
 - Speaking
 - Reading
 - Writing
- ↳ Research
- ↳ Lessons will be conducted in the target language
- ↳ Reach a high degree of fluency
- ↳ Students are encouraged to spend some time in the target country

'Learning and speaking different languages opens up the whole world to you'.

Matthew Ralph, Reading Modern Languages and Business Studies at the University of Nottingham.

PHYSICAL EDUCATION AS/A2 LEVEL

Entry Requirement—Essential CC in Science, desirable GCSE Sports Studies

These courses have received national recognition from all Higher Education establishments. It is available to those students who are genuinely interested in Physical Education and the study of human performance. Students wishing to undertake either course should be highly motivated in developing their skill and knowledge in physical activities.

AS Level

This year's main theme is concerned with how a sports performer initially develops.

- Anatomy and Physiology
- Sport Psychology (Acquisition of Skill)
- Sociological and Contemporary aspects of P.E.
- Practical and Personal Performance (11 different areas and students are assessed in 2 areas).

A2 Level

In this year the main theme is how to optimize performance.

- Sports Psychology
- Exercise Physiology
- Comparative issues in Sport
- Practical and Personal Performance (Students are assessed in one activity)

The theoretical aspect of the course carries 60% of marks which are compiled through two final examinations.

The coursework modules carry 40% of marks. The coursework will consist of selecting 2 from 3 roles within sport. These roles are *performer, coach and official*. Assessment will be a combination of practical competence in each area and an aspect of written work. Students need to specialize in one sport.

- ↳ Genuinely interested in Physical Education and the study of human performance?

"The course is all about how to maximize sporting performance. After the course I was a lot more knowledgeable about these issues and was probably a better performer because of it."

Emma Bunyan, former student, now a PE teacher.

- ↳ Being actively involved in sport ... is essential

BIOLOGY AS/A2 LEVEL

Entry Requirement—BB in Science or B in Biology

The course aims to deliver a broad base in Biological Sciences, which will be useful whether you continue with science at Higher Education, or not.

AS Biology consists of three modules:

Biology and Disease (Assessed by 1 ¼ hour exam paper, 33% of final AS grade)

Topics include:

- Cells
- Circulatory and Breathing systems
- Immunology

The variety of living organisms (Assessed by 1 ¾ hour exam paper, 47% of final AS grade)

Topics include:

- Diversity
- Variation
- Genetics.

Investigative and practical skills (Assessed internally, 20% of final AS grade)

As seen by the weighting of the coursework skills, practical work is an integral part of the course and aims to develop skills, such as analysis and interpretation, which are applicable across a range of subject areas, and allow coverage of a number of key skill areas.

The A2 course follows a similar format, and generally builds on the themes introduced in the AS. A2 includes fieldwork that may take place away from Tewkesbury.

Overall, we hope that Biology students develop a fascination in, and respect for the living world. As technology advances an understanding of the ethical and moral issues related to living things is an ever increasing area of debate and interest.

- ↳ Practical work is an integral part of the course
- ↳ Analysis, interpretation and evaluation

'It's really interesting - you learn about the environment around you'.

Charlie Bowers,
Southampton University,
Biomedical Science

- ↳ A residential field course
- ↳ Exciting and stimulating
- ↳ Develop a fascination in and a respect for the living world
- ↳ A preparation for a university course
- or
- ↳ An important auxiliary subject for other 'A' Levels
- ↳ Human development and physiology
- ↳ Residential Field Course

CHEMISTRY AS/A2 LEVEL

Entry Requirement—BB in Science or C in Chemistry

Chemistry is an essential subject for any student who is considering a degree in Medicine, Medical Sciences, Pharmacy, Veterinary Science, Dentistry, Biochemistry and Science. It is a qualification highly regarded by Universities and employers' due to its demanding nature. The subject also offers students the training and discipline to succeed in many career structures, especially the IT industry, Law and Accountancy. To those who enjoy chemistry it is a fascinating and ever changing subject which has and will continue to have a major impact on people's lives.

The Chemistry department follows the OCR Chemistry A specification which reflects modern developments in this subject and its impact on today's society and resources. The specification is divided into topics, each containing different key concepts of Chemistry. Once the key features of a topic have been developed, applications are considered. Knowledge and understanding of key concepts are treated separately at AS level and builds on the material studied at GCSE. The links between different subject areas are largely assessed synoptically at A2. Practical skills are assessed internally using set tasks.

Unit Title	Assessment method and weighting
Atoms, Bonds and Groups	1 hour written exam A Level - 15%
Chains, Energy and Resources	1 hour 45 min written paper A level – 25%
Practical Skills	Internal assessment A Level – 10%

A2 Level

Unit Title	Assessment method and weighting
Rings, Polymers and Analysis	1 hour written exam A Level - 15%
Equilibria, Energetics and Elements	1 hour 45 min written paper A level – 25%
Practical Skills	Internal assessment A Level – 10%

Units are assessed in January and June. For more information on the course go to www.ocr.org.uk

- ↳ A preparation for a university course
- or
- ↳ An important auxiliary subject for other 'A' Levels
- ↳ A sound academic training, stimulating and relevant
- ↳ A strong emphasis on practical work
- ↳ Training, knowledge and intellectual

"An absorbing course".

Elizabeth Smith, former student reading Chemical Engineering at Nottingham University

PHYSICS AS/A2 LEVEL

Entry Requirement -BB in Science or B in Physics, C in Mathematics

Physics AS

This is a modern and innovative course designed by the Institute of Physics and boasting the best pass rate of all physics courses in the UK! Don't be put off by the old ideas; the pass rate for physics is above the average for all A-levels and girls do slightly better than boys in the national averages!

The AS course is a direct extension from GCSE. New material is built directly upon Year Ten and Eleven work. For example, the Quantum Behaviour topic leads directly from the GCSE work on waves.

Practical work is heavily involved in the course, as is ICT. You will be provided with a text book and CD-ROM packed with text, pictures, interactive activities and software designed to help you succeed. There is some maths in the course, but the techniques used will be taught in the lessons, so doing A-level maths is not essential.

The AS course involves two **short** pieces of coursework and **you** get to choose what you do! Your teacher will be there to advise you and help you get the best possible marks.

AS course modules: Communication, Designer Materials, Wave and Quantum Behaviour, Space and Time.

AS assessment: Two modular written papers and two short pieces of coursework.

Physics A2

The second year of the course aims to focus on how physics changes our lives and the way we think. Again, practical work and ICT simulation are heavily used. Your mathematical skills will be developed as a natural part of the lessons. You will explore the real fundamentals of physics (such as $E=mc^2$) and see how they affect our lives.

There are two pieces of coursework in A2 physics. These are more extensive than the AS versions. One is a practical investigation while the other is a research report.

A2 course modules: Models and Rules (creating models, space and the Universe), Matter in Extremes, Fields, Fundamental Particles of Matter, Advances in Physics.

A2 course assessment: Two written exams, part of which tests your comprehension of information provided some weeks before the exam. There are two pieces of coursework, one being an investigation, the other a research report, again both are chosen by you.

Want to find out more? Go to <http://advancingphysics.iop.org>

- ↳ Modern in content and presentation
- ↳ Allows you to explore areas of physics that interest you
- ↳ Makes physics relevant
- ↳ Helps you develop essential mathematical skills.

'There's plenty of practical work to do. We always get to see real applications of the physics we learn'.

Jemima Penny

'It's interesting with a lot of practical work and it's relevant to real life'.

Paul Shilham, former student, reading Economics and Finance at Exeter University

BUSINESS STUDIES AS/A2 LEVEL

Entry Requirement—C in Mathematics, C in English

Rationale

The AS and A2 in Business Studies follows the AQA specification (5131) and is intended to give students an understanding of the diverse nature of business behaviour, organisation and activity. It enables students to develop a critical understanding of organisations themselves, the markets they serve, and the process of added value. It draws upon a variety of related disciplines and uses them to explain how business decisions are made and why stakeholders behave in the way they do. A variety of teaching and learning styles are adopted. The course also provides opportunities for students to acquire the full range of key skills and encourages participation in problem solving and decision-making activities.

Structure

AS Business Studies is comprised of two units:

- Unit 1: Planning and Financing a Business
- Unit 2: Managing a Business

A2 Business Studies is comprised of two units:

- Unit 3: Strategies for Success
- Unit 4: The Changing Business Environment

Assessment

AS Examinations

Unit	Duration	AS Weighting	A Level Weighting
One	1 Hour	40%	20%
Two	1 Hour 30 Mins	60%	30%

A2 Examinations

Unit	Duration	A2 Weighting	A Level Weighting
Three	1 Hour 30 Mins	50%	25%
Four	1 Hour 30 Mins	50%	25%

- ↳ Gives students an understanding of the diverse nature of business and the behaviour of people within organisations
- ↳ A variety of teaching and learning styles will be used
- ↳ Use the media to collect contemporary material
- ↳ Develop new skills

'It's really, really good'.

Alisha Jones, former student,
studying Business Studies at
Coventry University

'Hard work, but enjoyable'.

Liam Kelly, former student,
currently reading Business and
International Relations at Aston
University

ECONOMICS AS/A2 LEVEL

Entry Requirement—B in Mathematics, B in English

Rationale

The AS and A2 in Economics follows the AQA specification (5141 and 6141) and is intended to give students an understanding of economic theories and concepts. It enables students to develop a critical consideration of current economic issues, problems and institutions that affect everyday life. The course invites students to apply their economic knowledge in a range of real-world contexts such as the housing market and environmental destruction. By studying economics, it is hoped that students will develop a better understanding of the world in which they live and be able to make supported judgments about the strengths and weaknesses of the market economy and the role of government within it.

Structure

AS Economics is comprised of two units:

Unit 1: Markets and Market Failure
Unit 2: The National Economy

A2 Economics is comprised of two units:

Unit 3: Business Economics and the Distribution of Income
Unit 4: The National and International Economy

Assessment

AS Examinations

Unit	Duration	AS Weighting	A Level Weighting
One	1 Hour 15 Mins	50%	25%
Two	1 Hour 15 Mins	50%	25%

A2 Examinations

Unit	Duration	A2 Weighting	A Level Weighting
Three	2 Hours	50%	25%
Four	2 Hours	50%	25%

- Current economic issues that affect everyday life
- Economic knowledge in a range of real-world contexts
- Develop a better understanding of the world in which we live

'I am really enjoying Economics. The work is stretching and makes you think. If you're up for a challenge it's the subject for you!'

Jack Harries, former student, reading Business Economics at Cardiff University

'Intense work, with a taste of excitement'

Matt Williams, former student, currently reading International Business Studies at Portsmouth University

'Economics is a great subject. The teachers bring the subject alive.'

Simon Macrae, currently reading, Economics, Finance and Banking at Portsmouth University

PSYCHOLOGY AS/A2 LEVEL

Entry Requirement—B in English, BB in Science, C in Mathematics

Psychology is the scientific study of human (and animal) experiences and behaviour. It examines what animals and people do, why they do it and how they feel. Psychology and psychological theory is apparent in many disciplines including health, law, sport, marketing, teaching and management and therefore is a useful A level to have.

Candidates will be expected to develop a broad knowledge and understanding of key psychological concepts that will be taught in four units over the two year course.

AS

Unit 1

- cognitive psychology examining theories of memory and eyewitness testimony and developmental psychology
- studying early social development, theories relating to the development of attachment and the effects of day care on children
- Research methods will be covered in this unit in the context of the topic areas.

Unit 2

- biological psychology, including stress, factors affecting stress and managing stress
- social psychology examining majority and minority influence
- obedience and independent behaviour
- individual differences which studies definitions and models of abnormality.

A2

Unit 3

- Relationships
- aggression and eating behaviour.

Unit 4

- Schizophrenia
 - the psychology of addictive behaviour
- or
- media psychology and psychological research and methods.

All units are examined.

- Ethical issues
- Contemporary issues
- Investigative Psychology issues

'A great course that gives some interesting insights into the human mind'

Kimberley Marshall, former student, studying Psychology at Portsmouth University

APPLIED AS/A2 LEVEL BUSINESS

Entry Requirement—5 C's at GCSE or preferred, Merit in BTEC

The Edexcel GCE in Business Studies is a broad-based qualification that provides the opportunity for students to explore the world of business in a highly practical way. Students will need to adopt an investigative approach, which requires them to visit and develop links with a variety of different businesses. The vocational nature of the course encourages students to develop an understanding of how business operates in the real world.

Students are encouraged to take part in practical activities such as planning and running a business, organising an event or planning and setting up a website. Practical activities outside the classroom are considered to be central and as such business links and visits will play a key role in students' learning and development.

Structure

Students will be required to complete six Units to achieve a Double AS Level Award. Six more units must be studied in the second year to achieve a double 'A' Level Award.

Units of Study at AS Level will include:

- Investigating People at Work (External Exam)
- Investigating Business (Coursework)
- Investigating Marketing (Coursework)
- Investigating Promotion (External Exam)
- Investigating Customer Service (Coursework)
- Investigating Enterprise (Coursework)

Units of Study at A Level will include:

- Business Decisions (External Exam)
 - Marketing Decisions (External Exam)
 - Managing and Developing People (Coursework)
 - Organising an Event (Coursework)
 - External Influences on Business (Coursework)
 - Impact of Finance on Business (Coursework)
- Decisions

* All coursework units will be completed in school

"Applied Business is an excellent subject to prepare you for the world of work, the opportunity to organise an event was great."

Jade Bradfield, former student, currently reading Business Economics at Hull University

'Applied Business is an interesting and exciting subject. The teachers are always willing to help and encourage you to do your best'.

William Hawker, former student, reading Business Management at Swansea University

APPLIED AS/A2 HEALTH AND SOCIAL CARE

Entry Requirement—CC in Science

This may be taken as a 6 or 12 Unit Award over one or two years as a double award.

The AS/A2 in Health and Social Care is intended to provide students with a broad knowledge of health services and allow them to focus on health, social care or early years. Students can progress into higher education, nursing or social care, social work and education and further training and employment.

Compulsory AS units:

- Unit 1 Effective caring*
- Unit 2 Effective Communication
- Unit 3 Health, Illness and Disease

Optional AS units – at least one of these:

- Unit 4 Child Development*
- Unit 5 Nutrition and Dietetics*
- Unit 6 Common Diseases*

Optional AS units – up to two from:

- Unit 7 Needs and provision for Elderly Clients
- Unit 8 Needs and provision for Early Years Clients
- Unit 9 Complementary Therapies
- Unit 10 Psychological Therapies

Compulsory A2 units

- Unit 11 Working in Health and Social Care
- Unit 12 Human Development – Factors and Theories*

Optional A2 units – at least one from:

- Unit 13 The role of exercise in maintaining Health and Well-being*
- Unit 14 Diagnosis and Treatment*
- Unit 15 Clients with Disabilities*

Optional A2 units – up to three from:

- Unit 16 Early Years Education
- Unit 17 Understanding Mental Disorder
- Unit 18 Social Policy
- Unit 19 Physiological Aspects of Health
- Unit 20 Environmental Health
- Unit 21 Research Methods and Perspectives

* externally assessed units

- A broad knowledge of health services and social care services.
- Develop skills that will enable students to make an effective contribution to the care sector including skills of research, evaluation and problem solving.
- Progress into specific training and qualifications in the health care or social care sector.
- Learning through traditional teaching, discussion, role play and educational visits.

'By doing Health and Social Care I have a greater understanding and awareness of different clients and their needs.'

Kristina Perks, Year 13 student

'The Disability Unit has given me a greater appreciation of how clients with disabilities cope with everyday life.'

Charlotte Parker, Year 13 student

NVQ IN CHILDREN'S CARE, LEARNING AND DEVELOPMENT - LEVEL 2

The aim of this qualification is to provide students who are new to working with children and young people up to the age of 16 an opportunity to gain knowledge and understanding in preparation for an NVQ qualification in Children's Care, Learning and Development. The qualification will enable the learner to build knowledge, understanding and skills which are appropriate to many job roles within childcare

The Level 2 Certificate can be taken as a stand alone or independent qualification or alongside the NVQ qualification.

Students who only wish to stay on in the sixth form for a year can complete this qualification although ideally they would take the NVQ qualification as well and stay for 2 years.

There are 4 Assignments to complete:

- Unit 1** Principles and values underpinning the care, learning and development sector
- Unit 2** Supporting the provision of safe and effective childcare environments
- Unit 3** Supporting children and young person development
- Unit 4** Supporting children's play and learning

Students will be in school for 2 days a week and work placement for 3 days.

This course is an ideal preparation for anyone wishing to work with young children either as a Teacher's Assistant, a Learning Support Worker, Playgroup Assistant, Child minder or Playgroup Leader.

It is a two year full time course with a large proportion of work carried out in placements for 3 days a week in playgroups or pre-school groups, infant and primary schools

NVQ qualifications are made up of a number of units which are based on knowledge, skills, performance, competence and assessment with no final examination.

The level 2 qualification contains 6 mandatory units and 1 optional units. Students must complete all of the 6 mandatory units plus one optional unit.

Mandatory units:

- Contribute to positive relationships
- Help to keep children safe
- Support children's development
- Use support to develop own practice in children's care, learning and development.
- Prepare and maintain environments to meet children's needs
- Support children's play and learning.

Optional units:

- Support the development of babies and children under the age of 3.
- Support a child with disabilities or special educational needs.
- Support children and young people's play

- To work with young children
- To gain practical experience in the workplace in preparation for the world of work
- Work placements for three or four days per week

'A brilliant course, it's given me the confidence to embark on a career in childcare'.

Kerrie Smith, Year 12 student

NVQ IN CHILDREN'S CARE, LEARNING AND DEVELOPMENT - LEVEL 3

This qualification is an ideal progression from the Level 2 Certificate and NVQ qualification in Children's Care, Learning and Development. It is usually undertaken alongside the NVQ Level 3 qualification in Children's Care, Learning and Development. It gives the students an excellent foundation of knowledge and understanding in preparation for many roles within childcare and early years provision.

There are 5 Assignments to complete:

- 005** Principles and values underpinning work with children and the protection and promotion of children's rights
- 006** The provision of healthy, safe and secure environments for children
- 007** The provision of effective and high quality childcare environments
- 008** Promoting child and young person development
- 009** Promoting learning within early education frameworks

This Award is an extension of the Level 2 qualification with the students being given additional responsibility within the work placement. Completion of the level 2 qualification is essential before progression on to level 3.

This qualification enables the student to support a child or children in one of the local primary or infant schools or within a nursery or pre school setting. It involves 4 days in placement gaining practical experience with a morning in school for the underpinning knowledge

'I have completed my Level 2 qualification I have now commenced Level 3. Everyday at placement is different and I receive fantastic support'.

Jenna Kemp, Year 13 student

- An emphasis on the practical skills and expertise.
- Given additional responsibility within the work placement.
- Gain confidence.

ENHANCE YOUR QUALIFICATIONS

GCSE English and Mathematics are important qualifications. If you have not gained a grade 'C' in these subjects, you should take the opportunity to enhance your grade during your time in the Sixth Form .

ENGLISH GCSE RE-SIT

A one year course for Post 16 students. An opportunity for students to upgrade their English qualification and reach that magic grade C, which is so important to employers and universities. For this reason, it is really worthwhile taking this course, if you have not yet achieved above a 'D' in your GCSE English.

Preparation for the examinations is the main focus of the course, with skills in reading and responding to a wide range of literacy and non-literary texts taught and practised. Students will also be required to work on their basic writing skills and to write for a variety of different audiences and purpose. With a committed approach, students have a real opportunity to improve their grade in English.

→ English is so important.

MATHEMATICS GCSE RE-SIT

A one-year course for Post 16 students.

The course offers a thorough revision of all the topics met at GCSE, with the aim of improving grades achieved in Year 11.

Suitable for those students who have not achieved a grade C at GCSE.

→ A real opportunity to improve your grade.

→ A thorough revision of all the topics met at GCSE.

CRITICAL THINKING

5 A grades at GCSE

Critical thinking is a core skill that will make all of your studies more effective. This AS qualification will supplement your other courses, particularly essay-based subjects.

- Study logic and the art of argument: good for law, journalism or similar professions
- Develop the structure of your writing
- Identify flaws in others' arguments
- Perfect for Oxford/Cambridge hopefuls!
- Very helpful for those considering a career in Law

The course is assessed 100% by two exam papers at the end of the year.

"A really fun course which helps you with all your other subjects".

Stephanie Hulland,
former student currently
studying Egyptology at
Liverpool University

THE COMMUNITY SPORTS LEADERSHIP AWARD

Level 1 Award in Community Sports Leadership

The Level 1 Award in Community Sports Leadership is an established course run by the Physical Education Department. It is a one-year course designed to develop students' communication, organisational and motivational skills. Candidates are taught how to lead safe, enjoyable and purposeful sport sessions. Candidates are assessed practically so are not required to sit exams. Candidates do not even have to be good at sport, as they will take more of a coaching role rather than performer. Each performer will gain a first aid qualification.

Finally all the students help organise various sporting festivals for local primary school children. This has proved to be a very rewarding experience.

The course is ideal for students who:

Are working towards a career working with children

Are working towards a career in the sport and recreation industry

Enjoy sport and feel they would like to gain an extra qualification whilst at Sixth Form which is a little different from the traditional courses.

Organisational, communication and leadership skills are valuable to many other careers.

'It's going to look good on my CV and give me good skills for the future'.

Craig Johns, Year 13
student

- ↳ Gives students the skills and experience needed to deliver safe, purposeful and enjoyable sports sessions
- ↳ Skills in organisation, communication and leadership

DESTINATION OF STUDENTS 2009

Name	Destination
Stephanie Baldwin	Employment - Chelsea Building Society
Jennifer Barbour	Aberystwyth University - Marine and Freshwater Biology
Jade Barlow	Oxford Brookes University - English
Amy Bastin	Cardiff University - Medicine
Thomas Bastin	Hull University - Primary Teaching
Matthew Bedwell	Exeter University - Ancient History
Adam Bibbings	Gap Year followed by Marine Studies
Melissa Bird	NVQ Childcare - Tewkesbury School
Vicky Bishop	Employment - NHS
Elizabeth Bond	University of Gloucester - Public Relations
Shane Booth	Tewkesbury School
Claire Boskett	NVQ Childcare - Tewkesbury School
Naomi Boulton	Employment
Charlie Bowers	Southampton University- Biomedical Science
Charlotte Bowler	Tewkesbury School
Jade Bradfield	Hull University - Business Economics (international) (4 years)
Phillip Bradshaw	Gap Year
Jessica Brand	Leeds University - History
Selina Buckley	Cardiff University - Economics and Management Studies
Sarah Burns	Beauty Therapy
Elizabeth Butler	London School of Economics - Economics
Christopher Callow	Gap Year
Stephanie Carver	University of Gloucester - Art Foundation
Kit Yee (Chloe) Chin	University of Nottingham Trent - Accounting and Finance
Claire Christie	Sheffield University - English and Philosophy
Christopher Church	Swansea University - Engineering
Olivia Collins	Cardiff University - Music
Amy Danter	University of Gloucestershire - Psychology
Grace Davey	University of Gloucester - Art Foundation
Thomas Dixon	Reading University - Zoology
Charlotte Dobbins	University of the West of England - Criminology and Psychology
Katy Dolphin	University of the West of England, Bristol - Primary Education (Initial Teacher Education)
Jodie Downes	University of Gloucester - Art Foundation
Christopher Duckworth	University of Gloucestershire - Computing
Sophie Duerden	Reading University - Psychology
Anne Dunlop	Coventry University - Criminology
Keri Dunne	Wolverhampton University - Primary School Teaching leading to QTS
Ashley Eustace	Open University - Accountancy
Michael Fisher	Staffordshire University - Media Technology:Games Design
Oliver Gamston	Southampton Solent University - Popular Music Performance
Jemma George	Lancaster University - Film and Cultural Studies
Rachel Gibbs	Exeter University - English
Elliott Gordon	Gap Year followed by Birmingham University - Golf Applied Business Management
Lewis Grainger	Oxford Aviation Academy
Adam Grant	Staffordshire University - Games Concepts Design
Ben Griffiths	Plymouth University - Foundation Pathways in Technology
Lucy Grindle	Brighton University - Primary Education 3-7 with QTS (4 years)
Vanessa Haddow	University of the West of England, Bristol - Children's Nursing
Elizabeth Hartland	Swansea University - Politics
William Hawker	Swansea University - Business Management
Martha Heppell-Joyce	Leeds University - French

Name	Destination
Caroline Hill	University College London - Modern Languages (4 years)
Andrew Hobson	Employment
Sarah Hoefflin	Gap Year - Medicine
Daniel Holder	Gap Year followed by University of Gloucestershire - Catering
Oliver Holdsworth	Gap Year followed by Nottingham University - Computer Science
Daniel Hughes	Southampton Solent University - Popular Music Performance
Craig Innocent	Nottingham University - Chemistry and Molecular Physics
Guy Irvine	Aston University - Logistics
Andrew Jenkins	Surrey University - Computer Science
Alisha Jones	Coventry University - Business Studies
Rebecca Kent	Gap Year followed by Glamorgan University - Fashion Promotion
Christopher Lambert	Gap Year
Thomas Lloyd	Plymouth University - Computing
Stuart Macrae	Sheffield University - Economics
Alice Marsh	York University - Social Policy
Cathryn Martin	University of the West of England - Learning Disability Nursing
Jack Mason	Nottingham University - Geography
Richard Mason	Birmingham University - Economics
Imogen McConnon	Employment
Timothy McEvoy	Liverpool University - Architecture
James McGhee	Gap Year
Natalie Meakin	Employment - Ryeford
Emma-Louise Miles	Employment - NHS - Health Care Assistant
Katie Mills	Cardiff University - Sociology and Criminology
Joseph Mooney	Gap Year - Leeds College of Music
Prussia Moore	Gap Year followed by Buckinghamshire University - Musical Theatre
Caitlin Moreby	Aberystwyth University - International Politics / Intelligence Relations
Elena Mundy	Reading University - Geography (Human and Physical)
Fahad Nazmul	University of the West of England - Marketing
Gemma Newman	Cardiff University - Sociology and Criminology
Michael O'Brien	Cardiff University - Mechanical Engineering
Thomas O'Dwyer	University of the West of England - Audio and Music Technology
James Oliver	Marines
Charlotte Overton	Gap Year
Sian Owen	Keele University - American Studies / Criminology
Benjamin Packwood	University of the West of England - Digital Media Computing
Lucy Paginton	Apprenticeship - Catering
Nicole Partington	Aston University - International Business and Management
Kelly Peachey	Coventry University - Accounting and Finance
Bethany Pearson	Southampton University - Sociology
Scott Phelps	Swansea University - Business Management (Marketing)
Lee Phillips	Leeds University - Sociology
Lorna Pike	University of Gloucestershire - Criminology and Sociology
Gavin Pinchin	RAF
Joanne Plant	Travel and Tourism - Tewkesbury School
Alan Pollard	Loughborough University - Mathematics (4 year MMath)
Charlotte Potter	Coventry University - Business Studies
Matthew Ralph	Nottingham University - Modern Languages with Business
Elliott Reid	Tewkesbury School
George Reilly	Cardiff University - Economics
Josh Roberts	Leeds University - Environmental Management
James Ross	Gap Year followed by Mechanical Engineering degree

Name	Destination
Adam Saddington-Wray	Bournemouth University - Finance and Law
Georgina Schule	University of Gloucester - Art Foundation
Sarah Shiner	Birmingham University - History
Amanda Smith	Employment - Premier Inn
Joshua Smith	NEW College
Alexander Stephens	Southampton University - Chemistry
Joseph Stevens	Employment
Sophie Stevens	Aberystwyth University - Fine Art with Art History
Luke Sztymiak	Keele University - Politics
Jamie Thompson	Apprenticeship
Sean Treacy	Gap Year then Product Design
Benjamin Vince	Cardiff University - Medicine
Simon Vincent	Employment
David Ward	Imperial College, London University - Chemical Engineering
Jack Ward	Bristol University - Physics
Jessica Warner	Pershore College Environmental Conservation
James Watkins	Leicester University - History
James Watkins	Apprenticeship - Plumbing
Ashleigh Westwood	Newcastle University - Speech and Language Sciences
Kelly Wilkins	Tewkesbury School
Roscoe Williams	Reading University - Electronic Engineering
Stacey Woodward	NVQ Childcare - Tewkesbury School
Luke Wyatt	Demontford University - History

For further information, please contact:

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