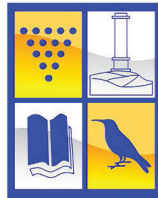
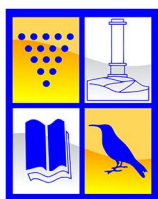


# Callington Community College Sixth Form Prospectus

Sept 2017





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# Preface from Sally Humphries, Assistant Principal and Head of Sixth Form

Callington Community College Sixth Form is a vibrant exciting environment. We care passionately about the education and aspirations of each individual student. We are committed to enabling each of our individual students to achieve their potential in order to go on and succeed in their future in employment, apprenticeships or higher education.

Callington Community College Sixth Form offers a fusion between independence and nurturing – the responsibility and independence of a college experience alongside the care and nurturing that has been embedded within a five year relationship.

We aim to provide high quality teaching alongside high quality advice and guidance and support throughout the two years in the Sixth Form.

The new Sixth Form and Study Centre provides a brand new environment for learning, studying and social time. Sixth form students are actively involved in the ownership and development of the two spaces.



*Sally Humphries*





# Introduction

This is an exciting time to be a Year 11 student as you consider the extensive range of programmes and courses available for you to study from September 2017. At Callington Community College we are committed to providing you with a curriculum that is going to meet your individual needs, help you develop as a young person and prepare you for further or higher education and employment.

The College recognises that you are a unique individual with your own thoughts and aspirations. We are keen to continue to support you in your learning in the future. The sixth form curriculum has changed considerably in the last two years, so as a first step please have a look through the prospectus and see what we have to offer you.

All young people in the Sixth Form will follow a full time programme occupying at least an average of 600 hours per year across Years 12 and 13. This will mainly be made up of the specialist subjects studied, but could contain a number of other elements. For example there will be opportunities to retake GCSE English and / or Mathematics, carry out work experience or complete the Extended Project Qualification (EPQ), get involved in volunteering or undertake supervised, supported study. A specific programme will be devised with each learner in order to support them to achieve at the highest level and to progress to higher or further education, training or employment.

Within this prospectus the courses are divided in to two sections:

**Part A provides a description of our level 2 courses.** These courses are designed for students who have achieved at least four GCSE grades C to E (or equivalent qualifications) and who want to gain some extra qualifications to allow them to go on to study at level 3 or to prepare them for specific training or employment.

**Part B provides descriptions of the level 3 courses.** These are for students who have achieved five or more A\* to C GCSE grades (or equivalent qualifications). This set of qualifications is referred to as the Standard Sixth Form entry requirements. For most courses there are additional entry requirements where students need to have certain grades in specific subjects.

In addition to AS and A Levels, there are four Applied General courses on offer: Applied Business (Certificate / Extended Certificate), Music BTEC (Certificate / Extended Certificate), Health and Social Care (Extended Certificate / Diploma / Extended Diploma) and Sport (Extended Certificate / Diploma / Extended Diploma).

If you are applying to study level 3 courses the expectation is that you would study three or four of these courses. We will advise you about the best programme. One way that we will do this is by calculating your APS (average point score). This is where each GCSE grade is given a number of points, e.g. a grade C = 40 points, grade B = 46 points etc. We will average the points for your best 8 GCSE grades. If you have an APS of 46 or above we will advise you to study four courses.







## NEW A LEVELS

A Level qualifications have been undergoing major changes.

In recent years an A Level qualification was made up of two parts, an AS and an A2 Level. The results from each part contributed to an overall A Level grade.

From September 2017 this is no longer the case. The AS no longer forms a part of the A Level. The AS is a completely separate qualification and examinations and assessments are completed at the end of the one year course. The A Level qualification is delivered over two years with all the examinations being taken at the end of the course.

We will not be asking you to make any decisions about whether you want to study the AS or A Level in subjects at the time of making an application. You will be supported in making this decision during the first term in Year 12.



## HOW DO I APPLY TO THE SIXTH FORM AT CALLINGTON COMMUNITY COLLEGE?

### Sixth Form Open Evening

Having looked at the courses and programmes on offer we recommend that you attend the Sixth Form Open Evening on Wednesday 23 November from 7.00 p.m. to 9.00 p.m. There will be two presentations in the Sixth Form Centre when we will explain the Sixth Form Curriculum in more detail. These will be at 7.00 p.m. and 8.00 p.m. Subject staff and sixth form students will be available to talk in detail about specific courses.

### Further Advice

At the end of the prospectus you will find a section about who to contact for more information. We can provide more personalised help, for example trying out a sixth form lesson and/or talking to sixth form students. By the end of the process we want you to be confident that you have made informed appropriate decisions.

### Students' Preferences

You will need to complete an application form on which you will record the details of the courses you would like to study. The College will then consider these preferences and determine which can be offered as viable courses. If any courses have to be withdrawn students will be kept informed in a timely manner so that alternative programmes can be devised. The deadline for completed application forms to be handed to Mrs C Roberts in the Sixth Form Centre is Monday 5 December.

### Sixth Form Interview

Early in the New Year you will be invited to attend an interview to discuss your application to the Sixth Form. You will need to provide a personal statement. This will help us to construct an appropriate, individual study programme for you. Upon the successful completion of your interview we will offer you a conditional place in the Sixth Form.

Please contact us if you change your mind about your courses at any time up to the start of the term in September 2017. We can then advise you and redesign your individual programme, in line with the school timetable.



### Students Currently Attending Other Schools/Colleges

Attend our Sixth Form Open Evening on Wednesday 23 November from 7.00 p.m. to 9.00 p.m.

Spend a half day with us, at a time to suit you. We will provide a current sixth form student to show you around and perhaps attend some sixth form lessons.

Complete the application form and return it to the Sixth Form Office by Monday 5 December 2016. (Sixth Form Office, Callington Community College, Launceston Road, Callington, PL17 7DR). Entries can be received later than this date.

On receipt of your application you will be invited for interview to discuss your course preferences. Interviews will take place in January/February 2017, usually after college, to minimise the time away from your current school/college.

If you are successful at interview, you will receive a conditional offer that will outline what qualifications will be necessary for you to take up your place. At this time you might wish to take up the offer of spending some time with us during the College day.

Please contact us if you change your mind about your courses at any time up to the start of the term in September 2017. We can then advise you and redesign your individual programme, in line with the school timetable.



## OTHER SIXTH FORM INFORMATION

### Examination Fees

Students in the Sixth Form will normally have their examination fees paid by the College at the first sitting of that examination.

### Other Charges

The College provides most books, equipment and other course materials. Individual courses may require the purchase of some additional materials but charges will be kept to a minimum. Some courses involve fieldwork or trips for which a voluntary payment will be requested if the activity happens primarily during the college day.



### Transport

All post 16 students in Cornwall are required to pay for transport to and from College if they wish to use the College buses. The current charge is £398 per year. This may be paid on a termly basis. Students not in receipt of a current bus pass will not be allowed to travel on College buses. Information regarding application forms for bus passes will be distributed at the end of year 11. This is also available from the Cornwall Council website.

### Academic Mentoring and Tutoring

Students meet every morning with their tutor. In addition students have Individual Student Interviews (ISIs). Student progress is monitored regularly during the year with feedback to both students and parents. Parents and students may arrange to meet with tutors or subject teachers at any time throughout the year.

### Student Responsibilities

Significant opportunities exist in the Sixth Form to take on leadership roles and positions of responsibility. These experiences are viewed very positively by higher education providers and employers. We strongly encourage students to take on these roles which could involve: encouraging and mentoring younger students by acting as classroom assistants or being involved in School Self Evaluation and Student Voice activities.

### Tuition Fees

Any student under the age of 19 on the 1st September, at the start of the College year will have their tuition fees paid. This applies to any student from the European Union.







# Beauty Therapy

## Entry Requirements

Students should have a pleasant, outgoing personality, high standards of personal presentation, an excellent record of attendance, be well motivated with good organisational and communication skills.

Grade 5 or above in English Language and grades CC or above in Science would be preferred.

**VRQ Level 2**

**CITY AND GUILDS**

## Course Structure

This is a one year course. In the second year students can progress on to the Level 3 course and become a fully qualified Beauty Therapist.

These are work based qualifications that prepare you for employment in your chosen industry. The units of study are:

- 201 Working in beauty related industries
- 202 Follow health and safety in the salon
- 203 Client care and communication in beauty related industries
- 216 Salon reception duties
- 204 Provide facial skincare
- 206 Remove hair using waxing techniques
- 208 Provide pedicure treatments
- 210 Provide eyelash and brow treatments
- 209 Apply make-up
- 215 Provide nail art
- 224 Facial care for men

## Course Content

The training takes place at The Beauty College, based at Callington Community College, which has the latest equipment and modern salons.

All topics and treatments are introduced by means of demonstrations carried out by very experienced tutors. Students are able to develop and perfect their skills by practising on fellow students before progressing on to treating paying clients. Beauty treatments are provided by our students to the general public upon payment of a small fee.



Through working with clients, students gain confidence and develop their social skills. In particular, students develop an understanding of clients' needs which can be transferred to many different occupations and so prepares students for the world of work in a range of contexts.

## Delivery

All lessons take place within The Beauty College and we use specialist equipment in order to demonstrate the latest treatments. We use only the best products and some of these brands include Dermalogica, Silhouette, OPI and Sterex equipment. We use Salon Genius software for client bookings in the reception area. The course delivery takes place within a realistic working environment and The Beauty College is run like a real salon. You will need to purchase a kit and uniform from The Beauty College to be used during your training.

## Assessment

Practical skills are assessed whilst performing treatments on paying clients. These assessments take place throughout the course. Students are assessed by the tutors who deliver the training. Theoretical skills are assessed through written and online examinations. Student will also be expected to answer some questions orally.

# Construction and the Built Environment

**BTEC First Certificate  
Level 1/Level 2**

**EDEXCEL**

## Entry Requirements

BTEC First Award in Construction Level 2 Pass or above  
Four or more GCSEs at grade E or above

## Course Structure and Content

This is a one year course.

In the BTEC First Award students will already have covered four units:

- Construction Technology (Examined unit)
- Construction Design
- Scientific and Mathematical Applications for Construction
- Exploring Brickwork and Blockwork Principles and Techniques

The BTEC First Certificate requires a further four units of study:

- Sustainability in Construction (Examined unit)
- Exploring Plumbing Principles and Techniques
- Exploring Carpentry and Joinery Principles and Techniques
- Exploring Electrical Principles and Techniques



## Delivery

The course is taught by a specialist team in a dedicated room with full ICT facilities for written assignments. A purpose built workshop is well equipped for teaching all practical aspects of the course. Students will also undertake one day a week of work experience to provide further opportunities to develop their practical skills and a more in-depth understanding of the construction industry.

## Assessment

The Sustainability in Construction unit is assessed by means of a written examination. The three remaining units are assessed through a number of assignments designed to show the student's increasing subject knowledge and their acquisition of new skills. Assessment will be by a variety of means; practical work, written assignments, presentations or a combination of these.



# Business

AS and A Level

AQA

## Entry Requirements

Grade 5 of above in GCSE English Language and Mathematics

A grade C in GCSE Business would be essential for those students who have studied the subject

Students who have not previously studied the subject would be able to study this course

Standard Sixth Form entry requirements

## Course Structure

Students will study the following units:

- Financial planning and analysis
- Business dynamics
- Entrepreneurial opportunities
- Managing and leading people
- Developing a business proposal
- Managing an event

## Course Content

This is a wide ranging, practical course with an emphasis on studying real world businesses. This qualification has been designed to enable students to progress into employment, an apprenticeship or further study at university. The course has been developed with leading employers, universities and professional bodies. Students will learn about the role of finance in planning an enterprise and analysing and making financial decisions. In addition they will study how organisations use human, physical and financial resources to achieve their goals. They will also investigate the nature of enterprising behaviour and how to exploit entrepreneurial opportunities. In the second year students will investigate how managers organise, motivate and lead employees through change to achieve business objectives. They will also develop their own business proposal, present it and evaluate its likely success. The final unit will be decided in the second year but is likely to involve the planning, coordination and management of a one-off event.

## Delivery

This course has a practical approach to delivery and assessment. Students will be basing all of their investigations on real businesses and will be developing their ideas and proposals in the context of real world issues. The second year will be largely focused on the business proposal and students will need to organise and run a successful project.

## Assessment

This course is largely assessed through coursework with students completing assessments regularly throughout the course. The financial planning and managing people units are assessed through written examinations.



## Art and Design

**AS and A Level**  
**EDEXCEL**

### Entry Requirements

Grade C or above in GCSE Art or Textile Design or Grade E or above in AS Textile Design or Photography.  
Grade 5 or above in GCSE English Language  
Standard Sixth Form entry requirements

### Course Structure

AS and A Level

Portfolio – also looking at initial and contextual studies  
Externally set assignment

### Course Content

A real interest in Art is important together with good all round skills and some drawing ability, not necessarily from observation. The course is a non-specialist course which means that you will use a wide range of media, techniques and processes.



Students will be expected to demonstrate self expression and independent learning skills. The AS and A Level courses offer opportunities for students to develop new and existing skills and to develop personal ideas and interests. They relate to other arts subjects and offer a balance of practical and academic work using critical and analytical thinking skills.

### Delivery

The course consists of studio based work where drawing and painting skills will be enhanced. There will be off-site trips to promote observation work and to put in place opportunities for experimentation. There will also be one trip to London in each of the years. The department has an iMac suite with provision for multi media development including animation and lens based work.

### Assessment

At AS and A Level students must complete coursework and an externally set assignment. This work is assessed by the teacher and moderated by the awarding body.



## Art and Design - Photography

### Entry Requirements

Grade C or above in GCSE Photography or Grade E or above in AS Art or Textile Design  
Grade 5 or above in GCSE English Language  
Standard Sixth Form entry requirements

**AS and A Level**

**AQA**

### Course Structure

AS Level                      Portfolio  
                                    Externally set assignment

A Level                        Personal Investigation  
                                    Externally set assignment

### Course Content

Photography encompasses working in film, digital media and moving image. The final outcomes may be purely photographic or biased towards a more fine art medium.

The AS and A Level courses are founded on a professional photography basis. Skills such as lighting, Photoshop, composition and creative camera techniques are developed and investigated. Each unit is introduced by a theme, which is then explored on an individual basis. Students will be expected to shoot regularly, throughout the year, and present their work in a sketchbook. They will need to be informed and interested about relevant photographers, artists and multi-media. Through regular shooting and analysis of their own work, students will be expected to produce an informed final piece for their portfolio and examination.



The A Level course is a higher level opportunity to develop GCSE level photographic skills. A commitment to the subject and the desire to broaden knowledge are essential.



### Delivery

The course will involve use of the iMac suite, the Adobe digital manipulation package, a large format Epson printer, but will also incorporate workshops with practitioners and trips to develop specific skills. Students will be expected to continue to develop their ideas outside of the lessons, visiting local galleries and settings relevant to areas of personal interest in their work. It is essential for students to have their own basic digital camera, card and card reader.

### Assessment

At AS and A Level, students must complete a portfolio and an externally set controlled assignment. AS and A Level students select a question from the examination paper, then following a period of preparation time, the work is produced in a specified amount of lesson time. The work is assessed by the teacher and moderated by the awarding body.

## Art and Design - Textile Design

**AS and A Level**  
**OCR**

### Entry Requirements

Grade C or above in GCSE Art or Textile Design or Grade E or above in AS Art or Photography

Grade 5 or above in GCSE English Language

Standard Sixth Form entry requirements

### Course Structure

AS Level                      Controlled Assignment

A Level                      Personal Investigation  
Controlled Assignment

### Course Content

Students will gather evidence in the form of drawings, photographs and samples using a range of textiles skills. From their research students will experiment with materials, techniques and processes to develop an individual direction. A willingness to explore and to ask 'what if I try . . . ?' is essential. Students learn to analyse their own work and that of other artists (historical and contemporary) and finally, take their project through to a final outcome.

The Personal Investigation A Level unit is chosen by the student. As well as working in sketch books, and making a final piece, students put together an illustrated essay or investigation. Developing a personal style, working with artists, talking to artists and researching current work are embedded in the course.

### Delivery

Students work towards producing their personal portfolio of work. Visits to London galleries are a key part of the course. Working with professional artists and location drawing support the delivery of the units.

### Assessment

At AS Level assessment is based around the externally set controlled assignment. At A Level, students must complete a portfolio and an externally set controlled assignment. Students select a question from the examination paper, then following a period of preparation time, the work is produced in a specified amount of lesson time. The work is assessed by the teacher and moderated by the awarding body.





# Biology

## Entry Requirements

Grade B or above in GCSE Additional Science (Higher Tier) or Grade B or above in GCSE Biology (Higher Tier) Triple Science qualifications. Students must achieve one or more b grades in the written examinations for these qualifications.

Grade 5 or above in GCSE Maths and English Language  
Standard Sixth Form entry requirements

## Course Structure

AS and A Level	Biological molecules Cells Organisms exchange molecules with their environment Genetic information, variation and relationships between organisms
A Level only	Energy transfers in and between organisms Organisms respond to changes in their internal and external environments Genetics, populations, evolution and ecosystems The control of gene expression

## Course Content

The units follow on from the Additional and Triple Science GCSE courses and are designed to give greater detail to students' existing knowledge and to introduce new ideas, covering a variety of topics. These range from the small scale of biochemistry to the larger scale interactions between different populations. The course includes updates on recent research and developments in the rapidly changing world of bioscience, many of which will be incorporated into lessons.

## Delivery

There will be opportunities to visit university departments, e.g. the electron microscope unit at Plymouth University and other establishments working within biological sciences. The A Level course includes a 3-day residential ecology field trip. Lessons will include both whole class and small group tasks as well as independent work. Students will participate in a wide variety of activities, creating models, IT-enhanced lessons, projects, presentations, research and practical work, for example electrophoresis and genetic engineering.

## Assessment

At AS Level all four units are assessed by means of two written examinations where students are required to answer structured questions. Some responses require extended writing. All examinations will be taken at the end of the one year course.

At A Level all eight units are assessed by means of three written examinations where students are required to answer structured questions. Some responses require extended writing. All examinations will be taken at the end of the two year course.

Biology is fundamentally an experimental subject. Students will have numerous opportunities to use practical experiences to link theory to reality, and equip them with the essential practical skills that will be examined as part of the terminal written papers.

## AS and A Level

### AQA



# Chemistry

AS and A Level

AQA

## Entry Requirements

Grade B or above in GCSE Additional Science (Higher Tier) or Grade B or above in GCSE Chemistry (Higher Tier) Triple Science qualifications. Students must achieve one or more b grades in the written examinations for these qualifications.

Grade 6 or above in GCSE Maths and grade 5 or above in GCSE English Language  
Standard Sixth Form entry requirements

## Course Structure

AS and A Level	Physical Chemistry 1 Inorganic Chemistry 1 Organic Chemistry 1
A Level Only	Physical Chemistry 2 Inorganic Chemistry 2 Organic Chemistry 2

## Course Content

Students will study the development of the periodic table and learn to understand the subtle trends it unearths. The properties of materials will be studied and students will learn how to perform the calculations that underpin all of chemistry. Students will study the chemistry of crude oil and learn how such a simple material gives rise to the vast array of plastics, medicines and everyday materials. The final section provides an opportunity to examine Man's influence on the biosphere and understand how to monitor and control the effects of man-made pollutants.

The A Level course will take the concepts developed in the AS course and study them in greater depth. In organic chemistry there is a focus on the chemistry of benzene and phenol and how they lead into modern drug discovery and materials research. The work will also encompass physical chemistry, understanding the behaviour of acids, equilibria, energetics and kinetics. Students will also study aspects of the transition metal elements to understand their unique and complicated behaviour.

## Delivery

Practical work underpins all of chemistry and the lessons will endeavour to include experimental work wherever possible, especially during the kinetics topics and of course titrations. We will explore abstract concepts via modelling and simulation. Computers and electronic equipment such as pH probes and dataloggers will be used with the aim of replicating the techniques used in the chemical industry. We will also research and explore modern issues surrounding the subject to fully appreciate the discoveries being made every day in chemistry and discuss the impact these will have on our lives and future.

## Assessment

At AS Level two examination papers are taken at the end of the one year course, whereas for the A Level qualification three examination papers are taken at the end of the two year course. In each case the examination papers will require students to answer extended response questions, multiple choice questions and questions relating to the relevant practical skills.

There is no longer a practical component, rather the skills are monitored throughout the course and assessed in the written papers at the end of the course.





# Dance

## Entry Requirements

Grade C or above in GCSE Dance

Students who have not studied Dance at key stage 4 will be considered for the course especially if they can provide evidence of examinations in the private dance sector (such as RAD or ISTD higher grades).

Grade 5 or above in English Language

Standard Sixth Form entry requirements

## Course Structure

AS and A Level

Performance and Choreography  
Critical Engagement

## Course Content

Dance is a fantastic subject to get involved in offering students the chance to develop their skills in performing, choreographing, analysing and appreciating dance. It challenges students' writing skills, practical skills and general knowledge. Through studying this course students will explore new ideas and approaches and will be challenged in terms of their decision making and ability to communicate. It will greatly develop their levels of commitment and confidence.

Performance and Choreography at AS Level - students will choreograph and perform a solo (2-3 minutes) and perform as a duet or trio (2-3 minutes).

Critical Engagement at AS Level – students will learn about two areas of study (Rambert Dance Company 1966-2002, a compulsory area of study set by the awarding body and The Independent Contemporary Dance Scene in Britain 2000 - current). Students will also be required to reflect and understand their own choreographic and performance practice.

Performance and Choreography at A Level – students will perform a solo (2-3 minutes) linked to a specific practitioner within one of the areas of study. They will perform as a quartet (3-4 minutes) and create a piece of group choreography for 3-5 dancers (3-4 minutes).

Critical Engagement at A Level – students must show knowledge, understanding and critical appreciation of a compulsory set work ('Rooster' by Christopher Bruce) and its location within the corresponding area of study (Rambert Dance Company 1966-2002). Students will apply the same skills to another set work and area of study, chosen by the teacher.

## Delivery

Each week there are practical as well as theory lessons. There will be the opportunity to take part in dance workshops with professional dancers as well as theatre trips throughout the year. Students are expected to take part in dance shows as part of the course, to develop their performance skills.

## Assessment

At AS and A Level 50% of the marks are from the practical examination and 50% from a written examination (2 hours for AS Level and 2.5 hours for A Level).

The AS written paper is split into three sections; section A will contain short answer questions on the student's own practice, section B will have short answer questions about Rambert Dance Company 1966-2002 and section C consists of two essay questions on both areas of study.

The A Level written paper is split into two sections; section A will contain short answer questions and one essay question about 'Rooster' and Rambert Dance Company 1966-2002. Section B will have two essay questions about the chosen set work/area of study.

AS and A Level

AQA



# Drama and Theatre

## AS and A Level EDEXCEL



### Entry Requirements

Grade C or above in GCSE Drama and Grade 5 in English Language or English Literature. In particular circumstances, students who have not studied Drama at key stage 4 will still be considered for the course if they pass an interview.

The course requires creative, performance and communication skills.  
Standard Sixth Form entry requirements

### Course Structure

AS and A Level	Theatre Makers in Practice
AS Level only	Exploration and Performance
A Level Only	Devising Text in Performance

### Course Content

This is an exciting, practical course which gives students a deeper understanding of a range of set texts and practitioners from both a practical and theoretical view point. Students will be required to develop their powers of analysis by looking at their own work and that of others.

AS students will study and practically explore at least one complete performance text and a minimum of two extracts from two further plays. Students must understand how each extract fits into the plays as a whole. They will study the work and methodologies of one influential theatre practitioner (individual or company) and take part in a minimum of one performance from a text, which has been studied as part of the course.

A Level students will study at least two complete performance texts and a minimum of three extracts from three further plays. Students must understand how each extract fits into the plays as a whole. They will study the work and methodologies of two influential theatre practitioners (individual or companies) and take part in a minimum of two performances, one devised and one from a performance text which has been studied as part of the course.

### Delivery

Students will be expected to attend theatre visits throughout the year. They will also be expected to attend extra rehearsals close to the practical examinations.

### Assessment

AS and A Levels in Drama and Theatre will be assessed through a combination of a 40% written examination and 60% non-examined assessment.

# Economics

## AS and A Level EDEXCEL

### Entry Requirements

Grade 5 or above in GCSE English Language  
A grade 6 or above in GCSE Maths would be desirable  
Standard Sixth Form entry requirements

### Course Structure

AS and A Level	Introduction to markets and market failure The UK economy – performance and policies
A Level only	Business behaviour and the labour market A global perspective



## Course Content

This is a very exciting time to be starting a course in Economics. Most of us have some idea about the subject even if we have never studied it before. Newspapers and current affairs programmes bombard us with Economics – from the so-called ‘credit crunch’, ‘double dip recession’, the ups and downs of the Stock Exchange, fluctuating energy prices, the risk of a price bubble in the housing market, question marks over the effects of ‘Brexit’... to the problems of road congestion and pollution, and the numbers of people out of work. The Economist’s task is to study these problems and to try and find solutions to them.

The first AS/A Level unit examines how the markets for goods and services work. Students will investigate why some markets fail to work properly. Issues like pollution, congestion and poverty will be considered together with what governments can do to remedy these problems. The second AS/A Level unit explores how we measure Britain’s economy, and how we can try to improve it. Topics such as Unemployment, Economic Growth, Recession and Inflation will be covered.

The A Level units investigate how businesses work, and also set the UK economy into a wider global context. There is an international focus, with a spotlight on poverty and inequality issues in Developing Countries. Again, these are lively and topical concerns.

## Delivery

The economic theory that students learn is related to the world around us, so a lot of topical issues are studied through the Internet and specialist websites. Students may have the opportunity to take part in competitions during the year, for example the Institute of Fiscal Studies stock market challenge. Each year there are Economics Sixth Form conferences held at either Bristol, West of England or Exeter University which we usually attend.

## Assessment

As part of the external examinations students are required to answer data response, short answer and multiple choice type questions, demonstrating the ability to apply and evaluate economic theory and data. A Level students will also be required to answer extended response questions.

AS Level students will take two written examinations at the end of the one year course. A Level students will take three written examinations at the end of the two year course.



# English Language

## AS and A Level EDEXCEL

### Entry Requirements

Grade 5 or above in GCSE English Language  
Standard Sixth Form entry requirements

### Course Structure

AS Level	Child Language Language: Context and Identity
A Level	Child Language Language Variation Investigating Language Crafting Language

### Course Content

The AS Level and A Level English Language courses challenge students to explore not only how and why language is used by writers and individuals, but also the underlying issues surrounding the evolution and adaptation of the English language. In this course students will look at how our use of language affects the way we think and the way we behave, and how we can harness this knowledge in our own writing.

Child Language – this is an examination unit and features in both the AS and A Level qualifications. Students will explore theories surrounding the development of language in children aged 0-8. This will help students understand how language is acquired and develops in speech and early literacy.

Language: Context and Identity – this unit is a comparative examination and only features in the AS qualification. This unit is much like the “Language Variation” element of the A Level course. However, the texts selected are exclusively contemporary; how does gender, or power relations impact on our language choices? How do we modify our speech in different social contexts? The second half of the paper will see students respond to a range of previously unseen research data relating to language use.

Language Variation – this unit is a comparative examination and only features in the A Level qualification. Students will study a vast variety of texts from a range of historical eras and forms; texts that have differing audiences, contexts and purposes. In this unit students will study a huge variety of texts from 1550 to the present day; exploring how the belief systems, cultural values and attitudes frame the language used. Through this study students will develop an understanding of how language shifts, depending on the widest possible contexts.

Investigating Language – This is an examination unit for the A Level qualification. Each year a new investigation topic will be released by the examination board and students will get to explore their own area within this given topic. This will include the independent collection of both quantitative and qualitative data harvested by the students. In the examination, students are invited to use their research against an unseen examination task as well as to analyse previously unseen data / texts relating to the topic.

Crafting Language – This is a Coursework Unit for the A Level qualification. Students have the opportunity to pick a style, genre, or area of writing which they are passionate about. Students then explore that area in depth before producing their own piece of original writing and reflecting upon its success.

### Delivery

A wide range of teaching techniques are employed to motivate and engage learners.

### Assessment

At AS Level two examination papers are taken at the end of the one year course. At A Level three examination papers are taken at the end of the two year course. In addition A Level students have a coursework component worth 20% of the assessment marks.



# English Literature

## Entry Requirements

Grade 5 or above in GCSE English Language  
Standard Sixth Form entry requirements

AS and A Level

AQA

## Course Structure

AS and A Level	Love through the Ages
A Level Only	Texts in Shared Contexts Texts across Time

## Course Content

### AS Level

Throughout the majority of the work the unifying theme is Love through the Ages, which requires students to critically engage with the ideas, issues, language and effects of love in literature. In the first examination students will have extracts from a studied Shakespeare play and one poem for a pre-studied anthology. The second examination will challenge students to critically explore an unseen extract from a prose novel, and then offer a comparative essay based on two novels they have studied.

### A Level

The first examination focuses on the theme Love through the Ages and will challenge students and their extensive reading around this topic. Students will have three comparative essay tasks. One will require students to link themes and issues between a Shakespeare play and another studied work. Two unseen poems will make up the second task and the third will be a comparative task based on two studied novels.

The second examination links work through context. Students will study a topic such as “Modern Times” and explore how writers reflect upon and challenge modern ideology and issues such as identity, masculinity, the concept of family. The “open book” examination will require students to respond to an essay question on a chosen text before writing a comparative essay based on an unseen and a studied text. The coursework element is an extended critical study into any two texts that the student chooses (one text will be a pre-1900 text).



## Delivery

This course provides an exciting opportunity for students to explore a wide range of literature and how it reflects and tackles the lives and experiences that created it. A foundation of excellent texts will be explored through class-based sessions, but extensive independent reading across a range of styles and genres will be essential. A lot of the texts studied will be thematically linked to support students' critical engagement with the works, and to develop the strong comparative skills required in parts of the examinations.

## Assessment

At AS and A Level two examination papers are taken, for AS at the end of the one year course and for A Level at the end of the two year course. There is a coursework component which contributes 20% of the overall marks to the A Level only.

# Film Studies

## AS and A Level WJEC

### Entry Requirements

Grade 5 or above in GCSE English Language

Standard Sixth Form entry requirements

Students will also need to demonstrate a genuine interest in a wide variety of film genres, including from a range of cultures, time periods and institutions

### Course Structure

AS Level Units

American Film  
European Film

A Level Units

American and British Film  
Varieties of Film

### Course Content

Hollywood since the 1960s – this is a primarily examination based unit that focuses on the micro features of film (mise-en-scene, performance, cinematography, editing and sound). Students will look at the construction of meaning and emotion and the role of the spectator. Students will produce either an extract from a film or a screenplay between 1200 and 1400 words that includes a digitally photographed storyboard of a key section from the screenplay. They will also need to include a reflective analysis of between 1000 and 1250 words.

European Film – this is an examination based unit which focuses on a comparative study of two British films from a set list of films from different historical periods. Students will need to answer one question in the examination based on the two films that they have studied in class. A further section to this is on Non-English language European films where students will study one set film and answer one structured question in the examination.

Varieties of Film – for this unit, students must study two films representing different film movements, including a silent film. Students will also study a documentary film and two non-English language films. The films are chosen from a set list of texts and will focus on world cinema and the diverse aspects of film, spectatorship issues from a variety of contexts and a critical study of two films in depth.

### Delivery

A wide range of teaching techniques are employed to motivate and engage learners. Students will undertake group tasks, discussions and presentations and are encouraged to play an active role in these. Students will be expected to watch a range of different film genres and carry out their own independent analysis. In addition, there will be a collection of resources available on Frog and Google Classroom for students to use and add to.

### Assessment

In addition to the written A Level examinations, students are required to complete a coursework assignment.



# French

## Entry Requirements

Grade C or above in GCSE French  
Standard Sixth Form entry requirements

AS and A Level

AQA

## Course Structure

AS and A Level	Listening and Reading Writing and Translation Speaking
A Level only	Speaking requires a research element

## Course Content

AS and A Level	Aspects of French-speaking society: current trends – including cyber society and the changing nature of family Artistic culture in the French-speaking world – including cinema and contemporary francophone music Grammar
A Level	Aspects of French-speaking society: current issues – including life for the marginalised Aspects of political life in the French-speaking world – including demonstrations, the right to vote and political commitment

The A Level specification builds on the knowledge, understanding and skills gained at GCSE. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity. The course focuses on how French-speaking society has been shaped socially and culturally and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of French-speaking countries. In the second year further aspects of the social background are covered, for example life for people living on the margins of society. Students also study aspects of the political landscape including the future of political life in a French-speaking country by focusing on young people and their political engagement.

Students will develop their knowledge and understanding of themes relating to the culture and society of countries where French is spoken. They will also develop their language skills by working with a range of spoken and written sources in French. In addition, students will study one literary text and one film or two literary texts from a list set by the awarding body (either one film or one text for AS Level).

## Delivery

Lessons will be mainly in French. In addition to the normal class lessons, students have the opportunity to improve their French speaking skills with the native speakers in the department. Use is made of an on-line resource which gives learners access to a wide range of reading and listening tasks for use in their own time. All students taking French are encouraged to spend some time in a French speaking country. Many take up the chance to work in French primary schools in Brittany as part of Cornwall's Mini Assistants Scheme.

## Assessment

At both AS and A Level there are two written papers. Paper 1 assesses listening, reading and writing skills and contributes 40% to the final grade. Paper 2 is worth 30% and assesses the work on the literary texts and/or film. The speaking component makes up the final 30% of the marks.



# Geography

## AS and A Level AQA

### Entry Requirements

Grade C or above in GCSE Geography and Grade 5 or above in English Language. Students who have not studied GCSE Geography will be considered for the course provided that they pass an interview. Standard Sixth Form entry requirements

### Course Structure

AS Level only	People and the environment
AS and A Level Units	Physical geography Human geography Geography investigation

### Course Content

The course is split into two distinct areas, Physical and Human geography.

When studying physical geography, students will look at the water and carbon cycles, coastal systems and landscapes, and natural hazards including tectonics and hurricanes. The final topic will be ecosystems under stress where rainforests are studied.

The Human geography topics include Globalisation and how and why rural and urban places change. The final topic studied will be contemporary urban environments, including sustainable cities and cities of the future.

The course content is the same for both AS and A Level the only difference being that at AS, students do not cover so many topics. In the one year they will be covering the water and carbon cycles, coastal systems and landscapes, natural hazards and globalisation.

Fieldwork is an essential part of the course and will be used to collect the information for the coursework as well as bringing the topics we study to life.

### Delivery

There will be a compulsory residential fieldwork trip costing around £300. This is an essential part of the course as A Level students complete a piece of coursework which must include data collected in the field.

### Assessment

At AS Level there are two written examinations each contributing 50% to the final grade. At A Level there are two written examinations, a human and physical paper both worth 40% of the final grade. Students will also submit coursework which is worth 20% of the final grade. The questions on AS and A Level papers will require data response, short answer and extended writing/essay style answers.





# Health and Social Care

**BTEC Diploma Level 3**

**EDEXCEL**

## Entry Requirements

Merit or above in BTEC Level 2 First Award Health and Social Care. Students who have not taken this qualification will still be considered for the course if they pass an interview.

Preferably GCSEs at grade 5 or above in English Language, Mathematics and Grade C in Science

## Course Structure

This is a two year course. The course consists of eight units. Six of the units are mandatory (M) and 2 are option (O) units. The work focuses on key areas for future employment or progression to a degree programme in all aspects of care, health and education.

Students will study the following units:

- Human Lifespan Development (M)
- Working in Health and Social Care (M)
- Enquiries into Current Research in Health & Social Care (M)
- Meeting Individual Care and Support Needs (M)
- Principles of Safe Practice in Health and Social Care (M)
- Promoting Public Health (M)
- Work Experience in Health and Social Care (O)
- Psychological Perspectives (O)

## Course Content

The course will give learners the knowledge and understanding relating to a wide range of areas within health and social care. They will have the opportunity to apply their skills in practical contexts during the course (work experience).

## Work Experience

Students will have the equivalent of one day a week for work experience and we hope that there will be opportunities to experience a minimum of three work placements. Students will be required to make a contribution towards the fee for a Disclosure and Barring Service (DBS) check (previously a CRB check).

## Delivery

Students will be expected to carry out independent study after a mixture of lectures, discussions and group work. Guest speakers will provide students with access to professionals from a range of sectors within the health and social care field.

## Assessment

The Human Lifespan Development and Working in Health and Social Care units are assessed through written examinations. The Enquiries into

Current Research in Health and Social Care unit is assessed by means of an externally set piece of work and the remaining five units are internally set and assessed through coursework, written reports, presentations and practical tasks. Students will need to successfully complete year 1 in order to progress onto year 2. The level 3 BTEC Diploma in Health and Social Care is broadly equivalent to two A Levels.



# History

AS and A Level

AQA

## Entry Requirements

Grade C or above in GCSE History Grade 5 in and English Language. Students who have not studied GCSE History will still be considered for the course if they pass an interview.

Standard Sixth Form entry requirements

## Course Structure

AS and A Level

Breadth Study – The Quest for Political Stability:

Germany 1871 – 1929 (AS Level)/

1871 – 1991 (A Level)

Depth Study – The Wars of the Roses 1437 – 1461

(AS Level)/ 1437 – 1487 (A Level)

Students will follow a breadth and a depth study.

Students will also study the history of more than one country.

A Level only

The units listed above are studied in greater depth

A Personal Study on a topic of the student's choice is conducted

## Course Content

The Breadth Study - The Quest for Political Stability: Germany, looks at the following areas:

- The nature of causes and consequences, of change and continuity and of similarity and differences over a long period of time
- The links between perspectives, such as political, economic, social or religious as well as appreciating developments relating to the perspectives separately over time
- The role played by individuals, groups, ideas or ideology

The Depth Study - The Wars of the Roses looks at the following areas:

- Students will gain a deep understanding of change and continuity through the study
- They will develop detailed knowledge and understanding of developments and the roles of individuals, groups, ideas and ideology

Personal Study - A Level students will carry out research in to a topic of their own choice. An extended piece of writing (3000 – 3500 words) will be produced.

## Delivery

The course will use lots of different teaching methods. Students will carry out group tasks, discussions and presentations in all of which they are encouraged to play an active role. There is the opportunity to use ICT within lessons for the presentation of work. Students will be expected to read a lot in their own time and carry out their own research. In addition to textbooks there is an extensive range of resources available.

## Assessment

At AS Level students will take two examinations at the end of the one year course which contribute equally to the final grade. At A Level students will take two examinations at the end of the two year course. The examinations based on the breadth study and depth study each contribute 40% of the marks to the final grade. The personal study which is marked by teachers and moderated by the awarding body contributes the final 20% of the marks.





# Mathematics

AS and A Level

MEI (OCR)

## Entry Requirements

Grade 6 or above in GCSE Mathematics  
Standard Sixth Form entry requirements

## Course Structure

AS Level Units	Pure Mathematics and Mechanics Pure Mathematics and Statistics
A Level Units	Pure Mathematics and Mechanics Pure Mathematics and Statistics Pure Mathematics and Comprehension

## Course Content

Mathematics is not only beautiful in its own right but it is also a subject that underpins many other branches of learning. Through the Advanced Mathematics modules the course aims to build upon skills and techniques studied at GCSE and further extend the topics of trigonometry, coordinate geometry and algebra. It also lays the foundations for new concepts such as calculus and logarithms. Real life scenarios are investigated within Statistics and Mechanics, where students can make links to economics and physics and turn their learning into reality.

## Delivery

Mathematics, at this level, is an abstract subject and “hands-on” experiences are rare. However, there is an increasing use of technology in this course.

## Assessment

At AS and A Level all units are assessed at the end of the course by means of examinations. There is no coursework



# Further Mathematics

AS and A Level

MEI (OCR)

## Entry Requirements

Grade 7 in GCSE Mathematics  
Students should only select this option if they are planning to, or are already studying AS Mathematics

## Course Structure

AS Level	Core Pure Mathematics The other two modules are selected from mechanics, statistics, modelling with algorithms or numerical methods
A2 level	Core Pure Mathematics The other two modules are selected from mechanics, statistics, modelling with algorithms, numerical methods or extra pure mathematics

## Delivery

The course complements the AS / A2 Level in Mathematics. The qualification aims to develop the learner's understanding of Mathematics in a way that promotes confidence and fosters enjoyment. Students can expect to extend their range of mathematical skills and techniques and to apply them to more difficult, unstructured problems.

## Assessment

At AS and A Level all units are assessed at the end of the course by means of examinations. There is no coursework.

# Media Studies

AS and A Level

AQA

## Entry Requirements

Grade 5 or above in GCSE English Language

Standard Sixth Form entry requirements

Students who have not taken Media Studies GCSE or another creative subject at GCSE level will need to demonstrate their technical ability by producing a fit-for-purpose artefact prior to a place being offered on the course.

## Course Structure

AS Level Units

Investigating Media Language and Representation  
Investigating Media Forms and Products

A Level Units

Meanings and Representations in the Media  
Media Forms and Products in Depth

## Course Content

Investigating Media Language and Representation- this is an examination based module which covers a range of media forms: music videos, video games, advertising, film marketing, newspapers and radio news/current affairs programmes. The examination consists of three sections and covers the key concepts studied.

Investigating Media Forms and Products – this is an examination based module which focuses on knowledge and understanding of media language, representation, media institutions and audiences. Students will demonstrate Their understanding of ideas and debates currently in the media, studying these through three sections of the examination; television, magazines and online media.

Media Production – for this coursework unit, students are required to carry out a cross-media production where they use practical skills to target a specific audience using different media forms. For example, a student could create a marketing campaign to promote a new film and a TV or radio documentary sequence to promote the film. Another example could be the title sequence for a new television programme and a homepage and other set pages from the programme's website.

## Delivery

A wide range of teaching techniques are employed to motivate and engage learners.

## Assessment

In addition to the written A Level examinations, students are required to complete a cross-media coursework assignment.





# Music (BTEC Level 3)

## Entry Requirements

Merit or above in BTEC L2 First Award in Music or Grade C or above in GCSE Music

Students who have not studied Music at Key Stage 4 will still be considered for the course if they pass an audition.

Standard Sixth Form entry requirements

**BTEC Level 3 National  
Extended Certificate in Music**

**Pearson (EDEXCEL)**

## Course Structure

This course is equivalent in size to one A Level. There are 4 units in total, of which 3 are mandatory and 1 additional unit, which can be chosen from a selection on offer.

## Course Content

This course offers a broad basis of study for the music sector with a focus on performance, developing instrumental technique, music theory and professional practice.

All student study three mandatory units, covering the following content areas:

- ensemble music performance techniques
- practical music theory and harmony
- professional practice in the music industry

Students choose one option unit from a selection covering areas such as:

- solo performance
- music software skills (music technology)
- composing music

With the emphasis on practical music making, this course will appeal to students who wish to develop their playing and singing skills, their musical understanding, theoretical musical knowledge, composition and music technology skills and learn about how music fits in to society and cultures around the world. A knowledge and understanding of how the music industry works will be an important feature of the course and it should appeal to students with a wide range of musical interests.

## Delivery

The course delivery is largely practical in nature and makes full use of the Music department facilities. There are dedicated practice rooms, performance rooms with PA, two recording studios and teaching rooms with computer suites and relevant software.

## Assessment

58% of the course is externally assessed. The remainder of the course is assessed by the teacher and then verified by the awarding body.

The results of assessment for all of the units are aggregated and students are awarded a Pass, Merit, Distinction or Distinction\*.



# Physical Education

AS and A Level

OCR

## Entry Requirements

Grade B or above in GCSE Physical Education  
Grade 5 or above in GCSE English Language, Maths and Science  
Standard Sixth Form entry requirements

## Course Structure

AS and A Level	Physiological Factors Affecting Performance Psychological and Socio-cultural Themes in Physical Education Performance within Physical Education
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A Level Only	Socio-cultural and Contemporary Issues
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## Course Content

Students will learn about the key systems of the human body involved in movement and physical activity: applied anatomy and physiology, exercise physiology and biomechanical movement. The second unit focuses on the psychological factors affecting physical activities and sports, including: models and theories that affect learning and performance in physical activities, how different methods of training and feedback work and why their effectiveness differs from person to person, group dynamics and goal setting. Students also learn about the emergence and evolution of modern sport and global sporting events.

A Level students will study the first two units in greater depth but will also have the opportunity to examine ethics in sport, commercialisation and media, routes into sporting excellence in the UK and modern technology in sport.



There are two parts to one practical component where in addition to acquiring and developing skills in sport as a performer or coach, students are required to analyse and evaluate performance for improvement.

## Delivery

Where possible, the theoretical aspects of the course are taught through practical lessons. Most lessons are highly interactive involving discussions, role play, DVDs and the use of ICT.

Practical sessions give students the opportunity to develop their skills as a player and coach.

## Assessment

At AS Level students are required to take two written examinations whereas at A Level there are three written papers. In both cases the written examinations are worth 70% of the marks towards the final grade. The remaining 30% of the marks come from the practical and spoken assessment.





# Physics

AS and A Level

AQA

## Entry Requirements

Grade B or above in GCSE Additional Science (Higher Tier) or Grade B or above in GCSE Physics (Higher Tier) Triple Science qualifications. Students must achieve one or more b grades in the written examinations for these qualifications.

Grade 6 or above in GCSE Maths and grade 5 or above in GCSE English Language

Standard Sixth Form entry requirements

## Course Structure

AS and A Level

Measurements and their errors

Particles and radiation

Waves

Mechanics and energy

Electricity

A Level only

Further mechanics and thermal physics

Fields

Nuclear physics

An option from Astrophysics, Medical physics, Engineering physics, Turning points in physics, Electronics



## Course Content

Physics is everywhere. It plays an important part in modern medical care; CAT scanners, key-hole surgery and cancer treatments all rely on physics. It is responsible for the development of mobile phones, satellite TV and electronic games. It helps us make our cars more economical, reduces the time spent in traffic jams and lets us monitor pollution. Even our sporting heroes rely on physics to go further, faster and higher than ever before. In this course students are introduced to some basic principles and then their impact on how they affect things is considered.

## Delivery

Using up to date resources the role of physics in everyday life can be explored and consideration given to what may be possible in the future. The course provides a mixture of theory and practical work to help develop the required skills and knowledge. Part of the learning process involves students continuing their studies after the lesson has finished.

## Assessment

At AS Level all five units are assessed by means of two written examinations. The second examination paper contains questions which assess students' practical and data analysis skills. All examinations will be taken at the end of the one year course.

At A Level all of the units are assessed by means of three written examinations. The third examination paper assesses students' practical and data analysis skills and the option unit. All examinations will be taken at the end of the two year course.

# Psychology

## Entry Requirements

Grade 5 or above in GCSE English Language, Maths and Additional Science. Students who have studied GCSE Psychology must meet the above entry requirements and in addition must achieve a grade C or above in GCSE Psychology.

Standard Sixth Form entry requirements

**AS and A Level**

**AQA**

## Course Structure

AS Level  
1 Year Course      Social Influence, Memory, Attachment, Approaches in Psychology, Psychopathology and Research Methods

A Level Only  
2 Year Course      All of the above plus Biopsychology Issues and Debates, Gender, Schizophrenia and Addiction.

## Course Content

### AS Level 1 Year

Social Influence – conformity and obedience.

Memory – how memory works and eye witness testimony.

Attachment – formation of attachment and early attachment.

Approaches in Psychology – conditioning, social learning, cognitive and biological approach.

Psychopathology – abnormality explanations and treatments.

Research Methods – research, designs and investigations.

### A Level 2 Years

All of the above plus:

Biopsychology – biological rhythms, the brain and the nervous system.

Issues and Debates – free will, determinism, nature-nurture debate, holism, reductionism, gender and culture bias, ethical implications and social sensitivity in undertaking research.

Gender – explanations of gender development including atypical gender development.

Schizophrenia – symptoms, explanations, and treatments.

Addiction – risk factors, explanations for addiction and treatments.

## Delivery

A variety of methods are used; teacher-led, group work, independent study, investigations, group presentations and the use of ICT for research.

## Assessment

At AS Level two written examination papers are taken at the end of Year 12. At A Level, three written examination papers are taken at the end of the two year course.

The question styles include multiple choice, short answer and extended writing. Responses allow students to demonstrate knowledge, understanding, application, critical thinking and evaluative skills.





# Religious Studies (Philosophy and Ethics)

AS and A Level

Educas

## Entry Requirements

Grade 5 or above in GCSE English Language

Grade C or above in GCSE Religious Studies

Students who have not studied this will still be considered if they pass the standard Sixth Form entry requirements

## Course Structure

You will study three main areas over the two year course:

- Philosophy of Religion
  - Can we prove God exists? Can God exist with the amount of suffering in the world?
  - Is religion a product of the mind? Does the modern world mean we don't need religion? Do religious experiences like miracles actually exist?
  - Is there a problem with the language we use when talking about religion?
- Religion and Ethics
  - What do we mean when we say 'good' and 'bad'? Who decides?
  - Should we always agree with abortion but never euthanasia? Agree with immigration but never capital punishment? What about animal experimentation? Nuclear weapons?
  - Should there be any limitation on sexual expression?
  - Are we always completely free to act? Are we always morally responsible for our actions?
- Systematic Study of Islam
  - What is the role of Shari'a law in the world today and how is it applied by Muslims?
  - What are the misconceptions around the term 'Jihad'?
  - Are there problems in applying lesser jihad today with specific reference to modern warfare?

## Assessment

This is 100% examination. Each section will have to have its own paper and this is the case whether competing AS only or the full A Level.

Students of every faith and none are encouraged to discuss their views in a safe and respectful environment. Students will never be assessed or judged on what they believe, but on how well they have justified and considered their own personal view with reference to the evidence they have analysed.

## Delivery

A wide range of methods will be used to engage and inspire students. Students are encouraged to play an active role in class discussions, group work, presentation and independent research.

# Spanish

## Entry Requirements

Grade C or above in GCSE Spanish  
Standard Sixth Form entry requirements

**AS and A Level**

**AQA**

## Course Content

AS and A Level	Listening and Reading Writing and Translation Speaking
A Level only	Speaking requires a research element

## Course Content

AS and A Level	Aspects of Hispanic society – including modern and traditional values, equal rights Artistic culture in the Hispanic world – including modern day idols and Spanish regional identity Grammar
A Level	Multiculturalism in Hispanic society – including immigration and racism Aspects of political life in the Hispanic society – including today's youth and popular movements

The A Level specification builds on the knowledge, understanding and skills gained at GCSE. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity. The course focuses on how Spanish-speaking society has been shaped socially and culturally and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of Spanish-speaking countries. In the second year further aspects of the social background are covered, this time focusing on matters associated with multiculturalism. Students also study aspects of the political landscape including the future of political life in the Hispanic world by focusing on young people and their political engagement.

Students will develop their knowledge and understanding of themes relating to the culture and society of countries where Spanish is spoken. They will also develop their language skills by working with a range of spoken and written sources in Spanish. In addition, students will study one literary text and one film or two literary texts from a list set by the awarding body (either one film or one text for AS Level).

## Delivery

Lessons will be mainly in Spanish. In addition to the normal class lessons, students have the opportunity to improve their Spanish speaking skills with the native speakers in the department. Use is made of an on-line resource which gives learners access to a wide range of reading and listening tasks for use in their own time. All students taking Spanish are encouraged to spend some time in a Spanish speaking country. There may be an opportunity to visit and work with students in our partner school in Malaga.

## Assessment

At both AS and A Level there are two written papers. Paper 1 assesses listening, reading and writing skills and contributes 40% to the final grade. Paper 2 is worth 30% and assesses the work on the literary texts and/or film. The speaking component makes up the final 30% of the marks.

# Sport and Physical Activity (Level 3 Cambridge Technical)

Level 3 Cambridge Technical

OCR

## Entry Requirements

Grade C or above in GCSE Physical Education or a Merit or above in BTEC Level 2 First Award Sport. GCSE Grade 5 or above in English Language, ideally GCSE at Grade 5 or above in Mathematics and Grade C or above in Science. Students should be able to provide evidence that they are competing or participating regularly in their chosen sport or be engaging in an active and healthy lifestyle.

Standard sixth form entry requirements.

## Course Structure

This two year course consists of twelve units, nine of which are mandatory and three optional. The units have a specific focus on Sports Coaching.

Students will study the following units:

### Year 1

- Body Systems and the Effects of Physical Activity
- Sports Coaching and Activity Leadership
- Sports Organisation and Development
- Nutrition and Diet for Sport and Exercise
- Practical Skills in Sport and Physical Activities
- Physical Activity for Specific Groups

### Year 2

- Working Safely in Sport, Exercise, Health and Leisure
- Performance Analysis in Sport and Exercise
- Organisation of Sports Events
- Sport and Exercise Photography
- Sports Injuries and Rehabilitation
- Health and Fitness Testing for Sport and Exercise

## Course Content

Students will have the opportunity to engage, explore, reflect and analyse the many factors that influence and affect sports performance. Students will develop their theoretical knowledge and understanding and apply this to a practical context. Students will be expected to be performing and competing in their chosen sport on a regular basis or be engaging in an active and healthy lifestyle.

## Delivery

The course is delivered through interactive lessons, workshops, practicals and work with guest speakers. Students will be taught much of the theory through a practical context and will have the opportunity to engage and work with many professionals from the sports sector. Students will have some access to and will be encouraged to complete additional

National Governing Body (NGB) qualifications such as Basic First Aid, Pool Lifeguard, Coaching and Leadership Awards.

## Assessment

Three of the units are assessed externally by means of a written examination or externally assessed coursework. The remaining nine units are internally set and assessed through coursework, written reports, presentations and practical tasks. Students will need to successfully complete year 1 in order to progress onto year 2. The Level 3 Technical Diploma in Sport is broadly equivalent to two A Levels. Throughout the course, students will engage in a minimum of two subject tutorials to support their academic studies and personal aspirations.





## Notes

## Notes



## Who to see for Information

Course or Programme	Staff
Business .....	Mr J Evans
Art and Design .....	Ms A Ramwell
Art and Design - Photography .....	Ms A Ramwell
Art and Design - Textile Design .....	Ms A Ramwell
Beauty Therapy.....	Mrs L Williams
Biology .....	Mr A Petherick
Chemistry .....	Dr P Maunder
Construction .....	Mr C Neve
Dance .....	Mrs S Groom
Drama and Theatre .....	Mrs A Wilson
Economics .....	Mr I Barnes
English Language .....	Ms B Whittleworth
English Literature .....	Ms B Whittleworth
Film Studies .....	Mrs K Kirby
French .....	Miss G Cervelle
Geography .....	Mr H Pring
Health and Social Care .....	Mrs C Morby
History .....	Mr I Smith
Maths and Further Maths .....	Miss A Larigo
Media Studies .....	Mrs K Kirby
Music BTEC .....	Mr A Lane
Physical Education .....	Miss C Mitchell
Physics .....	Mr N Smith
Psychology .....	Mrs P Jones
Religious Studies - Philosophy and Ethics .....	Mrs P Jones
Spanish.....	Miss G Cervelle
Sport and Physical Activity.....	Mr A Yendell

## Contact Details

General Enquiries about the Sixth Form: Mrs S Humphries / Mr A Yendell

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