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# ST PAUL'S SCHOOL FOR GIRLS SIXTH FORM

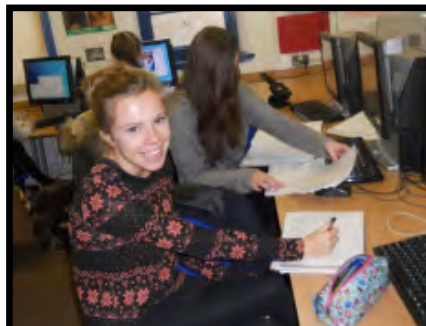
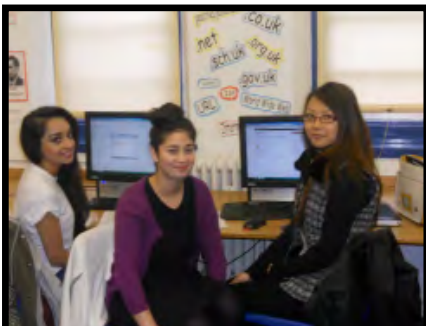
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## PROSPECTUS 2014-2016

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# ST PAUL'S SCHOOL FOR GIRLS SIXTH FORM



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Vernon Road  
Edgbaston  
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## HEADTEACHER INTRODUCTION

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Dear Parents

**On behalf of the whole school community I extend a very warm welcome St Paul's to all prospective Sixth Form students and their parents.**

St. Paul's is a Voluntary Aided Maintained Catholic Comprehensive School and Sixth Form established by the current Trustees, the Sisters of Charity of St. Paul, the Apostle, in 1908. It has a very well established tradition of success in meeting the pastoral, academic, vocational and spiritual needs of its students through the untiring efforts of a well qualified, forward-thinking and caring staff working in partnership with supportive parents and a variety of agencies in the local community.

In St. Paul's we have high expectations of our students and staff. Together we aim to provide a challenging learning environment which motivates students, and contributes to the excellent academic results consistently achieved by the school.

Each year a very high percentage of our students enter Higher Education and enjoy success in a wide range of academic and professional areas. Our success as a Sixth Form was recognised in our recent Ofsted (May, 2013) in the following comments:

*"Students are prepared extremely well for the extra demands of post-16 courses and as a result progress on AS-level courses is now well above the national average. Every student is mentored by their form tutor and by a dedicated sixth form mentor, ensuring that any underachievement is identified early and that support can be carefully tailored to their needs. The range of subjects on offer in the sixth form is good. Teachers' good subject knowledge enables them to use questioning effectively to deepen students' understanding. Students are encouraged to lead the learning and the teacher becomes a facilitator. This was seen in an outstanding Year 12 English lesson where the students were challenged to devise appropriate and demanding questions based on their previous learning and their arguments and conversations deepened their understanding of the poetic themes they were studying. There are strong and extremely positive relationships between teachers and students in all lessons."*

We remain confident that students benefit from the wide range of courses on offer at Sixth Form level, from the genuine care and attention given by staff, and above all, from the Catholic ethos which gives our school its distinctive and special character. All our efforts over the years have been directed towards motivating the students to have high expectations of themselves, encouraging them

to have a matching level of commitment to their studies and to make the most of the many educational opportunities available to them. It is hoped that the happiness and success they experience during their Sixth Form courses here will enable them to face the future with confidence.

I invite you to study this prospectus carefully and to view the facilities which the school has to offer. Staff and current Sixth Form students are available to answer any queries you may have.

May the Lord bless and guide you in your decisions.



Dr D.E Casserly  
**Headteacher**



# ST PAUL'S SCHOOL FOR GIRLS SIXTH FORM

## WELCOME FROM THE HEAD OF SIXTH FORM

I am immensely proud of our Sixth Formers. Their academic achievements are excellent and St. Paul's features consistently near the top of the league table for all non-selective schools in Birmingham. As well as this, our Sixth Formers are outstanding role models to younger pupils who see our Sixth Formers as sources of inspiration in the way they purposefully conduct themselves with good grace, decorum and generosity.

Our Sixth Form Centre is a place of learning and success but also an environment in which students thrive personally and socially. The staff-student relationships, which are characterised by a friendly, humorous and relaxed atmosphere, contribute to the success of the Sixth Form experience.

The staff of St. Paul's welcomes into our Sixth Form both those who have not previously studied here as well as those applying from our own Year 11. The three Common Room areas enable all students to integrate quickly into the life of the Sixth Form. All the staff recognise the holistic nature of education, and the Catholic Christian ethos helps us to nurture and develop the spiritual as well as the academic, physical and social aspects of the individuals in our care.

### Sixth Form Life

As a student you are encouraged to participate in a wide range of activities outside the classroom, which not only enrich your educational experience but allow you to bring that 'little extra' which makes the difference to successful employment and higher education applications.



**Mrs M Atterbury,  
Head of Sixth Form**

Sixth Form students regularly go on curriculum related visits and partake in extra-curricular experiences, either in support of their studies or purely for pleasure.

### Leadership Opportunities

There are numerous opportunities for you to develop leadership qualities by serving on various committees or applying for the responsible role of Senior Prefect in Year 13.

Senior Prefects make invaluable organisational and leadership contributions to the school, for example by working with Form Teachers and their pupils in Years 7 to 12. These roles carry heavy but enjoyable responsibilities, which prepare you for leadership posts in adult life. You can use your initiative in organising various Year and Form events such as Talent Shows, Quizzes and Sporting Activities, which give excellent experiences of working with young people. There is also the opportunity to be elected by peers and staff into the privileged role of Deputy and Head Girls.

## Service

Students in Year 12 have the opportunity to give the equivalent of one lesson per week on a rota basis as service to the school community. This allows the development of a range of skills and is recognised on university and job applications. Students enjoy working with departments, staff and lower school pupils in a variety of tasks, living out our Mission Statement and showing care and respect for our community. Service activities give you opportunities for work experience, within school, relevant to your future career aspirations. For example, Paired Reading, listening to Year 7 pupils read and supporting their literacy skills and confidence, is hugely rewarding and prepares students very well for careers such as teaching or counselling. There is also the chance to help in the organisation of various



social events with, perhaps, the highlight being the annual Year 13 Leavers' Formal.

## Academic Life

The academic development and achievement of our students is very important to us at St. Paul's. We are very proud of our students' performance.

Our 'A' level average point score per candidate for 2012 was 708.00 which rose to 759.72 in 2013. In 2013, over 60% of AS Grades were A-C and over 76% of A2 grades were at A\*-C.

This is the result of our students' determined hard work as well as the motivational work of Form Tutors and the expertise and support of subject teachers.

There are very high expectations of students to realise their potential and you will be given regular reports and reviews with your Form Tutor to discuss your progress and build upon your personal best. You will not be left to flounder and will be given regular, specific and individual advice on how to succeed.

# ST PAUL'S SCHOOL FOR GIRLS SIXTH FORM

## Tutor System and Pastoral Support

Sixth Formers are divided into small Tutor Groups of a maximum of 20. You will see your Tutor twice daily, at registration time, and also work with them during PSE. Each Tutor is experienced in the demands and rigours of Sixth Form study and will also help you in your application for employment or university. Your Form Tutor takes special responsibility for you, is interested in you as a student and works in partnership with you to create a warm, caring and supportive working atmosphere.

As Head of Sixth Form, I will also be closely involved with you as regards your general progress academically and personally, your choice of university and career, your final destination, as well as working with you to organise social and spiritual events.

Other support is available from our Sixth Form Learning mentor, Ms Patel, Careers Co-ordinator, Miss Hirst, and our school Careers Advisor. Our Chaplaincy Team, Miss Simonne Doyle and Sr Hilary Beater, are always willing to listen to any personal concerns you may have.

## Careers

Careers guidance is essential at Post 16. Throughout your courses you will receive a great deal of information from Sixth Form staff in their roles as subject teachers, personal tutors, the Careers Advisor and Head of

Sixth Form. Tremendous assistance is given to you when making applications to prospective employers or to higher education. This includes the completion of application forms, curriculum vitae, Progress Files and help with interview techniques through practice interviews. All students being interviewed for a university place are given a rigorous mock interview. Pupils needing guidance can seek this from tutors and additionally from our contacts at local universities in the Widening Participation/Aim Higher scheme.

Speakers from various colleges and institutions of higher education will address you in Years 12 and 13 and there is the opportunity to make use of 'Open Days' as well as Higher Education and Employment Conferences at the NEC and at local universities. We offer 3 enrichment days in the Summer term to support you in the UCAS application process. Over the years St. Paul's has established excellent links with a number of higher education institutions. These include Keble College, Oxford, the universities of Birmingham, Aston, Coventry, Leeds, Liverpool, Birmingham City University, as well as Catholic Colleges at Newman University College (Birmingham) and Trinity and All Saints (Leeds).

Most students have their places at university confirmed soon after the publication of the 'A' level results in August. However, experienced staff are always on hand to support the



# What can help you make your choice?

**Your choice of study Post 16 is important to you and your parents. You must choose somewhere where you will be supported, be happy and have the safe environment to build on your strengths and achieve your best. I know St. Paul's can offer you the best and I look forward to working with you in Year 12 and 13.**

few students whose grades are not high enough for their chosen courses. We support you in making telephone calls to Admissions Tutors and guide you in your new applications through Clearing. In this way you can be confident that you will be given every help to find a place in Higher Education.

## General Education Programme

We are particularly proud of our General Education Programme, which gives students the broad and balanced curriculum which Admission Tutors are looking for in potential applicants. This gives every student the opportunity to attain extra skills, a real advantage when applying to university or for employment. By the end of Year 13, all of our students will have had the opportunity to add the following elements to their Post 16 options:

- Work experience.
- Involvement in our School radio and School newspaper.
- Duke of Edinburgh's Award.
- At present Sixth Form students also follow an accredited Core Theology R.E.

course, examining Catholic Social Teaching on Human Rights, leading to a Level 2 Award in General Religious Education in Year 12 and Level 3 Award in Year 13.

## Work Experience

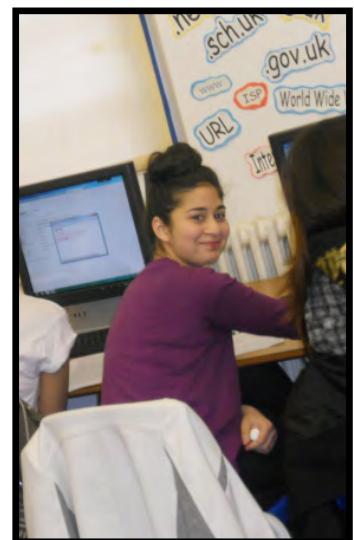
Work Experience makes a significant contribution to learning for Sixth Form students. It can be used to enhance AS level programmes, to collect evidence for specified units of vocational courses or provide an insight into a vocational area linked to a student's higher education or career choice.

Students following vocational courses have time built into their programmes of study for work experience. Other students are supported and encouraged to find their own placements during non-contact time or holiday time.

## P.S.E.

In Years 12 and 13 you will have one Personal and Social Education lesson per week. PSE is a particularly useful tool and provides you with the opportunity to:-

- **speak** to your Form Tutor about your work through the review system;
- set **targets** and challenging goals;
- develop **learning/study** skills to maximise time and effort;
- **plan** for education beyond Sixth Form – including applications to university or employment with training;
- **consider** issues relevant to young people in our society;
- **participate** in the liturgical life of the school, with time for group prayer in form assemblies.



# ST PAUL'S SCHOOL FOR GIRLS SIXTH FORM

## ABOUT ST PAUL'S

### Mission Statement

St. Paul's is a Catholic Comprehensive School for girls, which exists primarily to assist Catholic parents in giving their children a Catholic education so that they may lead happy and fulfilled lives, promote the common good of society and attain their eternal destiny.

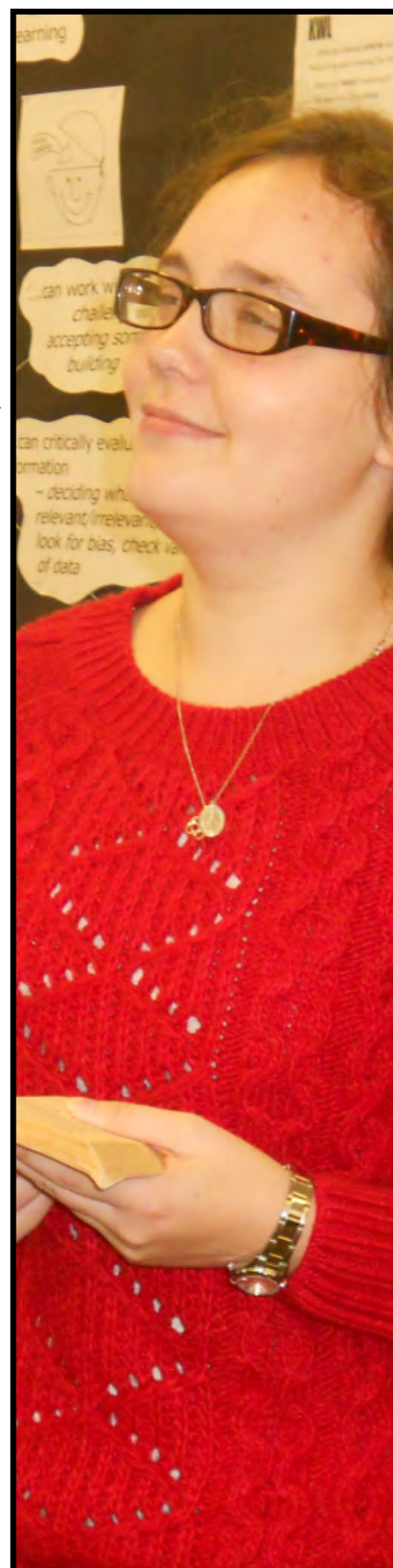
### The School aims:

1. to promote an environment where all experience Christian community living, feel personally valued and are helped to develop and celebrate a personal commitment to Christ and His Church.
2. to provide a broad, balanced, relevant and coherent curriculum, enabling each student to discover and fully develop her potential fully in the academic, aesthetic, spiritual and vocational dimensions.
3. to develop in students a reverence and responsibility for themselves, others and their environment, together with a deep appreciation for, and tolerance of, diversity in our multicultural society.
4. to enable students to face the future with confidence in their personal qualities and achievements, able to respond positively to the changing needs of society and able to adapt with ease and courage to the demands of family life, their faith community, the world of work or further education.



## General Information

<b>Name of School:</b>	St. Paul's School for Girls
<b>Address:</b>	Vernon Road Edgbaston Birmingham B16 9SL
<b>Telephone:</b>	0121 454 0895
<b>Fax:</b>	0121 456 4803
<b>E-Mail:</b>	enquiry@stpaulgl.bham.sch.uk
<b>Website:</b>	www.stpaulgl.bham.sch.uk
<b>Classification:</b>	Voluntary Aided Catholic Comprehensive Secondary Day School for Girls
<b>Headteacher:</b>	Dr D.E Casserly BA (Hons),M.Ed,EdD
<b>Head of Sixth Form:</b>	Mrs M.Atterbury B.A. (Hons) PGCE
<b>Chairman of Governors:</b>	Mrs Mary Browning
<b>Office Times:</b>	8.00 a.m. – 5.00 p.m.
<b>Number on Roll:</b>	956 (including 132 in the Sixth Form)
<b>Diocese:</b>	Birmingham
<b>Local Education Authority:</b>	City of Birmingham Education Department Council House Margaret Street Birmingham B3 3BU
<b>Teaching Staff:</b>	79
<b>Support Staff:</b>	55



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## SIXTH FORM FACILITIES

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### The Sixth Form Centre

Comprises: ICT study room, resources room, general teaching rooms, tutorial rooms, common rooms with tea and coffee making facilities, water cooler, microwave, refrigerator, dishwashers and individual lockers.

### The School Library...

is very well resourced with books, periodicals, CD-Roms, word processing, network multimedia internet and photocopying facilities. It is staffed by a full-time librarian and assistant, and students are given priority to study here both during and after school.

### The Information Technology Suite...

contains up-to-date equipment and is bookable for students' individual requirements.

### The Careers Room...

contains current information for careers education and career action-planning. This includes career computer databases, CD Rom (for ECCTIS reference), TV/Video for pre-recorded careers films and all publications relevant to 11 to 18 year old students. The Sixth Form Centre also has a **Resources Room, S6**, which houses all the necessary publications for entry into Higher Education and multi-media computers.

### There are seven well-equipped Science Laboratories.

### The Health & Fitness Studio...

contains a range of fitness equipment. Students are always welcome to use these facilities during non-contact time and after school.

### The Drama Studio...

is fitted with the most up-to-date equipment.

The Sixth Form Senior Prefects use their skills and talents in drama to produce an annual pantomime for lower school pupils.



## Attendance and Punctuality

The ordinary school hours are from 8.50 am to 3.15 pm. Full attendance at all lessons is essential and students are expected to arrive on time for registration at 8.50 am.

**In the case of illness it is important that the school is informed by telephoning 0121-454-0895 by 9:00am on the first day of absence, stating name, form and reason for absence.**

## Financial Help

Sixth Form Education is free. However, all further education demands financial sacrifices from students and their families. Some financial help is available, in the form of:

- Free School Meals, which are available to students whose parents receive Income Support.
- Student-rate travel passes for students aged 16-18.

Application forms for these are available from the school.

All students can apply for the 16-19 Bursary Fund to support the purchase of travel passes, textbooks, revision guides, essential trips and learning resources. Assistance will be given according to parental incomes. Application Forms will be available in school in the Autumn term.

Students have to sign an agreement regarding their work, behaviour and attendance. This is linked into the St. Paul's Sixth Form Learning Agreement.

# ST PAUL'S SCHOOL FOR GIRLS SIXTH FORM



## Transport

**West Midlands Travel** provide two No. 829 buses at 8.10 a.m each morning next to St. Philip's Church in Colmore Row which travel direct to St. Paul's. After school, three double-decker buses convey girls to the City Centre.

The school is situated near the following main bus routes: Nos. 9, 19, 120, 126, 137 and 140 from the Hagley Road; as well as having easy access to both the Inner and Outer Circle City bus routes.

**Thandi Coach Company** operate three bus services direct to St Paul's - the SP1, SP2 and SP3. The cost of the bus pass will be £495 per year which you are able to pay either in one payment or by direct debit over ten months. If you only catch the bus occasionally it will be £1.50 per journey. If you have any queries you can contact Thandi Coaches on: 0121 420 2929.

SP1	Time	SP2	Time	SP3	Time
Swan Centre	7:00	Whetty Lane	7:21	Hall Rd	7:16
Flaxley Rd	7:07	Northfield Baths	7:36	Kitts Green Rd	7:26
Bromford Bridge	7:11	Shenley Court School	7:41	Swan Shopping Centre	7:35
Tangmere Dr	7:17	Gibbins Rd	7:53	Acocks Green Village	7:45
Holly Lane	7:20	Harborne Baths	8:03	South Birmingham College	7:56
Six Ways	7:26	Warley Park	8:12	St Mary's Row	8:07
The Ridgeway	7:36			Edgbaston Old Church	8:16
Kingstanding Rd	7:45				
Scott Arms	7:55				
Hamstead Station	8:07				
St Paul's	8:25	St Paul's	8:26	St Paul's	8:25

**The bus will stop at any bus stop along the route.**

**Buses will stop at bus stops along the way for St Paul's girls only**

## Collecting Your Daughter

Should you come by car, come up Vernon Road so school is on your left (from Rotton Park Road/Portland Road junction). Please do not park on either side of the road between the first and second gates, otherwise buses cannot park and cars cannot pass which then creates complete chaos. Please park past the school towards Clarendon Road or on Montague Road.

# ST PAUL'S SCHOOL FOR GIRLS SIXTH FORM

## THE DUKE OF EDINBURGH'S AWARD

### Take the challenge in Sixth Form!

It tells admission tutors and future employers what qualities you have - teamwork, communication skills, problem solving, decision making, reliability, etc.

You can start at Silver or Gold Level OR you can build on what you have already started at St Paul's, your previous school or anywhere else.

There are four sections to each level:

- Volunteering within the community which can be linked to young people, people with disabilities, the environment, fundraising.
- A Skill that you pursue and improve. It could be artistic, musical, dramatic, learning to drive.
- A Physical Recreation activity which includes any sport from Archery to Yoga.
- An Expedition which you can train for and plan and involves a real challenge.

The Award is for you and it:

- Demonstrates persistence and 'stickability'
- Enhances your personal and social skills
- Gives you tangible evidence of your perseverance in gaining the award
- Develops functional skills
- Gains you credibility with potential employers and/or on applications to further or higher education

Please see Miss Wright or Mr Green for further information.



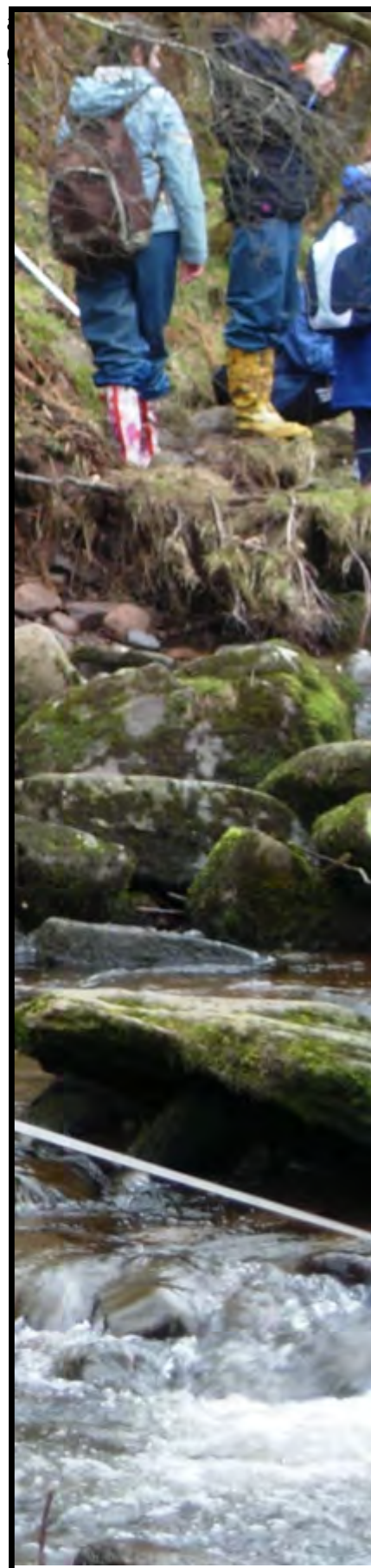


# CHARGING POLICY

1. Education provided at St. Paul's during school hours will be free of charge. Parents may be invited to make voluntary contributions for the benefit of the school or in support of any activity organised by the school. The only exception to this will be where parents are required to contribute towards the cost of instrumental music tuition. The amount payable will be reviewed annually by the Governors. Where families are in receipt of family credit or income support, no charge will be made. A charge is made for the use of musical instruments, reviewable annually; as of September 2013 it stands at £20 per term. Singing and Instrumental lessons are usually £7 per lesson, payable by monthly standing order. Confirm with Music department.
2. Charges may be made for materials used in practical work when parents have indicated, in advance, a wish to own the final product.
3. Parents will be required to pay for transport to work experience.
4. Charges will be made for board and lodging on residential visits. Where families are in receipt of family credit or income support no charge will be made for residential visits made during school hours or if the visit is an essential part of the curriculum. Parents requesting exemption should write directly to the Headteacher.
5. There will be no charges for entry to public examinations unless:
  - i) the pupil has not been prepared for the examination by the school.
  - ii) the examination is not on the prescribed list.
  - iii) preparation for the examination takes place outside school hours.
  - iv) the pupil is resitting all or part of an examination.
6. Where a girl fails to complete examination requirements without good reason e.g. failing to complete coursework or not turning up for the examination, then the fees will be recovered from the parents.
7. Charges will be made for "optional extras" i.e. activities which take place outside school hours and are not related to statutory duties.

Since no compulsory charge is allowed for any activity which occurs for more than 50% of normal school hours, the Governors will ask for voluntary contributions from parents so that the activity can take place.

One of the exciting areas of life at St. Paul's is the range of educational trips and visits that have traditionally been offered. The Governors hope that parents will continue to support the various



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## ADMISSION CRITERIA

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### General Criteria for Admission to the Sixth Form

Every year a high proportion of St. Paul's pupils from Year 11 enter the Sixth Form to continue their studies. They are joined by girls from other schools and colleges of different faiths and cultures to form a group of 150-170 students.

In September 2014, the Governing Body will admit up to 100 into Year 12; depending upon them achieving the relevant entry requirements and the requirements for individual subjects. The following admissions criteria will apply in the event of over subscription:

1. Baptised Catholic girls (see Note 2) who are in the care of a local authority (children in care) or provided with accommodation by them (e.g. children with foster parents) (Section 22 of the Children Act 1989) and children who were previously looked after but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).
2. Girls already attending the school
3. Baptised Catholic Girls from other schools and colleges
4. Non-Catholic girls who are in the care of a local authority (children in care) or provided with accommodation by them (e.g. children with foster parents) (Section 22 of the Children Act 1989) and children who were previously looked after but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).
5. Other Non-Catholic girls  
Successful applicants enter a community which prides itself on a good working atmosphere where independent learning is encouraged and supported by a caring pastoral system of personal tutors led by Mrs Atterbury, the Head of Sixth Form and Ms. Patel, Sixth Form Learning Mentor. You are expected to support the mission of the school and encourage younger pupils to do so.

A high standard of behaviour and courtesy is expected and valued. Sixth Form life gives opportunities for developing leadership skills. It also brings with it certain freedoms, which in themselves call for greater self-discipline and the assuming of added responsibilities within the life of the School. Some examples of these responsibilities are:

- Participating in the Curriculum Focus Group and School Council, which meets to discuss and to make recommendations on matters affecting the students' lives and interests.
- Working within the school's active and successful Parent, Teacher and Friends Association, as co-opted members.
- Co-ordinating an area of service within the school as a member of the Senior Prefect Team.
- Working with individual departments to support the learning of pupils with Special Educational Needs.
- Supporting the school's support and teaching staff with administrative tasks and supervisory duties.
- Organising fund-raising events, to support local, national and international charities.
- Witnessing to responsibility and service to others as role models for the rest of the school community.

## Admission to Courses

All girls will be guided in two individual discussions to support them in making the correct Post 16 choices. What follows provides general guidelines:

- For 2014 entry a student you must have a minimum of 5 GCSEs at Grade B in 5 separate subjects (not including Citizenship GCSE).
- Most students will take 4 AS subjects.
- Those with an average point score of less than 46 should consider studying 3 subjects at AS level.
- Students with an average point score of less than 38 should consider whether AS and A2 qualifications are the best route. Evidence shows that students with an average point score below 38 are likely to be more successful on a vocational course. For 2013/14 we are offering vocational courses at Level 2 only which would be suitable for girls who have three or four Grade C results and the rest at Grade D or below.

## What does this mean in terms of grades?

5A\* + 5A = Av Pt Score 55  
5A + 5B = Av Pt Score 49  
5B + 5C = Av Pt Score 43

6C + 4D = Av Pt Score 37.6  
4C + 6D = Av Pt Score 36

*Average Point Scores are calculated using the following values:  
A\*=58, A=52, B=46,  
C=40, D= 34, E=28,  
F=22, G=16.*

Generally speaking students wishing to follow a subject to AS/A2 level should achieve at least a Grade B in that subject at GCSE (except for Mathematics GCSE Grade A). For specific subject requirements please refer to subject details in the prospectus.



## Choosing your Subjects

You need to consider carefully which subjects to study. Ask yourself the following four questions before choosing a course:

- Which subjects am I doing well in at the moment?
- Which subjects am I likely to do well in, in the future?
- Which new subjects interest me?
- Which subjects will help me in a future career?

Once you have asked these questions think carefully

about the advice of your teachers and careers advisor.

Then read the course information in this booklet. If you would like more information on the courses, check out the detailed specifications on the exam board websites:

[www.edexcel.org.uk](http://www.edexcel.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.aqa.org.uk](http://www.aqa.org.uk)

### SUBJECT COMBINATION

In deciding whether a combination of subjects is right for you, the following points may be helpful.

What type of work is involved in each subject, e.g. will it involve a great deal of reading? Will all work have to be presented in essay form? Is there enough variety? Does one subject overlap and complement another?

Do your subjects come from different disciplines? We would encourage you to take a range of courses and not to focus on one subject area entirely. The aim is to broaden depth of study at Post 16.

## COURSES AND CURRICULUM

### Courses available at post 16

#### 'AS'/'A' Levels

Art and Design  
Biology  
Business Management  
Chemistry  
English  
Film Studies  
French  
Further Mathematics  
Geography  
Government and Politics  
Health and Social Care  
History  
ICT (Applied)  
Physics  
Psychology  
Religious Studies  
Sociology  
Spanish

All courses are dependent on numbers.

#### Intermediate Course

CACHE

#### GCSE Retakes

English  
Mathematics

#### Level 2 and Level 3

General R.E. Programme

#### Other Enrichment Courses

Personal and Social Education  
Service  
The Duke of Edinburgh's Award  
Work Experience for Applied  
Courses

## Curriculum 2014 at St Paul's

St. Paul's welcomes applications from students keen to work and study at AS, A2 and Intermediate level.

**In order to study A Levels you must have achieved 5 GCSE Grade Bs in 5 separate subjects, not including citizenship.**

### Advanced courses

- **AS level** is studied and assessed in Year 12.
- **A2 level** is studied and assessed in Year 13.

Intermediate level corresponds to GCSE level at Grade C and above.

### Some possible programmes of study

There are a number of AS and A level combinations that you could consider. Here are some examples:

Year	Model 1	Model 2
<b>Year 12</b>	AS level in 4 subjects	AS level in 3 subjects
<b>Year 13</b>	A2 level in 3 subjects	A2 level in 3 subjects
<b>What you get at the end</b>	<b>3 full A levels and 1 AS level</b>	<b>3 full A levels</b>

Your programme of study will also include enrichment courses and if necessary, resit courses in GCSE English and/or Mathematics.

As you can see from these models, your programme will be designed to suit your own individual needs and career intentions, your interests and your abilities.

For example:

What I hope to do	<i>I want to go to university to study Law. I expect to get As in most of my GCSEs</i>	<i>I want to go into some line of work with children and I am also interested in social work. I expect to get 5 Bs and 5 Cs in my GCSEs</i>
<b>Year 12</b>	4 AS levels: English, History, French, Sociology	Health & Social Care, I.C.T., R.E., Sociology
<b>Year 13</b>	3 A2 Levels: English, History, French	Health & Social Care, R.E., Sociology

**Endorsements A-F**

We cover the following AS/A2 Modules in Fine Art, Sculpture, Photography (digital), Creative Textiles, Three Dimensional Design and Critical and Contextual Studies  
**AS is two units of work:**

**Unit 1: Art & Design coursework**

In this unit, students will have opportunities to generate practical work, ideas and research from primary and contextual sources. They will experiment with media and processes, develop and refine their ideas and present their outcomes.

**Unit 2: Exam Study (Internally assessed, 8 hrs)**

This unit represents the culmination of the AS course. The paper consists of one broad-based thematic starting point, guidance during preparatory period, encouraging independence in the development of their ideas, intentions and response.

AS and A2 units are displayed in Sixth Form Studio for assessment and exam board moderation.

**A2 is two units of work:**

**Unit 3: Art and Design Coursework (12 hrs)**

This unit incorporates two linked elements, each with separate final outcomes: Practical Work and Personal Study. The investigation and development for both the Practical Work and Personal Study will be shown through supporting studies.

**Unit 4: Art and Design Externally Set Assignment**

This unit represents the culmination of the A2 course. The paper consists of one broad-based thematic starting point, guidance during preparatory period, encouraging independence in the development of their ideas, intentions and response.

**General Course Description:**

1. Experience of working with a broad range of media, including traditional and new media technologies.
2. Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement.
3. Independence of mind in relation to developing their own ideas, refining their own intentions and personal outcomes.
4. Knowledge, understanding and application of art, craft, design and media and technologies in contemporary and past societies and cultures.
5. Links with Galleries Ikon Articulation Competition and yearly visit to Clothes Show Live Birmingham NEC

**Previous Performance:**

AS	A	B	C	D	E	U	A-B	A-E	
2011	-	14%	14%	50%	14%	7%	0%	29%	100%
2012	-	0%	40%	0%	0%	40%	20%	40%	80%
2013	-	0%	50%	50%	0%	0%	50%	100%	
A2	A*	A	B	C	D	E	U	A*-B	A*-E
2011	17%	0%	17%	50%	17%	0%	0%	33%	100%
2012	0%	0%	22%	33%	33%	11%	0%	22%	100%
2013	0%	0%	33%	33%	33%	0%	0%	33%	100%

**Course Entry Requirements:**

- Portfolio of work for GCSE
- Grade C or above at GCSE level

**Course Tutors:**

**Mrs J Lanchester**

(Three Dimensional Design, Creative Textiles, Digital Photography & Critical Awareness).

**Mrs L Arnold-Morgan**

(Printing, Mixed Media, Critical Historical studies).

**Board: EDEXCEL**

Art Foundation, University, Art History, Advertising Industry, Fashion Designer, Photographer, Museums, Freelance Artist, Teaching, Film Set Designer.



**AS**

**Unit 1 : Cells, Exchange and Transport**

**Unit 2 : Molecules, Biodiversity, Food and Health**

**Unit 3 : Practical Skills assessment**

**A2**

**Unit 4 : Populations and Environment**

**Unit 5 : Control in Cells and Organisms**

**Unit 6 : Practical and Investigative Skills**

**General Course Description:**

In the Autumn term the ultra structure of cells, the cell cycle and investigate the different methods by which substances cross cell surface membranes. They learn about the need for transport systems in multi cellular organisms. In the Spring term they look at the structure of biological molecules and use practical work to investigate factors that affect enzyme action. The effect of disease is studied in relation to life style and pathogens. Students also gain an understanding of the classification system and develop their sampling skills. A variety of practical activities are carried out across the year, students have the opportunity to take part in fieldwork in the Summer term. The centre-assessed coursework component includes qualitative, quantitative and evaluative components. It emphasises the way in which Biologists work and the contributions of biology to society.



**Previous Performance:**

AS	A	B	C	D	E	U	A-B	A-E	
2011	-	0%	22%	11%	28%	28%	11%	89%	
2012	-	7%	18%	11%	32%	21%	11%	89%	
2013	-	6%	24%	35%	6%	12%	18%	82%	
A2	A*	A	B	C	D	E	U	A*-B	A*-E
2011	0%	15%	0%	0%	54%	15%	15%	15%	85%
2012	0%	0%	31%	0%	31%	23%	15%	31%	85%
2013	6%	13%	13%	13%	13%	38%	6%	31%	94%

**Course Entry Requirements:**

- BB grade in Dual Award Science or separate Sciences.
- C grade in Mathematics.
- To be successful students need to be committed to their studies, well-motivated and hard-working.

**Course Tutors:**

Mrs P Rigg  
Miss A Staciwa  
Miss H Walter

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**Board:** A2 AQA  
AS OCR

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**Career Pathways:**

Students have studied a wide variety of courses at University, e.g. Biological Sciences, Medicine, Dentistry, Physiotherapy, Pharmacy, Biochemistry, Teaching, Nursing, Environmental Science, Law, Accountancy, and many more.

**AS**

**Unit 1 : Developing New Business Ideas**

**Unit 2 : Managing the Business**

**A2**

**Unit 3 : People In Organisations**

**Unit 4 : Making Business Decisions**

**General Course Description:**

Effective management is vital to the success of business enterprise and a thriving economy. Ever increasing competition, global, social and political issues, together with advances in technology and changing consumer habits all influence today's business organisations. You will study the way in which these affect business and how their impact must be managed. This is a well established department which has smaller teaching groups at A level. This creates a secure learning environment and the opportunity for individual support when needed.



**Previous Performance:**

100% pass rate every year since 2002 with nearly all students meeting their predicted grade. For further details please speak to course tutor.

Having changed to the OCR Examination Board the first results for A2 under this board were received in 2013. Previous results from a different examination board have shown that, at A level, the majority of students gain their target grade and there has been a 100% pass rate.

AS	A	B	C	D	E	U	A-B	A-E	
2011	-	0%	15%	0%	39%	23%	23%	15%	77%
2012	-	9%	36%	9%	9%	36%	0%	46%	100%
2013	-	17%	17%	17%	17%	17%	17%	33%	83%
A2	A*	A	B	C	D	E	U	A*-B	A*-E
2011	0%	0%	50%	50%	0%	0%	0%	50%	100%
2012	0%	17%	17%	67%	0%	0%	0%	33%	100%
2013	29%	0%	14%	43%	0%	14%	0%	43%	100%

**Course Entry Requirements:**

- Grade B in GCSE Mathematics or Grade B in Business Studies.

**Students must also be well organised, well-motivated and a good person to have as part of a team.**

**Course Tutor:**

**Mrs G Ragg**

**Board: OCR**

**Career Pathways:**

Many of the students opt for a Business Degree Course at university, but it is also an excellent A level to have when applying to study for a degree in Sociology, History, Pharmacy and Law.

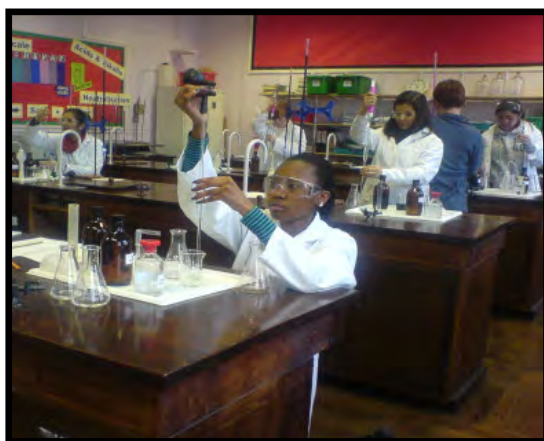
Graduates from Business Studies Courses are highly sought after for management positions in both the public and private sector. Examples of degree courses are: Business Management, Business combined with either Law, Psychology or ICT. Other related degrees are: Marketing, Accounting, Logistics, Economics and Human Resource Management.



**AS****Unit 1 : Chemistry for Life****Unit 2 : Chemistry of Natural Resources****Unit 3 : Chemistry in Practice****A2****Unit 4 : Chemistry of Materials****Unit 5 : Chemistry by Design****Unit 6 : Individual Investigation****The Aims of the Course:**

The aims of the Chemistry course are to encourage candidates to:

- develop their interests in, and enthusiasm for chemistry, including developing an interest in further study and careers in chemistry;
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of How Science Works;
- develop essential knowledge and understanding of different areas of chemistry and how they relate to each other.

**Previous Performance:**

AS	A	B	C	D	E	U	A-B	A-E	
2011	-	13%	7%	27%	27%	7%	20%	80%	
2012	-	7%	7%	7%	47%	27%	7%	93%	
2013	-	0%	22%	11%	28%	22%	17%	83%	
A2	A*	A	B	C	D	E	U	A*-B	A*E
2011	11%	11%	33%	0%	33%	11%	0%	56%	100%
2012	0%	33%	0%	50%	8%	8%	0%	33%	100%
2013	0%	22%	0%	11%	33%	33%	0%	22%	100%

**Course Entry Requirements:**

- BB or above in Double Science GCSE.
- B in Mathematics GCSE.

**Course Tutors:**

Mrs J Mobberley (AS/A2)

Mrs R Price (AS)

Mrs N Djukic (AS)

**Board: OCR****Career Pathways:**

Essential for Medicine, Pharmacy, Veterinary Science, and related courses, Chemical Engineering, Forensic Science, etc.

General useful qualification for many courses in Law, Business Studies, Engineering, Geological Science, Archaeology, Rural and Agricultural Science, any Environmental career. Many students have used it to go into Accountancy and Finance as a career.

**AS****Unit 1: Texts in Context****30% of A level ; 60% of AS level**

This unit is examined by a 2 hour open book paper:

- You answer 2 questions, one on a set poetry anthology and one on an unprepared passage, to which you respond with reference to wider reading.
- This area of study is Literature of World War One.

**Unit 2: Creative Study****20% of the A level; 40% of AS level**

Coursework (2,000 words):

- 1 prose text; 1 drama text
- 2 tasks - one on each text; the drama task asks you to compare this text to your prose text or another drama text; the prose task can be re-creative.

**A2****Unit 3: Reading for Meaning****30% of A level**

This unit is examined by a 2 hour closed book paper:

- There will be two questions on unprepared texts to which you respond with reference to wider reading in "Love Through The Ages".

**Unit 4: Extended Essay and Shakespeare Study****20% of A level**

Coursework (3,000 words)

- 3 texts, including a Shakespeare play, are studied.
- Students write one essay comparing an aspect of 3 texts, which must include the taught Shakespeare text, but can include a text studied independently.

**General Course Description:**

Students study a range of texts from different historical periods and genres and are encouraged to read independently and take advantage of any theatre visits or workshops which are offered.

**Previous Performance:**

100% pass rate at A2 for the last 15 years!

AS	A	B	C	D	E	U	A-B	A-E	
2011	-	0%	15%	23%	42%	15%	4%	15%	96%
2012	-	47%	34%	19%	0%	0%	0%	81%	100%
2013	-	55%	27%	18%	0%	0%	0%	82%	100%
A2	A*	A	B	C	D	E	U	A*-B	A*-E
2011	9%	13%	22%	26%	26%	4%	0%	44%	100%
2012	5%	16%	26%	47%	5%	0%	0%	47%	95%
2013	7%	19%	44%	30%	0%	0%	0%	70%	100%

**Course Entry Requirements:**

- Candidates must have taken the Higher papers in English Language and Literature at GCSE.
- 2 grade Bs in English Language and Literature at GCSE.

**Course Tutors:**

Ms M Patel  
Mrs J Wynne  
Mrs A M Canavan  
Mrs L Howard  
Mrs V Lloyd - Smith  
Mrs Z Vukojevic

**Board: AQA****Career Pathways:**

A range of careers including: Teaching, Law, Media, Publishing, Civil Service, Personnel & Management.

## AS Unit 1: Exploring Film Form

20% of A Level, 40% of AS

Examined by coursework:

2 elements:

- analysis of film (1500 words)
- creative project

## Unit 2: British and American Film

30% of A Level, 60% of AS

Examined by 2½ hour written paper, comprising of 3 questions on:

- Producers and Audiences
- British Film
- US Film

## A2 Unit 3 : Film Research and Creative Projects

25% of A level

Examined by coursework:

2 elements:

- research project
- creative project

## Unit 4: Varieties of Film Experience - Issue and Debates

25% of A level

Examined by 2¾ hour written paper, comprised of 3 questions on:

- World Cinema
- Spectatorship
- Close study of chosen film

## General Course Description:

This course combines practical and analytical approaches to film, with a pleasing 45% coursework.

## Previous Performance:

In the first group of AS Film Students, we had 100% success at grades A-D with over 50% of students achieving A or B grades. The course first started in 2008.

AS	A*	A	B	C	D	E	U	A-B	A-E
2011	-	50%	25%	25%	-	-	-	75%	100%
2012	-	10%	40%	30%	20%	-	-	50%	100%
A2	A*	A	B	C	D	E	U	A-B	A-E
2011	-	57%	14%	29%	-	-	-	71%	100%
2012	33%	33%	7%	7%	-	-	-	67%	100%
2013	0%	13%	50%	38%	-	-	-	63%	100%

## Course Entry Requirements:

- Candidates must have taken the Higher paper in English Language at GCSE.
- Preferably grade B in English Language at GCSE.

## Course Tutors:

Ms M Patel  
Mrs L Raffermati  
Mrs V Lloyd - Smith

Board: WJEC

## Career Pathways:

Some students pursue Film at degree level; more choose it as an optional module in an English degree; many simply achieve a high grade and recognise the qualification as a step to Higher Education on a range of degree courses.

**AS**

**Unit 1: Oral in French**

**Unit 2: Listening, Reading and Writing in French**

**A2**

**Unit 3: Oral in French**

**Unit 4: Listening, Reading and Writing in French**

**General Course Description:**

Students will be studying authentic contemporary materials in French from cable television, the internet, newspapers, magazines and films. With the help of these sources they will be studying the history, geography and social structure of French speaking countries.

This specification for AS and A level French is designed to encouraged students to :

1. develop an interest in, and enthusiasm for, language learning
2. develop understanding of the language in a variety of contexts and genres
3. communicate confidently, clearly and effectively in the language for a range of purposes
4. develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
5. consider their study of the language in a broader context

**Previous Performance**

AS	A	B	C	D	E	U	A-B	A-E	
2011	-	33%	0%	33%	0%	33%	0%	100%	
2012		50%	0%	25%	25%	0%	0%	100%	
A2	A*	A	B	C	D	E	U	A*-B	A*-E
2011	0%	50%	0%	0%	50%	0%	0%	50%	100%
2012	0%	0%	0%	33%	33%	33%	0%	0%	100%
2013	0%	67%	33%	0%	0%	0%	0%	100%	100%

**Course Entry Requirements:**

- B grade and above in French GCSE
- Students must have taken Higher papers in subject skills.

**Course Tutors:**

Mrs J Wakelin  
Mrs L Johnstone

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**Board: WJEC**

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**Examples of Degrees:**

Languages and Linguistics  
Law/International Law  
Business Studies  
Medicine  
Primary Teaching  
English  
History

**AS**  
**Unit 1: Further Pure Mathematics 1**  
**Unit 2: Decision Mathematics 1**  
**Unit 3: Either Numerical Methods or Mechanics**

**A2**  
**Unit 1: Further Pure Mathematics 2**  
**Unit 2: Mechanics 2**  
**Unit 3: Statistics 2**

**Course Description:**

For those taking 'AS'/'A' level Mathematics, Further Mathematics provides the opportunity to study a wider mathematical curriculum. This supplements AS/A2 Mathematics but is examined at the same level.



**Previous Performance:**

AS	A	B	C	D	E	U	A-B	A-E	
2009	-	0%	0%	0%	50%	0%	50%	0%	50%
2010	-	0%	75%	0%	25%	0%	0%	75%	100%
2011	-	0%	33%	0%	0%	33%	33%	33%	67%
A2	A*	A	B	C	D	E	U	A*-B	A*-E
2009	-	50%	0%	50%	0%	0%	0%	50%	100%
2010	No students studied the course in 2010								
2011	0%	0%	0%	100%	0%	0%	0%	0%	100%

**Course Entry Requirements:**

- Grade A/A\* at GCSE and studying AS Mathematics.

**Course Tutors:**

Miss Collins

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**Board: OCR (MEI)**

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**Career Pathways:**

Strongly recommended for those considering a degree in Mathematics or Engineering.

<b>AS</b>	
Unit 1: Physical and Human Geography	35%
Unit 2: Geography Skills	15%
<b>A2</b>	
Unit 3: Contemporary Geographical Issues	30%
Unit 4: Geography Fieldwork Investigation (Written Examination)	20%

**Course Entry Requirements:**

- Minimum C grade, preferably B grade in Geography at GCSE.

**Course Tutors**

Mrs T O'Brien  
Mrs M Atterbury  
Miss E Wilding

**General Course Description:**

A thematic people-environment approach to an issues based course. A contemporary course which develops pupils' knowledge and understanding of physical and human processes. Builds up on knowledge from KS3 and KS4. Field study opportunities include a 3 day residential at a field studies centre in Somerset in the Spring term of Year 12.

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**Board:** AQA

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**Career Pathways:**

Higher level study in Science or Arts based Degrees.

Careers in: Transport; Education; Banking; Finance; Town Planning; Economic Development; Advertising; Travel; Tourism.



**Previous Performance:**

AS	A	B	C	D	E	U	A-B	A-E	
2011	- 14%	29%	24%	14%	19%	0%	43%	100%	
2012	- 28%	28%	17%	17%	11%	0%	56%	100%	
2013	- 16%	16%	16%	37%	16%	0%	47%	100%	
A2	A*	A	B	C	D	E	U	A*-B	A*-E
2011	0%	20%	30%	30%	10%	10%	0%	50%	100%
2012	5%	21%	32%	42%	0%	0%	0%	58%	95%
2013	0%	21%	43%	36%	0%	0%	0%	64%	100%

**AS**

**Unit 1: People, Politics and Participation.**

**Unit 2: Governing Modern Britain**

**A2**

**Unit 3: The Politics of the USA or Ideologies**

**Unit 4: The Government of the USA or Ideologies in action**

**Course Entry Requirements:**

- **GCSE Grade B in English.**

**Course Tutors**

'To be confirmed'

**General Course Description:**

This is a new course which may be offered in September 2014 if there is sufficient interest.

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**Board: AQA**

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**Career Pathways:**

Higher level in study politics, economics, business and a wide range of courses leading to career in Law, Politics, Journalism, Policy Making and the Civil Service.



AS and A2 (6 units over two years)

In Year 12 all students will take Units 1, 2 and 3.

- Unit 1: Promoting Quality Care (exam) 33.3%
- Unit 2: Communication in Care settings (coursework) 33.3%
- Unit 3: Promoting Good Health (coursework) 33.3%

A2 Units:

- Unit 10: Providing Quality Care (coursework) 33.3%
- Unit 14: Mental Health Issues (coursework) 33.3%
- Unit 15: Social Trends (exam) 33.3%

### General Course Description

Applied 'A' levels allow students to broaden their programme of study by adding a vocational dimension. One third of the assessment will be external and the remainder will be on the portfolio work produced by the students. Each unit will be graded and then the unit grades will be aggregated to produce a grade for the whole qualification, A to E grading. The course is designed to develop skills of independent research, problem solving, time management and communication and is excellent preparation for Higher Education. Nationally the majority of students who have entered Higher Education from Applied GCE have met the demand of Higher Education courses more easily than those who had only followed traditional 'A' level courses. Work experience is one week in October of Year 12 in an early years setting. This focuses on the communication skills used by practitioners and how they implement the values of care. All placements are linked to unit 2 and give the students the opportunity to complete the necessary assignment for this unit.

### Previous Performance:

AS	A	B	C	D	E	U	A-B	A-E	
2011	-	0%	0%	27%	36%	18%	18%	82%	
2012	-	29%	29%	14%	29%	0%	57%	100%	
2013	-	14%	29%	29%	29%	0%	43%	71%	
A2	A*	A	B	C	D	E	U	A*-B	A-E
2011	0%	0%	17%	50%	33%	0%	0%	17%	100%
2012	0%	0%	14%	57%	14%	14%	0%	14%	100%
2013	0%	50%	33%	0%	17%	0%	0%	83%	100%

### Course Entry Requirements:

- Maths and English GCSE Grades C or above.
- No criminal convictions which would prevent you from working with children. May be subject to CRB checks.
- GCSE Health and Social care would be an advantage but not essential.

### Course Tutors:

Miss J Allan  
Miss Hickey  
Mrs Craddock

Board: OCR

### Career Pathways

A variety of Health, Social Care and Early Years career pathways, i.e. Nursing, Social Work and Teaching. This is excellent preparation for anyone intending to work with people.





**AS**

**Unit 1: USA, 1890-1945**

**Unit 2: Life in Nazi Germany 1933-1945**

**A2**

**Unit 3: British State and People  
1865-1914**

**Unit 4: Russia and the USSR 1881-1991**

**General Course Description**

A study in breadth of the USA, 1890-1945 and a study in depth of Life in Nazi Germany, 1933-1945, at AS, is contrasted with a study of developments towards democracy in Britain, 1867-1915, at A2.

**A2 Unit 4 Coursework Unit**

The second unit at A2 level is a coursework study to span 100 years in Russian History. Students are expected to study, in lesson time, key issues and changes in overview. Time is then allocated to the individual preparation and production of a Personal Study, based upon one of the themes studied. The essay is assessed by History teachers and externally moderated.



**Previous Performance:**

AS	A	B	C	D	E	U	A-B	A-E	
2011	-	5%	29%	48%	14%	5%	0%	34%	100%
2012	-	13%	13%	17%	46%	8%	4%	25%	
2013	-	22%	17%	11%	28%	11%	11%	39%	89%
A2	A*	A	B	C	D	E	U	A*-B	A*-E
2011	5%	18%	27%	32%	14%	4%	0%	50%	100%
2012	-	11%	28%	33%	22%	6%	0%	39%	100%
2013	17%	17%	42%	8%	17%	0%	0%	75%	100%

**Course Entry Requirements:**

- English Language GCSE, preferably grade B.
- History GCSE, preferably grade B.

**Course Tutors:**

Mrs S Coyle  
Mrs S Seery  
Mrs S Shelton  
Miss J Mason

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**Board: AQA**

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**Career Pathways:**

Law; Forensics; Journalism;  
Civil Service; Teaching.

### Unit 1: Life in the Information Age (Coursework Portfolio)

Creating an e-book in DreamWeaver about how ICT is used today including online banking, shopping, crime, government and education. This unit also looks at the Digital Divide both locally and internationally, its impact and solutions.

### Unit 2: Digital Economy (Coursework Portfolio)

Looking at the online shopping experience and how data is collected from users and what goes on behind the scenes - from 'click' to 'brick'!

### Unit 3: The Knowledge Worker (Practical Assessment)

A practical exam, based on a given scenario, using and manipulating spreadsheets to assist in the decision making process.

### Unit 7: Using Database Software (Practical Assessment)

### Unit 8: Managing an ICT Project (Coursework Portfolio)

### Unit 10: Using Multimedia Software (Coursework Portfolio) Single/Double"

This unit runs side by side with Unit 8: Managing an ICT project. Previous multimedia projects include 'Lourdes presentation DVD', 'St Paul's Sixth Form', 'Birmingham for Students', 'The Big Sheep' tourist attraction; 'Peppa Pig' educational games; 'Business studies' at A level, digital storybooks, interactive games, Birmingham restaurants and more.

### General Course Description

The Edexcel GCE in Applied ICT aims to produce effective, discerning ICT users who:

- can select and use appropriate ICT tools and techniques
- carry out investigations
- capture and handle data
- solve problems
- make decisions
- present and communicate information

### Previous Performance:

AS	A	B	C	D	E	U	A-B	A-E	
2011	NONE ENTERED								
2012	9%	46%	27%	18%	0%	0%	55%	100%	
2013	-	0%	0%	0%	50%	30%	20%	80%	
A2	A*	A	B	C	D	E	U	A*B	A*-E
2011	0%	0%	71%	29%	0%	0%	0%	71%	100%
2012	0%	0%	20%	30%	30%	20%	0%	20%	100%
2013	0%	0%	29%	43%	14%	14%	0%	29%	100%

### Course Entry Requirements:

- English grade B and Mathematics at grade C.
- Good problem solving skills are required for the practical project.
- ICT GCSE an advantage, but not essential.

### Course Tutors:

Mrs K Key  
Miss A Wright

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**Board:** EDEXCEL

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### Career Pathways:

Students who successfully complete the qualification will be well equipped to move onto Degree courses and BTEC Higher National Diplomas in related subjects such as ICT, Computer Science, Information Systems, Web Design Media, Software Engineering, Computer Networking, e-Business and Information Management.

**AS**

**Unit 1: Core Mathematics 1**

**Unit 2: Core Mathematics 2**

**Unit 3: Statistics**

**A2**

**Unit 4: Core Mathematics 3**

**Unit 5: Core Mathematics 4**

**Unit 6: D1 or S2**

**General Course Description:**

Core Mathematics reinforces and develops GCSE Higher Level Mathematics (Algebra and Trigonometry mainly). Statistics is the analysis and interpretation of data often related to real life, and is useful for other 'A' level subjects and university courses in Psychology, Geography, Biology and many other areas. Students require a good understanding of Algebra from Higher Level GCSE and good problem solving skills. In Decision Mathematics students study the strategies and methods used by businesses to plan and run projects as smoothly and efficiently as possible.

**Course Entry Requirements:**

- Grade A or above at GCSE Mathematics.

**Course Tutors:**

Miss Collins  
Mrs Kinsella  
Mrs Sanghera  
Miss Kaur  
Mrs Patel

**Board:** Edexcel

**Career Pathways:**

Engineering; Accountancy;  
Business; Management;  
Statistician; Insurance;  
Banking.



**Previous Performance:**

AS	A	B	C	D	E	U	A-B	A-E	
2011	-	9%	13%	17%	9%	17%	35%	22%	65%
2012	-	11%	5%	26%	21%	16%	21%	16%	79%
2013	-	0%	18%	0%	36%	18%	27%	18%	73%
A2	A*	A	B	C	D	E	U	A*-B	A*-E
2011	7%	13%	27%	20%	7%	27%	0%	47%	100%
2012	0%	10%	10%	20%	50%	10%	0%	20%	100%
2013	0%	10%	30%	20%	20%	10%	10%	40%	90%

**AS**

**Unit 1: Particles, Quantum Physics and Electricity**

**Unit 2: Mechanics, Materials and Waves**

**Unit 3: Investigative and Practical Physics**

**A2**

**Unit 4: Fields and Further Mechanics**

**Unit 5: Nuclear Physics, Thermal Physics and Option topic**

**Unit 6: Investigative and Practical Skills**

**The Aims of the course.**

The aims of the Physics course are to allow students to appreciate how fundamental science works and to study optional topics that interest them including Astrophysics, Medical Physics and Applied Physics.

- to learn how physics is in every aspect of our lives from the mobile phone to our bodies.
- to develop skills that will enable students to succeed in any future studies, in careers, and in being part of the global community.



**Previous Performance:**

AS	A	B	C	D	E	U	A-B	A-E	
2011	No students studied the course in 2011								
2012	No students studied the course in 2012								
A2	A*	A	B	C	D	E	U	A*-B	A*-E
2011	No students studied the course in 2011								
2012	No students studied the course in 2012								

**Course Entry Requirements:**

- Good GCSEs to include Bs in Science and Maths and a C in English.
- Good self motivation/ interest in Physics.

**Course Tutors:**

Miss A Dobie  
Mrs R Price

**Board:** AQA

**Career Pathways**

Students who follow this course often apply for university courses in Physics, Astronomy, Maths, Economics, Business, Accounting and Finance. Possible career options with A level Physics include food scientist, climatologist, radiographer, ergonomics expert, medical physicist, chemist, engineer, oceanographer, and audio technician, to name but a few.

**AS**

**Unit 1:**

Cognitive Psychology: Memory  
 Developmental Psychology: Attachments  
 Research Methods, Design and Analysis.

**Unit 2:**

Biological Psychology: Stress  
 Social Psychology: Social Influence  
 Individual Differences: Abnormality

**A2**

**Unit 3:**

Aggression  
 Relationships  
 Gender

**Unit 4:**

Anomolistic Psychology  
 Psychopathology: Research into  
 Diagnosis, Explanations and Treatment of  
 Depression.  
 Research Design and Analysis

**General Course Description:**

This Psychology course will develop students' knowledge and understanding of the five core areas within the subject. Critical issues in each of the topic areas relate to contemporary issues and therefore provide relevance to the student. An emphasis is placed on fostering a critical and enquiring mind. Students will have the opportunity to plan and carry out psychological investigations in the context of the topics studied.

**Course Entry Requirements:**

- GCSE Science - Grade B minimum
- GCSE English – Grade B minimum
- GCSE Mathematics –Grade B minimum

**Course Tutors:**

Mrs L Craddock  
 Ms B Tibbits - Forrest

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**Board: AQA**

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**Career Pathways**

Higher level study in Science or Arts based Degrees. Careers in Education, Social Work, Law, Police Force, Clinical Psychology.



**Previous Performance:**

AS	A	B	C	D	E	U	A-B	A-E	
2011	-	7%	29%	21%	11%	14%	18%	82%	
2012	-	8%	24%	32%	22%	14%	0%	100%	
2013	-	17%	23%	23%	20%	9%	9%	91%	
A2	A*	A	B	C	D	E	U	A*-B	A*-E
2011	0%	16%	20%	28%	32%	4%	0%	36%	100%
2012	0%	6%	28%	28%	22%	17%	0%	34%	100%
2013	13%	7%	23%	29%	23%	3%	2%	42%	97%

**AS Two modules will be studied**  
Two examinations 1¼ hours each

**A2 Two modules will be studied**  
Two examinations 1¾ hours each.

Each exam is 25% of marks for 'A' level

**General Course Description:**

**Areas of study may include:**

1. Consideration of ethical theories and moral issues.
2. An introduction to the Philosophy of Religion including arguments for the existence of God.
3. Studies in the Philosophy of Religion, exploring issues about faith and religious language.
4. Religious Experience today - including questions about nature, features and relevance.



**Course Entry Requirements:**

- Grade at GCSE B
- Minimum Grade B in English Language
- Regular attendance.
- Commitment to positive study habits and to managing and improving one's learning and performance.

**Course Tutors:**

Miss J Horgan  
Miss J Wood  
Miss M Czepiel

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**Board: WELSH BOARD**

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**Career Pathways**

Religious Studies provides a valuable asset to many careers including: Teaching; Lecturing; Journalism; Law; Broadcasting; Archaeology; Counselling; Social Science and Nursing.

**Previous Performance:**

AS	A	B	C	D	E	U	A-B	A-E	
2011	-	34%	28%	28%	6%	3%	0%	100%	
2012	-	10%	26%	33%	31%	0%	0%	100%	
2013	-	7%	30%	33%	27%	3%	0%	100%	
A2	A*	A	B	C	D	E	U	A*-B	A*-E
2011	0%	14%	35%	17%	28%	7%	0%	48%	100%
2012	0%	24%	24%	40%	8%	4%	0%	48%	100%
2013	3%	23%	50%	20%	0%	3%	0%	77%	100%

**AS**

**Unit 1: The Family**

**Unit 2: Education and Research Methods**

**A2**

**Unit 3: Beliefs in Society**

**Unit 4: Social Stratification and Sociological Theory & Methods**

**Course Entry Requirements:**

- Grade B in English Language

**Course Tutors:**

Miss L McCauley  
Ms B Tibbits - Forrest

**Board: AQA**

**Career Pathways:**

Past students of Sociology have been accepted onto courses leading to Careers in Law, Teaching, Nursing, Social Work, Personnel, Journalism, the Police, Marketing, Management, Criminology, Policy Making and the Civil Service.

**General Course Description:**

Sociology is the study of contemporary society. We use a theoretical framework to explore the influence of societal institutions such as the family or media on an individuals life chances or behaviours. The AS course investigates the changing nature of the family and the roles within it. Students also study how governmental policies influence educational attainment from different social groups. At A2 level we delve into the functions of religion and the ever controversial and developing debate around secularisation. Students also research the divides and stratas that are ever present in society. There is no externally assessed coursework.



**Previous Performance:**

AS	A	B	C	D	E	U	A-B	A-E	
2011	-	38%	29%	13%	4%	4%	13%	88%	
2012	-	26%	36%	13%	26%	0%	0%	100%	
2013	-	32%	32%	27%	9%	9%	0%	100%	
A2	A*	A	B	C	D	E	U	A*-B	A*-E
2011	11%	7%	19%	30%	33%	0%	0%	38%	100%
2012	0%	20%	30%	40%	10%	0%	0%	50%	100%
2013	8%	24%	24%	24%	12%	4%	4%	56%	96%

**AS**

**Unit 1: Oral in Spanish**

**Unit 2: Listening, Reading and Writing in Spanish**

**A2**

**Unit 3: Oral in Spanish**

**Unit 4: Listening, Reading and Writing in Spanish**

**General Course Description:**

Students will be studying authentic contemporary materials in Spanish from cable television, the internet, newspapers, magazines and films. With the help of these sources they will be studying the history, geography and social structure of Spanish speaking countries.

This specification for AS and A level Spanish is designed to encouraged students to :

1. develop an interest in, and enthusiasm for, language learning
2. develop understanding of the language in a variety of contexts and genres
3. communicate confidently, clearly and effectively in the language for a range of purposes
4. develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
5. consider their study of the language in a broader context

**Previous Performance:**

AS	A	B	C	D	E	U	A-B	A-E	
2011	-	No students studied in 2011							
2012	-	60%	20%	0%	0%	20%	0%	80%	100%
2013	-	0%	20%	0%	60%	20%	0%	20%	100%
A2	A*	A	B	C	D	E	U	A*-B	A*-E
2011	25%	0%	50%	0%	25%	0%	0%	75%	100%
2012	No students studied in 2012								
2013	50%	25%	25%	0%	0%	0%	0%	100%	100%

**Course Entry Requirements:**

- B grade and above in Spanish GCSE.
- Students must have taken Higher papers in subject skills.

**Course Tutors:**

**Ms T Beckford**

**Ms S Mora**

**Board: WJEC**

**Career Pathways:**

Languages and Linguistics  
Law/International Law  
Business Studies  
Medicine  
Primary Teaching  
English  
History



## CACHE Level 2 Certificate for the Children and Young People's Workforce

### What does the qualification cover?

This qualification is designed to help learners build the knowledge and skills needed when working under supervision with children and young people from birth to 19 years of age. On completion learners will be able to work under guidance, in a wide range of job roles, working in children's settings including early years and social care.

### Who is it suitable for?

Anyone who wants to work with children or young people.

### How will the course be structured?

You will have 3 days of lessons to cover the units of work, and 2 days of work experience to put into practice work place skills in a child care setting, every week throughout the course.

### How is it assessed?

It will be assessed by your tutor using a range of methods. This will include direct observation in the workplace, a portfolio of evidence, written assignments or a task set by CACHE.



### Course Entry Requirements:

- You should be at least 16 years old, and have a range of grades C and D for your GCSEs at the end of year 11.

### Course Tutors:

Mrs N Djukic

## ENGLISH GCSE Re-take

### General Course Description:

Pupils follow the specification for the AQA GCSE English Language course. They will be entered in June for Controlled Assessments and will have the chance to improve on Controlled Assessment marks as well as preparing for examination. Pupils have 2 lessons only a week and will be expected to work hard and meet all deadlines, if they wish to pursue the course.

### Course Entry Requirements:

- Pupils should preferably have achieved a 'D' in English Language

**For further information speak to:**

Ms M Patel

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**Board:** AQA

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## MATHEMATICS GCSE Re-take

### General Course Description

Mathematics GCSE at Grade C or above is necessary for most courses at University or employment. Students will have examinations in June. Pupils have 2 lessons a week and will be expected to work hard and meet deadlines.

**For further information speak to:**

Miss Collins

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**Board:** EDEXCEL

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Most students applying to university will require Maths and English GCSE, at least at grade C. Students applying for teacher training courses also require at least a grade C in Science.

## Higher Education

University/Career Plans	Subject	Numbers
Birmingham City University	Film Production Technology	1
Birmingham City University	Criminal Investigation	1
Birmingham City University	Diagnostic Radiography	1
Birmingham City University	English Literature	1
Birmingham City University	Psychology	1
Birmingham City University	Learning Disability Nursing	1
Birmingham City University	English and Creative Writing	1
Birmingham City University	Law	1
Birmingham City University	Law with Business Law	1
Birmingham City University	Law	1
Birmingham University	Chemistry with Business Management	1
Birmingham University	History	1
Birmingham University	Modern Foreign Languages	1
Birmingham University	Sociology	1
Birmingham University	English	1
Birmingham University	Sociology	1
Birmingham University	Business Management	1
Bristol University	Social Policy and Sociology	1
Bristol University	History	1
Chester University	Psychology	1
Chester University	Mathematics	1
Chester University	Business Management	1
Coventry University	Civil Engineering	1
De Montfort University - 2014	Animation Design	1
Glasgow University	Law	1
Hull University	Psychology	1
Keele University	Law	1
Keele University	Adult Nursing	1
Kings College, London	English with Film Studies	1
Leeds University	Geography	1
Leeds University	History	1
Leeds University - 2014	International Relations	1
Liverpool Hope University	Philosophy, Ethics and Sociology	1
Liverpool John Moores University	Law	1
Liverpool John Moores University	Geography	2
Liverpool John Moores University	Criminology and Sociology	1
Liverpool University	Architecture	1
Liverpool University	Psychology	1
Liverpool University	Computer Science	1
Liverpool University	Criminology	1
Manchester University	Geography	2
Newman University	Primary Teaching	2
Queen Mary's, University of London	Hispanic Studies and Politics	1
Queen Mary's, University of London	Business Management	1
Reading University	Biological Sciences	1
Salford University	Psychology	1
St Martins College, London in 2014	Art and Design course	1
Staffordshire University	Law	1
Staffordshire University - 2014	Accounting and Business	1
Stourbridge College	Business Management HND	1
University of Bangor	Sociology and Psychology	1
Westmisnster University	Computer Science	1
Wolverhampton University	Biomedical Science	1
Wolverhampton University 2014	Law, Social Policy and Communication Studies	1
Worcester University	Adult Nursing	1
Worcester University	Primary Teaching	2
York University	Economics	1

Employment...		
Employment		
Place of Work		No.
Moving to Florida, USA for work		1
Care work - Nursing home		1
Other		
Gap Year - Work experience	University in 2014 - Theology	1
Gap Year - Work experience	University in 2014 - Nursing	1

NOTES

**NOTES**

NOTES



**“The range of subjects on offer in the sixth form is good. There is an element of work-related learning which is sensibly balanced with academic study and is constantly under review so that it meets the needs of changing cohorts. This, combined with a very personalised curriculum for disabled students and those who have special educational needs, ensures that every student has an equal opportunity to succeed. The wide programme of additional cultural and sporting activities is taken up and appreciated by many students.”**

**Ofsted Report 2013**

