



JOHN MASEFIELD SIXTH FORM CENTRE

SUBJECT GUIDE & ADDITIONAL INFORMATION

2009/10

John Masefield Sixth Form Centre
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INTRODUCTION

As you begin a new phase in your learning career, you will notice a lot of differences here in the Sixth Form. The atmosphere is relaxed and staff will treat you as an adult.

As Sixth Formers you will have more freedom and privileges, but in turn this brings more responsibility for your studies and your conduct. As the most senior members of the student community, we expect you to provide a good example to the rest of the School in all that you do. Your personal responsibilities will naturally include a proper regard for acceptable conduct. We expect all students to display consideration in all matters, in order that a happy and positive atmosphere can be maintained within the Sixth Form and the School as a whole.

You will have more spare time than you are used to, with free periods where you can go off-site or just relax in the Common Room. You will be expected, however, to use your spare time effectively, balancing private study with relaxation to ensure you keep on track with your studies.

New for September 2009 - an exciting new Enrichment Programme was introduced. This Programme has been specifically designed to have wide-ranging appeal and is part of our drive to increase healthy lifestyles and offer more opportunities for 16-19 year olds.

On Wednesday afternoon there are no lessons and a full and varied Enrichment Programme has been organised, including: Body Balance with a qualified instructor; outdoor pursuits organised in conjunction with Hereford Youth Service (sailing, kayaking, raftbuilding and mountainbiking - leading to a formal qualification for sailing and kayaking); Golf at Dymock Grange, including an hour's lesson and 9 holes of golf; Duke of Edinburgh Award Scheme; Team Sport; Film Focus (Sixth Form magazine, film club and Amnesty International); Creative Cooking. Sessions run in five week blocks and some activities incur a small charge. Additionally, team sports and fixtures for Football, Rugby, Mixed Hockey, Netball and Rounders take place on Wednesday afternoon and inter-house competitions run at the end of each half term. Badminton, Squash and Weight training facilities are also available for use throughout the School day.

The Enrichment Programme is constantly under review and students are regularly surveyed to tailor the Programme to meet their needs and also to adapt to different seasons throughout the year.

Some students' views of the Sixth Form:

"Meeting new people, having more freedom, improving relations with teachers and developing as a person are just some of the positive points. Any low points are always counteracted by positive things".

"JMHS Sixth Form is a Centre where you can learn, whilst enjoying yourself".

"Overall an enjoyable experience, with a lot of extras to take part in".

"I love the relaxed atmosphere in and around the Sixth Form. I feel I can get the help I need at anytime in a relaxed manner".

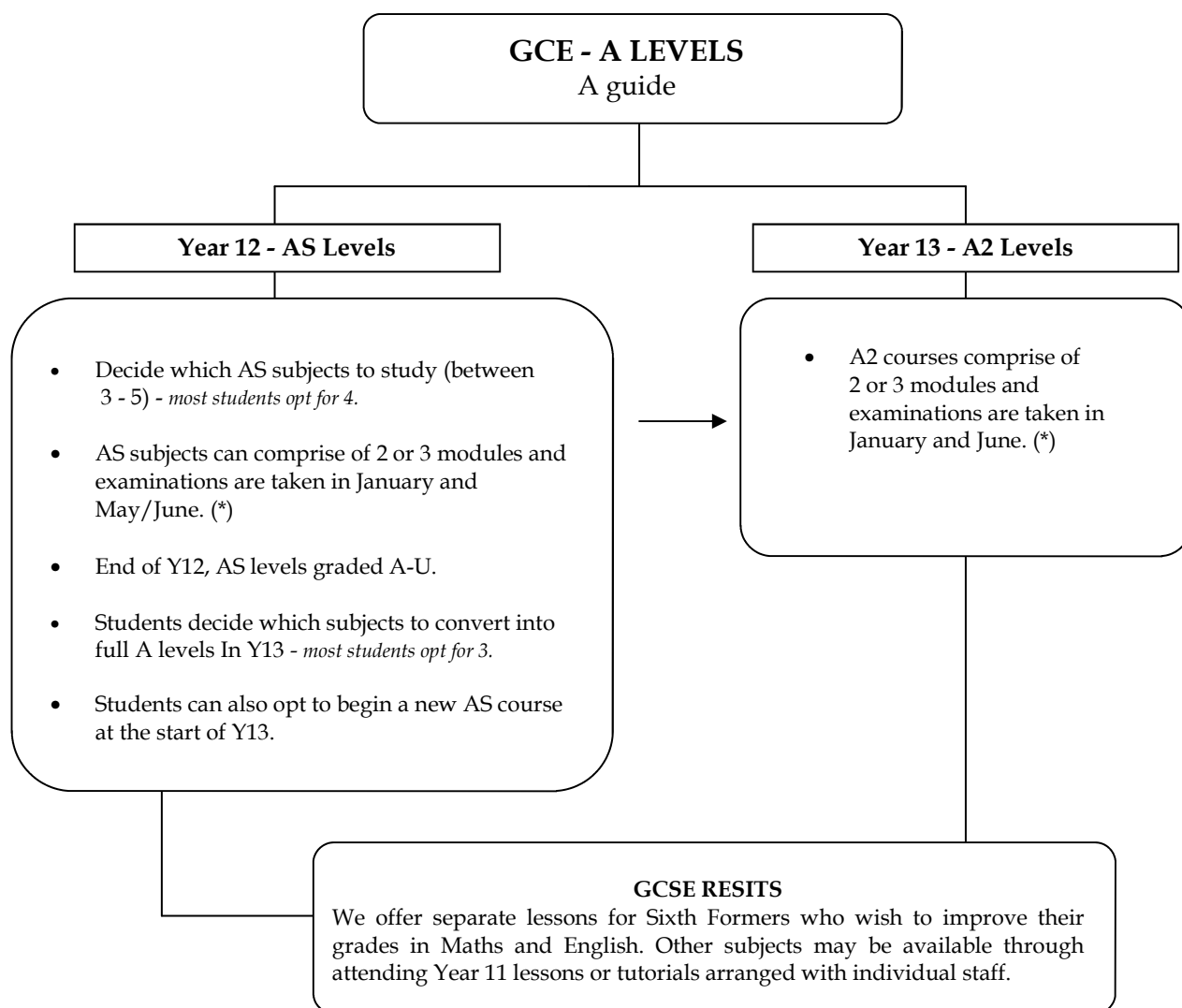
"It's an amazing experience; learning has never been so interesting".

FREQUENTLY ASKED QUESTIONS

Detailed below are some frequently asked questions, along with student quotes to give you a balanced perspective on what you can expect during your time at Sixth Form.

How do I choose subjects and how many?

In December, you will indicate the AS subjects that you are interested in and sample lessons at our Sixth Form Taster Day in January. To study AS levels you should be predicted C's or better in five or six subjects. For some subjects, e.g Sciences, Languages, Maths, it is an advantage to gain at least a GCSE grade B in that subject.



**AS units will vary for each course, to check the exact number, please consult the subject specifications which follow on pages 10-41.*

For students who wish to go on to University or Higher Education, Universities will use both your AS level grades and *predicted* A-level grades, along with a reference and other information to help decide whether to offer you a place. Applications are prepared in Year 13 and sent on-line using UCAS Apply.

Why I chose JMHS Sixth Form: "Support presented to me from teachers at Open Evening and the interesting teaching of lessons". "The work is harder but you are steadily introduced to it and there is plenty of time to do the work".

What are the facilities like?

Our Sixth Form Centre opened in November 2003 and has superb facilities where students can study or relax as time permits. On the ground floor, there are six classrooms with interactive whiteboards and cutting edge ICT; on the first floor, there is: a large Common Room (with a pool table, table football, TV/Freeview, WiFi wireless connection and a food vending machine); supervised Private Study area together with a Computer Suite with broadband access and a reference library; a fully fitted Kitchen; and a student storage area equipped with lockers. There is also a lift for disabled access.

"The facilities are fantastic and give more opportunities to students". "Nice to have our own area".

What support will I get?

Support is always available from a number of staff: Mr Jones, Head of Sixth Form; Mr Price, Assistant Head of Sixth Form; Academic Mentors; Subject Staff and the Sixth Form Pastoral Assistant, Mrs Arlott (who is available to answer any general day-to-day queries you have and administer EMA and UCAS applications). All you have to do is ask.

The Student Mentor scheme was first introduced in September 2006. Mr Price has been given specific responsibility for mentoring in the Sixth Form. He will allocate a Mentor to you and check that regular meetings are taking place to monitor your progress, record achievements, talk about any problems or queries you may have, and discuss targets and action plans.

"Support and guidance is always available and welcoming". "Older students are friendly and help guide you into work and social sides of the Sixth Form". "Excellent. I have received a lot of one-to-one support".

Will I be able to manage the increased workload?

Throughout your course your progress will be monitored, and at regular intervals will be reviewed with your Mentor. Subject Teachers will inform you of your estimated grades on a regular basis.

Action plans and targets will be negotiated. If, at any time, we are concerned about your progress we shall discuss this with you and inform your parents. Formal reports will be sent home during each academic year. If there is concern about your progress, interim reports will be sent home at the end of each half term.

Consultation evenings are held each academic year to enable you and your parents to discuss work and progress with your Subject Teachers. You should attend these evenings with your parents. Your parents are welcome to visit school at any time; however we do ask that you make an appointment by email, telephone or letter.

What can I wear?

There is no prescribed uniform in the Sixth Form, but we do expect an acceptable standard of dress, as you may well be asked to meet and talk to visitors to the School. Therefore, while dress is more informal than in the rest of the School, we do not accept extremes of fashion (eg 'holiday style' of dress) and expect all students to dress appropriately.

What extra-curricular activities are there?

In 2007, a House system was introduced in line with the Lower School and was enthusiastically received by students. Along with the Head Boy and Head Girl, House Captains are appointed each year to successfully run activities and ensure all students feel included and are encouraged to be a participating House member. Regular House meetings are held and a varied programme of events is planned. Also, Houses each have a responsibility for keeping areas of the Sixth Form tidy and House points are awarded - this has given students a pride in their environment and is better for students to work and relax in.

As mentioned in the Introduction on page 2, a new and exciting Enrichment Programme has been planned for 2009 with a wide-range of activities to appeal to all students.

Challenge Days offer students the opportunity to follow a General Studies and PSHE programme. Events are planned and organised by the 'Student Union' (made-up of House Captains, Head Boy & Head Girl, Head of Sixth Form, Assistant Head of Sixth Form, Head of Sixth Form Sport and the Sixth Form Pastoral Assistant). Events to-date include: paintballing/quad-biking in Shropshire; It's A Knockout; a theatre trip to London; ice-skating, cinema and shopping to Bristol; a cultural trip to Birmingham to visit a Synagogue and Gurdwara (Sikh temple). Additionally, 'informals' are arranged throughout the year and are a themed party at the local Rugby Club; an annual dinner & dance is usually arranged during the Autumn Term. As an ice breaker, a team-building event is also planned early in the academic year.

Trips abroad have included: skiing; city breaks to Berlin, Barcelona, Vienna, Prague and Budapest and a bi-annual fundraising trip to South Africa.

"London was really well organised - I learnt lots and had lots of fun". "Paintballing was great and the informals at the Rugby Club are always ace". "Dinner and Dance was amazing"! "South Africa"!

WHAT NEXT?

YOUR ACTION PLAN

Everyone interested in joining the Sixth Form will have the opportunity to discuss their ideas about the type of course they wish to follow; these individual discussions will take place with staff, including your Form Tutor and Mr Jones, Head of Sixth Form.

To make the most of this opportunity you need to do some investigating and thinking beforehand. Here is some advice about this preparation:

- Talk to your Subject Teachers - the staff who teach you for GCSE will be able to provide you with useful information and advice.
- Speak to your current Form Tutor - she/he may be able to give you general advice and offer other views. Getting different opinions is important in making your final decisions.
- Speak to your Year 11 Mentor.
- Talk to current members of the Sixth Form and listen to what they have to say.
- If you want to find out more or ask questions about the Sixth Form, you should come along to the **Sixth Form Open Evening held on 17 November 2009** at School. This is for you and your family to find out about the courses available and talk to staff. At this event you will have the opportunity to gather information and discuss possible options with subject staff, course leaders and students. If you have decided already that there is one subject (or more) you definitely want to study, then it might be a better use of your time on the evening to go along to a subject further down on your list of priorities - you might be pleasantly surprised!
- If you would like some careers advice, ask your Form Tutor or Head of Year about making arrangements to see a Careers Adviser.
- Read the information about the courses that are available in the following sections of this booklet before making any decisions.
- Don't forget to talk to your family and discuss your ideas and plans with them. After all you will need their support in the next few years.
- Come along to the 'Taster' Day in January, when you will be able to meet some present Sixth Form students, find out what happens in the Sixth Form and sample some lessons.

KEY DATES FOR 2009/10

Tuesday, 17 November	SIXTH FORM OPEN EVENING
Tuesday, 1 December - Monday, 8 December	INDIVIDUAL STUDENT/PARENT SIXTH FORM INTERVIEWS BEGIN
Friday, 15 January	DEADLINE FOR SIXTH FORM TASTER DAY CHOICES
Wednesday, 20 January	SIXTH FORM TASTER DAY
Monday, 1 February Wednesday, 3 February	INDIVIDUAL STUDENT/PARENT SIXTH FORM INTERVIEWS (SECOND ROUND)
Friday, 19 March	FINAL APPLICATION FORMS DUE IN
Friday, 26 March	CONFIRMATION OF SIXTH FORM PLACE LETTERS ISSUED
Tuesday, 24 August	GCSE RESULTS DAY - 10.00 am - 12 noon Advice and support given SIXTH FORM ENROLMENT - 10.00 am - 12 noon
Wednesday, 25 August	SIXTH FORM ENROLMENT - 10.00 am - 12 noon
Tuesday, 31 August Wednesday, 1 September	Y12/Y13 TIMETABLE QUERIES AND ADVICE
Monday, 6 September	TERM BEGINS

SUBJECTS

Please check individual subject pages for minimum entry requirements.

		Page
Accountancy	AS/A2	10-11
Art & Design: Fine Art	Level 3 BTEC Subsidiary Diploma	12
Art & Design: Photography	Level 3 BTEC Subsidiary Diploma	13
Art & Design: Textiles	Level 3 BTEC Subsidiary Diploma	14
Biology	AS/A2	15
Business Studies	AS/A2	16-17
Chemistry	AS/A2	18
Critical Thinking	AS	19
Drama & Theatre Studies	AS/A2	20
English Language	AS/A2	21
English Literature	AS/A2	22
Football	Level 3 BTEC Extended Diploma	23
French	AS/A2	33
German	AS/A2	33
Geography	AS/A2	24-25
Health & Social Care	Level 3 BTEC Diploma	26
History	AS/A2	27
Home Economics	AS/A2	28
ICT	OCR National	29-30
Mathematics	AS/A2	31
Further Mathematics	AS/A2	31
Media Studies	AS/A2	32
Music (Composing)	Level 3 BTEC Subsidiary Diploma	34-35
Performing Arts (Dance)	Level 3 BTEC Subsidiary Diploma	36
Physical Education	AS/A2	37
Physics	AS/A2	38
Product Design	AS/A2	39
Psychology	AS/A2	40
Sociology	AS/A2	41

Plus, GCSE resits in English and Mathematics.

OPTION BLOCKS WILL BE PUBLISHED AFTER
FEBRUARY INTERVIEWS

WHO'S WHO? A GUIDE TO THE STAFF

New to the School or not, you will need to speak to staff about different things. To help you save some time here is a list of members of staff who organise or are responsible for courses. These staff are often Heads of Department and will be pleased to help you.

For general advice about courses, careers and higher education contact the Sixth Form Leadership Team:

Head of Sixth Form	Mr L Jones
Assistant Head of Sixth Form	Mr C Price
Head of Sixth Form Sport	Mr J Kontarines
Duke of Edinburgh Award	Mrs E Todd
Sixth Form Pastoral Assistant	Mrs T Arlott

For general Curriculum advice contact: Mr L Jones

For specific advice about courses contact:

Accountancy	Mr M Baker
Art & Design: <i>Fine Art</i>	Mr C Bateman
Art & Design: <i>Photography</i>	Mr C Bateman
Art & Design: <i>Textiles</i>	Mrs J Cooke
Biology	Miss A Bayley
Business Studies	Ms M White
Chemistry	Mrs K Barker
Critical Thinking	Mr M Durham
Drama & Theatre Studies	Miss J Ballantine
English Language	Mrs J Davies
English Literature	Mrs J Davies
Geography	Mr J Andrews
Health & Social Care	Mrs S Humphreys
History	Mr G Sampson
Home Economics	Mrs E Kitonga
ICT	Mr S Williams
Mathematics	Mrs L Laidler
Media Studies	Dr R Lewis
Modern Foreign Languages	Mrs P Knight
Music (Composing)	Mr P Bull
PE / Football Academy	Mr M Hawksworth
Performing Arts: <i>Dance</i>	Miss J Ballantine
Physics	Mrs C Buck
Product Design	Mrs J Cooke
Psychology	Mrs M Law
Sociology	Mrs M Law

SIXTH FORM COURSES

ACCOUNTANCY

Examination Board: AQA

Course Content:

Y12: AS

UNIT 1: Introduction to Financial Accounting

- Purposes of accounting
- Accounting records: subsidiary books and ledger accounts
- Verification of accounting records
- Trading and profit and loss accounts and balance sheets including simple adjustments.

UNIT 2: Financial and Management Accounting

- Types of business organisation
- Accounting concepts
- Further aspects of the preparation of the final accounts and balance sheets of sole traders
- Internal final accounts of limited companies
- Ratio analysis and the assessment of business performance
- Introduction to budgeting and budgetary control
- The impact of ICT in accounting.

Y13: A2

UNIT 3: Further Aspects of Financial Accounting

- Sources of finance
- Incomplete records
- Partnership accounts
- Published accounts of limited companies
- Accounting standards
- Stock valuation

Continued

ACCOUNTANCY *(continued)*

UNIT 4: Further Aspects of Management Accounting

- Manufacturing accounts
- Marginal, absorption and activity based costing
- Standard costing and variance analysis
- Capital investment appraisal
- Budgeting: further considerations
- Other factors affecting decision-making: social accounting.

Assessment:

The Assessment objectives are common to AS and A Level.

AO1 - Demonstrate knowledge and understanding of accounting principles, concepts and techniques

AO2 - Select and apply knowledge and understanding of accounting principles, concepts and techniques to familiar and unfamiliar situations

AO3 - Order, interpret and analyse accounting information in an appropriate format. Evaluate accounting information, taking into consideration internal and external factors to make reasoned judgements, decisions and recommendations, and assess alternative courses of action using an appropriate form and style of writing.

Unit 1 - ACCN 1	Unit 2 - ACCN 2	Unit 3 - ACCN - 3	Unit 4 - ACCN 4
Externally assessed examination (1 hour 30 minutes) Four compulsory questions – each carrying a variable number of marks and a variable number of sub-questions.	Externally assessed examination (1 hour 30 minutes) Four compulsory questions – each carrying a variable number of marks and a variable number of sub-questions.	Externally assessed examination (2 hours) Four compulsory questions – each carrying a variable number of marks and a variable number of sub-questions. Synoptic unit.	Externally assessed examination (2 hours) Four compulsory questions – each carrying a variable number of marks and a variable number of sub-questions. Synoptic unit.
50% AS 25% A2 January	50% AS 25% A2 June	25% A2 January	25% A2 June

Possible careers include:

More than just Accountancy! You will gain skills and business acumen that will benefit many areas of industry.

Prior Experience:

You should have at least a C grade in Mathematics. You should be patient and methodical in your work.

ART & DESIGN: FINE ART

LEVEL 3 - BTEC SUBSIDIARY DIPLOMA

Examination Board: EDEXCEL

This A-level equivalent course offers the opportunity to combine vocationally orientated 'applied learning' in the context of Art and Design Fine Art. The course duration is two years

What does the course involve?

The course is designed to enable you to gain an understanding of 2D and 3D visual language alongside the development of critical and conceptual thinking in the context of Fine art.

You will develop skills and understanding associated with a wide range of materials, techniques and processes including drawing and painting, mixed media, making and printing. Work related learning is integrated into the course through vocationally orientated assignments.

You will participate in visits to Museums and Galleries to inform research and inspire ideas for development.

How is the course assessed?

This six unit course will be assessed on the quality of your coursework. Overall grades of Pass, Merit or Distinction will be awarded on the successful completion of your work at the end of this two year course.

Units consist of **four** compulsory and **two** others from a selection.

Unit	Core Units	GLH*	Level
1	Visual Recording in Art and Design	60	3
2	Materials, Techniques and Processes in Art and Design	60	3
3	Ideas and Concepts in Art and Design	60	3
4	Visual Communication in Art and Design	60	3
	Fine Art Specialist Units		
58	Developing and Realising Fine Art Ideas	60	3
59	Multi-disciplinary Work in Fine Art	60	3
60	Painting in Fine Art	60	3

*GLH = Guided Learning Hours

Possible careers:

The course is suitable for learners wishing to pursue careers in a broad range of areas in Art and Design and Cultural industries, for example: Fine Art, 3D Design, and Teaching. In the second year of the course emphasis is given to portfolio preparation to support progression.

ART & DESIGN: PHOTOGRAPHY

LEVEL 3 - BTEC SUBSIDIARY DIPLOMA

Examination Board: EDEXCEL

This A-level equivalent course offers the opportunity to combine vocationally orientated 'applied learning' in the context of Art & Design Photography. The course duration is two years

What does the course involve?

The course is designed to enable you to gain an understanding of 2D and 3D visual language alongside the development of critical and conceptual thinking in the context of Photography.

You will develop skills and understanding associated with a wide range of materials, techniques and processes including location and studio photography. Work related learning is integrated into the course through vocationally orientated assignments.

You will participate in visits to Museums and Galleries to inform research and inspire ideas for development.

How is the course assessed?

This six unit course will be assessed on the quality of your coursework. Overall grades of pass, merit or distinction will be awarded on the successful completion of your work at the end of this two year course.

Units consist of **four** compulsory and **two** others from a selection.

Unit	Core Units	GLH*	Level
1	Visual Recording in Art and Design	60	3
2	Materials, Techniques and Processes in Art and Design	60	3
3	Ideas and Concepts in Art and Design	60	3
4	Visual Communication in Art and Design	60	3
	Photography Specialist Units		
24	Specialist Location Photography	60	3
123	Specialist Studio Photography	60	3
Unit 124	Digital Image Capture and Editing	60	3

*GLH = Guided Learning Hours

Possible careers:

The course is suitable for learners wishing to pursue careers in a range of areas in Art and Design and Cultural industries, for example, Fashion, Travel, Photojournalism; Technical Features, End Usage, Vocational Scenario, eg Wedding Portrait Photography, Industrial Archivist Fine Art, and Teaching. In the second year of the course emphasis is given to portfolio preparation to support progression.

ART & DESIGN: TEXTILES

LEVEL 3 - BTEC SUBSIDIARY DIPLOMA

Examination Board: EDEXCEL

This A-level equivalent course offers the opportunity to combine vocationally orientated 'applied learning' in the context of Art and Design Textiles. The course duration is two years.

What does the course involve?

The course is designed to enable you to gain an understanding of 2D and 3D visual language alongside the development of critical and conceptual thinking in the context of Textiles.

You will develop skills and understanding associated with a wide range of materials, techniques and processes including drawing and painting, mixed media, fabric manipulation, surface decoration and dyeing and printing. Work related learning is integrated into the course through vocationally orientated assignments.

You will participate in visits to Museums and Galleries to inform research and inspire ideas for development.

How is the course assessed?

This six unit course will be assessed on the quality of your coursework. Overall grades of Pass, Merit or Distinction will be awarded on the successful completion of your work at the end of this two year course.

Units consist of **four** compulsory and **two** others from a selection.

Unit	Core Units	GLH*	Level
1	Visual Recording in Art and Design	60	3
2	Materials, Techniques and Processes in Art and Design	60	3
3	Ideas and Concepts in Art and Design	60	3
4	Visual Communication in Art and Design	60	3
	Textile Specialist Units		
71	Exploring Specialist Textile Techniques	60	3
97	Fabric Manipulation	60	3
98	Felt making and Felting	60	3
102	Embroidered Textiles	60	3

*GLH = Guided Learning Hours

Possible careers:

The course is suitable for learners wishing to pursue careers in a broad range of areas in Art and Design and Cultural industries, for example: Fine Art, 3D Design, Fashion Design, Clothing Industry Retail, and Teaching. In the second year of the course emphasis is given to portfolio preparation to support progression.

BIOLOGY

Examination Board: EDEXCEL

Course content:

This A-level course is taught from a context-led approach which examines the biology underlying real life situations, such as cystic fibrosis, heart disease, cancer and biodiversity.

Unit 1: Lifestyle, transport, genes and health

Heart disease is one of the UK's biggest killers – what makes it so common?

Unit 2: Development, plants and the environment

Do you know how you came to have your natural hair colour? Have you also ever wondered how there came to be so many different types of organisms in the world, ranging from microscopic organisms such as viruses to huge mammals such as whales?

Unit 3: The Natural environment and species survival

Global warming and climate change are buzzwords that appear in media headlines and have been the source of much controversy and political divide. You will also learn what defences the body has against invading pathogens and how some micro-organisms, such as *Mycobacterium tuberculosis*, can get the better of us by attacking our defences.

Unit 4: Energy, exercise and coordination

Why is it rare to find an athlete who is both a sprinter and a marathon runner? You will also look at the effects of disease and drugs on the brain and how they, in turn, affect the body and the mind.

Assessment:

The AS course consists of two units, which are assessed through exams in January and June. Students who choose to continue to A2, study two further modules in Year 13, which are also examined in January and June. In addition, there is a module of coursework in each year, and practical skills are assessed through carrying out a series of core practical activities.

Skills acquired:

Scientific method and its application to the understanding of living things. Practical skills allied with organisation and planning, clarity of thought and expression in academic work.

Links with other subjects:

Chemistry is especially important. Physics and Maths are also good combinations. Geography, PE and Psychology also have links with Biology.

Possible careers:

Medical; Veterinary Science and related areas; Agriculture; Fisheries; Forestry; Food Production; Microbiology; Biochemistry; Conservation and Ecology related careers.

Prior experience:

Students will find the course much easier if they have achieved at least a 'B' grade in Core and Additional Science or Biology at GCSE. Any student who achieves a 'C' grade will need to discuss their situation with Miss Bayley, Head of Biology.

Student comments:

"It's a really fascinating subject - it stimulates your brain!"

"It's interesting - cutting up hearts was a lot of fun."

"You get a really good revision programme and teachers give you plenty of help."

BUSINESS STUDIES

Examination Board: AQA

What is Business all about?

Fancy yourself at the head of a successful business? Got some great ideas for new products or services? Or maybe you want to work for a large company by working in marketing or management. No matter what your vision, the Business Studies A Level course gives you an incredibly powerful start. This course will introduce you to the challenges and issues of starting a business, including financial planning. It also focuses on how established businesses might improve their effectiveness by making strategic decisions.

What will I study if I decide to take this course?

The AS specification has 2 units:

Unit 1: Planning and Financing a Business

- **Starting a Business** – the challenges and issues starting a business; enterprise; entrepreneurs.
- **Financial Planning** – Essential financial concepts needed to start a business including: calculating costs, revenues and profits; break-even analysis and cash flow forecasting.

Unit 2: Managing a Business

- **Finance** – Budgets, improving cash flow and profits.
- **People in Business** – organisational structures, recruitment, training and motivation.
- **Operations Management** – operational decisions, quality, customer service, suppliers, technology.
- **Marketing and Competition** – designing and using an effective marketing mix, market conditions and competitiveness.

Unit 3: Strategies for Success

- **Functional Objectives and Strategies** – examining their appropriateness in the context of corporate objectives.
- **Financial Strategies and Accounts** – making investment information, measuring performance, financial decision-making.
- **Marketing Strategies** – analysing markets, selecting successful marketing strategies, developing marketing plans.
- **Operation Strategies** – operational issues, location, innovation, improving operational efficiency.
- **Human Resource Strategies** – workforce planning, adapting operational structures, successful employee relations.

Unit 4: The Business Environment and Change

- **Corporate aims and objectives** – purpose and nature of corporate strategies, stakeholder perspectives.
- **Assessing Change in the Business Environment** – the effects of change in the economic, political, social, ethical and technological environment and the responses of organisations.
- **Managing Change** – planning for change, leadership and corporate culture and making strategic decisions.

How will I be assessed?

In the first year you will sit two papers, one on each of the learning topics you have studied.

AS Level

Unit	Paper	Duration	% of total A level
1	Planning and Financing a Business	75 mins	20%
2	Managing a Business	90 mins	30%

A2 Level

Unit	Paper	Duration	% of total A level
3	Strategies for Success	105 mins	25%
4	The Business Environment and Managing Change	105 mins	25%

Continued

BUSINESS STUDIES *(continued)*

Where will success take me?

This A Level could get you started in Business and give you the skills to progress to higher education. Students with AS or A Level Business Studies have access to a wide range of possible careers and higher education opportunities in areas such as Retail Management, Sales, Accounting, Personnel and Marketing.

How does this subject link with other subjects?

Business Studies has strong links with all academic subjects. Students who take Business Studies often combine it at Higher Education with subjects such as Languages, ICT and Computing. It can lead to higher education courses in areas such as Marketing, Finance, Accounting, Economics, Politics and Law.

Do I need to have taken Business Studies at GCSE?

It is not necessary to have studied this subject at GCSE but a grade C in English Language and Mathematics is recommended.

CHEMISTRY

Examination Board: SALTERS (OCR)

Course content:

Salters AS/A-level provides an innovative, lively and exciting approach to studying Chemistry. You will follow a "storyline" through thirteen themes (five in AS level and eight in A2 level). These themes explore up-to-date issues that are relevant to you, discuss current research and provide you with an insight into possible careers. From this context you are directed to learning activities such as practical work, research exercises, ICT applications and group discussions. Using the "Chemical Ideas" textbook, learning and understanding is approached through a "drip feed" mechanism starting from double award GCSE, introducing and developing ideas gradually as you progress through different themes.

Assessment:

AS Level

Unit	Method	Duration	When
1	Written examination on Themes 1 & 2	75 mins	January
2	Written examination on Themes 3 - 5	105 mins	June
3	Practical skills	-	-

A2 Level

Unit	Method	Duration	When
4	Written examination on Themes 6 - 9	90 mins	January
5	Written examination on Themes 10-13	120 mins	June
6	Extended practical investigation based on a topic of your choice	-	-

Skills acquired:

This is a demanding yet interesting and rewarding course. You will acquire an appreciation of the impact that Chemistry has on the world, develop practical and analytical skills, manipulate abstract ideas and make full use of all the key skills.

Links with other subjects:

Biology, Physics, Maths, PE and Geography.

Possible careers:

Medicine, Dentistry, Veterinary Science, Forensic Science, Biochemistry and other Biological Sciences, Pharmacy, Environmental Sciences, Agricultural Sciences, Forestry, Horticulture, Public Health, Metallurgy, Home Economics, Medical and Scientific Sales, Engineering and Geology. Admission to most scientific degrees requires an A-level in Chemistry.

Prior experience:

Students will find the course much easier if they have achieved at least a 'B' grade in Core and Additional Science or Chemistry. Any student who achieves a 'C' grade will need to discuss their situation with Mrs Barker, Head of Chemistry.

Student comments:

"The course is really lively and varied - understanding how Chemistry is used in the real world makes it relevant and interesting."

"The emphasis is on active, practical learning."

CRITICAL THINKING

Examination Board: OCR

"Win more arguments than you lose!"

Course Content:

You will learn to assess the strengths and weaknesses of other peoples' arguments and reasoning. You will also develop and write your own cogent, structured arguments.

1. Introduction to Critical Thinking
 - The Language of Reasoning – Key terminology and identifying the component parts of arguments.
 - Credibility – Assessing the claims made by individuals and organisations.
2. Assessing and Developing Argument
 - Analysis and evaluation of arguments – evidence, flaws, analogies etc. and their impact on conclusions drawn.
 - Constructing arguments – develop structured, coherent and well reasoned arguments in response to stimulus material.

Assessment (AS level):

Unit	Externally assessed written examination	Duration	% of total AS level
1	Introduction to Critical Thinking	90 mins	50%
2	Assessing and Developing Argument	90 mins	50%

Skills acquired:

As your thinking skills develop in depth and complexity, it will also help your other study skills to improve. You can apply these skills every time you write an essay or a report for the other subjects you are studying. Skills acquired include the ability to:

- Analyse argument – 'Analyse critically the use of different kinds of reasoning in a wide range of contexts.
- 'Evaluate arguments – 'Evaluate critically the use of different kinds of reasoning in a wide range of contexts.
- 'Develop own arguments – 'Develop and communicate relevant and coherent arguments clearly and accurately in a concise and logical manner.'

Links with other subjects:

Business Studies, English Language, English Literature, Geography, History, Psychology, Sociology etc. In fact, Critical Thinking will link with any subject that requires you to analyse, evaluate and construct arguments.

Possible careers:

Critical Thinking is not a new subject. It has been part of university courses such as Psychology, Law and Business Studies (though not necessarily under the label 'Critical Thinking') for many years. The ability to question with precision is a transferable skill and is sought after by universities and employers; it will help you to succeed in almost any career.

Prior Experience:

This course is open to all students.

Student Comments:

"Critical Thinking is for anyone who likes to debate and win an argument." "You can practice the skills you learn when you write an essay, read a newspaper or magazine, when you argue with your family, and even when you watch telly." "What other subject involves looking at topics as varied as global warming, eye witness testimonies from murder-scenes, newspaper editorials, the evidence for the existence of faeries, or even whether aliens crash-landed near Roswell in 1947?!"

DRAMA & THEATRE STUDIES

Examination Board: EDEXCEL

Course content:

This is a highly enjoyable course in which you will develop your understanding of theatre from a very practical perspective. As well as practical assessment you will complete written work to assess your knowledge, understanding and progress.

Assessment:

AS Level – Unit 1 Exploration of Drama and Theatre (20%) - You will study two contrasting plays through physical and vocal workshops. You will learn and experience the process which takes a play from 'page to stage'. Half of your marks for this unit will be given for your practical work and half will come from your exploration notes.

AS Level – Unit 2 Theatre Text in Performance (30%) - You will stage a play in front of an audience, directed by your teacher. You will be able to choose whether to act in or design for the performance. This unit will be assessed by a visiting examiner. You will also offer either a monologue or a duologue from a different play. These performances will be assessed by a visiting examiner.

A2 Level – Unit 3 Exploration of Dramatic Performance (20%) - This unit requires the creation of a unique and original piece of theatre from a stimulus given to you by your teacher. You are assessed on your research and development as well as your performance.

A2 Level – Unit 4 Theatre Text in Context (30%) - In this unit you will be studying two further plays; one from the point of view of the Director and the other from study and research into its production history. This unit is assessed via a 2½ hour written examination.

Skills acquired:

Skills acquired will be predominantly performance orientated: how to build a character, the vocal and physical elements of performance, movement & gesture, working with a script.

Links with other subjects:

English, in terms of exploring play texts and developing essay-writing skills. Music and Dance also complement Drama - both being practical courses, with a focus on performance skills.

Possible careers:

Performance-related either on stage or behind scenes, teaching, 'drama therapy' which could involve working with children/adults with special needs, any profession requiring inter-personal skills.

Prior experience:

It is recommended that you will have studied Drama or another Performing Art at GCSE level. However, exceptions can be made on the condition that you have experience of performing to an audience and have a good grade in English.

Student comments:

"Drama brings you out of yourself and makes you more confident."

ENGLISH LANGUAGE

Examination Board: EDEXCEL

Course content:

- Y12: AS: **UNIT 1: Language Today**
For this unit, you will study a range of spoken, written and electronically produced texts which will include: transcripts, letters, magazine articles, text messages, emails, blogs, leaflets and how language choices reflect the identity of the user and how language use varies according to context. diary entries, exploring
- UNIT 2: Exploring the Writing Process**
This unit allows you to display your skill as a writer. You will produce two pieces of writing: one for a reading audience and one for a listening audience. Both pieces will be accompanied by commentaries which will explain the choices you have made as a writer to achieve particular effects.
- Y13: A2 **UNIT 3: Language Diversity and Children's Language Development**
You will study language diversity over time and in global contexts and will look at the development of children's spoken and written language.
- UNIT 4: English Language Investigation and Presentation**
You will be required to research a language topic area. Topics might include: the use of bias in newspaper reports, how children's books support language development, the extent to which a French person's own language affects their accuracy in writing or speaking English, how advertisements for a particular product have changed over time to reflect a change in society, how an editor might simplify a text for a younger or less skilful audience.

Assessment:

AS Level

Unit	Method	Duration	% of total AS level	When
1	Externally assessed examination. Two sections: one requiring short answers and one extended answer.	2 hrs 15mins	60% AS 30% A2	January/June
2	Internally assessed coursework - folder consisting of two pieces and commentaries. 2000 - 2500 words maximum.	-	40% AS 20% A2	June

A2 Level

Unit	Method	Duration	% of total A2 level	When
3	Externally assessed examination. Two sections: One requiring a response to shorter, structured questions and one extended answer.	2 hrs 45 mins	30% A2	January/June
4	Internally assessed coursework - folder consisting of one investigation. 2500 - 3000 words maximum.	-	20% A2	June

Skills acquired:

An increased ability to understand and use written and spoken English.

Possible careers include:

You will acquire communication and interpersonal skills which are suitable for a range of careers including: Teaching, Speech Therapy, Journalism, Social Sciences, Law, Business and the Police.

Prior Experience:

To start this course, you should have at least a C grade in English and should enjoy analysing and exploring language use.

ENGLISH LITERATURE

Examination Board: EDEXCEL

The AS and A-level specifications build on the knowledge and understanding established at GCSE. Candidates are offered the opportunity for personal enrichment by studying English Literature in depth. The AS specification introduces students to the discipline of advanced literary study and requires reading of the major literary genres. The A-level specification extends this study in length and breadth and develops further students' techniques of analysis, evaluation and comparison. The subject also provides further opportunities to contribute to an understanding of spiritual, moral, ethical, social and cultural issues.

Course content & assessment:

AS Level

Unit	Method	Duration	% of total AS level
1	Explorations in Drama and Poetry. A study of two novels (1800-1945) and one selection of poetry. Externally assessed written examination.	2hrs 15 mins	60% AS 30% A2
2	Explorations in Drama: Coursework - Students submit a single study of 2000-2500 words. Much Ado About Nothing.	-	40% AS 20% A2

A2 Level

Unit	Method	Duration	% of total A2 level
3	Interpretations of Prose and Poetry. Prose and Poetry, including texts dated after 1990. Externally assessed written examination.	2 hours 45 mins	60% A2
4	Reflections in Literary Studies: Coursework - Students submit a study of 2500-3000 words.	-	40% A2

Skills acquired:

- Reading critically and personally, complex literary texts and criticism.
- Writing extended essays conveying your responses to your reading.
- Talking sensitively and perceptively about the impact of books on you.
- Researching into the background of literature and the set texts.
- The ability to evaluate the political, cultural, personal and social impact of literature.

Links with other subjects:

History, Psychology, Geography, Modern Languages and General Studies all help in and are helped by reading literature.

Key skills:

The AS/Advanced GCE in English Literature offers a range of opportunities for students to both: develop their key skills, and generate assessed evidence for their portfolios.

In particular the following Key Skills can be developed and assessed through this specification at level 3:

- Communication
- Information Technology
- Improving own Learning and Performance
- Working with Others

Possible careers:

The subject will extend in a natural way beyond AS and A-level into a wide range of related courses in Higher Education. Students will be able to use the skills they develop in English Literature in a variety of careers such as Law, Management, the Media and Education.

Prior experience:

To start this course you will need at least a C in GCSE English Literature and be a regular and keen reader.

FOOTBALL ACADEMY

LEVEL 3 BTEC EXTENDED DIPLOMA IN SPORT PERFORMANCE & EXCELLENCE - FOOTBALL

Examination Board: EDEXCEL

Course content:

The course is designed to provide the young football player with the opportunity to improve his or her own playing skills and performance, whilst at the same time studying a recognised academic qualification. Specific football modules will allow students to examine their own play and team play and undertake ongoing improvements throughout the course. Students' individual performance will be enhanced through fitness training and game analysis.

Course modules bring together core scientific content with a practical approach to working with sports people. Students will have the opportunity to learn about coaching techniques, covering a wide range from young children to elite athletes, therefore offering a broad base of knowledge.

UNITS

Year 1	Year 2
The Body in Action	Nutrition for Sports Performance
Psychology for Sports Performance	Skill Learning for Performance
Fitness Testing	The Professional Sports Person
Training and Fitness	Innovation for Sport
Sports Injuries	Talent Identification
Principles of Coaching	Organising Events
Working with Children	Voluntary Sports Clubs
The Reflective Practitioner	Sport in Society
Football Coaching	Ethics and Values in Sport
Development of Football Skills	Football Laws and Refereeing
Analysis of Football Skills	Development of Football Skills
Health and Safety in Sport	Principles of Team and Set Piece Play

Skills acquired:

Upon satisfactory completion of the course and exams, students are awarded a BTEC National Diploma in Sport (Performance and Excellence); this is equivalent to three A-levels. Students also have the opportunity to study the following complementary programmes: First Aid and FA Level 2 Certificate in Coaching.

Methods of assessment:

Coursework, Assignments, Practicals and Presentations.

Possible careers:

Teaching; Sports Development Officer; Sports Therapy; Coaching; Massage; Sports Nutritionist; Sports Psychologist

Progression:

Fd.Sc Sports Conditioning and Coaching; BSc (Hons) Sports Conditioning and Coaching; Fd.A Sports Business Management; BA (Hons) Sports Business Management

Prior experience:

Four C's at GCSE level, two of which must be in English, Maths or Science or a relevant further education qualification.

GEOGRAPHY

Examination Board: EDEXCEL

Course content:

Edexcel is the only specification to build a solid geographical foundation through popular, familiar topics while pushing forward the frontiers of A-level Geography.

This 4-unit specification allows a balance between students' own particular physical, human and/or environmental interests and key geographical topics that provide them with the knowledge, understanding and skills for further study at higher education or for employment.

The specification has been designed to allow geographers the flexibility to build programmes that suit their own particular interests and needs. Fieldwork and research skills are a key feature of both the Advanced Subsidiary (AS) Unit 2 and the Advanced level (A2) Unit 4.

Assessment:

The assessment programme is outlined below:

AS (Year 12)	A2 (Year 13)
<p>UNIT 1: 'Global Challenges' 1 Examination (1 ½ Hours): 30% of A-Level</p> <ul style="list-style-type: none"> • Global hazards, trends and patterns. • The challenge of global hazards for the future. • Climate change: causes, impacts and responses. • Globalisation causes and challenges. • Population and migration. People on the move. • Global groupings. • Global networks. • People's roots. • World cities and urbanisation. • Global challenges for the future. 	<p>UNIT 3: 'Contested Planet' 1 Examination (2 ½ Hours): 30% of A-Level</p> <ul style="list-style-type: none"> • Energy security. • Water conflicts. • Biodiversity under threat. • Superpower geographies. • Bridging the development gap. • The technology fix.
<p>UNIT 2: 'Geographical Investigations' 1 Examination (1 Hour): 20% of A-Level</p> <ul style="list-style-type: none"> • Extreme weather (hurricanes/tornadoes/floods). • Extreme weather watch, impacts, increasing risk. • Managing extreme weather. • Rebranding places and strategies. Time to rebrand? • Managing rural and urban rebranding. 	<p>UNIT 4: 'Geographical Research' 1 Examination (1 ½ Hours): 20% of A-Level Options:</p> <ol style="list-style-type: none"> a) Tectonic activity and hazards. b) Cold environments: landscapes and change. c) Life on the margins and food supply. d) The geography of culture, people + places. e) Pollution and human health at risk. f) Consuming the rural landscape: leisure and tourism.

Skills acquired:

- Research and data assimilation
- Analytical/interpretational skills
- Enhancement of ICT capabilities/ competency
- Synoptic links for other subjects.
- Research and out-of-classroom work including fieldwork, as appropriate to the topics selected.

Links with other subjects:

Geography complements Physics, Biology, Maths, Business, English and Languages. Even if not chosen as a primary subject it is an ideal second or third choice to support others and is well received by universities.

Continued ...

GEOGRAPHY *(continued)*

Possible careers:

Students of Geography have progressed on to careers in the following fields: Aviation; Engineering; Natural Hazard Research and Management; Medicine (i.e. tropical medicines and VSO work); Town, City and Transport Planning; Property Development; Journalism and Travel Writing; Media and Broadcasting.

Prior experience:

Anyone with an A* - C grade at GCSE should find the course challenging and stimulating. Even if you have not done GCSE Geography, the Year 12 AS course has a great deal to commend it and you will not be held back by a lack of background knowledge in the subject. Past experience has shown that students who choose to re-kindle their interest in the subject in Year 12 can still gain the highest grades at the end of the course.

Student comments:

“An excellent choice for me - a really good balance of written and practical work.”

“It has been well worthwhile and gives an excellent opportunity to study ‘the real world’.”

“A definite must if you are looking for a really interesting subject.”

HEALTH & SOCIAL CARE

LEVEL 3 BTEC DIPLOMA

Examination Board: EDEXCEL

Course content:

This is a two year course which covers 12 units studied over 8 periods a week and is equivalent to two A-levels upon successful completion. In addition, students are also required to source their own work experience placements over two years within a Health & Social Care setting for a total of 100 hours. A full week's work experience is also required to be undertaken at the end of Year 12. Students are expected to work independently and undertake a number of guided hours working in private study every week.

Unit	Core Units
1	Developing Effective Communication in Health & Social Care
2	Equality, Diversity and Rights in Health & Social Care
3	Health, Safety and Security in Health & Social Care
4	Development through the Life Stages
5	Fundamentals of Anatomy and Physiology for Health & Social Care
6	Personal and Professional Development in Health & Social Care
7	Sociological Perspectives for Health & Social Care
8	Psychological Perspectives for Health and Social Care
<i>Plus four specialist units to be decided with students. These have included Nutrition for Health & Social Care and Complementary Therapies for Health & Social Care</i>	

Skills acquired:

- Work experience
- Basic and Emergency First Aid
- Ability to give an effective presentation
- Ability to research independently
- Ability to write reports
- Ability to write extended essays

Methods of assessment:

By coursework throughout each unit, assignments may include posters, presentations, practical work, reports, etc.

Possible careers:

A wide variety of careers within the Health & Social Care profession, including: Care Assistant, Community Care Worker, Community Support Worker, Day Care Assistant, Family Carer's Support Worker, Health Care Assistant, Home Care Assistant, Midwifery Support Worker, Nursing Assistant, Residential Worker; Rehabilitation Worker, Sensory Impairment Worker, Sheltered Housing Assistant, Social Care Officer, Diploma HE Nursing / Midwifery, Operating Department Practitioner, Care Manager, Pharmacy Technician, Paramedic, Nursing, etc.

Progression:

Higher Education e.g. degree in Midwifery BSc (Hons), Nursing DipHE / BSc (Hons), Social Welfare Ba (Hons), etc or employment within the Health & Social Care sector e.g Day Care Assistant in a nursery or care home for the elderly.

Prior experience:

A minimum of Grade C in English and Science.

HISTORY

Examination Board: EDEXCEL

*"In an educational world which is increasingly 'Multiple Choice' – be independent
– take History and make **your own** choices"*

Course content:

AS course:

1. The 20th Century World Divided:
 - “We didn’t lose in Vietnam- we quit Vietnam”: the secrets of USA’s failure in South East Asia 1950-73
 - Living and dying with Stalin: what was the cost of dictatorship in USSR 1924-53?
2. “The first casualty of war is the truth.....”
Crimea, Boer, World War I – What were the effects of war on the British Public 1854-1929?

A2 course:

1. "Your child belongs to us already..." - why was dictatorship in Germany so successful 1900-1945?
2. Independent coursework.
“Rebellion, protest and upheaval” – how did the Tudor monarchs maintain power (1485-1603)?

You will need to possess and wish to develop the ability to:

- Think independently
- Weigh up arguments and come to a judgement
- Use evidence to support your ideas
- Debate and put forward your views
- Create your *own* theories about events

Links with other subjects:

English Language, English Literature, Geography, Sociology and Psychology.

Possible careers:

An AS/A2 level in History will be recognised as a useful and respected qualification in all careers. It shows you can think for yourself and form arguments – and that’s what employers and universities are looking for.

Prior Experience

This course is open to all students but having taken History at GCSE is an advantage.

Student Comments

"History is all about having opinions and expressing them – it’s a great chance to have your own say on things."
“We’re always encouraged to have our own views about things.”
“Every lesson we debate and discuss the key events – it’s great for those who like an argument.”
“It really stretches you but it really gives you an interest in the world around us and why we are who we are.”

HOME ECONOMICS *(Food, Nutrition and Health)*

Examination Board: OCR

Course content:

The AS Specification has been developed for candidates who have taken GCSE Home Economics: Food and Nutrition or Design Technology: Food Technology. The subject allows for the candidates to develop an awareness of the management of resources to meet an identified human need and provide the opportunity to study a variety of Home Economics contexts.

Assessment:

- The AS forms 50% of the Assessment weighting of the full advanced GCE.
- Assessment is by means of three units of assessment for the AS and six units of assessment for the advanced GCE.

AS

Unit	Method	Duration	% of total AS level
1	Written examination	180 mins	100%

A2

Unit	Method	Duration	% of total A2 level
1	Coursework	-	40%
2	Written examination	180 mins	60%

The specification covers the following areas:

- Human need
- Resource management
- Nutrition
- Consumer studies
- Food technology

Skills acquired:

- The Home Economics specification offers the opportunity to study the subject in the context of a contemporary, changing society.
- It gives the opportunity to explore the content through a range of approaches which build on the knowledge, understanding and skills acquired in Key Stage 4.
- There is flexibility in the choice of modules in A2 and in the coursework in both AS and A2; Creative, Design and Make and Investigative.

Links with other subjects:

ICT, Mathematics, Art & Design, History, Business Studies and Geography.

Possible careers:

Catering, Dietician, Product Designing, Chef, Teacher, Product Development, Social Work, Research Assistant and Manufacturing in the Food Industry.

Prior experience:

The AS Specification has been developed for candidates who have taken GCSE Home Economics: Food and Nutrition or Design Technology: Food Technology. It also accommodates those candidates coming into a new subject.

Student comments

“We did not expect to cook as often so that is a bonus, especially as time is blocked in large chunks.”; “It is a straight-forward course.”; “It is fun and interesting.”; “We have had the opportunity to develop skills in practical lessons.”

ICT

Examination Board: OCR

Course content:

The OCR Nationals suite of qualifications provides candidates with high quality, industry-relevant qualifications geared to the specific requirements of key sectors. They are vocationally-related qualifications that provide valuable opportunities for individuals to develop skills and gain underpinning knowledge and understanding which will support entry into work or progression to further studies through Further Education or Higher Education. The OCR Nationals are attractive, practically-based qualifications intended to stimulate and interest candidates. They support achievement of Key Skills and relate to national occupational standards thereby providing an ideal progression to National Vocational Qualifications (NVQs) once individuals are in suitable employment.

To achieve this qualification, candidates must complete a total of **six** units consisting of four mandatory units and two optional units.

OCR Level 3 National Certificate in ICT

Unit 1 - candidates will develop a thorough knowledge and understanding of communication in a business context. They will also demonstrate how ICT can be used to support and enhance business communication. Candidates will produce evidence to meet the unit assessment objectives in order to show that they understand: the role and contribution of communication technology to business, aids and barriers to effective communication, application of a presentation style to document creation, the use of written communication using ICT in a business context, the effective use of email in a business context, document and computer security in the workplace, the use of standard ways of working to work safely, keep information secure and manage personal information.

Unit 2 - candidates will develop a thorough knowledge and understanding of collaborative working to produce a final product. Candidates will produce evidence to meet the unit assessment objectives in order to show that they understand how to: plan a project as part of a group, investigate ICT tools to support collaborative working, investigate how search engines work, carry out research for the group project, create the allocated part of the group task containing information from a range of sources, work collaboratively with others to review the results of the research and produce the final product and review and evaluate the project and collaborative tools used.

Unit 3 - candidates will develop a thorough knowledge and understanding of techniques available for the analysis and presentation of numerical data. Candidates will produce evidence to meet the unit assessment objectives in order to show that they understand how to: define a statistical problem to be investigated, design and carry out a data collection activity, collect data and use spreadsheet software to store the data, use spreadsheet software for data analysis, create suitable graphs/charts, present the results of the study.

Unit 4 - candidates will develop a thorough knowledge and understanding of the process and practice of developing an interactive multimedia product to showcase an event or situation. Candidates will produce evidence to meet the unit assessment objectives in order to show that they understand how to: specify requirements, design a solution, create and edit multimedia elements, optimise multimedia elements for use in the target environment, author an interactive multimedia product, test and review a preliminary version in order to produce the final product.

Optional units:

OCR Nationals offer a range of units (twenty five) for candidates to study. These are taken in the second year of the course using input from the studying cohort. We are expecting work experience modules, advanced databases, advanced spreadsheets, Digital audio and Digital video to be amongst the popular modules.

Aims:

The aims of the OCR Nationals are to widen participation in vocational or work related learning. The course will equip students with some of the skills they will need in the workplace or in further education and training. It will also allow students to experience vocationally related learning to see if it is suitable for them.

Continued ...

ICT *(continued)*

Possible careers:

The OCR Nationals in ICT has been designed to provide a broad educational basis for Further Education or for moving into employment within the ICT sector. Students will develop the general skills, knowledge and understanding needed within the sector.

Prior experience:

Students who would benefit most from an OCR National Certificate in ICT will need to have four GCSE's at grade A*-C

Student comments:

"I like the idea that everything learnt can be directly applied to whatever job I decide to do in the future".

"Using the latest software in my assignments has proved challenging and very rewarding".

MATHEMATICS & FURTHER MATHEMATICS

Examination Board: AQA

Course content:

In Maths A-level you will cover two different aspects of Mathematics: Pure and Applied Maths. Pure Maths is studied in 'Core' modules, it involves further work on quadratic equations, algebraic skills, calculus and co-ordinate geometry. For the Applied Maths option you will be able to choose between Decision Maths or Mechanics.

Decision Maths involves algorithms, networks, resource allocation and linear programming.

Mechanics deals with physical situations, including kinematics (speed and acceleration), momentum, forces, centres of mass and Newton's laws of motion.

Assessment:

In Years 12 and 13 you will study 3 modules as follows:

Year 12:	<i>(for fast-track GCSE students)</i> – Modules will be determined by those who continue with the course. This is likely to be Core 3 and Core 4 and either Decision 2 or Mechanics 1. <i>(for non-fast-track GCSE students)</i> – Core 1, Core 2 and <i>either</i> Decision 1 or Mechanics 1 (this could lead to AS – level Maths on its own).
Year 13:	Core 3, Core 4 and <i>either</i> Decision 2 or Mechanics 2.
Further Maths:	AS Further Maths is studied in Year 12 leading to A-level Further Maths in Y13. A total of 6 modules are taken including Further Pure 1 and 2. Other modules will be chosen depending on the group, they could include Statistics, Mechanics, Decision or Further Pure 3 and 4.

Skills acquired:

In Core modules you extend your understanding of algebra, graphs and geometry from GCSE and start to learn about functions, calculus and applying techniques to real-life situations. You will learn how to present a mathematical argument logically.

In the applied option you will learn to model real situations mathematically. In Mechanics you will use the skills learnt in Pure Maths to understand why things move as they do. In Decision Maths you will learn the basic ideas behind programming.

Links with other subjects:

Maths A-level is very useful to students studying Science A-levels, particularly Chemistry and Physics. It is also relevant in Business Studies. Maths can complement subjects such as Languages or Music. Mechanics links easily to the Physics course and Decision Maths is associated with ICT and Business Studies.

Possible careers:

Students who studied Maths A-level have gone on to study Science-based degrees, Maths, Engineering, Accountancy, Computing, ICT and a wide range of other subjects. Science or ICT-based courses often have a mathematical element at least in the first year.

Prior experience:

As the Core 1 module builds on ideas met at GCSE level, it is best to obtain a grade B or better to begin the A-level course.

Student comments:

"The course follows on easily from GCSE Higher level, extending ideas and exploring new areas."

MEDIA STUDIES

Examination Board: AQA

Why should I choose Media Studies?

The course builds on the knowledge students have of media communications – in particular, broadcasting, websites and printed media. As well as learning about different aspects of media, Students produce their own media projects. As well as encouraging creativity, this allows students to develop highly important transferable skills.

The course content is relevant for every student who is preparing for work or higher education in a range of media-related areas; however, the knowledge and skills that the course provides are also relevant to a much wider variety of subjects and careers.

Course Content

AS Units

Unit 1 provides an introduction to the study of media and how different forms of media are being used today. Topics for study include: media forms, media representations, media institutions and audiences. The three media platforms that will be studied are broadcasting, digital/web-based media and print. Students will complete an exam on these topics. The study will also be used for Unit 2, when candidates produce their own media productions in two of the three different media platforms. An evaluation is also written.

A2 Units

At A2 students build on their AS work to look more fully at the contexts of media production and consumption – why as well as how texts are created as they are. As well as building on the concepts studied at AS, candidates will look at some of the following debates and theories as appropriate: regulation and control, reality TV, post- 9/11 and the media, Marxism and hegemony and genre theories.

For Unit 3, candidates will be required to study two pre-set media topics on at least one of the three media studies platforms. For Unit 4 candidates will produce a media product linked to their research for an individual critical investigation.

Course Content

AS Level

Unit	Method	Duration	% of total AS level	When
1	Investigating Media Two sections: A – four short answer questions B – one essay (choose from two)	120 mins	50%	Jan/June
2	Creating Media Practical unit, internally assessed Two linked production pieces taken from two of the three media platforms studied in Unit 1 plus 1500 word evaluation	-	80 marks per unit	June

A2 Level

Unit	Method	Duration	% of total A2 level	When
3	Critical Perspectives Two sections: A – three questions on unseen stimulus pieces B – one essay from a choice of two topics (80 marks in total)	120 mins	25%	Jan/June
4	Media: Research and Production Practical unit, internally assessed Two sections: Critical Investigations (48 marks) Linked production piece (32 marks)	-	25%	June

MODERN LANGUAGES: FRENCH AND GERMAN

Examination Board: WJEC

“If you speak to a man in his language, it goes to his heart” – Nelson Mandela.

Course content:

The four skills, listening, reading, speaking and writing practised at GCSE level are further developed, but through more contemporary topics which encourage discussion and debate.

Studying a language encourages you to question your own ideas and those of others, looking at issues from a broader perspective. Topics covered:

AS

- Travel & Tourism
- Leisure
- Health
- Relationships
- Youth Culture
- Education & Careers

A2

- Environmental issues
- Media
- Racism
- Immigration
- Integration
- World of Work

Assessment:

Units are assessed in the summer.

AS		A2	
Unit 1	Oral – 2 topic stimulus cards and general conversation	Unit 3	Oral – discussion based on stimulus and exposé chosen from guided study option
Unit 2	Listening / Reading / Writing	Unit 4	Listening / Reading / Writing

Skills acquired:

Fluency in writing, speaking and understanding a modern foreign language. High standards in linguistic competence and intellectual rigour. A deeper knowledge and understanding of the culture and civilisation of another country. An ability to substantiate an opinion and make use of a range of material offered beyond the classroom.

Links with other subjects:

The topic areas are broad therefore History, Geography, Art, English Language/English Literature, Science and General Studies would help students with their language studies.

Possible careers:

Fluency in a language is a skill in demand which can be allied to many careers which require a European or global context. This skill enhances confidence and social skills and increases your career prospects in the European and global market place. A language combines well with many other subjects such as: Business; ICT; Law, Accountancy, Journalism & Tourism.

Prior experience:

It is advisable to have at least a grade B at GCSE and a keen interest in developing your understanding of French/German culture. In order to develop oral fluency, students will be expected to visit the country of the language they choose during their Sixth Form studies.

Student comments:

“Smaller groups means lots more opportunity to speak and develop my confidence”. “It’s great having enough language to really discuss interesting topics”. “I really enjoy the French films and TV coverage – it makes you see things from a different perspective”. “It’s challenging but rewarding”. “The French Exchange brought the learning experience to life”.

MUSIC

LEVEL 3 - BTEC SUBSIDIARY DIPLOMA IN MUSIC (COMPOSING)

Examination Board: EDEXCEL

Course content:

This is a two year course which covers six units studied over three periods a week and upon successful completion is equivalent to one A-level. It consists of three core units plus three specialist units that provide for a combined total of 360 guided learning hours for the completed qualification.

Students are expected to work independently, as a group and undertake a number of guided hours working in private study. The six-unit specialist National Award allows learners to specialise as a composer as well as learn aspects of Performance and the Music / Recording Industry.

Unit	Core Units
1	Composing Music
2	Music Project
3	Planning a Music Project
Unit	Specialist Units
1	Music Sequencing
2	The Functional Music Keyboard
3	Working with Music Notation Software Packages

Skills acquired:

- Ability to compose independently
- Project planning
- Working to timelines
- Delivering a final product
- Composing using Music Software
- Performing and Recording Skills

Methods of assessment:

Continuous assessment including verbal feedback, as well as written feedback, will lead to grading at the conclusion of each unit. All coursework assignments submitted with no final examination.

Possible Careers:

The course is designed for learners who wish to pursue a vocationally relevant qualification in the music sector. This sector is a dynamic area of the performing arts and many of its skills are transferable between the different areas of the larger genre. Career opportunities for people working, or wishing to work, in the music industry are wide and varied. Careers in the sector range from singing with a pop band to music publishing with many different options in between.

This course aims to give learners the opportunity to gain understanding and practical skill in a variety of areas of this complex industry. There is also the opportunity for learners to gain an understanding of the different working patterns within the industry, especially working as a freelancer.

Continued

MUSIC *(continued)*

Progression:

The course gives a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. There has been the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activities within the Music Industry.

The course gives learners the opportunity to gain a nationally-recognised vocationally specific qualification to enter employment in the Music sector or to progress to higher education vocational qualifications such as the Edexcel Level 5 BTEC Higher Nationals in Music Performance and / or Music Production

Entry requirements for Degree Courses in Music and Music Technology also recognise the qualification as a good foundation to further study.

Prior experience:

A minimum of Grade C in Music at GCSE or a Pass at Level 2 BTEC Extended Certificate/Level 2 BTEC Diploma in Music is required.

PERFORMING ARTS (DANCE)

LEVEL 3 – BTEC SUBSIDIARY DIPLOMA

Examination Board: EDEXCEL

Course content:

This qualification gives students the opportunity to create, perform and appreciate performance events using their skills in Dance. You will learn to see how your skills are used in the Performing Arts sector and how they need to be adapted and applied to particular styles, genre and forms. The qualification is a two year course and is equivalent to A2 grades E (Pass) C (Merit) or A (Distinction).

Year 12 Units: 3 units from the following

Dance appreciation: You will view and reflect upon professional dance works; completing a presentation and reconstructing extracts from two contrasting works. You will also create a short piece in response to a professional work.

Choreographic Principles: You will create and perform at least two pieces of choreography.

Dance Performance: This unit pulls together work created in the previous two units. You will be expected to create and perform a range of pieces for assessment in a year 12 Dance showcase.

The Healthy Performer: In this unit learners will gain a concept of the anatomy and physiology of the human body and perceive how the body's systems link together

Urban Dance: Be able to perform the key features of urban dance. Understand the relationships between music and urban dance. Be able to demonstrate application of physical and interpretative skills in performance.

Year 13 Units:

Jazz Dance: You will develop a good understanding of the style and key features of different jazz styles including musical theatre, commercial jazz (e.g. pop video) swing, lyrical. You will perform in at least two different jazz styles, in two pieces lasting at least 2 minutes each.

Performing to an Audience: (Double Unit). This unit is the culmination of the previous units. You will perform in a full-scale dedicated dance performance interpreting a role and performing this to an extremely high level in front of an audience. (compulsory)

Performing Arts Business: Students will understand employment opportunities and requirements in the performing arts sector. Understand different types of organisations in the Performing Arts sector and be able to manage financial controls for a Performing Arts event. (compulsory)

Performance Workshop: Students will understand how to interpret ideas for performance material and know how to apply ideas creatively. They will be able to take part in workshop performances and evaluate the workshop process in light of performance. (compulsory). Learners should take part in at least two workshops.

Skills:

You will have physical technique classes in a range of styles to train your body for performance. You will need to be able to learn and remember movement given to you. You must enjoy watching and observing others dance as you will have to analyse and study their performances and professional works in depth. You must be prepared to spend plenty of extra time out of lessons working on various components of the course and completing your portfolio.

Links with other subjects:

There are many links to other subjects depending on the style of dance you are studying. History, RE and Geography can help give an insight into different cultures and traditions in order to understand the many styles of dance. Drama and Music complement Dance wonderfully.

Prior experience:

At Key Stage 4, BTEC Dance forms an excellent introduction to the vocational and practical nature of this qualification, although it is not essential. Students interested in this KS5 course must demonstrate enthusiasm, energy and the ability to work hard both individually and as part of a team.

PHYSICAL EDUCATION

Examination Board: OCR

Course content:

There are four areas of study in each year:

Year 12 - AS level:

1. Anatomy and Physiology
2. Skill Acquisition
3. Social Issues
4. Practical Activities

Year 13 - A2 level:

5. Exercise Physiology
6. Psychology of Sport
7. History of British Sport
8. Practical Activities

Assessment:

Areas (1), (2) and (3) are assessed at the end of Year 12 and (5), (6) and (7) at the end of Year 13. Areas (4) and (8) are assessed as coursework and moderated in May for both Year 12 (AS level) and Year 13 (A2 level).

Skills acquired:

Skills of observation, analysis and comparison. The ability to formulate opinions based on a sound theory and practice.

Links with other subjects:

Biology, Sociology and Psychology.

Possible careers:

PE or Sports Teaching, Sports Science and Technology, Sport and Leisure Management.

Prior experience:

Students need to have shown a strong commitment to sports participation in school and have gained at least a grade B at GCSE level.

Student comments:

“Hard work but enjoyable - you need to be committed.”

“More theory than most people think and the emphasis is on analysing as well as performing sport.”

PHYSICS

Examination Board: Advancing Physics (OCR)

Course content:

You will learn about scientific ideas and models, and how these are used in our modern, technological world. Topics include more detailed work on “old friends” you studied at GCSE level (forces, energy, circuits, etc) in addition to some new ones (thermodynamics, quantum mechanics). A practical approach is used throughout.

Assessment:

A number of modules will be sat at the end of Year 12 for the AS part of the course. To these can be added further units in Year 13, making up the full A-level. There are two pieces of coursework in Year 12 and another two in Year 13. The modules are as follows:

Assessment (continuous):

AS	Module 1	Physics In Action – January - Year 12
	Module 2	Understanding Processes – June – Year 12
	Module 3	Physics In Practice – 2 <i>pieces of internally assessed coursework</i>
A2	Module 4	Rise and Fall of the Clockwork Universe – January – Year 13
	Module 5	Field and Particle Pictures – June – Year 13
	Module 6	Researching Physics– 2 <i>pieces of internally assessed coursework</i>

Skills acquired:

Research skills, investigative skills (building on those developed during GCSE Internally Assessed Activities), mathematical techniques, computer simulations/modelling.

Links with other subjects:

Physics is a mathematical subject. It is not essential to take Maths at A level but a good degree of numeracy is essential.

Possible careers:

All types of Engineering; Architecture; Medicine; Dentistry; Veterinary Science, Design; ICT.

Prior experience:

Students will find the course much easier if they have achieved at least a ‘B’ grade in Core and Additional Science or Physics. Any student who achieves a ‘C’ grade will need to discuss their situation with Mrs Buck, Head of Physics.

Student comments:

“I have been really glad I chose this as I have enjoyed this far more at A-level.”

“Physics is really enjoyable at A-level. Because of the experiments we do, you find out *why* things work in the way that they do. It’s great!”

“I’ve enjoyed the last two years so much, I’m now going on to study Physics at University.”

PRODUCT DESIGN

Examination Board: WJEC

Course content:

Product Design is about the application of skills, knowledge and understanding in order to identify market needs to design and make products that meet these needs. The course is practical by nature and you will be expected to design and make products from the outset.

Assessment:

AS level:

Unit	Method	Duration
1	DT1 - written examination	2 ½ hours
2	DT2 - portfolio of work including an extended design and make task	-

A2 level:

Unit	Method	Duration
3	DT3 - written examination	3 hours
4	DT4 - major coursework project	-

Skills acquired:

You will learn: design principles, research techniques, problem solving, testing, CAD/CAM, understanding the market, working materials, manufacturing techniques including hand and machine skills, etc.

Links with other subjects:

ICT, Mathematics, Science, Art & Design, Business Studies.

Possible careers:

3D Design, Product Modelling, Engineering, Industrial Research and Development, Architecture, Manufacturing, CAD/CAM, Education, Management.

Prior experience:

The course is open to anyone who has achieved grade C or above in a Design and Technology GCSE or in ICT.

Student comments:

"The course gives an insight into how the products we take for granted are designed and made."

"Product Design gives me useful skills in designing, making and ICT that I can take advantage of in the future."

PSYCHOLOGY

Examination Board: AQA

Course content:

At AS candidates will develop a broad knowledge and understanding of the core areas of Psychology. At A2 students bring together explanations from different psychological approaches and engage in issues and debates in Psychology.

Assessment:

AS level:

Unit	Method	Duration
1	Externally assessed written examination on: Memory, Attachments and Research Methods	90 mins
2	Externally assessed written exam on: Stress, Abnormality and Conformity	90 mins

A2 level:

Unit	Method	Duration
3	Externally assessed written examination on: Biological Rhythms and Sleep, Relationships and Eating Behaviour	90 mins
4	Externally assessed written exam on: Depression, Psychology of Addiction and Research Methods	120 mins

Skills acquired:

- Knowledge and understanding
- Interpretation and analysis
- Research skills
- Presentation skills; an ability to explain behaviours from different psychological perspectives.

Links with other subjects:

History, Geography, Sociology, English, Biology, Maths.

Possible careers:

Any people-centred career; Retail Trade; Management; Teaching; Counselling; Psychology professions.

Prior experience:

Open to all.

Student comments:

"Psychology is very enjoyable and it's interesting to learn a new subject."

"A lot of reading and writing, but really interesting and a good subject."

"Psychology is great - I have learnt so much since I've been studying it."

"An interesting, unique insight into things you would never have looked at before."

SOCIOLOGY

Examination Board: AQA

Course content:

At AS students acquire knowledge of contemporary social processes and social changes. At A2 the course continues to focus on contemporary society but demonstrates more highly developed skills of application, analysis, interpretation and evaluation.

Assessment:

AS level:

Unit	Method	Duration
1	Externally assessed written examination on: Families and Households	60 mins
2	Externally assessed written exam on: Education and Sociological Research Methods	120 mins

A2 level:

Unit	Method	Duration
3	Externally assessed written examination on: Global Development	90 mins
4	Externally assessed written exam on: Crime and Deviance, Sociological Research Methods	120 mins

Skills acquired:

- Knowledge and understanding.
- Analytical skills.
- Communication skills.
- Research skills.
- Conceptual Awareness.
- Interest in people & social organisations and institutions.

Links with other subjects:

Psychology, Geography, History.

Possible careers:

Any people-centred career, e.g. Personnel Work, Social Work and Education.

Prior experience:

Open to all.

Student comments:

"Helps you to see other people's beliefs and ideas/viewpoints of society."

"Ties in well with Psychology and gives you a chance to debate, discuss and express opinions."

"Sociology is a very interesting subject that has relevance to my life and the world around us."

"Terminology can be difficult at start."

"Challenging and interesting."

EXAMINATION RESULTS 2009

Key Stage 5

Latest available GCE A2 examination results by each subject achieved by students aged 17 and 18# at the end of their second year of study = 47 students

GCE A2 LEVEL RESULTS

Subject	No of entries	A	B	C	D	E	U*
ART (Fine Art)	6	3	1	1	1	0	0
ART & DESIGN (Fashion/Textiles)	11	2	5	3	1	0	0
BIOLOGY	11	3	2	3	2	1	0
CHEMISTRY	10	7	1	1	1	0	0
DANCE	5	0	0	2	2	1	0
DRAMA	2	1	1	0	0	0	0
BUSINESS STUDIES	8	0	2	3	3	0	0
ENGLISH LANG	7	2	1	2	2	0	0
ENGLISH LIT	8	1	1	3	3	0	0
FRENCH	3	1	2	0	0	0	0
GEOGRAPHY	6	0	2	4	0	0	0
GERMAN	3	1	0	1	1	0	0
HISTORY	4	2	1	1	0	0	0
HOME ECONOMICS	2	0	0	0	0	2	0
ICT (Applied)	6	0	1	3	2	0	0
MATHS	12	6	3	1	0	2	0
FURTHER MATHS	5	5	0	0	0	0	0
MUSIC	6	0	1	1	2	1	1
MUSIC TECHNOLOGY	2	0	0	0	1	1	0
PE	3	0	1	2	0	0	0
PHYSICS	8	5	0	1	0	2	0
PSYCHOLOGY	18	9	4	4	1	0	0
SOCIOLOGY	4	0	2	0	2	0	0
GENERAL STUDIES	10	2	4	2	2	0	0
Totals	160	50	35	38	26	10	1

Summary of latest available GCE A/AS level and AVCE/ASVCE results for students aged 17 or 18# at the end of their two years of advanced level study

	0 - 60 points	61-119 points	120-180 points	181-239 points	240-300 points	301-359 points	360+ points	average points per candidate
JMHS LEA ** England **	0%	2.2%	15.2%	10.9%	15.2%	13.0%	43.5%	340.2

On roll on the third Thursday in January, having reached the age of 17 or 18 in the twelve months preceding the start of the reporting school year.

**At the time of publication (October 2009) neither the results for the Local Education Authority nor for the whole of England were available. When we receive these figures they will be available on our website at www.jmonline.org.uk or by contacting the school.

Commentary on Key Stage 5 results 2009

This year the students achieved the highest percentage of A grades ever at 31% which is well above national average, and 77% A - C grades which again is well above national average. On average students achieved two As and one B compared with 3 Cs 7 years ago. The overall pass rate was 99% and the 'average student point score' of 340 UCAS points was once again an improvement being higher than 2008 when the students achieved an average of 327 points having risen from 246 over the last seven years. Nearly 29% of all students gained over 400 UCAS points.

BTEC National Certificate in Health & Social Care (12 units)

Three students (aged 17-18 at the end of their second year of study) gained Merit Merit (equivalent to two A-levels grade 'CC').

BTEC National Diploma in Performance & Excellence - Football (18 units)

Three students (aged 17-18 at the end of their second year of study) achieved the following results:

Distinction, Distinction, Merit	Equivalent to approximately AAC at A-level
Merit, Merit, Merit	Equivalent to approximately CCC at A-level
Pass, Pass, Pass	Equivalent to approximately EEE at A-level

STUDENT DESTINATIONS 2009

Lydia Ashworth	Cardiff University	Nursing (Adult)
Samuel Baggott	Bath Spa University	Drama Studies / Education
Richard Bailey	University of Plymouth	Computing
Jessica Birch	University of Worcester	Psychology
Thomas Booth	Swansea Metropolitan University	Motorsport Engineering
Alice Bowerman	Cardiff University	Zoology
Katie Bowers	University of Nottingham	Music
Gemma Bradley	Bournemouth University	Advanced Diploma (Adult Nursing)
Joshua Brookland	University of Brighton	Geography
Giles Burgess	University of Bedfordshire	Computer Science
Devon Caffull	Harper Adams University College	Veterinary Nursing & Practice Mgt
Robert Chapman	University of Bristol	Physics
Thomas Cochrane	University of Winchester	Archaeological Practice
Philippa Collins	University of Liverpool	Psychology
Rosalin Davies	Cardiff University	Journalism, Film and Media
Katie Gardiner	University of Nottingham	French & Russian (beginners)
Ella Garfield	University of Worcester	Psychology
Guy Habbitts	University of Derby	History
Christopher Hetherington	University of Westminster	Film & Television Production
Joseph Hitchen	Oxford University	Physics (4 years)
Adrian Hodges	University of Glamorgan, Cardiff and Pontypridd	Football Coaching & Performance
Melissa Johns	University of Essex	Theatre
Matthew Jones	University of Bristol	Veterinary Science, BVSc
Thomas King	University of Plymouth	Computer Science
Matthew Kirby	University of Central Lancashire	Asia Pacific Studies
Henrik Kuusanniemi-Abbott	University of Plymouth	Physical Geography and Geology
Ellen Mitchell *	University of Lancaster	French & Spanish Studies
Jennifer O'Toole	University of Edinburgh	Veterinary Medicine
Charlotte Pound	Swansea University	Psychology
Katherine Pratt	Swansea University	Mathematics
Sophie Saunders	Birmingham City University	Fashion Design
Francesca Saxelby	University of Worcester	Social Welfare
Oliver Skittery *	University of Bath	Mechanical Engineering
Nicole Sterry	Cardiff University	English Language & Communication
Amy Stirzaker	Birmingham City University	Fashion Retail Management
Emily Taylor	University of the West of England, Bristol	Psychology
Peter Taylour	University of Bristol	Physics
Lauren Weaving	University of Worcester	Psychology
Ben Whiteley	Oxford University	Engineering (4 years)
Emma Whiteley	University of Birmingham	Medical Science
Amy Williams	University of Worcester	Nursing Studies (Adult) NMC reg.
Rebecca Woodward	University of the West of England, Bristol	Biomedical Sciences

* *Deferred entry until 2010*

SOME USEFUL SERVICES AND CONTACT NUMBERS

CAREERS

Connexions Hereford
6 St Peters Street
Hereford
HR1 2LE
Tel: 01432 269404
www.connexions-hw.org.uk

AT JOHN MASEFIELD

Your Form Tutor
Your Head of Year
Mr Jones (Head of Sixth Form)
Careers Advisor

HEREFORD GRANTS & AWARDS

Student Finance England
<http://www.direct.gov.uk/studentfinance>

AT JOHN MASEFIELD

See your Head of Year who will advise you on what to do.

Students from other schools should contact Mr Jones or Mrs Arlott at JM Sixth Form.

BENEFITS

Hereford Job Centre Plus
St Nicholas House
6 St Nicholas Street
Hereford HR4 0DD
Tel: 01432 363636

AT JOHN MASEFIELD

See your Head of Year who will advise you.

Students from other schools should contact Mr Jones at Mrs Arlott at JM Sixth Form.

EDUCATION MAINTENANCE ALLOWANCE

Tel: 0808 121 8989
<http://ema.direct.gov.uk/>

AT JOHN MASEFIELD

Mrs Arlott – Sixth Form Pastoral Assistant

ENQUIRIES

May be made during School hours
ask to speak to:

Mr L Jones

AT JOHN MASEFIELD

Mabel's Furlong,
Ledbury,
Herefordshire HR8 2HF
Tel 01531 631012 or Fax 01531 631433
lee.jones@jmonline.org.uk

For students not currently attending John Masefield
REGISTRATION and APPLICATION
Sixth Form (September 2010 entry)

Name Home tel no:

Address

..... Post code

Present School

(a) GCSE subjects achieved

(b) GCSE subjects being taken in 2010

.....

.....

(c) Other qualifications being taken or already achieved

.....

SUBJECT CHOICES	
A	
B	
C	
D	
E	<i>(reserve choice)</i>

**PLEASE RETURN TO MR LEE JONES AT ADDRESS BELOW
 BY FRIDAY, 19 MARCH 2010 AT THE LATEST**

John Masefield Sixth Form Centre, Mabel's Furlong
 Ledbury, Herefordshire HR8 2HF
 01531 631012

You will be given a separate copy of this to complete

John Masefield Sixth Form Centre

APPLICATION FOR SIXTH FORM 2010

Name	Tutor Group
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SUBJECT CHOICES	
A	
B	
C	
D	
E	<i>(reserve choice)</i>

**PLEASE RETURN TO YOUR FORM TUTOR
BY FRIDAY 19 MARCH 2010**