

# **The Sir Bernard Lovell School Post-16 Prospectus**

**September 2010**



**The Sir Bernard Lovell School  
North Street  
Oldland Common  
Bristol BS30 8TS**

**Tel: 01454 868020  
Fax: 01454 868014**

**Headteacher: Mr D Turrell  
Deputies: Ms R Bennett, Mr D Clompus  
Director of Post-16 Education: Mr S Downes  
Assistant P16 Director: Mr M Davey**

## INTRODUCTION

Welcome to our Post-16 evening and prospectus. We hope that the information presented will help you to make the right choices for next year and beyond. We have recently developed and refurbished the dedicated Post 16 Learning Centre to ensure the highest quality learning environment for all Post 16 students.

We are delighted with the further improvements in A level results this year. We were also pleased that a large number of our Post-16 leavers have gone on to higher education.

The next few years will see a period of rapid change for Post-16 nationally with the introduction of the new Diplomas. We had already anticipated many of the changes by providing a broad core experience, including an emphasis on developing skills needed for progression to employment and higher education and we are very pleased with how well our Year 12 students have settled into their programmes. We are committed to ensuring Post-16 students here receive an education of real quality and develop the academic and social skills needed to play a full part in tomorrow's world. The Sir Bernard Lovell School is at the forefront of educational developments at Post-16 nationwide.

There have been significant developments in the range and quality of the courses on offer and the enhancement of the learning environment. Students in the Post-16 Centre benefit from the provision of their own computer. They can develop skills in modern foreign languages and communicate using some of the latest technology. The facilities for Specialist courses have contributed to the exceptional success of the students' work.

Through our links with the five schools and Further Education College in the Kingswood Partnership, students have the opportunity to choose from a large variety of courses. OFSTED judged the collaborative arrangements for teaching and curriculum choice within the Kingswood Partnership as being outstanding. "The range of courses available in the sixth form is extensive and provides students with excellent choice" OFSTED November 2007.

To maintain a successful and committed learning environment, we accept applications only from GCSE, BTEC and Diploma students who can demonstrate a high level of motivation and commitment to learn, whether at the Sir Bernard Lovell School or elsewhere. At this stage we are asking students to indicate their preliminary choices. We can then look at how these can be most effectively timetabled and will publish the blocking pattern shortly after Christmas. It is important to stress that whilst we will make every effort to accommodate students' choices, this is not always possible.

Please complete and return the application form (in the back of this folder) by Friday 27<sup>th</sup> November 2009. **N.B.** If you are an SBL student you will be interviewed on the 10<sup>th</sup> December so your application needs to be completed by then. If you would like an opportunity to talk through Post-16 Education at SBL in more detail please contact Mr Downes or Mr Davey for an appointment.

**D Turrell**

## The Post-16 Curriculum

Our Post-16 curriculum has been constructed to provide students with the opportunity to choose a broad and balanced programme. As the table below shows, the Post-16 curriculum will be made up of four parts.

<b>Personal Learning</b>	<b>Main Courses</b>	<b>Tutor Programme</b>	<b>Options</b>
AQA project at level 3	Advanced (Level 3) and Intermediate (Level 2) courses.	Higher Education Planning and Employment and Related Career guidance	<b>GCSE retakes:</b> Maths, English Functional Skills in English, Maths and ICT at Level 2
An MFL experience			
Work experience and work placements	Full details available at the back of the prospectus	Individual tutorial support	National & International visits
PSHE activities			
Political Literacy activities			
Citizenship activities	Personal Learning options (enrichment)		

### Curriculum Routes

<b>Year twelve</b>	→	<b>Year thirteen</b>
4 AS Levels	→	3 or 4 A2s
A Diploma + 2AS Levels	→	A Diploma + 1 A2
3AS Levels	→	3 A2s
BTEC First or Higher Diploma (Level 2)	→	AS Levels

#### **Please note:**

- A BTEC First Diploma or Higher Diploma is a one year (level 2) course. Students can progress either onto advanced (level 3) courses or employment/training.
- An AS is a one year (level 3) course. It can be continued into the second year to provide the student with a full A Level (A2).
- There are many opportunities to build an exciting, relevant and challenging curriculum which will provide the progression routes desired by the individual student.
- Students taking level 3 courses who do not have a C grade in English Language or Maths will be strongly advised to retake them at GCSE or an equivalent Level 2 course. This is to satisfy Higher Education degree course entry requirements.

All applicants and their parents will be invited to an interview to discuss the application in detail.

## **Personal Learning**

Personal Learning is at the heart of the programme of study at Post 16. Students have an opportunity to develop interests in the subjects they are studying by completing an AQA Project. The Project will be on a topic that the student chooses with the help of a dedicated supervisor.

Personal Learning will build towards developing key skills. This has been integrated with the development of citizenship activities and skills, focusing particularly on the wider key skills (working with others, problem solving and improving own Learning and Performance).

Students will have the opportunity to become involved in a number of different optional personal challenge activities. These activities will include the 'Year Council', a national mock-trial competition, visits to local universities and many other opportunities. Students also take up opportunities to participate in school drama productions and sports events, to run clubs and organise trips and visits; to help younger students with reading and writing and many other examples besides. All these activities form a part of a students' personalised route through their personal learning.

Some Post-16 students have the opportunity to engage in a modern foreign language experience. A wide choice of languages is available with some working towards an AS/A2 level qualification. Some students with a strong language background complete a Level 3 award as part of their enrichment programme. There have been a number of International visits in recent years; destinations have included Berlin, Barcelona, Paris, Florence, Alençon, New York, Auschwitz and Bremen.

### **Summary of the Personal Learning programme**

✓	Key Skills
✓	Modern Foreign Language
✓	Work Experience
✓	Extended Project
✓	Enrichment Activities
✓	Student Leadership Award

All students complete an extended project or project qualification. Those on level 3 courses are expected to complete the extended project, a piece of work of their own choice that is equivalent to an AS level. Those students on level 2 courses will complete the project, which is equivalent to half a GCSE.

## Level 2 Courses (Intermediate Level)

At the Sir Bernard Lovell School we have developed a flexible one year Level 2 programme which will not only help students who want to improve their GCSE results, but also help prepare them for employment or further study. The courses are intended for those students who expect to achieve mainly grades 'D' to 'G' at GCSE. Students will be able to complete a higher diploma or a BTEC first qualification.

The courses are more practically based and focus on preparation for employment. There will be several elements to these courses. Students will be able to choose one main area of study from the Principle Learning column and an additional smaller area of study. We aim to give students as much flexibility as possible in their options in order to meet their personal requirements.

The Post 16 department gives students an opportunity to study in a more mature environment. In the past we have found that students who have followed a Level 2 course in Post 16 have been very successful, with some progressing to 'A' level study and even university.

Details of the course outline can be found on the next page.

### Case Studies

*'Doing a Level 2 Health and Social Care course helped me to get a job in a nursing home as a care assistant. It helped me as it gave me ideas about how to identify and satisfy residents' needs. The course also gave me the chance to further my qualifications – I am now taking an NVQ at level 3 whilst working in the residential home.'*

Vicki – Level 2 Health and Social Care student.

### From Level 2 to University ...

After completing her Level 2 Health and Social Care, Sadie decided to take an advanced level course. During her 3 years in the Post-16 Centre Sadie developed the necessary skills and understanding to enable her to apply for University.

**The Sir Bernard Lovell School**  
**Post 16 Level 2 Programme 2010/11**

<b>Functional Skills</b>			<b>Extended Work Experience Programme</b>	<b>Personal Learning</b>	<b>Additional Learning Menu</b>	<b>Principle Learning</b>
<b>ICT</b>	<b>Numeracy</b>	<b>Literacy</b>				
Up to 3 hours per week			Up to 1 day per week	Up to 3 hours per week	5 hours per week	10 hours per week
<p>These are more practically based courses which lead to a qualification in Maths, English and ICT equivalent to 'C' grade at GCSE or above</p>			<p>Depending upon the courses chosen either a block of work experience or a regular weekly work experience will be available</p>	<p>This will lead to the completion of the AQA Project Award at either Level 2 or Level 3</p>	<p>A range of courses that fit with Personal Learning will be delivered across the Kingswood Partnership.</p> <p>The curriculum will be tailored to groups of students depending on their needs.</p> <p>It is envisaged that at SBL courses in Health &amp; Nutrition, Listening Skills and First Aid will be available as a minimum.</p>	<p>Business Administration &amp; Finance</p> <p>Construction and the Built Environment</p> <p>Creative and Media</p> <p>Engineering</p> <p>Environmental and Land Based Studies</p> <p>Hair &amp; Beauty Studies</p> <p>Hospitality</p> <p>Information Technology</p> <p>Manufacturing and Product Design</p> <p>Public Services</p> <p>Retail Business</p> <p>Society Health and Development</p> <p>Sport and Active Leisure</p> <p>Travel and Tourism</p> <p>This will lead to a qualification equivalent to 4 GCSE's at 'C' grade or above</p>

## Level 3 Courses

Level 3 courses are advanced level courses. They lead onto Higher Education and a wide variety of training opportunities. They are examined at the end of the first year of study (as AS) and can be continued for a second year of study to provide a full A level. Students can build up a programme which is right for them.

Entry requirements: To study level 3 (advanced) courses students should have achieved 4 or more A\*-C grades at GCSE. Students achieving under this level are strongly advised to apply for our level 2 programme (see above).

### **Broad and balanced:**

Students achieving mainly B-A\* grades should be choosing 4 advanced level courses or an advanced diploma and one AS level as additional learning. It is strongly advised to choose a 'fourth' subject which *broadens* the programme. For example:

#### **Balanced**

Maths, Physics, Chemistry  
French, English, Art/Textiles  
Health and Social Care, Biology  
English, History, Sociology  
Business, Maths, IT  
IT Diploma  
Society Health & Development Diploma

#### **Broad**

PE  
Maths  
German  
IT  
Performing Arts  
Maths  
Sociology

Students achieving mainly Cs and Bs are advised to choose 3 advanced level courses or an advanced diploma. Some students at this level will need to retake a GCSE as the 'fourth' subject. Tutors or a member of the Post-16 team can help advise on this.

## Advice on choosing courses

- ✓ Visit A level, and diploma classes in the next few weeks so that you can experience the subjects for yourself.
- ✓ Find out what the courses involve by talking to A level teachers and students.
- ✓ Choose subjects you enjoy and will motivate you to work hard.
- ✓ Choose a combination of subjects which will keep your options open (Your tutor, Post-16 staff and the careers service will help you with this).

### **The Learning Environment**

**The school has recently opened a purpose built Post 16 centre with state of the art facilities.**

Most Post-16 lessons at SBL take place in specialist Post-16 classrooms in the Post-16 centre. We are extremely proud of our new facilities.

The Post-16 Centre's learning environment is characterised by a purposeful and friendly atmosphere in which students and staff have high expectations and enjoy intellectual challenges.

Post-16 students sign a Learning Contract as a statement of their intent to:

- Complete all work to the best of their ability by the agreed deadlines
- Be punctual and attend all lessons, core sessions, tutorials and assemblies
- Dress and behave in an appropriate manner

In order to ensure students can follow a wide range of course options, some classes might take place after 3.15 pm: the Post-16 centre is effectively open for tuition from 8.50 am to 5.00 pm.

All students have non time-tabled lessons. These are for independent study, research, and reading to support the work in class. It is a time to prepare for lessons and to go over what has been learnt. In addition the non time-tabled lessons provide opportunities for students to contribute to other areas of school life and to pursue projects and ventures in and out of the Post-16 Centre, including work with the school's enhanced information technology facilities.

Students have access to the Post-16 base, the Learning Centre and Careers Centre. The Post-16 students have access to the Internet, e-mail facilities and language learning software.

We operate a tutorial system in the Centre and students are required to account for absence. Post-16 students are expected to dress in a manner that promotes a sound working environment. Extremes of fashion, style or design are not appropriate.

## **Student Support and Guidance**

A distinctive and important feature of life and learning in the Post-16 centre is the close support and guidance that underpins our tutor system. Students meet their tutors regularly on an individual basis to discuss progress and targets. Tutors maintain an overview of each student's programme and support students in managing their learning. Three times each year work in each subject is formally reviewed and students have individual tutorials with their subject teachers to set 'next steps'. Tutors also review the student's overall progress and this information is sent home to parents.

There are regular opportunities for parents to meet with tutors and subject staff. In the first year there are evenings set aside for information and questions (usually in September), Subject teachers (December) and Higher Education information (February). In addition there are annual formal reports for each course.

## **Careers Education and Guidance**

In addition to our careers library and Connexions **Young Person's Information Point**, we are building a comprehensive range of careers information and advice accessible through the school intranet and website ([www.sblonline.org.uk](http://www.sblonline.org.uk)) and the Kingswood Partnership extranet ([www.kingswoodonline.org.uk](http://www.kingswoodonline.org.uk)). In response to recent initiatives intended to promote a more relevant and flexible 14-19 curriculum, we are increasingly developing opportunities for students to take part in work-based training, to enhance understanding of their careers options and to develop work-related skills. One day a week student apprenticeships have become a popular option for Year 12 students alongside Post 16 courses. The school's **Employment & Training and Work Experience co-ordinators** work closely with **tutors** and with **Connexions**, the young person's advisory service. All students can arrange guidance interviews with a Connexions personal advisor by making an application through their tutor or by going direct to the **Careers Office**.

## **Work Experience**

Whether students are planning to go straight into employment or apply to university, work experience in Year 12 is an important part of their Post-16 education. It provides a valuable, firsthand insight into the world of work and helps students to make more informed career and higher education choices. Successful work experience means that our Post-16 students have more to offer employers and universities, who are increasingly looking for a range of qualifications and skills. During Year 12 students will be supported and guided through the process of work experience, as well as being able to visit the Careers and Work Experience Centre in order to obtain further advice and assistance. Students will also have the opportunity to complete longer term work placements.

## **PSHE**

“The importance of personal social and health education is to help pupils lead confident, healthy and responsible lives as individuals and members of society.”

PSHE will be an important part of the personal learning programme. During this time students will explore a variety of personal, health and social topics giving them opportunities to gain knowledge and understanding. This will help to ensure that they can make informed decisions about their own health and well-being.

PSHE sessions will include discussion and problem solving and a variety of learning activities. Visiting speakers will be invited to talk to the groups.

## **The Partnership Subjects**

In order to provide an even wider range of A Level and diploma choices, SBL has for many years been linked with the five other schools and college in this area in a Partnership arrangement. A number of Partnership subjects are taught at SBL, with students from elsewhere joining us. *Further subjects from the Partnership block are taught at other institutions; we arrange the necessary transport for SBL students for transfer between centres.*

Tutors and staff at SBL maintain close links with teachers delivering Partnership subjects elsewhere, and ensure the arrangement offers a high quality, closely monitored course. All institutions involved meet on a regular basis and share common reporting systems. Enrichment activities are offered for students across the schools.

## **Social Life and Enrichment**

The Post-16 Centre has a strong social tradition. Students have their own forum to represent their views and to organise activities. In recent years these have included Christmas Balls, leaving parties, theatre visits, ten pin bowling trips and many other social events. In the recent past students have taken part in the Bar National Mock Trial, competing at Cardiff Crown Court, and raised money for the Cancer Research Work through a ‘wear pink’ day.

## **Post 16 Forum**

Students have the opportunity to take part in the Post 16 Student Council which takes issues that Post 16 students see as important to the senior managers of the school. Students on the Post 16 Student Council have recently contributed to the design of the new Post 16 Centre.

## **Education Maintenance Allowance**

An EMA is a weekly payment worth up to £30 for eligible students who are planning to continue in further education. The payments are intended to help cover the day to day costs that you have to meet by staying on at school, such as travel costs, books and equipment for your course. EMA weekly payments are dependent upon good attendance, performance and progression. There are also 4 potential bonus payments of £100 if you remain on your 2 year course and make good progress with your learning.

To be eligible to apply for an EMA your household income must be below £30,810 per year and you must be doing at least 12 hours of guided learning. The actual amount of money you receive is determined by your household income and will be £10, £20 or the full £30. EMAs will be paid for as long as your course lasts. EMAs will not affect any other form of support or benefits your family currently receives, or any money you earn from a part-time job.

## POST 16 OFSTED REPORT

The Sir Bernard Lovell Post 16 Centre was inspected at the same time as the rest of the school in November 2007. The inspectors found that:

- ❖ The school works extremely well in partnership with other educational providers and the 'Kingswood Partnership' is an outstanding example of 14-19 collaboration.
- ❖ The rate of progress and the level of attainment improved in 2007 when compared to the previous year and improvements continue to be made.
- ❖ Students enjoy the sixth form and particularly appreciate the way teachers support them and involve them in discussion and debate.
- ❖ Leadership and management are good with robust quality assurance arrangements in place to ensure student progress is well monitored.
- ❖ The quality and accessibility of information, advice and guidance to enable students to make option and career choices is very good.

All the subjects inspected as part of the Ofsted process were judged as good or very good. Not all Post 16 subjects were inspected.

## COURSES AVAILABLE

\* Offered through the Kingswood Partnership.

	<b>Level</b>	<b>Current Location</b>	<b>Page</b>
BTEC National Award for IT Practitioners	3	SBL	13
Art & Design	2 and 3	SBL	14
Biology	3	SBL	17
Business (Single Award)	3	SBL	19
Diploma: Business, Administration & Finance	2 and 3 Diploma	SBL	21
Chemistry	3	SBL/Grange	25
Computer Studies	3	SBL	28
Creative & Media (Drama & Theatre Performance)	3 Diploma	SBL	29
Creative & Media Diploma	2 Diploma	SBL	31
Design & Technology (Product Design)	3	SBL	32
English Language	3	SBL	34
English Literature	3	SBL	36
Financial Management Services Industry Approved	3	SBL/Mangotsfield	38
Geography*	3	Kingswood Partnership Centre	39
Health and Social Care BTEC National Award	2 and 3	SBL	42
History	3	SBL	44

Languages: French/German/Spanish/Italian*	3	<b>Mangotsfield/Downend/Grange SBL/Kingsfield</b>	45
Mathematics	3	SBL	47
Media Studies	3	SBL	56
Music	3	SBL	58
Music Technology	3	SBL	59
Philosophy	3	SBL	61
Photography	3	SBL	64
Physics	3	SBL	66
Physical Education	3	Grange	67
Psychology	3	SBL	69
Public Services Diploma	2&3 Diploma	SBL/Downend	71
Religious Education	3	SBL/Mangotsfield	73
Retail Business Diploma*	2&3 Diploma	Kingswood Partnership Centre	75
Diploma: Society Health & Development	2&3 Diploma	SBL/CBC	77
Sociology	3	SBL/Kingsfield	80
Sports and Active Leisure Diploma	2&3 Diploma	SBL/Kingswood Partnership Centre	82
Textiles (Art)	3	SBL	84
Travel & Tourism Diploma*	2&3 Diploma	Kingsfield/Kingswood Partnership Centre	86

## **BTEC National Award for IT Practitioners**

### **Examination board:**

Edexcel

### **Staff in charge:**

Miss Connor

### **Entry qualifications:**

Grade C or above in English and Mathematics and merit or above in BTEC First Diploma for IT Practitioners (although individual cases may differ). If a KS4 ICT course has not been completed an interview with the course leader will be required.

### **Course aims and structures:**

BTEC National is a qualification that is designed to provide specialist work-related qualifications in a range of sectors. The BTEC aims to give you the knowledge, understanding and skills that you need to prepare for employment.

Covering a number of ICT topics the course uses hands-on tasks to build up a portfolio of evidence that enables you to demonstrate your understanding. This will include using Adobe Flash to create an interactive animation, Adobe DreamWeaver to create a website and a number of Web 2.0 technologies to research different communication methods.

A number of units will be covered throughout the two years and these are listed below. Three units will be covered in Year 12 and three in Year 13, each with equal value, and at the end of Year 13 you will gain an A-Level equivalent qualification.

Throughout the 2 years you will have the opportunity to build on skills learnt in Years 10 and 11 whilst gaining new skills and using new software packages.

### **Opportunities for extended research:**

Throughout the course there will be an opportunity to submit extra units and gain a BTEC National Certificate which is the equivalent of two A-Levels.

### **Assessment**

All units are assessed via coursework completed throughout the year.

<b>Year 12 units</b>		
<b>Unit Number</b>	<b>Unit Title</b>	<b>Assessment method</b>
1	Communication and Employability Skills for IT	Portfolio
2	Computer Systems	Portfolio
26	Computer Animation	Portfolio
<b>Year 13 Units</b>		
3	Information Systems	Portfolio
21	Website Production and Management	Portfolio
28	Technical Support	Portfolio

### **Higher education/career options:**

BTEC National Award for IT Practitioners is a useful complement to any degree course and would be particularly useful for careers or courses in ICT, business, computing, management, technology, maths and design.

## ART AND DESIGN (AS LEVEL)

---

### **Centre**

The Sir Bernard Lovell School

### **Examination board:**

AQA

### **Staff in charge:**

Ms J Gardner, Assistant Headteacher for Creative and Media and Internationalism

Mr R Corker, Subject Director for Art

### **Entry qualifications:**

5 GCSE passes (A→C) including Art (although individual cases may differ)

### **Course aim and structure:**

This is predominantly a fine art course. The course covers a wide range of research skills, practical experiences and developmental techniques building on a range of styles and scale. The following specialisms will be explored; drawing, painting, print making, sculpture, ceramics, use of ICT and photography. Students will make visits with the rest of the group and independently, exploring different styles of art, craft and design. Students will do one practical unit with a final outcome. All work has integrated elements of critical and contextual studies and students are expected to keep a visual and written record of all visits made. The course culminates in a 5 hour controlled test.

### **Assessment:**

Candidates take 2 units for advanced subsidiary GCE:

Coursework / portfolio unit

Controlled assignment (shows)

### **Opportunities for extended research:**

Students have opportunities for extended research as part of all the units required for the qualification.

### **Higher education/careers options:**

Students completing AS can go on to take A2. Lively and individual coursework portfolios should provide evidence at interview for AVC's and GNVQ BTEC or relevant employment.

### **Additional information:**

Students are normally taught by more than one member of staff. Life drawing may form part of the course. There will be a number of trips, local, national and international offered to students and attendance on these benefits students enormously. It is expected that students will take part in these. Support and advice enables students to choose the most applicable options at the end of the course.

## **ART AND DESIGN (A2 LEVEL)**

---

### **Centre**

The Sir Bernard Lovell School

### **Examination board:**

AQA

### **Staff in charge:**

Ms J Gardner, Assistant Headteacher for Creative and Media and Internationalism

Mr R Corker, Subject Director for Art

### **Entry qualifications:**

GCSE qualification (Grade C or above)

### **Course aim and structure:**

To build on experiences from AS, students use selected areas of the course to develop the individual's specialism, style and personal response through an innovative and individual portfolio, plus an extended piece of writing. The course culminates in a 15 hour examination.

### **Assessment:**

Candidates complete a further 2 units for A2:

Personal Investigation (supported by a written piece of work)

Controlled Assignment

### **Opportunities for extended research:**

Students have opportunities for extended research as part of all the units required for the qualification.

### **Higher education/careers options:**

Lively and individual coursework portfolios should provide evidence at interview for Double Award Advanced GNVQ or relevant employment, Art Foundation, BTECs or Degree courses.

### **Additional Information:**

Students are usually taught by more than one member of staff. Life drawing may form part of the course. There will be a number of trips, local, national and international offered to students and attendance on these benefits students enormously. It is expected that students will take part in these. Support and advice enables students to choose the most applicable options at the end of the course.

## ART AND DESIGN (BTEC CERTIFICATE)

---

### Centre

The Sir Bernard Lovell School

### Examination Board:

Edexcel

### Staff in charge:

Ms J Gardner, Assistant Headteacher for Creative and Media and Internationalism

Mr R Corker, Subject Director for Art

### Entry qualifications:

2 C grades at GCSE or above – plus an active interest for Art & Design

### Course aim and structure:

The BTEC First Certificate in Art & Design has been developed in all areas of Art & Design and the optional unit offered is working to Photographic briefs. The BTEC certificate is a level 2 course which will help to develop 2D & 3D skills as well as researching ideas and developing creativity within Art & Design. Students visit galleries, work within vocational assignment briefs and use ICT and photography as part of the course.

The course is 3 units as follows:

1. 2D and 3D communication
2. Contextual References in Art & Design

### The optional unit is:

3. Working with Photographic briefs

The course is continual assessment. Assignments are given. All of these have a vocational element to them. Students must complete all the assignments to pass the course.

Students can achieve award levels of Pass, Merit, Distinction or Distinction star at the end of the course.

## **BIOLOGY (AS/A2 LEVEL)**

### **Centre**

The Sir Bernard Lovell School

### **Examination board:**

AQA

### **Staff in charge:**

Mrs Sanders, Miss Pymont

### **Entry qualifications:**

B / C at double science GCSE

### **Course aim and structure:**

The aim of the course is to develop an understanding of biological facts, concepts and principles, and an appreciation of their significance. It also aims to promote an appreciation of the importance of experimental and investigative work in the study of biology, as well as an interest in and enjoyment of the study of living organisms.

Students opting for biology will develop an awareness of the development and significance of biology in personal, social, environmental, economic and technological contexts.

#### **AS**

Unit 1 Biology and disease

Unit 2 The variety of living organisms

Unit 3 Practical skills in biology

Investigative skills assignment

#### **A2**

Unit 4 Populations and environment

Unit 5 Control in cells and in organisms

Unit 6 Practical skills in biology

Investigative skills assignment

#### **Field trip**

During the summer term, there is a residential field trip to study ecology in south Devon. It provides opportunities for students to design and carry out their own investigation. It also develops teamwork, leadership and organisation skills.

This course has been designed to take account of the needs of different groups of students, from those who will not be continuing their studies in biology beyond A Level to those who may be proceeding to Higher Education. Students may follow the course at A or AS Level.

### **Assessment**

AS     January exam 1 hour 15 minutes (33%)  
       June exam 1 hour 45 minutes (47%)  
       Practical skills and investigative skills assignment (20%)

A2     Jan exam 1 hour 30 minutes (33%)  
       June exam 2 hours 15 minutes (47%)  
       Practical skills and investigative skills assignment (20%)

**Extended Research:**

A number of opportunities exist during the course for extended writing and research activities.

**Higher education/careers options:**

There are wide and exciting ranges of biological and medical science based career options. In combination with other subjects biology can also open up a multitude of environmental, land based, psychological and scientific pathways. The following, is a list of job areas for which biology is essential or useful: Doctor, Dentist, Vet, Pharmacist, Nurse, Paramedic, Anaesthetist, Geneticist, Osteopath, Chiropractor, Chiropodist, Physiotherapist, Radiographer, Dental Hygienist, Veterinary Nurse, Haematologist, Forensic Scientist, Dietician, Nutritionist, Pharmacologist, Conservationist, Epidemiologist, Ecologist, Medical Secretary, Wildlife Photographer, Gamekeeper, Fish Farmer, Sport Scientist, Landscape Gardener, Environmental Health Officer, Ambulance Driver, Agronomist, Tree Surgeon, Laboratory Technician and Biology Teacher.

The subject is widely accepted by Higher Education institutions, not only in straight science degree courses, but as part of a combined course. Of all the sciences, it is the one most appropriately combined with Arts courses, such as English Literature, Humanities subjects, etc.

**Additional information:**

Chemistry is a requirement for many biological courses at University. Other good combinations: Health and Social Care, Psychology.

## **BUSINESS GCE (AS/A2 SINGLE AWARD)**

---

### **Centre**

The Sir Bernard Lovell School

### **Examination board:**

Edexcel

### **Staff in charge:**

Mrs T Cheesbrough

### **Entry qualifications:**

4 GCSEs A\*-C

### **Course aim and structure:**

A GCE in Applied Business is a useful and relevant qualification. It is a popular and flexible option which can be effectively combined with a wide range of other subject choices. It can be taken as a 3, 6 or 12 unit course.

The Single Award is a 6 unit (A2) course. It is taken over 2 years.

The most important things you need to take the Single Award in Business are an interest in business as well as a willingness to explore new ideas, develop new skills and take an active part in organising your own learning.

You do not need to have studied business previously to take an Advanced course in Business.

The course aims to provide the opportunity for you to...

- gain a broad understanding of business and study selected areas in depth
- develop business skills and knowledge
- have an opportunity to apply your learning in a practical and realistic way
- gain confidence by developing independent learning skills
- be able to progress to higher education and employment

The 6 units studied are:

### **Year 1**

Unit 1:	Investigating People at Work (Externally Assessed)
Unit 2:	Investigating Business (Internally Assessed)
Unit 3:	Investigating Marketing (Internally Assessed)

### **Year 2**

Unit 8:	Business Development (Internally Assessed)
Unit 10:	Marketing Decisions (Externally Assessed)
Unit 12:	International Dimensions of Business (Internally Assessed)

**Assessment:**

4 of the 6 units are assessed by means of an assignment marked by the course tutors, 2 units are assessed through a test, set and marked externally by the awarding body. Each unit of work is awarded a grade (A-E) and a point score. At the end of the course the total point score determines the final grade awarded.

**Opportunities for Extended Research:**

Vocational Business courses give students the opportunity to investigate real businesses. There are many ways in which students can further develop their interest in Business through the Personal Research study. Business students are encouraged to think creatively about how they might extend their studies and produce work of a professional standard delivered innovatively.

**Higher education/career options:**

A Single Award GCE in Applied Business gives students access to a range of continuing education and employment opportunities. Business students are encouraged to develop the transferable skills sought after by both employers and higher education institutions. Students can continue their studies in Business or use their qualification to demonstrate a broad post 16 education. A business qualification is relevant to many areas of employment, but popular current employment opportunities include marketing, human resources, leisure management and banking.

**Additional information:**

The course will appeal to those students who...

- have an interest in business and how it operates
- enjoy studying a subject that is relevant to their own lives and experience
- want to find out about business through personal investigation
- are interested in developing an understanding of business organisations and the markets they serve
- want to follow an active course of study
- want to move on to a related area of employment or higher education course

The course includes a variety of approaches to work - teacher input, individual and group investigations, team working, research visits and activities. There is a course-related Foreign visit.

**Diploma:**  
**Business, Administration & Finance LEVEL 2**

**Centre**

The Sir Bernard Lovell School

**Examination board:**

Edexcel

**Staff in charge:**

Mrs T Cheesbrough

**Entry qualifications:**

N/A

**Course aim:**

The main aim is to introduce learners to the diversity of the Business, administration and finance industry. It encourages students to develop an in-depth knowledge of this service sector as well as develop the skills and experience these industries require.

Learners will be supported in the development of communication skills, attitudes and approaches enabling them to meet their own aspirations and successfully work with within a range of organisations.

**Course Structure:**

**This one year course is divided into nine units, as follows:**

All units are compulsory.

	<b>Assessment</b>
Unit 1 Business Enterprise	Internal
Unit 2 Business Administration	Internal
Unit 3 Personal Finance and Financial Services	External
Unit 4 Business Finance and Accounting	Internal
Unit 5 Marketing, Sales and Customer Service in Business	Internal
Unit 6 Teams in Business and Business Communication	Internal
Unit 7 Responding to Change in Business	External
Unit 8 Corporate Social Responsibility	Internal
Unit 9 Careers and Employment in Business	Internal

**Assessment:**

Seven of the nine units will be assessed internally through coursework tasks. Two of the assessments are assessed externally through an end of unit test, examined in January and June.

**Higher education/career options:**

Diplomas have been specifically developed for students to develop the skills which further education colleges and employers see as essential criteria. This qualification is not only a stepping stone to Level three courses but also provides students with industry recognised prior learning that can be used as a springboard into a broad range of business, administration and finance positions.

**Additional information:**

This course involves a range of teaching and learning styles, including: teacher input, research projects, workshops, debates and discussions, data response activities, case studies, presentations, visits to focus organisations, outside speakers work experiment, practical assessments.

**Opportunities for extended research**

As part of the diploma students must complete a subject related extended project; this is an opportunity for students to conduct in-depth research into an area of their own choosing. This will be presented to students as part of the Core Programme which all post sixteen students attend.

**Diploma:**  
**Business, Administration & Finance LEVEL 3**

**Centre**

The Sir Bernard Lovell School

**Examination board:**

Edexcel

**Staff in charge:**

Mrs T Cheesbrough

**Entry qualifications:**

N/A

**Course aim:**

The main aim is to introduce learners to the diversity of the Business, administration and finance industry. It encourages students to develop an in-depth knowledge of this service sector as well as develop the skills and experience these industries require.

Learners will be supported in the development of communication skills, attitudes and approaches enabling them to meet their own aspirations and successfully work with within a range of organisations.

**Course Structure:**

**This one year course is divided into nine units as follows:**

All units are compulsory.

	<b>Assessment</b>
Unit 1 Business Enterprise	Internal
Unit 2 Business Administration	Internal
Unit 3 Personal Finance and Financial Services	External
Unit 4 Business Finance and Accounting	External
Unit 5 Marketing and Sales in Business	Internal
Unit 6 Customer Service in Business	Internal
Unit 7 Teams in Business and Business Communication	Internal
Unit 8 Responding to Change in Business	External
Unit 9 Corporate Social Responsibility	External
Unit 10 Careers and Employment in Business	Internal

**Assessment:**

Six of the ten units will be assessed internally through coursework tasks. Four of the assessments are assessed externally through an end of unit test, examined in January and June.

**Higher education/career options:**

Diplomas have been specifically developed for students to develop the skills which further education colleges and employers see as essential criteria. This qualification is not only a stepping stone to University courses but also provides students with industry recognised prior learning that can be used as a springboard into a broad range of care, justice and health positions.

**Additional information:**

This course involves a range of teaching and learning styles, including: teacher input, research projects, workshops, debates and discussions, data response activities, case studies, presentations, visits to focus organisations, outside speakers work experiment, practical assessments.

**Opportunities for extended research**

As part of the diploma, students must complete a subject related extended project. This is an opportunity for students to conduct in-depth research into an area of their own choosing. This will be presented to students as part of the Core Programme which all post sixteen students attend.

## **CHEMISTRY (AS LEVEL)**

---

### **Centre**

The Sir Bernard Lovell School

### **Examination board:**

OCR (Salters)

### **Staff in charge:**

Mr A Webber, Mrs C Brain

### **Entry qualification:**

Double Science grade B recommended

### **Course aim and structure:**

This is a modern chemistry course which aims to:

- be lively and interesting
- show the ways in which chemistry is used and the work that chemists do
- include many different activities to vary the way in which chemistry is learnt
- bring school chemistry up-to date by looking at the frontiers where the latest developments are taking place
- give students a good grounding for further education

The course is based on two books: Storylines, which is about how chemistry is used in the world and Chemical Ideas, where the chemical principles are developed.

### **Assessment:**

Three modules:

Module F331 - <b>Chemistry for Life</b>	Written paper 30%
Units covered: - Elements of Life - Developing Fuels	
Module F332 - <b>Chemistry of Natural Resources</b>	Written paper 50%
Units covered: - Elements from The Sea - The Atmosphere - The Polymer Revolution	
Module F333 - <b>Chemistry in Practice</b>	
- Experimental skills/internal assessment	20%

### **Higher education/career options**

Complete A2 chemistry. Chemistry/biology degree options and chemistry is a good supporting subject for physics. There tends to be a wide range of career opportunities which may or may not be subject related.

### **Additional information:**

A reasonable ability in maths is desirable, not below grade C. Practical skills should not be a problem as the course helps to develop these.

### **Opportunities for extended research:**

Numerous opportunities are encountered within the course where additional text books, the internet and other publications could be used to support the topics studied during lessons.



**Opportunities for extended research:**

- Within the coursework section, students must carry out an extended practical investigation of a topic. This has to be thoroughly researched and a plan proposed.
- Part of Module F335 is related to the Chemical Industry where students must analyse virtually or in reality, how chemical principles can be applied to optimise efficiency and safety in an industrial process and minimise environmental damage and cost.

## COMPUTING (AS LEVEL)

### Centre

The Sir Bernard Lovell School

### Examination board:

OCR

### Staff in charge:

Mr Gasnola/Mr Peers-Dent

### Entry qualifications:

Computing is a science and contains considerable logical/mathematical content; therefore a Grade B in mathematics and a Grade B in double science are required. It would be advantageous to have achieved a grade C or equivalent in a recognised level 2 ICT qualification before embarking on this course.

### Course aim and structure:

The AS specification encourages candidates to develop their knowledge and understanding of computer systems, the principles of computing (including programming) and how these are applied to the solution of problems.

Additionally to the AS, this GCE encourages candidates to gain an understanding of systematic methods – such as the use of algorithms and test strategies, the maintenance of computer systems, and the skills associated with documenting solutions – and encourages candidates to further develop skills associated with applying this knowledge and understanding to produce computer based solutions to real problems.

### Assessment:

AS Units		
Unit Number	Unit Title	Assessment method
1	Computer Fundamentals	External exam
2	Programming Techniques and Logical Methods	External exam
A2 Units		
3	Advanced Computing Theory	External exam
4	Computing Project	Portfolio

### Higher education/career options:

This A-level is a useful complement to any degree course and would be particularly useful for careers of course in Business, Finance, Management, Computing, Sciences, Technology, Maths and Design.

### Progression onto A2

The A2 section of the course builds heavily on the foundations laid in the AS year and therefore it is essential that students wishing to attain a full A level demonstrate a thorough understanding of the AS units.

---

**CREATIVE & MEDIA (DRAMA & THEATRE PERFORMANCE)**

**DIPLOMA (Level 3)  
(Equivalent to 2 A levels)**

**Centre**

The Sir Bernard Lovell School

**Examination board:**

Edexcel

**Staff in charge:**

Ms F Harland, Ms J Gardner

**Entry qualifications:**

C or above in 5 GCSEs, BTEC First Certificate or Diploma Pass or above.

It is helpful, but not essential, if one of these is in Drama, Dance, Music or Performing Arts – what’s more important is an active interest in the arts.

**Course aim and structure:**

This exciting, new **2 year** course will form the Principal Learning element of your level 3 diploma qualification. You will have a new burst of creative energy. You will do drama like you’ve never done it before; you will understand why live theatre is exciting. Don’t ever think you can’t sing, dance or fly from a trapeze – on this course anything is possible! Would you like to see a play you have written performed? Would you like to learn to direct a play you’ve written? If so then this is the course for you.

Just ask yourself this.....When was the last time you did something for the first time?

This course enables you to grow, build confidence, even publish your own work.

Don’t be misled by the title of the qualification – this course is about you being creative, performing, writing, directing, growing in confidence as a person and being sure of yourself as an individual. It opens your eyes to the world.

The idea of each unit is summed up in each unit title. See below:

**Units of Assessment**

<b>UNIT NUMBER</b>	<b>TITLE</b>	<b>CONTENT</b>	<b>GL H*</b>	<b>ASSESSMENT</b>
<b>1</b>	<b>CAPTURE</b>	Playwriting based on a real event.	90	Internal
<b>2</b>	<b>SHOW</b>	Creating a performance - planning, preparing, publicising and presenting your work to an identified audience.	90	Internal
<b>3</b>	<b>INTERACTION</b>	Planning, developing and presenting work in partnership with your local community through identifying an opportunity where your creative skills could make a difference.	90	Internal

<b>4</b>	<b>COMMISSION</b>	Working to an industry set commission, developing a close working relationship with your client in order to meet their needs.	90	Internal
<b>5</b>	<b>EVALUATION</b>	Reflecting on your own learning and personal development throughout the whole course and considering what pathways are open to you in the future.	90	External (4hrs completed in stages)
<b>6</b>	<b>INVESTIGATION</b>	An opportunity to undertake a detailed research investigation into a Creative & Media practitioner(s) whose work interests you.	90	External (written report plus research log)

\* GLH (Guided Learning Hours) – the approximate amount of time given to the unit through lessons, visits, workshops with practitioners and extended work.

### How is the course assessed?

The Level 3 Creative & Media Diploma is assessed continually through coursework over the two years (units 1-4) and at the end of the course (units 5-6). All units are worth the same. Your work will be a mixture of practical, written, formal presentations and performances.

Throughout this course you will:

- study the work of a range of famous and influential people, past and present, in the Creative & Media world
- place your creative skills and ideas in the world of work
- work in partnership with industry and the local community on performance projects
- explore the ways in which Creative & Media disciplines work together and influence each other
- extend your critical, analytical, evaluative and research skills

The qualification is gained after two years of study.

### Higher education/careers options:

The Creative & Media Diploma is recognised by Higher Education Institutions and allows you to follow a number of possible routes after Post 16:

- **Higher Education** e.g. BA degrees in various combinations of arts subjects at universities (joint honours or single honours); dance or drama colleges, and Higher National Diplomas.
- **Employment** – The core skills of Drama and Theatre performance are vital to any profession and /or career where communication, interpersonal and creative skills are required – specifically; the Creative & Media industries (see below), law, PR/human resources, project/events management and education and health related areas.

### Creative & Media Industries:

2D visual Art	Drama Technical & Production	Music Technology
3D visual art	Craft	Graphic design
Photography	Fashion	Textiles
Film	Television	Audio & radio
Animation	Computer games	Advertising
Drama Performance	Music Performance	Dance Choreography
		Dance Performance

## **Level 2 Creative & Media Diploma:**

An exciting course involving you working in the areas of Media, Visual Art and Performing Arts. You will complete 7 units exploring the world of Creative & Media in theoretical and practical ways, often working with people and organisations from the industry.

## **DESIGN AND TECHNOLOGY (AS LEVEL)**

### **Product Design**

---

#### **Centre**

The Sir Bernard Lovell School

#### **Examination board**

AQA

#### **Staff in charge**

D Knowles & S Taylor

#### **Entry qualifications**

5 GCSE passes (A\* - C) including a Technology option

#### **Course aim and structure**

This course provides a natural progression from GCSE Design and Technology, giving you an opportunity to use your innovative and creative capabilities. You will also develop your capacity to design products and appreciate the complex relationship between design, materials, manufacture and marketing.

The product design emphasis of this course ensures that you cover all aspects of the design process, from initial ideas to final design. You will also have the opportunity to design and make the final product.

New technologies are explored and you will look at how the latest innovations are being used in the next generation of products. A team of expert teachers will teach you and you will have access to fully equipped workshops and CAD (Computer Aided Design) facilities.

#### **Assessment**

The assessment is modular in its structure and comprises two parts:

- A portfolio of coursework containing aspects of industrial and commercial practice;
- A written paper assessing knowledge on materials, components and their applications.

#### **Opportunities for extended research**

Students are encouraged to engage in further work around the areas of CAD/CAM. This is an exciting and relevant aspect of the product design course and will be essential to the successful completion of the qualification. Opportunities will be created for post 16 students to become involved in further personal study or skill development in this area. Additionally, there will be some opportunities for some students to act in a mentoring/coaching role with some younger KS3 students as they learn CAD/CAM for the first time.

#### **Higher education/careers options**

Students taking AS Level can go on to take A2.

#### **Additional information**

This subject is particularly suited to students who should have a strong interest in designing, modelling, making and evaluating products or systems and an interest in the processes and products of design and technological activity.

It is worth noting that coursework can be expanded to provide opportunities for more graphically focused work although all project work requires three-dimensional outcomes.

## **DESIGN AND TECHNOLOGY (A2 LEVEL)**

### **Product Design**

#### **Centre**

The Sir Bernard Lovell School

#### **Examination board**

AQA

#### **Staff in charge**

D Knowles & S Taylor

#### **Entry qualifications**

5 GCSE passes (A\* - C) including a Technology option

AS Product Design

#### **Course aim and structure**

This course provides a natural progression from AS Product Design, giving you an opportunity to develop your creative capabilities into your own design style. You will also continue to develop your capacity to design products and appreciate the complex relationship between design materials, manufacture and marketing.

It also requires students to develop good interpersonal, organisational and time management skills – all vital personal attributes in the industrial/commercial sector of employment.

#### **Assessment**

The assessment is modular, comprising two parts:

- A coursework project using any combination of materials;
- A written paper based on the main subject content from the specification.

#### **Opportunities for extended research**

Students are encouraged to engage in further work around the areas of CAD/CAM. This is an exciting and relevant aspect of the product design course and will be essential to the successful completion of the qualification. Opportunities will be created for post 16 students to become involved in further personal study or skill development in this area. Additionally, there will be some opportunities for some students to act in a mentoring/coaching role with some younger KS3 students as they learn CAD/CAM for the first time.

There will also be the opportunity to become involved with real clients during final project work and to learn from some of the country's leading product and industrial designers.

#### **Higher education/careers options**

This course would suit all students wishing to progress onto further design/engineering related studies at foundation or degree level. It would also be an ideal course for students leaving education at 18 and wishing to follow an apprenticeship route within the vocational realm.

#### **Additional information**

This subject is particularly suited to students who enjoy studying, proposing and realising prototype solutions to real-life designing and manufacturing situations.

**Centre**

The Sir Bernard Lovell School

**Examination board:**

AQA B

**Staff in charge:**

Ms K Blueman

**Entry qualifications:**

B GCSE English – considered with C grades.

**Course aim and structure:**

Although using and developing many of the skills of GCSE English and English Literature, ‘AS’ English Language involves new skills and areas of study. There are elements of both creative writing and the analysis of literary and non-literary texts, which will be familiar to you, but the focus of the course is the function and effect of language in a variety of contexts. You will also be considering the purpose and form of your own speech and writing.

**Assessment:**

- Unit 1 -       Categorising Texts  
                  2 hour examination – 60% of AS mark – 30% of A2 mark
- Unit 2 -       Creating Texts  
                  Coursework - 40% of AS mark – 20% of the total A2 mark

**Opportunities for extended research:**

The course involves a great deal of discussion and there will be opportunities for you to give presentations. You will be able to research via the internet and use computer technology. You will also write in many different forms. You will be able to improve your own learning and performance by setting targets and reviewing your progress and you will work with others in a variety of groups to produce texts, write presentations, research areas and solve problems.

**Higher education/careers options:**

English Language is an obvious choice for journalism, media, communications, law, accountancy management, public relations and any careers which demand a high level of language competency.

**Additional information:**

As a course, AS English Language has relationships with many other disciplines such as: media studies, sociology, psychology, philosophy, geography, biology and literature, history and drama.

**Opportunities for extended research:**

After completing unit 1 you will be encouraged to explore areas of your own interest. Thus, great emphasis is placed on individual learning, while lessons include teacher led discussion and group exploration. You will be asked to undertake small-scale research projects within the areas of interest you have developed in class. This involves collecting data and analysing your findings.

## **ENGLISH LANGUAGE (A2 LEVEL)**

---

### **Centre**

The Sir Bernard Lovell School

### **Examination board:**

AQA Specification B

### **Staff in charge:**

Ms K Blueman

### **Entry qualifications:**

Successful completion of AS English Language.

### **Course aim and structure:**

Although using and developing many of the skills of AS English Language, 'A2' English Language involves new skills and areas of study. Students will develop their investigational skills and will be expected to know and use the technical language of the subject with confidence. Students will have an increasing awareness of the links between social and language identity.

### **Assessment:**

- Unit 3 - Developing Language  
2½ hours examination – 30% of total A level mark
- Unit 4 - Investigating Language  
Coursework - 20% of total A level mark

### **Opportunities for extended research:**

The course involves a great deal of discussion and you will be expected to give presentations. You will be able to research via the internet and use computer technology. You will also write in many different forms. You will aim to improve your own learning and performance by setting targets and reviewing your progress and you will work with others in a variety of groups to produce texts, write presentations, research areas and solve problems.

### **Higher education/careers options:**

English Language is an obvious choice for journalism, media, communications, law, accountancy management, public relations and any careers which demand a high level of language competency.

### **Additional information:**

While completing unit 4, you will be encouraged to explore an area you are interested in and carry out a research project. Thus, great emphasis is placed on individual learning, while lessons include teacher led discussion and group exploration. As a course, 'A' level English Language has relationships with many other disciplines such as: media studies, sociology, psychology, philosophy, geography, biology and literature, history and drama.

## **ENGLISH LITERATURE (AS LEVEL)**

### **Centre**

The Sir Bernard Lovell School

### **Examination board:**

AQA (Specification A)

### **Staff in charge:**

Mrs C Slocombe

### **Entry qualifications:**

B or above at GCSE English and English Literature – (though we consider Cs)

### **Course aim and structure:**

This wide ranging and popular course aims to:

- Encourage literary study within a coherent contextual framework
- Introduce students to all three genres of writing through a structured programme of close and wide reading
- Consider how readers' responses are shaped by the context, by writers' choices and by other readers' interpretations
- Develop independent and individual interests within the shared context

The area of study for the year is World War One Literature. This includes poetry, women's writing, contemporary and modern novels, drama, and non-fiction.

AS is taught in two units:

- Texts in context
- Creative study

### **Assessment:**

- One two hour written examination (open book)
- A portfolio of 2 pieces of coursework totalling 2500 words (one prose, one drama text studied)

### **Higher education/careers options:**

English Literature is a highly regarded and established course welcomed by universities. English graduates find work in a wide range of different fields, such as journalism, media, education etc.

### **Opportunities for extended research:**

Students will have opportunities for the exploration of creative interpretations, for transformational writing and for tracing connections between texts.

## **ENGLISH LITERATURE (A2 LEVEL)**

### **Centre**

The Sir Bernard Lovell School

### **Examination board:**

AQA (Specification A)

### **Staff in charge:**

Mrs C Slocombe

### **Entry qualifications:**

Successful completion of AS English Literature.

### **Course aim and structure:**

At AS, students have been introduced to both close and wide reading across genres and gender within a defined contextual framework. The A2 course builds on this foundation and both widens and deepens students' literary studies by:

- Moving from a defined area of study to the whole of English Literature from Chaucer to the present day
- Developing the informed autonomous reader by providing maximum opportunities for choice and development of students' own literary interests

A2 is taught in two modules:

- Reading for Meaning: Love Through the Ages
- Extended Essay and Shakespeare study

### **Assessment:**

- One 2½ hour written examination (closed book)
- Coursework: an extended comparative essay of 3000 words spanning genre and period

### **Higher education/careers options:**

English Literature is a highly regarded and established course welcomed by universities. English graduates find work in a wide range of different fields, such as journalism, media, education etc.

### **Opportunities for extended research:**

Students will be required to develop an understanding of the theme of war for the synoptic unit by reading widely and independently. They will have opportunities to produce seminar papers based on their research to present to their class.

<b>FINANCIAL MANAGEMENT SERVICES INDUSTRY APPROVED (AS/A2 LEVEL)</b>	
--	--

**Centre**

The Sir Bernard Lovell School/Mangotsfield

**Examination boards:**

Edexcel, and IFS (Institute of Financial Services)

**Course Co-ordinator:**

Ronnie Ward (Kingswood Partnership Business Links Manager)

**Entry qualifications:**

4 or more GCSE'S at Grade 'C' or above

**Course aim and structure:**

With Bristol being a national centre for Business and Finance and an increasing number of Level 3 students entering employment in this sector, this is a genuine opportunity for students to gain Industry recognised qualifications

**Assessment:**

Project and examination based.

**Higher education / career options:**

This work based Level 3 course provides students with industry recognised prior learning that can be used as a springboard into the Business and Finance Industry either through direct entry to employment or University entrance.

**Opportunities for extended research:**

The vocational nature of this course facilitates many opportunities for extended research, in particular the paid internship (work experience) at the end of the first year.

## **GEOGRAPHY\* (AS LEVEL)**

---

### **Centre**

Downend

### **Examination board:**

AQA

Syllabus A

### **Staff in charge:**

Miss Morgan & Mrs Ceasar

### **Entry qualifications:**

5 GCSE passes A\*- C

### **Course aim and structure:**

There are at least four good reasons for studying Geography:

- You enjoy it
- You want to learn more about societies, environments, landscapes and places of our world
- You want to have knowledge and understanding as the basis for informed concern about the earth and its peoples
- You are keen to learn and develop a wide range of skills for future employment.

### **Assessment**

The AS course consists of 5 units of assessment:

#### Unit 1: Population Change

- How has population changed over time
- Social, economic and political implications of population change
- How does migration affect the character of rural and urban areas
- How do settlement characteristics change over time and location

#### Unit 2 : Rivers, floods and management

- To understand contrasting drainage basin system
- To investigate the causes of river landforms
- To look at case studies of flooding and consequences for LEDCs and MEDCs
- To evaluate flood management techniques using various examples

#### Unit 3: Health Issues

- What are the global patterns of health, morbidity and mortality?
- An investigation of global distribution and its impact on health, economic development and lifestyle
- To investigate contrasting health care approaches in countries at different stages of development
- To investigate how age, gender, and wealth influences access to facilities for exercise, health care and nutrition

#### Unit 4: Coastal environments

- To investigate the UK's coastal system
- To look at coastal erosion processes and landforms
- To examine coastal depositional processes and landforms
- To investigate case studies of coastal flooding
- To evaluate coastal management techniques

These 4 units will be assessed by a 2 hour exam.

#### Unit 5: Geographical Skills

Students spend a week in Slapton collecting data and testing hypotheses. They will write up a field work report.

The assessment is 1hour 30 minute written exam.

### **Higher Education/Careers Options**

Geography combines well with almost all other AS and A Level subjects, often taken alongside Sciences or Humanities. Many students may choose to use their qualification to go straight into employment. In Geography students develop transferable skills that employers are looking for.

### **Additional Information**

You will experience a variety of teaching and learning styles, e.g. individual work, group work, outdoor work, videos, presentations and role play with specialist teaching staff. There will also be an opportunity to develop your ICT skills.

## **GEOGRAPHY\* A2 LEVEL)**

### **Centre**

Downend

### **Examination Board**

AQA Syllabus A

### **Staff in Charge**

Miss Morgan and Mr Cousins

### **Entry Qualifications**

AS Level in geography

### **Course Aim and Structure**

The full A level qualification is made up of the AS units plus further units which are studied at a higher level.

### **Assessment**

The second half of the course covers 5 units.

Unit 1 - World Cities – Processes of urbanization, suburbanization and counter urbanization, locating world cities, millionaire cities and mega cities

Unit 2 - Contemporary World Conflict- investigating urban and rural conflicts related to war or natural environments

Unit 3 - Natural Hazards- plate tectonics, volcanoes, earthquakes, looking at their cause and effect on people and natural environments.

Unit 4 - Weather and Climate- looking at natural disasters and their effect on people

These units will be assessed by an exam lasting 2 hours 30 minutes.

Unit 5 – Contemporary Geographical Issue- Synoptic Issues analysis (decision making exercise). This exam will be 2 hours. It consists of a series of linked tasks focused on resource material.

### **Higher Education/Careers Options**

Geography combines well with almost all other AS and A Level subjects, often taken alongside Sciences or Humanities. Many students may choose to use their qualification to go straight into employment. In Geography students develop transferable skills that employers are looking for.

### **Additional Information**

You will experience a variety of teaching and learning styles, e.g. individual work, group work, outdoor work, videos, presentations and role play with specialist teaching staff. There will also be an opportunity to develop your ICT skills.

---

# HEALTH AND SOCIAL CARE

# BTEC NATIONAL AWARD

---

**Examination board:**

Edexcel

**Staff in charge:**

Mrs T Cheesbrough

**Entry qualifications:**

4 GCSEs at A\*-C

**Course aim and structure:**

A BTEC National Award in Health and Social Care is a useful and relevant qualification.

The Award is a 6 unit course taken over 1 or 2 years.

When taken as a two year programme. Three Units will be completed in each year of the programme. As follows:

**Year 1**

Unit 1: Developing Effective Communication in Health and Social Care

Unit 2: Equality, Diversity and Rights in the Health and Social Care

Unit 3: Health, Safety and Security in Health and Social Care

**Year 2 (these are optional units and subject to change)**

Unit 4: Development Through the Lifestages

Unit 20: Health Education

Unit 23: Complimentary Therapy for Health and Social Care

The course aims to:

- a. Enable students to investigate and gain a broad understanding of health, social care and early years services.
- b. To provide students with knowledge and hands on experience through work placements required for future work in Health and Social Care.
- c. Provide an opportunity to apply learning in a practical and realistic way and to gain confidence.
- d. Be able to progress to higher education or employment.

## **Assessment**

All 6 units are assessed by means of an assignment marked by the course tutor. Each unit of work is awarded a grade (pass, merit or distinction) and a point score. At the end of the course the total point score determines the final grade award.

## **Higher education/career options:**

A BTEC National Award in Health and Social Care offers a wide and varied range of opportunities and career choices. The skills learned are flexible and transferable into areas other than those directly linked to care. It enables students to enter higher education or can be used to access the workplace. Popular areas of employment or further study after this course include nursing, environmental health, working with animals, working with sports injuries, teaching, early year's education and working with babies and young children.

## **Additional information:**

This course will appeal to students who:

- a) Enjoy studying a subject that is relevant to their own lives and experiences.
- b) Want to carry out practical work as well as class work.
- c) Enjoy discovering about themselves in practical situations – often outside the classroom in care settings.
- d) Are interested in developing an understanding of caring organisations and clients they serve.
- e) Want to study a course that is active and enjoyable.
- f) Want to move on to a related career or higher education.
- g) Want a career working with people.
- h) Want to go on to higher education.

Many units contain elements of research often within care settings.

## **HISTORY (AS/A2 LEVEL)**

---

### **Centre**

The Sir Bernard Lovell School

### **Examination board:**

OCR

### **Staff in charge:**

Mr S Phillips, Mr R Pritchard

### **Entry qualifications:**

4 GCSE A\*-C, not necessarily including history.

### **Course aim and structure:**

From September 2009 we are starting a new course which will bring you the best of British and World History. We are provisionally offering the following:

#### **AS**

- Democracy and Dictatorship in Germany, 1919-1963
- Post War Britain, 1951-1994

#### **A2**

- The Changing Nature of Warfare, 1792-1945
- Bismark and German Unification, 1815-1871 (coursework)

Please see Mr Pritchard or Mr Phillips for further information.

### **Assessment:**

The programme of study is in four modules. Two are assessed at the end of Year 12 for AS, and the remaining two are assessed at the end of Year 13 for A2.

### **Opportunities for extended research:**

History offers enormous opportunities for independent research. Through SBLonline and the Kingswood Partnership Extranet we have links with appropriate websites. These can be used to acquire additional information about key characters and events. In particular the internet is essential when researching the coursework unit at the end of Year 12. This could usefully be linked to a Personal Research Study.

### **Higher education/career options:**

History is widely-respected discipline which is valued by both higher education institutions and employers.

### **Additional information:**

Students will be taught by more than one teacher, will use a broad variety of learning styles and resources, and will find the course stimulating and intellectually demanding.

## LANGUAGES FRENCH/ GERMAN/ITALIAN/SPANISH (AS/A2 LEVEL)

---

### Centre

The Sir Bernard Lovell School

### Examination board:

Edexcel – Italian

AQA – Spanish

WJEC – French

WJEC - German

### Staff in charge:

Miss A Collier – French

Ms C Saunders – German

Ms L Tilesi – Italian

Mrs N Tregilgas - Spanish

### Entry qualifications:

GCSE grade B or above is recommended

### Course aim, structure and assessment:

The full A level course lasts for 2 years and is currently available for French, German, Italian and Spanish. At the end of the first year of study, the AS level assessment takes place.

- The new qualification is split into 2 parts - the “AS level” and the “A level”  
**AS + A2 = Full A level**
- In **Year One** students follow the AS course, which takes them to the same standard as would be expected half-way through a Modern Languages full A level.

#### *Modules for Year One:*

**Leisure and Lifestyles** – including travel and tourism, sport, hobbies, entertainment, customs, traditions, healthy-living – health and nutrition, diet and exercise; unhealthy living – drugs, aids, smoking, alcohol etc

**The individual and Society** – including relationships and responsibilities, gender issues, youth culture (values, peer groups, fashions and trends etc.), education, vocational training and future careers.

#### *Assessment at the end of Year One:*

Listening, reading, writing, speaking examinations  
= 100% of AS level marks = 50% of A level marks

**AS level qualification is obtained.**

- In **Year Two** students follow the **A2** course, which leads to the completion of the full A level qualification.

### ***Modules for Year Two:***

**Environmental Issues** – including technology, pollution, global warming, transport, energy, nuclear energy, renewable energies, conservation, recycling, sustainability.

**Social and Political Issues** – including the role of the media, racism, immigration, social exclusion and integration, terrorism, world of work (employment, commerce, globalization, etc.).

### ***Assessment at the end of Year Two:***

Listening, reading, writing, speaking examinations = 50% of A level marks. There is a written coursework option offered by some centres.

**A level qualification is obtained.**

### **Opportunities for extended research:**

The written coursework element gives an opportunity for extended research as an aspect of the target Language culture. This could be used as part of a Personal Research Study.

### **Higher education/careers options**

Higher education = languages related courses, combined courses, International studies.  
Career options = International organisations, service industries, business, manufacturing, retail, banking ....

### **Additional information:**

Students following the A/AS level course in French, German, Italian and Spanish will be able to:

- take advantage of all the facilities on offer from a specialised Language College, including ICT.
- look forward to opportunities to travel abroad as part of their course. In the past there have been very successful trips and exchanges to France, Germany and Italy.
- work with Foreign Language Assistants on a regular basis for French and German.
- study within the Kingswood Partnership at the “home school” for language teaching.

## MATHEMATICS (AS LEVEL)

---

**Centre**

The Sir Bernard Lovell School

**Examination board:**

OCR

**Staff in charge:**

Mr Hill / Mr Boothby

**Entry qualifications:**

Grade B or above at GCSE

**Course aim and structure:**

3 modules:                   Core Mathematics 1  
                                      Core Mathematics 2  
and either                    Probability and Statistics 1  
or,                                Mechanics 1

<b><u>Core Mathematics 1 (C1)</u></b>	<b><u>Core Mathematics 2 (C2)</u></b>	<b><u>Probability and Statistics 1 (S1)</u></b>	<b><u>Mechanics 1 (M1)</u></b>
Indices and Surds Quadratics Polynomials Co-ordinate Geometry Graphs Differentiation	Integration Trigonometry Series and sequences Algebra (including logarithms)	Representation of Data Probability Discrete Random Variables Bivariate Data	Velocity and acceleration Force and motion Friction Momentum Motion in a straight line

**Assessment:**

Modules are assessed by 1 hour 30 minute exams. C1 will be sat in January, the remaining two in June. Calculators are allowed in all modules, except C1.

**Additional information:**

The mathematics AS level is a challenging and rewarding course that leads to a nationally respected qualification. It is aimed at those students who have an interest in the subject and are willing to commit themselves to achieving their best.

Mathematics can be studied in addition to any other subject, but complements the sciences well.

See attached sheet for ideas of 'extended research'

The 'Mechanics' option is suitable for students studying Physics A level and is useful for those considering studying Mathematics, Physics or Engineering at university. The 'Statistics' option is suitable for those studying Biology, social sciences such as Psychology and is useful for those considering a career in business. All students studying Further Maths

will take the Statistics option for their AS Mathematics and will study Mechanics towards their Further Maths.

Students who achieved less than an A grade at GCSE will be given a compulsory opportunity to attend an additional 1 hour per week after-school class throughout Term 1 with the option of continuing to attend throughout the year.

Summation of series Mathematical induction Roots of polynomial equations Complex numbers; Matrices.	Velocity and acceleration Force and motion Friction Momentum Motion in a straight line.	Centre of Mass Equilibrium of Rigid Body Motion of a Projectile Impulse Uniform Motion in a Circle Energy, Work, and Power
---	---	---

**Assessment:**

Modules are assessed by 1 hour 30 minute exams. M1 will be sat in January, the remaining two in June. Calculators are allowed in all modules.

**Additional information:**

Further mathematics AS level is a challenging and rewarding course that leads to a nationally respected qualification. It is aimed at those students who have an interest in further study in Mathematics, Engineering, Science or a related subject after they have left school.

Further Mathematics can be studied in addition to any other subject, but complements the sciences well.

It is intended that students who choose Further Mathematics AS would end up with an A Level in Mathematics which would comprise the C1-C4 modules, S1 and D1, and a Further Mathematics AS level which would include the modules shown above.

## MATHEMATICS (A2 LEVEL)

### Centre

The Sir Bernard Lovell School

### Examination board:

OCR

### Staff in charge:

Mr Hill / Mr Boothby

### Entry qualifications:

Grade B or above at GCSE and/or a reasonable performance at AS Mathematics at the end of Year 12.

### Course aim and structure:

By the end of A2 Mathematics all students will have studied core modules C1 to C4 and two applied modules; Discrete Mathematics (D1) and either Mechanics 1 (M1) or Probability and Statistics 1 (S1). The topic matter for Discrete Mathematics is shown below and the topic matter for Mechanics 1 and Probability and Statistics 1 are shown in the AS Mathematics section. The aim is to provide an accessible and wide ranging A Level course that supports students in further studies in Mathematics or other courses.

<b><u>Core Mathematics 3 (C3)</u></b>	<b><u>Core Mathematics 4 (C4)</u></b>	<b><u>Discrete Mathematics (D1)</u></b>
Algebra Functions Trigonometry Numerical Methods Calculus	Algebra & graphs Binomial Theorem Calculus Vectors Differential equations	Algorithms Graph Theory Networks Linear programming

### Assessment:

The C3 Module is sat in January, all others in June. All modules are 1 hr 30 minute exams. Calculators are allowed.

### Additional information:

The mathematics A level builds on the AS level. It is excellent preparation for further study at university. It is an entry requirement for most degrees that have a mathematical component and is desired on other courses including some foreign language degrees. Institutions of higher education and employers recognise the qualities required to succeed at A level mathematics. It is very highly valued and people with Mathematics A level earn more than people with the same A level grades in different subjects.

## OPPORTUNITIES FOR EXTENDED STUDY

1. Is there such a thing as an unbreakable code? Investigate the history of encryption and recent developments in this field.
2. How much does it cost to heat a home? Investigate different methods of heating and how this cost could vary in different parts of the UK. How can insulation restrict these costs?
3. What is the Golden Section? Investigate the link between this and the Fibonacci series. How does this arise in the natural world?
4. How do windscreen wipers work? Take the linkage used on a bus as an example. How would a change in linkage modify the motion of the wiper?
5. How does Critical Path analysis help answer the question “How may we carry out a task as efficiently as possible, with minimal cost and minimal time?” Illustrate the theory with the solution of a practical problem e.g.; planning a school trip abroad.
6. Investigate savings schemes and investment. Compare the advantages and disadvantages of fixed and variable rate schemes over the last 15 years. How does inflation affect the ‘real’ value of an investment?
7. How and why were logarithms developed? How did Napier contribute to their development? Do they serve a purpose in today’s world of calculators and computers?
8. How do different voting systems operate? What are the effects of the different systems at operation in Europe today? Can you create an approximate mathematical formula that can predict the number of seats from a party’s level of support?



**Centre**

The Sir Bernard Lovell School

**Examination board:**

OCR

**Staff in charge:**

Mr Hill / Mr Boothby

**Entry qualifications:**

Grade A or above at GCSE

**Course aim and structure:**

3 modules:                      Further Pure Mathematics 2 (studied at Downend)  
    Further Pure Mathematics 3 (studied at Downend)  
    Statistics 2 (studied at SBL)

<u>Further Pure Mathematics 2 (FP2)</u>	<u>Further Pure Mathematics 2 (FP3)</u>	<u>Statistics 2 (S2)</u>
Differentiating inverse trigonometric functions Rational functions Maclaurin series Hyperbolic functions Graphs of rational functions Polar coordinates Series and integrals Approximations and errors The Newton–Raphson method Integration using trigonometric functions Reduction formulae	First order differential equations Lines and planes Linear differential equations The vector product Complex numbers in polar form De Moivre’s theorem Further trigonometry Calculus with complex numbers Groups Subgroups Isomorphisms of groups	Continuous random variables The normal distribution The Poisson distribution Sampling Hypothesis testing: continuous & discrete variables Errors in hypothesis testing Cumulative binomial probabilities Cumulative Poisson probabilities The normal distribution function

**Assessment:**

Modules are assessed by 1 hour 30 minute exams. FP1 will be sat in January, the remaining two in June. Calculators are allowed in all modules.

**Additional information:**

Further mathematics A2 level is a challenging and rewarding course that leads to a nationally respected qualification. It is aimed at those students who have an interest in further study in Mathematics, Engineering, Science or a related subject after they have left school.

Further Mathematics can be studied in addition to any other subject, but complements the sciences well.

It is intended that students who choose Further Mathematics A2 would end up with an A Level in Mathematics which would comprise the C1-C4 modules, S1 and D1, and a Further Mathematics A2 level which would comprise Further Pure 1 – 3, M1, M2 & S2. The exam board will 'juggle' the 12 modules between the two qualifications to give the best overall pair of grades.

**Examination board:**

AQA

**Staff in charge:**

Mr Hill / Mr Boothby

**Entry qualifications:**

Grade C or above at GCSE

**Course aim and structure:**

3 units:                      Working with Algebraic & Graphical Techniques (FSMQ)  
                                       Using & Applying Discrete Mathematics (FSMQ)  
                                       Applying Mathematics

<b><u>Algebra</u></b> <b><u>(USE1)</u></b>	<b><u>Using &amp; Applying</u></b> <b><u>Decision Mathematics</u></b> <b><u>(FSMQ 9997)</u></b>	<b><u>Data Analysis</u></b> <b><u>FSMQ</u></b> <b><u>(FSMQ 9993)</u></b>
Rules, Laws & Models Quadratics & Other Models Modelling Growth Simulations Transformations of Graphs Finding a Good Model	Trees & Spanning Trees Shortest Paths Route Inspection Travelling Salesperson Critical Path Analysis Mathematical Modelling	Carrying out Investigations Statistical Diagrams Compare Data Sets Bivariate Data The Normal Distribution Critical Thinking

**Assessment:**

The two Free Standing Mathematics Qualifications are each assessed by a **1½ hour examination** of short and extended answer questions, as is the Algebra unit. All three papers feature questions based on a data sheet which candidates are able to study 3 weeks prior to the examination. All examinations take place in May and the FSMQ units are stand-alone and can be awarded as qualifications in their own right even if the full AS is not completed. There is the possibility of continuing onto a full A-Level (A2) course if numbers of students are sufficient.

**Additional information:**

The Use of Mathematics AS level is a challenging and rewarding course that leads to a nationally respected qualification. It is aimed at those students who have an interest in the subject and are willing to commit themselves to achieving their best.

Use of Mathematics places an emphasis on the practical applications of using mathematics to model 'real-life' situations and data.

**Examination board:**

AQA

**Staff in charge:**

Mr Hill / Mr Boothby

**Entry qualifications:**

Grade C or above at GCSE + good pass at AS

**Course aim and structure:**

3 units:                      Calculus (FSMQ)  
    Mathematical Applications  
    Mathematical Comprehension

<u>Calculus (FSMQ)</u>	<u>Mathematical Applications</u>	<u>Mathematical Comprehension</u>
Gradient Functions Areas under curves Numerical Methods Differentiation Techniques	Portfolio consisting of two pieces of work based on two of the units taken in the rest of the qualification - to be marked by the centre and moderated by AQA.	Assessed by 1½ hour written paper in two sections with pre-release data (calculator allowed)

**Assessment:**

Calculus & Mathematical Comprehension are each assessed by a **1½ hour examination** of short and extended answer questions. Both papers feature questions based on a data sheet which candidates are able to study 3 weeks prior to the examination. Mathematical Applications is a **coursework portfolio**. All examinations take place in May and the FSMQ units is stand-alone and can be awarded as a qualification in its own right even if the full AS is not completed.

**Additional information:**

The Use of Mathematics A2 level is a challenging and rewarding course that leads to a nationally respected qualification. It is aimed at those students who have an interest in the subject and are willing to commit themselves to achieving their best.

Use of Mathematics places an emphasis on the practical applications of using mathematics to model 'real-life' situations and data.

## **MEDIA STUDIES (AS/A2 LEVEL)**

---

### **Centre**

The Sir Bernard Lovell School

### **Exam board:**

OCR

### **Staff in charge:**

D Andrews and S Curtis

### **Entry qualifications:**

A-C grade in Media Studies, English and/or English Literature. If you have no previous Media experience, talk to one of the above.

### **Course aim and structure:**

The AS qualification may be taken on its own or as year 1 of the full A level study.

AS: Foundation Portfolio (internally assessed)

You will be taught Basic Composition Skills, Filming, Editing & Production which will then

lead on to the following internally assessed practical work:

- Preliminary filming exercise
- Filming the opening sequence of your own film to include title, credits and use of special effects and transitions
- Documentation for your Portfolio including Pre-Production, Planning and Evaluation

AS: Key Media Concepts (externally assessed)

- Textual Analysis and Representation – this will take the form of analysing TV Drama
- Institutions and Audiences – A study of how the Media Industry works.

A2: Advanced Portfolio (internally assessed)

This is an advanced practical unit or work where you will be given the chance to work in one of the following areas:

- Music Video and Promotional Materials
- Teaser Trailer for a new film and other publicity materials
- An Advertising Campaign comprising of two television advertisements and other forms of advertising

A2: Critical Perspectives (externally assessed)

- Theoretical Evaluation of your Portfolios
- Contemporary Media Issues – Media and Collective Identity, this will be exploring British and International Cinema

**Assessment:**

Both portfolios are coursework units. All other units are assessed by written exams.

**Higher education/careers options:**

This course provides an excellent foundation for further study in Media related courses in Higher Education and for a range of related studies in Arts and Humanities. Competition for places on such courses is fierce.

**Opportunities for extended research:**

Media students often use their new found practical skills for the benefit of the wider community. Films have been made for various junior schools, the ILRC and agencies inside and outside school. This extra curricular practice enables our students to hone their practical skills. Just as important is it encourages purposeful communications in real situations, independent organisation and promotes a responsible attitude towards work.

**N.B.** This course relies heavily on student's ability to motivate themselves. Practical elements of the course will require lunchtime and after school work if the higher grades are to be attained. Personal research is also a key element – students must be prepared to put in a substantial amount of time to complete this course.

## **MUSIC (AS/A2 LEVEL)**

---

### **Centre**

The Sir Bernard Lovell School

### **Examination board:**

Edexcel

### **Staff in charge:**

Mr T Warren, Mr G Lyle

### **Entry qualifications:**

Open to personal interview – performance.

### **Course aim and structure:**

The new Edexcel Advanced GCE Music course is intended to be stimulating for students. At both Advanced Subsidiary Levels (AS) and A2, students experience all three main musical disciplines of performing, composing and listening and understanding. The areas of study cover a wide range of music: classical, world, popular and jazz.

All Post-16 students are encouraged to take part in extra curricular activities. Those taking AS/A2 level music are expected to attend and will be given opportunities to organise and direct ensembles of their own.

AS (3 units)

**Unit 1 - Performing Music** (a 5-6 minute assessed performance, solo or ensemble)

**Unit 2 – Composing** (3 minute composition to a chosen brief)

**Unit 3 – Developing Musical Understanding** (2-hour listening/analysing exam)

A2 (3 further units)

**Unit 4 – Extended Performance** (12-15 minute assessed performance, solo or ensemble)

**Unit 5 - Composition and Technical Study** (3 minute composition to a chosen brief and technical study)

**Unit 6 – Further Musical Understanding** (2-hour listening/analysing exam)

### **Assessment:**

AS - mainly external coursework, performance, exam.

A2 - mainly external coursework, performance, exam.

### **Higher education/careers options:**

Music study at University, Career in Performing Arts.

Music is a highly regarded subject at AS/A2 level and is acceptable to all Higher Education Institutions. Students often progress to study music at a degree level or offer music in combination with other subjects for a wide variety of degree courses.

### **Additional information:**

Small groups, individual attention, interactive learning, trips to theatres and concerts.

## MUSIC TECHNOLOGY (AS/A2 LEVEL)

---

### Centre

The Sir Bernard Lovell School

### Examination board:

Edexcel

### Staff in charge:

Mr B England, Mr G Lyle

### Entry qualifications:

Open to personal interview

### Course aim and structure:

The course allows students to study music through technology. It recognises technology in music as a way of music making in its own right that requires a high-level skills acquisition and application as well as a high level of knowledge and understanding. Students will experience working in a studio and learn how to use music production software such as Logic in order to create a multi track recording (recording drums, guitar, bass, vocals etc.) and a sequence of a pre-existing song, making it as aurally accurate as possible (in 2008-09 the pieces to sequence were 'Tainted Love' by Soft Cell and 'Light My Fire' by the Doors). Students will take an in-depth look at popular music since 1910, covering every genre whilst focusing on the music itself, the social conditions at the time and the technology used.

### AS

#### Unit 1 - Portfolio

- 1 A – Sequenced realised performance
- B – Multi track recording
- C – Creative sequenced arrangement

Students will also complete a log book

#### Unit 2

- 1 Listening and analysing

Students will cover popular music styles from 1910 through to the modern day.

### A2

#### Unit 3

- 1 A Sequenced integrated performance
- B Multi track recording
- C Composing using Music Technology

#### Unit 4

- 1 Analysing and producing

### Assessment:

- |    |   |   |
|----|---|---|
| AS | - | Unit 1 – portfolio submitted on CD plus logbook |
|    |   | Unit 2 – 1 3/4 hour listening exam              |
| A2 | - | Unit 3 – portfolio submitted on CD plus logbook |
|    |   | Unit 4 – 2 hour listening examination           |

**Higher education/careers options:**

Music study at University, Career in Performing Arts.

Music is a highly regarded subject at AS/A2 level and is acceptable to all Higher Education Institutions. Students often progress to study music at a degree level or offer music in combination with other subjects for a wide variety of degree courses.

**Additional information:**

Small groups, individual attention, interactive learning, trips to theatres and concerts.

**Centre**

The Sir Bernard Lovell School

**Examination Board:**

AQA

**Teacher in charge:**

Mrs J Bath/Mr P Hill

**Entry Qualifications:**

5 GCSE passes at A\* - C. A 'B' grade at English is preferred

**Course aim and structure:**

According to Aristotle "All people desire by nature to know". Philosophy is one of the oldest and greatest disciplines in human culture. The purpose of AS is to provide a broad introduction to a number of key philosophical themes such as "What is truth?" and "How do we know what is real?" So if you have an enquiring mind, love to debate and argue, enjoy having your own ideas scrutinized, then this course will inspire you. The course has two modules:

**PHIL1: An Introduction to Philosophy 1**

- i) Reason and Experience
- ii) The Idea of God
- iii) Why should I be Governed?

**PHIL2: An Introduction to Philosophy 2**

- i) Tolerance
- ii) God and the World
- iii) Free will and determinism

**Assessment:**

Each module is assessed by a 1 hour 30 minutes exam. Both examinations are taken in June. The AS supplies 50% of the overall A level award.

**Higher Education/Career Options:**

Philosophy can be studied at A2 level and degree level. However, AS Philosophy compliments a range of subjects and is an excellent third or fourth subject in Year 12.

**Additional Information:**

This course focuses on a range of lesson styles. Teaching includes lectures, discussions, videos and research. However, the main focus will be on debate and student-led seminars.

**Opportunities for extended research:**

There are many research opportunities within Philosophy. Examples include:

- A comparison between rationalism and empiricism
- Scientific explanations for human belief in God
- Investigation into the definitions of a tolerant person/society

<b>PHILOSOPHY (A2 LEVEL)</b>	
------------------------------	--

**Centre**

The Sir Bernard Lovell School

**Examination Board:**

AQA

**Teacher in charge:**

Mrs J Bath/Mr P Hill

**Entry Qualifications:**

Completion of AS Philosophy course

**Course aim and structure:**

At A2, students will specialise further, selecting two themes to study in depth and focusing on philosophical problems through the study of a key text. The course consists of two modules:

**PHIL3: Key Themes in Philosophy**

- i) Political Philosophy or Philosophy of Religion
- ii) Moral Philosophy

**PHIL4: Philosophical Problems**

Students will study in depth passages from “The Republic” by Plato or JS Mill “On Liberty”. This will mean reading a complete philosophical text.

Essay questions will focus on the following problem areas:

- Appearance and reality
- Political Rule
- Knowledge and virtue
- The role of the state
- What is liberty?

**Assessment:**

PHIL3 is assessed by one 2 hour exam. PHIL4 is assessed by a one hour 30 minutes exam. Both exams are in June. The A2 supplies 50% of the overall A-level award.

**Higher Education/Career Options:**

Philosophy can be studied at degree level which can lead to careers in education, the armed and police forces, and legal work. It is fully recognised by all further education institutions and is welcomed as it shows an ability to complete higher-order thinking.

**Additional Information:**

Although teaching is still largely based on lectures and seminars, there is a greater emphasis on students as researchers and are expected to take a greater responsibility for the content of their learning.

**Opportunities for extended research**

There are many research opportunities within Philosophy. Examples include:

- An investigation into the concept of 'human rights'
- An examination of the different styles of government and as assessment of their merits
- Enquiry into the different philosophical stances in relation to a modern moral issue e.g. abortion, animals, the environment, poverty

<b>PHOTOGRAPHY (AS/A2 LEVEL)</b>	
----------------------------------	--

**Centre**

The Sir Bernard Lovell School

**Examination board:**

AQA

**Staff in charge:**

Mr R Corker, Subject Director for Art

**Entry qualifications:**

5 GCSE passes A\*-C – having an Art based subject is useful

**Course aims and structure:**

Your study on the Photography course will begin with a series of structured workshops that will allow you to explore and experiment with observations, ideas and materials, which will encourage the development of both analytical and expressive skills. The work that you produce in the initial weeks can be part of your first unit of coursework. You will do a practical examination in the Spring.

You are actively encouraged to extend your observational and research skills whilst developing the ability to make progression through experimenting with ideas, processes and equipment. The Photography department will provide you with most of the materials and equipment you will need on the course. However, it is a good idea to have some of your own to work with at home. Advice will be given about the type of sketchbooks and other materials you will need.

**Units of Assessment****At AS you will complete 2 units:**

- |    |                              |   |   |
|----|------------------------------|---|---|
| 1) | A coursework unit            | = | 80 marks<br>50% of total AS marks<br>25% of total A level marks |
| 2) | An externally set assignment | = | 80 marks<br>50% of total AS marks<br>25% of total A level marks |

**At A2 you will complete 2 units:**

- |    |                              |   |  |
|----|------------------------------|---|--|
| 3) | A personal investigation     | = | 80 marks<br>25% of total A level marks |
| 4) | An externally set assignment | = | 80 marks<br>25% of total A level marks |

**Additional Information:**

We want your experience of Photography in the Sixth Form to be creative, pleasurable and rewarding. Below are some tips to ensure success:

- Attend lessons punctually and properly equipped
- Follow instructions and listen to advice whilst maintaining a questioning, open minded attitude
- Use your imagination and be creative
- Meet deadlines
- Clear up after yourself
- You will be expected to complete 5 hours of independent study a week (this can be done at home or in your free time in the Art studios)

N.B. There is a voluntary contribution of £20 per year towards printing consumables for the course. Cameras are provided for work on site

**Higher Education/Career Options:**

Art Foundation, Photography Degree, Graphic Design, Digital Manipulation

**Opportunities for extended research:**

Students have opportunities for extended research as part of all the units required for the qualification.

## **PHYSICS (AS/A2 LEVEL)**

### **Centre**

The Sir Bernard Lovell School

### **Examination Board:**

Edexcel

### **Staff in charge:**

Mrs Robinson

### **Entry Qualification:**

Double Science grade BB or higher, Maths grade B

### **Course aim and structure:**

This course has been designed to be of use for a wide range of students, from those just wanting to study a fundamental science course to complement their other studies to those looking to follow a physical sciences or engineering HE course after completion of the A-level course. Students may follow the course at A2 or AS Level.

The approach is to look at physics from applications in everyday life and develop an understanding of the principles involved. We look at athletics, making music and CDs, technology used in space exploration, physics used in archaeology and in replacement surgery, and the use of physics in productions of sweets, where you eat the equipment after doing the experiments!

The A2 course ranges from the heart of the nucleus to the entire universe, from the Big Bang to the end of time. It also looks at the physics involved in communications.

Practical work and the use of ICT are central to the course.

At AS level students produce a summary of a visit or case study, plan, carry out an experiment and analyse results.

At A2 students plan an experiment, carry out an experiment and analyse results.

### **Assessment**

AS - Two 1hr 30 end of unit papers in Jan/June (40% each) plus experimental work (20%)

A2 - Two 1hr 35 papers in Jan/June, (40% each) plus experimental work (20%)

### **Opportunities for extended research**

Students are encouraged to read around the subject and challenge and explain physics-related issues in the news. Both the case study or visit for AS level require the student to research a theme.

### **Higher Education/career options**

Physics is one of the most highly respected of the A-levels. As a result it can be used as a stepping stone into a wide range of careers outside of the scientific field from accountancy or law to air line piloting!

Students intending to continue Higher Education study in science or engineering are advised to opt for A Level Physics.

## **PHYSICAL EDUCATION\* (AS/A2 LEVEL)**

---

### **Centre**

The Sir Bernard Lovell School

### **Examination board:**

AQA

### **Staff in charge:**

Mrs N Bennett, The Grange School and Sports College

### **Entry Qualifications:**

5 GCSE A-C English, Maths, Science are important, GCSE PE or BTEC Sport is useful.

### **Course aim and structure:**

The AS and A2 Physical Education course is a holistic approach to the study of sports performance. The course enables students to study a wide range of disciplines with a new focus on living a healthy and active lifestyle. There is a clear link between the theory and practical components of the course with students gaining knowledge in both areas and applying this across the practical and examination components. This course enables students to develop independent enquiry skills and encourages students to work in groups to develop their understanding. Students will be expected to have an active interest in sport as this will enable them to apply sporting knowledge to theory lessons. Performing in sport, refereeing and coaching outside of school would be an advantage to candidates.

### **Assessment**

#### **AS – Unit 1**

‘The opportunities for and the effects of leading a healthy and active lifestyle’ (Theory)

- Physiological effects of adopting a healthy lifestyle
- Short term effects of exercise, the long term affects of training
- Analysis of movement across sporting actions
- Acquisition of skills and the impact of psychological factors on performance
- Opportunities for physical activity, benefits to the individual and potential barriers faced by minority groups

2 hour written paper     60% of AS marks, 30% of A2

#### **Unit 2**

‘Analysis and evaluation of physical activity as a performer’ (practical)

- Execution of skills as a performer
- **And** execution of skills as a coach or umpire / referee
- Analysis of performance

40% of AS marks, 20% of A2

#### **A2 – Unit 3**

‘Optimising performance and evaluating contemporary issues within sport’ (theory)

- Energy systems
- Elite training
- Specialised training and sports injuries
- Psychological theories to optimise performance
- Concepts of the world games and their impact
- Development of sports technology

- The development of sport from rational recreation to the modern day

2 hour written paper 30% of final mark

#### **Unit 4 - Philosophical problems**

- Optimising performance in one sport OR as an official or coach
- Evaluating your own performance
- Suggesting causes of weaknesses and corrective measures

20% of final mark

#### **Higher Education/Careers Opportunities:**

Teaching, coaching, sports development, recreation management, working in health and fitness, sports science, physiotherapy, sports centre management, sports psychology, personal trainer and sports promotion.

#### **Additional information:**

Combines well with a large number of subjects including Sciences, Psychology, Health and Social Care, English and Maths.

The practical component of the course is very important – worth 40% of the final mark. Students can either perform practically in one sport or could choose to referee, umpire or coach. It is very beneficial if students participate in at least one sport outside of school, or coach/officiate outside of school.

## **PSYCHOLOGY (AS LEVEL)**

---

### **Centre**

The Sir Bernard Lovell School

### **Examination board:**

AQA Specification A

### **Staff in charge:**

Mrs T Cheesbrough

### **Entry qualifications:**

5 GCSE's Grade C or above to include English and Maths.

### **Course aim and structure:**

To gain a greater understanding of an individual's mind and behaviour. To study psychological theories and research, to develop an understanding of different areas of Psychology including ethical issues and their relation to research design and implementation. There are 2 modules each covering 3 core areas.

- Module 1: Cognitive Psychology (memory)  
Developmental Psychology (attachment)  
Research methods
- Module 2: Physiological Psychology (stress)  
Social Psychology (social influence)  
Individual differences (abnormality)

### **Assessment:**

Each module is assessed by a 1.5 hour Assessment Unit exam. One exam may be taken in January and one in June. The AS supplies 50% of the overall A level award.

### **Higher education/career options:**

Psychology can be studied at degree level (see A2) or it can provide a basis for other careers e.g. police force, social work, teaching, nursing, business **as well as being a way into self-development and a greater sensitivity towards others.**

### **Additional information:**

Teaching involves lectures, discussions, videos, practical activities and research with the emphasis on the student becoming an individual learner in preparation for higher education. There will be a visit to a Psychology Conference as well as local organisations offering Psychological seminars and experiences. Psychology combines well with many other subjects adding breadth and depth to a young person's education.

### **Opportunities for extended research:**

There are many research opportunities within psychology. Examples include:

- investigation into sex role stereotyping in TV ads.
- an analysis of teacher/pupil interaction.
- does gender of the teacher make a difference to behaviour within the class room etc.

## **PSYCHOLOGY (A2 LEVEL)**

### **Centre**

The Sir Bernard Lovell School

### **Examination board:**

AQA Specification A

### **Staff in charge:**

Mrs T Cheesbrough

### **Entry qualifications:**

An E or above in the AS Psychology course

### **Course aim and structure:**

To develop the knowledge and understanding of the core areas studied in the AS. To study psychological principles, perspectives and applications and to develop critical and evaluative skills in relation to the areas covered. To explore the relationship between psychology and social, cultural and contemporary issues.

There are 2 modules:

#### **Module 3      Topics in Psychology**

In this unit **three** of the following topics will be covered:

Sleep, Perception, Relationships, Aggression, Eating Behaviour, Gender, Intelligence and Cognition

#### **Module 4      Psychopathology, Psychology in Action and Research Methods:**

In this unit **one** of the following disorders will be studied:

Schizophrenia

Depression

OCD

**and**

**One** of the following issues:

Role of the Media

Paranormal Psychology

Addictive Psychology

### **Assessment:**

Module 3      a unit exam of 1.5 hours – 50% (25% of the complete A level course)

Module 4      a unit exam of 2 hours – 50% (25% of the complete A level course)

### **Higher education/career options:**

Psychology can be studied at degree level which can lead to the careers of educational, occupational, forensic, clinical, health or counselling psychologist. It can prepare students for caring careers such as nursing, occupational therapy, social work or work where personnel skills are important such as banking and business.

### **Opportunities for extended research:**

There are many research opportunities within psychology. Examples include:

- research into phobias
- an analysis of classified advertising: do men seek beauty and women seek wealth?

**Examination board:**

Edexcel

**Staff in charge:**

Mrs T Cheesbrough

**Entry qualifications:**

5 GCSE'S at grade E or above

**Course aim and structure:**

This course is designed to prepare students for a career in the Uniformed Public Service, (Fire Service, Armed Forces, Police Service, and Ambulance Service amongst others). This course combines practical fitness and expedition skills with study of Public Services. Students will be involved in practical activities, including an expedition / residential visit and will be expected to take part in fitness training activities.

Students will study a variety of topics relevant to a career in the Public Services. These will include:

Unit 1 Exploring public services	External
Unit 2 Legislating for Public Services	Internal
Unit 3 Community diversity and public services	Internal
Unit 4 Customers, accountability and communication strategies	Internal
Unit 5 Promoting and influencing public services	Internal
Unit 6 Managing public health and well-being	Internal
Unit 7 The role of public services in community protection	Internal
Unit 8 Career Development in the Public Services	Internal

**Assessment:**

Seven of the eight units will be assessed internally through coursework tasks. One of the assessments is assessed externally through an end of unit test.

**Higher education/career options:**

Diplomas have been specifically developed for students to develop the skills that further education colleges and employers see as essential criteria. This qualification is not only a stepping stone to Level three courses but also provides students with sector recognised prior learning that can be used as a springboard into the any of the Public Services.

**Additional information:**

This course involves a range of teaching and learning styles, including:

Teacher input, research projects, workshops, debates and discussions, data response activities, case studies, presentations, visits to focus organisations, outside speakers work experiment, practical assessments.

**Opportunities for extended research**

As part of the diploma students must complete a subject related extended project; this is an opportunity for students to conduct in-depth research into an area of their own choosing. This will be presented to students as part of the Core Programme which all post sixteen students attend.

**Examination board:**

Edexcel

**Staff in charge:**

Mrs T Cheesbrough

**Entry qualifications:**

5 GCSE'S at grade C or above

**Course aim and structure:**

This course is designed to prepare students for a career in the Uniformed Public Service, (Fire Service, Armed Forces, Police Service, and Ambulance Service amongst others). This course combines practical fitness and expedition skills with study of Public Services. Students will be involved in practical activities, including an expedition / residential visit and will be expected to take part in fitness training activities.

Students will study a variety of topics relevant to a career in the Public Services. These will include:

Unit 1 Public Services and collaborative working	External
Unit 2 Community engagement and partnership working	Internal
Unit 3 Accountability and funding for public services	External
Unit 4 Leading effective public services	Internal
Unit 5 People management and public service values	Internal
Unit 6 Marketing public services	Internal

**Assessment:**

Five of the six units will be assessed internally through coursework tasks. One of the assessments is assessed externally through an end of unit test.

**Higher education/career options:**

Diplomas have been specifically developed for students to develop the skills that further education colleges and employers see as essential criteria. This qualification is not only a stepping stone to Higher Education but also provides students with sector recognised prior learning that can be used as a springboard into the any of the Public Services.

**Additional information:**

This course involves a range of teaching and learning styles, including:

Teacher input, research projects, workshops, debates and discussions, data response activities, case studies, presentations, visits to focus organisations, outside speakers work experiment, practical assessments.

**Opportunities for extended research**

As part of the diploma students must complete a subject related extended project; this is an opportunity for students to conduct in-depth research into an area of their own choosing. This will be presented to students as part of the Core Programme which all post sixteen students attend.

## **RELIGIOUS STUDIES (AS LEVEL)**

---

### **Centre**

The Sir Bernard Lovell School

### **Examination Board:**

AQA

### **Teacher in charge:**

Mrs J Bath

### **Entry Qualifications:**

5 GCSE's Grade C or above to include English

### **Course aim and structure:**

The course encourages students to develop an enquiring, critical and empathetic approach to religion through the study of different aspects including historical, ethical and philosophical perspectives. There are two modules:

#### **Module 1: Religion and Ethics 1**

Utilitarianism, Situation ethics, the value of human life and abortion and euthanasia

#### **Module 2: Religion, Art and the Media**

The nature and purpose of religious art, religion in fiction and humour and cyber religion and TV religion

### **Assessment:**

Each module is assessed by a one hour 15 minutes exam. One exam may be taken in January with the remaining sat in June. The AS supplies 50% of the overall A level award.

### **Higher Education/Career Options**

Religious Studies can be studied at A2 and degree level. It can also provide a useful basis for other careers including social work, teaching, nursing, the armed forces and the legal professions.

### **Additional Information:**

Teaching involves lectures, seminars, videos and research. The course does not demand prior knowledge or a religious background or belief, but an open and inquisitive mind and an appreciation of others thoughts and beliefs.

### **Opportunities for extended research:**

There are many research opportunities within Religious Studies. Examples include:

- A comparison between utilitarianism and situation ethics as ethical systems
- An investigation into the different arguments from pro-life and pro-choice groups
- A biography of a religious artist

## **RELIGIOUS STUDIES (A2 LEVEL)**

---

### **Centre**

The Sir Bernard Lovell School

### **Examination Board:**

AQA

### **Teacher in charge:**

Mrs J Bath

### **Entry Qualifications:**

Completion of AS Religious Studies course

### **Course aim and structure:**

To gain a further understanding of religion. To continue to develop an enquiring, critical and empathetic approach to religion as well as a focus on the role that religion has in modern society. The course has two modules:

#### **Module 3: Religion and Contemporary Society**

Religious responses to war, poverty, environmental issues and trade and aid, the concept of secularisation, new forms of spirituality and the role of The Church in England

#### **Module 4: Religious Fundamentalism**

The nature of fundamentalism and the study of the key beliefs and practices of two fundamentalist movements.

### **Assessment:**

Each module is assessed by a 1 hour and 30 minutes exam. The A2 supplies 50% of the overall A level award.

### **Higher Education/Career Options**

Religious Studies can be studied as degree level which can lead to careers in education, social work, the armed and police forces and legal work. It will also prepare students for work in the service industry and the medical profession.

### **Additional Information:**

Although teaching is still largely based on lectures and seminars, there is a greater emphasis on students as researchers and they are expected to take an increased responsibility for the content of their learning.

### **Opportunities for extended research:**

Examples include:

- Investigation into the effectiveness of religion in growing secular society
- Enquiry into the relationship between spirituality and an increase in materialism
- Personal research for the completion of module 4

**Examination board:**

Edexcel

**Staff in charge:**

Mrs T Cheesbrough

**Entry qualifications:**

5 GCSE'S at grade E or above

**Course aim and structure:**

This course is designed to prepare students for a career in retail business; this includes all form of retail work from working in retail outlets to planning and working in the supply chain and management. This course combines practical work and theoretical study of the retail industry. Students will be involved in practical activities, including visits to relevant businesses in the retail industry.

Students will study a variety of topics relevant to a career in retail. These will include:

Unit 1 Exploring retail	External
Unit 2 Exploring retail channels	Internal
Unit 3 Sourcing and buying for product ranges in retail business	Internal
Unit 4 Exploring the retail supply chain	Internal
Unit 5 Planning the operation of retail outlets	Internal
Unit 6 Stock control in retail business	Internal
Unit 7 Customer service in retail business	Internal
Unit 8 Selling in retail business	Internal
Unit 9 Retail Theatre	Internal

**Assessment:**

Eight of the nine units will be assessed internally through coursework tasks. One of the assessments is assessed externally through an end of unit test. Not all units are studied.

**Higher education/career options:**

Diplomas have been specifically developed for students to develop the skills that further education colleges and employers see as essential criteria. This qualification is not only a stepping stone to Level three courses but also provides students with sector recognised prior learning that can be used as a springboard into the retail world.

**Additional information:**

This course involves a range of teaching and learning styles, including:

Teacher input, research projects, workshops, debates and discussions, data response activities, case studies, presentations, visits to focus organisations, outside speakers work experiment, practical assessments.

**Opportunities for extended research**

As part of the diploma students must complete a subject related extended project; this is an opportunity for students to conduct in-depth research into an area of their own choosing. This will be presented to students as part of the Core Programme which all post sixteen students attend.

**Examination board:**

Edexcel

**Staff in charge:**

Mrs T Cheesbrough

**Entry qualifications:**

5 GCSE'S at grade C or above

**Course aim and structure:**

This course is designed to prepare students for a career in retail business; this includes all form of retail work from working in retail outlets to planning and working in the supply chain and management. This course combines practical work and theoretical study of the retail industry. Students will be involved in practical activities, including visits to relevant businesses in the retail industry.

Students will study a variety of topics relevant to a career in retail business. These will include:

Unit 1 Examining the world of retail	External
Unit 2 Developing retail channels	Internal
Unit 3 Buying practices of retail businesses	External
Unit 4 Retail supply chain management and logistics	Internal
Unit 5 Marketing in retail business	External
Unit 6 Merchandising in retail business	Internal
Unit 7 Management of sales in retail business	Internal
Unit 8 Visual merchandising in retail business	Internal

**Assessment:**

Six of the eight units will be assessed internally through coursework tasks. One of the assessments is assessed externally through an end of unit test. Not all units are taught.

**Higher education/career options:**

Diplomas have been specifically developed for students to develop the skills that further education colleges and employers see as essential criteria. This qualification is not only a stepping stone to Higher Education but also provides students with sector recognised prior learning that can be used as a springboard into the retail world.

**Additional information:**

This course involves a range of teaching and learning styles, including:

Teacher input, research projects, workshops, debates and discussions, data response activities, case studies, presentations, visits to focus organisations, outside speakers work experiment, practical assessments.

**Opportunities for extended research**

As part of the diploma students must complete a subject related extended project; this is an opportunity for students to conduct in-depth research into an area of their own choosing. This will be presented to students as part of the Core Programme which all post sixteen students attend.

<b>Diploma: Society, Health and Development (LEVEL2)</b>	
--	--

**Centre**

The Sir Bernard Lovell School

**Examination board:**

Edexcel

**Staff in charge:**

Mrs T Cheesbrough

**Entry qualifications:**

N/A

**Course aim:**

The main aim is to introduce learners to the diversity of the individuals within their society. It encourages students to explore the identifiable groups within our society and develop an understanding of their needs.

Learners will also be introduced to the values, attributes and attitudes of the sectors that care for and support individuals, families, groups, communities and society.

Learners will be supported in the development of communication skills, attitudes and approaches enabling them to meet their own aspirations and successfully work with and for others in the community and society in general.

**Course Structure:**

**This one year course is divided into nine units, as follows:**

	<b>Assessment</b>
Unit 1: Principles, Values and Personal Development	Internal
Unit 2: Working Together and Communication	Internal
Unit 3: Safeguarding and Protecting Individuals	Internal
Unit 4: Growth Development and Healthy Living	External
Unit 5: Needs and Preferences	Internal
Unit 6: Antisocial and Offending Behaviour	Internal
Unit 7: Supporting Children and Young People	Internal
Unit 8: Patient-Centered Health	Internal
Unit 9: The Social Model of Disability	Internal

**Assessment:**

Eight of the 9 units will be assessed internally through coursework tasks. One of the assessments is assessed externally through an end of unit test, examined in January and June.

**Higher education/career options:**

Diplomas have been specifically developed for students to develop the skills which further education colleges and employers see as essential criteria. This qualification is not only a stepping stone to Level three courses but also provides students with industry recognised prior learning that can be used as a springboard into a broad range of care, justice and health positions.

**Additional information:**

This course involves a range of teaching and learning styles, including:

teacher input, research projects, workshops, debates and discussions, data response activities, case studies, presentations, visits to focus organisations, outside speakers work experiment, practical assessments.

**Opportunities for extended research**

As part of the diploma, students must complete a subject related extended project. This is an opportunity for students to conduct in-depth research into an area of their own choosing. This will be presented to students as part of the Core Programme which all post sixteen students attend.

<b>Diploma: Society, Health and Development (LEVEL 3)</b>	
---	--

**Centre**

The Sir Bernard Lovell School

**Examination board:**

Edexcel

**Staff in charge:**

Mrs T Cheesbrough

**Entry qualifications:**

5 GCSE's Grade C or above to include English

**Course aim:**

The main aim is to introduce learners to the diversity of the individuals within their society. It encourages students to explore the identifiable groups within our society and develop an understanding of their needs.

Learners will also be introduced to the values, attributes and attitudes of the sectors that care for and support individuals, families, groups, communities and society.

Learners will be supported in the development of communication skills, attitudes and approaches enabling them to meet their own aspirations and successfully work with and for others in the community and society in general.

**Course Structure:**

**This two year course is divided into six units, as follows:**

	<b>Assessment</b>
Unit 1: The Sectors in Context	External
Unit 2: Principles and Values in Practice	External
Unit 3: Partnership Working	Internal
Unit 4: Communication and Information Sharing	Internal
Unit 5: Personal and Professional Development in the Work Environment	Internal
Unit 6: Safeguarding and Protecting Individuals and Society	Internal

**Assessment:**

Four of the six units will be assessed internally through coursework tasks. Two of the assessments are assessed externally through an end of unit test, examined in January and June.

**Higher education/career options:**

Diplomas have been specifically developed for students to develop the skills which further education colleges and employers see as essential criteria. This qualification is not only a stepping stone to University courses but also provides students with industry recognised prior learning that can be used as a springboard into a broad range of care, justice and health positions.

**Additional information:**

This course involves a range of teaching and learning styles, including: teacher input, research projects, workshops, debates and discussions, data response activities, case studies, presentations, visits to focus organisations, outside speakers work experiment, practical assessments.

**Opportunities for extended research**

As part of the diploma, students must complete a subject related extended project. This is an opportunity for students to conduct in-depth research into an area of their own choosing. This will be presented to students as part of the Core Programme which all post sixteen students attend.

## **SOCIOLOGY (AS LEVEL)**

---

### **Centre**

The Sir Bernard Lovell School

### **Examination board:**

AQA Specification A

### **Staff in charge:**

Mrs T Cheesbrough

### **Entry qualifications:**

5 GCSE passes at A\*-C. A B grade or above in English is preferred.

### **Course aim and structure:**

If you have a lively and enquiring mind and enjoy debating and researching topical and controversial issues then this is the course for you! Sociology will provide you with the opportunity to study subjects that are relevant to your life and experiences. Sociology is the study of societies and how they shape people's ideas, their actions and their cultures, and how in turn, people interact together and shape their societies. The following questions will give you a flavour of the course: why are you four times more likely to divorce if you are working class than middle class? Is the family in decline? Why do working class children do less well in school? Why is the rate of mental illness higher for married women than single women, yet higher for single men than married men?

### **During the year you will study 2 modules:**

Module 1	Family and Households
Module 2	Education

### **Assessment:**

AS will contribute to 50% of the overall A2 mark

Module 1: 1 hour data response question

Module 2: 2 hours data response question

### **Higher education/career options**

Sociology can be studied at degree level or it can provide a good basis for other careers eg. police force, social work, teaching, nursing as well as being a way into self development and a greater sensitivity towards others. It gives you the knowledge and skills to build constructive arguments and insight into the 'truth' of how our society functions.

### **Additional information:**

This course involves a range of teaching and learning styles:

Teaching involves lectures, discussions, videos, practical activities and research with the emphasis on the student becoming an individual learner in preparation for A2 and higher education.

### **Opportunities for extended research**

There are many research opportunities within sociology.

## **SOCIOLOGY (A2 LEVEL)**

---

### **Centre**

The Sir Bernard Lovell School

### **Examination board:**

AQA Specification A

### **Staff in charge:**

Mrs T Cheesbrough

### **Entry qualifications:**

An E or above in the AS Sociology examination

### **Course aim and structure:**

The A2 course in Sociology is an extension of the AS. The A2 course looks at topics which are at the forefront of news and political opinions and views.

Here you will look at societal issues like: why crime is not reported, why has the influence of religion declined in the last 50 years, why do men commit more crime than women? Within the A2 course, you will also get the chance to conduct your own piece of research.

### **During the year you will study 2 modules:**

Module 3: Theory and Methods

Module 4: Crime and Deviance

### **Assessment:**

Module 3: 1 hour paper

Module 4: 2 hour paper

### **Higher education/career options:**

Sociology is accepted for admission to a wide range of university degree courses in Social Sciences (including Social Policy, Social Work and Education), the Arts, Humanities, law, Media and Business Studies. It is also accepted for training courses in health and social care, personnel management, leisure, journalism, the police, the legal profession, and similar careers and for direct employment in these and related areas. If you are going into any career which involves working with people then sociology is an excellent course for you.

### **Additional information:**

This course involves a range of teaching and learning styles.

Teacher input, research projects, debates and discussions, data response activities, essay writing, presentations, conference visits.

### **Opportunities for extended research**

The coursework will give you the opportunity to produce research examples including:

- an analysis of children's television – are they gender specific?
- do the magazines that young people read influence self image?

# SPORT AND ACTIVE LEISURE DIPLOMA

## Level 2

---

**Examination board:**

Edexcel

**Staff in charge:**

Mrs T Hart

**Entry qualifications:**

5 GCSE'S at grade E or above

**Course aim and structure:**

This course is designed to prepare students for a career in the Sports and Active Leisure industry. You will explore what a healthy is as well as learning about the sport and active leisure industries. You will also investigate the role of sport and active leisure within the local community. This will include visits to relevant clubs and businesses..

Students will study a variety of topics relevant to a career in the Sports and Active Leisure industries. These will include:

Unit 1 Positive lifestyle choices and Sport and Active Leisure	External
Unit 2 Encouraging participation in Sport and Active Leisure	Internal
Unit 3 Science in Sport and Active Leisure	Internal
Unit 4 Working in the local Sport and Active Leisure industry	Internal
Unit 5 Businesses in the Sports and Active Leisure industries	Internal
Unit 6 media in Sports and Active Leisure	Internal
Unit 7 Access for all in Sport and Active Leisure	Internal

**Assessment:**

Seven of the eight units will be assessed internally through coursework tasks. One of the assessments is assessed externally through an end of unit test.

**Higher education/career options:**

Diplomas have been specifically developed for students to develop the skills that further education colleges and employers see as essential criteria. This qualification is not only a stepping stone to Level three courses but also provides students with sector recognised prior learning that can be used as a springboard into the any sports and active leisure industries.

**Additional information:**

This course involves a range of teaching and learning styles, including:

Teacher input, research projects, workshops, debates and discussions, data response activities, case studies, presentations, visits to focus organisations, outside speakers work experiment, practical assessments.

**Opportunities for extended research**

As part of the diploma students must complete a subject related extended project; this is an opportunity for students to conduct in-depth research into an area of their own choosing. This will be presented to students as part of the Core Programme which all post sixteen students attend.

---

**Examination board:**

Edexcel

**Staff in charge:**

Mrs T Hart

**Entry qualifications:**

5 GCSE'S at grade C or above

**Course aim and structure:**

This course is designed to prepare students for a career in the Sports and Active Leisure industry. You will explore what a healthy is as well as learning about the sport and active leisure industries. You will also investigate the role of sport and active leisure within the local community. This will include visits to relevant clubs and businesses.

Students will study a variety of topics relevant to a career in the Sport and Active Leisure industries. These will include:

Unit 1 The impact of a healthy and active lifestyle	Internal
Unit 2 Being and effective manager and leader in Sport and Active Leisure	Internal
Unit 3 Science and technology in Sport and Active Leisure	External
Unit 4 Applying science and technology to enhance performance in Sport and Active Leisure	Internal
Unit 5 Globalisation and the Sports and Active Leisure Industry	External
Unit 7 Promoting opportunities for all in Sport and Active Leisure	Internal
Unit 8 Bringing the community together through Sport and Active Leisure	Internal

**Assessment:**

Six of the eight units will be assessed internally through coursework tasks. Two of the assessments are assessed externally through an end of unit test.

**Higher education/career options:**

Diplomas have been specifically developed for students to develop the skills that further education colleges and employers see as essential criteria. This qualification is not only a stepping stone to Higher Education but also provides students with sector recognised prior learning that can be used as a springboard into the any of the sports and active leisure industries.

**Additional information:**

This course involves a range of teaching and learning styles, including:

Teacher input, research projects, workshops, debates and discussions, data response activities, case studies, presentations, visits to focus organisations, outside speakers work experiment, practical assessments.

**Opportunities for extended research**

As part of the diploma students must complete a subject related extended project; this is an opportunity for students to conduct in-depth research into an area of their own choosing. This will be presented to students as part of the Core Programme which all post sixteen students attend.

## **TEXTILES (AS LEVEL)**

---

### **Centre**

The Sir Bernard Lovell School

### **Examination board:**

OCR Art - Textiles

### **Staff in charge:**

Mrs N Taylor

### **Entry qualifications:**

5 GCSE passes A\*-C including Textiles and / or Art

### **Course aim and structure:**

Students will cover a broad range of techniques and will be encouraged to respond creatively to a wide range of materials and processes. The following specialisms will be explored: surface decoration, print and dye methods, felt making, hand and machine embroidery, appliqué, quilting and mixed media textiles.

### **Assessment:**

Candidates take 2 units for AS Textiles:

#### **Unit 1 – Coursework Portfolio**

Students produce a portfolio of work that comprises of 2 projects. The first project is skills based and enables students to learn, research and explore a range of techniques. The second project allows students to develop their knowledge, skills and understanding in a more individual way, with a variety of outcomes.

#### **Unit 2 – Controlled Assignment**

An early release question paper allows students to choose one starting point to demonstrate their skills in planning and preparation. A practical of 5 hours completes the exam.

### **Higher Education/careers options:**

Students taking AS level Textiles can go on to take A2 Textiles. Retail management training. An AS qualification.

### **Additional information:**

An interest and enthusiasm about textiles is essential. A variety of visits are organised to textile exhibitions and museums locally and in London including Alexandra Palace. This gives students the opportunity to study the work of textile artists first hand as inspiration for their own work. You can access the following website to see examples of work carried out by students and myself at [www.kingswoodresources.org.uk/sbl/natalie\\_taylor/index.htm](http://www.kingswoodresources.org.uk/sbl/natalie_taylor/index.htm)

## **TEXTILES (A2 LEVEL)**

### **Centre**

The Sir Bernard Lovell School

### **Examination board:**

OCR

### **Staff in charge:**

Mrs N Taylor

### **Entry qualifications:**

AS Textiles qualification grade A-E.

### **Course aim and structure:**

Students will continue to respond creatively to a range of materials, processes and techniques. The area of study is similar to the AS but the subject of the Personal Investigation will be the student's own choice.

### **Assessment:**

#### **Unit 3 – Personal Investigation**

- a) One major project demonstrating a sustained considerable personal response to include at least 2 A1 planning sheets, samples and visits sketch book to support the preparation work.
- b) A related, written personal study of up to 3,000 words, that demonstrates the students' ability to research in more depth within a historical and/or contemporary area that links to the Personal Investigation.

#### **Unit 4 – Controlled Assignment**

An early release question paper allows students to choose one starting point and work independently through research, planning and preparation. A practical test of 15 hours completes the exam.

### **Higher Education/careers options:**

Retail Management training. An A2 Qualification. A route via Higher Education could include Art Foundation, an HND or a Degree course. This could include areas such as costume design, interior design, fashion and business courses, fashion/textiles design, knit wear/footwear etc.

### **Additional information:**

An interest and enthusiasm about textiles is essential. An enquiring mind, an ability to research plus high standards of presentation and attention to detail are all very useful. Visits are organised to textile exhibitions and museums locally and in London, including Alexandra Palace. You can access the following website to see examples of work carried out by students and myself at [www.kingswoodresources.org.uk/sbl/natalie\\_taylor/index.htm](http://www.kingswoodresources.org.uk/sbl/natalie_taylor/index.htm)

**Examination board:**

Edexcel

**Staff in charge:**

Mrs T Cheesbrough

**Entry qualifications:**

5 GCSE'S at grade E or above

**Course aim and structure:**

This course is designed to prepare students for a career in the Travel and Tourism industry. This course combines a study of relevant businesses with a theoretical study the Travel and Tourism industry. Students will be involved in practical activities, including visits to businesses.

Students will study a variety of topics relevant to a career in the Travel and Tourism. These will include:

Unit 1	Journeys and destinations in Travel and Tourism	External
Unit 2	UK Travel and Tourism sector	Internal
Unit 3	The customer experience in Travel and Tourism	Internal
Unit 4	Employment opportunities in Travel and Tourism	Internal
Unit 5	Travel and Tourism business environments	Internal
Unit 6	Promotion and sales in Travel and Tourism	Internal
Unit 7	Work in a Travel and Tourism team	Internal

**Assessment:**

Six of the seven units will be assessed internally through coursework tasks. One of the assessments is assessed externally through an end of unit test.

**Higher education/career options:**

Diplomas have been specifically developed for students to develop the skills that further education colleges and employers see as essential criteria. This qualification is not only a stepping stone to Level three courses but also provides students with sector recognised prior learning that can be used as a springboard into the Travel and Tourism industry.

**Additional information:**

This course involves a range of teaching and learning styles, including:

Teacher input, research projects, workshops, debates and discussions, data response activities, case studies, presentations, visits to focus organisations, outside speakers work experiment, practical assessments.

**Opportunities for extended research**

As part of the diploma students must complete a subject related extended project; this is an opportunity for students to conduct in-depth research into an area of their own choosing. This will be presented to students as part of the Core Programme which all post sixteen students attend.

---

**Examination board:**

Edexcel

**Staff in charge:**

Mrs T Cheesbrough

**Entry qualifications:**

5 GCSE'S at grade C or above

**Course aim and structure:**

This course is designed to prepare students for a career in the Travel and Tourism industry. This course combines a study of relevant businesses with a theoretical study the Travel and Tourism industry. Students will be involved in practical activities, including visits to businesses.

Students will study a variety of topics relevant to a career in the Travel and Tourism industry. These will include:

Unit 1	Travel and Tourism destinations and culture	External
Unit 2	Customer interaction in Travel and Tourism	Internal
Unit 3	Employability in Travel and Tourism	Internal
Unit 4	Environment and sustainability in Travel and Tourism	Internal
Unit 5	Promotion, image and perception in Travel and Tourism	Internal
Unit 6	Technology in Travel and Tourism	Internal
Unit 7	Changes and trends in Travel and Tourism	External
Unit 8	Political and economic influences in Travel and Tourism	Internal
Unit 9	Effective teamwork in Travel and Tourism	Internal

**Assessment:**

Seven of the nine units will be assessed internally through coursework tasks. One of the assessments is assessed externally through an end of unit test.

**Higher education/career options:**

Diplomas have been specifically developed for students to develop the skills that further education colleges and employers see as essential criteria. This qualification is not only a stepping stone to Higher Education but also provides students with sector recognised prior learning that can be used as a springboard into the any of the Travel and Tourism industries.

**Additional information:**

This course involves a range of teaching and learning styles, including:

Teacher input, research projects, workshops, debates and discussions, data response activities, case studies, presentations, visits to focus organisations, outside speakers work experiment, practical assessments.

**Opportunities for extended research**

As part of the diploma students must complete a subject related extended project; this is an opportunity for students to conduct in-depth research into an area of their own choosing. This will be presented to students as part of the Core Programme which all post sixteen students attend.

## TERM AND HOLIDAY DATES

### Term 1 - 2010

Begins Wednesday 1<sup>st</sup> September 2010

Ends Friday 22<sup>nd</sup> October 2010

### Term 2 - 2010

Begins Monday 1<sup>st</sup> November 2010

Ends Friday 17<sup>th</sup> December 2010

### Term 3 - 2011

Begins Monday 3<sup>rd</sup> January 2011

Ends Friday 18<sup>th</sup> February 2011

### Term 4 – 2011

Begins Monday 28<sup>th</sup> February 2011

Ends Friday 8<sup>th</sup> April 2011

### Term 5 – 2011

Begins Monday 25<sup>th</sup> April 2011

Ends Friday 27<sup>th</sup> May 2011

### Term 6 – 2011

Begins Monday 6<sup>th</sup> June 2011

Ends Friday 22<sup>nd</sup> July 2011

## HOLIDAYS

We advise students not to take holidays during term time. The range of commitments, including Modular examinations and tests, means that time off is often disruptive. If you do wish to take a holiday during term time you must complete the Post-16 holiday form. This should be collected from your tutor and returned at least 15 working days before your holiday.