

Tomlinscote Sixth Form College



Subject Information Guide for entry in September 2017





Welcome to the Subject Information Guide for entry in September 2017

I am delighted that you are considering applying to Tomlinscote Sixth Form College.

Already recognised by OFSTED as an Outstanding Sixth Form College, we continue to provide a wide range of students with the highest quality of education.

Tomlinscote is not only an A-Level Sixth Form College. I am proud that we also offer the choice of BTEC and a range of Level Two and Level Three vocational courses. The vocational courses are industry ready, technical qualifications hosted in our impressive state of the art Vocational Centre situated at the entrance to our school site. The Sixth Form and its students, led by the Student Union and steered by our Sixth Form Leadership, is therefore

All the information in this Subject Guide is here to help you think about your choices after Year 11. Further help and advice on the best subject choices for you will be given at interview if you apply to Tomlinscote Sixth Form College.

Should you choose to join us to study A-Levels, BTECs or vocational qualifications after your GCSEs, you will be doing so at the very best moment – this Sixth Form is not only outstanding but is thriving and growing.

I look forward to meeting you and discussing your choices for study from September 2017.

Miss H Livesey

Head of Sixth Form

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A-Level Subject Information

Art
Biology
Business
Chemistry
Computer Science
Dance
Economics
English Language
English Literature
Film Studies
French
Geography
German
Graphics
History
Law
Mathematics
Mathematics Studies (L3 Certificate)
PE
Philosophy
Photography
Physics
Psychology
Sociology
Spanish
Theatre Studies (Drama)

BTEC Subject Information

Creative Media Production – Level 3

Vocational Subject Information

Beauty Therapy
Catering (Professional Cookery)
Child Care
Football Coaching
Hairdressing
Site Carpentry & Brick-laying

Guidance on making your Sixth Form course choices

Choosing what to study after Year 11 is one of the most important decisions you will ever take. This booklet will help you to make these choices and realise your ambitions.

We have designed the Sixth Form curriculum to provide you with a broad and balanced educational programme that is appropriate to your individual abilities and interests. We offer a wide range of possibilities at Tomlinscote and from this wealth of choices you can select the best combinations to suit you. Below you will find the different pathways that students in can follow whilst studying at Tomlinscote Sixth Form.

A-Levels

These are the most popular option at Tomlinscote for those students with 5 or more A*-C grades (or equivalent) at GCSE. The vast majority of students in Year 12 will begin studying 3 'linear' A-Levels although some may choose to study 4 - this will be dependent upon their performance across their GCSE subjects in next summer's examinations. Unlike previous years, there will no longer be AS examinations at the end of Year 12 and students will simply carry their 3 or 4 choices through to terminal examinations at the end of Year 13.

See next section, Choosing You're A-Level Subjects – Some Additional Information, for further guidance on choosing the best combination of A-Levels for you.

BTEC – in a combination of A Level and BTEC

Some students will choose to study a L3 BTEC qualification (Creative Media Production) alongside A-Levels. Students entering this pathway will still study 3 different courses in Year 12 (as above).

Vocational Subjects

For those with an interest in more practical subjects we are able to offer a wide range of Vocational courses in our well-equipped Vocational Centre. These are full time, technical awards which offer a different learning experience (compared to A-Levels and BTECs) and prepare students for the workplace. Some of these courses will involve a work placement and are assessed against industry standards.

Helping you decide which subjects to take

- **What subjects do you enjoy / really interest you?** – this is really important because you will be studying them for the next two years.
- **Which subjects are you good at?** – since you are likely to be more successful at them. You will also need to meet the minimum entry requirements for the courses you choose.
- **Which subjects are you qualified to study?** – check out whether you meet the course entry requirements by looking at the Minimum Grade Requirements pages which follow.
- **Are there any new subjects that sound interesting (eg Psychology)?** – talk to subject staff and read up about the course in the course information that follows.
- **Do you have a particular career you are interested in?** - if so research what qualifications you will need to study.
- **Is there a particular University course or University you are interested in when you leave the sixth form?** - If so research what grades / subjects you are likely to need? Look at University websites, ucas.com, or speak with Miss Livesey (Head of Sixth Form), Miss Ellis (Assistant Head of Sixth Form Year 12) or Mrs Summers (Assistant Head of Sixth Form Year 13).
- **Finally, don't forget to ask for advice and guidance** – speak with your form tutor, other staff, parents, family and older friends because they will all be able to help you.

Changes to AS and A-Level courses in 2015, 2016 and 2017

As you may well be aware, due to government level change, all A-Level courses have either recently been or are currently being reviewed. Universities have been involved in this educational change and it is likely that the resulting changes will make courses more academically robust. The main changes to A-Level courses began in September 2015 and the key change is in the form of the separation of AS and A-Level. Up until September 2015, all subjects were assessed in the first year as an AS Level and then the points accrued from the AS Level went directly towards the second year or A2 Level. Thus, the marks/points for the AS Level of any subject represented 50% of the final mark/grade for the full A2 Level.

However changes came about in 2015 that 'de-coupled' or separated the AS and the full A-Level and courses can now start to be assessed in a linear way where there is potentially no AS Level examination or component; a student can take a subject as a full A-Level and not sit AS exams within their first year. However, all A-Level qualifications can still technically be assessed separately, at the end of each phase, but they have been 'de-coupled' which means that:

- If the AS is examined at the end of Year 12, and the student decides they want to carry on to the full A-Level, they will have to be re-examined on the AS part of the course at the same time as the A-Level at the end of the course. This means that the mark they achieve in the original AS exam the previous year will not count towards the full A-Level as it has done previously, however it will still count as a standalone qualification.
- ***This is one of the many reasons we have taken the decision to offer full, two year linear courses, starting in September 2017 for your year of entry.***

For information:

For subjects that started as linear courses in September 2015 (with first AS exams in 2016 and first A-Level in 2017) this has already affected:

English language, English Literature, English Language and Literature (combined), Biology, Chemistry, Physics, Psychology, Art and Design, Business Studies, Computer Science, Economics, History and Sociology.

For subjects that started in September 2016 (with first AS exams in 2017 and first A-Level in 2018) this will affect:

Modern and Ancient Languages, Maths, Further Maths, Geography, Religious Studies, Design and Technology, Drama, Dance, Music and Physical Education.

Maths and Further Maths will be changing from the start of September 2017.

If you have any questions about this information or require further explanation then please do not hesitate to contact us in the Sixth Form Office.

H Livesey - Head of Sixth Form

Choosing your A-Level subjects – some additional information for those pursuing the A-Level route

Your choice of A-Level subjects in Year 11 can have a significant impact on the course options available to you at university.

When selecting your A-Level subjects, if you are considering progression to university degree courses, you need to be aware of the likely entry requirements you will face, in terms of both the grades you need to achieve and the actual subjects you study. As the number of top grades achieved at A-Level has steadily increased over the last five years, many universities have become more specific about the qualifications they expect of their applicants.

- If you have **already decided on a course** that you would like to study at university, we recommend that you take a close look at the course requirements at a number of universities before you finalise your A-Level choices, to check that your A-Levels will be suitable for your application.
- If you have **not yet decided on a course** that you would like to study at university, we recommend that you select subjects to maximise your potential course choice. Certain A-Level subjects are considered either essential or useful for a number of degree courses, so choosing one or more of these will help you keep your higher education options open.
- We recommend that you take a look at the '**Russell Group: Informed Choices**' guidance booklet, which includes advice on the best subject combinations for a wide range of courses at the UK's top 24 universities. It also recommends a list of '**facilitating subjects**' which are highly regarded by these universities and which if chosen, will keep your options open for entry at these institutions. Students aspiring to study at a Russell Group University should look to study **at least 2** facilitating subjects as part of their A-Level combinations. The complete document can be downloaded directly through the following link: <http://www.russellgroup.ac.uk/media/informed-choices/InformedChoices-latest.pdf>

These facilitating subjects are:

- **Mathematics and Further Mathematics**
- **English Literature**
- **Physics**
- **Chemistry**
- **Geography**
- **History**
- **Languages**

The guidance above is given because those universities offering the more traditional, 'academic' degree courses (i.e. many of the Russell Group ones) are more demanding than others in what they expect of their applicants. Cambridge has gone furthest in this respect, publishing very clear guidance on its entrance requirements and even going so far as to identify subjects that, in its view, 'do not provide a good preparation for the courses that the University of Cambridge offers.' Full information about Cambridge's entrance requirements can be found at the following place on its website, particularly in the section 'Course Requirements':

<http://www.cam.ac.uk/admissions/undergraduate/requirements/#course>

Cambridge has taken this very public lead in its attempt to distinguish between the growing number of applicants with A grades at A-Level, but increasingly other universities that offer the most competitive theoretical, exam-based degrees are also now placing a greater emphasis on grades achieved in 'academic' A-Level subjects. For example:

- **Law at Manchester** has two lists of subjects that are either not suitable or 'less preferred':
<http://www.manchester.ac.uk/undergraduate/courses/search2012/atoz/course/?code=01052&pg=3>

- **Government at LSE** prefer 'at least two traditional academic subjects' (as do most courses at LSE): <http://www2.lse.ac.uk/study/undergraduate/howToApply/departmentalAdmissionsCriteria/government.aspx>
- **Oxford** publishes a table of 'Essential', 'Recommended' and 'Helpful' A level subjects for all of its degree courses: <http://www.admissions.ox.ac.uk/courses/enreq.shtml#tab>

For **Medicine**, for example, A-Level Chemistry is often essential, along with one or two subjects out of Biology, Physics and Maths, but the admissions criteria for each Medical School **vary** and do need to be checked individually. Some in fact require a contrasting 'non-scientific' subject at A-Level.

As universities are now becoming far more transparent about what they are really looking for, applicants need to make sure that they are better informed at an earlier stage. You therefore need to be well prepared before making your A-Level subject choices. You can easily find out a good deal from the universities' own websites, which can be accessed directly or through the central UCAS (Universities & Colleges Admissions Service) website (www.ucas.com). Alternatively, there are a number of independent guides (e.g. Brian Heap's, The Essential Guide to Winning Your Place At University) available. Although maximising your grades at GCSE this summer is obviously the current top priority, spending some time looking into university requirements may also turn out to be time well spent.

If, once you have looked in to this, you want further guidance in respect of course choices, please come and speak with myself, Miss Ellis (Assistant Head of Sixth Form - Year 12) or Mrs Summers (Assistant Head of Sixth Form - Year 13).

Miss Livesey
Head of Sixth Form

A-Level Subject Information

TOMLINSCOTE SIXTH FORM

SUBJECT INFORMATION FOR SEPTEMBER 2017

ART – FINE ART A-Level (OCR) Specification: H601

A brief overview of the course	<p><u>A/S: Year one</u> <u>Component 01: Externally set task</u></p> <p>The early release paper will be issued on 1st January and will provide candidates with a number of themes, each with a range of written and visual starting points, briefs and stimuli. From these, one must be selected, upon which to base a response.</p> <p>100 marks - 100% of total AS Level. Exam: 10 hours</p> <p><u>A2: Year two</u> <u>Component 01: Personal investigation</u></p> <p>Candidates should produce two elements:</p> <ol style="list-style-type: none">1. A portfolio of practical work showing their personal response to either a starting point, brief, scenario, or stimulus, devised and provided by the candidate or centre2. A related study of continuous prose with a guided minimum of 1,000 words <p>120 marks - 60% of total A Level</p> <p><u>Component 02: Externally set task</u></p> <p>The early release paper will be issued on 1st January in Yr 13 and will provide candidates with a number of themes, each with a range of written and visual starting points, briefs and stimuli. From these, one must be selected, upon which to base a response.</p> <p>80 marks - 40% of total A Level</p>
How is the course structured	All students will complete an induction project and an externally set task in Yr12. This work will then count towards their 'Portfolio of Practical Work' required for the full A-Level qualification.
How is the course assessed	All components are internally assessed and externally moderated
Where next with this course	Progress onto Art Foundation course and then onto A BA Hons Degree at University. Career options: Artist, Commercial Artist, Architect, Interior Designer, Illustration, Animation, Fashion Designer & Set Design.

TOMLINSCOTE SIXTH FORM

SUBJECT INFORMATION FOR SEPTEMBER 2017

BIOLOGY A-Level (Edexcel) Specification: Biology A (Salters Nuffield)

A brief overview of the course	<p>Biology is a fascinating subject as it covers solutions to life's challenges from an organism's conception to its death.</p> <p>In the first year we will study heart and biochemistry (topic 1), proteins and mutations (topic 2), and then stem cells and epigenetics (topic 3) and the biodiversity of life and drug development (topic 4)</p> <p>In the second year we study firstly ecology and photosynthesis (topic 5), and crime solving (using maggots amongst other things) and the immune system (topic 6). In the second half of the year we look at medical technology and muscles (topic 7), and finally topic 8 is on how the brain works, including ideas of nature and nurture. Oh. and how kittens can help us understand how our eyes work...</p>
How is the course structured	<p>Writing up the Core Practicals well is necessary to qualify for the Science Practical Endorsement at the end of the two-year course, and there will be exam questions based on these as well.</p>
How is the course assessed	<p>GCE Year 1 Paper 1: Topics 1+2 (50%) 1 ½ hours, 80 marks Paper 2: Topics 3+4 (50%) 1 ½ hours, 80 marks</p> <p>GCE Year 2 Paper 1: Topics 1, 2, 3, 4, 5, 6 (33.33%) 2 hours, 100 marks Paper 2: Topics 1, 2, 3, 4, 7, 8 (33.33%) 2 hours, 100 marks Paper 3: General and Practical Applications in Biology (33.33%) 2 hours 100 marks</p> <p>All papers will:</p> <ul style="list-style-type: none">• include multiple-choice, short open, open-response, calculations and extended writing questions.• include questions that target mathematics at Level 2 or above (GCSE C grade or higher)• will include questions that target the conceptual and theoretical understanding of experimental methods. <p>Paper 3 will include synoptic questions from topics 1-8 and a pre-release article will underpin one question. GCE A Level also has a Science Practical Endorsement, based on their practical abilities. This is recorded on the student's certificate as a Pass / Fail.</p>
Where next with this course	<p>Marine Biology, Medicine, Veterinary Science, Zoology, Biomedical Sciences, Food Sciences, Botany, Microbiology, Ecology are some courses that our Biologists go on to do. Skills developed are literacy, presentation, numeracy, lab skills, investigation, dealing with a large body of facts, synthesis of ideas, ethical reasoning and justification for medical intervention, social, environmental and economic awareness of the implications of science. And a sense of awe and wonder at the magnificent ways each organism solves the problems of existing on a small wet rock in the middle of the universe.</p>

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SUBJECT INFORMATION FOR SEPTEMBER 2017

BUSINESS A-Level (Edexcel) Specification: 9BS0

A brief overview of the course	<p>Students of this course will study business in a variety of contexts (e.g. large/small, UK focused/global, service/manufacturing) and consider:</p> <ul style="list-style-type: none">• the importance of the context of business in relation to decision making• the interrelated nature of business activities and how they affect competitiveness• the competitive environment and the markets in which businesses operate• the influences on functional decisions and plans including ethical and environmental issues• the factors that might determine whether a decision is successful e.g. the quality of data and the degree of uncertainty• how technology is changing the way decisions are made and how businesses operate and compete• the impact on stakeholders of functional decisions and their response to such decisions• use of non-quantitative and quantitative data in decision making (including the interpretation of index numbers and calculations such as ratios and percentages).
How is the course structured	<p><u>Year one will cover the following topics</u></p> <p>Marketing (marketing mix, market positioning, price and income elasticity, branding) Human Resources (recruitment, training, motivation, leadership, organisation structures) Finance (sources of finance, break-even, budgets, liquidity, business failure) Resource management (production techniques, capacity utilisation, stock control) External influences (economic influences, legislations)</p> <p>You need to be comfortable handling numerical data to complete the finance module.</p> <p><u>Year two will cover the following topics</u></p> <p>Business decisions and strategy (decision making techniques – SWOT and PESTEL analysis, Porter’s 5 forces, mergers and takeovers, organic growth, sales forecasting, investment appraisals, decision trees, Critical Path Analysis) Global business (globalisation, expansion, international marketing, protectionism, business ethics, corporations)</p>
How is the course assessed	<p>Paper 1 – Marketing, People and Global Businesses (35% of qualification – 100 marks available) Paper 2 – Business activities, decisions and strategy (35% of qualification – 100 marks available n) Paper 3 – Investigating business in a competitive environment (30% of qualification– 100 marks available) Each paper is 2 hours long (total 300 marks available)</p>
Where next with this course	<p>Many students progress on to university to study a degree in Business or Economics. The course also prepares students for a management role in employment or to start their own business.</p>

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CHEMISTRY A-Level (Edexcel) Specification: 9CH0

A brief overview of the course	<p>A level chemistry is a rigorous, challenging and ultimately rewarding course that develops students' scientific skills and knowledge.</p> <p>During the first year, students will use ideas about atomic structure, bonding and the Periodic Table to develop their understanding of a range of chemical reactions, They will also study aspects of organic chemistry, energetics and reaction rates, along with the mole concept as the focus of quantitative analysis. Qualitative work will centre on basic chemical tests and modern instrumental techniques.</p> <p>During the second year, students will continue to develop their understanding of organic chemistry through the study of more complex molecules, including those based on ring structures. There will be an increasing emphasis on chemical synthesis. Work on reaction rates, energetics, pH and chemical equilibria will become more quantitative in nature. Students will be introduced to the chemistry of the transition metals and will study more advanced analytical techniques such as n.m.r.</p> <p>Throughout the course, the topics studied will be related to real-life applications, with an emphasis on the development of critical thinking and problem solving skills.</p>
How is the course structured	<p>First year</p> <ul style="list-style-type: none">Topic 1 – Atomic structure and the periodic tableTopic 2 – Bonding and structureTopic 3 – Redox ITopic 4 – Inorganic chemistry and the periodic tableTopic 5 – Formulae, Equations and Amount of SubstanceTopic 6 – Organic Chemistry ITopic 7 – Modern Analytical Techniques ITopic 8 – Energetics ITopic 9 – Kinetics ITopic 10 – Equilibrium I <p>Second year</p> <ul style="list-style-type: none">Topic 11 – Equilibrium IITopic 12 – Acid-base equilibriaTopic 13 – Energetics IITopic 14 – Redox IITopic 15 – Transition metalsTopic 16 – Kinetics IITopic 17 – Organic Chemistry IITopic 18 – Organic Chemistry IIITopic 19 – Modern Analytical Techniques II
How is the course assessed	<p>Students will sit three papers at the end of the second year and have their practical skills assessed throughout the course:</p> <ul style="list-style-type: none">Paper 1 - Advanced Inorganic and Physical chemistry (30%)Paper 2 - Advanced Organic and Physical chemistry (30%)Paper 3 - General and Practical Principles in Chemistry (40%) <p>Practical endorsement in Chemistry (non exam assessment to be reported separately)</p>
Where next with this course	<p>Many students progress to university to study for degrees in the chemical, biological, food or forensic sciences, medicine or veterinary medicine. Chemistry A level is on the list of preferred subjects as published by the Russell Group of universities.</p>

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SUBJECT INFORMATION FOR SEPTEMBER 2017

COMPUTER SCIENCE A-Level (AQA) Specification: 7517

A brief overview of the course	<p>A Level Computing will require you to develop a knowledge and understanding of computer systems, the principles of computing, including programming and how these are applied to the solution of problems.</p> <p>In the second year you will develop an understanding of algorithms, data structures, communication and networking, security and integrity of data and the skills associated with documenting solutions.</p>
How is the course structured	<p>The A Level specification has 3 units:</p> <p>Unit 1: Fundamentals of programming, data structures, software development and theory of computation</p> <p>Unit 2: Fundamentals of data representation, computer systems, computer organisation and architecture, uses of computing, communication and networking, fundamentals of databases, big data and functional programming</p> <p>Unit 3: Practical Project</p>
How is the course assessed	<p>Unit 1: On-screen examination – 2.5 hours - short answers and write/adapt/extend programs Weighting: 40% of total A level mark</p> <p>Unit 2: Written examination – 2.5 hours – short answers and extended answer questions Weighting: 40% of AS mark</p> <p>Unit 2: Coursework, Internally assessed – systematic approach to problem solving Weighting: 20% of total A level mark</p>
Where next with this course	<p>Computing can lead to a pure Computer Science degree course, or courses in IT as single-subject or combined courses, with a huge variety of options. Additionally an A level in Computing will be an asset to those going on to follow courses in Business, Economics, Journalism, Media, Science, Geography - the list is endless.</p>

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DANCE A-Level (AQA) Specification: 7237

A brief overview of the course	<p>In A-Level Dance the students focus is divided in two: 50% Practical study and 50% Theoretical study.</p> <p>Practical lessons in the first year will focus on students learning the art of choreography and performance in dance. They will develop material for the two examination performances in the second year and will be internally assessed to monitor progress. Students will master the art of choreography in preparation for the second year group choreography. Theory lessons in the first year will focus on the study of the compulsory area of study; Rambert Dance Company and the set work; Rooster by Christopher Bruce.</p> <p>The practical lessons in year two will be geared around preparing for the practical examinations which include a solo performance linked to the style of a specific practitioner studied in the theoretical area of study, a performance in a quartet focusing on the skills of performing in a group and the creation and development of a group choreography.</p> <p>The theoretical study in the second year focuses on a chosen area of study and set work from a prescribed list by AQA. The students will prepare for their written examination which involves all theory work studied across the two years.</p>
How is the course structured	<p>The Specification has 2 units: Unit 1: Performance and Choreography Unit 2: Critical Engagement</p>
How is the course assessed	<p>Unit 1: Practical Examination- 80 Marks (Taken between March and May) Weighting: 50% of the A Level</p> <p>Unit 2: Written Examination- 2 hours and 30 minutes- 100 Marks Weighting: 50% of A Level Section A: Short answer and one essay on the compulsory set work Section B- Two essay questions on the chosen set work</p>
Where next with this course	<p>Many students progress on to university or specific Dance related courses to study Dance or related subjects at degree level. The course provides key social and academic skills such as working with others, self-esteem, analysis and evaluation.</p>

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SUBJECT INFORMATION FOR SEPTEMBER 2017

ECONOMICS A-Level (Edexcel) Specification: 9ECO

A brief overview of the course	The study of Economics is centred around the nature of an economy and both business and market behaviours. It considers economic completion and how we measure the economic performance of both national and global economies. Economics is very well regarded by universities as students who have studied Economics have strong analytical skills.
How is the course structured	<p>Theme 1: Markets and Business Behaviour. This theme provides an introduction to the nature of Economics and examines how the price mechanism allocates resources in markets. It also examines how pricing and the nature of competition between firms is affected by the number and size of market participants.</p> <p>Theme 2: The National and Global Economy - This theme looks at how we measure Economic performance and the main objectives and instruments of economic policy that governments use. An awareness of trends and developments in the global economy over the last 10 years is required.</p> <p>Theme 3: Microeconomics and Macroeconomics. This paper builds on the introduction to Economics from Theme 1 and 2 and furthers students' knowledge of important Economists such as Hayek. The role of different types of firms is discussed as well and an in depth look into the labour market. It also looks in more detail into the Global Economy.</p>
How is the course assessed	<p>Theme 1: Written Paper – 2 hours 100 marks Weighting: 50% of total AS</p> <p>Theme 2: Written Paper – 2 hours 100 marks Weighting: 50% of total AS</p> <p>Theme 1: Written Paper for full A Level - 2 hours, 100 marks Weighting: 35%% of total A Level marks</p> <p>Theme 2: Written Paper for full A Level - 2 hours, 100 marks Weighting: 35% of total A Level marks</p> <p>Theme 3: Written Paper - 2 hours, 100 marks Weighting: 30% of A Level</p>
Where next with this course	<p>Economics combines well with most subjects. A combination of Mathematics and Economics at A Level is especially recommended to anyone considering Business Studies or Economics as a degree course.</p> <p>Graduates in Economics are in demand from a wide range of employers such as professional economists, financial analysts, accountants, bankers, civil servants, teachers and managers, and recent surveys have shown that Economics graduates are among the highest paid of all graduates.</p>

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SUBJECT INFORMATION FOR SEPTEMBER 2017

ENGLISH LANGUAGE A-Level (AQA) Specification: 7702

A brief overview of the course	<p>Key skills developed over the length of the course are:</p> <ul style="list-style-type: none">• writing skills• critical thinking and the ability to analyse how language and social values are interconnected• communication, debating and discussion skills• independent investigation skills• an understanding of how language affects personal and immediate contexts• the ability to place language in its wider social, historical and global contexts• the ability to draw on personal examples of language use, based on relevant language study.
How is the course structured	<p>This course focuses on personal and immediate language contexts and then develops to see how language is placed in its wider social, historical and global contexts. Independent study is required.</p> <p>The course also develops students' ability to write for a variety of audiences and purposes. They discover linguistic frameworks and how these can be used to analyse and interpret language.</p>
How is the course assessed	<p>The A Level Course will be assessed in 3 parts at the end of the two years:</p> <ul style="list-style-type: none">• Component 1: Language and the Individual and society (40%)• Component 2: Language Diversity and Change (40%)• Component 3: Non exam assessment (Coursework): A piece of original writing and commentary (20%)
Where next with this course	<p>This specification is a good building block for higher education courses and careers in journalism, marketing, publishing, drama, academia, linguistics and new media.</p>

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SUBJECT INFORMATION FOR SEPTEMBER 2017

ENGLISH LITERATURE A-Level (AQA) Specification: 7712

A brief overview of the course	<p>Key skills developed over the length of the course are:</p> <ul style="list-style-type: none">• Confidence to write detailed and thorough essays, that analyse, interpret and compare contextualised understandings of texts• Research and evaluate the critical interpretations of other academics• An independent and critical approach to wider reading texts for use in class, coursework and examination• Explore and engage with poetry, prose and plays• Present and teach key aspects of literature, albeit a text, theme, literary movement or crucial historical aspects• Understand how to construct and develop an argument.
How is the course structured	<p>The A Level course is designed to approach the study of all three genres of literature through the lens of historicism, encouraging the independent study of a range of texts within a shared context, giving logic and meaning to the way that texts are grouped for study.</p> <p>This unifying approach facilitates the inclusion of a range of wider reading, thus extending students' experience and appreciation of literature.</p> <p>The variety of assessment styles used, such as passage-based questions, unseen material, single-text questions, multiple-text questions, open- and closed-book approaches allows students to develop a wide range of skills, such as the ability to read critically, analyse, evaluate and undertake independent research which are valuable for both further study and future employment.</p>
How is the course assessed	<p>The A Level Course will be assessed in 3 parts at the end of the two year course:</p> <ul style="list-style-type: none">• Component 1: Love through the Ages (40%)• Component 2: Texts in Shared Context (40%)• Component 3: Non exam assessment (2500 word Coursework 20%): Independent Critical Study: Texts across time
Where next with this course	<p>English Literature A level is highly regarded by universities. Careers in journalism, creative writing, teaching, drama, law and publishing are some of the possibilities.</p>

TOMLINSCOTE SIXTH FORM

SUBJECT INFORMATION FOR SEPTEMBER 2017

FILM STUDIES A-Level (WJEC) Specification: N/A

A brief overview of the course	Film Studies is a popular and student centred subject which involves studying all aspects of film, including the contexts in which films are made, distributed and viewed by audiences around the world. Although there is some practical production work, the emphasis of the subject is on studying film. A significant part of both the A Level course involves the close study a wide range of film. This includes Hollywood (both classical and contemporary), British film making, World cinema, the Silent era and a collection of Short films. The focus of the new 2 year course is for students to gain a comprehensive knowledge of film throughout history as well as the contemporary film that we are all exposed to on a daily basis.
How is the course structured	<p>The A Level specification has 3 components</p> <p>Component 1: American and British Film The study of 6 films focusing on Hollywood (classical, contemporary and independent) and British Cinema</p> <p>Component 2: Varieties of Film The study of 6 films ranging from World Cinema, Documentary Film, Film movements and a collection of Short Films.</p> <p>Component 3: Coursework Creation of a short film or a screenplay accompanied by one evaluative analysis</p>
How is the course assessed	<p>Component 1: American and British Film 35% of total A Level Externally Assessed Examination: 3 hours (four sections)</p> <p>Component 2: Varieties of Film 35% of total A Level Externally Assessed Examination: 3 hours (four sections)</p> <p>Component 3: Coursework 30% of total A Level Internally Assessed</p>
Where next with this course	<p>Further and higher education - Film is a popular and well regarded choice for students at degree level as it utilised and develops analytical skills. Employment is available in media related industries.</p> <p>For more information, promotional material and examples of student work please visit our Departmental blog: www.screenagers.me or email the course coordinator: l.angell@collingwood.surrey.sch.uk</p>

TOMLINSCOTE SIXTH FORM

SUBJECT INFORMATION FOR SEPTEMBER 2017

FRENCH A-Level (AQA) Specification: 7692

A brief overview of the course	<p>Year 1 students are given an excellent grounding in all aspects of the language. They are given the opportunity to demonstrate their ability in Listening, Speaking, Reading, Writing and Translation as well as to study a specific literary text or film from the specification. Topics will be taken from social issues (the changing nature of family, the 'cyber-society', the place of voluntary work) and artistic culture in French-speaking world (a culture proud of its heritage, francophone music, cinema: the 7th art form)</p> <p>Year 2 students continue with all aspects of the language. They are given the opportunity to further develop their Listening, Speaking, Reading, Writing and Translation skills as well as studying more specific literary texts or films from the specification. Topics will be taken from social trends (positive features of a diverse society, life for the marginalised, how criminals are treated) and aspects of society and political life in French-speaking world (teenagers - the right to vote and political commitment, demonstrations, strikes – who holds the power?, politics and immigration)</p>
How is the course structured	<p>Paper 1: Listening, reading and writing Paper 2: Writing Paper 3: Speaking</p>
How is the course assessed	<p>Paper 1: Listening, reading and writing – Written exam: 2 hours 30 minutes, 100 marks, 50% of A-level Paper 2: Writing - Written exam: 2 hours, 80 marks in total, 20% of A-level Paper 3: Speaking – Written exam: 2 hours, 80 marks in total, 20% of A-level</p>
Where next with this course	<p>Either study French as a full-time course or as part of any University or Higher Education course. Competence in French enhances employability, career prospects, mobility, job satisfaction and competitiveness. Language graduates have one of the highest employment rates in the U.K and Europe.</p>

TOMLINSCOTE SIXTH FORM

SUBJECT INFORMATION FOR SEPTEMBER 2017

GEOGRAPHY A-Level (Edexcel) Specification: 9GEO

<p>A brief overview of the course</p>	<p>In Year 1: Area of Study One: Dynamic Landscapes: A focus on physical geography studying a range of tectonic hazards as well as coastal processes. Coastal fieldwork will form part of a residential fieldtrip to support this area of study. Area of Study Two: Dynamic Places: a focus on human geography where our shrinking world will be investigated by studying globalisation. Regenerating places will also be a focus area and fieldwork will be undertaken on the residential fieldtrip to support this part of the course. There will be at least two full days of fieldwork included in Year 12.</p> <p>In Year 2: This is now a linear course so the whole course will be examined at the end of the two years of study. A Level students will study the two areas of study outlined above as well as the following two areas of study: Area of Study Three: Physical Systems and Sustainability: Students will have the opportunity to investigate some very topical issues by looking at the water cycle and water insecurity, the carbon cycle and energy security as well as climate change futures. Area of Study Four: Human Systems and Geopolitics: Superpower geographies are a focus of study here as well as an opportunity to investigate issues such as Human Rights, Health and Migration and Identity. There will be fieldwork opportunities to support these investigations. There will be at least 2 full days of fieldwork included in Year 13</p>
<p>How is the course structured</p>	<p>The Year 1 specification has 2 units: Area of Study One: Tectonic Processes and Hazards and Coastal Landscapes and Change Area of Study Two: Globalisation and Regenerating Places</p> <p>The AL specification has the 2 units above as well as the following 2: Area of Study Three: Superpower Geographies Area of Study Four: Global development and Connections – Health, Human rights and Intervention. Within the second year the students will also write up their independent investigation.</p>
<p>How is the course assessed</p>	<p>Year 1: Areas of study will be tested in an internal examination, including all the modules studied in Year 1.</p> <p>A Level: Paper 1 – 30% (9GEO/01) – Tectonics, Coasts, Water Security and Energy Security. Paper 2 – 30% (9GEO/02)- Globalisation, Regeneration, Superpowers and Human rights and Intervention Paper 3 – 20% (9GEO/03) – Synoptic Investigation – Resource based questions. Coursework – Independent Investigation (9GEO/04)- 20% Students write an independent report of 3000-4000 words based on a geographical investigation they will undertake with their fieldwork days.</p>
<p>Where next with this course</p>	<p>Both the range of job opportunities and degree courses that geography students can move into are wide and varied. Students have successfully gone on to study business, politics and international relations, PPE (Politics, Philosophy and Economics) as well as climate change science and, of course, Geography. Geography is a facilitating subject preferred by top universities. It often links with subjects like History and English Literature, as well as Sciences based A Levels.</p>

TOMLINSCOTE SIXTH FORM

SUBJECT INFORMATION FOR SEPTEMBER 2017

GERMAN A-Level (AQA) Specification: 7662

A brief overview of the course	<p>In Year 1 students are given an excellent grounding in all aspects of the language. They are given the opportunity to demonstrate their ability in Listening, Speaking, Reading, Writing and Translation as well as to study a specific literary text or film from the specification. Topics will be taken from aspects of German-speaking society (the changing nature of family, youth culture, the digital world) and artistic culture in the German-speaking world (festivals and traditions, art and architecture, the cultural life of Berlin – then and now.)</p> <p>In Year 2 students continue with all aspects of the language. They are given the opportunity to further develop their Listening, Speaking, Reading, Writing and Translation skills as well as studying more specific literary texts or films from the specification. Topics will be taken from multiculturalism in German-speaking society (immigration, integration, racism) and aspects of political life in the German-speaking world (Germany and the European Union, politics and youth, German re-unification and its consequences)</p>
How is the course structured	<p>Paper 1: Listening, reading and writing Paper 2: Writing Paper 3: Speaking</p>
How is the course assessed	<p>Paper 1: Listening, reading and writing – Written exam: 2 hours 30 minutes, 100 marks, 50% of A-level Paper 2: Writing - Written exam: 2 hours, 80 marks in total, 20% of A-level Paper 3: Speaking – Written exam: 2 hours, 80 marks in total, 30% of A-level</p>
Where next with this course	<p>Either study German as a full-time course or as part of any University or Higher Education course. Competence in German enhances employability, career prospects, mobility, job satisfaction and competitiveness. Language graduates have one of the highest employment rates in the U.K and Europe.</p>

TOMLINSCOTE SIXTH FORM

SUBJECT INFORMATION FOR SEPTEMBER 2017

GRAPHIC DESIGN A-Level (AQA) Specification: 7203

A brief overview of the course	Students produce practical and critical/contextual work in one or more areas of study, for example in advertising, packaging design, design for print, illustration, communication, branding and motion graphics.
How is the course structured	A2 Component 1: Personal investigation 60% of the A-Level AS Component 2: Externally set assignment 40% of the A-Level
How is the course assessed	Component 1: Non-exam assessment set and marked by the centre and moderated by AQA during a visit to the centre. Component 2: Non-exam assessment set by AQA, marked by the centre and moderated by AQA during a visit to the centre.
Where next with this course	Successful completion of the course will prepare students for Art & Design Graphics related degree courses or entry into an area of the profession at a junior level.

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SUBJECT INFORMATION FOR SEPTEMBER 2017

HISTORY A-Level (AQA) Specification: 7042

A brief overview of the course	<p>In the first year of A Level areas of study include component 1C The Tudors 1485-1547 as a breadth study and component 2N The Russian Revolution and the Rise of Stalin, 1917 to 1929 as a depth study. In the second year, A Level focuses on England, Turmoil and Triumph, 1547 – 1603 and Stalin's Rule, 1929-1953. There is also a coursework element in the second year that will probably focus on German Nationalism.</p> <p>The emphasis of the A level history course is on historical knowledge and the skills required for historical research, with students gaining knowledge in cause and effect, continuity and change, similarity and differences and the use of historical evidence as part of your study.</p>
How is the course structured	<p>The breadth and depth studies are taught in parallel by two members of staff. There is now exam at the end of the first year, students continue through immediately into their second year of study. It is likely that students would be taught by the same teachers throughout the two year course.</p>
How is the course assessed	<p>Component 1C – a 2 hours 30 minutes exam covering parts 1 and 2 of the Tudor course, with one source and two essay questions – 80 marks making up 40% of the A Level</p> <p>Component 2N – a 2 hours and 30 minute exam covering parts 1 and 2 of the Russian course, with one source and two essay questions – 80 marks making up 40% of the A Level</p> <p>Component 3 – a 3000-3500 personal study, marked by teachers and moderated by AQA – 40 marks making up 20% of the A Level.</p>
Where next with this course	<p>Having A level history can open you up to a world of possibilities. The A level history course gives you skills in writing and literature skills, but also provides you with contextual knowledge and research skills. Therefore universities and employers look incredibly favourably upon applicants with A-level history. Amongst the many courses where A level history is required such as modern history, ancient history and archaeology there are also a number of courses where history at A level is desirable such as law. Moreover, A level history is on the desirable A level list for Oxbridge and Russel group universities.</p> <p>Career possibilities as a result of having A level history include amongst many: being a teacher, museum curator, excavator, researcher, lawyer, various television roles, author.</p>

TOMLINSCOTE SIXTH FORM

SUBJECT INFORMATION FOR SEPTEMBER 2017

LAW A-Level (AQA) Specification: 7162

A brief overview of the course	<p>Year 1 - Area of Study: Criminal Law The Rules and Theory of Criminal Law General Elements of Liability Fatal Offences Against the Person Act 1861 Property Offences Preliminary Offences Capacity Defences incl. Diminished Responsibility and Duress etc.</p> <p>Year 1 & 2 - Area of Study: Tort Law The Rules and Theory of Tort Law Liability in Negligence for Physical Injury to People, Damage to Property, Economic Loss and Psychiatric Injury Occupiers' Liability Nuisance and the Escape of Dangerous Things Vicarious Liability Defences and the Remedy of Compensatory Damages and Injunctions</p> <p>Year 2 - Area of Study : Contract Law The Rules, Theory and Essential Requirements of Contract Contract Terms: General and Specific terms implied by statute law in relation to consumer contracts Contract terms & Discharge of a Contract and Remedies</p> <p>Integrated throughout the course will be aspects of the English Legal System incl.</p> <p>The Nature of Law: Society, Morality and Justice. The Rule of Law; Law Making and Reform; The European Union and The Legal System: The Civil Courts and other forms of Dispute Resolution, the Criminal Courts and Lay People, Legal Personnel and the Judiciary, Access to Justice and Funding.</p>
How the course is structured and Assessed	The course is linear and will be taught over two years. It will be examined (internally) in the summer of 2019. Each of the modules is worth 33% of the final mark and will be examined by a 2 hour paper (worth 100 marks each) comprising of combination of multiple choice, short answer and extended writing questions.
Where next with this course	"An education in law teaches powerful critical thinking and reasoning skills that enhance intellectual capabilities in all areas of a person's life," according to Trinity College at Cambridge. Law is also an obvious choice for any students looking for a career in law, whether it be through a subsequent Law degree or an internship at a major law firm. It is an industry that continues to grow and open up career options to students from a wider variety of backgrounds.

Please note, as this is a new course starting in September 2017, some of the components outlined above may be subject to alteration from the examining board.

TOMLINSCOTE SIXTH FORM

SUBJECT INFORMATION FOR SEPTEMBER 2017

MATHEMATICS STUDIES Level 3 Certificate (AQA) Specification: 1350

A brief overview of the course	<p>The level 3 certificate Mathematical studies specification aims to build on the knowledge, understanding and skills established in GCSE Maths. It will consolidate students' Mathematical understanding, build their confidence and competence in applying techniques to solve a range of problems. This course would most suit students who would like to study a mathematical course to complement their other subjects that may have a heavy weighting of mathematical techniques. It is the equivalent to an AS level but is a two-year programme.</p> <p>Students will use statistical techniques to interpret data and draw conclusions and also develop their understanding and application of calculations relating to personal finance.</p>
How is the course structured	<p>The level 3 certificate Mathematical studies course is a two year linear qualification covering the following content:</p> <p>Analysis of data Maths for personal finance Estimation Critical analysis of given data and models Critical path and risk analysis Expectation Cost benefit analysis</p>
How is the course assessed	<p>The course has <i>NO COURSEWORK</i>. It is <u>100% written examinations</u> which will be taken at the end of the two year course.</p> <p>Paper 1: Written paper – 1 hour 30 minutes Total of 60 marks</p> <p>Paper 2: Written paper – 1 hour 30 minutes Total of 60 marks</p> <p>A formulae sheet will be provided for use in all exams. A calculator may be used in all examinations.</p>
Where next with this course	<p>Mathematical studies aims to prepare students for the Mathematical demands of higher education and work where there is a distinct Mathematical or statistical element, but where the demands do not stretch to a requirement for A-Level Maths.</p> <p>This course would support students' interested in a career in Business, Management, Economics, Finance or Statistics to name a few.</p>

TOMLINSCOTE SIXTH FORM

SUBJECT INFORMATION FOR SEPTEMBER 2017

MATHEMATICS A-Level (AQA) Specification: 7357

A brief overview of the course	At A-Level students will be given the opportunity to build upon and extend topics covered at GCSE. In particular they will develop further their algebraic skills. Students will also be introduced to new Mathematical topics such as calculus, trigonometry, sequences and series. A-Level Maths provides students with a thorough grounding in the Mathematical tools and techniques often needed in the workplace. Students are encouraged to see the links between different areas of Maths and to apply their Maths skills across all areas.
How is the course structured	<p>The A-Level course is a two year linear qualification covering the following content:</p> <ul style="list-style-type: none"> Proof Algebra and functions Coordinate geometry in the (x,y) plane Sequences and series Trigonometry Exponentials and logarithms Differentiation Integration Numerical methods Vectors Statistical sampling Data presentation and interpretation Probability Statistical distributions Statistical hypothesis testing Quantities and units in mechanics Kinematics Forces and Newton's laws Moments
How is the course assessed	<p>The course has <i>NO COURSEWORK</i>. It is <u>100% written examinations</u> which will be taken at the end of the two year course.</p> <p>Paper 1: Written paper – 2 hours Total of 100 marks</p> <p>Paper 2: Written paper – 2 hours Total of 100 marks</p> <p>Paper 3: Written paper – 2 hours Total of 100 marks</p> <p>Questions range from short, single mark questions to multi-step problems. A calculator may be used in all examinations.</p>
Where next with this course	<p>This is probably the most marketable A-level in terms of acceptability. It is difficult to think of any course/career where it would not be welcomed in combination with other subjects.</p> <p>Mathematics A-level would be applicable for the following:</p> <ul style="list-style-type: none"> • Courses/careers in Mathematics, Engineering and most areas of Physics (Further Mathematics is often helpful and often required, for some of these courses). • Computing, Accountancy, Economics, Business, Banking, Air Traffic Control, Retail Management, Architecture, Surveying, Cartography, Psychology and, of course, Teaching to name but a few. <p>Mathematics A-level is well regarded by both Universities and employers.</p>

TOMLINSCOTE SIXTH FORM

SUBJECT INFORMATION FOR SEPTEMBER 2017

PHILOSOPHY A-Level (AQA) Specification: 7172

A brief overview of the course	<p>In Year 12 students will be introduced to the key ideas of moral philosophy, this will include Utilitarianism, Deontological (means assessed) Kantian Ethics and Aristotelean Virtue Ethics. They will also study epistemology, which is the study on how we know what we know. There will be topics including the nature of perception and how we use our senses to derive knowledge.</p> <p>In Year 13 students will study metaphysics of mind incorporating various theories of identity, location and makeup of the mind and what makes us so unique as a race. They will also cover metaphysics of God encompassing theories regarding the existence of God.</p> <p>There will be 2 papers, each lasting 3 hours, taken at the end of Year 13.</p> <p>Students who have taken the AS in Year 11 are able to do any refresher work they need to in Year 12 and then complete the previously unstudied content in Year 13 and then take the full A-Level exam at the end of year 13.</p>
How is the course structured	<p>The A-Level specification has 4 units in total:</p> <p>Unit 1: Epistemology Unit 2: Moral Philosophy.</p> <p>Unit 3: Metaphysics of God. Unit 4: Metaphysics of Mind.</p>
How is the course assessed	<p>Paper 1 has Units 1&2 3 hour written examination Total marks: 100 5 questions for each unit Available June only</p> <p>Paper 2 has Units 3&4 3 hour written examination Total marks: 100 5 questions for each unit Available June only</p>
Where next with this course	<p>This course is excellent preparation for any university degree course as it teaches the skills that will be used at degree level, for example essay writing, research and coherent argument formation. It is highly regarded as an academic subject and is part of the PPE course taken by many at Oxford. It is also an excellent additional subject to broaden your knowledge and make you a more rounded UCAS candidate due to it being a truly multi-disciplinary subject covering disciplines such as history, science and medicine to name but a few. It can lead to careers in teaching, the public sector (including government), publishing and journalism law and psychotherapy and counselling.</p>

TOMLINSCOTE SIXTH FORM

SUBJECT INFORMATION FOR SEPTEMBER 2017

PHOTOGRAPHY A-Level (OCR) Specification: H603

A brief overview of the course	<p><u>A Level – Year one</u></p> <p>Students will spend the year developing their photography skills by exploring different pre and post production editing. They will enhance their understanding of artists and concepts to a mature level creating sophisticated and independent responses. This year gives students the opportunity to develop their own individual style and interests, having time to explore and experiment.</p> <p><u>A Level – Year two</u></p> <p><u>Project 01: Controlled assignment</u> Students should produce two elements:</p> <ol style="list-style-type: none">1. A portfolio of practical work showing their personal response to either a starting point, brief, scenario, or stimulus, devised and provided by the student or centre2. A related study of continuous prose with a guided minimum of 1,000 words. <p>120 marks - 60% of total A Level</p> <p><u>Project 02: Externally set task</u></p> <p>The early release paper will be issued on 1st January in Yr 13 and will provide students with a number of themes, each with a range of written and visual starting points, briefs and stimuli. From these, one must be selected, upon which to base a response.</p> <p>80 marks - 40% of total A Level 10 hour exam</p>
How is the course structured	<p>Year 1: Students will refresh their knowledge of how to use the camera and learn more in depth camera skills. Throughout the year they will have workshops addressing different photographic skills and elements to develop their understanding through many different forms, building onto projects designed to prepare them for the controlled assignment in year 2.</p> <p>Year 2: Students will start their controlled assignment based on a theme of their choice. This project is accompanied by 2000 word essay contextualising the project. From February students will be working on the exam project set by OCR.</p>
How is the course assessed	<p>All components are internally assessed and externally moderated</p>
Where next with this course	<p>Progress onto Art Foundation course and then onto A BA Hons Degree at University. Career options: Commercial photographer, Animation, Film production and Freelance opportunities. Photography is used in many different industries such as music, advertisements, journalism, the police force, medical care and many others.</p>

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SUBJECT INFORMATION FOR SEPTEMBER 2017

PHYSICAL EDUCATION A-Level (AQA) Specification: 7582

A brief overview of the course	At AS and A Level this specification builds on the student's experience from Key Stage 4 and GCSE to enhance their knowledge and increase their understanding of the factors that affect performance and participation in physical education. In their second year the focus shifts to optimising performance to a greater extent. The specification offers students the opportunity to experience and develop an interest in roles in sport such as performer or coach.
How is the course structured	<p>The A level in Physical Education is taught over 2 years and covers the following topics as well as a practical assessment in one sport:</p> <ol style="list-style-type: none"> 1. Applied anatomy and physiology 2. Skill acquisition 3. Sport and society 4. Exercise physiology 5. Biomechanical movement 6. Sport psychology 7. Sport and society and the role of technology in physical activity and sport <p>Paper 1: Section A: Applied anatomy and physiology Section B: Skill acquisition Section C: Sport and society</p> <p>Paper 2: Section A: Exercise physiology and biomechanics Section B: Sport psychology Section C: Sport and society and technology in sport</p>
How is the course assessed	<p>A Level:</p> <p>Part 1: 2 written papers – 2 hours Weighting: 2 x 35% of A Level mark – 70% of overall grade 3 sections of questions.</p> <p>Part 2: Practical assessment in one sport (performer or coach) & written/verbal analysis of performance Weighting: 30% of A Level mark</p>
Where next with this course	<p>Many students progress on to university to study a degree in Physical Education or Sports Science. PE students have also gone on to study subjects such as psychology, biology, history and sociology.</p> <p>Students have entered the professions of PE teaching, Sports Rehabilitation, Physiotherapy, Conditioning, Sports Psychology and Sports management.</p>

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SUBJECT INFORMATION FOR SEPTEMBER 2017

PHYSICS A-Level (Edexcel) Specification: 9PH0

A brief overview of the course	<p>Physics is a challenging and rigorous A level which develops a logical approach to problem solving. The course begins with a study of the laws, theories and models of physics and finishes with an exploration of their practical applications.</p> <p>During the first year, students will develop their understanding of motion and the application of Newton's Laws, examine the nature of electricity, examine particles and their behaviour, and look at materials and their properties.</p> <p>During the second year, students will further their understanding of motion, examine the nature of electrical, magnetic and gravitational fields and the effects of these, be introduced to nuclear physics and the nature of our Universe.</p> <p>Throughout the course, concepts will be linked to real-life context and the application of Physics in everyday life.</p>
How is the course structured	<p>First year: Topic 1 – Working as a Physicist Topic 2 – Mechanics Topic 3 - Electrical circuits Topic 4 – Materials Topic 5 - Waves and Particle Nature of Light</p> <p>Second year: Topic 6 - Further Mechanics Topic 7 - Electric and Magnetic Fields Topic 8 - Nuclear and Particle Physics Topic 9 – Thermodynamics Topic 10 – Space Topic 11 - Nuclear Radiation Topic 12 - Gravitational fields Topic 13 - Oscillations</p>
How is the course assessed	<p>Assessment will be through 3 externally assessed written examinations.</p> <p>Paper 1 – Advanced Physics I (30%) Paper 2 – Advanced Physics II (30%) Paper 3 – General and Practical Principles in Physics (40%) Practical endorsement in Physics (non exam assessment to be reported separately).</p>
Where next with this course	<p>Students who study physics will be well placed to follow careers in research, engineering, teaching, medicine, law, accountancy and many more. Physics is great preparation for almost any career, because it teaches students how to analyse complex problems and gives them a strong quantitative background that can be applied in any technical field.</p>

TOMLINSCOTE SIXTH FORM

SUBJECT INFORMATION FOR SEPTEMBER 2017

PSYCHOLOGY A-Level (AQA) Specification: 7182

A brief overview of the course	Psychology is the study of people: how they think, how they act, react and interact. Psychology is concerned with all aspects of behavior and the thoughts, feelings and motivations underlying such behavior.
How is the course structured	AL Paper 1: Introductory topics in psychology (social influence, memory, attachment, psychopathology) Paper 2: Psychology in context (approaches in psychology, biopsychology, research methods) Paper 3: Issues and options in psychology (issues and debates, relationships, schizophrenia, forensic psychology)
How is the course assessed	AL: Three two hour examinations.
Where next with this course	Psychology ensures that you have access to a wide and varied curriculum, leaving all options open for your later academic future or employment. The study of Psychology, and the skills it will enable you to develop, is seen as beneficial for all sorts of careers. Education, criminology, health industry, therapy/counselling, medicine.

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SUBJECT INFORMATION FOR SEPTEMBER 2017

SOCIOLOGY A-Level (AQA) Specification:7192

A brief overview of the course	Sociology is the study of how society is organized and how we experience life. This provides an insight into social and cultural issues in order to try and gain an understanding of the society that we live in. This helps to develop a multi-perspective and critical approach to understanding issues around culture, identity, religion, crime, childhood and social pressure.
How is the course structured	A level: Paper 1: Education with theories and methods Paper 2: Topics in sociology (religion and families and households) Paper 3: Crime and deviance with theories and methods.
How is the course assessed	A Level: Three exams of 2 hours – one per paper
Where next with this course	Sociology is an excellent subject to study because it ensures you have access to a wide and varied curriculum, leaving all options open for your later academic future or employment. The study of sociology and the skills it will enable you to develop, is seen as beneficial for all sorts of careers: Education.

TOMLINSCOTE SIXTH FORM

SUBJECT INFORMATION FOR SEPTEMBER 2017

SPANISH A-Level (AQA) Specification: 7692

A brief overview of the course	<p>In Year 1 students are given an excellent grounding in all aspects of the language. They are given the opportunity to demonstrate their ability in Listening, Speaking, Reading, Writing and Translation as well as to study a specific literary text or film from the specification. Topics will be taken from social issues (the changing nature of family, the influence of the church, the 'cyber-society', equal rights) and artistic culture in the Hispanic world (a culture proud of its heritage, Hispanic music, cinema)</p> <p>In Year 2 students continue with all aspects of the language. They are given the opportunity to further develop their Listening, Speaking, Reading, Writing and Translation skills as well as studying more specific literary texts or films from the specification. Topics will be taken from multiculturalism in Hispanic society (immigration, racism and integration) and aspects of political life in the Hispanic world (teenagers, monarchs and dictators and social movements)</p>
How is the course structured	<p>Paper 1: Listening, reading and writing Paper 2: Writing Paper 3: Speaking</p>
How is the course assessed	<p>Paper 1: Listening, reading and writing – Written exam: 2 hours 30 minutes, 100 marks, 50% of A-level Paper 2: Writing - Written exam: 2 hours, 80 marks in total, 20% of A-level Paper 3: Speaking – Written exam: 2 hours, 80 marks in total, 30% of A-level</p>
Where next with this course	<p>Either study Spanish as a full-time course or as part of any University or Higher Education course. Competence in Spanish enhances employability, career prospects, mobility, job satisfaction and competitiveness. Language graduates have one of the highest employment rates in the U.K and Europe.</p>

TOMLINSCOTE SIXTH FORM

SUBJECT INFORMATION FOR SEPTEMBER 2017

THEATRE STUDIES (DRAMA) A-Level (AQA) Specification: 7262

A brief overview of the course	<p>In this course students will develop their interest and enjoyment of Drama and Theatre both as a participant and as an informed member of an audience. They will gain insight into theatre processes and develop their understanding and appreciation of the significance of social, cultural and historical influences on the development of Drama and Theatre. Students will work practically with other students to explore a range of different theatre genres, practitioners and texts, as well as developing their skills as a performer and director.</p> <p>At A Level students are required to: Show knowledge of two contrasting published plays, one of which is pre – twentieth century and one which is twentieth century or contemporary. Analyse a live Theatre Production. Create and realise an original drama that is influenced by the work and methodologies of one prescribed practitioner. Explore and interpret extracts from scripted plays and evaluate the ways in which style, form, dramatic structure and characterisation can be interpreted and realised.</p>
How is the course structured	<p>The A Level qualification has 3 Components:</p> <p><u>Component 1: Drama and Theatre</u> (Written Exam)</p> <ul style="list-style-type: none">• Demonstrate knowledge and understanding of drama and theatre• Study of two set plays• Analysis and evaluation of the work of live theatre makers. <p><u>Component 2: Creating Original Drama</u> (Practical)</p> <ul style="list-style-type: none">• Create an original devised performance that is influenced by a prescribed practitioner.• Working notebook to analysis devising process and development of skills. <p><u>Component 3: Making Theatre</u> (Practical)</p> <ul style="list-style-type: none">• Exploration and interpretation of 3 extracts from a range of plays.• Reflective report which analyses and evaluates the interpretation.
How is the course assessed	<p><u>Component 1: Drama and Theatre</u> (Written Exam)</p> <ul style="list-style-type: none">• 3 hours• Open book• (80 Marks) 40% of A-Level <p><u>Component 2: Creating Original Drama</u> (Practical)</p> <ul style="list-style-type: none">• Working notebook (40 marks)• Devised performance (20 Marks)• (60 Marks) 30% of A-Level <p><u>Component 3: Making Theatre</u> (Practical)</p> <ul style="list-style-type: none">• Performance of extracts for examiner (40 Marks)• Reflective report (20 Marks)• (60 Marks) 30% of A-Level
Where next with this course	<p>Students studying Theatre Studies A level move on to a variety of university courses generally within the Arts or some opt to audition for places at Drama School.</p>

BTEC (Level 3)

Subject Information

TOMLINSCOTE SIXTH FORM

SUBJECT INFORMATION FOR SEPTEMBER 2017

CREATIVE DIGITAL MEDIA PRODUCTION Level 3 National Diploma in Film and Television Production

Exam Board: Pearson BTEC Level 3

A brief overview of the course	<p>The Creative Media Production course will equip learners with the necessary creative knowledge, skills and understanding required to progress within this broad industry. The qualification has been designed in consultation with employers and will support application to roles within the film and television industry or to further training and apprenticeships where appropriate. The focus on technical skills in film and television allows students to gain a grounding in areas such as production, lighting, studio operations and studio facilities. Additionally, it also encourages students to focus on particular support roles such as production runner/assistant, researchers and camera crew.</p>
How is the course structured	<p>The course is structured into specific units which are both internally and externally assessed.</p> <ul style="list-style-type: none">• Unit 3 - Digital Media Skills• Unit 7 - Media Enterprise• Unit 8 - Responding to a Commission• Unit 10 - Film Production – Fiction• Unit 18 - Storyboarding for Digital Media• Unit 19 - Scriptwriting• Unit 20 - Single Camera Techniques• Unit 21 - Film Editing• Unit 23 - Stop Motion Animation• Unit 35 - Multi Camera Techniques
How is the course assessed	<p>All assessment is criterion referenced, based on the achievement of all the specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria. A summative unit grade can be awarded at Pass, Merit or Distinction. However, these elements of the course are still awaiting final accreditation from the exam board.</p>
Where next with this course	<p>There is potential for the qualification to prepare learners for employment in the appropriate sector as well as progressing to further learning at degree level in courses such as:</p> <ul style="list-style-type: none">• HND in Creative Media Production – Moving Image• HND Creative Industries - TV <p>When studied with other qualifications within the study programme, such as an A Level in English Literature or BTEC Extended Certificate in subjects such as Art and Design or Computing, learners can progress into higher education on full degree courses for example:</p> <ul style="list-style-type: none">• BA (Hons) Film and Television Production• BA (Hons) Screenwriting (Scriptwriting)• BSc (Hons) Film Production Technology

Vocational Subject Information

TOMLINSCOTE SIXTH FORM

SUBJECT INFORMATION FOR SEPTEMBER 2017

BEAUTY THERAPY

Level 2 VRQ Certificate & level 3 VRQ Diploma

Exam Board: Vocational Training Charitable Trust (VTCT)

A brief overview of the course	<p>Level 2: This VTCT professionally recognised qualification will provide training and expertise in all areas of VRQ level 2 beauty therapies. Subject areas include facial, waxing, manicure and pedicure, eye treatments, tanning, nail art, make-up and reception duties.</p> <p>Level 3: This VTCT professionally recognised qualification will provide training and expertise in all areas of VRQ level 3 beauty and spa treatments. Subject areas include face and body massage, aromatherapy, Indian head massage, hot stone therapy, monitoring and maintenance of spa, provision of spa treatment and health and wellbeing.</p>
How is the course structured	<p>The course syllabus will cover subject related anatomy and physiology, theory and practical of treatment areas and finally business units/employment standards which underpin all beauty therapy treatments and industry standards.</p> <p>The VRQ level 2 Beauty Therapy Diploma will cover three terms of work, four days a week, with one additional day dedicated to homework and private study. Study will take place in a fully functioning treatment salon in a 'Real Working Environment (RWE)</p> <p>The course syllabus will cover subject related anatomy and physiology, theory and practical of treatment areas and finally business units/employment standards which underpin all beauty therapy treatments and industry standards.</p> <p>The VRQ level 3 Beauty Therapy Diploma will cover three terms of work, four days a week with one additional day dedicated to homework and private study. Commitment to work placement for one week or continuous throughout the final year of study is integral for successful completion of the Level 3 Diploma. Study will take place in a fully functioning treatment salon (RWE).</p>
How is the course assessed	<p>Theory and practical work generated by the course will be continually assessed and a portfolio of work will need to be submitted for review by the Governing body.</p>
Where next with this course	<p>Students who fulfil the course requirements have huge success within the industry and take up apprenticeship and offers of employment within the Beauty industry.</p>

TOMLINSCOTE SIXTH FORM

SUBJECT INFORMATION FOR SEPTEMBER 2017

PROFESSIONAL COOKERY NVQ Level 2 and Level 3 Diploma NVQ Level 2 Award in Barista Skills NVQ L2 Diploma in Food & Beverage Service Awarding Body: City & Guilds

A brief overview of the courses	<p>Year 1</p> <p>NVQ Level 2: The course is designed to develop skills and knowledge, enabling students to work within the hospitality and catering industry. Included in this course is the</p> <p>Level 2 Award in Barista Skills (QCF) Internationally recognised qualification that is used by companies such as Starbucks</p> <p>Level 2 Award in Food Safety in Catering. (CIEH) required by all professional working within the catering industry</p> <p>Year 2</p> <p>NVQ Level 3: The course is designed to progress the skills and knowledge of students who have completed a level 2 professional cookery qualification. This will enable them to work within the hospitality and catering industry. It has been specifically developed for delivery in a training environment.</p> <p>NVQ L2 Diploma in Food & Beverage Service. This is an optional progressive route for L2 candidates who wish to pursue a career front of house. This will enable candidates to work in the service side of the industry and combined with the previous qualifications will provide further options when approaching prospective employers</p>
How are the courses structured	<p>Level 2: Mandatory Units in:</p> <ul style="list-style-type: none">• Maintenance of a safe, hygienic and secure working environment• Maintain, handle and clean knives• Working effectively as part of a hospitality team• Maintain food safety when storing, preparing and cooking food <p>Optional Units to make up extra credits</p> <ul style="list-style-type: none">• Cook and finish basic meat dishes• Prepare cook and finish basic hot sauces• Prepare cook and finish basic pasta dishes• Prepare cook and finish basic egg dishes• Prepare cook and finish basic poultry dishes• Prepare cook and finish basic pastry products• Prepare cook and finish basic bread and dough products

	<p>Level 3: Mandatory Units in:</p> <ul style="list-style-type: none"> • Maintain food safety when storing preparing and cooking food • Develop productive working relationships with colleagues • Maintain the health, hygiene, safety and security of the working environment <p>Optional Units to make up extra credits</p> <ul style="list-style-type: none"> • Prepare poultry for complex dishes • Prepare, cook and finish complex bread and dough products • Prepare, cook and finish complex cakes, sponges, biscuits and scones • Prepare cook and finish complex hot desserts • Cook and finish complex poultry dishes • Cook and finish complex vegetable dishes • Prepare cook and finish complex pastry products
NVQ L2 Diploma in Food & Beverage Service	<p>NVQ L2 Diploma in Food & Beverage Service. The course is designed to progress the skills and knowledge of students who have completed a level 2 professional cookery qualification who do not wish to undertake a further qualification in cookery. This will enable them to work within the hospitality and catering industry. It has been specifically developed for delivery in a training environment and students will utilise previously gained service skills in Barista training to serve customers in out restaurant. They will be required to investigate the hospitality industry and build a portfolio of work based upon research into the various modules. These include:-</p> <ul style="list-style-type: none"> • Investigate the catering and hospitality industry • Legislation in food and beverage service • Menu knowledge design and resources • Principals of beverage product knowledge. • Food and beverage service skills
How is the course assessed	<p>Theory and practical work generated by the course will be continually assessed and a portfolio of work will need to be submitted for review by the awarding body.</p>
Where next with this course	<p>On completion of this diploma, learners may progress on to a level 3 qualification into employment, or an apprenticeship.</p>
<p>All of the above qualifications are the recognised standards used within the hospitality industry within the UK & Internationally and are the ones that will be asked for by prospective employers.</p>	

TOMLINSCOTE SIXTH FORM

SUBJECT INFORMATION FOR SEPTEMBER 2017

CHILDCARE

Level 2 Certificate in an Introduction to Early Years Education and Care

Technical Level 3 Diploma in Childcare and Education Exam Board: CACHE

A brief overview of the course	<p>At Level 2 students will learn to work with children between birth and five years (with knowledge up to seven years). Students will learn how to plan activities to meet the needs of children and meet the requirements of the EYFS. They will also learn how to care for children, ensuring needs are met.</p> <p>At Level 3 students will learn about the theories behind different aspects of child development as well as looking at each area and how to promote it in more depth. Students will also look at the different care needs and how these are met within legal frameworks and in the settings.</p> <p>On both Level 2 and Level 3 students spend two days each week in a work placement putting into practice the theory they have learnt.</p>
How is the course structured	<p>The level 2 specification has 16 units: Some of the units of study are:</p> <ul style="list-style-type: none">• Support physical care routines for children• Understand how to work in partnership• Supporting children's play• Use legislation relating to the health and safety of children• Use observation, assessment and planning• Support creative play <p>Each unit has both theory and practical assessments (completed in a real work environment)</p> <p>The Level 3 specification has 14 units: Some of the units of study are:</p> <ul style="list-style-type: none">• Child Development from conception to seven years• Children's health and well being• Providing safe environments for children• Play and learning• Understanding children's additional needs• Supporting emergent literacy and mathematics• International perspectives• Reflective practice for professional development. <p>One unit is completed within the work placement based on professional practice.</p>

How is the course assessed	<p>The Level 2 course is assessed through a portfolio of evidence including written assessments, professional discussions and observations of the student in the work setting. The course is graded Pass/Refer.</p> <p>The Level 3 course is assessed through end of unit assessments from work placements and two extended essays. Assessments will take place both in college and in placements. The course is graded A* to D.</p>
Where next with this course	<p>From the Level 2 course students can progress to the Level 3 course or work within early years settings as a Level 2 qualified member of staff.</p> <p>The Level 3 qualification will allow the student to work in most early years settings including nurseries, private nannying, pre-schools and working abroad with children. The course also has UCAS points attached to allow progression into higher education.</p>

TOMLINSCOTE SIXTH FORM

SUBJECT INFORMATION FOR SEPTEMBER 2017

SCL & PULSE FOOTBALL ACADEMY

MAIN AIM CHOICES:

PATHWAY A: Students with 5 GCSE Grades A to C*:

Edexcel BTEC Level 3 Extended Diploma in Sports & Exercise Science (3 A-Level Equivalent)

PATHWAY B: Students without 5 GCSE Grades A to C*:

City&Guilds VRQ Level 2 & 3 Diploma in Sport (Football)

**Students without the pre-requisite grade C in GCSE Maths & English will also have the opportunity to re-sit these alongside their full-time study programme.*

ADDITIONAL QUALIFICATIONS:

FA Level 1 Award in Coaching

FA Level 2 Certificate in Coaching

FA Emergency Aid Qualification

FA Safeguarding Children Qualification

Examination Boards: City & Guilds / 1st4sport Qualifications/ Edexcel

A brief overview of the course

The SCL & PULSE Football Academy is a unique full-time football and educational development programme open to both males and females regardless of previous football playing ability or experience and aims to help **young footballers achieve their career dreams** within the football or sports coaching industry.

As part of this football excellence course, you will gain an in-depth knowledge and understanding of coaching and the ability to teach children and young adults through football as well as having the opportunity to study a range of academic and industry recognised qualifications.

Students will train on a full time basis and have the option to play in competitive fixtures as part of their football development programme.

The Academy is managed by industry experts and highly qualified coaches who share a vision and passion for helping young players to succeed.

They will be assisted by an extensive team of coaches, support staff such as fitness coaches, sports therapists and masseurs who have applied their trade extensively at the highest levels of football both in the UK and abroad.

At the end of the 2 year programme, students will be offered guidance and support in applying for full time further education or employment opportunities including: USA University / Junior College Football Playing Scholarships, UK University Foundation or Sport related Honours Degrees, Full Time Coaching Opportunities within the UK or USA or Apprenticeships/Full time Employment within the Football or Sports Industry

<p>How is the course structured</p>	<p>PATHWAY A (Students with 5 GCSE Grades A to C): BTEC Level 3 Extended Diploma in Sport & Exercise Science (3 A-Level Equivalent)</p> <table border="1" data-bbox="336 203 1453 582"> <thead> <tr> <th data-bbox="336 203 895 237">Year 1</th> <th data-bbox="895 203 1453 237">Year 2</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 237 895 582"> <ul style="list-style-type: none"> • Principles of Anatomy & Physiology • The Physiology of Fitness • Technical & Tactical • Practical Team Sports • Fitness Training & Programming • Fitness Testing for Sport & Exercise • Sports Coaching • Assessing Risk in Sport </td> <td data-bbox="895 237 1453 582"> <ul style="list-style-type: none"> • Analysis of Sports Performance • Rules, Regulations & Officiating in Sport • The Athlete's Lifestyle • Psychology for Sports Performance • Practical Team Sports • Sports Nutrition </td> </tr> </tbody> </table> <p>PATHWAY B (Students without 5 GCSE Grades A to C): City & Guilds VRQ Level 2 Increasing Participation in Sport in year 1, progressing onto City & Guilds VRQ Level 3 Diploma in Sport in year 2.</p> <table border="1" data-bbox="336 775 1453 1323"> <thead> <tr> <th data-bbox="336 775 895 808">Year 1</th> <th data-bbox="895 775 1453 808">Year 2</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 808 895 1323"> <ul style="list-style-type: none"> • Working with Participant with Disabilities • Talent Identification in Sport • Rules, Regulations and Officiating in Sport • Plan, Deliver and Evaluate Sport and Leisure Activities • Understanding How to Develop Participants • Events Organisation in Sport & Leisure • Participating in Sport • Sports Development </td> <td data-bbox="895 808 1453 1323"> <ul style="list-style-type: none"> • Health, Safety and Risk Management in Sport and Active Leisure • Anatomy & Physiology for Exercise and Health • Factors Affecting Participation in Sport & Physical Act. • Customer Service in the Sport and Active Leisure Industry • Physical Preparation for Sports Performance • Understanding Employment Rights and Responsibilities • Understanding the Active Leisure Sector </td> </tr> </tbody> </table>	Year 1	Year 2	<ul style="list-style-type: none"> • Principles of Anatomy & Physiology • The Physiology of Fitness • Technical & Tactical • Practical Team Sports • Fitness Training & Programming • Fitness Testing for Sport & Exercise • Sports Coaching • Assessing Risk in Sport 	<ul style="list-style-type: none"> • Analysis of Sports Performance • Rules, Regulations & Officiating in Sport • The Athlete's Lifestyle • Psychology for Sports Performance • Practical Team Sports • Sports Nutrition 	Year 1	Year 2	<ul style="list-style-type: none"> • Working with Participant with Disabilities • Talent Identification in Sport • Rules, Regulations and Officiating in Sport • Plan, Deliver and Evaluate Sport and Leisure Activities • Understanding How to Develop Participants • Events Organisation in Sport & Leisure • Participating in Sport • Sports Development 	<ul style="list-style-type: none"> • Health, Safety and Risk Management in Sport and Active Leisure • Anatomy & Physiology for Exercise and Health • Factors Affecting Participation in Sport & Physical Act. • Customer Service in the Sport and Active Leisure Industry • Physical Preparation for Sports Performance • Understanding Employment Rights and Responsibilities • Understanding the Active Leisure Sector
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<p>Where next with this course</p> <p>Higher Education Progression?</p>	<ol style="list-style-type: none"> 1. American Football playing Scholarship to either a Junior College or University in the USA or Canada 2. Foundation Degree courses leading to a full Degree (part time or full time) <ul style="list-style-type: none"> • Applied Coaching Science • Sports Club Management • International Football Business Management • Sports Management and Football Studies • Sports Coaching and Performance • Sports Performance and Personal Training 								
<p>Employment Opportunities?</p>	<p>Full-Time employment in coaching</p> <ul style="list-style-type: none"> • Private Coaching Companies • Football in the Community Schemes • Apprenticeships • Public Sector Sports Centres • Coaching abroad in America and Europe 								

<p>What is the FA coaching certificate?</p>	<p>The Football Association (FA) provides a series of qualifications for aspiring football coaches from Level one through to level five. Each level of qualification is designed to enhance the coach's knowledge and understanding in delivering coaching sessions to children and adults with varying age, ability and experience levels. All academy students will have the opportunity to complete the FA Level 1 & 2 Coaching Qualifications as part of their study programme.</p> <table border="1" data-bbox="336 344 1453 629"> <thead> <tr> <th data-bbox="336 344 804 383">FA Coaching Certificate</th> <th data-bbox="804 344 1453 383">Coaching Work Place</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 383 804 421">FA CCF Level 1</td> <td data-bbox="804 383 1453 421">Assistant Coach</td> </tr> <tr> <td data-bbox="336 421 804 459">FA CCF Level 2</td> <td data-bbox="804 421 1453 459">Coach</td> </tr> <tr> <td data-bbox="336 459 804 521">FA CCF Level 3 (UEFA 'B' Award)</td> <td data-bbox="804 459 1453 521">Professional Academy Assistant Coach</td> </tr> <tr> <td data-bbox="336 521 804 584">FA CCF Level 4 (UEFA 'A' Award)</td> <td data-bbox="804 521 1453 584">Professional Academy Coach</td> </tr> <tr> <td data-bbox="336 584 804 629">FA CCF Level 5 (Pro Licence)</td> <td data-bbox="804 584 1453 629">Professional Academy Manager</td> </tr> </tbody> </table>	FA Coaching Certificate	Coaching Work Place	FA CCF Level 1	Assistant Coach	FA CCF Level 2	Coach	FA CCF Level 3 (UEFA 'B' Award)	Professional Academy Assistant Coach	FA CCF Level 4 (UEFA 'A' Award)	Professional Academy Coach	FA CCF Level 5 (Pro Licence)	Professional Academy Manager
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<p>Method of Assessment</p>	<p>Please see qualifications below and assessment criteria:</p> <table border="1" data-bbox="336 741 1453 925"> <thead> <tr> <th data-bbox="336 741 798 779">Qualification</th> <th data-bbox="798 741 1453 779">Assessment Methods</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 779 798 817">BTEC & VRQ Diplomas</td> <td data-bbox="798 779 1453 817">Assignment work using online E-Portfolio</td> </tr> <tr> <td data-bbox="336 817 798 855">FA Coaching Qualifications</td> <td data-bbox="798 817 1453 855">Portfolio work and practical assessment</td> </tr> <tr> <td data-bbox="336 855 798 893">First Aid</td> <td data-bbox="798 855 1453 893">Practical Assessment & multiple choice exam</td> </tr> <tr> <td data-bbox="336 893 798 925">Safe Guarding Children</td> <td data-bbox="798 893 1453 925">Multiple choice exam</td> </tr> </tbody> </table>	Qualification	Assessment Methods	BTEC & VRQ Diplomas	Assignment work using online E-Portfolio	FA Coaching Qualifications	Portfolio work and practical assessment	First Aid	Practical Assessment & multiple choice exam	Safe Guarding Children	Multiple choice exam		
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<p>Equipment</p>	<p>You will be expected to purchase training kit at the start of the academic year at a cost of £250.00 for the 2 Year course duration. Further details will be provided upon your acceptance onto the course.</p>												

TOMLINSCOTE SIXTH FORM

SUBJECT INFORMATION FOR SEPTEMBER 2017

WOMEN'S & MEN'S HAIRDRESSING Level 2 Diploma (QCF) Exam Board: VTCT

A brief overview of the course	<p>The VTCT Level 2 Diploma in Women's and Men's Hairdressing (QCF) is a qualification that has been specifically designed to enable you to learn both aspects of hairdressing and barbering.</p> <p>This qualification will provide you with all the skills and techniques to enable you to: cut and finish both women's and men's hair, provide a thorough consultation service and offer effective shampooing and conditioning treatments whilst developing a sound knowledge of health and safety.</p> <p>The purpose of this qualification is to develop your practical skills to a high level of occupational ability in both women's and men's hairdressing to enable you to perform your own salon services.</p>
How is the course structured	<p>Mandatory Units:</p> <p>UV10345 The art of dressing hair UV20386 Client consultation for hair services UV20483 Follow health and safety practice in the Salon UV20485 Cut women's hair UV20488 Shampoo and condition the hair and scalp UV20504 Cut men's hair UV20505 Cut facial hair</p> <p>Optional Group:</p> <p>UV20486 Colour and lighten hair UV20494 The art of colouring hair</p>
How is the course assessed	<p>All theory and practical work generated by the course will be continually assessed internally but verified externally. A portfolio of work will be submitted for review by the Governing Body VTCT.</p>
Where next with this course	<p>It is expected that students who complete the Level 2 programme in the first year of Sixth Form will naturally progress onto the Level 3 Diploma in their second year. However, students will complete the level 3 Diploma, alongside an added extra L3 NVQ in Barbering which is unique to Tomlinscote. This enables students at Tomlinscote to have better employment prospects than those who complete only the level 2 Diploma.</p> <p>Beyond the Level 2 and 3 Diplomas there are a plethora of employment opportunities within the hairdressing industry or progression towards Trade Certificates.</p>

TOMLINSCOTE SIXTH FORM

SUBJECT INFORMATION FOR SEPTEMBER 2017

SITE CARPENTRY AND BRICK-LAYING

Level 2 Diplomas

Awarding Body: Construction Awards Alliance

Specification DIP023/2 & DIP102/2

A brief overview of the course	<p>This two year course is designed to develop the skills and knowledge of students to enable them to work within the construction industry. It has been specifically developed for delivery in a training environment using simulated conditions and the tests are based on the learner showing what they can do as an individual through the completion of all the requirements of the qualification.</p> <p>Although the Site Carpentry and Bricklaying courses will lead to separate qualifications that will be individually certificated, it is expected that students will study both areas over the course of two years.</p> <p>In Year 1, it is expected that Site Carpentry will be studied, with Bricklaying taking place during the second year, although this vary depending on student numbers.</p>
How is the course structured	<p>Students undertake a variety of training units, including:</p> <p>Core units for both courses</p> <ul style="list-style-type: none">• Health, safety and welfare in construction and associated industries• Understanding information, quantities and communicating with others• Understanding Construction technology <p>Site Carpentry</p> <ul style="list-style-type: none">• Prepare and use carpentry and joinery portable power tools• Carry out first fix operations• Carry out second fixing operations• Carry out structural carcassing operations• Carrying out maintenance to non-structural carpentry work <p>Bricklaying</p> <ul style="list-style-type: none">• Interpret working drawings to set out masonry structures• Thin joint and masonry cladding• Build solid walling, independent and attached piers• Build cavity walling forming masonry structures
How is the course assessed	<p>Completion of the diploma will be achieved by:</p> <ul style="list-style-type: none">• Internal unit testing undertaken by the trainer through mandatory questions produced by CAA.• Learner practical assignment set by CAA and controlled by the trainer• On-line test covering the core and occupational units
Where next with this course	<p>The qualification provides the knowledge, understanding and skills relating to the equivalent NVQ unit. On completion of this diploma, learners may progress into employment or on to a level 3 diploma or into an apprenticeship.</p>

