



Ormiston  
**RIVERS**  
Academy

# ORMISTON RIVERS SIXTH FORM

EXCEED YOUR POTENTIAL WITH A  
BESPOKE & INNOVATIVE CURRICULUM

# EXCEED YOUR POTENTIAL



100% OF OUR STUDENTS GAINED  
A PLACE AT UNIVERSITY OR A  
CAREER PATHWAY OFFER. WE  
WORK HARD TO SUPPORT  
YOU DAY IN, DAY OUT, SO  
THAT THE WORLD IS AT  
YOUR FEET.

100%



As we continue in a changing and challenging new phase of post-16 education, the Sixth Form at Ormiston Rivers confidently maintains an exciting and varied curriculum as well as stimulating activities outside the class room. If you join our Sixth Form, we will help you achieve your potential, in whatever field that might be. 29% of students gained places at Russell Group universities, including all our applicants for Medicine who achieved their grades for a place. A huge percentage of our students achieved a place at their first choice of University.

We offer a wide selection of A-Level and BTEC courses; innovative timetabling enables most students to choose their subject combinations freely, whilst group sizes are kept at an average of 11.

Students are supported by teaching and learning of the highest quality, and by the academic and pastoral support of a team of experienced personal tutors, giving one-to-one guidance.

We believe the Sixth Form is a stepping stone to higher education or employment, and encourage students to develop the skills needed to succeed independently.

Our students are actively involved in the wider community. I am constantly amazed by the depth of talent amongst our students. Drama, Art, Music and Sport all flourish here, both at a competitive and social level.

Our best advertisement is our students - meet them at the Open Evening in October (or on a tour of the school; book anytime) and read about them in various publications and in the local press. I would thoroughly recommend that you experience for yourself the inspiring ethos of our Sixth Form.

A handwritten signature in black ink that reads 'E Baker'.

Emma Baker  
Principal



**IN YEAR 11?**  
THE DECISIONS YOU MAKE  
IN YEAR 11 WILL SHAPE THE  
NEXT FEW YEARS OF YOUR LIFE

AN  
**INNOVATIVE**  
CURRICULUM  
BUILT AROUND  
**YOU**

The decisions you make in Year 11 will shape the next few years of your life and influence your preparations for success in continuing study in Higher Education, future employment and, more widely, your adult life.

We strongly advise you to take the necessary time to explore your range of post Year 11 progression options properly and to think well ahead. If you decide to apply to our sixth form, your application will be for a programme of full-time, academic study – including choices of specific academic courses that have been well considered and fit in with your talents, interests and future goals. Please do talk to our current and former students and their parents as this will provide much useful insight. In addition to the information provided in this Prospectus, our website and the Sixth Form Open Evening will provide valuable information and perspective.

All applicants will be helped in their considerations, including through a one to one interview and advisory meeting.

**Some good reasons why you should choose Ormiston Rivers Sixth Form:**

- + Positive outcomes and an improving trend including a 5 point increase in average point score in 2018/2019.
- + Personalised care and support through a personal tutor and the sixth form pastoral team, supporting and monitoring your progress and acting as a contact point with home.
- + An exceptional curriculum enrichment programme. Access to the school's sport and gym facilities.
- + Outstanding guidance and support for university, employment or training. Supporting your next steps you will find students: Applying for entrance to Russell Group, Oxford and Cambridge Universities or for courses in Medicine, Sciences, Law, Maths, Engineering and the Creative Arts, amongst many.

We look forward to helping you find out more about the exciting and flexible range of opportunities at Ormiston Rivers Sixth Form.



At Ormiston Rivers Sixth Form, we strive to offer a wide ranging and enriching education to our students. Our curriculum offer ensures that all students have the chance to build a programme of study that allows them to not only achieve; but to establish firm and productive progression routes for their post Sixth Form experience. All students also have regular access to qualified careers advisors and relevant guidance on their future progression into Higher Education, Apprenticeships or Employment.

Alongside their qualifications, students get the chance to engage in a number of extra-curricular opportunities, such as specialist online learning through courses with the UK's top Universities, fundraising activities for Camps International excursions and enrichment trips to London theatres to name but a few.

Furthermore, students have access to a variety of leadership opportunities in the Sixth Form; through organising sporting events, school shows and mentoring sessions for younger pupils. They can also be members of the Academy's Student Council, or be part of our Sixth Form Leadership Team.

The Sixth Form at Ormiston Rivers Academy is a vibrant and enriching community that helps our students achieve and enjoy. We look forward to seeing you in our Sixth Form next year.

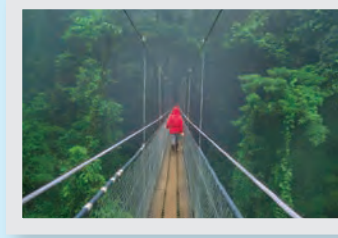


THE SUPPORT IS INCREDIBLE, THE STAFF ARE SO INVESTED IN YOU SUCCEEDING. THEY ARE ALWAYS THERE TO SUPPORT AND PUSH YOU THAT LITTLE BIT FURTHER.



#### LEADERSHIP AND COMMUNITY

Students are encouraged to take part in as many extra-curricular activities as possible. Both employers and universities like students who are community minded and get involved. You will have ample opportunity in the Sixth Form to develop a number of skills including organisation, communication, team work and leadership and fund raising. We hope you will also have fun.



#### CAMPS INTERNATIONAL

Students are currently fundraising for an expedition to Costa Rica in 2021. Camps International offers educational expeditions in the developing world which teach life skills and expand minds.



#### DUKE OF EDINBURGH AWARD

A national award that recognises achievement in the following areas:

- + Service: helping people in the local community.
- + Skills: demonstrate improvement in any hobby or interest.
- + Physical recreation: develop sport, or dance and fitness.
- + Expeditions: training, planning and completing a journey by foot, cycle, water or Horseback.



#### VISITS AND TRIPS

Over the last few years we have been on a variety of trips including London, Alton Towers, Euro Disney, skiing in Austria and a five day visit to Paris. Every year, students have the opportunity to take part in the Auschwitz project which aims to educate about the events of the Holocaust.



#### SUPREME SCHOOL OF MOTORING

There is an opportunity to experience theory and practical driving lessons with fully qualified Advanced Driving Instructors.

# ENRICHING OPPORTUNITIES

# LOOKING OUT FOR YOU



Our vision: At our Academy and Sixth Form, we believe that a young person who feels happy and looked after will achieve and be successful in their education. Due to this understanding we aim to promote positive mental health and wellbeing for both students, families and staff. We are constantly evolving and adapting our support by listening to the needs of our community.

Throughout 2018-2019 we sought to find out students', staff and parental views on the wellbeing support we have at Rivers Sixth Form and Ormiston Rivers Academy. We then developed an action plan to address concerns and boost the support that already works well. It is important that we all work together so that every person is supported so they can thrive.

#### WE CAN ALSO OFFER THE FOLLOWING SUPPORT:

- + Drop in access to student support during non-timetabled lessons in the Sixth Form Office
- + School counsellor appointments via the Student Support
- + Open Door Policy to Mental Health First Aiders.
- + One to one support through Sixth Form Wellbeing Warriors every break and lunchtime in the Wellbeing Space
- + Use of the Wellbeing Space and Garden at break and lunchtime
- + Ormiston Rivers Academy Wellbeing webpage with links to external sources of support.
- + Stress Reduction through Mindfulness Club Mondays after school in the Wellbeing Space
- + Wellbeing Learning Sessions through our Sixth Form PSHE curriculum.
- + Enrichment opportunities such as Duke of Edinburgh, Social Action Clubs, Sports, Chess and Journalism, amongst many.
- + Opportunities to be part of the Sixth Form Leadership team

#### SUGGESTED WEBSITES AS SOURCES OF HELP:

[www.time-to-change.org.uk](http://www.time-to-change.org.uk)  
[www.youngminds.org.uk](http://www.youngminds.org.uk)  
[www.childline.org.uk](http://www.childline.org.uk)  
[www.kooth.com](http://www.kooth.com)  
<https://www.nhs.uk>

We must make it clear that we are not healthcare professionals and if you feel that your wellbeing and mental health issues are significantly impacting your daily life then you must make an appointment to see your GP/ doctor. They are there to help with mental and physical health. If you are in crisis or think that a friend or family member is in crisis then you must call 999 for emergency situations.

If you feel you are a parent/carer of a Rivers Sixth Form student and feel that your child is in need of wellbeing support in Sixth Form then please make contact with the Heads of Sixth Form via email (addresses on our website). For day to day issues then please ask for the Sixth Form Data & Admissions Officer who will be happy to help you.

We try to offer a range of support for all Ormiston students as you can see from the list above. However we must clarify that we are not healthcare professionals and should you feel that your child may need mental or physical health support then an appointment must be made with their GP.





# NEXT STEPS

## AFTER SIXTH FORM

### PROGRESSION PATHWAYS AFTER SIXTH FORM

If your long-term plan is to go to university, it is important to start planning now. Start researching what universities are likely to ask for in terms of entry requirements.

Two useful websites are:

- + [www.thecompleteuniversityguide.co.uk](http://www.thecompleteuniversityguide.co.uk). This website offers a good comparison of different universities and which courses /degrees offer the best opportunities for employment in the future.
- + [www.ucas.co.uk](http://www.ucas.co.uk). The UCAS website allows you to search for entry requirements for particular career choices or universities.

Very popular courses, like medicine, often have extremely high entry requirements. Make sure you know what you are aiming for. Sixth Form students are given information on the UCAS process and have a number of opportunities to visit Higher Education Fairs and a range of universities. There are sessions at the Academy led by admissions officers. We also encourage students to attend university summer schools which are geared to give you a good idea of what university life will be like.

It is important that students get early information and advice about the best routes into their chosen career. This is available from Directions IAG: Rivers Sixth Form provides all students access to this service. [www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk) gives alphabetical listings of different job profiles outlining work, hours, income, entry requirements, training, skills and knowledge.

Some students may find it useful to undertake work experience/ shadowing during holiday time. This will show prospective employers that you are dedicated to your field of work.

### EMPLOYMENT AND APPRENTICESHIPS

As a Rivers Sixth Form student you will be invited to attend local and national career and apprenticeship fairs. We invite local business leaders into the Academy to help you with interview techniques and information on what an employer is looking for in an applicant. Mentors will also go through the application process; writing letters, completing forms and ensuring your CV is up to date and well presented.



IF YOUR LONG TERM PLAN IS TO GO TO UNIVERSITY YOU NEED TO START THAT PROCESS IN YEAR 11 BY CHOOSING THE RIGHT COURSES FOR SIXTH FORM

### INFORMATION, ADVICE AND GUIDANCE

Rivers Sixth Form provides all students access to an independent careers and guidance service. This provider attends the Academy each week to provide impartial information, advice and guidance on university and career paths including apprenticeships. To book an appointment please see our Sixth Form team.

### FINANCIAL ASSISTANCE: THE BURSARY FUND

The Bursary Fund replaces the Education Maintenance Allowance and provides financial help to students from low income families to finance their educational needs. There is an entitlement to the full award of £1,200 per year for those students who have evidence to show they are:

- + Looked after children.
- + In receipt of Income Support in their own right.
- + Disabled.

There may also be discretionary one-off payments made to students for certain educational requirements, for example books, trips, travel.





# OXBRIDGE

IF YOU ARE PLANNING TO MAKE A UNIVERSITY APPLICATION TO EITHER CAMBRIDGE OR OXFORD (TOGETHER KNOWN AS 'OXBRIDGE') WE ARE HERE TO SUPPORT YOU!



## WHAT MAKES OXFORD AND CAMBRIDGE SUCH SPECIAL UNIVERSITIES?

Both Oxford and Cambridge universities are made up of individual colleges, as well as different academic departments. While academic departments are responsible for core teaching and assessment, a college will be your home when studying. Colleges provide academic and pastoral support and arrange small group tuition, sometimes with a tutor or supervisor from another college.

Each college will have a diverse range of students – usually including both undergraduate and graduate students – studying across a range of subject areas.

The college system offers the benefits of belonging to a large internationally renowned university, and also to a smaller, interdisciplinary academic college community. You will have access to your college's facilities, such as an extensive library and IT provision, as well as the resources of the wider university.

You are able to specify a preferred college when you make your UCAS application. Whatever you may have heard, college choice does not matter! Each college offers the same excellent standard of teaching and has the same very high academic standards.

Both universities work hard to ensure that the best students are successful in gaining a place, whichever college they've applied to. This means that you may be interviewed by more than one college and you may receive an offer from a different college than applied to. If you would prefer not to choose a college you can make an open application. Once you have submitted your UCAS application you will be committed to your choice of college, so do your research beforehand.

## DECIDING WHETHER TO APPLY TO OXFORD OR CAMBRIDGE

The universities of Oxford and Cambridge agree that the most important decision a prospective applicant has to make is the degree they wish to study, not which university they want to apply to.

So ensure you read the course details carefully for any subject you are interested in. You will be studying for several years, so it's vital to choose something that you are really passionate about. Oxford and Cambridge courses tend to be traditional academic courses, with a strong emphasis on personalised teaching through small-group tuition. Formal assessment is often 100% based on examinations.

Keep an open mind, and consider topics you've not directly studied before. Degrees like Asian and Middle Eastern Studies (Cambridge) or Classics and Oriental Studies (Oxford) will help you to develop analytical abilities and skills attractive to future employers. Only a few professions require specific degrees. Remember, a strong personal interest in the course is essential: at interview, it will soon become apparent if you are not completely committed to the subject.

## CHOOSING BETWEEN OXFORD AND CAMBRIDGE

It is not possible to apply to both Oxford and Cambridge in the same year, so you'll have to choose one or the other. Both universities are world-renowned in teaching and research in both arts and science subjects, so the decision is largely an individual one, driven by your choice of degree course. Some courses are offered at one of the universities but not the other. Check each institution's undergraduate prospectus and website for details of courses on offer. It is important to be aware that courses with a similar title at the two universities may be different in content. Check the course details to see which one will suit you best.

Visits to the universities are encouraged; each university has a number of open days and events.

## YOUR OXBRIDGE APPLICATION

Remember, you cannot apply to both Cambridge and Oxford in the same year.

Admission tutors look for applicants with the greatest academic ability and potential – and those who they think will be best suited for the course and the type of teaching offered at the university.

The qualities looked for include your ability and motivation to go beyond what is required for your current studies. Evidence that you can study independently, are willing to embrace new ideas, and can explore and discuss ideas and opinions in a logical and considered way. Self-discipline is also key, as university-level study requires you to manage your time well.

In all stages of your application, demonstrate how you have met the above criteria.

## KEY STAGES TO YOUR APPLICATION ARE LISTED ON OUR WEBSITE IN THE SIXTH FORM SECTION.

Conditional offers for Oxford range between A\*A\*A and AAA (depending on the subject) at A Level, or 38–40 in the IB, including core points. Certain grades may be required at Higher Level.

The typical A Level offer for Cambridge is A\*A\*A for most sciences courses and A\*AA for arts courses, or 40–42 in the IB, including core points, with 776 at Higher Level. If you are taking A Levels in the new science subjects you are expected to complete and pass the practical assessment. Students wishing to study mathematics (or computer science and mathematics) at Cambridge should also take the Sixth Term Examination Paper (STEP).

So all that's left to be said is, why not go for it?





# WE HAVE A PATHWAY FOR YOU

## TIMELINE

|                  |  |
|------------------|--|
| October          | Rivers Sixth Form Open Evening - an opportunity to discover what courses are on offer and information about your future pathway.   |
| December         | Once students have made their decision they should complete the application form and hand it into the Sixth Form office by the deadline published on our website. Students who need help completing the form should speak to their mentor (if an ORA student) or the Sixth Form team via email if an external candidate. |
| January to March | Interviews with students will take place during February/March 2020. Students will have the opportunity to talk about course choices, career options and current progress in subjects at this meeting.   |
| Spring Term      | During the Spring Term students will be invited to an induction day to attend tailored Sixth Form lessons and get Summer Study Work.   |
| August           | The Sixth Form team and subject teachers will be available on results day to clarify course choices based upon results gained.   |

## CHOOSING YOUR PROGRAMME OF STUDY

This booklet lays out the available subjects and gives you information about each. At our Sixth Form Open Evening you can ask staff about courses that interest you most before you make your final decisions.

Once you have enrolled and your place is confirmed, we will draw up an individualised timetable for you which will be your programme of study based on your choices. Your programme will include:

- + The main subjects you have chosen;
- + Some additional compulsory studies, for instance where you still need to get a grade 4 in English or Mathematics at GCSE;
- + Further Personalised Study and Work Experience.

The key to making choices about what to study in the Sixth Form is deciding what your future pathway in life is. Wherever you want to go in the future, we have a pathway for you. This Prospectus gives you full details of the courses on offer at Rivers Sixth Form.

So whether you are aiming for university, a particular career or training for a job, we have courses that will suit you. When choosing your subjects you should consider the following points:

- + The future pathway you have in mind and the qualifications required;
- + Your likely GCSE/BTEC grades;
- + Subjects you enjoy and have an interest in;
- + Subjects in which you can achieve good grades.

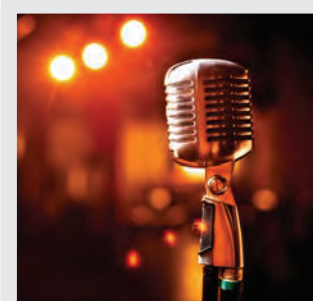
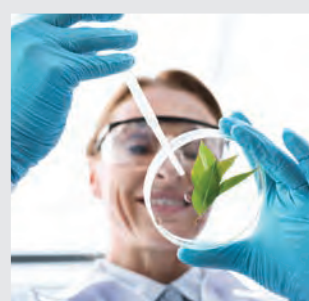
Due to Governmental changes in A Levels, a number of subjects have been revised as to their content and methods of delivery. This means there may be some minor changes from the published details as not all courses have been fully accredited by Ofqual at the time of publication. Any significant changes would be notified to applicants before a place is accepted. All course offers are subject to demand.

## LEVEL 2 ENGLISH AND MATHEMATICS

Students who have not yet gained grade 4 in English and Mathematics are required to study the appropriate course and resit their examinations.

## HOW DO I APPLY FOR A PLACE?

Students requiring guidance about course choices should speak to their mentor, subject teachers, or sixth form team. External candidates can email sixth form staff direct (details are on our website). If the course that you would particularly like is not on offer, please list it in the space provided on the application form as we are always willing to consider adding to the courses we run if there is enough interest. Further support will be available throughout the year and information will be given on any developments or changes in course offers. It may, for example, not be possible to run courses where student numbers are too low to make the course viable





# ART & DESIGN

LEVEL 3 PATHWAY



## A LEVEL ART & DESIGN



### ART PATHWAY

The Art pathway includes a in-depth exploration of techniques and study of a wide variety of art techniques; students are expected to master a wide range. You will have 1 lesson a week where you study contextual studies to widen your practitioner knowledge. The rest of your curriculum will be devoted to practical exploration, experimentation and outcomes. 60% of you grade will be for an in depth portfolio study of work of a topic of your choice. 40% will be a 15 hour exam and preparatory portfolio.



### GRAPHIC DESIGN PATHWAY (You must have a laptop with Adobe Creative Suite, FSM students will be supported)

The Graphics pathway includes a wide exploration of techniques and study in depth of Graphic Design and has a significant amount of time devoted to Adobe Creative Suite and Illustration. You will have 1 lesson a week whereby you study contextual studies to widen your practitioner knowledge. The rest of your curriculum will be devoted to practical exploration, experimentation and outcomes. 60% of you grade will be for an in depth portfolio study of work of a topic of your choice. 40% will be a 15 hour exam and preparatory portfolio.



### 3D DESIGN PATHWAY

The 3D Design pathway includes a wide exploration of techniques and study in depth of 3D Design and has a significant amount of time devoted to experimenting and developing your skills in 3D. You will have 1 lesson a week whereby you study contextual studies to widen your practitioner knowledge. The rest of your curriculum will be devoted to practical exploration, experimentation and outcomes. 60% of you grade will be for an in depth portfolio study of work of a topic of your choice. 40% will be a 15 hour exam and preparatory portfolio.



### PHOTOGRAPHY PATHWAY (You must have your own SLR camera and a laptop, FSM students will be supported)

The photography pathway includes a wide exploration of techniques and study in depth of Photography and Photographers. You will have 1 lesson a week whereby you study contextual studies to widen your practitioner knowledge. The rest of your curriculum will be devoted to practical exploration, experimentation and outcomes. 60% of you grade will be for an in depth portfolio study of work of a topic of your choice. 40% will be a 15 hour exam and preparatory portfolio.

**Examination Board:** OCR. **Entry Requirements:** Minimum grade 5 in Art & Design or D&T and grade 4 in English.

# ACCOUNTANCY

LEVEL 3 PATHWAY



## ACCOUNTANCY LEVEL 3

**Year 12:** In Year 12 you complete the Level 2 qualification (read more on this under the Level 2 pathway section)

**Year 13:** Level 3 AAT Advanced Diploma in Accounting. A range of complex accounting tasks, including maintaining cost accounting records and the preparation of reports and returns. It comprises six mandatory units:

- + Advanced Bookkeeping
- + Final Accounts Preparation
- + Management Accounting: Costing
- + Indirect Tax
- + Ethics for Accountants
- + Spreadsheets for Accounting

Students will learn and master financial processes including accounting principles and concepts, advanced bookkeeping and final accounts. They will also understand business issues regarding value added tax (VAT), issues in business, management accounting costing techniques and ethical practices for accountants.

### ASSESSMENT

For each Level: Four units are assessed individually in end-of-unit assessments, but this qualification also includes a synoptic assessment that draws on and assesses knowledge and understanding from across the qualification.

### Future Pathways

The purpose of this qualification is to ensure that students are well prepared to progress into a career in business, finance or professional accountancy, or into further education.

**Examination Board:** AAT

**Entry Requirements:** Grade 4 English Language and Grade 5 in Mathematics and a Pass in the first Year, Year 12, Level 2 qualification.



# BIOLOGY

LEVEL 3 PATHWAY



# CHEMISTRY

LEVEL 3 PATHWAY



## A LEVEL BIOLOGY

**Year 12:** The course covers the topics of Biological Molecules and Cells, Viruses and Reproduction of Living Things, Classification and Biodiversity and Exchange and Transport.

**Year 13:** The course covers the topics of Energy for Biological Pathways, Microbiology and Pathogens, Origins of Genetic Variation, Control Systems and Ecosystems.

Students will be expected to participate in and complete several core practicals during the course. A Level Biology aims to develop essential knowledge and understanding of different areas of the subject and how they relate to one another. You will become competent in a variety of practical, mathematical and problem-solving skills as well as scientific method. Both courses will give you an excellent grounding in Biology and will help you to develop skills desirable in many careers and areas of society.

### ASSESSMENT

There will be ongoing practical assessment for Practical Competency.

Exams include multiple choice, short, and long answer questions, including links to applications and practical work.

### Future Pathways

Possible careers include: Veterinary Science, Medicine, Physiotherapist, Nursing, Environmental Biologist, Ecologist, Geneticist, Microbiologist and Botanist.

**Examination Board:** Edexcel

**Entry Requirements:** Minimum grade 6 in Combined Science, or minimum grade 6 in Biology. Plus grade 6 in Mathematics and English.

## A LEVEL CHEMISTRY

**Year 12:** The course covers the topics of Atomic Structure and the Periodic Table, Bonding and Structure, Redox, Inorganic Chemistry and the Periodic Table, Formulae, Equations and Amounts of Substance, Organic Chemistry, Modern Analytical techniques, Energetics, Kinetics and Equilibrium. The course also includes a range of Core Practical Activities.

**Year 13:** The course extends the topics to a higher level, as well as introducing Acid-Base Equilibrium and Transition Metals. It also includes a further range of Core Practical Activities. The course aims to develop essential knowledge and understanding of different areas of the subject and how they relate to one another. You will become competent in a variety of practical, mathematical and problem solving skills as well as scientific method.

Chemistry A Level will give you an excellent grounding in the subject and will help you to develop skills desirable in many careers and areas of society.

### ASSESSMENT

There will be ongoing practical assessment for Practical Competency. Exams include multiple choice, short, and long answer questions, including links to applications and practical work.

### Future Pathways

Possible careers include: Pharmaceuticals, Forensics, Chemical Engineering, Environmental Science, Medical Science, Veterinary Science. Chemistry is also a well-regarded subject for entry into non-scientific careers such as Accountancy, Business and Law.

**Examination Board:** Edexcel

**Entry Requirements:** Minimum grade 6 in Combined Science, or minimum grade 6 in Chemistry. Plus grade 6 in Mathematics and English.





## NCFE CACHE LEVEL 3 APPLIED GENERAL CERTIFICATE FOR EARLY YEARS, CHILDCARE AND EDUCATION

This qualification enables students to develop knowledge and understanding of child development, education and care. The Childcare qualification is equivalent to 1 A-Level and is taken alongside the Level 3 Applied General Certificate in Health and Social Care, also equivalent to 1 A-Level (2 A-Level equivalent at the end of 2 years)

Students will discover and learn about:

- + The role of the early years, childcare and education practitioner
- + Human growth and development from conception to 19 years
- + Key legislation, policy and procedures
- + Statutory educational frameworks
- + Play and learning

### ASSESSMENT

The qualification requires students to produce a portfolio of evidence over a 2 year period that consists of 5 internally marked coursework units graded Pass, Merit, Distinction, Distinction\* and equates to 50% of the final grade. There are also 2 externally set assessments which equate to 50% of the final grade.

### Future Pathways

Possible careers include:

- + Early Years Education
- + Paediatric Nursing
- + Social work
- + Early Years Support Work
- + Family Support

**Examination Board:** Edexcel

**Entry Requirements:** Grade 5 in English, Mathematics and Science

**FULL  
GUIDANCE  
ON COURSE  
CHOICE  
& CAREER  
PATHWAYS  
AVAILABLE**



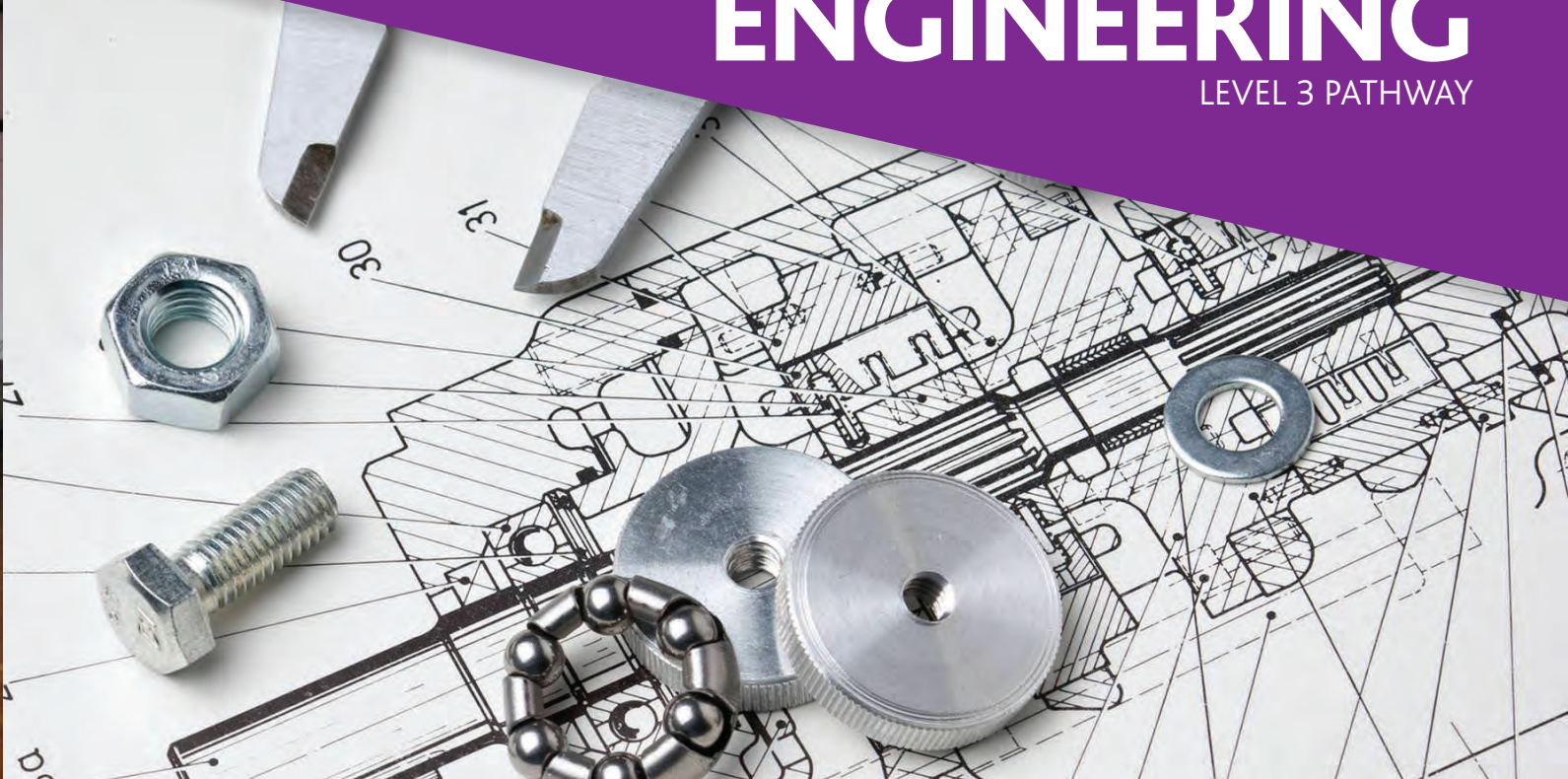
# DRAMA & THEATRE

LEVEL 3 PATHWAY



# ENGINEERING

LEVEL 3 PATHWAY



## A LEVEL DRAMA & THEATRE

Drama and Theatre is an exciting and inspiring course which provides students with an understanding of how to develop and apply the practices used in twenty-first century theatre. This highly practical course encourages students to use relevant theoretical research to inform the processes involved in creating theatre, as well as develop an appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama. During the course students will demonstrate a range of theatre making skills, experiencing the collaborative relationship between various roles within theatre. They will be provided with a range of opportunities to see and create theatre, both published text based and devised work.

### Course structure

**Component 1:** Theatre Workshop (internally assessed, externally moderated. 20% of qualification)

Students will be assessed on either acting or design. They will reinterpret a text, chosen from a set list, to create a piece of theatre which is a combination of the selected text and original ideas. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company. They will also produce a creative log detailing their process.

**Component 2:** Text in Action (externally assessed by a visiting examiner. 40% of qualification)

Students will be assessed on either acting or design. They will engage with a stimulus to create two pieces of theatre; one an interpretation of a text of their own choice and the other a devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company. Students choosing design must give a presentation to the examiner. Students will produce a process and evaluation report of the practical work.

**Component 3:** Text in Performance (written examination. 40% of qualification)

Students explore two complete performance texts and one extract from a third text. They will answer two questions, based on two different texts, one written pre-1956 and one written post-1956. They will also answer questions based on a specified extract from *The Curious Incident of the Dog in the Night-Time*.

**Examination Board:** Eduqas **Entry Requirements:** Grade 5 in English and a passion for theatre & drama.

## LEVEL 3 FOUNDATION TECHNICAL LEVEL: ENGINEERING

AQA Technical Levels are vocational qualifications at Level 3 for students in the sixth form. They are designed with the workplace in mind and provide a high quality accompaniment to A Levels. For Engineering, there is scientific and mathematical core content as is required by both employers and higher education institutions. At the same time, the course maintains an applied/technical qualification feel where the maths and science content is clearly focused on real world engineering problems as well as giving a broader overview of the world of Engineering.

### The units covered are:

#### Year 12

- + Materials technology and Science (external exam)
- + Mechanical Systems (Externally marked assignment)

#### Year 13

- + Engineering Design (Internally marked assignment)
- + Production and Manufacturing (Internally marked assignment)

### ASSESSMENT

The first two units are externally assessed units with one resit opportunity. The exam is in July and the external assessment completes in May. The other units consist of both practical and written content. On the basis of the marks gained for each unit, an overall grade of pass, merit or distinction is awarded for the qualification.

### Future Pathways

AQA Technical Levels are valued by both employers and higher education establishments such as colleges and universities. If you wish to go directly into employment, you could work in production engineering, engineering design, machining or many other areas. This qualification gives an excellent springboard into higher level apprenticeships or university.

**Examination Board:** AQA

**Entry Requirements:** Grade 4 English Language and Mathematics.



# ENGLISH LITERATURE

LEVEL 3 PATHWAY



# FINANCIAL STUDIES

LEVEL 3 PATHWAY



## A LEVEL ENGLISH LITERATURE

You will study 'Love through the Ages' including Shakespeare's 'Othello' and a selection of poetry; comparing and contrasting their themes to Fitzgerald's 'The Great Gatsby'

Additionally, you will study texts from 'Modern Times: 1945 to the present' including poetry, ('Skirrid Hill') prose and drama (A Streetcar Named Desire and One Flew Over the Cuckoo's Nest), as well as two texts of your choice for Non-Exam Assessment (NEA).

As part of the course, it is expected that students read widely, in order to broaden their knowledge and understanding of literature over time. The best candidates will love their reading and regularly undertake readings of extensive texts.

In A Level English Literature, there is also a greater interest in the context of the literature, where students must explore and discuss the eras and cultures of the texts they study, so that they can fully appreciate, engage with and evaluate the work of different authors.

### ASSESSMENT

80% exam (1 x 3 hour and 1 x 2 ½ hour exams);  
20% NEA (one 2500 word essay on a pair of texts).

### Future Pathways

Journalist, Script Writer, Solicitor, Teacher, Writer, Editor. The possibilities are endless for degree entry.

**Examination Board:** AQA

**Entry Requirements:** Grade 6 English Literature & English Language.

## DIPLOMA IN FINANCIAL STUDIES (CEFS)

As an Applied General qualification, the Certificate in Financial Studies (CeFS) provides a comprehensive introduction to personal finance. Its purpose is to prepare students for further study through the development of the core skills of critical analysis and evaluation, synthesis, verbal communication (through classroom discussion) and written communication. CeFS develops the knowledge and skills required for young people to make informed financial decisions by introducing them to the risks and challenges involved in personal finance and the tools for effective planning. Within this, it provides a solid basis for creating financial inclusion, by exploring social-economic trends and their relationship with an individual's circumstances and attitudes.

### Year 12: Certificate in Financial Studies

**Unit 1:** Financial Capability for the Immediate and Short Term. Students will gain an understanding of cash flow and various financial products, savings and borrowings; along with the interest and charges associated with these types of products.

**Unit 2:** Financial Capability for the Medium and Long Term. This unit highlights the importance of planning for medium and long term financial needs, with particular reference to the importance of budgeting for future aspirations and life events.

### Year 13: Diploma in Financial Studies

**Unit 3:** Sustainability of an Individual's Finances. Understanding the importance of maintaining a balance between income and expenditure, students learn about financial planning and personal budgets. The impact of change to finances and the implications of debt. They also study global events which affect the financial services sector and individuals.

**Unit 4:** Sustainability of the Financial Services System. This unit looks at the work of financial services providers and the environment in which they operate, including financial sustainability and the influence of external factors.

### ASSESSMENT

4 exams. Part A - Multiple Choice. Part B - Written paper based on Case Study.

### Future Pathways

The financially related content of this qualification serves as an excellent grounding for undergraduate study within finance and business-related disciplines, with many students going on to study accounting, business, finance and banking. For students who choose to move straight into employment, DipFS may support access to employment in areas such as in insurance, banking, and office administration, or in the voluntary sector such as with Citizens Advice.

**Examination Board:** London Institute of Banking & Finance **Entry Requirements:** English & Mathematics GCSE Grade 5





## FOOD SCIENCE & NUTRITION LEVEL 3

This Level 3 qualification offers a wealth of knowledge about nutrition, the relationship between the human body and food, as well as practical skills for cooking and preparing food.

One mandatory unit with both an internal and external assessment:

**Unit 1:** Meeting the nutritional needs of specific groups. Develop an understanding of the nutritional needs of specific target groups and plan and cook complex dishes to meet their nutritional needs.

### ASSESSMENT

**Year 12 and 13:** Unit 1: One 9 ½ hour controlled assessment, including a 3½ hour practical exam and a 1 hour 45 minute written exam.

### Future Pathways

An understanding of food and nutrition is relevant to many industries and job roles: Food Technology, Chef, Nutritionist, Food buyer, Food Critic, Marketing, Food Product Development and Production, Dietetics, Teaching, Catering, Sports Science, Nursing, Environmental Health. Higher Education courses include: Food & Nutrition, Human Nutrition, Public Health Nutrition, Food Science & Technology, Hotel & Restaurant Management.

**Examination Board:** WJEC Level 3 Certificate

**Entry Requirements:** Grade 5 in GCSE Food or L2 Merit in Hospitality and Catering

## A LEVEL FRENCH

A Level French courses enable you to gain an in-depth knowledge and understanding of French society through the study of a range of contemporary issues. The course will cover and assess the four skills of Listening, Reading, Writing and Speaking. The A2 course provides a logical progression from AS and the focus is on developing your language learning skills. It is also an opportunity to gain greater understanding of other cultures, preparing you to become an effective communicator and provide a sufficient basis for the further study of languages at degree level or equivalent.

### AS French topics

You will be studying the following four general topic areas as they relate to France and French-speaking countries:

**Social issues and trends:** Aspects of French-speaking society: current trends

- 1) The changing nature of family (La famille en voie de changement)
- 2) The 'cyber-society' (La « cyber-société »)
- 3) The place of voluntary work (Le rôle du bénévolat)

**Artistic culture:** Artistic culture in the French-speaking world

- 4) A culture proud of its heritage (Une culture fière de son patrimoine)
- 5) Contemporary francophone music (La musique francophone contemporaine)

### ASSESSMENT

**Paper 1:** Listening, reading and writing (45% of AS) : Aspects of French-speaking society: current trends, artistic culture in the French-speaking world, and grammar. Written exam: 1 hour 45 minutes and 90 marks **Paper 2:** Writing (25% of AS): One film "La Haine" (Mathieu Kassovitz) and grammar. Written exam: 1 hour 30 minutes and 50 marks **Paper 3:** Speaking (30% of AS): One sub-theme from Aspects of French-speaking society: current trends and one sub-theme from Artistic culture in the French-speaking world. Oral exam: 12 – 14 minutes and 60 marks

### Future Pathways

Many students follow this course with a languages degree, which usually involves learning two languages alongside literature and/or linguistics. Languages also complement any other subject, and are often combined with popular degree courses such as Law, Business, Marketing, History, Engineering and Medicine. Language graduates are in high demand by employers in the UK and abroad.

**Examination Board:** AQA **Entry Requirements:** GCSE French grade 6



# GEOGRAPHY

LEVEL 3 PATHWAY



# HEALTH AND SOCIAL CARE

LEVEL 3 PATHWAY



## A LEVEL GEOGRAPHY

### Physical Systems:

This component includes 'landscape systems' and the 'Earth's life support systems'. 24% (1 hour 30 minute exam).

### Human Interactions:

Global connections and changing places, including topics such as global migration and human rights. 24% (1 hour 30 minute exam).

### Geographical Debate:

Five topics of which students study two from the following: climate change, disease dilemma, the future of food, hazardous earth. 32% (2 hour 30 minute exam).

### Investigative Geography:

An independent geographical investigation conducted by each student based on primary and secondary data. 20%.

### Fieldwork

It is compulsory that all students undertake at least four days of fieldwork, both individual and group related. For your budgeting purposes trips cost in the region of £200-£250.

### Future Pathways

Town Planner, Environmental Officer, Teacher, Charity Worker, Weather Presenter or Geologist.

### Examination Board: OCR

**Entry Requirements:** Grade 6 in Geography and grade 5 in Mathematics

## NCFE CACHE LEVEL 3 APPLIED GENERAL CERTIFICATE

This qualification enables students to develop a wide range of knowledge and skills relevant to working in the Health and Social Care sector. The Health and Social Care qualification is equivalent to 1 A-Level and is taken alongside the Level 3 Applied General Certificate for Early Years, Childcare and Education, also equivalent to 1 A-Level (2 A-Level equivalent at the end of 2 years)

### Students will discover and learn about:

- + Functions of Health and Social Care
- + Human Growth and Development
- + Empowerment in Health and Social Care
- + Health Education
- + Anatomy and Physiology for Health and Social Care

### ASSESSMENT

The qualification requires students to produce a portfolio of evidence over a 2 year period that consists of 5 internally marked coursework units graded Pass, Merit, Distinction, Distinction\* and equates to 50% of the final grade. There are also 2 externally set assessments which equate to 50% of the final grade.

### Future Pathways

- + Adult nursing
- + Paediatric nursing
- + Education
- + Public health
- + Care Quality Commission
- + Social Work

### Examination Board: NCFE

**Entry Requirements:** Grade 5 in English, Mathematics and Science





## A LEVEL HISTORY

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### **Component 1: The Tudors 1485-1603.**

40% 2.5 hour exam.

A breadth study: the study of significant historical developments over a period of around 100 years and associated interpretations. This unit explores a range of fascinating subject content such as Henry VIII's character and legacy.

### **Component 2: Democracy and Nazism. Germany 1918-1945.**

40% 2.5 hour exam.

A depth study: the study in depth of a period of major historical change or development and associated primary evidence. This course is offered with the intention of an international trip to Berlin in either Year 12 or 13 to visit a range of museums and historical landmarks.

### **Component 3: Independent Study**

This is worth 20% and assessed through a 3,000-3,500 word essay marked by teachers, and moderated by AQA.

This is submitted in Year 13. A personal study based on a topic of the student's choice in consultation with their teacher. This should take the form of a question in the context of approximately 100 years.

### **Future Pathways**

Lawyer, Civil Servant, Politician, Military Officer, Journalist, Teacher, Archivist, Researcher, Economist, Local Government Officer, Lecturer.

**Examination Board:** AQA

**Entry Requirements:** Grade 5 English and History

## A LEVEL LAW

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Studying Law gives students an understanding of the role of Law in today's society and raises awareness of the rights and responsibilities of individuals. By learning about legal rules and how they apply to real life, students also develop their analytical ability, decision making, critical thinking and problem-solving skills. All these skills are highly sought after by higher education and employers.

### **Topics included within the course:**

- + The legal system
- + Criminal law
- + Law making
- + The law of tort
- + The Nature of Law
- + Human rights law or The law of contract

### **ASSESSMENT**

Students will sit 3 examination papers, which are 2 hours each, at the end of the two year course.

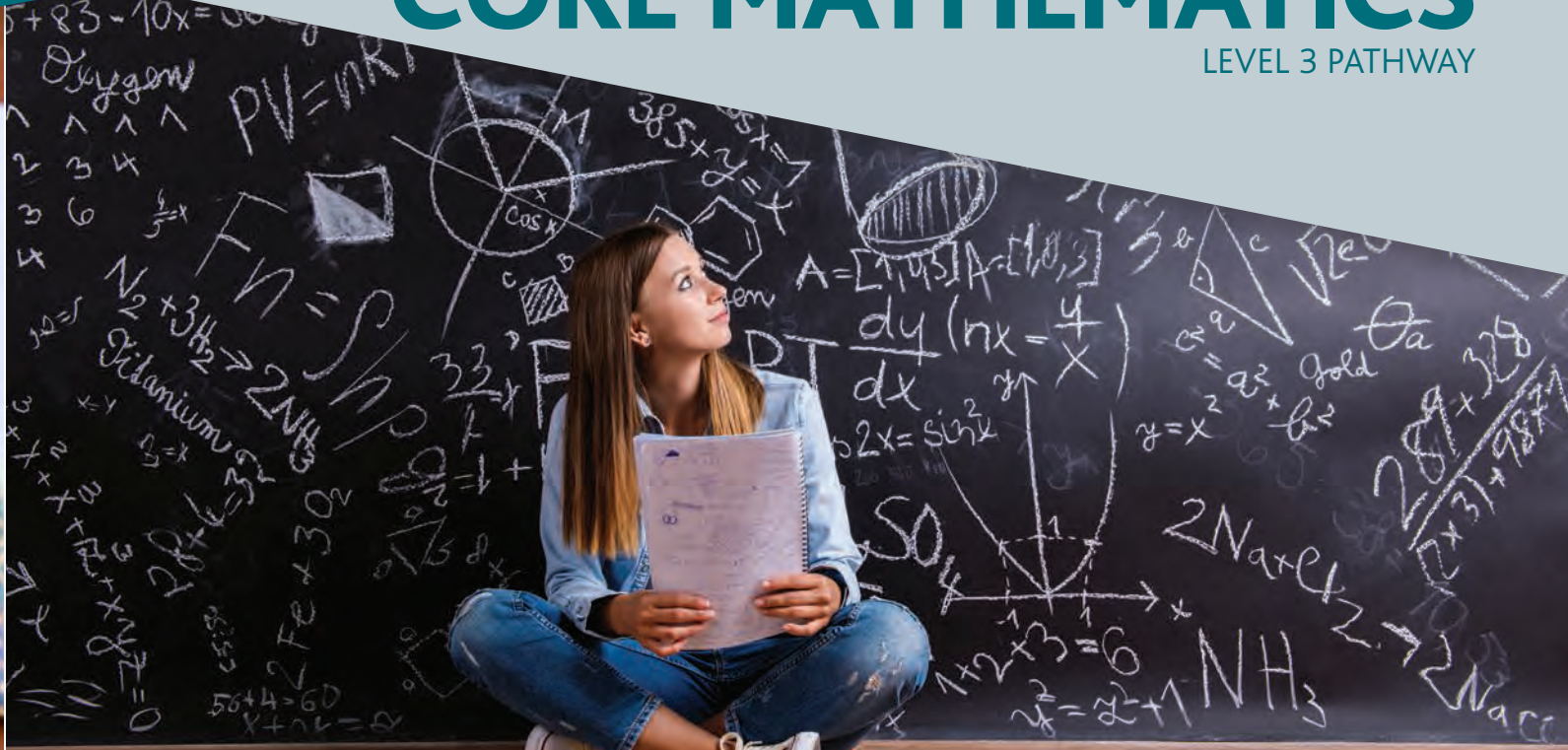
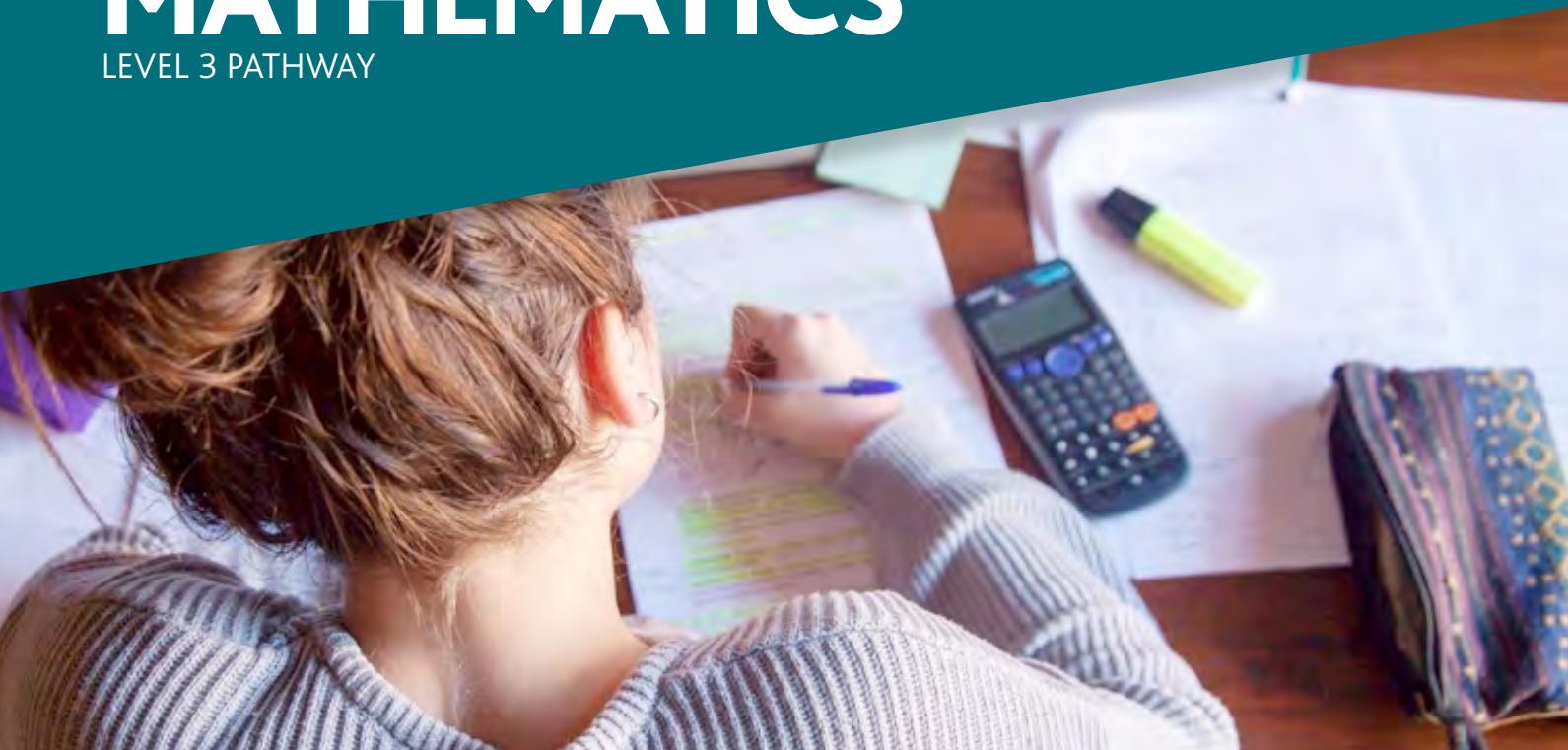
### **Future Pathways**

A Legal profession, Education, Business & Commerce.

**Examination Board:** OCR

**Entry Requirements:** Grade 5 in English





## A LEVEL MATHEMATICS

A blend of pure and applied Mathematics to develop knowledge, reasoning and logic which enable you to take a variety of transferable skills into Higher Education studies and the job market. The course covers a wide range of topics including Pure mathematics, Statistics and Mechanics.

### Course duration and structure.

AS and A Level will be separate qualifications. An AS Level qualification will no longer count towards an A Level in Mathematics.

AS and A Level Mathematics consist of 100% prescribed content, containing both Pure and Applied Mathematics (no optional content).

Mechanics and Statistics will form part of the compulsory content for both AS and A Level students.

### ASSESSMENT

All assessments will be linear, with 100% examination at the end of each year.

Paper 1: Pure Mathematics 2 hours = 100 marks.

Paper 2: Statistics and Mechanics 1 hour = 50 marks.

### Future Pathways

Universities, colleges and prospective employers view Mathematics as arguably one of the most highly valued A-levels as a good pass demonstrates an individual's ability to think logically, work independently and solve complex problems, all of which are becoming standard requirements in an increasingly competitive job market. Mathematics offers a gateway to jobs and careers in engineering, accounting, banking, teaching, where independent thought and responsibility are key attributes.

**Examination Board:** Edexcel

**Entry Requirements:** Grade 7 in GCSE Mathematics. Subject to a suitable score in an Algebra Entrance test.

## CORE MATHEMATICS LEVEL 3

Mathematics is, inherently, a sequential subject. There is a progression of material through all levels at which the subject is studied. It is assumed that students will already have confidence and competence in the content presented in standard type within the GCSE mathematics criteria. Students will make use of elements of this content when addressing problems within this Level 3 Certificate Mathematical Studies specification but this is not explicitly set out in subject content. This Level 3 Certificate Mathematical Studies specification aims to build on the knowledge, understanding and skills established in GCSE mathematics.

Subject content that is expected to be used throughout including:

- + Knowledge and use of the formula  $y=mx+c$ . It is also expected that students will be able to find the gradient of a straight line connecting two different points.
- + It is expected that spreadsheets and tables will be used throughout the teaching of this Level 3 Certificate Mathematical Studies specification.
- + Knowledge and use of the formulae for the circumference and the area of circle.
- + Knowledge and use of the formulae for the perimeter of 2-D shapes, their areas and for calculating fractional areas of circles and composite shapes.
- + Knowledge and use of the mathematical content of analysis of data and maths for personal finance elements.
- + The ability to calculate surface areas of spheres, cones, pyramids and composite solids, including the application of the concepts of similarity including lengths in similar figures and Pythagoras' theorem applied to 2-D and 3-D figures.

### Subject content areas

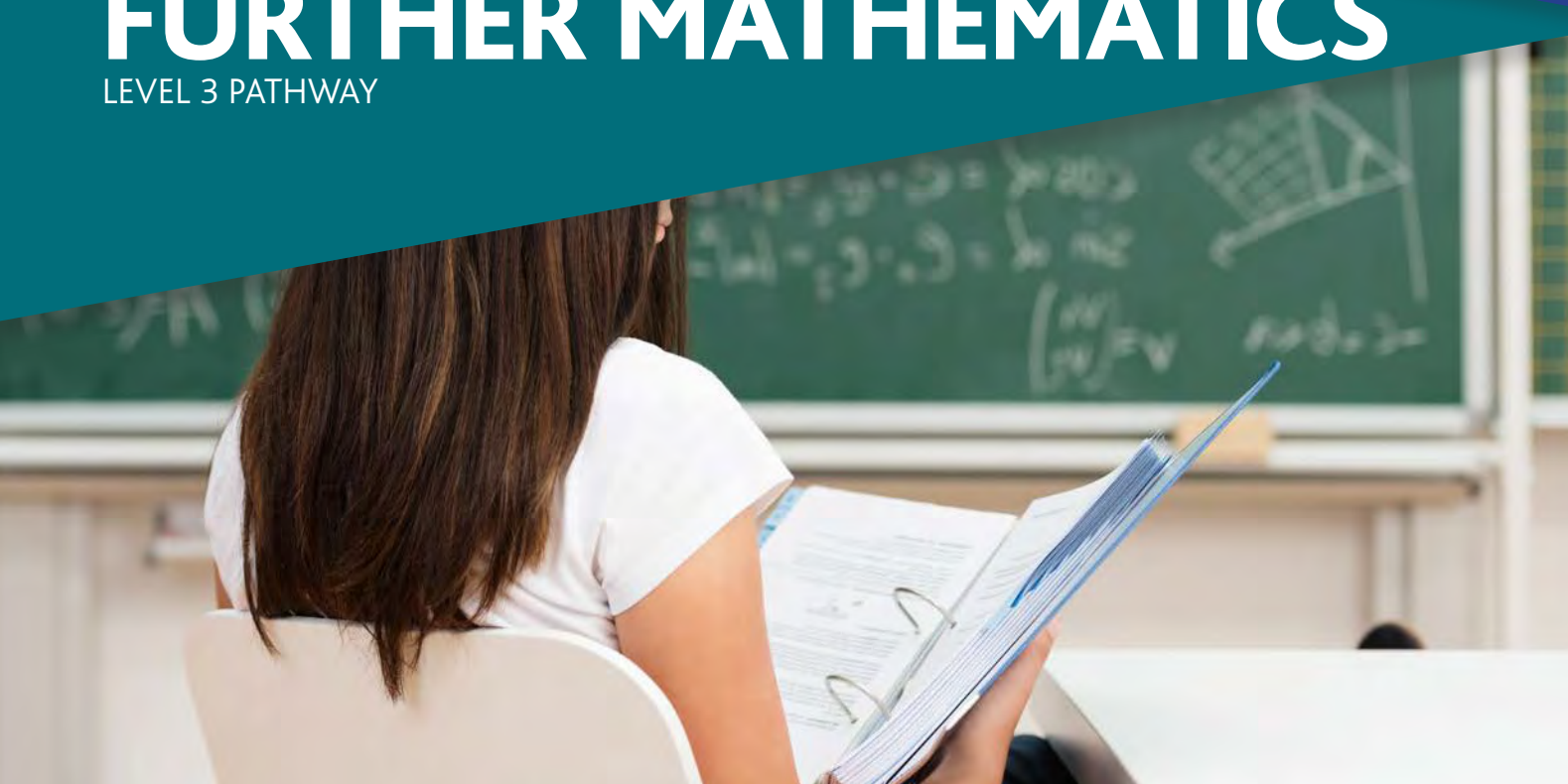
- + 3.1 Analysis of data
- + 3.2 Maths for personal finance
- + 3.3 Estimation
- + 3.4 Critical analysis of given data and models (including spreadsheets and tabular data)
- + 3.5 The normal distribution
- + 3.6 Probabilities and estimation
- + 3.7 Correlation and regression
- + 3.8 Critical path analysis

**Entry Requirements:** Grade 5 in Maths. If a Grade 4 is achieved we will consider Science grade.



# FURTHER MATHEMATICS

LEVEL 3 PATHWAY



# MUSIC TECHNOLOGY

LEVEL 3 PATHWAY



## A LEVEL IN FURTHER MATHEMATICS

Further Mathematics extends the concepts introduced during the Maths course and is aimed at students with a particular interest and ability in the subject. Students delve into more complex calculus and algebra, learn a variety of methods of proof and discover abstract concepts, such as the square root of minus one, beyond the scope of the Maths course. Students develop more mathematical modelling skills, particularly in mechanics and statistics, and may learn to analyse practical problems in decision mathematics. Most successful entrants to the course will have achieved an 8 or equivalent in their GCSE maths.

### What is covered by the course?

Note. Half the content (the core pure maths) is compulsory. For the rest, students can specialise in statistics, mechanics, decision maths, pure maths or any combination of these. You will sit all external exams at the end of two years.

### Year 1/AS

You will study a mixture of further pure maths, statistics and mechanics, with the pure and applied in an approximate 2:1 ratio. The pure will consist mainly of complex numbers, matrices, vectors and calculus. The statistics will involve discrete and continuous random variables and statistical tests. The mechanics will mostly consist of momentum, work and restitution.

### A-Level

All students will continue to study further pure maths, with some choosing to specialise in this area. Others will specialise in statistics and mechanics with others still opting for decision maths. Which of the ten available further maths options you can study will depend on both your Year 1 exam results and direction from the teacher.

### ASSESSMENT

There are four 90-minute exams, taken at the end of the second year, with an average mark of around 80% sufficient to achieve an A grade. You will sit two pure exams and two optional papers (see above). Year 1 students not continuing to Year 2 will sit two papers at the end of the first year. The course covers a wide range of topics including Pure mathematics, Statistics and Mechanics.

### Future Pathways

Universities, colleges and prospective employers view Further Mathematics as arguably one of the most highly valued A-levels as a good pass demonstrates an individual's ability to think logically, work independently and solve complex problems, all of which are becoming standard requirements in an increasingly competitive job market. Further mathematics offers a gateway to jobs and careers in engineering, accounting, banking and teaching.

**Examination Board:** Edexcel. **Entry Requirements:** Grade 7 in GCSE Mathematics. Subject to a suitable score in an Algebra Entrance test. Mathematics A Level is compulsory if taking Further Mathematics.

## RSL LEVEL 3 SUBSIDIARY DIPLOMA

This course is designed to allow students to develop their skills and experience of a variety of production related techniques.

### Core Units:

- + Live Sound Recording and Sound Reinforcement
- + Planning for a career in Music (technology/production)

You can then study a range of optional units including performance and composition or you can choose to remain in the music production pathway:

- + Using a Digital Audio Workstation - examine how you can build a recording studio in your own home, using a PC and various pieces of music technology equipment.
- + Live Sound Engineering: explore how to set up and run the sound system for a performance event.
- + Lighting for Music Events: this unit will be run in conjunction with the live sound engineering unit. Learn how to install and set up a lighting system.
- + Music Sequencing and Production: explore the advanced functions of a computer recording package and put them into practice within a recording project.
- + Digital Recording & Production: this unit focuses on the recording, manipulation, editing and mixing of vocals, instruments and sound samples (often used for film sound effects).

### ASSESSMENT

The two core units will be completed in school and submitted for external assessment. The other 4 units are internally assessed and externally moderated. There is NO examination in this course. This course offers UCAS points.

### Future Pathways

Careers in Music Production and Recording, Digital Media. Presenter, Researcher, Studio Manager, Camera Operator, Sound Engineer, Advertising, Sound Operator, DJ, Broadcasting Production Assistant, Music Journalist, Music Management.

**Examination Board:** RSL

**Entry Requirements:** Grade 4 or 5 in English and a creative arts subject such as Art, Performing Arts, Drama or Music. It is preferable that students have achieved grade 5 or above in music or music technology at GCSE or equivalent.



# PERFORMING ARTS

LEVEL 3 PATHWAY

# PHYSICS

LEVEL 3 PATHWAY



## PERFORMING ARTS

This qualification will suit any student who is interested in performing arts in any of the following disciplines:

- + Dance
- + Drama
- + Music
- + Singing
- + Musical Theatre

Each learner can choose which discipline they want to specialise in and focus on. Learners will take five units made up of four mandatory units and an optional unit. Everyone will study the following mandatory units:

- + Prepare to work in the performing arts sector
- + Proposal for a commissioning brief
- + Influential performance practice
- + Combined arts

These units will give learners an understanding of the performing arts in wider contexts, including the way the sector works, job roles and progression opportunities, how to build strategies for sustaining a freelance career, and how to plan and develop projects. Learners will study the work of performing arts practitioners and learn how to demonstrate practical ideas for performance. Learners will focus on the development of practical skills throughout the qualification.

### ASSESSMENT

Units 1 to 3 are externally examined and assessed. All other units are internally assessed and externally moderated. This qualification is graded: Pass, Merit, Distinction, Distinction\*.

**Examination Board:** Cambridge Technical

**Entry Requirements:** Grade 4 English & Mathematics and grade 5/Merit or equivalent performance experience in a performing arts discipline. If you do not meet the entry requirements in the core subjects, you will be assessed on your performance grades, skills and performance experience.

## A LEVEL PHYSICS

**Year 12:** The course covers the topics of Mechanics, Electric Circuits, Materials, Waves and the Particle Nature of Light. The course also includes 8 Core Practical Activities.

**Year 13:** Further Mechanics, Electric and Magnetic Fields, Nuclear and Particle Physics, Thermodynamics, Space, Nuclear Radiation, Gravitational Fields and Oscillations. The course also includes a further 8 Core Practical Activities.

The course aims to develop essential knowledge and understanding of different areas of the subject and how they relate to one another. Students will become competent in a variety of practical, mathematical and problem solving skills as well as scientific method. This course will give an excellent grounding in Physics and will help students to develop skills desirable in many careers and areas of society.

### ASSESSMENT

There will be ongoing practical assessment for Practical Competency. Exams include multiple choice, short, and long answer questions, including links to applications and practical work.

### Future Pathways

Many possible careers paths including Engineering, Architecture, Pilot, Astrophysicist, Medical Physicist, Geophysicist and Meteorologist.

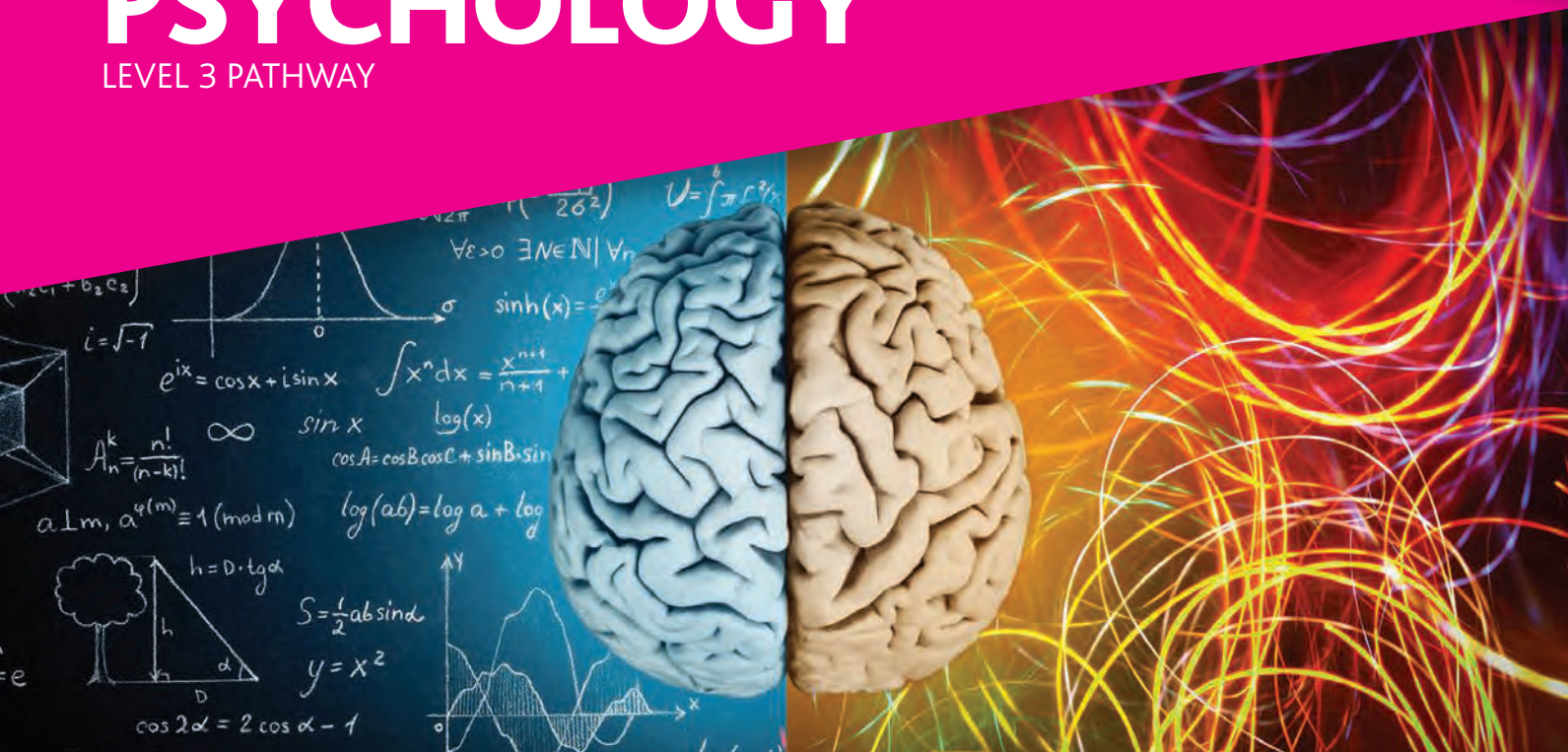
**Examination Board:** Edexcel

**Entry Requirements:** Grade 6/6 in Combined Science or Grade 6 in Physics PLUS Grade 6 in Mathematics & English.



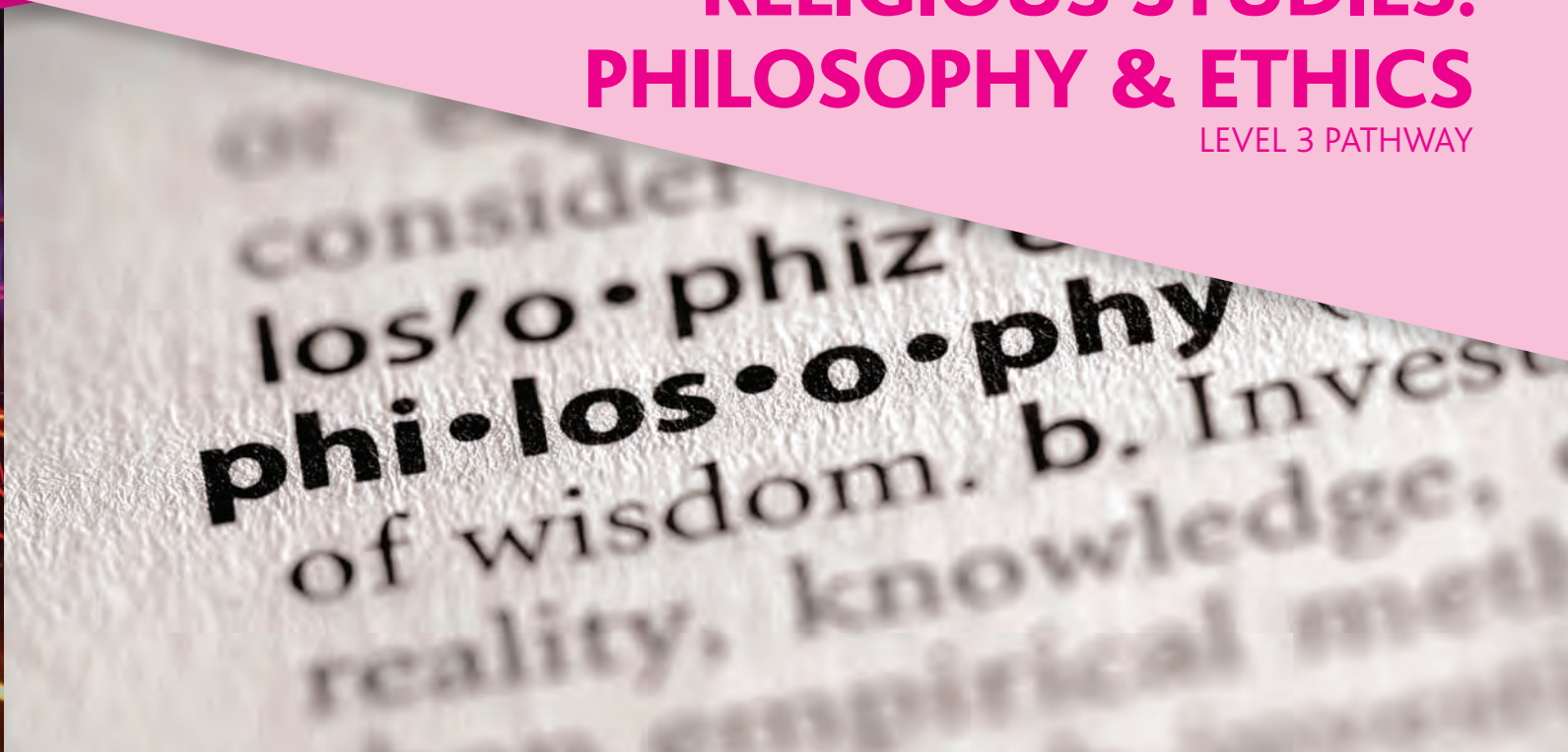
# PSYCHOLOGY

LEVEL 3 PATHWAY



# RELIGIOUS STUDIES: PHILOSOPHY & ETHICS

LEVEL 3 PATHWAY



## A LEVEL PSYCHOLOGY

**In Year 12**, students will be introduced to a range of psychological topics including memory, attachment, social influence, biopsychology and psychopathology. In addition to this they will develop knowledge and understanding of psychological research and the different approaches in psychology.

**In Year 13**, students have the opportunity to study subjects such as relationships and aggression. In addition to this they will be able to discuss various issues and debates in psychology. The research methods topic continues in the second year of the course.

### ASSESSMENT

Psychology is 100% examination.

There are two exams for an AS Psychology qualification and three exams for an A-Level qualification. The exam papers consist of multiple choice, short answer and essay style questions.

### Future Pathways

Future career destinations include working in forensic psychology, educational psychology, occupational psychology, sport psychology, research and lecturing.

**Examination Board:** AQA

**Entry Requirements:** Grade 5 English & Mathematics. There is no requirement to have studied Psychology at GCSE.

## A LEVEL RS, PHILOSOPHY & ETHICS

**Year 12: Both exams sat.**

**1 - Philosophy of Religion. Written exam: 2 hours. 33.33%, 80 marks.**

Philosophical issues and questions; The nature and influence of religious experience; Problems of evil and suffering; Philosophical language; Works of scholars; Influences of developments in religious belief.

**2 - Religion and Ethics. Written exam: 2 hours. 33.33%, 80 marks.**

Significant concepts in issues or debates in religion and ethics; A study of three ethical theories; Application of ethical theories to issues of importance; Ethical language; Deontology, Virtue Ethics and the works of scholars; Medical ethics; Beginning and end of life issues

**Year 13: One of the following exams will be sat.**

**3 - New Testament Studies. Written exam: 2 hours. 33.33%, 80 marks.**

Social, historical and religious context of the New Testament; Texts and interpretation of the Person of Jesus; Interpreting the text and issues of relationship, purpose and authorship; Ways of interpreting the scripture; Texts and interpretation: the Kingdom of God, conflict, the death and resurrection of Jesus; Scientific and historical-critical challenges, ethical living and the works of scholars.

**4 - Study of Religion. Written exam: 2 hours. 33.33%, 80 marks.**

Options - students take one of the following 6 options:

4A Buddhism, 4B Christianity, 4C Hinduism, 4D Islam, 4E Judaism, 4F Sikhism

Religious beliefs, values and teachings; Sources of wisdom and authority; Practices that shape and express religious identity; Social and historical developments; Works of scholars; Religion and society; Primary texts.

**Examination Board:** Edexcel

**Entry Requirements:** Grade 6 English Literature and Religious Studies





## A LEVEL SOCIOLOGY

### Year 12

#### Component 1 - Socialisation, culture and identity. 33% 1.5 hour exam.

- + Introducing Socialisation, Culture and Identity - nature vs nurture, agents of socialisation
- + The media - effects theory, impact on identity, moral panics.

Assessment of student's analytical skills based on their interpretation of personal identity, roles and responsibilities within society and to develop a lifelong interest in social issues.

#### Component 2 - Researching and understanding social inequalities. 50% 2 hour & 15 minutes exam.

- + Research Methods and Researching Social Inequalities - questionnaires, observation, interviews
- + Understanding Social Inequalities - sexism, racism, poverty, elitism, age discrimination

### Year 13

#### Component 3 - Debates in contemporary society 35% 2 hour & 15 minutes exam.

- + Globalisation & the Digital Social World - impact of new forms of digital communication
- + Crime & Deviance - official statistics, reasons and ways to prevent & crime reduction

Exams for all three components are taken at the end of the two year course for the A Level.

#### Future Pathways

Social worker, Civil Service, Human Resources, Marketing, Public Relations.

**Examination Board:** OCR

**Entry Requirements:** Grade 5 English

## LEVEL 3 SPORT

As a vocational course, students will assume the role of various sports professionals in order to develop their understanding of the key fundamentals of this global industry. Within each role, students will complete a number of mandatory units relevant to all aspects of coaching, sport development and fitness including:

#### Anatomy and Physiology

Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems culminating in a 90 minute exam.

#### Fitness Training and Programming for Health, Sport and Well-being

Learners interpret lifestyle factors and health screening data to develop and justify a fitness training programme and nutritional advice for a client. They will complete the task using knowledge and understanding from their studies of the sector and apply both transferable and specialist knowledge skills.

#### Professional Development in the Sports Industry

Learners explore the knowledge and skills required for different career pathways in the sports industry. They will take in, and reflect on, a personal audit, career action plan and practical interview assessment activities.

#### Optional unit.

An optional unit from any of the following areas:

- + Sports Leadership
- + Application of Fitness Testing
- + Sports Psychology
- + Practical Sports Performance

#### Future Pathways

Sports Coaching, PE Teacher, Nutritionist, Physiotherapy, Fitness Instructor, Personal Trainer, Sports Development Officer, Sports Venue Manager, Sports and Leisure Management, Sports Agent.

**Examination Board:** Edexcel

**Entry Requirements:** Grade 5 in GCSE PE or L2 Distinction at V.cert/BTEC Sport L2



# ACCOUNTANCY

LEVEL 2 PATHWAY



# VEHICLE TECHNOLOGY

LEVEL 2 PATHWAY



## LEVEL 2 AAT FOUNDATION CERTIFICATE IN ACCOUNTING

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A range of foundation accounting and finance skills in five mandatory units:

- + Book-keeping Transactions
- + Book-keeping Controls
- + Elements of Costing
- + Using Accounting Software
- + Work Effectively in Finance.

Students develop accountancy skills in double-entry bookkeeping and basic costing, as well as an understanding of purchase, sales and general ledgers. They use accounting software and develop the professional skills and behaviours needed to contribute effectively in the workplace.

### ASSESSMENT

For each Level: Four units are assessed individually in end-of-unit assessments, but this qualification also includes a synoptic assessment that draws on and assesses knowledge and understanding from across the qualification.

### Future Pathways

The purpose of this qualification is to ensure that students are well prepared to progress into a career in business, finance or professional accountancy, or into further education. On completion of this Level 2 course you can access the Level 3 pathway in Year 13.

**Examination Board:** AAT

**Entry Requirements:** Grade 4 English Language and Mathematics.

## LEVEL 2 AWARD IN VEHICLE TECHNOLOGY

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The automotive industry continues to suffer from a skills gap and needs to keep up with rapidly developing technologies. New entrants to the sector need to build underpinning knowledge and specific skills required to meet the demands of modern vehicle industries.

This is a 5 unit course which covers the basics of vehicle structure and maintenance. The units covered are:

- + Health, safety and good housekeeping in the automotive environment.
- + Routine light vehicle maintenance.
- + Removing and replacing light vehicle engine units.
- + Inspecting light vehicles using prescribed methods.

This is a one year course for Year 12 students.

### ASSESSMENT

Units are internally assessed and portfolios of evidence are externally verified. These units consist of both practical work and written content. On the basis of the marks gained for each unit, an overall grade is awarded for the qualification.

### Future Pathways

The Level 2 award in Motor Vehicle Studies has been designed to provide opportunities for learners who intend to progress into technician roles or further into engineering/vehicle technology education.

**Examination Board:** City & Guilds

**Entry Requirements:** Grade 2 or above in Mathematics & English. A positive behavior reference is required.



# LAND BASED ENGINEERING

LEVEL 2 PATHWAY

# RESITS

LEVEL 2 PATHWAY



## LEVEL 2 LAND BASED (AGRICULTURAL) ENGINEERING

A career in land-based engineering could be for you if you like to work as part of a team, working in the outdoors, enjoy problem-solving and are interested in developing your analytical and IT skills. Modern land-based engineering is not just about building larger and more powerful tractors and farm machinery. The skills required include robotics, computer-based imaging, GPS technology, science-based solutions, climate forecasting, technological solutions, environmental controls and much more. Although farming and food production is a major focus, the land-based engineering industry extends into everything from the countryside and forestry to sports-grounds and open spaces. This qualification covers the skills you will need to progress to further learning and training, or to enter the world of work within the land-based engineering industries. This is a one year course for Year 12 students. You will study the following mandatory content:

- + Health and safety for the land-based industries
- + Land-based engineering workshop practices
- + Transmission and driveline operation principles
- + Engine operation principles
- + Fabrication, cutting and joining
- + Land-based vehicle electrics
- + Hydraulic systems
- + Land-based vehicle and machinery operation
- + Working in the land-based engineering industry

### ASSESSMENT

To gain this qualification, candidates must successfully achieve the following assessments:

- + One externally set, externally marked health and safety assignment
- + One externally set, externally marked exams sat under examination conditions
- + One externally set, internally marked, externally moderated assignment

### Future Pathways

You will gain an understanding of the skills and knowledge that are important when you are working in a land-based engineering setting, or progressing to further learning and training in this area.

**Examination Board:** City & Guilds

**Entry Requirements:** Grade 2 or above in Mathematics & English. A positive behavior reference is required.

## LEVEL 2 GCSE ENGLISH

An appropriate Level 2 English course. This is a one year course and students will be entered at the appropriate level. Resits can be taken in November. The programme will ensure that students do revision activities and any extra work to help them attain a Level 2 in English at grade 4 or above.

**Entry Requirements:** Students in the Sixth Form who do not yet have a grade 4 in GCSE English.

## LEVEL 2 GCSE MATHEMATICS

An appropriate Mathematics course. This is a one year course and students will be entered at the appropriate level. The programme is designed for students to do revision activities and any extra work to help them attain a Level 2 in Mathematics at grade 4 or above.

**Entry Requirements:** Students in the Sixth Form who do not yet have a grade 4 in GCSE Maths.



# ANYTHING IS POSSIBLE



## SIXTH FORM LEADERSHIP TEAM

The team is elected annually and the students are highly respected members of the Sixth Form. They represent the Academy and its students at a variety of functions within the community and are often asked to speak at local events.

As an approachable Sixth Form Leadership Team, we help facilitate the learning of sixth form students, helping to ensure that they have an appropriate environment for learning that ultimately leads to effective academic development.

Our role is to act as an extra line of support for students, whilst also bridging a point of contact between students and staff. Furthermore, our other responsibilities are to aid the cohesion of Year 12 and 13 students for the creation of a strong sixth form community. We are the face of sixth form, representing many different departments, goals, aspirations and set a high standard for younger students to follow. We intend to play a major role in the consistent development of our sixth form, and help create a learning environment to suit all students.

## EXPECTATIONS

As a member of Rivers Sixth Form students are expected to:

- + Be a role model for the rest of the Academy. Your behaviour, attitude and dress must reflect this at all times.
- + Study hard. Students should ensure all work is completed to the highest possible standard and to the Target Grade.
- + Meet all deadlines including homework.
- + Be punctual and attend all lessons including after school revision/ study classes.
- + Take responsibility for catching up with any work missed due to absence.
- + Help and support younger Academy students by working with them, their mentors and teachers.
- + Respect the Sixth Form area and the wider Academy environment.
- + Maintain a positive attitude and be prepared to take an active part in Sixth Form life.
- + Support the Academy and the Sixth Form Leadership Team by attending functions, participating in charity fundraising and enrichment/ citizenship activities.
- + Discuss any issues as soon as they arise with our team.

## DRESS CODE

Our dress code is modern office wear and the following are not permitted:

- + Short skirts, dresses or shorts - long shorts/playsuits are allowed
- + Jeans with rips - smart jeans are allowed
- + Flip flops or other beach footwear
- + Strappy tops - shoulders need to be covered at all times
- + Crop tops/low cut tops - no skin on show
- + No leggings - unless worn under a dress/long top to replace tights
- + No sportswear, lounge wear or jogging bottoms
- + No loose hanging jewellery
- + No phones out unless directed to use them





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