#SucceedAtDroitwich

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DROITWICH SPA
HIGH SCHOOL
AND SIXTH FORM CENTRE

# SIXTH FORM PROSPECTUS

# 2021

**MR S. JONES**

Head of Sixth Form

# HEAD OF SIXTH FORM WELCOME

I believe that a successful Sixth Form is one where:

- All students feel safe, valued and respected.
- Expert and engaging teachers lead small, well motivated classes.
- There is the right mix of academic rigour and vocational opportunity so that students can build a curriculum that suits them and allows them to demonstrate their talent.
- Teachers and tutors offer high quality guidance and support, particularly in careers and university applications, at every opportunity.
- Participation in a diverse range of extra curricular and leadership opportunities, particularly those that support charitable objectives, is high.
- Students are afforded the opportunity to develop soft-skills vital to their future and a balance between achieving academic excellence and character building is at the heart of the Sixth Form ethos.
- Sixth Formers have their own dedicated high quality facilities where they can study and socialise.

Every day, my team and I, together with all of the teaching staff, strive to ensure that the seven characteristics above are the day to day reality in our Sixth Form.

## We are succeeding.

I know this because:

- our student numbers are healthy and our completion rate is very high.
- our student and parent surveys are very positive. 100% of parents say their child is safe and well cared for in the Sixth Form and 98% say that their child is well taught.
- we have over thirty courses available and our average class size in the 19/20 academic year is < 11.
- our students' UCAS references and CVs are packed with extra curricular activity and volunteering and employment experience.
- our destination data is impressive. Nearly 76% of last year's Year 13 have secured university places and there are also some very impressive apprenticeship and employment destinations.

Our work is never done. A Level and Level 3 Vocational reform has been significant but I am confident that we have a good grasp of the challenges and opportunities it has presented and, as ever, we will constantly seek to refine our policy and practice in order to ensure the best outcomes for all of our students.

I am delighted that you are thinking about joining our Sixth Form. If you would like further information please look at the rest of our prospectus or contact the School.

# FROM THE HEAD GIRL

## Grace Rogers

When making your choice of Sixth Form, there are so many things to consider. It must be a place in which you can thrive academically, personally, and socially, as Sixth Form prepares you for your next step, be that university, an apprenticeship, or entering into the workplace. As the end of Year 11 drew near, I researched all my options for Sixth Form, and quickly settled on Droitwich. I was already acquainted with many of the A Level teachers and was confident in their level of dedication to their subjects and to their students. The Sixth Form staff were incredibly welcoming and showed a real interest in the success and happiness of their students. This initial impression reassured me that continuing on at the Sixth Form was the right choice for me, and I am immensely glad I did so, as I have been able to develop some fantastic relationships with my teachers, and have been exceedingly pleased with the standard of teaching and support I have received in my time here.
My biggest concern at the idea of remaining at Droitwich was that there would not be enough change from my High School to my Sixth Form experience. This was not the case. The small class sizes immediately shift the dynamic of your lessons, and your relationships with your teachers and peers. The Sixth Form Centre has its own computer facilities, classrooms and study spaces, which separate you from the lower school. However, in events such as Charities Week, run by the Sixth Form Council, the whole school comes together, and this sense of community forms a significant part of Droitwich's appeal. During your studies, when you will want that separation, the Study Centre will be your home. It is a bright and comfortable space which accommodates all students, with quieter areas for independent study, and social spaces for break and lunchtimes, alongside a Café and vending machine, exclusively for Sixth Form students. The Sixth Form also provides its students with Wi-Fi access and charging ports, to allow for flexibility in working styles. For a change of scenery, it is also possible to study in the school library, to walk into the town centre, or even to work from home during free periods.

Droitwich offers a range of enrichment activities, which can be taken alongside A Level studies, supporting students' personal development and making useful additions to their UCAS applications. I was drawn to the 'Pre-GCE' programme, which allows students to study the practise of teaching, and to gain some hands-on experience working in a classroom and teaching lessons. The EPQ (Extended Research Project), which is valued by universities, allows students to write and research about a subject of their choice. Active-U is a sports-based enrichment, through which students can play team games and use the local gym. D of E Gold and volunteering placements are also available and becoming a 'Sixth Form Supervisor' in the canteen allows students to earn money and work-experience. A range of trips are also available, from visiting New York to hiking in the Himalayas. Departments also offer educational visits, like the Physics trip to the Large Hadron Collider (CERN) in Switzerland. There is certainly something for everyone!

The Sixth Form Council is another fantastic opportunity for students – members have a huge say in the way in which the Sixth Form is run. They also organise Sixth Form Prom! This is another great experience to put on a university or job application.
Deciding where to go after Sixth Form is a big choice, but the Sixth Form staff work tirelessly to ensure that you make the most well-informed decisions. In tutor time, you will take part in a series of modules, containing lots of useful information for your future, from UCAS applications to car maintenance (which is particularly useful as most students look to begin their driving lessons at this time!) Futures Week is a brilliant opportunity for you to learn about pathways to the workplace, with guest speakers, interview practise and personal statement workshops.
My level of independence, and my confidence, have improved tenfold in my time at Droitwich Sixth Form. The pastoral and academic support and the available opportunities have allowed me to advance my studies, pursuing subjects that I thoroughly enjoy, but also to develop my character, and to prepare me for everything that the future may hold. Remaining at Droitwich Sixth Form was undoubtedly the best choice for me, and I am confident that if you choose to study here, your experience will be just as rewarding.

# FROM THE HEAD BOY

## Joe Harrison

When High School finishes it can seem a bit daunting to consider the different colleges, A-Levels or Apprenticeships which are on offer. Lots of different opportunities will present themselves and it is integral that you have a great support network and community to help you with the transition from lower to upper school. For me, staying at Droitwich Spa High School to study A-Levels in the Sixth Form was the very best choice.

In Sixth Form there are many trips on offer that I have been privileged to take part in. The New York trip was one of my favourites, and an amazing opportunity. Being able to experience such a busy city was exciting and intriguing, and something I will look back on fondly in years to come. Students are given free time to explore the city with your friends, as well as ice skating in Central Park and visits to both the Empire State Building and Statue of Liberty. A fascinating trip to CERN is also available for those taking Science, allowing you to gain an in depth understanding of the large Hadron Collider. These trips, as well as numerous university visits for lectures with the science department and our participation in Cambridge University's HE+ scheme, can really enrich your university applications.

I have always felt welcome in the Sixth Form. The resources you have access are excellent, and the teachers and staff have an 'above and beyond' attitude that help keep things running smoothly and means you never have to worry. I have yet to find a teacher at Droitwich High who does not have an open door at break and lunchtime to answer any problems you are having with school work or outside of school. This was my main reason for staying onto the sixth form; the well established and positive working relationships I had with my teachers allowed me to make great progress in lower school and having these in place has made the transition to sixth form a hundred times easier.

The Sixth Form tutor programme is also valuable, containing many useful topics appropriate to Years 12 and 13. Topics range from CV and personal statement support, to simple life skills like car maintenance, simple cookery and financial management.

The Sixth Form Council is an opportunity open to all year 13 students in order to have their say in how Sixth Form is run and to implement any events and extra curricular clubs. Focus groups within the Council have their own responsibilities: the Media team are responsible for marketing and advertising school events; the Events team plan events; the Community team reach out to the local community, and Student Engagement manage revision sessions for students. One of the main tasks of the Sixth Form council as a whole is planning Charities Week, which is the most popular event through the school year with stalls and theatre events such as a teachers' music video and "Taskmaster". This provides a sense of unity between year groups that would otherwise not usually interact. It also raises funds for local, national and international charities. Last year we raised over £3000—an amazing total which we hope to beat this year.

# WHAT DO SIXTH FORMERS GET?

#1
## SMALL CLASS SIZES

Our average class size in the Sixth Form is < 10. Students receive close attention so they can make rapid progress.

#2
## A HIGH AMOUNT OF CONTACT TIME IN LESSONS

Each course has five hours of lesson time per week, whilst many other institutions have only four or four and a half.

#3
## EXPERT UCAS AND CAREER PREPARATION

First class support for students in preparation for university, apprenticeships and employment. Well over three hours of work goes into each student application through one-to-one meetings and reference writing. There is mock interview preparation for those who face this challenge during their application.

#4
## DIVERSE EXTRA CURRICULAR OPPORTUNITIES

There are visits to New York, Europe and India as well as theatre trips and fieldwork in many subjects.

Many Sixth Formers undertake community volunteering and/or high quality work experience.

There is also a wide range of sporting opportunity as well as Duke of Edinburgh Gold and the Pre-GCE course, designed for aspirant teachers. See the enrichment

#5
## HIGH QUALITY STUDY AREAS AND FACILITIES

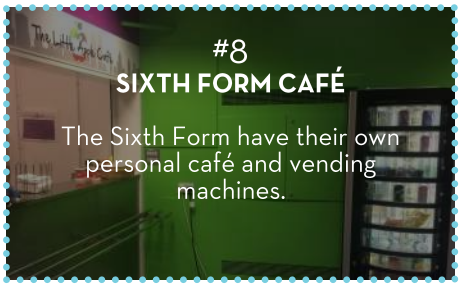
We have large, modern, quiet spaces where Sixth Formers can study. Sixth Form also have their own computer room, which is always available, and access to the school Wi-Fi if they bring their own device.

#6
## TRAVEL BURSARIES

Travel bursaries are available as either scholarships for our most committed students (measured by average attitude to learning) and/or grants to lower income families. Bursaries that cover part of the cost of transport are also available.

#7
## PASTORAL SUPPORT

Each Sixth Former has a personal tutor who guides them through an age specific tutor programme. For example, there are sessions on new driver safety, student finance and voting and democracy. We also have two Heads of Year and a Pastoral Manager to closely monitor attendance and achievement.



#8
## SIXTH FORM CAFÉ

The Sixth Form have their own personal café and vending machines.

#9
## FLEXIBLE STUDY

Students who are achieving and attending well 'earn' flexible study, where they can study at home during non-contact periods. The more confident teachers are that students are 'on track' the more flexible study they are entitled to.

#10
## ID BADGE

Students will receive an ID badge that can also be used as student ID for discount at shops and restaurants.

# ABOUT SIXTH FORM

## ENTRY REQUIREMENTS

The minimum* requirement for entry to our Sixth Form is:

- grade 4 in English Language; and
- grade 4 in Maths; and
- at least 32 points from your six best other level 2 qualifications (GCSEs or equivalent)

However, a student that *only* has the above does not have total freedom to select from all of the courses in the prospectus. More academically challenging subjects have higher criteria, which are displayed on each page.

*Exceptions may be made for students who have narrowly missed these criteria if they select an appropriate curriculum. We offer GCSE English and Maths resit courses and will actively encourage those with only a grade 4 to resit in order to achieve a grade 5.

## THE CURRICULUM

Even the highest quality universities make their offers based on three subjects. Furthermore, many universities including Cambridge, Manchester, Bristol and Durham have publically stated that students that take four subjects will not be at an advantage to contemporaries with three. In fact, many entry requirements for 2019 admission state that the Extended Qualification Project (EPQ) is preferred to a fourth AS Level and that an A* grade amongst the three grades is a much better discriminator between candidates than an extra AS or A Level.

The only exception to this is that for some courses the study of Further Maths alongside three A Levels (including Maths) is highly regarded.

For this reason, we expect that **nearly all of our students will begin Year 12 with three subjects** and continue these subjects into Year 13.

We do not enter students for AS Levels at the end of Year 12. This means that we can organise our teaching to ensure deep learning, rather than being distracted with assessment during Year 12 that ultimately doesn't count at the end of Year 13. We have 'Year 13 Entrance' exams and students must pass these in order to progress to Year 13.

Universities are not discriminating against students who did not sit AS exams at the end of Year 12. A comprehensive selection of statements from universities confirming this is the case is available on our website.

## HE+ AND THE SCHOLARS' PROGRAMME

Our very brightest students will be given the extra stretch and challenge they require. Students with exceptional GCSE results will be added to the 'Scholars' group to support them to progress to prestigious destinations.
This group will be eligible for (and encouraged to undertake as many as possible of) the following:

- study of the Extended Project Qualification. The teaching of research and report writing skills in this qualification are essential at university and prestigious ones place high value upon it.
- study of Core Maths (alongside appropriate non-Scholars) for those not doing Maths. This course will be very useful for admission to university courses that have some quantitative elements (e.g. Psychology, Economics but where Maths A Level is not required).
- study of four subjects in Year 12, particularly if one is Further Maths.
- visits to high quality universities, including meeting ex Droitwich Spa High School Sixth Form students on campus.
- mock interview practice to support with university admissions.

The HE+ programme is run by Cambridge University and it's colleagues. It offers students the opportunity to explore their subjects beyond the curriculum by offering a range of talks, visits and events.

## HOW TO APPLY

Students in Year 11 with us can apply using the Portal. External candidates can download an application form from the Sixth Form area of our website.

# COURSES AVAILABLE

| |
|---|
| APPLIED SCIENCE |
| ART, CRAFT AND DESIGN |
| BIOLOGY |
| BUSINESS STUDIES |
| CHEMISTRY |
| COMPUTER SCIENCE |
| DESIGN AND TECHNOLOGY: PRODUCT DESIGN |
| DIGITAL MEDIA (Cam Tech) |
| DRAMA AND THEATRE STUDIES |
| ECONOMICS |
| ENGLISH LANGUAGE AND LITERATURE |
| ENGLISH LITERATURE |
| ENTERPRISE AND ENTREPRENEURSHIP (BTEC) |
| FILM STUDIES |
| FOOD SCIENCE AND NUTRITION (Level 3 Diploma) |
| FRENCH |
| GEOGRAPHY |
| GERMAN |
| GOVERNMENT AND POLITICS |
| HEALTH AND SOCIAL CARE |
| HISTORY |
| MATHEMATICS (Core) |
| MATHEMATICS |
| MATHEMATICS (Further) |
| MUSIC PERFORMANCE (RSL Subsidiary Diploma) |
| MUSIC |
| PHILOSOPHY AND ETHICS |
| PHYSICS |
| PSYCHOLOGY (APPLIED) |
| PSYCHOLOGY |
| SOCIOLOGY |
| SPORTS AND PHYSICAL ACTIVITY (Cam Tech): ONE A LEVEL EQUIVALENT |
| SPORTS AND PHYSICAL ACTIVITY (Cam Tech): TWO A LEVEL EQUIVALENT |
| SCHOLARS' PROGRAMME: EXTENDED PROJECT |

Whilst we will endeavour to run the full range of courses if numbers are very low this may not be possible.

# APPLIED SCIENCE

## EXTRA ENTRY REQUIREMENTS

At least a grade 4 in a GCSE Science, Mathematics and English.

OR

At least grades 4 and 4 (i.e. combined score of 8) in GCSE Trilogy or Synergy Science, a 4 in GCSE Mathematics and in English.

## WHO DO I SEE FOR MORE INFORMATION?

- Mrs A. Thompson, Head of Physics.

## WHAT WILL I STUDY AND LEARN?

This course is ideal if you are interested in a mix of Biology, Chemistry and Physics and enjoy practical and experimental work. You will investigate the applications of Science in the world around us and learn to carry out complex scientific experimental techniques.

Key Concepts, Science in the Modern World and Human Body units are all assessed by 90 minutes examinations. All other units are assessed by the portfolio of work and evidence you will build up during the course. The portfolio counts for 33% of the overall A Level grade.

**Certificate content:**

- Key concepts in Science.
- Applied experimental techniques.
- Science in the Modern World.

**Extended Certificate content:**

- Certificate units PLUS:
- Human body.
- Investigating science.
- Medical Physics.

## HOW WILL APPLIED SCIENCE HELP ME?

This course is recognised by many prominent universities, apprenticeship schemes and employers. It allows you to demonstrate valuable research, practical and presentation skills. It can lead to careers in biomedical sciences, forensic and sports science, nursing and midwifery.

# ART, CRAFT AND DESIGN
## Fine Art / Art Textiles

### WHAT WILL I STUDY AND LEARN?

Within Art, Craft and Design you will select a specialist area of study from Fine Art or Art Textiles. You will be taught the core concepts of Art and Design before developing your skills and learning new techniques appropriate to your Specialist Area. Both courses are very practical in nature though there will be some written work especially in the second year of the full course. Most students will be entered for the AS Exam during Year 12.

**Fine Art**
You will produce practical and critical/contextual work in drawing, painting, mixed media and print-making.

**Textile Design**
You will produce practical and critical/contextual work in Fashion Design, Costume Design, Art Textiles and Textiles for Interiors.

Initial work in both areas is teacher directed but you will be increasingly expected to determine your own avenues of investigation and experimentation, producing artwork which is both interesting and personally satisfying. You will systematically build a portfolio of quality work and keep a sketch book. Demonstrations, lectures, group discussions, gallery visits will all enhance your own practical work.

### HOW WILL ART, CRAFT AND DESIGN HELP ME?

These courses are an excellent passport to a wide range of Art related careers and can also provide a valuable support to other career choices. The creative industries are now a major success story in the UK. Did you know that they employ nearly two million people, and for every £10 of income raised from UK exports, £1 comes from creative professions? Success in these subjects will clearly benefit the student wishing to take up an Arts Foundation course although we do now find that most of our students reach a level of competency where they are able to successfully apply for direct access to an Arts degree.

### EXTRA ENTRY REQUIREMENTS

You would normally have successfully completed a GCSE Art and Design course (Art and Design or Art Textiles ) achieving at least a grade 5. If you do not have a relevant GCSE Art qualification you will be asked to submit a small portfolio of studies before being offered a place.

This is a very rewarding and enjoyable course however a high level of commitment is involved with considerable responsibility being placed on the individual to provide the self-motivation to work independently so those with plenty of ideas and initiative will be the most successful.

### WHO DO I SEE FOR MORE INFORMATION?

- Mrs J. Tregoning-Harris, Head of Art and Design.

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# BIOLOGY

## EXTRA ENTRY REQUIREMENTS

At least a grade 6 in GCSE Biology and Mathematics and a grade 5 in English.

OR

At least grades 6 and 6 (i.e. combined score of 12) in GCSE Trilogy Science, a 6 in GCSE Mathematics and a 5 in English.

## WHO DO I SEE FOR MORE INFORMATION?

- Mrs A. Tindell, Head of Biology.

## WHAT WILL I STUDY AND LEARN?

You will be expected to learn the fundamental principles and develop your skills of applying this knowledge in novel contexts. This involves note taking, practical investigations and practising exam questions, including essays.

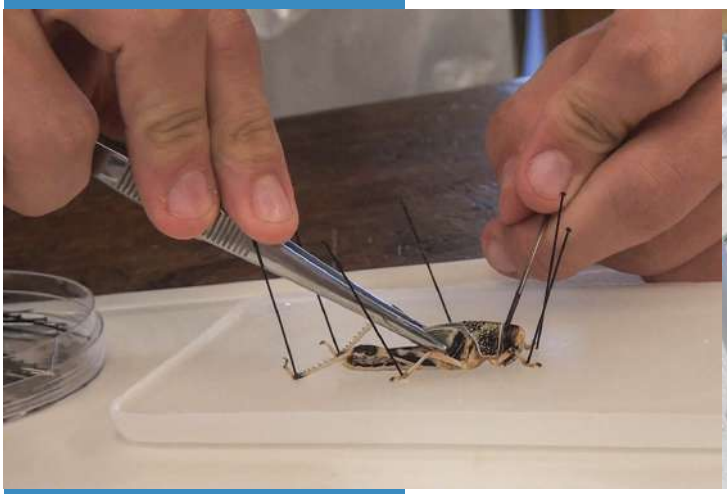
**The components of the A Level Biology course are:**

- Biological molecules.
- Cells.
- Organisms exchange substances with their environment.
- Genetic information, variation and relationships between organisms.
- Energy transfers in and between organisms.
- Organisms respond to change in their internal and external environments.
- Genetics, populations, evolution and ecosystems.
- The control of gene expression.

The course will cover practical components that will come in the form of 12 practical activities that will need to be undertaken by students in class.

## HOW WILL BIOLOGY HELP ME?

The course aims to stimulate and develop an interest in the study of living things, including its contribution to society in a wider context. Biologists are active in many areas of work such as research, medicine, industry, teaching, forensics, biotechnology, agriculture and conservation. Biotechnology in particular is a rapidly expanding, exciting and sometimes controversial area of scientific endeavour. Please bear in mind that to study Biology at degree level an A Level in Chemistry is often required.



# BUSINESS STUDIES

## WHAT WILL I STUDY AND LEARN?

Business Studies offers an insight into the world of business.

**You will study around the following themes:**

- Enterprise and entrepreneurship – finding out what it takes to run your own business.
- Developing new business ideas – using tools and techniques for spotting a gap in the market and successfully exploiting it.
- Marketing – investigating promotional campaigns of big and small businesses.
- Finance – using tools to investigate if a business have enough cash to keep going, if it is going to make a profit and if it should invest in a new project.
- People – investigating how to hire and fire staff and most importantly keep them happy and effective.
- Managing operations – looking at how to deal with suppliers, how to improve customer service, how to control stock.
- International business – deciding if a business can be successful in more than one country.
- Globalisation – asking if the global trading world has an effect on businesses in the UK?
- External influences on businesses – questioning whether 'ethical' businesses really do have a social conscience or if they are just trying to make more profit.
- The economy – discussing how issues such as interest rates, unemployment, and inflation affect businesses and what they can do about it.

## HOW IS IT TAUGHT?

Knowing facts about businesses won't get you far in life. That's why Business Studies is taught with a skill based approach that will continue to benefit you well after you have left school. A good variety of activities, case studies, real life events creates a positive, business like environment in which to learn skills as well as pick up knowledge.

## HOW WILL BUSINESS STUDIES HELP ME?

Business Studies A Level is a well respected course at universities and colleges. Business Studies students often go to university to study business, business management, accountancy, finance, marketing, public relations, economics, law, IT and retail. You could also consider an apprenticeship or employment after studying this course.

## EXTRA ENTRY REQUIREMENTS

Business Studies GCSE (or BTEC) is not expected but will be useful.

At least a grade 5 in GCSE Mathematics is desirable.

## WHO DO I SEE FOR MORE INFORMATION?

- Mrs K. Storey, Head of Business Studies and Economics
- Mr A. Quiney, Teacher of Business Studies and Economics.

# CHEMISTRY

## EXTRA ENTRY REQUIREMENTS

At least a grade 6 in GCSE Chemistry and Mathematics and a grade 5 in English.

OR

At least grades 6 and 6 (i.e. combined score of 12) in GCSE Trilogy Science, a 6 in GCSE Mathematics and a 5 in English.

## WHO DO I SEE FOR MORE INFORMATION?

- Mrs E. Steenton, Head of Chemistry.

## WHAT WILL I STUDY AND LEARN?

You will study a wide range of topics throughout the course including Inorganic, Physical and Organic chemistry.

**Topics in Year 1 Chemistry include:**

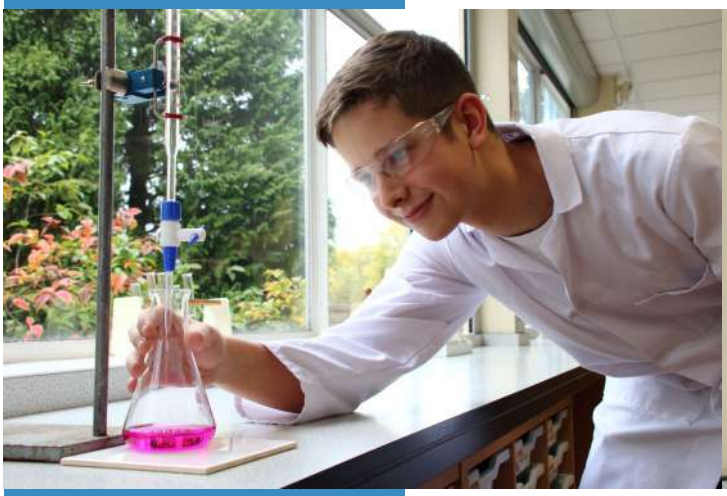
- Physical chemistry topics:
  Atomic Structure; Chemical Bonding; Amount of Substance; Energetics; Kinetics; Equilibria and Redox Reactions.
- Organic chemistry topics:
  Nomenclature; Mechanisms; Alkanes & Halogenoalkanes; Alkenes & Alcohols; Chemical Analysis Techniques.
- Inorganic chemistry topics:
  Periodicity; Group 2 and Group 7 Elements.

**Topics in Year 2 Chemistry include:**

- Physical chemistry topics:
  Thermodynamics; Rate Equations; Electrochemistry; Acids, Bases & pH.
- Organic chemistry topics:
  Carbonyl Chemistry; Arenes and Amines; Polymers; Biochemistry; Organic Synthesis.
- Inorganic chemistry topics:
  Period 3 Elements; Transition Metals & Ligands; Metal-Aqua Ion Chemistry.

## HOW WILL CHEMISTRY HELP ME?

Chemistry is an essential choice of subject for those considering following courses and careers in Medicine, Dentistry and Veterinary Science. It is strongly recommended for those who wish to go on and study Biochemistry, Biology, Chemical engineering, Material Science, Astronomy, Food Science, Forensic Science, Engineering and many related courses and careers.



# COMPUTER SCIENCE

## WHAT WILL I STUDY AND LEARN?

Technical computing skills are a specialist and highly sought after skill set in many areas of business. This course offers an excellent starting point for many computing related careers including programming and software engineering. On completion of the course students will have developed excellent problem solving skills, a knowledge of programming and an in-depth understanding of how computers work from both a hardware and software perspective.

## HOW IS IT TAUGHT?

The basis of this course is computation, both in theory and practice. Computer Science is an academic subject that lends itself to the more technically minded student.

The course will be divided into theory and practical sessions. All lessons will take place in ICT rooms. For practical lessons, you will learn through demonstrations and examples combined with individual or small group exercises. Theory lessons include both individual research and group work. You will be asked to complete short tasks and test preparation in your own time.

The course consists of 3 components:

- Computer Systems
- Algorithms and Programmin
- Programming Project

## HOW WILL COMPUTER SCIENCE HELP ME?

The Computer Science A Level is a highly respected course at university. Computer Science students often go on to careers in business, programming, engineering, banking and high level IT.  There are new opportunities to work in the  ICT industry emerging all the time and as technology moves on and the world continues to depend more on Computational processes and solutions, these skills will always be required.

## EXTRA ENTRY REQUIREMENTS

At least a grade 6 in GCSE Mathematics and a grade 5 in GCSE English Language.

Students who do not have a previous qualification in Computer Science will be required to demonstrate a keen interest in the subject outside of the classroom.

## WHO DO I SEE FOR MORE INFORMATION?

- Mr D. Corbett, Head of ICT and Computer Science.
- Mrs A. Ronan, Teacher of Computer Science.
- Mr C. Rees, Teacher of Computer Science.

# DESIGN AND TECHNOLOGY: PRODUCT DESIGN

## EXTRA ENTRY REQUIREMENTS

You would normally have successfully completed a GCSE course in Design and Technology or Engineering, achieving at least a grade 5. If you do not have the relevant qualifications, come and talk to us about a possible place on the course.

## WHO DO I SEE FOR MORE INFORMATION?

- Mr A. Millicheap, Head of Design and Technology.
- Mr G. Harris, Teacher of Design and Technology.

## WHAT WILL I STUDY AND LEARN?

The specification has been designed to encourage candidates to take a broad view of design and technology, to develop the capacity to design and make products and to appreciate the complex relations between design, materials, manufacture and marketing.

In order to achieve an A Level in Product Design you will also need to master the following key skills:

- Critical thinking, creativity and problem solving.
- Ability to investigate the design and manufacture of products and systems.
- Ability to use sketching to communicate ideas.
- Develop and make prototypes to solve real world problems.
- Ability to use digital technologies in designing and creating products.
- Consideration of important issues that affect design in the wider world such as sustainability, globalisation and inclusive design.

## HOW IS IT TAUGHT?

- Through the design and manufacture of products.
- Investigative project work based on self study.
- Academic study of materials, processes and design theory.

## HOW WILL DESIGN AND TECHNOLOGY HELP ME?

You will gain skills that are useful in a wide range of jobs, in further study of design or engineering and in your personal life such as decision making skills, including the planning and organisation of time and resources when managing a project.

A Level Product Design opens the door to future careers in product design, engineering, architecture, fashion, graphic design and other STEM related areas; it will develop your design and thinking skills that open up a world of possibility, providing the tools to create the future. Former DSHS students have gone on to careers in architecture, CAD design, engineering (aerospace, automotive, civil and mechanical), jewellery making and set design at companies such as Mazak, Jaguar Land Rover, BAE Systems, Rolls Royce and MacLaren.

# DIGITAL MEDIA (CamTech)

## WHAT WILL I STUDY AND LEARN?

Digital Media prepares you for the world of work within the Media industry. Although the course is more about learning and using skills than it is about recalling information, there are still exams involved for some units. The course is assessed via a mixture of written exams and practical tasks which are assessed internally and externally moderated.

**Modules:**

- Unit 1: Media Products and Audiences.
- Unit 2: Pre-production and Planning.
- Unit 3: Create a Media product.
- Unit 20: Advertising Media
- Unit 21: Plan and Deliver a Media Pitch
- Unit 24: Cross Media Industry Awareness

## HOW IS IT TAUGHT?

Digital Media is a new 'technical' course – it combines both vocational and academic activities and learning styles. Time will be spent studying the theoretical aspects of Digital Media through real life situations, as well as applying practical media skills throughout a range of assignments.

You will be given assignments throughout the course that will allow you to learn and demonstrate that learning. There is an element of written work but other forms of assessment are used to make the learning experience diverse and challenging.

## HOW WILL DIGITAL MEDIA HELP ME?

- Further Education / Traditional Degree.
- Apprenticeships.
- Careers in Television / Radio / Web Design.
- Careers in Journalism / Photography.
- Careers in Marketing/ Advertising / Digital product Development.
- AV Technician.

## EXTRA ENTRY REQUIREMENTS

At least a grade 5 in English is required.

Previous ICT qualifications are NOT required but a range of creative computer skills would be advantageous. An interest in media production, social media, marketing and advertising is essential. Students should be able to work under their own initiative and have the flexibility to cope with both academic rigour and individual research tasks.

## WHO DO I SEE FOR MORE INFORMATION?

- Mr D. Corbett, Head of ICT & Computer Science.
- Mr S. Jones, Head of Sixth Form and Teacher of Digital Media.

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# DRAMA AND THEATRE STUDIES

## EXTRA ENTRY REQUIREMENTS

At least a grade 5 in GCSE Drama is desirable. However, if you have proven drama experience at least a grade 5 in GCSE English may be accepted instead. You should have a genuine interest in Drama and the theatre, and a willingness to work practically in this area.

## WHO DO I SEE FOR MORE INFORMATION?

- Miss L. Jones and Miss K. Lapsley , Head of Drama

## WHAT WILL I STUDY AND LEARN?

The A Level course is designed to run over two years and consists of three units of work: the first is a 'Theatre Workshop' which involves creating a performance that is a 'reinterpretation' of a published text. A piece of written work accompanies this internally assessed unit, called the 'creative process log'. This first unit also requires the use of the methods of one practitioner or theatre company, so the work will involve multiple workshops looking at various practitioners. Unit 2 consists of two performances, one devised and one scripted, which are externally examined. Again, the devised element of this unit requires the influence of a recognised theatre practitioner. The third and final unit is a 2 hour 30 minute written exam, which involves essay style questions on two set texts: one pre -1956 and one post-1956. The final section of the written exam is based on a pre-released extract of *The Curious Incident of the Dog in the Night-Time*.

## HOW IS IT TAUGHT?

Lessons will involve practical and theoretical work. Practical work in the theatre includes working and collaborating with others, exploring ideas in different forms through improvisation, physical theatre, experimentation and using lighting and sound. Theory work includes reading and analysing texts and ideas of different theatre practitioners. You will be expected to do independent work and research in your own time. You will attend a variety of live theatre performances over the two years in order to enhance and inspire you own creative work and knowledge.

## HOW WILL DRAMA AND THEATRE STUDIES HELP ME?

Drama and Theatre Studies is widely accepted for university and college entrance. It is also widely accepted by universities that the Drama and Theatre Studies course is both rigorous and academic, due to the extended writing and dedication required by candidates in order to complete the courses successfully. It is a useful subject for any careers which involve working with other people or having confidence, such as teaching, journalism, social work, police work, Public Relations, personnel/human resource work. It is also relevant to a career in the Arts, such as performing Arts, Arts administration and media, film and television.

# ECONOMICS

## WHAT WILL I STUDY AND LEARN?

Economics is the study of how society allocates its resources. These resources are physical, human and financial.

Typically we let 'the market' decide how to allocate these resources. For example, if people notice there aren't enough places to get a decent meal in an area it acts a signal for someone to start a new business in the 'local restaurant market'. Resources such as time, money and kitchen equipment is put into the venture (and taken away from elsewhere, where they were no longer being used).

On a bigger scale, the labour market allocates human resources across a country. If firms notice that there aren't enough applicants to fill vacancies they will increase the wage offered until they attract more labour to them.

Markets are fundamental in Economics and we study them until we can explain how much will be bought and sold and for what price. We look at this on a micro level (where we look at one product or item) and a macro level (where we look at the whole economy and therefore economic growth, unemployment and inflation).

We will also learn that without intervention markets sometimes fail and the outcomes are not desirable. This opens up the following discussion areas:

- What can economists do to prevent or solve the problems associated with congestion on the roads / obesity / smoking / drugs?
- How can we ensure that there is equality with a country and within the world?
- How can we achieve economic growth without causing lots of inflation?
- Should we pursue more globalisation or is it a method of exploiting the poor?
- Should we encourage firms to get bigger or are they a danger to the consumer?

## HOW WILL ECONOMICS HELP ME?

Economics A Level is a highly respected course at all universities, particularly prestigious ones. Economics students often go to university to study economics, law, finance, accounting and management.

## EXTRA ENTRY REQUIREMENTS

At least a grade 5 in GCSE English Language *and* GCSE Mathematics

## WHO DO I SEE FOR MORE INFORMATION?

- Mrs K. Storey, Head of Business Studies and Economics
- Mr J. Brook, Deputy Headteacher.

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# ENGLISH LANGUAGE AND LITERATURE

## EXTRA ENTRY REQUIREMENTS

At least a grade 5 in both GCSE English Language and GCSE English Literature.

## WHO DO I SEE FOR MORE INFORMATION?

- Mrs J. Evans, Head of English.
- Mr D. Izod, Teacher of English.

## WHAT WILL I STUDY AND LEARN?

As well as giving you the opportunity to explore some fantastic literary texts, this fascinating course provides the opportunity to explore areas of language study only touched upon at GCSE level. Over the course of two years, you will develop both your analytical skills and your creative writing skills.

## HOW IS IT TAUGHT?

There is a strong emphasis on individual, independent study. During the course you should develop confidence in expressing your own opinions and ideas. Lessons are devoted to discussion and analysis of language, often led by students or in groups. Language changes daily and you will be encouraged to look at where our language has come from and where it is going. English Language and Literature teachers aim to communicate an enjoyment of the subject and related material. An interest in the different forms of writing and related styles is a good reason for doing A Level English Language and Literature.

## HOW WILL ENGLISH LANGUAGE AND LITERATURE HELP ME?

English Language and Literature is a highly regarded qualification because of the nature of close analysis that is involved as part of the course. Higher Education courses are available specifically in the subject as well as in Linguistics and Media.

# ENGLISH LITERATURE

## WHAT WILL I STUDY AND LEARN?

You will study a minimum of eight texts, covering prose, poetry and drama including at least three published before 1900 and at least one that was published after 2000. One of the Drama texts will be by Shakespeare.

You will learn how to analyse texts to establish how writers use language to create meaning and how that meaning is affected by the context of the writer's world and the world we live in as readers.

## HOW IS IT TAUGHT?

There is strong emphasis on individual, independent study and during the course you should develop a greater confidence in your own ability to think and communicate ideas. Lessons are devoted to discussion and analysis, often led by students or in groups. Books can transform people's lives. English teachers want to communicate the excitement of literature and its relevance. Enjoyment of reading and talking about what you have read and discovered is a good reason for doing English Literature at A Level. English Literature is a two-year pathway only. There will be no option of sitting an AS at the end of the first year.

## EXTRA ENTRY REQUIREMENTS

At least a grade 5 in both GCSE English Language and GCSE English Literature.

## WHO DO I SEE FOR MORE INFORMATION?

- Mrs J. Evans, Head of English.
- Mr D. Izod, Teacher of English.

# ENTERPRISE AND ENTREPRENEURSHIP (BTEC)

## EXTRA ENTRY REQUIREMENTS

A range of creative skills will be advantageous. An interest in business and entrepreneurial activity is essential.

Students should be able to work on their own initiative and have the flexibility to cope with both academic rigour and individual research.

## WHO DO I SEE FOR MORE INFORMATION?

- Mrs K. Storey, Head of Business Studies and Economics
- Mrs J. Moseley, Assistant Headteacher (Teacher of Enterprise).

## WHAT WILL I STUDY AND LEARN?

BTECs provide a practical, real-world approach to learning alongside a theoretical background, giving learners the knowledge, understanding and skills that they need to prepare for employment. They also provide career development opportunities for those already in work.

Unit 1: Enterprise and Entrepreneurship
Unit 2: Developing a Marketing Campaign
Unit 3: Business Finance.
Unit 4: Optional Unit.

## HOW IS IT TAUGHT?

Assessments may take the form of examinations, controlled assignments and internal assignments.

Forms of assessment include:

- Reports.
- Recorded discussions.
- Performance and role plays.
- Annotated photographs.
- Log books and diaries.
- Brochures, leaflets, posters and promotional materials.
- Work-based evidence.
- Presentations.

## HOW WILL ENTERPRISE AND ENTREPRENEURSHIP HELP ME?

Students can access a wide range of career and higher education opportunities including: events management, hospitality operations, health and fitness, personal training, university, management training, apprenticeships, college or running your own business.

# FILM STUDIES

## WHAT WILL I STUDY AND LEARN?

A level Film Studies focuses on the analysis and deconstruction of film over a wide historical time frame. It allows you to engage with films from early silent cinema to 1930s Hollywood films to contemporary and experimental cinema.

## HOW IS IT TAUGHT?

For the Eduqas board (WJEC) 70% of your mark is assessed through two 150-minute exams at the end of the two-year course. One focuses on American and British Film, whilst the other focuses on global, documentary, silent and experimental film.

Coursework makes up the remaining 30% of the Film Studies A Level. You can choose to create a either short film (4-5 minutes) or produce a screenplay for a short film of between 1600-1800 words. The screenplay must also be accompanied with a digitally photographed storyboard of a 2-minute section of the screenplay. and you must write an evaluation of your production, of between 1600-1800 words

## HOW WILL FILM STUDIES HELP ME?

A level Film Studies students can go onto study Film, TV or Media at University. Students have the option to study a practical degree, theoretical degree or a combination of the two. This can lead to a very broad range of professions with many students able to develop skills that will enable them to apply for production roles within the Film, TV and Media industries. Some students opt for careers within Journalism and photo-journalism.

## EXTRA ENTRY REQUIREMENTS

A passion for a wide range of cinema is essential for success in Film Studies A level but it is not necessary to have studied either Film or Media at GCSE. Students will need to have achieved a grade 5 or above in English Language or English Literature.

## WHO DO I SEE FOR MORE INFORMATION?

- Mr A. Horne, Teacher of English and Film Studies.

# FOOD SCIENCE AND NUTRITION (Level 3 Diploma)

## EXTRA ENTRY REQUIREMENTS

At least a grades 4 and 5 (i.e. combined score of 9) in GCSE Combined or Trilogy Science.

At least a grade 5 in GCSE Food Preparation & Nutrition would be ideal but is not essential.

Candidates need a real passion for cooking and an aspiration to develop their knowledge of all aspects of food. Students will also need to have good time keeping skills in order to meet coursework deadlines and to be able to work independently to carry out individual research to support their classroom/ teacher led learning.

## WHO DO I SEE FOR MORE INFORMATION?

- Mrs S. Derwent, Head of Home Economics
- Mrs A. Mugridge, Head of House.

## WHAT WILL I STUDY AND LEARN?

Year 1: Unit 1: Meeting Nutritional Needs of Specific Groups is worth 50% of the qualification. It consists of a 90 minute exam and a controlled assessment which includes a practical exam.

Year 2: Unit 2: Ensuring Food is Safe to Eat. It consists of an 8 hour timed written assignment that is completed in exam conditions.

To complete the diploma students must then opt to complete one of the following units:

Optional Unit 3: Experimenting to Solve Food Production Problems. This is a 12 hour controlled assessment based on a food science investigation.

Optional Unit 4: Current Issues in Food Science and Nutrition. This is a 14 hour assessment on current issues in food science and nutrition. You will have to pick an issue and research it.

All work including the written exam will be graded Level 3 Pass, Level 3 Merit or Level 3 Distinction.

## HOW WILL FOOD SCIENCE HELP ME?

Level 3 Food Science and Nutrition complements a range of subjects especially the Sciences, Health and Social Care, Sport and Business.

Together with other relevant Level 3 qualifications, learners will gain the required knowledge to progress to higher education degree courses, such as:

- BSc Food and Nutrition.
- BSc Human Nutrition.
- BSc (Hons) Human Nutrition.
- BSc (Hons) Food Science and Technology.

# FRENCH

## WHAT WILL I STUDY AND LEARN?

The emphasis is on communication, building on the skills developed at GCSE. The course is topic based enabling students to develop a broad cultural knowledge and understanding of the language.

## HOW IS IT TAUGHT?

A variety of techniques and resources are used to deliver the four skills. These range from course books to articles and film clips. Individual research is encouraged and can be adapted to suit individual interests. Students are expected to listen to and speak in the target language and read widely to help develop their language.

Students will study highlights of French-speaking artistic culture, including francophone music and cinema. Students also explore the influence of the past on present day French-speaking communities. Throughout their studies, they will learn the language in the context of French-speaking countries, the issues and influences which have shaped them. Students will study texts, film and have the opportunity to carry out independent research on an area of their choice.

## HOW WILL FOOD SCIENCE HELP ME?

In the present political climate in Europe, languages have become more important than ever. Degree courses involving the study of languages are increasing in variety and number. Languages combine well with virtually any other A Level subject and complement areas such as Business, Economics, the Arts and Sciences.

## EXTRA ENTRY REQUIREMENTS

At least a grade 6 in GCSE French and the capacity to use grammatically correct language at a sophisticated level.

## WHO DO I SEE FOR MORE INFORMATION?

- Ms C. Johns, Head of Modern Foreign Languages.

# GEOGRAPHY

## EXTRA ENTRY REQUIREMENTS

At least a grade 5 in GCSE English Language.

## IMPORTANT INFORMATION

A Level Geography requires practical fieldwork. Over the two years this will cost approximately £175 per student. This includes the residential visit, several day visits and also a one day revision course. Financial support is available to students who qualify for the Sixth Form Bursary and also in other circumstances at our discretion.

## WHO DO I SEE FOR MORE INFORMATION?

- Mr O. Gray, Head of Geography.

## WHAT WILL I STUDY AND LEARN?

The course will be divided equally between physical and human geography.

**Physical Geography:**
- Compulsory Unit: Water and Carbon Cycles
- Coastal systems and landscapes
- Hazards

**Human Geography:**
- Compulsory Unit: Global systems and global governance.
- Compulsory Unit: Changing places.
- Optional Unit: Contemporary urban environments.

**Assessment:**
Both Physical and Human units are assessed with a written exam of 2 hours 30 minutes each and worth a total of 80% of the final A Level.

Each student will be required to write a 3000-4000 word assignment on their chosen area, which is worth 20% of their A Level grade.

**Fieldwork Investigation:**
All students must attend at least four days of fieldwork within the duration of the course.

All students will be required to complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

# GERMAN

## WHAT WILL I STUDY AND LEARN?

The emphasis is on communication, building on the skills developed at GCSE. The course is topic based enabling students to develop a broad cultural knowledge and understanding of the language. Topics at AS include the digital world, youth culture, the changing state of the family, the cultural life of Berlin and festivals and traditions in German-speaking countries. Students will also study texts and films in the target language and will have the opportunity to carry out independent research on an area of their choice.

## HOW IS IT TAUGHT?

A variety of techniques and resources are used to deliver the four skills, but with a focus on authentic articles taken from German sources such as newspapers and internet sites. Wherever possible, lessons are conducted in the target language and students are expected to listen to and speak in the target language and read widely to help develop vocabulary, fluency and comprehension.

## HOW WILL GERMAN HELP ME?

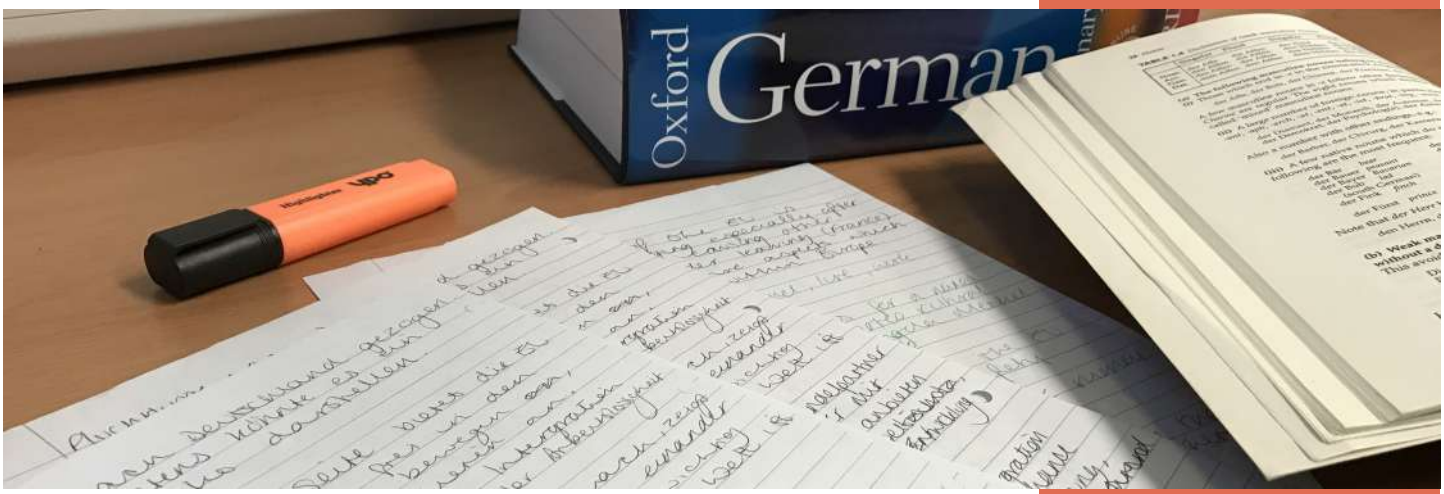
In the present political climate in Europe, languages have become more important than ever. Degree courses involving the study of languages are increasing in variety and number. Languages combine well with virtually any other A Level subject and complement areas such as Business, Economics, the Arts and Sciences. An A Level qualification in a modern foreign language is highly regarded by universities and is recognised as being a facilitator subject for degree courses.

## EXTRA ENTRY REQUIREMENTS

At least a grade 6 in GCSE German and the capacity to use grammatically correct language at a sophisticated level.

## WHO DO I SEE FOR MORE INFORMATION?

- Mrs M. Barrett, Head of German.
- Ms C. Johns, Head of Modern Foreign Languages.

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# GOVERNMENT AND POLITICS

## EXTRA ENTRY REQUIREMENTS

At least a grade 5 in GCSE English Language.

Any GCSE History students will need at least a grade 6.

## WHO DO I SEE FOR MORE INFORMATION?

- Mr M. Drew, Head of History and Politics.
- Edexcel Website : Government and Politics

## WHAT WILL I STUDY AND LEARN?

**People and Politics (4 Units):**

- Political parties
- Voting.
- Democracy.
- Pressure groups.

**Governing the UK (4 Units):**

- Prime minister and cabinet.
- Parliament.
- Constitution.
- The judicial system.

**Representing the USA (4 Units):**

- Political parties.
- Pressure groups.
- Elections and systems.
- Media and voting.

**Governing the USA (4 Units):**

- Congress.
- President and executive office.
- The constitution.
- The supreme court.

**Political Philosophy (4 Units):**

- Socialism.
- Conservatism.
- Nationalism.
- Liberalism.

## HOW IS IT TAUGHT?

A variety of teaching and learning strategies are incorporated including debate and discussion, case studies, pupil presentations, essay and article analysis, plus research trips to London and party political conferences.

## HOW WILL GOVERNMENT AND POLITICS HELP ME?

The course will empower students to take a more active role in politics by enhancing their understanding not only of how the political system works but also how to become involved in the political process. Students will learn to question and analyse current political issues and formulate and structure arguments and hypotheses.

# HEALTH AND SOCIAL CARE

## WHAT WILL I STUDY AND LEARN?

**Core Values and Services:**
- The principles of care.
- Meeting individual needs throughout the life stages.
- Contemporary issues in Health & Social Care and their impact on service provision.

**Contemporary Issues in Health and Social Care:**
- The use of demographic and statistical data to understand current issues in Health & Social Care.
- Common characteristics that promote inequality.

**Disease, Illness and Disability:**
- Common diseases and illnesses.
- Care management and safeguarding of individuals with common illnesses.
- Investigation into individual experience of service provision.

**Human Behaviour and Development:**
- Evaluate psychological theories of human behaviour and development.
- Apply psychological theories, strategies and treatments to a range of care settings.

## HOW WILL HEALTH AND SOCIAL CARE HELP ME?

Together with other relevant Level 3 qualifications, learners will gain the required knowledge to progress to higher education degree courses, such as:
- BA (Hons) Health and Social Care.
- BA (Hons) Adult Social Care.
- BA (Hons) Health and Social Care/Social Policy.
- BA (Hons) Social Policy.
- BA (Hons) Social Work.
- BSC (Hons) Nursing.
- BA (Hons) Professional Practice.
- BA (Hons) Working with Children, Young People and Families.
- BSc (Hons) Psychology.
- BA (Hons) Sociology.

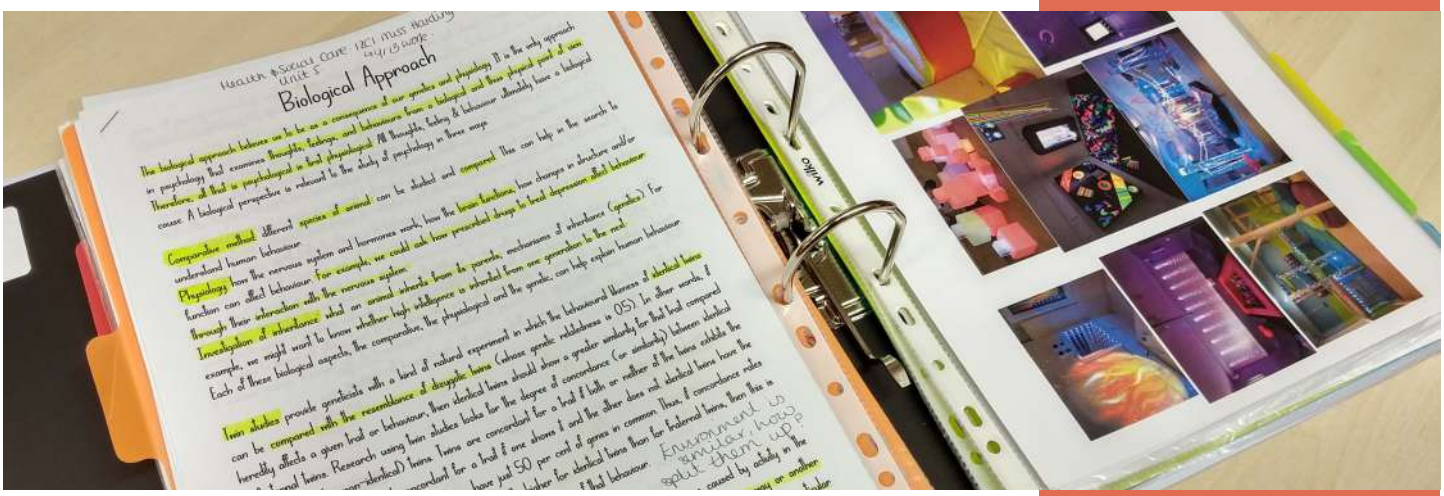
## EXTRA ENTRY REQUIREMENTS

At least a grade 5 in GCSE English.

Prior study of the subject at GCSE is useful but not essential.

## WHO DO I SEE FOR MORE INFORMATION?

- Mrs J. Wood, Lead Teacher of Health and Social Care.
- Mrs S. Derwent, Head of Home Economics.

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# HISTORY

## EXTRA ENTRY REQUIREMENTS

At least a grade 5 in GCSE English Language.

Study of GCSE History is not essential but those who have are required to have at least a grade 6.

## WHO DO I SEE FOR MORE INFORMATION?

- Mr M. Drew, Head of History and Politics.

## WHAT WILL I STUDY AND LEARN?

The course is divided into two main parts:

**Year 12 Modules:**

- Industrialisation and the people: the impact of industrialisation, government and change - Great Britain: 1783-1885.
- Italy: Liberalism and Fascism, the crisis of liberalism and the rise of Mussolini: 1900-1926.

**Year 13 Modules:**

- The Age of Reform in Britain: Political change and reform, economy society and politics: 1832-1885.
- Italy and Fascism, Mussolini, Italian society and the Fascist War: 1926-1945.
- Voyages of discovery: A personal study on an aspect of History. The student devises the question and conducts his/her own research.

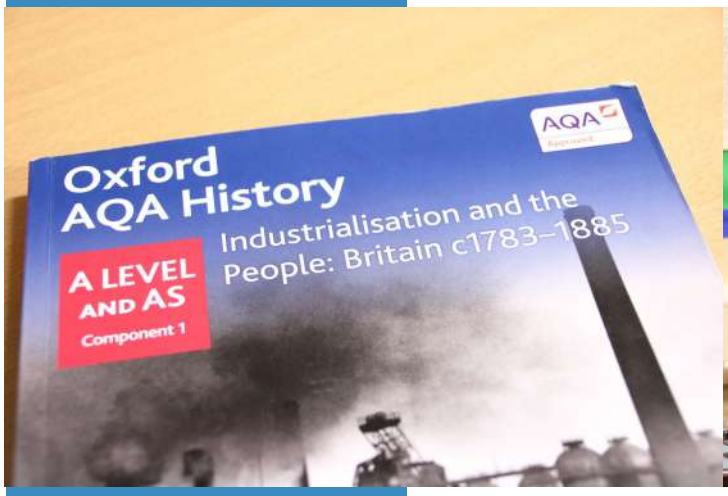
Studying History is not just learning facts about the past, although you will need to do this. You will use a range of secondary works as well as studying original sources in order to arrive at an informed opinion on particular historical problems. As well as developing skills in note taking and essay writing, you will learn to analyse and select material of different kinds to support your arguments.

## HOW IS IT TAUGHT?

A variety of teaching methods are used. Sometimes your teachers will present you with the information in the form of a 'mini-lecture'. At other times you will be asked to research a particular topic and report back on it in class. There will be opportunities for discussion and debate. Written assignments will include essays, focused questions and source work.

## HOW WILL HISTORY HELP ME?

There are a number of professions that expect History as a qualification, such as museum or archive work and branches of archaeology. But the skills and intellectual discipline involved are transferable and make History one of the most sought after non-vocational subjects, since it indicates that highly desirable commodity – a mind at work. The Law, Police, consultancy, politics, economics, all branches of the Civil Service, Management, any area where informed decisions have to be made, will welcome the History skills.



# MATHEMATICS (Core) *

## HOW WILL CORE MATHEMATICS HELP ME?

This qualification is designed for students who want or need to continue their studies in Mathematics, though do not wish to study A Level Mathematics. The course will support the mathematical content in a range of the new A Levels including Biology, Business Studies, Economics, Computing, Geography and Psychology. It will also support university applications to courses where Mathematics is not required but is desirable.

## WHAT WILL I STUDY AND LEARN?

The course content covers a range of topics including applications of statistics, probability, linear programming and sequences and growth. It builds on the topics covered at GCSE and develops understanding of concepts and how they can be applied to real-life situations and problems.

## HOW IS IT TAUGHT?

During study on the course you can expect to experience the use of traditional teaching methods, practical work and ICT.

* Level 3 Certificate.

## EXTRA ENTRY REQUIREMENTS

At least a grade 5 in GCSE Mathematics.

## WHO DO I SEE FOR MORE INFORMATION?

- Mr A. Pope, KS5 Co-Ordinator of Mathematics.

# MATHEMATICS

## EXTRA ENTRY REQUIREMENTS

At least a grade 6 in GCSE Mathematics on the Higher Tier.

## WHO DO I SEE FOR MORE INFORMATION?

- Mr A. Pope, KS5 Co-Ordinator of Mathematics.

## WHAT WILL I STUDY AND LEARN?

The course content consists of three modules. Two of these modules are on Pure Mathematics topics and the other module is Applied Mathematics, studying Statistics and Mechanics.

The two Pure Mathematics units involve the study of mathematical concepts and methods. Aspects of algebra, trigonometry and vectors are developed from GCSE, and calculus is begun.

Mechanics is the most significant application area as it is used as a major vehicle for mathematical modelling, especially in subjects such as Physics and Engineering.

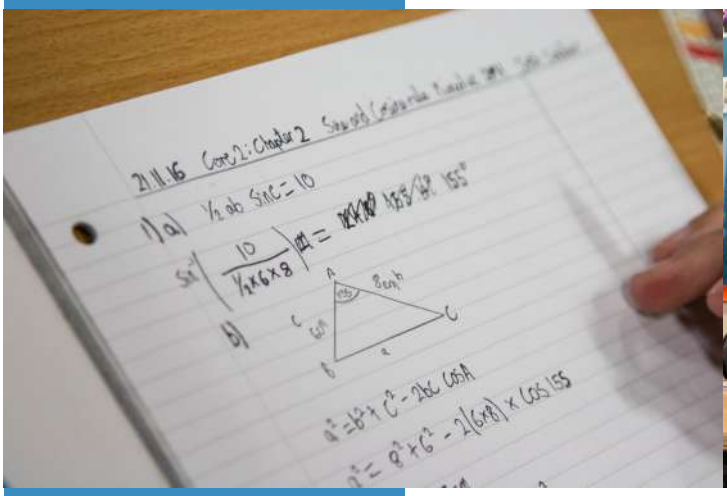
Statistics modules extend the work experienced in GCSE in the areas of data handling and probability, as well as analysing a pre-release large set of data.

## HOW IS IT TAUGHT?

During study on the course you can expect to experience the use of traditional teaching methods, practical work and ICT.

## HOW WILL MATHEMATICS HELP ME?

Mathematics forms an integral part in the study of many other subjects at Advanced Level and beyond. The study of it is often a requirement for entry onto many degree courses, such as Mathematics, Economics, Engineering and the Sciences.



# MATHEMATICS (Further)

## WHAT WILL I STUDY AND LEARN?

The course consists of four modules. Two of these modules are compulsory content studying Core Pure Mathematics. The two additional modules that we study are Further Pure 1 and Decision Mathematics 1. Further Pure 1 will give you the opportunity to extend your knowledge of pure mathematics gained from both A Level Mathematics and Core Pure Mathematics. Decision Mathematics 1 is an area that you won't have studied before. It concerns discrete processes such as algorithms and graph theory and is a very useful tool in subjects such as Computer Science.

## HOW IS IT TAUGHT?

As is the case with the Mathematics course, when studying the Further Mathematics course you can expect to experience the use of traditional teaching methods, practical work and ICT. Students are expected to take a strong lead in their own studies and initiative to complete extra work beyond normal classwork and homework.

## HOW WILL FURTHER MATHEMATICS HELP ME?

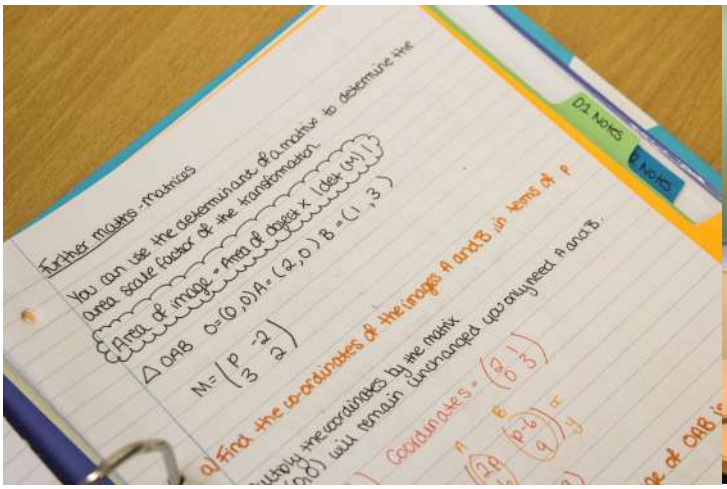
Standards and final expectations of this course are high, and as a result successful students demonstrate a high level of mathematical competence. Almost all students who complete the course go on to higher education where their experiences on the course result in a more comfortable transition. A significant number of students either take Mathematics as a degree or follow courses which contain Mathematics as an important element, such as engineering and physics. Further Mathematics is a requirement from most universities for students wishing to study for a Mathematics degree.

## EXTRA ENTRY REQUIREMENTS

At least a grade 7 in GCSE Mathematics and demonstration of excellent mathematical ability and a genuine interest in the study of Mathematics.
Students studying the A Level Further Mathematics course must also study the A Level Mathematics course.

## WHO DO I SEE FOR MORE INFORMATION?

- Mr A. Pope, KS5 Co-Ordinator of Mathematics.



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# MUSIC PERFORMANCE (RSL)

## EXTRA ENTRY REQUIREMENTS

You must be able to perform an instrument to a reasonable standard, the assessment for RSL is about the journey you take to perform and your understanding of what needs to happen to develop your skills.

You must be prepared to focus on developing new skills and be prepared to perform in front of an audience.

## WHO DO I SEE FOR MORE INFORMATION?

- Mr S. Arkell, Head of Creative Arts.
- Mr M. Aitchison, Teacher of Music and Drama.
- Mrs A. Lycett, Teacher of Music.

## WHAT WILL I STUDY AND LEARN?

You will study the LvL 3 Subsidiary Diploma for Music Performers.

There are 2 Mandatory Units with 4 optional units.

Mandatory Units include:

- **Planning for a Career in Music**
  The purpose of this unit is to familiarise learners with the processes associated with effective career planning. The aim of this unit is to provide opportunities to align/link their overarching career aims with how their course can help, defining the way the learner engages with their learning.
- **Rehearsal Skills and Live Music Performance**
  Through completion of this unit, the learner will be able to:
  Plan the rehearsal of a live music performance
  Rehearse effectively for a live music performance
  Present a live music performance and provide an evaluation identifying strengths and areas requiring development

The optional units are:

- **Understanding Recording Techniques**
  The aim of this unit is to analyse and discuss key aspects of acoustics and recording techniques. The purpose of this unit is to explore the various key aspects of recording to develop the skills of a producer or recording artist
- **Improving Instrumental Performance**
  This unit aims to facilitate the development of learners' abilities to develop technical skills as an instrumentalist/performer, understanding instruments and equipment relevant to context and encompassing Health & Safety considerations.
- **Contextualising Music**
  The aim of this unit is to look analytically at musical styles from a wider contextual standpoint, understanding the broader context through which the music originated and developed.
- **Studio Sound Recording**
  This unit aims to develop learners' skills in effectively planning for and recording a piece of music in a recording studio environment. The purpose of the unit is to use a recording studio to develop an overdubbed multi-track recording of a piece of music, effectively accessing the correct resources and managing the process.

# MUSIC

## WHAT WILL I STUDY AND LEARN?

Students study at least four out of six areas of study: areas 1 and 2, and at least two more from 3-6:

- Area of study 1: Instrumental music of Haydn, Mozart and Beethoven.
- Area of study 2: Popular song: blues, jazz, swing and big band.
- Area of study 3: Developments in instrumental jazz, 1910 to now.
- Area of study 4: Religious music of the baroque period.
- Area of study 5: Programme music, 1820–1910.
- Area of study 6: Innovations in music, 1900 to the present day.

## HOW IS IT TAUGHT?

**Performing**
A (25%) Present a 6 minute performance of 2 contrasting pieces.
B (35%) Present a 10 minute performance of 3 contrasting pieces.

**Composing**
A (35%) Compose 2 pieces and 3 short technical exercises (8 minutes).
B (25%) Compose 2 pieces (4 minutes).

**Listening and Appraising (40%)**
Written exam with musical extracts based on the Areas of Study.

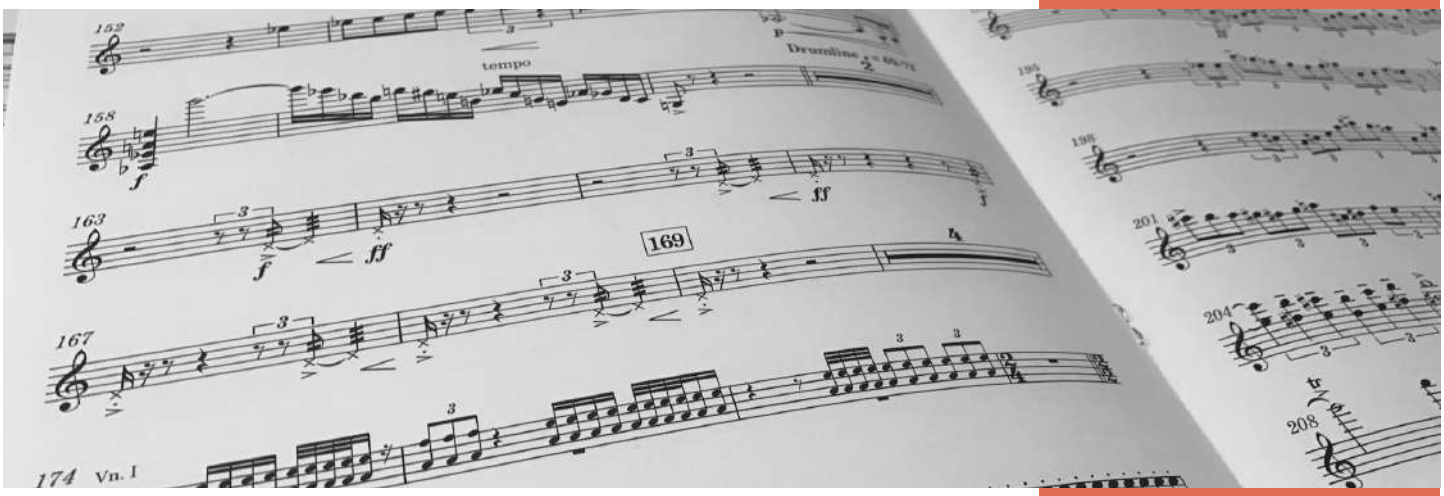
## EXTRA ENTRY REQUIREMENTS

You should have instrumental lessons on your chosen instrument and be approximately Grade 4 standard or above.

You must be able to attend performances and practice your performance skills in School Performance Showcases.

## WHO DO I SEE FOR MORE INFORMATION?

- Mr S. Arkell, Head of Creative Arts.
- Mrs A. Lycett, Teacher of Music.
- Mr M. Aitchison, Teacher of Music and Drama.




#SucceedAtDroitwich

# PHILOSPHY AND ETHICS

## EXTRA ENTRY REQUIREMENTS

Most important is an inquiring mind; an interest in how we think about the big questions in life and how others have sought to answer these questions, a willingness to work hard and a desire to express your opinions and consider those of others.

At least a grade 5 in GCSE English Language.

## WHO DO I SEE FOR MORE INFORMATION?

- Mr C. Tubb, Head of Religious Studies.
- Mrs S. Dew, Teacher of Religious Studies.
- Mr. Buckell, Head of Inclusion.

## WHAT WILL I STUDY AND LEARN?

There are three modules; Philosophy of Religion, Religion and Ethics and New Testament Studies.

**Philosophy of Religion**
In this module students will study:

- Whether it is possible to prove the existence of God by looking at the design argument and the cosmological argument.
- The nature and influence of religious experience.
- The problems that are caused by the existence of evil and suffering.
- The meaning of philosophical language, whether there is life after death and philosophical and sociological critiques of religion as put forward by Sigmund Freud and Karl Marx.

**Religion and Ethics**
In this module students will study the ethical theories of utilitarianism, situation ethics, natural moral law, Kantian ethics and virtue ethics before applying them to various issues and practical problems.

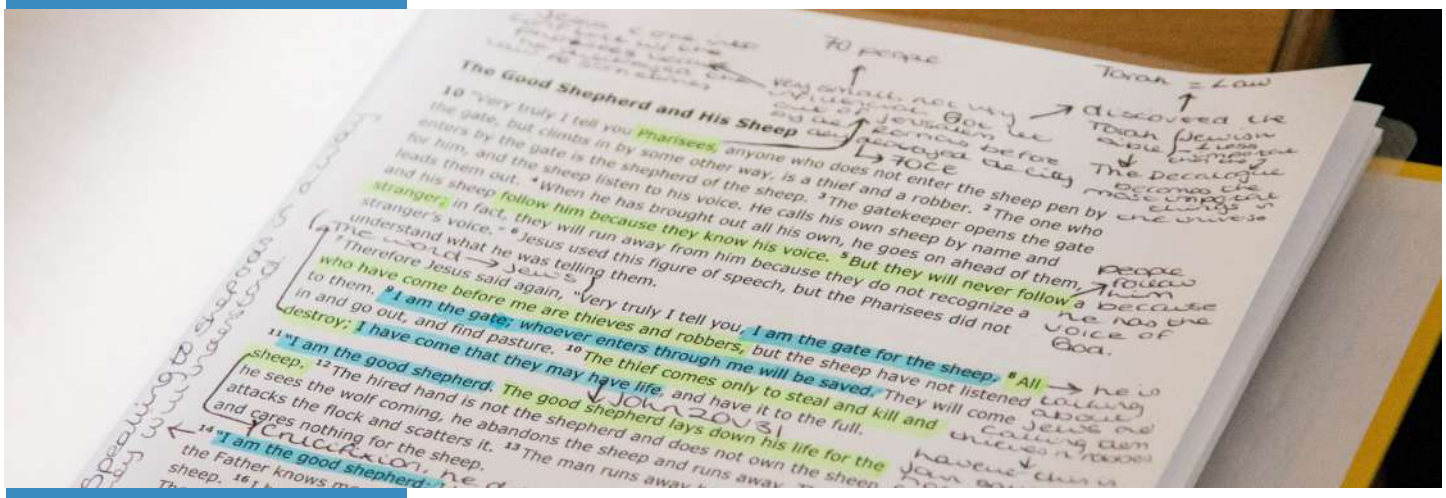
**New Testament Studies**
In this module students will study the Gospels to understand the nature of selected passages of text as well as the scholarly and critical methods used today to study the text of the New Testament.

## HOW IS IT TAUGHT?

Learning is by note-taking, reading, participation in seminars, varied mini-tasks, timed exam style questions and lots of discussion.

## HOW WILL PHILOSOPHY AND ETHICS HELP ME?

Students will develop the skills of research, analysis and time management and the ability to formulate a reasoned argument, all of which will be of value to any university course. Future career paths include medicine, law, teaching, social work, government, journalism and business.



# PHYSICS

## WHAT WILL I STUDY AND LEARN?

Physicists try to understand how the Universe works. By better understanding the Universe, they can improve our lives as well as satisfy their curiosity. Students will learn the basic rules governing forces, waves, electricity, magnetism and quantum theory. They will apply these ideas to all aspects of the world as we observe it – from distant galaxies to sub-atomic particles – from moving vehicles to computer chips. Students will develop analytical and problem solving skills which will enable them to pursue a whole range of further studies or career options.

**Core Content:**

- Measurements and their errors.
- Particles and radiation.
- Waves.
- Mechanics and materials.
- Electricity.
- Further mechanics and thermal physics.
- Fields and their consequences.
- Nuclear physics.
- Astrophysics.

## HOW WILL PHYSICS HELP ME?

Physics is the fast-track to the biggest choice of jobs and the widest range of opportunities. The ability to analyse complex information and work towards logical solutions are highly sort after and transferable skills. Physics is essential for all aspects of engineering, medical Physics, space exploration and energy resources. Physics is highly recommended for architecture, meteorology, defence industries and materials science.

## EXTRA ENTRY REQUIREMENTS

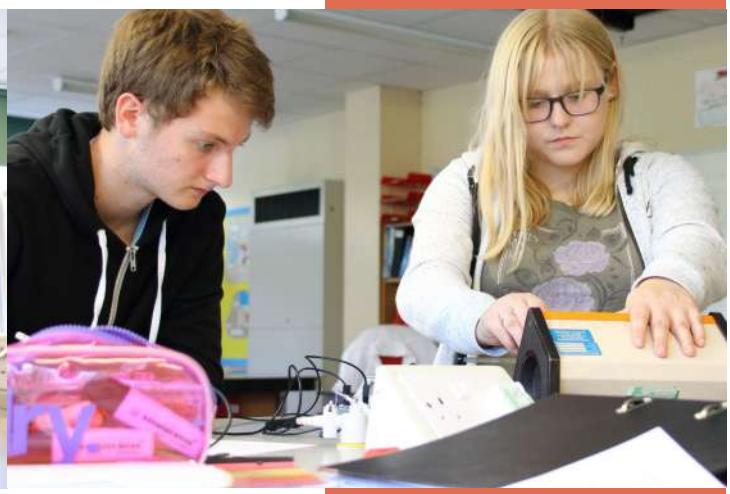
At least a grade 6 in GCSE Physics and Mathematics and a grade 5 in English.

OR

At least grades 6 and 6 (i.e. combined score of 12) in GCSE Trilogy Science, a 6 in GCSE Mathematics and a 5 in English.

## WHO DO I SEE FOR MORE INFORMATION?

- Mrs A. Thompson, Head of Physics.



# PSYCHOLOGY (APPLIED)

## EXTRA ENTRY REQUIREMENTS

At least a grade 5 in GCSE English

## WHO DO I SEE FOR MORE INFORMATION?

- Mrs C. Griffiths, Head of Psychology and Sociology
- Mrs A. Hands, Teacher of Psychology and Sociology.
- Miss H. Harding, Teacher of Psychology and Sociology.

## WHAT WILL I STUDY AND LEARN?

Applied psychology is the use of psychological methods and findings of scientific psychology to solve practical problems of human and animal behavior and experience

You will study four units over two years:

**Unit 1:** Psychological Approaches and Applications (Examined).
This is an examined unit on the cognitive, social, learning and biological approaches in psychology. These approaches will be applied to aggression, business and gender identity.

**Unit 2:** Conducting Psychological Research (Coursework).
This involves producing reports on the importance of research and a pilot study.

**Unit 3:** Health Psychology (Examined).
This module examines lifestyle choice and health-related behaviour, theories of stress and addiction and promotion of positive behavioural change.

**Unit 4:** Introduction to Psychopathology (Coursework).
This module examines the causes, types and characteristics of mental disorders and exploring professional approaches to the treatments.

## HOW WILL PSYCHOLOGY HELP ME?

Psychologists help select and train staff in all sorts of organisations, but more generally Psychology is a useful qualification for anyone planning careers in people orientated professions.

# PSYCHOLOGY

## WHAT WILL I STUDY AND LEARN?

**Subject content includes:**

- Social influence.
- Memory.
- Attachment.
- Approaches in Psychology.
- Psychopathology.
- Research Methods.
- Biopsychology.
- Issues and debates.

**Then a choice of topics selected from the following:**

- Relationships, Gender or Cognition and Development.
- Schizophrenia, Eating behaviour or Stress.
- Aggression, Forensic Psychology or Addiction.

## HOW IS IT TAUGHT?

Teaching and learning will involve informed discussion, individual note taking, reading, reviewing, group work, presentations, tests and essays.

## HOW WILL PSYCHOLOGY HELP ME?

Psychologists help select and train staff in all sorts of organisations, but more generally Psychology is a useful qualification for anyone planning careers in people orientated professions.

## EXTRA ENTRY REQUIREMENTS

At least a grade 5 in GCSE English Language and a grade 5 in GCSE Mathematics.

## WHO DO I SEE FOR MORE INFORMATION?

- Mrs C. Griffiths, Head of Psychology and Sociology.
- Mrs A. Hands, Teacher of Psychology and Sociology.
- Miss H. Harding, Teacher of Psychology and Sociology.

# SOCIOLOGY

## EXTRA ENTRY REQUIREMENTS

At least a grade 5 in GCSE English Language.

## WHO DO I SEE FOR MORE INFORMATION?

- Mrs C. Griffiths, Head of Psychology and Sociology.
- Mrs A. Hands, Teacher of Psychology and Sociology.
- Miss H. Harding, Teacher of Psychology and Sociology.

## WHAT WILL I STUDY AND LEARN?

**Students will study a range of topics from:**

- Family and Households.
- Health.
- Education.
- Wealth, Poverty and Welfare.
- Sociological Research Methods.
- Crime and Deviance.
- Power and Politics.
- Beliefs in Society.
- Sociological Theory and Research Methods.
- Mass Media.

## HOW IS IT TAUGHT?

Much of the work in the classroom will involve discussion, question and answer sessions, group and pair work, but students will be expected to be well prepared through personal reading, note taking, reviewing articles and essay writing. If studied seriously, Sociology can be extremely enjoyable and enlightening since it questions what we normally take for granted and seeks to explore many common myths about the social world.

## HOW WILL SOCIOLOGY HELP ME?

It is valuable preparation for people orientated careers and university courses, in Business or Personnel Management, Social Work, Nursing, Physiotherapy, Journalism, Market Research and Public Services (e.g. Police).

# SPORT AND PHYSICAL ACTIVITY (CamTech)

## EXTENDED CERTIFICATE IN SPORT AND PHYSICAL ACTIVITY
(EQUIVALENT TO ONE A LEVEL)

## WHAT WILL I STUDY AND LEARN?

**Learners will study five units over the two-year course.**

**Mandatory units covered:**
- Body systems and the effects of physical activity.
- Sports coaching and activity leadership.
- Sport organisation and development.

**Learners will complete two further optional units from:**
- Nutrition and diet for sport and exercise.
- Practical skills in sport and physical activities.
- Performance analysis in sport and exercise.
- Organisation of sports events.
- Sports injuries and rehabilitation.

## HOW WILL SPORT AND PHYSICAL ACTIVITY HELP ME?

- Learners will develop the core specialist knowledge, skills and understanding required in the sport and physical activity sector.
- Opportunity for focused study in a particular area of interest; Anatomy and Physiology, Sports Coaching, Current Issues in Sport, Physiology of Fitness, Sports Nutrition and Practical Individual Sports, for example.
- This course allows many options for progression, for example employment in the sports industry, apprenticeships, further education and higher education.
- Candidates experience the roles of performer, sports analyst, coach/leader and official.

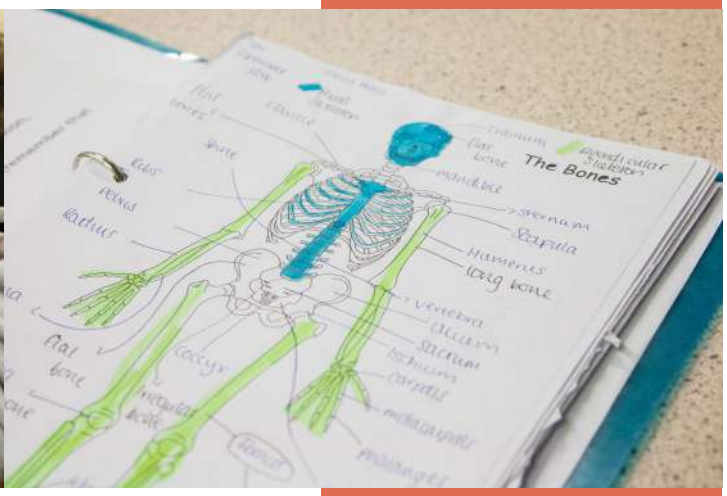
## EXTRA ENTRY REQUIREMENTS

Students should have an interest and aptitude for sport and physical exercise.

Ideally they will have a Level 2 qualification in Physical Education.

## WHO DO I SEE FOR MORE INFORMATION?

- Mr J. Boaler, Teacher of Physical Education.
- Mr P. Pope, Head of Physical Education.

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## EXTRA ENTRY REQUIREMENTS

Students should have an interest and aptitude for sport and physical exercise.

Ideally they will have a Level 2 qualification in Physical Education.

## WHO DO I SEE FOR MORE INFORMATION?

- Mr J. Boaler, Teacher of Physical Education.
- Mr P. Pope, Head of Physical Education.

# SPORT AND PHYSICAL ACTIVITY (CamTech)

## DIPLOMA IN SPORT AND PHYSICAL ACTIVITY
(EQUIVALENT TO TWO A LEVELS)

## WHAT WILL I STUDY AND LEARN?

**Learners will study a minimum of eleven units over the two-year course.**

**Mandatory units covered:**

- Body systems and the effects of physical activity.
- Sports coaching and activity leadership.
- Sport organisation and development.
- Working safely in sport, exercise, health and leisure.
- Physical activity for specific groups.
- Performance analysis in sport and exercise.
- Organisation of sports events.
- Sports injuries and rehabilitation.
- Practical skills in sport and physical activities.

**Learners will complete two or three further optional units from:**

- Nutrition and diet for sport and exercise.
- Biomechanics and movement analysis.
- Health and fitness testing for sport and exercise.
- Sport and exercise psychology.

## HOW WILL SPORT AND PHYSICAL ACTIVITY HELP ME?

The Diploma (2x A Level equivalent) allows learners to develop a more thorough understanding of the sport and physical activity sector by completing a wider range of units when compared to the Extended Certificate (1x A Level equivalent).
The Dipoma will see students involved in meaningful interactions with employers from the sport and leisure industry.

# SCHOLARS' PROGRAMME: EXTENDED PROJECT

## WHAT WILL I STUDY AND LEARN?

The extended project is a single piece of work of a student's choosing that requires evidence of planning, preparation, research and autonomous working. It will be available as a stand-alone qualification for A Level.

The aim of the extended project is to strengthen programmes of study for 16 to 19 year olds, testing a wider range of skills.

**An extended project could be, for example:**

- A design.
- A report with findings from an investigation or study.
- A dissertation presenting an argument.
- An artefact.
- A performance.

Students might use their project at interview stage for higher education and / or in their personal statement on the UCAS form.

## HOW WILL EXTENDED PROJECT HELP ME?

**The extended project offers opportunities for learners to:**

- Obtain additional UCAS points.
- Have significant input into the choice and design of an extended piece of work.
- Develop and apply decision-making and problem-solving skills, initiative and enterprise.
- Extend their planning, research, critical thinking, analytical, synthesis, evaluation and presentation skills.
- Use their learning experiences to support their personal aspirations for higher education and / or career development.

Ideally, learners will acquire a 'tool kit' of skills, knowledge and understanding which they will be able to use when tackling similar projects in the future.

## EXTRA ENTRY REQUIREMENTS

Admission onto the Scholars' Programme guarantees admission onto the EPQ. Other students may also be accepted.

## WHO DO I SEE FOR MORE INFORMATION?

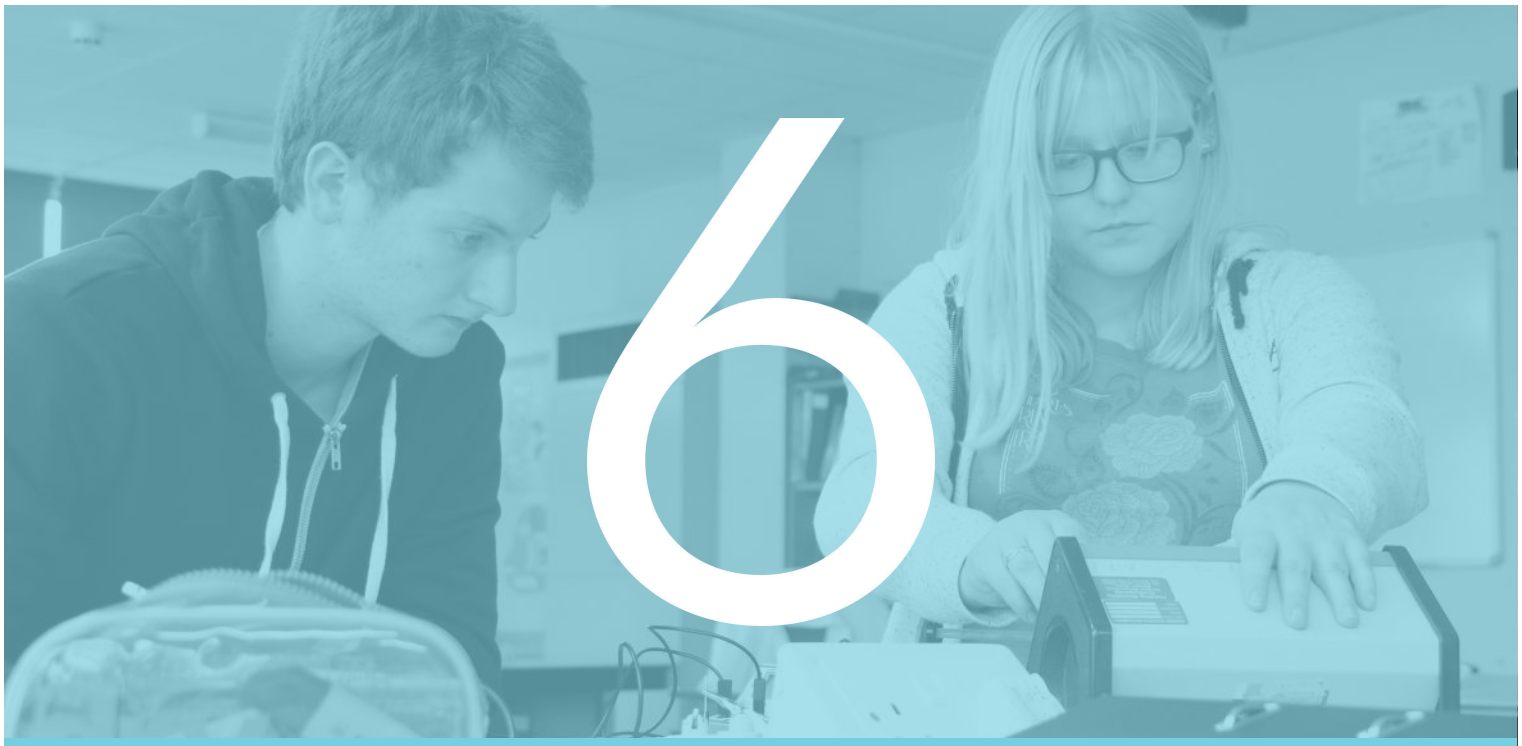
- Mr J. da Costa, Extended Project Centre Co-ordinator.

# DESTINATIONS 2020

| NAME | DESTINATION (University unless otherwise stated) | Subject |
|---|---|---|
| Fiyori Abraham | University of the West of England, Bristol | Biomedical Science [with Foundation Year] |
| Alex Allen | University of Plymouth | Acting |
| Liam Andrews | Working whilst pursuing an application for an apprenticeship within the Police | |
| Ella Bacon | Heart of Worcester College | Art |
| Eleanor Baskerville | Cardiff University | Journalism, Media and English Literature |
| George Battin | University Of Wales Trinity Saint David | MDes Product Design |
| Alexandria Bennett | Loughborough University | Industrial Design and Technology |
| Katie Bowen | Oxford University | English Language and Literature |
| Harry Bowen | University of Worcester | Business Management |
| James Brass | DSHS | |
| Maisie Brotherton | University of Nottingham | Nursing [Adult] |
| Lewis Burnell | Working whilst pursuing an application for an apprenticeship within accountancy | |
| Joe Cairns | Working whilst pursuing an application for an apprenticeship | |
| Arthur Carter | University of West of England | Marketing |
| Frances Clarke | University of Gloucestershire | Professional policing |
| Logan Convey | University of Southampton | Mechanical Engineering with Industrial Placement Year |
| Edward Cox | University of the West of England, Bristol | Psychology with Criminology |
| Louis Cross | University of Birmingham | Aerospace Engineering |
| Ben Daniels | University of Birmingham | Physiotherapy |
| Katie Davis | Keele University | Geography |
| Lauren Davis | University of Worcester | Adult Nursing |
| Amy Deane | University of Aberystwyth | Biochemistry |
| Jade Doody | University of Birmingham | MSc Chemistry with Industrial Experience |
| Vicki Embleton | University of Worcester | Sociology |
| Kaitlin Fletcher | University of Swansea | Sport and Exercise Science |
| Olivia Forsbrook | Royal Holloway University of London | Psychology and Criminology |
| Jennifer Gearey | University of Worcester | Psychology |
| Nicholas Green | University of Birmingham | Modern Languages [4 years] French and German |
| Aidan Green | University of Bristol | Computer Science |
| Lorna Gwilliam | University of Worcester | Creative Media |
| Jessica Haller | Cardiff University | Law |
| Danielle Hanley-Hall | The University Of Liverpool | Business Management |
| Ciara Heffernan | Manchester Metropolitan University | Economics |
| Joe Hill | Mazak | L4 Engineering |
| Jacob Horton | DSHS | |
| Adam Hughes | Nottingham Trent University | Biological Sciences |
| George Hutchcocks | De Montfort University | Computer Games Programming |
| Libi Jagielski | University of West of England | Forensic Science |
| Charlotte Jeys | Kings College London | International Law |
| Jesika Jordan | Working whilst pursuing an application for an apprenticeship | |
| Jemma Keen | Bromsgrove Heart of Worcester College | Art |
| Adam Keen | University of West of England | Physiotherapy |

# DESTINATIONS 2020

| NAME | DESTINATION (University unless otherwise stated) | Subject |
|---|---|---|
| Mina Khalil | University of Birmingham | Medicine |
| Ben Kirkham | Application for 2021 pending | Geography |
| Daisy Mason | University of Manchester | Economics |
| Bethany Masters | University of Worcester | Art |
| Edward McCullough | Roxel | L4 Engineering |
| Lauren McKay | Working whilst pursuing an application for an apprenticeship | |
| Katie Meakin | Working whilst pursuing an application for an apprenticeship | |
| Holly Meyrick | Birmingham City University | Food and Nutrition |
| Dylan Morris | University of Worcester | Media, Culture and Sociology |
| Charlotte Mortimer | University of Manchester | English Literature |
| Cam Moseley | UCFB Manchester | Football Business and Marketing |
| Amanda Moskal | Working whilst pursuing an application for an apprenticeship | |
| Cliona-Catrianna O'Brien-Hodges | Worcester Sixth Form College | Performing Arts, Ethics, Law |
| Callum Orme | University of Worcester | Sport Development and Coaching |
| Gretel Osman-Hopes | Plymouth University | Primary and outdoor education |
| Megan Paskin | Cardiff University | History |
| Matthew Patrick-Rivers | University of Worcester | Sports Development and Coaching |
| Daniel Pegg | Cardiff Met University | Product Design |
| Laura Perry | Swansea University | Geography |
| Beth Perry | Aberystwyth University | Accounting and Finance |
| Maya Pillay | University of Sheffield | Modern Languages and Cultures |
| Mary Powell | University of Worcester | Education Studies |
| Adam Prescott | University of Bristol | Mathematics |
| Joshua-Cain Priest | Working whilst pursuing an application for an apprenticeship | |
| Tobi Pugh | Returning to complete an additional qualification | Philosophy and Ethics |
| Charlie Quinn | Working whilst pursuing an application for an apprenticeship within accountancy | |
| Liam Raybould | Nottingham Trent University | Economics |
| Ben Richards | University of Worcester | Physical Education and Coaching Science |
| Joe Rogers | University of Worcester | Biology |
| Alistair Russell | University of the West of England, Bristol | Digital media |
| Lewis Simmons | University of Gloucester | Sport and Business Management |
| Aman Surrana | University of West of England | Forensic Science |
| Joseph Tipper | Cardiff University | Ancient and Medieval History |
| Hollie Walton | De Montfort University | Game Art |
| Phebe Walton | University of Essex | Law |
| Sophie Wardley | University of Chester | Applied Psychology |
| William Weston | Working whilst pursuing an application for an apprenticeship | |
| Faith Whiting | University of Worcester | History |
| Rosie Williams | Working whilst pursuing an application for an apprenticeship within law | |
| Holly Wright | University College Birmingham | Food and Nutrition |
| Eleanore Young | University of Worcester | Business Studies |



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**DROITWICH SPA HIGH SCHOOL AND SIXTH FORM CENTRE**
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To find out more about Droitwich Spa High School visit
**www.droitwichspahigh.worcs.sch.uk**