

Bury St Edmunds All-Through Trust:
County Upper



Sixth Form Prospectus



BURY ST EDMUNDS
ALL-THROUGH
Trust

2018/2019

Welcome to the Sixth Form at County Upper

We are delighted to introduce this prospectus for students and parents interested in our sixth form courses.

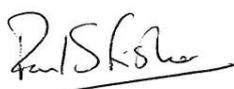
The decision to take up sixth form study is one that requires careful and serious thought, and we hope this prospectus will provide you with much of the information you require at this important time.

The sixth form offers a range of exciting courses and experiences. For 2018, alongside the full range of GCE 'A' levels, we continue to offer the new level 3 Technical Awards in preparation for the opening of our 13-18 STEM Academy. Our students have an impressive history making the most of the opportunities offered here to gain excellent results. The overwhelming majority make a successful transition to higher education or employment, and contribute a great deal to County life along the way.

Our sixth formers study in a friendly, work orientated environment where great importance is attached to independent learning. They are supported by positive relations between staff and students. The sixth form tutor team regularly monitors the progress of each student, overseeing their personal development and preparing them for the next stage of their lives, whether that is university, college or employment.

Commitment and motivation are two essential criteria for academic success. All prospective students must be clear that the volume of work undertaken in lesson time must be matched by the same amount of study outside of the classroom. We believe it is vital that students balance their school and outside commitments at an early stage so that their progress is not adversely affected.

We hope that you find the information in the prospectus useful, but please feel free to approach us for further clarification if required. The additional information about how to make your choices will be available at our sixth form evening on Thursday 16th November and on our website by this date. Good luck in your forthcoming examinations and we look forward to seeing you soon.



Mr P Fisher
Head of Sixth Form

Hello from the Head Student Team!

As the head student team, we would like to extend a warm welcome to all prospective County Upper Sixth Form students. By reading this brochure, we hope you will gain a greater understanding of how the 'Outstanding' County Upper Sixth Form works and what you will be offered on your journey from GCSEs to A levels and onwards to higher education and employment.

Your development as an individual starts with the learning process. In the sixth form, teachers treat you as an adult, and you are taking on more responsibility along with new skills. All views are listened to with appreciation and interest, which allows ideas to be developed and discussed. This is also helped by the smaller class sizes and more relaxed learning environment. One of the many things which makes County Upper Sixth Form so special is that as an individual, you are able to find topics that truly interest you and develop techniques that help you to learn at your best with the support of an excellent staff.

The amazing range of extra-curricular activities allows every student to get involved and enjoy their experience at school. Spanning the spectrum from sport and music to debating and most things in-between, there will always be an activity that interests you. Although the majority of clubs are open to the whole school, the sixth form allows students to develop their talents in more senior roles. There are many opportunities to lead groups, for example many of the extremely successful music ensembles. However, there are a wide variety of sixth form only activities, which enable you to excel through participation in sports fixtures, competitions and concerts. In addition to the large variety of extra-curricular activities, there is also the opportunity to organise the annual charity week and revue. These events bring the school together with a sense of community, responsibility and enjoyment, which is largely due to the collaborative efforts of the sixth form. Year thirteen allows you to develop your roles and experience further, with the chance to become a subject captain or a member of the head student team.

The facilities at County Upper are excellent and by joining the sixth form, you can use them to their fullest extent. During study periods there is the option to use the coffee shop, either to work in a relaxed atmosphere with friends or spend some time exploring things other than coursework. The use of the sixth form computer room, workroom and school library gives students the opportunity to work in a way they find effective and productive. Above all, the thing that you gain most from the sixth form is a sense of belonging. Year twelve and year thirteen work well and have fun together. External students form an integral part of the sixth form community. However, the sixth form is not separate from the main school and the sense of being part of a community and a role model for the younger students is very important.

We hope this has allowed you to open your eyes to what County Upper Sixth Form is all about. It is part of a school graded 'Outstanding' and with the very best exam results. We encourage you to look into it further, and take advantage of all the fantastic opportunities that are on offer to you!

Ben Amroota
Rebecca Severy
Joshua Hayden
Katrina Miller



The Sixth Form Curriculum

Recent National Changes

- This is a time of great change nationally, two of the main changes being:
 - All A level courses are now assessed entirely by examination at the end of the two years. Most coursework and controlled assessments have gone.
 - In addition to the changed assessment pattern, both the course content and the examinations are more demanding.
- Some new level 3 Technical Awards have been introduced which do include some assessment of portfolio work.
- We have taken all these factors into account when designing the sixth form curriculum and believe it is the most flexible given all the planned changes.

The Year 12 Curriculum

- **All students will select at least three subjects to study.** The majority of students will then also take the **Extended Project Qualification (EPQ)**.
- Some students will take a fourth subject. Further mathematics is an example of a subject which some students will take as a fourth alongside mathematics and two sciences.
- Students who take a fourth will need to decide by January of Year 12 whether they wish to take the full 'A' level or to take the AS at the end of year 12 and then drop it. Where this is the case, much of the revision will need to be completed out of lesson time as the full 'A' level course will continue to be taught during lessons.
- Students will take **internal school examinations in June** to monitor progress and provide information for university, college and apprenticeship applications.
- **Students will also follow an enrichment programme** which can include work experience, volunteering and extra-curricular activities.

Entry Requirements

- Our entry requirements are based on our experience and ongoing research of the link between GCSE and AS/A2 success. We believe it is vital that students are enrolled on courses in which they have the potential to ultimately achieve success. This requires more than academic ability. Students must be willing to commit time and personal effort to their study and work with independence and self-motivation.
- Students who wish to study GCE Advanced level courses are required to have **passed at least five GCSE or equivalent level two courses at grades 5-9 including a minimum of grade 5 in the subjects they wish to study**. Most students attempting A level courses will have more than this minimum. In subjects not taught at GCSE a 5 in a related subject is required (for example, a 5/6 in English would enable a student to study Politics).
- Entry requirements to A level courses may have to be modified from previous years to reflect the changes described on the previous page.
- All students entering year 12 would normally be expected to have achieved GCSE Grades 9 - 5 in English and Mathematics. Students without these qualifications will be helped to attain them early in their year 12 programme.
- For **modern languages and mathematics**, students must have followed the **higher level GCSE** course. (If in doubt, please check with the head of department.)
- **The requirements for A level physics, biology and chemistry are slightly different.** To study these subjects students must have a double grade 7 award in GCSE science or at least a strong 6 in the relevant science subject(s) from the triple award course. They must also have at least grade 6 in mathematics. In addition, students are advised to select at least two science subjects, or a single science subject plus mathematics, as part of their programme.
- Students with grade 4s at GCSE will be eligible for the new Technical Awards.

Courses at County Upper

The courses in the grid overleaf are available to students beginning Sixth Form study in September 2018.

Students follow at least three subjects through to completion in year 13. They are strongly advised to select their subjects with a view to where their programme will lead after A-level. To this end the subjects have been divided into groups that can lead to a specific range of university / college courses, examples of which are given on the grid.

Most students will select a programme of three subjects and the EPQ. A few students will select four subjects.

Subjects in bold on the grid have been identified as 'facilitating' subjects by the Russell group of universities who would expect students applying to them to have one or two of these subjects in their programme. While many degree courses have no specific A-level subject requirements it is anticipated that all universities will increasingly expect students to include facilitating subjects in their programme.

County Upper Bursary

This replaced the Educational Maintenance Allowance in September 2011. Information about the bursary fund is available on our website.

DISCLAIMER

The information and particulars contained in this prospectus relate to the school year indicated on the front cover and are correct at the time of publication.

It should not be assumed that there will be no change affecting the relevant arrangements, courses or some matter particularised:

- a) Before the start of, or during the school year in question, or
- b) In relation to subsequent school years.

Year 12 Curriculum 2018/19

Subject Group	Example Degree Courses		GCE A-Level		Technical Awards
Humanities and Languages	American Studies Archaeology English French German	History History of Art Law Philosophy Theology	English Language English Literature French German Geography	History Latin Politics Religious Studies Sociology Spanish	
Applied Subjects	Accountancy Business Studies Childhood Studies	Economics Management St	Art Computer Science Economics	Mathematics PE Psychology	Business Information Technology Sport and Physical Activity
Sciences	Archaeology Architecture Biology Chemistry Computer Science Dentistry Engineering	Geography Geology Mathematics Medicine Physics Psychology Veterinary Science	Biology Chemistry Computer Science Design Further Mathematics	Geography German Mathematics Physics Psychology Spanish	Engineering Health and Social Care Information Technology
Applied Sciences	Anthropology Forensic Science Childhood Studies Nursing Midwifery	Oceanography Physiotherapy Sociology Sports Science	Biology Chemistry English Language Geography	PE Psychology Sociology	Applied Science Engineering Health and Social Care Sport and Physical Activity
Creative	Art and Design Drama Fashion	Media Studies Music	Art Design English Language English Literature	Media Studies Music PE Theatre Studies	Information Technology Media Sport and Physical Activity

Registration and Application Process for Internal Students

As you enter post 16 education a number of different options are available to you. We are here to help you to decide what is best for you. Everyone is different and the choices you make are unique to you.

On **Thursday 16 November 2017** there will be an information and consultation evening at the school. You and your parents will be able to hear general information about the Sixth Form and talk to teaching staff about the courses.

Later in November or December you will be invited to an interview with senior staff to discuss your academic progress to date and start exploring your future decisions. You register your interest in sixth form study at County Upper at this interview and make your initial provisional decisions about which subjects you want to study.

In the Spring term, we will ask you to indicate your intentions and register as a potential Sixth Former. You will need to complete an application form. This application form will be available from your form tutor or sixth form office from the beginning of January 2018. If you decide not to register at this stage we will only make further contact with you if you ask us to. *Students who do not register their interest in studying a particular course at this point may not then be able to select that course in the future should they change their mind.* This is because whilst every effort is made to accommodate choice, group sizes and staffing for the coming year are set in place. If there is a problem with your application, or clarification is needed, we may ask to see you to discuss this.

On **Thursday 23 August 2018** you will receive your GCSE results. It is at this point that you will know if you have achieved the grades required to be accepted onto the courses you wish to study. Your timetable will be based on the choices on your application form. If you have not got the required grades, advice will be available and, where necessary, you will be invited to attend **an interview with a senior member of staff.**

Term starts for Year 12 on **Wednesday 5th September 2018**. By this time you should have a timetable waiting. There will be further help during the first weeks to enable you to make a good start and get organised. We will watch your progress very carefully during the first term to make sure you have made the right choices and are working at the required level.

Information for External Applicants

The County Upper Sixth Form welcomes applications from students who are completing their GCSE studies in schools other than County Upper who both support our ethos and meet our entry criteria.

Opportunities to visit us:

All prospective students are encouraged to visit us for our:

- Sixth Form Information Evening for specific course information from departments Thursday 16th November from 7 – 9 pm
- Other visits may be arranged by contacting the sixth form office.

Steps for your application:

1. Study the course entry requirements carefully - these are available in this brochure.
2. If you anticipate you will meet the requirements complete an application form.
3. An application form can be downloaded from the sixth form pages of our web site and should be completed in full. Make sure that all the contact details of your current school are correct.
4. **Return your application form between 16th November 2017 and end of January 2018.**
5. Once your application has been received we will acknowledge receipt usually by email within the week. Please check if you do not hear from us. Email: ljolly@burytrust.org.
6. We will process your application and ask your current school for an academic reference to confirm your potential to meet our entry requirements. Please inform your current school of your intention to apply to us.
7. Once we have received this we will invite you for an interview to discuss your aspirations, aptitude and subject choices. **This interview will be in February 2018.**
8. If this interview proves positive then you will receive an offer of a place (subject to you obtaining the required grades).
9. Following the GCSE results day in August you will need to email or send in evidence of your attainment at GCSE and confirm that you wish to start in September.

If you require any further information or assistance please email countyupper@burytrust.org.

Level 3 Technical Awards

We are a recognised centre of excellence for STEM and the regional Science Learning Partnership, Computing at School and Institute of Physics hubs. As a result of this, we have been approved to open a new STEM Academy for 13-18 year olds, working with the major companies shown below and the University of East Anglia. This, in turn, means we offer the new Technical Awards to our sixth formers.

- **What are the Technical Awards?**

These qualifications are equivalent to one or two 'A' levels (see below). Students take them alongside one traditional 'A' level and an Extended Project Qualification. They have been developed in conjunction with employers and professional bodies to provide the qualifications which employers, universities and colleges want to prepare learners for a higher or advanced apprenticeship or further advanced study in a higher education setting.

- **How will I be assessed?**

Unlike GCE 'A' levels, Technical Awards are assessed partly by portfolios of work and partly by external examination. If you prefer an element of coursework, a Technical Award may suit you.

We are offering the awards in:

Applied Science (single)

Business (single)

Engineering (double)

Health and Social Care (double)

Information Technology (single or double)

Sports Science (single or double)

- **Which employers are supporting us?**

We have entered into a partnership with each of the companies listed below. In addition to advising on the curriculum, employers from these companies are offering a programme of work experience, mentoring and careers advice. Ultimately, this is intended to lead to high level apprenticeships, university sponsorship and employment for students who wish to take on of these routes.

ARM

Astra Zeneca

Bosch

British Sugar

BT

Claas

EDF

John Innes Centre

Marshall

Microsoft

Newmarket Equine Hospital

Redgate

Rolls Royce

Treatt

UK Power Networks

VITEC Videocom

AQA Extended Project Qualification Level 3

The Level three Extended Project is offered to students in order to extend and personalise their academic study. It is expected that the overwhelming majority of year 12 will complete this qualification.

Students benefit in particular from learning to work independently to explore a topic which is of interest to them in depth and present it in a coherent, logical and academically sound manner. The topic is the personal choice of the student! We have had some amazing and challenging ideas for projects many of which explore topics outside the curriculum e.g. The Law, Criminal Justice, Psychological research, Geology, Jewellery making, Architecture, Manufacturing, Entrepreneurship, Dance, Theatre Costume Design, Textiles, Fashion Design, Veterinary Science, Ethics etc.

Many students use the opportunity afforded by the project to explore an area they are interested in pursuing for their degree and thus having a topic on which to speak with confidence at interview. This has been of benefit to many students including those applying to Oxbridge.

What do Project Qualifications involve?

Projects are student-driven qualifications, giving the freedom and responsibility to select topics. Students follow a clearly structured process, during which students plan, research their topic and create a product. This is recorded in their Production Log. The Project can be in one of three formats:

- a research-based written report approximately 6000 words (most common)
 - a production* (eg charity event, fashion show, sports event etc)
 - an artefact* (eg a piece of art, a computer game, a realised design).
- *Supported by a written report of approximately 2000 words

Finally, students deliver a presentation on which they are questioned.

During the process, they develop as independent, reflective learners and acquire knowledge and transferable skills that are invaluable for further study and the workplace.

Students are supported throughout the process by 'one to one' monitoring sessions, with a tutor on a regular planned basis and taught elements as required, e.g. referencing skills.

Students have to be able to demonstrate they can devote enough time to the project and make a plan which allows them to meet predetermined deadlines.

Universities and employers look very favourably upon this qualification.

GCE A level Art and Design

Edexcel 9AD01

Further educational or potential career outcomes

An A Level in Art and Design can provide a basic grounding for a foundation course at college which can lead to a degree in many different disciplines e.g. interior design, jewellery design, product design, textiles, sculpture, printmaking, furniture, fashion etc. The qualification can also combine with other subjects to provide a student with the necessary requirements for courses at university such as architecture, car design, structural engineering, art therapy, environmental development and landscape design.

Course content

The course aims to:

- Further develop in candidates an understanding of the nature of visual thinking and its appropriate language and to develop the capacity for creative thought and action whereby the candidate is able to innovate, initiate and make effective personal responses.
- Develop an awareness of the relationship between intuitive value judgements and those derived from cognitive and analytical processes.
- Continue encouraging experience in the use of materials, their limits and the effect that this might have on the nature of visual imagery.
- Provide the experience by which candidates discover where their talents and interests lie.
- Enable candidates to relate their own work to that of other artists and designers.
- Develop an understanding of the holistic nature of Art and Design activity.
- Increase understanding of cultural change and the importance of Art and Design in a multicultural society.

Teaching and learning styles

- The course will include 'Process and Procedures'.
- Project based thematic enquiry and response.
- Sequential development, which aims at an accumulation of specific skills. Knowledge and understanding over a fixed period of time.
- Expressive response.
- Structured discussion, critical appraisal and analysis.
- Designing.
- Visual research, analysis, observation and recording.
-

A Level	Personal Investigation	60%
	Externally set assignment. (Work journal and preparatory studies and a 15 hour practical examination)	40%

AQA A-level Biology

Further educational or potential career outcomes

As a science qualification, students passing this subject will be considered favourably in many unrelated careers. In addition to this biology provides a sound basis for higher education where it can lead to medicine, veterinary science, dentistry, teaching and an increasingly wide variety of science degrees such as biochemistry, micro-biology, pathology, forensic science, immunology, plant biology, environmental science and marine biology.

Course content (A-level biology)

Eight units are taught over two years. The course aims to develop students' knowledge and understanding of the key concepts of biology. Students also develop an understanding of scientific methods and become aware of advances in technology relevant to biology. A number of required practical activities are an integral part of the course; some of these are assessed in written examinations. Students are encouraged to recognise the value and responsible use of biology in society. The areas studied include: biological molecules, cells, how organisms exchange substances with their environment, genetic information and variation, energy transfers in and between organisms, how organisms respond to changes in their environment, genetics and populations, the control of gene expression.

Teaching and learning styles

The course has a substantial theoretical element that requires formal teaching to support the development and understanding of difficult biological concepts. Discussions, practical work, student presentations and research tasks feature frequently in lessons. Tests will be set regularly to monitor progress and to develop examination technique.

Assessment (A-level biology)

Paper 1 Written exam: 2 hours	35% of A-level
What's assessed	
<ul style="list-style-type: none">any content from topics 1–4, including relevant practical skillsa mixture of short answer, long answer and extended response questions	
Paper 2 Written exam: 2 hours	35% of A-level
What's assessed	
<ul style="list-style-type: none">any content from topics 5–8, including relevant practical skillsa mixture of short and long answer questions and a comprehension question	
Paper 3 Written exam: 2 hours	30% of A-level
What's assessed	
<ul style="list-style-type: none">any content from topics 1–8, including relevant practical skillsstructured questions, including practical techniques, critical analysis of given experimental data, one essay from a choice of two titles	

GCE A Level Chemistry

OCR Chemistry B (Salters) H433

Higher education or potential career outcomes

Chemistry is a challenging subject which enables students to develop a wide range of skills. There are a number of degrees for which chemistry is a requirement and many others for which it is considered desirable; these include medicine, pharmacy, veterinary science, chemistry, biochemistry, forensic science, pharmacology and physiotherapy. Graduate chemists are widely sought for their excellent mathematical and analytical skills as well as their ability to think things through and solve problems, useful skills in any profession.

Course content

The course aims to convey the excitement of contemporary chemistry, exploring the frontiers of research and applications of chemistry, and relating them to the concepts needed. The course is divided into a number of context based teaching modules, within which many different chemical ideas are required. For example, the module 'Developing Fuels' looks at the contribution chemists make to the development of new and improved fuels, but to understand the module students need to learn ideas about thermochemistry, alkanes, structural isomers, entropy and catalysts.

Teaching and learning styles

Students study the chemistry in a spiral way so that chemical ideas, introduced in an early topic, are reinforced gradually throughout the course. A range of activities to support the learning and application of theory are used including; practical work, demonstrations, question and answer sessions, ICT work, molecular modeling and group presentations.

Assessment Overview

Year 12	Elements of life Developing Fuels Elements from the Sea The Ozone Story What's in a medicine?	
Year 13	The Chemical Industry Polymers and Life Oceans Developing Metals Colour by Design	
Paper 1 Fundamentals 41% Multiple choice and structured questions	Paper 2 Scientific Literacy 37% Structured and extended answer questions.	Paper 3 Practical Skills 22% Structured and extended answer questions.
Practical Endorsement (Pass / Fail, reported separately)		

OCR A level Computer Science

The programming language used throughout the course is Python 3. Practical work will also involve Assembly level programming, SQL, HTML, CSS and JavaScript. Learners will have the opportunity to work with both the Windows and Linux operating systems. Raspberry Pi micro-controllers will be used to teach networking. The emphasis of the course is on computational thinking and problem solving. There is a considerable mathematical content in this course. Students are also required to write extended essays performing their own research into the legal, moral, ethical and cultural issues.

A level students take three components which further extend the content introduced at AS level.

Computer Systems <ul style="list-style-type: none">Processors, input, output and storageSoftware DevelopmentExchanging dataData types, data structures and algorithmsLegal, moral, cultural and ethical issues	40% of total A level 2 ½ hour written paper
Algorithms and programming <ul style="list-style-type: none">Computational thinkingProblem solving and programmingAlgorithms to solve problems and standard algorithms	40% of total A level 2 ½ hour written paper
Programming project <ul style="list-style-type: none">Analysis of the problemDesign of the solutionDeveloping the solutionEvaluation	20% of total A level

Pre-requisites: Students should have a Computer Science GCSE and Maths GCSE at grade 6 or above. All students taking Computer Science at A level should also be studying Mathematics at A level.

GCE AS and A Level Drama and Theatre Studies

Further educational or potential career outcomes

Theatre studies is accepted by universities and colleges as of the same value as other subjects such as English and Media Studies. It is particularly valuable for anyone interested in taking up further studies or a career in any aspect of the theatre and other performance media.

Course content

Candidates will study the A level course over 2 years. The course allows students to experience practical performances in schools and theatres. We offer the opportunity to produce a Theatre in Education piece which is performed in a local school; replicating the experience of touring theatre. A festival of student drama is produced and performed at a local professional theatre, allowing students the opportunity to act or be part of the technical side of a public performance.

Students learn practically and gain an understanding of a range of theatre practitioners and techniques; including those of Frantic Assembly, Stanislavski, Brecht, Berkoff and more. Further to this students read and study five contrasting scripts for written and practical exam, gaining a valuable insight into acting techniques, stage design, directing and technical theatre.

Live theatre is an integral part of the course, to this end we organise various theatre trips, including visits to local and national theatres. Transferable skills such as presenting, researching, working in teams, working to deadlines, organising projects and taking responsibility for others are essential tools which move students forward into varied careers.

The theatre studies course is a great foundation for further study or careers in: Theatre, Technical theatre, media, acting, directing, producing, teaching counselling and drama therapy, the creative arts or arts admin. It aids confidence and social skills and gives students the opportunity to express themselves creatively.

Assessment

It is proposed that the GCE specification will be 60% non-exam assessment (internal and external assessment) 40% exam.

Component 1			Overall A level %
1		Component 1: Theatre Workshop Non-exam assessment: internally assessed, externally moderated 20% of qualification Learners will be assessed on either acting or design.	
2		Component 2: Text in Action Non-exam assessment externally assessed, by a visiting examiner 40% of qualification	
3		Component 3: Text in Performance Written examination: 2 hours 30 minutes 40% of qualification	100%

A Level Economics

Further Educational and Career Opportunities

Economics is a challenging subject which promotes logical thinking and enables students to connect their learning to the wider world. The subject is well respected by universities and employers alike and provides a good foundation for further study or careers in finance or business as well as complementing humanities subjects such as politics, philosophy and history.

Entry Requirements

No prior knowledge of business or economics is required to study A Level economics, but a good understanding of mathematics is a necessity since demonstration of quantitative skills makes up a significant proportion of the overall A Level grade. For this reason, students wishing to study economics at A Level will need to have achieved **a grade 5/6 at GCSE in mathematics**. As essay writing is also required, students must have achieved a **grade 5/6 in GCSE English language**.

Course Content

The economics course is split into micro and macroeconomics. In microeconomics, students will learn about individual firms and markets, whereas in macroeconomics they will investigate the wider economy from a national and international viewpoint.

Micro Economics	Macro Economics
Individuals, firms, markets and market failure <ul style="list-style-type: none"> • Economic methodology and the economic problem • Individual economic decision making • Price determination in a competitive market • Production, costs and revenue • Perfect competition, imperfectly competitive markets and monopoly • The labour market • The distribution of income and wealth: poverty and inequality • The market mechanism, market failure and government intervention in markets 	The national and international economy <ul style="list-style-type: none"> • The measurement of macroeconomic performance • How the macroeconomy works: the circular flow of income, AD/AS analysis, and related concepts • Economic performance • Financial markets and monetary policy • Fiscal policy and supply-side policies • The international economy

Assessment

Paper 1: Markets and Market Failure	Paper 2: National and International Economy	Paper 3: Economic Principles and Issues
Written exam: 2 hours 80 marks 33.3% of A-level	Written exam: 2 hours 80 marks 33.3% of A-level	Written exam: 2 hours 80 marks 33.3% of A-level
Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks Section B: essay questions requiring written answers, choice of one from three worth 40 marks	Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks Section B: essay questions requiring written answers, choice of one from three worth 40 marks	Section A: multiple choice questions worth 30 marks Section B: case study questions requiring written answers, worth 50 marks

GCE A Level English Language

EDUQAS 601/5043/9

Further educational or potential career outcomes

English Language is accepted as valuable preparation for arts and humanities courses in both further and higher education and is widely accepted in the vocational sphere.

Course content

The course offers the opportunity for the study of linguistics. It includes detailed analysis of a variety of spoken, written and multi-modal texts. The examinations form 80% of the overall A Level and a coursework project over the two years gains the remaining 20%.

At the end of Year 12, students will sit one internal summative written examination. This is for progress analysis and predicted grades only and does not count towards the full A Level. All A Level examinations and coursework pieces are assessed during Year 13.

For examination, pupils will study a variety of linguistic features, engaging creatively and critically with a wide range of texts and discourses. The course also offers the opportunity to study how language is learned by children and the nature and origins of different words, accents and dialects. The examination elements include a creative writing paper and accompanying commentary. The coursework is a detailed investigation of an area of linguistics negotiated between each individual pupil and their teacher, allowing independent study and research.

Students require at least a Level 6 (the new equivalent of a 'B' grade) in both GCSE English Language and GCSE English Literature to study this course.

Teaching and learning styles

There will be an emphasis on independent study, particularly with the coursework element of A Level, alongside class-based study of examination material. We use both informal and formal seminars, sometimes student led and prepared, in order to support and enrich learning. A variety of assignments are submitted across the two years, ranging from analytical essays and investigations to creative pieces.

A Level Assessment (at the end of the two-year course)

Unit			% A Level
1	A Level	Language Concepts and Issues External written examination: 2 hours, taken in Year 13	30
2	A Level	Language Change Over Time External written examination: 2 hours 15 minutes, taken in Year 13	30
3	A Level	Creative and Critical Use of Language External written examination: 1 hour 45 minutes, taken in Year 13	20
4	A Level	Language and Identity Coursework: submitted for internal assessment during Year 13	20

GCE A Level English Literature

AQA A 7712A or 7712B

Further educational or potential career outcomes

English Literature A Level is accepted as a valuable preparation for arts and humanities courses in further and higher education, and is widely accepted in the vocational sphere.

Course content

During Year 12, a variety of texts are studied. These include a collection of poetry, a prose text and a Shakespeare play for examination content, alongside two texts for non-examined assessment.

There will be internally assessment within termly modular tests and one summative examination at the end of the first year of study. These examinations are for progress analysis and predicted grades only and do not count towards the A Level. All A Level examinations and coursework pieces are assessed during Year 13.

The full A level includes knowledge of a further three texts (prose, poetry and drama), which are studied alongside those from Year 12, culminating in two examinations and one coursework folder to gain the complete A Level qualification.

Students are taught to respond with understanding to literary texts and their contexts, to compare texts and explore writers' choices of form, structure and language; they are encouraged to study a variety of interpretations of texts and to form their own independent judgements.

Students require at least a Level 6 (the new equivalent of a 'B' grade) in both GCSE English Language and GCSE English Literature to study this course.

Teaching and learning styles

The lessons include formal and informal seminars, some of which are prepared and led by students. A variety of assignments are submitted ranging from essays to creative tasks. The course suits keen readers, as there is a heavy emphasis on independent study of texts and critical material.

Full A Level Assessment

Unit			% A Level
1	A Level	Love through the ages Written examination: 3 hours taken in June of Year 13	40
2	A Level	Texts in shared contexts Written examination: 2 hours 30 minutes taken in June of Year 13	40
3	A Level	Independent critical study: texts across time Coursework: submitted for internal assessment during Year 13	20

GCE A Level French

Further educational or potential career outcomes

The study of a modern language is understood to be an interdisciplinary subject offering the same cognitive and academic advantages as other disciplines within the humanities. In addition to high level practical language skills, the content in modern languages provides depth of knowledge, understanding and intercultural competence and fosters a range of transferable skills such as communication skills, critical thinking, autonomy, resourcefulness, creativity, and linguistic, cultural and cognitive flexibility; all of which are of value to the individual, to wider society, to higher education and to employers.

Course Content

Before commencing this course, students are required to have completed the higher level GCSE course, achieving a high pass.

The course aims to enable students to understand spoken and written forms of French and to communicate effectively through the spoken and written word. In-depth study of grammar, acquisition of advanced vocabulary and a wide range of native French expression are an essential part of the course. Authentic French materials are used as a vehicle for studying topics such as artistic culture, the media, immigration and racism and current developments in France.

Teaching and learning styles

Teaching is done in small groups and there is one conversation lesson per week with the French Assistant. Lessons and tasks undertaken by students take many different forms – grammatical studies, class discussions, reading of French texts, essay writing, listening to CDs/MP3 files, watching DVDs, research on the internet, etc. Students are expected to take every opportunity in lessons to respond, question, contribute and, of course, practise their French in the process.

Assessment

Unit	Title	Length	%
1	Listening, Reading & Writing	2 hours 30 mins	40
2	Writing	2 hours	30
3	Speaking	25 mins	30

GCE AS and A Level Further Mathematics

OCR(MEI)

Further educational or potential career outcomes

Further mathematics is essentially for those students who are going to study mathematics at degree level but it is also helpful for anyone whose degree will have a large mathematics content, for example engineering and physics.

Course content

As in the A level course the content of further mathematics consists of core and applied units. The core unit (core pure) forms the basis of the studies at this level and accounts for 50% of the qualification. There is then a choice between options for the remainder. Students may choose one major option from mechanics or statistics and then one minor option from; mechanics, statistics, modelling with algorithms, numerical methods, extra pure or further pure with technology.

Teaching and learning styles

This is similar to A level mathematics with exposition by the teacher, note taking and lots of worked exercises enabling techniques to be learnt. Understanding is developed through class discussion, investigations, practical work, group work, use of IT.

A graphical calculator is essential at this level.

Opportunities may arise for supported self-study and pupils are encouraged to explore mathematical texts.

Assessment

Unit			Time	AS %	A %
Core Pure	A/S or A	Y410/Y420	Exam 1hr 15 mins or 2hrs 40 mins	33 $\frac{1}{3}$	50
Mechanics	A/S or A	Y411/Y421	Exam 1hr 15mins or 2hrs 15 mins	33 $\frac{1}{3}$	(33 $\frac{1}{3}$)
Statistics	A/S or A	Y412/Y422	Exam 1hr 15mins or 2hrs 15 mins	33 $\frac{1}{3}$	(33 $\frac{1}{3}$)
Other minor options	A	Y431-Y436	Exam 1hr 15 mins		16 $\frac{2}{3}$

GCE A Level Geography

AQA 7037

Further educational or potential career outcomes

Due to the broad nature of geography and the wide range of skills it involves it is highly regarded by universities and employers alike. Geography can be studied at university as an arts or science subject allowing a wide choice of careers such as: planning, environmental management, surveying, landscape architecture, tourism, ecology, teaching, conservation, cartography etc.

Course Content

Students who wish to study Geography require a grade 'B' in geography GCSE. Any student who has not previously studied Geography will need to consult the head of department.

This interesting new course covers a wide range of topics from both human and physical geography. The course involves the study of core geographical concepts along with contrasting themes of contemporary or environmental impact, management and sustainability. Students complete the course with a greater understanding of the world around them, equipped with a wide spectrum of skills such as computer literacy, investigative and research skills, communication and numeracy. The topics and issues studied are likely to include: rivers, floods and management, coastal environments, changing places, hazards and urban environments.

Teaching and learning styles

A wide range of teaching and learning styles is employed. These include the use of I.T, individual and group presentations, independent research from a wide range of sources, note taking and formal teaching. In addition students will take part in fieldwork based on the topics covered in class. Students also undertake their own geographical fieldwork investigation which is then used by students to complete their assessed investigation.

Assessment

Component 1: Physical geography	
What's assessed <ul style="list-style-type: none">• Section A: Water and carbon cycles• Section B: either Coastal systems and landscapes or Hot desert environments and their margins• Section C: either Hazards or Ecosystems under stress or Cold environments	How it's assessed <ul style="list-style-type: none">• Written exam: 2 hours 30 minutes• 96 marks• 40% of A level
Component 2: Human geography	
What's assessed <ul style="list-style-type: none">• Section A: Global systems and global governance• Section B: Changing places• Section C: either Population and environment or Contemporary urban environment or Resource security	How it's assessed <ul style="list-style-type: none">• Written exam: 2 hours 30 minutes• 96 marks• 40% of A level
Component 3: Geographical investigation	
What's assessed <p>Students 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.</p>	How it's assessed <ul style="list-style-type: none">• 3,000 – 4,000 words• 35 marks• 20% of A level• Marked by teachers moderated by AQA

GCE A Level German

Further educational or potential career outcomes

The study of a modern language is understood to be an interdisciplinary subject offering the same cognitive and academic advantages as other disciplines within the humanities. In addition to high level practical language skills, the content in modern languages provides depth of knowledge, understanding and intercultural competence and fosters a range of transferable skills such as communication skills, critical thinking, autonomy, resourcefulness, creativity, and linguistic, cultural and cognitive flexibility; all of which are of value to the individual, to wider society, to higher education and to employers.

Course Content

Before commencing this course, students are required to have completed the higher level GCSE course, achieving a high pass.

The course aims to enable students to understand spoken and written forms of German and to communicate effectively through the spoken and written word. In-depth study of grammar, acquisition of advanced vocabulary and a wide range of native German expression are an essential part of the course. Authentic German materials are used as a vehicle for studying topics such as artistic culture, the media, immigration and racism and current developments in Germany.

Teaching and learning styles

Teaching is done in small groups and there is one conversation lesson per week with the German Assistant. Lessons and tasks undertaken by students take many different forms – grammatical studies, class discussions, reading of German texts, essay writing, listening to CDs/MP3 files, watching DVDs, research on the internet, etc. Students are expected to take every opportunity in lessons to respond, question, contribute and, of course, practise their German in the process.

Assessment

Unit	Title	Length	%
1	Listening, Reading & Writing	2 hours 30 mins	40
2	Writing	2 hours	30
3	Speaking	25 mins	30

GCE A Level History

Further education or potential career outcomes

More than most other subjects, History can claim to give students both social and academic benefits. History enjoys a very high status with employers and universities. Careers in archaeology, law, teaching and journalism are always possibilities.

Course Content -

History A Level is comprised of three units. Students will cover parts of history in Britain and study the wider world. This specification also offers students the chance to study any period of time that interests them.

The Breadth Study course considers Stuart Britain and the Crisis of Monarchy in the years 1603-1702. The period covers the establishment of the Stuart dynasty, the events of the civil war, the Restoration and finally the establishment of the 'Glorious Revolution'. It explores how and why the role and status of the monarchy changed, as well as the impact it had. The unit also covers the religious divisions that emerged in the period and the importance of ideas and ideology.

The Depth Study provides the opportunity to study a period of major change, focusing on key ideas, events and developments. The subject of the unit is France in Revolution, 1774–1815. Students will explore content such as the causes of the French Revolution, France's experiments with a constitutional monarchy and the emergence of the reign of terror. Students will then move on to look at the Directory and Napoleon's rise to power and his impact on Europe.

The Historical Investigation is a piece assessed through coursework. Students follow a taught course on American Civil Rights.

Requirements

Students who wish to study History will require at least a grade 'B' in History. Any student who has not studied History GCSE will need to consult with the Head of Faculty before opting to study History in Year 12.

Learning and teaching styles

Lessons involve discussion, debate, note-taking, analysing source material, essay writing, research using multi-media and internet sources, and role play. We also organise field visits to museums and historical sites. We are hoping to arrange a long weekend in Paris to accompany the study of the French Revolution.

Assessment

Unit	Assessment	Question Type
Breadth Study The study of significant historical developments over a period of around 100 years and associated interpretations	2 hours 30 minutes written exam three questions (one compulsory) 80 marks 40% of A-level	Two sections Section A – one compulsory question linked to historical interpretations (30 marks) Section B – two from four essays (2 x 25 marks)
Depth Study The study in depth of a period of major historical change or development and associated primary evidence	2 hours 30 minutes written exam three questions (one compulsory) 80 marks 40% of A-level	Two sections Section A – one compulsory question linked to primary sources or sources contemporary to the period (30 marks) Section B – two from three essays (2 x 25 marks)
Historical Investigation A personal study based on a topic of student's choice	3000-3500 words 40 marks 20% of A-level	Set by the student Marked by teachers Moderated by AQA

If you would like further information contact us at cu.history@burytrust.org

BEGINNERS/GCSE/AS Level Japanese

Further educational or potential career outcomes

Japanese is officially recognized as the language which commands the highest salary. It can be studied as a single subject honours degree or as part of a degree in some other subject.. Many universities and colleges now have language centres where a language can be continued from the level already achieved and further attainment then contributes to the final degree. Employment prospects for those with nearly fluent Japanese are good; attainment of near fluency usually requires time spent in Japan and this is becoming increasingly easy to arrange through the JET scheme or by other means.

Course content

There will be several courses in Japanese starting in September 2018.

1. A course for complete or near beginners leading to GCSE; this can be completed over one or two years depending on students' individual timetables. The full course covers all four skills and is assessed by four papers all taken at the end of the course.

Teaching and learning styles

Much of the course involves monitored independent study, well suited to a sixth form timetable. Additional support will be given in lessons timetabled to suit individual needs.

- 2 Students wishing to take A2 (in 2019) Japanese should contact Mrs Browning to discuss this.

ALL students are welcome to join the 2019 trip to Japan whether they are learning Japanese or not.

GCE A Level Mathematics

OCR(MEI) (H640)

Further educational or potential career outcomes.

With a good qualification in mathematics you will have an unlimited choice of careers. Research has shown that those students who studied A level mathematics can earn on average up to 10 % more than those in equivalent jobs, who studied other subjects. Mathematics can provide students with the analytical and problem solving skills which universities look for in their undergraduates. The core course elements are particularly useful for students hoping to study science, engineering or business studies with the applied units such as statistics being helpful for biology and geography.

Course Content

It is assumed that pupils have studied the *Higher* mathematics tier at GCSE (9-1).

The A level course is a two year course split between pure and applied content studied over two years.

Course content is split into four areas:

- 1) Mathematical Processes
- 2) Pure Mathematics
- 3) Mechanics
- 4) Statistics

The pure content of the course will include topics such as algebra, geometry, trigonometry, sequences and series and calculus. These topics are intended to extend pupils range of mathematical skills.

Applied units are covered to develop an awareness of the relevance of mathematics to other fields of study. Statistics will include analysis and interpretation of data and probability distributions. Mechanics will include Newton's Laws, force diagrams, momentum, projectiles and use of vectors.

Teaching and learning styles.

Most of the course content is delivered and learnt through exposition by the teacher, followed by note taking and worked exercises. However, a wide variety of styles are used to develop understanding including class discussion, investigations, practical work, presentations and group work. Students will experience a range of IT applications, including the use of computers and graphical calculators.

Students need to be mature, self-disciplined, independent workers. The ability to meet deadlines is crucial.

Assessment

		Time	A %
01	Pure Mathematics and Mechanics	Exam 2 hours	36.4
02	Pure Mathematics and Statistics	Exam 2 hours	36.4
03	Pure Mathematics and Comprehension	Exam 2 hours	27.2

Entry requirements: *To study A level mathematics requires particular mathematical aptitude and normally students would be expected to be predicted at least a **Grade 6/7 at GCSE**. Students are recommended to discuss their potential with their mathematics teacher.*

GCE A Level Media Studies

EDUQAS 603/1149/6

Further educational or potential career outcomes

Students can proceed to a degree or further education course in Media Studies, Film Studies, Journalism, Design, Marketing or Advertising, and the A Level is also a supporting subject for many Arts-related courses. There are career possibilities in all aspects of the Media.

Course content

During Year 12, the course develops the student's ability to read texts with understanding, apply theory and explores the key concepts within the media. Students investigate the three media areas of Moving Image, Print and Digital Media, applying complex terminology.

There will be an internal examination at the end of Year 12, however, this is for progress analysis and predicted grades only and does not count towards the final qualification.

To complete the A Level, students will sit two external examinations at the end of Year 13 and submit a full coursework folder during Year 13. The first examination focuses on media language and representation, alongside a broader understanding of industry and audience. The main areas covered are: music videos; video games; advertising and film marketing; cross-media study; newspapers; contemporary radio programmes. The second examination focuses on media language, representations, audiences and media contexts, including non-English language texts and historical sources. The main areas covered are: television programmes; magazines; blogs and websites.

For the coursework component, the exam board will produce a series of briefs, from which students will choose a practical project across two platforms. The forms that learners can produce include television, magazines, film marketing and music marketing. The intended audience and industry context are specified in the brief.

Teaching and learning styles

There is an emphasis on independent learning at this level of study and students will be expected to conduct their own research outside of the classroom to prepare themselves for examination.

Students will respond to stimulus material in three ways:

Written: including research portfolios, case studies, critical analysis and evaluative reports.

Practical: options to produce Moving Image or Print pieces.

Oral: through seminar discussion and presentation of research and case studies, undertaken both individually and as part of a group.

Assessment

Unit		%
1	Meanings and Representations in the Media External written examination: 2 hours, taken at the end of Year 13	35
2	Media Forms and Products in Depth External written examination: 3 hours, taken at the end of Year 13	35
3	Cross-Media Production Coursework: internal assessment, submitted during Year 13	30

GCE Music Technology – A Level

GCE Music Technology combines the theory and creation of music, with technology. The course has an emphasis on practical work and will allow you to cultivate a wide range of skills, including sequencing MIDI and audio, recording live instruments, producing CDs and composing using music technology.

It is expected that students taking Music Technology will be looking to continue with an Arts, Creative or Technological course after A-Levels and there are a large number of universities which offer courses that would enable the student to continue his or her studies at degree level.

Component	Component Title	Method of Assessment	Weighting
1	Recording	Externally Assessed Coursework	20%
2	Technology-based Composition	Externally Assessed Coursework	20%
3	Listening & Analysing	1 hour 45 min. listening exam	25%
4	Producing & Analysing	2 hour 15 min. written/practical exam	35%

Component 1 – Recording

Production tools and techniques to capture, edit, process and mix an audio recording.

- One recording, chosen from a list of 10 songs provided by Pearson, consisting of a minimum of five compulsory instruments and two additional instruments.
- Keyboard tracks may be sequenced.
- Total time must be between 3 minutes and 3½ minutes.

Component 2 – Technology-based Composition

Creating, editing, manipulating and structuring sounds to produce a technology-based composition.

- One technology-based composition chosen from three briefs set by Pearson
- Synthesis and sampling/audio manipulation and creative effects use must be included.
- Total time must be 3 minutes.

Component 3 – Listening & Analysing

Knowledge and understanding of: recording and production techniques; principles of sound and audio technology; development of recording and production technology

- Section A: Listening and analysing (40 marks) – four questions, each based on unfamiliar commercial recordings supplied by Pearson (10 marks each).
- Section B: Extended written responses (35 marks) – two essay questions. One comparison question, which uses two unfamiliar commercial recordings from the CD (15 marks). The second essay uses the final unfamiliar commercial recording on the CD (20 marks)

Component 4 – Producing & Analysing

Knowledge and understanding of editing, mixing and production techniques, applied to unfamiliar materials

- Each student will be provided with a set of audio/MIDI materials for the practical element of the examination, to include: audio files relating to three instrumental/vocal parts; a single MIDI file from which a fourth instrumental part will be created or synthesised.

- Students will correct and then combine the audio and MIDI materials to form a completed mix, which may include creating new tracks or parts from the materials provided.
- Section A: Producing and analysing (85 marks) – five questions related to the audio and MIDI materials provided that include both written responses and practical tasks.
- Section B: Extended written response (20 marks) – one essay focusing on a specific mixing scenario, signal path, effect or music technology hardware unit.

Course Entry Requirements: It is expected that students considering the course should have Music at GCSE to at least grade B standard, or, in the absence of GCSE Music, grade 5 Theory and grade 5 Practical on an instrument/voice. An ability to read music notation to a basic level is necessary.

GCE Music - Edexcel

Unit Number	Unit Title	Level	Method of Assessment	First Assessment	A Level Weighting
Unit 1	Performing	A	Internal	June 2019	30% of A
Unit 2	Composing	A	External	June 2019	30% of A
Unit 3	Appraising	A	External	June 2019	40% of A

Performing

The Performing part of the course provides students with opportunities to perform as a soloist and/or in ensembles. Students are free to choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a minimum 8 minute performance. Improvised performances may be submitted.

Composing

At A level students must compose two pieces, one in response to the free choice brief/free composition and one in response to a brief assessing technique. The two pieces must have a combined duration of at least 6 minutes at A level.

Appraising

The content of musical elements, musical contexts and musical language is taught through the context of six Areas of Study, each containing three Set Works. Areas of Study are: Vocal Music, Instrumental, Music for Film, Popular Music & Jazz, Fusions, and New Directions.

Course Entry Requirements: It is expected that students considering the GCE Music course should have Music at GCSE to at least Grade B standard. In order to access the higher grades, students will need to be able to perform at Grade 7 level.

A Level Physical Education

Higher Education or potential career outcomes

A Level Physical Education is an excellent base for a university degree in sports science, sports management, healthcare, or exercise and health. Physical Education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology and many more.

A Level Physical Education can open up a range of career opportunities including: sports development, sports coaching, physiotherapy, personal training or becoming one of the next generation of PE teachers. The transferable skills you learn through your study of Physical Education, such as decision making and independent thinking are also useful in any career path you choose to take.

A Level in physical education will equip learners with both the depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education. This requires them to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance

Understand how physiological and psychological states affect performance

- Understand the key socio-cultural factors that influence people's involvement in physical activity and sport

- Understand the role of technology in physical activity and sport

- Refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas

- Develop their ability to analyse and evaluate to improve performance

- Understand the contribution which physical activity makes to health and fitness

- Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

	CONTENT OVERVIEW	ASSESSMENT OVERVIEW	
		A LEVEL	% of Total A level
Component 1	<ul style="list-style-type: none"> • Applied anatomy and physiology • Exercise physiology • Biomechanics, including technology in sport 	Physiological factors affecting performance (01)* 90 marks 2 hour written paper	30% of total A level
Component 2	<ul style="list-style-type: none"> • Skill acquisition • Sports psychology • Sport and society 	Psychological factors affecting performance (02)* 60 marks 1 hour written paper	20% Of total A level
Component 3	<ul style="list-style-type: none"> • Sport and society • Contemporary issues in physical activity and sport 	Socio-cultural issues in physical activity and sport (03)* 60 marks 1 hour written paper	20% of total A level
Component 4	<ul style="list-style-type: none"> • Performance or Coaching • Evaluation of Performance for Improvement (EPI) • Evaluation and Analysis of Performance for Improvement (EAPI) 	Performance in physical education (04)* 60 marks Non-exam assessment (NEA)	30% of total A level

*Indicates inclusion of synoptic assessment.

GCE A Level Physics

OCR Physics H556

Further educational or potential career outcomes

Students of physics can choose from the complete range of scientific careers and are particularly suited for all branches of engineering, manufacturing and industrial research and development. In addition they are also highly valued by employers in a variety of other disciplines, either straight from school or after following a course from the huge range available in higher education. Physics graduates are also employed in the 'City' because of their modeling and problem solving skills.

Course content

In the first year of the course students learn the fundamental principles in physics upon which all concepts are built. For example, predicting and modeling motion in two dimensions such as the motion of a ski jumper. Students will also describe material properties and explain how they behave under different forces; for example why toffee stretches but glass smashes. Finally, students explore the philosophical nature of quantum mechanics and wave particle duality.

The second year of the course develops the fundamental concepts further, such as explaining circular motion and collisions in two dimensions. However, it also enables students to access the cutting edge of modern physics such as cosmology, nuclear, medical and particle physics. As students progress through the course they will build on their knowledge of the laws of physics, applying their understanding to solve problems on topics ranging from sub-atomic particles to the entire universe.

There are numerous opportunities for practical activities throughout the course and they contribute to the achievement of the Practical Endorsement as well as enhancing students' understanding of physics theory and practical skills. Students will demonstrate development of their practical skills via a log book.

Teaching and learning styles

The emphasis throughout the course will be on the fundamental principles of physics and developing these further in order to understand new concepts. This is done in a variety of activities including practical work, demonstrations, group discussions, student presentations and research tasks.

Assessment Overview

Level	Unit	Unit title	Method of Assessment	Weighting
A	1	Modelling Physics	Written Paper	37% of A
A	2	Exploring Physics	Written Paper	37% of A
A	3	Unified Physics	Written Paper	26% of A
A	4	Practical Endorsement	Non-examined	12 practical activities over 2 years

GCE A Level Politics

Edexcel 9PLO

Further educational or potential career outcomes

Politics combines well with a range of social science and humanities subjects to lead to university courses in such areas as business, economics, law, media, philosophy and, of course, politics. Careers in banking, insurance, the Civil Service, marketing and journalism are also possibilities.

Course content

To study Politics at A level you need to have a lively and enquiring mind, an interest in politics and current affairs, a desire to explore new ideas and an ability to communicate your opinions effectively. There is no GCSE in Politics so we use your English grade as our entry requirement; you will need to achieve at least a B in GCSE English to study this course. During the course you will study a range of units and topics, from the role of the Prime Minister to the power of Parliament, the UK and US political systems and a range of political ideologies including feminism and socialism.

Teaching and learning styles

This subject never stands still as it responds to rapidly changing news and current affairs. Students make notes from textbooks, write essays and take part in discussion and debate. Research on the Internet is undertaken and newspapers and current TV programmes are regularly used. There will be a trip to Parliament and there may be the opportunity to attend conferences to hear top politicians speak. There is also the opportunity to become politically active in the school Politics Society!

UK Politics (33% of the A Level)	Political Participation Students will study: democracy and participation, political parties, electoral systems, voting behaviour and the media. Core Political Ideas Students will study: conservatism, liberalism, socialism.
UK Government (33% of the A Level)	UK Government Students will study: the constitution, parliament, Prime Minister and executive, relationships between the branches. Optional Political Ideas Students will study: one idea from the following - anarchism, ecologism, feminism, multiculturalism, nationalism.
Comparative Politics (33% of the A Level)	USA Students will study: the US Constitution and federalism, US congress, US presidency, US Supreme Court, democracy and participation, civil rights.

GCE A Level Product Design

AQA Product Design (3D Design) 7552

Further educational or potential career opportunities

This course is appropriate for students who; are interested in the development and design of products, going on to higher education or into immediate job opportunities. Careers include all forms of engineering, manufacturing, advertising, fashion/textile/theatre/film/set design, architecture, all forms of industrial design, teaching and many others.

Teaching and learning styles

Product Design enables students to take a broad view of design and technology, develop their capacity to design and manufacture products and appreciate the complex relations between the design process, materials, manufacture and marketing. Throughout Years 12 and 13 students are encouraged to develop independent study skills through research and investigation. Students will also learn a variety of graphical, modelling and manufacturing skills that can be utilised throughout the design driven course. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and a target markets design needs, wants and values.

Course Content

This course allows students to progress from GCSE Resistant Materials/Graphic Products and will focus on:

- the design process using a variety of materials from resistant to compliant with a modelled and fully working prototype as the final outcome.
- encourage candidates to take a broad view of design and technology
- develop candidates' capacity to design and make products
- to learn about contemporary technologies, materials and processes and established practices and to appreciate the complex relations between design, manufacture and marketing

Both unit 1 and unit 3 are written exams with a mixture of short answer, multiple choice and extended response questions.

- Unit 1 – Core technical principles (written paper).
- Unit 2 – practical application of technical principles, designing, making principles and specialist knowledge through a substantial design and make task with a design portfolio and photographic evidence of the final prototype.
- Unit 3 – Core designing and making principles (written paper):
Specialist knowledge, technical, designing and making principles
Section A –
Product Analysis: short answer questions on the visual stimulus of products
Section B –
Commercial manufacture: mixture of short and extended response questions
- Unit 4 - Advanced practical design project making principles to include industrial manufacturing techniques. Emphasis on CAD-CAM. Documented with a design portfolio and photographic evidence of final product.

GCE A Level Psychology

AQA 7182

Further education or potential career outcomes

Psychology is widely available at degree level with many different types of courses. It is possible to study psychology in combination with other subjects and to study related subjects such as educational psychology, forensic psychology, clinical psychology, artificial intelligence etc. Psychologists work in a wide variety of contexts from clinical settings, prisons, business, to the media etc.

Course content

This course has been designed to provide a broad introduction to the scope and nature of psychology as a science. The emphasis is on applying knowledge and understanding rather than just acquiring knowledge thereby developing students' transferable skills of analysis, evaluation and critical thinking.

Psychology is a science subject concerned with the study of the mind and behaviour (what people do and how they act). It has links with a variety of other subjects such as biology, computer and forensic sciences, as well as with the humanities such as sociology, philosophy and literature. One of the most important qualities of people who study psychology is curiosity and the search for knowledge.

Teaching and learning styles

Students are required to engage with the need to research, investigate, read and analyse material. Lessons include discussion, debate, simulations and research, presentations of findings to others in the group and analysis of experimental data.

Assessment

Unit				% A level
1	Introductory Topics in Psychology	Social Influence Memory Attachment Psychopathology	Exam June	33.3
2	Psychology in Context	Approaches in Psychology Biopsychology Research Methods	Exam June	33.3
3	Issues and Options in Psychology	Relationships Gender Eating Behavior Stress Aggression Forensic Psychology	Exam June	33.3

GCE A Level Religious Studies

AQA (7062)

Further education or potential career outcomes

Religious Studies is a broad subject at A level encompassing ethics, philosophy, theology and belief systems thus this subject can give students both social and academic benefits. A levels involving philosophy, theology and ethics enjoy a very high status with employers and universities. Careers in sociology, law, teaching and theology are possibilities.

Course Content - AQA

Religious Studies A Level is comprised of two components. The subject offers an excellent combination of ethics, philosophy and religion.

Component One

Section A: Philosophy of religion • Arguments for the existence of God. • Evil and suffering. • Religious experience. • Religious language. • Miracles. • Self and life after death.

Section B: Ethics and religion • Ethical theories. • Issues of human life and death. • Issues of animal life and death. • Introduction to meta ethics. • Free will and moral responsibility. • Conscience. • Theories of Bentham and Kant.

Component Two

Section A: Study of Christianity • Sources of wisdom and authority. • God • Self, death and the afterlife. • Good conduct and key moral principles. • Expression of religious identity. • Religion, gender and sexuality. • Religion and science. • Religion and secularization. • Religion and religious pluralism.

Section B: The dialogue between philosophy of religion and religion. How religion is influenced by, and has an influence on philosophy.

Section C: The dialogue between ethical studies and religion. How religion is influenced by, and has an influence on ethical studies.

Requirements

Religious Studies is an inclusive course designed for people of any faith and those who have none. Students will require at least a grade 'B' in Religious Studies or a similar subject at GCSE.

Learning and teaching styles

Lessons involve discussion, debate, note-taking, analysing source material, essay writing, research using multi-media and internet sources, and role play.

Assessment

Paper		Exam structure		% of A level
1	Philosophy of Religion and Ethics	Written exam. Four compulsory questions.	3 hours	50
2	Christianity and Dialogues	Written exam Two compulsory two-part questions (10 marks and 15 marks). Two synoptic essays from a choice of four (25 marks)	3 hours	50

If you would like further information contact us at cu.rs@burytrust.org

GCE A Level Sociology

AQA 7192

Further educational or potential career outcomes

Sociology students are well prepared for a wide range of further educational and career options due to the diversity of learning built into the course. Many further education courses value the research methods taught as well as the insight into social behaviour. The broad range of career paths including management, marketing, the media, social work and teaching, make sociology a good choice for those who want to keep their options open.

Course content

Sociology explores human behaviour within contemporary society and looks at the beliefs and values that influence individuals and groups. During the course students study basic sociological theory and theorists, look at the research methods employed by sociologists and focus on various topics of interest to sociologists. These include education, the family, crime and deviance and the media.

Teaching and learning styles

Sociology requires students to undertake extensive study of a variety of written texts including specialist magazines and articles, text books and current media issues. Lessons encourage discussion based on both prepared topics and the understanding or analysis of sociological evidence. The ability to construct extended written arguments on specific issues is an essential skill.

Assessment

Paper	Topic and Assessment	Assessment	Marks	%
1	Education with Theory and Methods <i>Education:</i> short answers and extended writing, 50 marks <i>Methods in Context:</i> extended writing, 20 marks <i>Theory and Methods:</i> extended writing, 10 marks	2 hour written exam	80	33.3
2	Topics in Sociology - Families and Households and The Media <i>Families and Household:</i> extended writing, 40 marks <i>The Media:</i> extended writing, 40 marks	2 hour written exam	80	33.3
3	Crime and Deviance with Theory and Methods <i>Crime and Deviance:</i> short answers and extended writing, 50 marks <i>Theory and Methods:</i> extended writing, 30 marks	2 hour written exam	80	33.3

GCE A Level Spanish

Further educational or potential career outcomes

The study of a modern language is understood to be an interdisciplinary subject offering the same cognitive and academic advantages as other disciplines within the humanities. In addition to high level practical language skills, the content in modern languages provides depth of knowledge, understanding and intercultural competence and fosters a range of transferable skills such as communication skills, critical thinking, autonomy, resourcefulness, creativity, and linguistic, cultural and cognitive flexibility; all of which are of value to the individual, to wider society, to higher education and to employers.

Course Content

Before commencing this course, students are required to have completed the higher level GCSE course, achieving a high pass.

The course aims to enable students to understand spoken and written forms of Spanish and to communicate effectively through the spoken and written word. In-depth study of grammar, acquisition of advanced vocabulary and a wide range of native Spanish expression are an essential part of the course. Authentic Spanish materials are used as a vehicle for studying topics such as artistic culture, the media, immigration and racism and current developments in Spain.

Teaching and learning styles

Teaching is done in small groups and there is one conversation lesson per week with the Spanish Assistant. Lessons and tasks undertaken by students take many different forms – grammatical studies, class discussions, reading of Spanish texts, essay writing, listening to CDs/MP3 files, watching DVDs, research on the internet, etc. Students are expected to take every opportunity in lessons to respond, question, contribute and, of course, practise their Spanish in the process.

Assessment

Unit	Title	Length	%
1	Listening, Reading & Writing	2 hours 30 mins	40
2	Writing	2 hours	30
3	Speaking	25 mins	30

Level 3 Extended Certificate in Applied Science

AQA TVQ01029

This qualification offers a practical approach to science and is aimed at preparing students to take up employment in the applied science sector, either directly after achieving the qualification or via higher education. It is supported by a range of universities, and taken alongside other qualifications it can fulfil the entry requirements for a number of science-related higher education courses, including **biomedical, forensic and sports science**, as well as **nursing**.

What are the benefits of this qualification to students?

Studying this qualification will enable students to develop their knowledge and understanding of scientific principles, as well as those scientific practical skills recognised by higher education institutions and employers to be most important. The qualification also offers learners an opportunity to develop **transferable skills** such as **problem-solving, research and communication** as part of their applied learning.

A variety of assessment types allows learners to apply their knowledge in a practical way. Students will practise experimental scientific techniques and explore how they're applied in industry. They will plan and carry out a scientific investigation of their own choosing and explore ways in which topical scientific issues are presented in the media. Students will also investigate the role of scientists and the different career pathways open to them.

Grading

This Level 3 Technical award is equivalent to one A level.

- The units are graded **Pass, Merit or Distinction**
- The overall qualification is graded as P, M, D or D*

Unit	Assessment type
Key concepts in science Students will develop an understanding of key concepts relating to biology, chemistry and physics.	Written examination 16.7%
Applied experimental techniques Students are introduced to new experimental techniques, developing practical skills including accuracy and precision.	Internally assessed portfolio 16.7%
Science in the modern world Students will analyse and evaluate scientific information to develop critical thinking skills.	Written examination (pre-release material) 16.7%
The human body Students will study the structure and function of the digestive system and the effects of diet on health	Written examination 16.7%
Investigating science Students undertake the role of a research scientist, following standard procedures to complete a scientific investigation	Internally assessed Portfolio 16.7%
Microbiology / Organic chemistry / Medical physics Optional unit	Internally assessed Portfolio 16.7%

***Students can re-sit an examined unit once before they complete this qualification.**

Level 3 Technical Extended Certificate in Business

Cambridge OCR 05835

This, combined with other qualifications, will provide learners with the skills, knowledge and understanding to progress into Higher Education (HE) on a business-related programme such as Business, Business Management, Marketing, Business and Finance, Business and Economics and Accounting. It will also allow them to choose non-business-related degree programmes or take them into employment where they would continue to study.

What are the benefits of this qualification to students?

It will provide learners with the opportunity through applied learning to develop the core specialist knowledge, skills and understanding required in the business sector through applied learning. Students will develop transferable skills that are valued by HE and employers such as:

- communication
- planning
- teamwork
- research
- analysis

What does this qualification cover?

Students will study five units to include:

- **The business environment** – This will give students an understanding of the wider external contexts in which businesses operate and of internal business functions and their interdependencies. The unit will allow them to appreciate how legal, financial, ethical and resource constraints can affect business behaviour and the influence that different stakeholders can have and how businesses must respond.
- **Working in business** will provide students with an understanding of the type of critical skills needed when working in business, such as organisation, prioritisation and effective communication. The unit will allow them to learn how to use different business documents and about organisational protocols that most businesses would expect employees to follow.
- **Customers and communication** - Customers and communication, will allow students to appreciate how vital customers are to the success of a business. It will give them an understanding of how important it is for businesses to know their customers and what influences customer behaviour.

Grading

The Level 3 Extended certificate in Business is the same size as one GCE A level. This allows for the study of other, supporting, technical awards or A-Levels

. The units are graded **Pass, Merit** or **Distinction**

- The overall qualification is graded as P, M, D and D*

Unit	Assessment type
• The business environment	• *Written examination 33% of the total marks
• Working in business	• *Written examination 16.7% of the total marks
• Customers and communication	• Internal assessment 16.7% of the total marks
• + two further units	• Internal assessment 16.7% of the total marks each

*Students can re-sit an examined unit once before they complete this qualification.

Level 3 Technical Level in Engineering: Design Engineering

AQA TVQ01018

This qualification could provide entry to employment through a higher or advanced apprenticeship in the engineering sector. Examples of potential career opportunities are **design engineer, development engineer, ergonomist, research and development engineer, product development engineer, product design engineer, integrated circuit design engineer**. This qualification could also form part of an application to a Further or Higher Education course in Engineering. It is also approved by the Engineering Council as contributing to the requirements for professional registration as an engineering technician.

What are the benefits of this qualification to students?

This qualification will give students the opportunity to develop deep and broad design skills and the ability to apply them to an engineering sub-sector of their choice. A career in engineering will require people to demonstrate that they are good at problem-solving and generating new ideas. At the heart of this qualification are the skills and competencies that will set young people up for careers in engineering and associated sectors.

Grading

This Level 3 qualification is the same size as two GCE A levels and will fill approximately two thirds of your timetable. This allows for the study of other, supporting, technical awards or A-Levels

- The units are graded **Pass, Merit or Distinction**
- The overall qualification is graded as PP, MP, MM, DM, DD, D*D or D*D*

Unit	Assessment type
1. Materials technology and science	*Written examination 12.5%
2. Mechanical systems	Externally set and marked assignment 12.5%
3. Mathematics for engineers	*Written examination 12.5%
4. Engineering design	Internal assessment 12.5%
5. Production and manufacturing	Internal assessment 12.5%
6. Design visualisation	Internal assessment 12.5%
7. Advanced design for manufacture	Internal assessment 12.5%
8. Design engineer project management	Internal assessment 12.5%

*Students can re-sit an examined unit once before they complete this qualification.

Level 3 Technical Diploma in Health and Social Care

Cambridge OCR 05833

This course provides a broad understanding and skill set to progress to Further or Higher Education on a health and social care-related programme such as **Health and Social Care, Nursing, Social Work or Early Childhood Studies**. Students may also seek apprenticeships or employment in the health and social care sector or a related industry.

What are the benefits of this qualification to students?

All units reflect current health and social care practice and will help students to develop the transferable skills, knowledge and understanding that universities and employers are looking for in prospective applicants. Specifically:

- A broad knowledge and understanding of a range of long term conditions, mental health needs and other disabilities and an appreciation of the impacts of living with these;
- The ability to be proactive in helping to improve the lives of individuals who require care and support;
- The transferrable skills necessary to support individuals who require care and support;
- Knowledge and understanding of how strategies to promote healthy lifestyles and positive behaviour are applied in the workplace;
- The ability to learn in work-related contexts;
- The skills required for independent learning and development.

Grading

This Level 3 qualification is the same size as two GCE A Levels. This allows for the study of other, supporting, technical awards or A-Levels

- The units are graded **Pass, Merit or Distinction**
- The overall qualification is graded as PP, MP, MM, DM, DD, D*D or D*D*

Unit	Assessment type
Building positive relationships in health and social care	Internal assessment 8.3%
Equality, diversity and rights in health and social care	*Written examination 8.3%
Health, safety and security in health and social care	*Written examination 8.3%
Anatomy and physiology for health and social care	*Written examination 12.5%
Infection control	Internal assessment 8.3%
Safeguarding	Internal assessment 8.3%
Promote positive behaviour	Internal assessment 8.3%
+ five more units	Internal assessment 8.3% each

*Students can re-sit an examined unit once before they complete this qualification.

Level 3 Technical Level Diploma in IT: Programming

AQA TVQ 01006

This technical qualification is aimed at learners who are seeking to develop programming skills to enable them to access training and employment in a range of roles in a wide variety of settings within the ICT sector. Progression from this qualification is designed to be into work, as a junior programmer or developer in a variety of programming settings including engineering, games and app development. Alternatively, completed as part of a study programme, this qualification will allow students to access Further or Higher Education programmes in this sector.

What are the benefits of this qualification to students?

Throughout the course, learners will develop a range of transferable skills that are highly valued by employers and Higher Education alike. The following transferable skills have been written into the content of the qualification:

- communication (oral and written)
- research
- teamwork
- problem-solving

Students will be working on industry-focused assignments to help prepare for work which will help them to talk confidently about acquired knowledge and skills in an interview situation.

What does this qualification cover?

Students will build on a foundation of programming concepts and study object oriented programming (known as OOPs) and event driven programming (EDP). Once learned, they will be able to transfer the techniques to different languages. Students will also learn about website programming and scripting.

The learner will cover topics such as:

- The theory, practices and concepts associated with high quality professional programming solutions, designed and developed to meet client requirements
- Building high-quality coded applications for popular mobile devices across platforms
- Logic that is used every day by operating systems, networks and programmers alike
- Designing and building interactive websites and cloud-based applications that professionally meet client needs demonstrating the use of client-side and server-side technologies.

Grading

This Level 3 qualification is the same size as two GCE A levels. This allows for the study of other, supporting, technical awards or A-Levels

- The units are graded **Pass, Merit or Distinction**
- The overall qualification is graded as PP, MP, MM, DM, DD, D*D or D*D*

Unit	Assessment type
• Fundamental Principles of Computing	Written examination 12.5%
• Industrial Project	Internal assessment 12.5%
• Computer Programming	Written examination 12.5%
• Maths for Computing	Internal assessment 12.5%
• Website Technologies	Internal assessment 12.5%
• Mobile Applications Programming	Internal assessment 12.5%
• Event Driven Programming	Internal assessment 12.5%
• Object Oriented Programming	Internal assessment 12.5%

*Students can re-sit an examined unit once before they complete this qualification.

Level 3 Technical Level Diploma in IT: Programming

AQA TVQ01013

This technical qualification is aimed at learners who are seeking to develop programming skills to enable them to access training and employment in a range of roles in a wide variety of settings within the ICT sector. Progression from this qualification is designed to be into work, as a junior programmer or developer in a variety of programming settings including engineering, games and app development. Alternatively, completed as part of a study programme, this qualification will allow students to access Further or Higher Education programmes in this sector.

What are the benefits of this qualification to students?

Throughout the course, students will develop a range of transferable skills that are highly valued by employers and Higher Education alike. The following transferable skills have been written into the content of the qualification:

- communication (oral and written)
- research
- teamwork
- problem-solving

It is a requirement of this qualification that employers are involved in the delivery and assessment of this award in order to provide a clear 'line of sight' to work. Our partners in industry for this qualification are BT.

What does this qualification cover?

Students will build on a foundation of programming concepts and study object oriented programming (known as OOPs) and event driven programming (EDP). Once learned, they will be able to transfer the techniques to different languages. Students will also learn about website programming and scripting.

The learner will cover topics such as:

- The theory, practices and concepts associated with high quality professional programming solutions, designed and developed to meet client requirements
- Building high-quality coded applications for popular mobile devices across platforms
- Logic that is used every day by operating systems, networks and programmers alike
- Designing and building interactive websites and cloud-based applications that professionally meet client needs demonstrating the use of client-side and server-side technologies.

Grading

This Level 3 qualification is the same size as two GCE A levels. This allows for the study of other, supporting, technical awards or A-Levels

- The units are graded **Pass, Merit or Distinction**
- The overall qualification is graded as PP, MP, MM, DM, DD, D*D or D*D*

Unit	Assessment type
• Fundamental Principles of Computing	Written examination 12.5%
• Computer Programming	Written examination 12.5%
• Website Technologies	Internal assessment 12.5%
• Mobile Applications Programming	Internal assessment 12.5%
• Maths for Computing	Written examination 12.5%
• Event Driven Programming	Internal assessment 12.5%
• Object Oriented Programming	Internal assessment 12.5%
• Industrial Project	Internal assessment 12.5%

*Students can re-sit an examined unit once before they complete this qualification.

Level 3 Technical Extended Certificate in Sport and Physical activity

Cambridge OCR 05827

This qualification is for students who want to study sport, leisure or fitness. It is not just about being able to play sport, but will provide students with the skills, knowledge and understanding to progress into Higher Education on a sport-related programme such as Sport and Physical Education, Sport Science, Sport Coaching and Development or Sport and Leisure Management. It will also allow students to progress into sport-related apprenticeships.

What are the benefits of this qualification to students?

Studying this qualification will enable students to develop their knowledge and understanding of sports science and develop those skills recognised by higher education institutions and employers to be most important. The qualification also offers students an opportunity to develop transferable skills such as problem-solving, team work, research, analytical skills, time management and communication as part of their applied learning.

What could this qualification lead to?

Progression from this Level 3 qualification will prepare students for work in a role within the sports sector. They may also access a higher apprenticeship. Alternatively, students will be able to progress to higher education – either HNCs and HNDs or a Degree programme. The following are examples of job opportunities within this sector:

- Exercise physiologist.
- Fitness centre manager.
- Secondary school teacher.
- Sports administrator.
- Sports coach.
- Sports development officer.
- Sports therapist

Grading

This Level 3 Extended Certificate qualification is the same size as one GCE A level.

- The units are graded **Pass, Merit or Distinction**
- The overall qualification is graded as P, M, D or D*

Unit	Assessment type
• Body systems and the effects of physical activity	*Written examination 25%
• Sports coaching and activity leadership	Internal assessment 25%
• Sports organisation and development	*Written examination 16.7%
• + two further units	Internal assessment 16.7% each

*Students can re-sit an examined unit once before they complete this qualification.

Arts award – Gold

“The arts award shows that young people are independent thinkers, leaders and communicators”

At County Upper we offer the opportunity for the students to pursue their Arts Award. This is a national award, run by Trinity College, which has three levels, Bronze, Silver and Gold. Bronze and Silver level tend to be taken in the lower school whilst students can work for the Gold Arts Award during their time in Year 11, 12 and 13. You do not have to have completed Bronze and Silver to go for Gold. Students can further their skills and knowledge of *any* creative arts subject through the Arts Award.

The Gold Arts Award is worth 30 UCAS points and is considered to be the equivalent to half an AS Level. It requires students to work independently to further their creative skills and show leadership and commitment to the arts. Students are supported by an Arts Award advisor who guides them through the criteria and gives advice as required.

There are 2 units:

1. Unit 1 Personal Arts Development;
2. Unit 2 Art Project Leadership.

Unit 1 Personal Arts Development

Part A: extend your own arts practice

Part B: identify and use development opportunities

Part C: research and review more advanced practitioners

Part D: form and communicate a view on an arts issue

Unit 2 Art Project Leadership.

Part A: identify project aims

Part B: organise people and resources

Part C: deliver project

Part D: organise public showing of work

Part E: review & evaluation

Students are expected to produce a portfolio of evidence to support the practical work they have done. For any more information please see Mrs Stevens or look at the Arts Award website: www.artsaward.org

Duke of Edinburgh Award

The Silver and Gold DofE Awards are available to sixth form students. Staff help and support students to decide on the volunteering, physical and skill activity. Groups meet regularly during term time (after school) to plan and prepare for the expedition section of the Award. More details can be found on our DofE website <http://dofe.burytrust.org>

Level 2 Award in Sports Leadership

Sports Leaders UK

The Level 2 Award in Community Sports Leadership is a qualification for people aged 14 and upwards, who wish to deliver sporting activities within their communities. It is a nationally recognised qualification, sitting at Level 2 on the National Qualifications Framework. The qualification provides the key skills required to plan and deliver community sports activities, and candidates must complete a minimum of 10 hours' sports leadership.

The course provides many opportunities for learning and development. As a vocationally-related qualification (VRQ), it focuses on the application of knowledge, rather than the accumulation of knowledge. There are various assessment methods, which all provide candidates with the opportunity to show they are capable of meeting the assessment criteria.

The syllabus for the qualification will take approximately 35 Guided Learning Hours to deliver.

The Basketball Academy

County Upper's Basketball Academy caters for students between the ages of 16 and 19 who show high levels of playing ability at basketball. They will receive specialist coaching alongside a full academic programme in the school's sixth form.

The Academy works alongside local National League clubs to enable students to play competitively in school and club competition. In addition the Academy receives support from Bury Physio and a professional performance coach helping all athletes stay healthy and to reach their basketball potential.

The Academy Director, Darren Johnson, has coached teams in the Euroleague, the Northern European Basketball League, the British Basketball League the NCAA D1, NCAA D2 and NJCAA D2 in the United States. He has also helped develop players who are currently playing at college in America and professionally in Europe.

Selection will be based on both playing ability and academic achievement. Students will normally be playing at National League level and **must have achieved the academic standards for entry into the sixth form.** Potential students must apply through the normal process for external candidates.

Sixth Form Staff/Student Contract

All students agree to attend County Upper Sixth Form on the following terms:

We aim:

1. To provide appropriate academic courses, tuition and guidance.
2. To provide additional courses and opportunities to extend the experiences, skills and awareness of the student.
3. To provide pastoral care and counselling to enable students to derive full benefit from a period in the Sixth Form and progression along a worthwhile career path.
4. To provide appropriate facilities for study.

As a voluntary student at County Upper the student agrees:

1. To be bound by the values and standards of the school as expressed in rules and codes of conduct.
2. To give priority to school work, completing assignments punctually and maintaining a regular programme of personal study.
3. To be in regular and punctual attendance during normal school hours unless a satisfactory reason has been provided.
4. To be in regular and punctual attendance at all lessons, meetings, assemblies and registrations which are required.
5. To undertake responsibilities and duties which may be required of a senior student in the school.

2016/2017 Examination Results - GCE A Level Results

Subject	Entries	A*	A	B	C	D	E	U	Average Points Score
Art	13	3	4	3	3	0	0	0	45.4
Biology	28	3	3	8	8	2	4	0	34.6
Business Studies	16	0	6	7	3	0	0	0	41.9
Chemistry	27	2	7	4	5	7	1	1	34.4
D&T Product Design	2	0	0	1	0	1	0	0	30.0
Drama	4	0	1	3	0	0	0	0	42.5
Economics	9	1	0	3	2	1	2	0	31.1
English Language	11	0	0	2	5	4	0	0	28.2
English Literature	17	0	2	3	11	1	0	0	33.5
French	6	0	2	3	1	0	0	0	41.7
Geography	17	0	3	4	8	0	2	0	33.5
German	5	0	0	5	0	0	0	0	40.0
Health & Social Care	10	1	2	6	1	0	0	0	43.0
History	21	2	3	8	6	2	0	0	38.6
Mathematics	30	11	9	1	6	2	1	0	46.0
Mathematics Further	5	2	2	0	1	0	0	0	50.0
Media Film and TV Studies	3	1	0	2	0	0	0	0	46.7
Music	2	0	0	2	0	0	0	0	40.0
Physics	15	2	5	2	1	5	0	0	38.7
Politics	9	0	3	1	3	1	1	0	34.4
Psychology	20	0	0	3	10	5	2	0	27.0
Religious Studies	9	0	0	3	5	1	0	0	32.2
Sociology	21	0	5	8	8	0	0	0	38.6
Spanish	2	0	1	1	0	0	0	0	45.0
Sport/PE Studies	4	0	0	1	0	3	0	0	25.0
Travel & tourism	2	0	0	0	2	0	0	0	30.0
Extended project (0.3)	13	4(1.2)	6(1.8)	2(0.6)	1(0.3)	0	0	0	42.3(14.1)

Summary of 'A' Level results 2016/17

%age pass rate: **99.7**

%age entries at A*/A: **28.9**

%age of entries at A8-C: **85**

Average points per entry: **35**

Higher Education

The following students will be taking up places at universities or colleges:

Melody Abbott	Marketing	Anglia Ruskin University (2018)
Luke Alford	Rural Enterprise and Land Management	Harper Adams University
Ed Allan	Architecture	University of Sheffield
Lewis Allum	Performance Arts	Central School of Speech and Drama
Alfie Baldwin	Politics	University of Essex
Henry Belsham	Product Design	Nottingham Trent University (2018)
Sophie Bennett	Psychoanalytic Studies	University of Essex (2018)
James Bentley	Sport Science and Management	Nottingham Trent University
Maddison Bray	Fashion Marketing and Branding	Nottingham Trent University
Kalum Brooker	Physiotherapy	University of East Anglia
Sarah Burns	Physics	University of Manchester
Harriet Chatt	Modern Languages	University of Birmingham
Kiran Chohan-Jones	Social Policy and Sociology	University of Lincoln (2018)
Rajan Chohan-Jones	Politics and International Relations	University of Leicester (2018)
Neevie Clark	Landscape and Garden Design	Easton and Otley College
Francesca Corley	Acting and Performance	University for the Creative Arts
Erin Cunningham	English	University of Birmingham
Max Cunningham	Property Finance and Investment	Nottingham Trent University
Hannah Curwen	Chemistry	Oxford University
Holly Davies	Veterinary Science	University of Bristol
Sam Doye	Electronic Engineering	University of Southampton
Sam Dumont	History	University of East Anglia
Josh Emerson	Mechanical Engineering	University of Lincoln
Emily Fisher	Geography	University of Sheffield
Tom Ford	Global Studies and International Relations	Nottingham Trent University
Isobel Forde	Diagnostic Radiography	University of Suffolk
Katie Foulds	Biochemistry	University of Reading
Emily Fox	Medicine	University of Birmingham
Yukiko Fujii	Natural Sciences	University of Cambridge
Gabriele Gelezauskaite	Biomedical Science	University of Sheffield
Keira Gibson	Bioveterinary Science	University of Lincoln
Rosie Grant	History	University of York
Kira Green	Master in Education (with Qualified Teacher Status)	University of Derby
Rory Hall-Roberts	Biochemistry	University of Sussex
Kate Hardy	Biological Sciences	Lancaster University
Jordan Harris	History	University of Lincoln
Abigail Harrison	Drama and Theatre	University of Kent
Amy Hawkes	English Literature and Creative Writing	Oxford Brookes University
Benjamin James	Engineering	University of Cambridge (2018)
Kaytlin Kemp	Applied Psychology and Sociology	University of Suffolk
Hannah Kossowska-Peck	Natural Sciences	University of Cambridge
Murri Kybird	Computer Animation Art and Design	University of Bournemouth
Jing Lin	Mathematics	University of Bath

Matthew Lister	Business	Sheffield Hallam University (2018)
Alice Lyall	Applied Psychology	University of Brighton
Bronwen Mansel	Natural Sciences	Durham University
Eleanor Martindale	Music	University of Nottingham
Megan McGowan	History	University College London
Katie Miller	Biology	Newcastle University
Lydia Miranda	Primary Education	Nottingham Trent University
Max Mitchell	Sociology and Criminology	Birmingham City University
Eric Navarette Meyers	Electrical and Electronic Engineering	University of Hertfordshire (2018)
Alex Palmer	Psychology	Leeds Beckett University
Drew Parnell	Criminology and Sociology	Anglia Ruskin University
Isabella Proctor	Fine Art	Lancaster University
Alastair Reid	Mechanical Engineering	University of Sheffield
William Riddick	Astrophysics	University of Hertfordshire
Eva Robertson	Psychology	Manchester Metropolitan University
Bethany Rolfe	Biomedical Science	Anglia Ruskin University
Wesley Roper	Economics and Politics	University of Sheffield
Emily Schenk	Human Biosciences	Plymouth University
Sophie Schenk	Medicine and Surgery	Plymouth University
Katie Schofield	Children's Nursing	Canterbury Christchurch University
Lily Shalev	Primary Education	Nottingham Trent University (2018)
Alastair Smith	Physics	University of Birmingham
Tom Spetch	International Relations and Politics	De Montford University (2018)
Freya Tanner	Philosophy, Politics, Ethics	University of Brighton (2018)
Charlotte Titcombe	German and Arabic	University of Exeter
Imogen Tytler	Biological Sciences	University of Reading
Hebe Van Giap	Education Studies and Psychology	Nottingham Trent University (2018)
Shannon Wade	Architecture	University of Kent
Katie Webb	Medicine	University of Nottingham (2018)
Christy Williams	Politics	University of Liverpool
Tom Wolford	Biomedicine	University of East Anglia
Ashleigh Wright	Health and Social Care	University of Lincoln (2018)
Daniel Wright	Business	Nottingham Trent University (2018)
Eleanor Wright	English Language and Literature	University of Nottingham
Jessica Yallop	Sport Business Management	University of Lincoln

We have heard of the graduation successes of the following former students:

Lucia Bennett	History	University of East Anglia	1 st
Madeleine Blake	Childhood Studies	University of East Anglia	2:1
Lydia Bowers	Prosthetics and Orthotics	University of Salford	1 st
Igraine Brook	Primary Education	Bishop Grosseteste University	2:1
Hazel Forde	M.Pharm	University of East Anglia	1 st
Lucy Frost	Biochemistry	Exeter University	2:1
Jessica Gaskell	Politics and Social Policy	University of Leeds	2:1
Elizabeth George	Music	University of York	2:1
Louis Gooden	Biochemistry	University of Southampton	2:1
Daniel Harker	Early Childhood Studies		2:1
Fiona Hills	Early Childhood Professional Practice	University of Worcester	2:1
Matthew Last	Astrophysics	Royal Holloway College, University of London	1 st

George Lines	Biomedicine	University of East Anglia	1 st
Alice Maguire	Human Geography	University of Hertfordshire	2:1
Sarah-Janine Mayhew	English Literature and American Studies	Christ Church University, Canterbury	2:1
Oliver Moore	Politics and International Relations	Nottingham Trent University	2:1
William Nunn	Natural Sciences (Physics major)	University College London	1 st
Hannah O'Brian	History	University of Chichester	2:1
Jake Peters	Digital Film Production	University of Greenwich	1 st
Megan Render	Education, Culture and Society	University of London	1 st
Emma Schofield	Psychology	University of Liverpool	2:1
Victoria Slater	Psychology	Anglia Ruskin University	1 st
Beth Soman	Theology and Religious Studies	Robinson College, University of Cambridge	2:1
Eleanor Thomas	History of Art	University of York	1 st
Eleanor Trent	English Literature	Newcastle University	2:1
Rosie Waters	Biochemistry	Leicester	1 st
Cara Wilcock	Criminology	University of Leicester	1 st
John Young	Music	Oriel College, University of Oxford	2:1