



# CLAYESMORE SIXTH FORM



PROSPECTUS • 2021 | 2022



# WELCOME TO THE SIXTH FORM

Welcome to our Sixth Form Prospectus for 2020. Here we aim to give you a taste of all the exciting things that are on offer to the Clayesmore Sixth Former. The range is immense!

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Moving to the Sixth Form is a huge step towards independence and freedom and, at Clayesmore, we acknowledge that growing sense of maturity with greater responsibility and freedom of choice. We know that a 'one size fits all' approach is inappropriate for modern young men and women and we have provided a flexible academic programme to ensure that all our students can tailor their studies to their own personal ambitions.

This means that everyone can choose from an enormous range of A Level or BTEC subjects and throw in an EPQ, too. If a traditional diet of science and maths is what you're after, we can do it. If you are arty or sporty or musical, or your interests lean towards the performing arts, that's great, too. Or if you are looking for something a little more bespoke, with a mix of all those subjects perhaps, we'll aim to find a programme that's just right for you.

Clayesmore understands that the Sixth Form is a fresh start and an opportunity for you to specialise in subjects you love or to delve deeper into a new area of interest. And we have the facilities to allow this to happen: from our fantastic new DT centre, to our Business School, Cookery School and incredible Art Department. There are opportunities for photography, cookery, tourism and hospitality.

We understand that the world is changing rapidly and Clayesmore aims to give students the skills and qualifications they need as a springboard to the next phase of their journey. Our experienced team of Sixth Form tutors, Head of Sixth Form and our Head of Careers are here to support and guide you through every step of this important process either towards the university of your choice or on the exciting adventure of entering the world of work through an advanced or higher apprenticeships or a sponsored degree.

We know that to fulfil their passions, students enjoy a range of choices outside the classroom, so we make it our mission to offer a broad range of exhilarating activities to ensure that they remain emotionally strong and physically fit young people, who will leave the school with confidence, purpose and a strong sense of their place in the world.

We are proud of our Model United Nations successes and the number of students who throw themselves into DofE, CCF, the Young Enterprise Company Programme, Sport, Drama and Music, and we love nothing more than to watch as they flourish and come to learn that there really is more in them than they think. By the time our students reach the end of the Clayesmore Sixth Form, we are confident that they are ready to fly and become positive contributors to the world... And that really is what post-GCSE education is all about.

## Mrs Jo Thomson

Head



# FROM THE HEAD OF SIXTH FORM

Clayesmore Sixth Form is an incredibly special place to study. It allows students to flourish and develop as individuals during their crucial transition between GCSE and life after school. Whether students wish to continue to university, start an apprenticeship or go straight into the world of work, Clayesmore Sixth Form nurtures and supports them to develop the skills and understanding they need to take the next step. We want all our students to feel valued, confident and ready to be positive contributors to the world.

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This booklet showcases the broad range of academic subjects at A level and the comprehensive set of BTEC qualifications on offer. BTECs are widely recognised by universities and many pupils will take a combination of A levels and BTECs, creating depth and breadth to their studies.

At Clayesmore, small class sizes and the nurturing ethos of the school means that every student is valued. Life in Sixth Form feels significantly different to the rest of the senior school; students are treated as young adults, are given more independence in their studies, and lessons are more collaborative to stimulate effective learning. They are guided, mentored and encouraged by a tutor who can support them throughout their time in the Sixth Form, regularly communicating with subject teachers, house staff and the pastoral team. Students also have weekly careers lessons with our experienced and forward-thinking team to support them in taking the next step after school.

The LEX programme has provided flexibility around Saturday school and a plethora of new opportunities. The Enterprise and Employability pillar particularly is aimed at gaining skills that will be useful after school such as learning about personal finance, and careers focus days such as Medical Mavericks.

Clayesmore Sixth Form is a vibrant community with inspirational evening academic lectures and regular socials, for both day and boarding students. With the Social Committee and the Charity Committee staging parties as fundraisers or just for fun, as well as themed evenings, the Valentine's Ball and the Summer Ball, there is always something to look forward to.

Sixth Form is an exciting time; it is full of academic challenges and enrichment opportunities. At Clayesmore, our aim is to enable our students to feel confident and prepared to take their next step as young adults. We wholeheartedly believe that our nurturing environment and outstanding programme allows our students to reach their full potential.

## Nicola Jones

Head of Sixth Form



# LEAP INTO THE FUTURE AT CLAYESMORE

Taking place on the Clayesmore Campus, LEAP is a programme of extension and enrichment for the Lower Sixth, based around the academic subjects they are studying, but allowing more freedom to extend their thinking beyond the confines of the syllabus, with a whirlwind of subject days and activities.

School departments are given a substantial chunk of time to deliver their subjects with more of an undergraduate feel and when not kept academically busy, the students experience a series of enrichment days designed to focus their minds on what lies beyond school and how best to prepare for their next steps.

**Employability Day** – a day of practical hands-on sessions, designed to encourage students to think about the skills they already have and those they need to develop to improve their employability and readiness for the next step after school.

**Serious Leadership Day** – a number of lectures, cryptic challenges, problem solving activities and practical tasks to test the teenage mind and develop a host of

skills. The programme includes cognitive, practical and physical tests to stretch the students' endurance, patience, organisation and leadership.

**Study Skills Day** – a series of hands-on practical activities designed to increase the students' awareness of how they can maximise their effectiveness as learners and communicators.

**UCAS Options Day** – visiting speakers offer workshops and information on Higher Apprenticeships, EPQs, gap year programmes, using social media and completing the UCAS application form.

Outside the working day there are also many other activities taking place to excite, enthuse and to take students outside their comfort zone. Whether it be coasteering at Worth Matravers or taking part in a 'Come Dine with Me' competition, there is something for everyone to broaden horizons and develop new interests.

## Getting To Know You

Before all the hard work kicks off, we like to give our new Sixth Formers some exciting ice-breaking fun during an action packed Induction Day. This event takes place on the first day of the new term and presents a variety of problem-solving activities to boost teamwork and enable the new students to really get to know each other, the school and their new tutors in a fun and safe environment.

This year's Induction Day saw the group solving the blind architect challenge, completing the towers of Hanoi and crossing a lava flow.

The tasks focused on effective team-building skills such as communication, co-operation and trust, while providing a great opportunity for the emergence of leaders. The aim of these tasks was to break down barriers and encourage group cohesion, which is important for students making the transition into the



Lower Sixth and especially for the Sixth Formers who are completely new to Clayesmore this year.

This high-energy day led to some impressive performances from our fresh crop of well-motivated Sixth Formers and their enthusiasm and willingness to get stuck in certainly bodes well for the next two years.

## How to get the most out of Clayesmore's action-packed Sixth Form

It is exciting to see yet another record-breaking year of students entering our Sixth Form. This can only be a good thing, creating a more vibrant and varied Sixth Form culture; full of the fizz and buzz that Clayesmore life is renowned for.

The Sixth Form has always offered so much for our students, in terms of both academic life and extracurricular activities. We aim not only to develop their strong academic voice through creative thinking and ownership of their learning but also to provide them with enriching opportunities outside the classroom.

These opportunities are abundant, whether it is enhancing leadership and teamwork qualities in Young Enterprise, debating interesting topical issues at Model United Nations events, teaching languages in a local primary school or overcoming the challenges of the Duke of Edinburgh Gold Award, there are always plenty of opportunities available.

The life and soul of the Sixth Form would not exist without the drive, energy and passion of the student body. They play an essential part in Sixth Form life, helping to make important decisions, from the content of our diverse lecture programme to the themes for our social events.

We value, challenge, celebrate and enjoy all the many different contributions students make to Sixth Form life, and we look forward to seeing you make yours in 2022-2024.

I am certain that they will be two fantastic years!

### **Isobel Browse**

Assistant Head of Sixth Form



## Sixth Formers are valued for every contribution they can make

Leadership opportunities abound during the Sixth Form; students can be School Prefects, Heads of House, captains of teams, leaders of music groups, committees and societies. Pupil voice is listened to and valued at Clayesmore and we expect the Sixth Form to play a key part in this. They are expected to lead by example as role models for the younger students and to take responsibility for their actions.

Our supportive and friendly Sixth Formers also have an easy relationship with the staff and help with duties – making sure things get done.

All our Year 12 students volunteer during the ACE programme; helping teach local primary school children to read, clearing local footpaths or organising charity events are some of the options.

Clayesmore Sixth Form is bursting with opportunities that will equip you with the skills to develop and contribute, long after you've left school.

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## Have you considered doing an EPQ?

Universities regard the Extended Project Qualification very highly, and an increasing number of students are opting to take it. Offering the opportunity to study a topic in depth and culminating in a final essay, artefact or research project, it is a freestanding AS qualification with UCAS points that adds a further dimension to Sixth Form study.

This is an opportunity to complete a project about a subject area that interests you. It can be related to subjects you are studying but must not be part of your A Level syllabus.

So you think you could do an EPQ?

Contact Ms Tamsin Woolford, the EPQ Coordinator. If you are already at Clayesmore, you can start thinking about and planning an EPQ even before entering the Sixth Form.

**Almost as soon as you enter the Sixth Form, discussions begin about what to do when you leave. Sixth Form is an exciting, developmental chapter in your educational journey, but at the end comes the real world beyond the nurturing confines of school. Will you be ready to face the challenges it holds?**

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The aim of the Careers Department – led by our Head of Careers, Gideon King – is to ensure that you are able to make informed decisions about which of the sometimes bewildering array of post-18 options that exist are right for you, and to support you in pursuing these ambitions. The majority of our leavers go to university, either directly or after a gap year, whilst an increasing number pursue the widening range of higher and degree-level apprenticeships available. Of course, all end up in employment and we work with you to ensure that you are ready for this important next step and that you make a successful transition into the world beyond Clayesmore.

Careers education at Clayesmore is outstanding. The provision of advice and guidance from experienced staff and a host of external agencies, workshop facilitators and visiting speakers is first-rate. Through 1:1 and small-group, weekly careers lessons, students are encouraged to better understand the opportunities available to them and reflect on their own aspirations and attributes. We undertake school-led visits to universities, provide access to a vast array of online (and still some paper-based!) resources and, as a member of the ISCO (Independent Schools Careers Office) students are provided with a service that is individually tailored to their skills, ability and ambition.

We are experienced in supporting students in pursuing diverse post-18 pathways, whether that be UCAS applications to Oxbridge, to universities of the Russell Group and to competitive courses in medicine and veterinary science or to other universities, both in the UK and abroad, we provide up-to-date and expert support. We also provide guidance and support to students wishing to pursue other pathways such as the apprenticeship route, Art Foundation and Foundation Degree courses, as well as direct entry to employment.

The Careers element of the LEX programme offers exciting new possibilities for students to broaden their horizons and move their ideas about future careers forward. Specialist courses such as those offered by Medlink and Vetlink, input from organisations such as Medical Mavericks, JP Morgan and support for STEM careers from EDT (formerly Headstart) ensure that students are as well informed as possible about their options on leaving Clayesmore.



# FUTURE PERFECT

Students who want to aim high can take heart at Clayesmore where the vast majority receive offers from their first choice of university.

Furthermore, the top A Level grades A\*-B currently stand at 52% (average over the last four years) which means students have secured places at the country's leading universities. Here are just a few examples...

- Mathematics at Oxford
- German and Linguistics at Oxford
- Engineering at Cambridge
- French and Medieval Languages at Cambridge
- Medicine at UCL, Aberdeen and Leicester
- Geography at the London School of Economics
- Global Sustainability at Warwick
- Chemical Physics at Bristol
- Biology at Imperial College, London
- Classics at Durham
- Architecture at Cardiff
- Spanish at Exeter
- Real Estate at Reading
- Archaeology and History at Nottingham
- Textiles - UAL Chelsea
- Illustration - Falmouth





# CONTENTS

|  |        |
|--|--------|
| <b>Read this first – essential subjects</b><br>for specific university courses ..... | 10     |
| Art and Design .....   | 12     |
| Biology .....  | 13     |
| Business .....   | 14     |
| Chemistry .....  | 15     |
| Design and Technology .....  | 16     |
| Economics .....  | 17     |
| English Literature .....   | 18     |
| Enterprise and Entrepreneurship .....  | 19     |
| French .....   | 20     |
| Geography .....  | 21     |
| German .....   | 22     |
| Health and Social Care .....   | 23     |
| History .....  | 24     |
| Hospitality .....  | 25     |
| Information Technology .....   | 26     |
| Mathematics and Further Mathematics .....  | 27     |
| Music .....  | 28     |
| Music Technology .....   | 29     |
| Photography .....  | 30     |
| Physics .....  | 31     |
| Psychology .....   | 32     |
| Spanish .....  | 33     |
| Sport .....  | 34     |
| <br>BTECS at Clayesmore .....  | <br>35 |
| Teaching and Learning Centre .....   | 36     |
| English as an Additional Language .....  | 37     |
| Young Enterprise .....   | 38     |
| Duke of Edinburgh Award .....  | 39     |
| University Advice and Careers .....  | 40     |



# ESSENTIAL SUBJECTS FOR SPECIFIC UNIVERSITY COURSES

BOARD: PEARSON BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE (601/7414/6)

Many subjects at many universities do not have specific A Level requirements as a condition of entry. However, if you want to study any of the following subjects at university you MUST follow the advice indicated. If you do not do so you are unlikely to be offered a place – so, do check this list carefully before you finalise your choice of A Levels.

## **Accountancy**

Any A Levels are acceptable, but GCSE Maths must be at grade 6 or above. Maths and a Humanities subject at A level to demonstrate numeracy and literacy skills would be a strong combination.

## **Architecture**

Art and /or Design and Technology with preferably either or both Maths and Physics.

## **Art and Design**

Art followed by a Foundation year before University.

## **Business Management**

Any A Levels are acceptable, but most candidates would have taken Business Studies, and a language is useful. A grade 7 or 6 in Maths GCSE may be required by the top universities.

## **Computer Science**

Physics and Maths are essential.

## **Dentistry**

Chemistry and Biology are essential, and it is preferable to have Physics and / or Maths.

## **Economics**

A level Maths is essential for entry to Russell Group universities. Some other degrees do not need it.

## **Engineering**

Maths and Physics, although some universities will accept Design and Technology instead of Physics. Chemistry would be useful for areas such as Materials Science.

## **Law**

Essay writing and analytical subjects. Top universities would expect English and History to be the core subjects.

## **Medicine**

Chemistry and Biology are essential and preferably Physics and / or Maths. If Physics and Maths are not studied at A Level it is expected that a grade 7 would have been gained at GCSE.

## **Nursing**

Biology or Health and Social Care

## **Nutrition/Food Science**

Biology and/or Chemistry.

## **Physiotherapy**

Biology or Health and Social Care

## **Psychology**

Most courses will require at least one Science subject and at least a grade 6 in Maths GCSE. Psychology at A level is not required.

## **Radiography**

At least one Science.

## **Sports Science**

Most courses require a Science subject.

## **Teaching (Primary School)**

One A Level must be in a national curriculum subject i.e. English, Maths, Science or ICT, and applicants need at least GCSE grade 4 in English, Maths and a Science.

## **Veterinary Science**

Chemistry and Biology, and preferably Physics or Maths.



### A note about competitive universities



Some competitive universities do not view all A Levels as of equal worth, though they might not always admit this in public. Therefore, students hoping to go to a top university need to be cautious about taking two 'non-traditional' A Levels. They should take advice from Mrs Jones or Mr King before finalising their subject choices.

# ART AND DESIGN

BOARD: AQA, SPECIFICATION: 7201 ART CRAFT AND DESIGN, 7202 FINE ART

A Level Art offers an exciting opportunity for you to explore a wide range of different disciplines, including fine art, ceramics, craft, textiles or lens based approaches.

This course is designed for keen artists who have enthusiasm and commitment for the subject, and have achieved a 4/5 or above at GCSE. You will be encouraged to develop your own creative path, supported by workshops, studio practice, contextual research and gallery visits. You will develop your practical skills in areas such as drawing, printmaking, sculpture, ceramics and painting. You will also be encouraged to engage with art history and contemporary practice.

A Level Art is a two-year course and is structured to enable you to develop the skills and confidence to produce meaningful and personal projects and outcomes. You will be supported and guided through your learning with the use of one-to-one tutorials and target setting. Extra-curricular workshops also form an integral part of the A Level experience. The course will offer you fantastic opportunities for individual creativity and independent thought.

## Year 12 – Development of Coursework Portfolio

You will produce a portfolio of studio work. This will include a wide range of media, techniques and processes, as well as contextual elements in the form of artist studies, gallery visits and research. The portfolio will include a range of drawing; for example, observational drawing, expressive mark-making and life drawing. You will also produce a personal project based on a theme of your choice.

## Year 13 – Personal Investigation

You will produce a Personal Investigation unit. The Personal Investigation consists of studio work using a range of different materials and processes. It will be based on a theme/ concept or title. You will develop an individual and personal unit of work with sustained contextual research and references. You will write an essay as part of the personal investigation unit and produce a final outcome.

## The External Assignment

You will choose a starting point from an early release question paper. You will have at least four weeks to plan, research and produce preparatory work. The preparatory period is followed by a 15 hour controlled exam session, during which you will develop your final outcome for the project.

## Method of Assessment

**1. Coursework** – 'Personal Investigation' (60% of final mark) Non-exam assessment set and marked by the centre and moderated by the board during a visit to the centre.

**2. External Assignment** -(40% of final mark) Set by AQA, marked by the centre and moderated by AQA during a visit to the centre in June.



## Year 12 topics

- 1. Biological molecules** (carbohydrates, lipids, proteins, DNA and RNA, ATP, water and inorganic ions)
- 2. Cells** (eukaryotic and prokaryotic cells, viruses, microscopy, mitosis, transport across membranes and immunology)
- 3. Organisms exchange substances with their environment** (gas exchange, digestion, absorption and transport)
- 4. Genetic information, variation and relationships between organisms** (DNA, diversity and taxonomy)

## Year 13 topics

- 5. Energy transfers in and between organisms** (photosynthesis, respiration, energy transfer & nutrient cycles)
- 6. Organisms respond to changes in internal and external environments** (nerves, muscles and homeostasis)
- 7. Genetics, populations, evolution and ecosystems** (inheritance, populations and evolution)
- 8. The control of gene expression** (mutations, regulation of protein synthesis, genomes and gene technology)

## Method of Assessment

At the end of the two year course you will sit three written exams, each of 2 hours, comprising a mixture of types of questions (short and long answer, comprehension, extended response and structured) covering all taught and practical skills.

Practical work is an important part of this course and you will undertake twelve required practicals, and your understanding of practical techniques will be tested in the written exams.

We will also prepare you to answer questions on the critical analysis of provided experimental data & help you to learn how to plan, and then write, a synoptic essay, from a choice of two titles.

## Further Information

To perform well in Biology at A Level you should have obtained at least a grade 6 in separate sciences for Biology and Chemistry, or at least 7/6 in Combined Science.

Mathematical skills comprise 10% of the Biology exams and, ideally, you will need to have achieved at least a grade 6 at GCSE in Maths.

You also need to be able to write essays and will probably need at least a grade 6 in English Language GCSE.

Biology A Level can be enjoyed alongside Chemistry, Mathematics, Psychology, Geography or Physics A Levels or Sport BTEC.

The Biology specification leads well to further study and careers in Biological Sciences, Environmental Sciences, Sports Science, Physiotherapy, Nursing, Medicine and Veterinary Science.



## Units

1. Business Opportunities and Functions
2. Business Analysis and Strategy
3. Business in a Changing World

## Method of Assessment

1. Written examination: 2 hours and 15 mins. 33% of qualification. Section A: compulsory short answer questions. Section B: compulsory data response question
2. Written examination: 2 hours and 15 mins. 33% of qualification. Compulsory data response and structured questions
3. Written examination: 2 hours and 15 mins. 33% of qualification. Section A: compulsory questions based on a case study. Section B: one synoptic essay from a choice of three to assess all of the A Level subject content

## Further Information

The focus of the course is to nurture an enthusiasm for studying business using contemporary contexts, allowing learners to develop an appreciation of the strategic, complex and interrelated nature of business issues from a local to a global perspective.

Students will be helped to understand the nature and working of business and industry. You will develop the ability to recognise, define, analyse and evaluate problems based on real business case studies. It is like being taken backstage, helping to understand some of the things that go on behind the scenes. Students will look at factors outside the control of a business which have a big impact on its operations – such as the law, technology, ethics and social change.

Business is a broad-based discipline, with elements of psychology, economics, sociology, politics, geography and technology. Students must read, investigate and take a genuine interest in the outside world – this is not a purely classroom or textbook based subject. Many of the students who take Business at Claysmore go on to read a related degree subject at university, such as Business Management, Management Studies, Marketing or Finance.



# CHEMISTRY

BOARD: AQA, SPECIFICATION: A7405

Chemistry is an essential subject for anyone who wants a career in medicine, veterinary science and biochemistry. It is also very useful for dentistry or forensic science, and even accountancy. It will also equip you for a career in industry; for example, in the petrochemical or pharmaceutical industries.

A Level Chemistry helps you develop a number of skills including how to apply knowledge in new situations; how to assess data and accurately record observations; how to investigate facts using evidence, risk assessment and practical laboratory skills. This course will help you develop logical, step-by-step reasoning.

## Chemistry consists of three strands:

- Physical Chemistry: this focuses on energy changes and analysing the amounts of substances, it is very heavy on calculations.
- Inorganic Chemistry: this looks at the reactions and properties of many elements of the periodic table and explores trends in their behaviour.
- Organic Chemistry: the reactions; properties and uses of carbon compounds. This section is essential to life and the petrochemical industry.

All three strands are studied in Year 12. The knowledge is then built on in Year 13. There is a significant practical part of the course in which you will perform and record experiments in all topics. The practical work must be completed in order to pass the course.

## Method of assessment

### Three 2 hour examinations

1. 105 marks 35% of A Level. Physical and Inorganic Chemistry. Relevant practical skills.
2. 105 marks 35% of A Level. Physical and Organic Chemistry. Relevant practical skills.
3. 90 marks 30% of A Level. Any content and any practical skills.

## Further Information

Chemistry is a challenging subject that requires strong mathematical skills and an ability to apply these to complex scenarios. For this reason, it is helpful to have at least a grade 6 in Mathematics at GCSE.

You will also need a minimum of a grade 6 in separate Chemistry GCSE or 7/6 grades in Combined Science.

If you studied the Combined Science GCSE course there will be a small number of topics you will need to prepare over the summer holiday after GCSEs and during the first year of the course. We will help you with these.



# DESIGN TECHNOLOGY (PRODUCT DESIGN)

BOARD: AQA, SPECIFICATION: 7552

## Year 12

### 1. Material, Components and Application

The following topics will be covered: the physical and mechanical properties in a broad range of materials and components; the broader issues for the designer including the environmental sustainability of products and their manufacture; methods in which materials and components can be manipulated to manufacture products; Health and Safety issues relevant to working with materials; computer aided design (CAD) and computer aided manufacture (CAM); ergonomics and anthropometrics, inclusive design, and consumer safety, and the life cycle of products including manufacture, use and functional aspects and final disposal.

### 2. Learning Through Designing and Making

Students will apply the theory by completing a number of mini practical projects.

## Year 13

### 3. Design and Manufacture

The following topics will be covered: classifying materials and identifying, testing and comparing their application to product manufacture; the implications of Health and Safety as an element of design activity; examination of alternative designs and redesigning existing products; use of natural resources, materials utilisation, conservation, waste disposal/management, pollution, recycling; the use of CAM for industrial production; moral, economic, social and environmental responsibilities of the designer and planning production procedures and methods.

### 4. Non-exam assessment (NEA)

Students will complete a substantial design and make project.

## Method of Assessment

1. Paper 1 – written exam in June of Year 13, 2 hours and 30 mins. 30% of the total
2. Paper 2 – written exam in June of Year 13, 1 hour and 30 mins. 20% of the total
3. NEA (Non-exam assessment). 50% of the total. Completed in the spring term of Year 13

Papers 1 and 2 have a 15% maths content to them, so if you have less than a grade 6 in GCSE Mathematics you will find some of the numerical work a challenge.

## Further Information

Design and Technology at A Level will develop skills which are of use to you in many careers. Your technical knowledge of commercial practices, materials, processes, 2D and 3D CAD, graphical communication and creative problem solving will be relevant to careers in media, advertising, product design, industrial design, manufacturing, business, theatre, jewellery, automotive and maritime design. Many Architecture and Engineering courses regard an A Level in Design and Technology as a good subject to have studied at school.



## Units

1. Economic Principles
2. Exploring Economic Behaviour
3. Evaluating Economic Models and Policies

## Method of Assessment

1. Written examination: 1 hour 30 mins – 30% of qualification
2. Written examination: 2 hours 30 mins – 30% of qualification
3. Written examination: 2 hours 30 mins – 40% of qualification

## Further Information

Few decisions are taken that are not influenced to some degree by economics. Economics is, in essence, about the allocation of scarce resources. The reason we face economic problems individually and as a nation is that none of us can have all we want – we live in a world of scarcity. As a result of this we all have to make choices.

You will have to make a choice about how you will decide to earn an income and how you will spend it. You must vote for politicians who decide how much of your income to tax and how to spend the tax revenues. You will purchase products from businesses that decide how much to buy from, and sell to, the rest of the world. Economics is studied because the economic system that we have helps to determine our political, social, religious and personal environment.

Taking Economics A Level will give you the opportunity to develop an understanding of how the economy works and, through concepts and theories, you will consider current economic issues and how they affect your everyday life. The course is designed to provide you with the knowledge and skills that will stimulate an interest in the subject and the world around you and will enable you to have a critical appreciation of current economic issues and their impact on society.

It is not necessary to have studied Economics prior to the A Level course, although an interest in economic issues is important.



# ENGLISH LITERATURE

BOARD: EDEXCEL, SPECIFICATION: 9ET0

”

Words... They're innocent, neutral, precise, standing for this, describing that, meaning the other, so if you look after them you can build bridges across incomprehension and chaos. .... they deserve respect.

Tom Stoppard

”

## Units

1. Drama (30% of qualification). You will study one Shakespeare play and one piece of modern drama. In addition, you will also study a series of critical essays related to your Shakespeare play.
2. Prose (20% of qualification). In this module, you will study two really interesting texts from a chosen theme, for example Science and Society or Women and Society. At least one of the prose texts you study will be pre-1900.
3. Poetry (30% of qualification). You will study a selection of post-2000 poetry from an excellent selection called Poems of the Decade. You will also study the medieval poet, Geoffrey Chaucer's The Wife of Bath's Prologue and Tale. It looks hard at first, but this often becomes the students favourite text. You will also be examined on unseen poetry.
4. Non-examination assessment (NEA) (20% of qualification). You will choose two books you have read which are linked in some way and write an extended comparative essay. We will help you with the choice of texts and teach you how to use the techniques you need.

## Method of Assessment

Three exams – clean copies of the texts can be taken into the examination – and one coursework essay of about 2500 words

## Further Information

This course offers you a broad and exciting experience of English and Literature and fits well with almost any other combination of A Levels. Essay writing is a major part of the course and you will be taught how to write essays well, and to appreciate and evaluate the opinions and views of others.

You MUST enjoy reading and be willing to read books in your own time. You will probably enjoy talking about books and ideas. The exams require you to write in detailed ways about the books, plays and poems you have read but anyone with a love of words and reading will find this easily manageable, and if you have enjoyed GCSE English Literature you will love A Level.

Learning to think, write and speak logically and developing the confidence to express yourself will help you with whatever career or university course you choose in the future. But there is an intrinsic benefit to studying English too: you will be reading and talking about some exciting, moving, interesting and complex literature and will gain an understanding of some of the most important works in English culture.



# ENTERPRISE AND ENTREPRENEURSHIP

BOARD: PEARSON BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE (601/7414/6)

This is an exciting and engaging new course which is equivalent to one A Level. This qualification will appeal to students with an interest in Business and/or Economics who are looking for a more hands-on, real life experience. This course could combine well with other A Levels, including Business or Economics, and other BTECs.

This course provides a qualification that will allow students to progress to Higher Education but is also for those seeking a career in business, an apprenticeship, or to set up their own business in the future.

## There are four units:

### **Enterprise and Entrepreneurs – internally assessed**

This unit will give you an overview of the importance of both enterprise and entrepreneurs to the local and national economy.

You will: explore the nature of enterprise; investigate the motivations for entrepreneurship; examine the opportunities for and constraints on enterprises and entrepreneurs; and examine the entrepreneurial skills required to launch an enterprise

### **Personal and Business Finance – externally assessed by exam**

In this unit you will study the purpose and importance of personal and business finance and develop the skills and knowledge needed to understand, analyse and prepare financial information.

In this unit you will cover: the role of money, managing personal finance; features of financial institutions; financial accounts; break-even analysis; cash flow; profitability.

### **Developing a Marketing Campaign – externally assessed by a controlled assessment**

You will examine the marketing aims and objectives for existing products/services and understand the importance of relevant, valid and appropriate research in relation to customers' needs and wants.

In this unit you will cover: the role of marketing; the influences of marketing activity; market research methods; planning and developing a marketing campaign; The marketing mix

### **Social Enterprise – internally assessed**

In this unit you will learn about social enterprise, an ethos that is growing around the globe and is gaining support from the public, private and voluntary sectors. The national body for social enterprise, Social Enterprise UK, has described Britain as being on the frontline of social enterprise activity compared with the rest of the world.

This unit will enable you to: investigate a range of social enterprises; explore the factors that contribute to the success or failure of social enterprises; plan, participate in and review a short social enterprise activity



## Content

- 1. Aspects of French-speaking society: current trends:**  
the changing nature of family; the 'cyber- society',  
the place of voluntary work.
- 2. Aspects of French-speaking society: current issues:**  
positive features of a diverse society; life for the  
marginalised; how criminals are treated.
- 3. Artistic culture in the French-speaking world:**  
a culture proud of its heritage; contemporary  
francophone music; cinema: the 7th art form.
- 4. Aspects of political life in the French –  
speaking world:** teenagers, the right to vote and  
political commitment; demonstrations, strikes – who  
holds the power?; politics and immigration

**Works:** One film "Au revoir les enfants" and one book  
"No et moi" will be studied.

## Method of Assessment

### Three examinations

1. Listening, reading and writing:  
2 hour 30 minutes (50%)
2. Writing 2 essays: 2 hours (20%)
3. Speaking: 21 – 23 minutes (30%)

## Further Information

The course involves oral work, discussion in class  
and with the French conversation assistant, grammar  
practice, reading, listening, use of multi-media work  
and online resources and writing essays in French.  
There is no coursework in A Level French, but students  
have to do an independent research project on a topic  
of their choice in preparation for the oral exam.

You will develop fluency in speaking French, which is  
an international language spoken not only in France,  
but in many other countries around the world. This  
fluency will stay with you for the rest of your life. The  
course is stimulating and interesting, and you will have  
an opportunity in the Sixth Form to take part in our trip  
to the Vercors and/or our trip to a language school in  
Biarritz, France. They will take place in alternate years.

Your fluency may well lead to opportunities to work in  
French speaking countries around the world, including  
France, Switzerland, Belgium, Luxembourg, Canada and  
a large number of countries in Africa.

French A Level works very well in any subject  
combination and practises skills that are useful in  
so many university degrees from Engineering and  
Journalism to Law and Medicine.



# GEOGRAPHY

BOARD: EDEXCEL, SPECIFICATION: 9GEO

## Areas of study

1. Dynamic landscapes
2. Dynamic places
3. Physical systems and sustainability
4. Human systems and geopolitics

You will be assessed in these four areas of study across three different papers and independent coursework.

### Papers 1 and 2

You will explore contemporary geographical issues, such as the acceleration of globalisation, responses to hazards, causes of water insecurity, the role of superpowers, and the impacts of climate change. You will develop an in-depth understanding of physical and human geography, and become a critical, reflective, and independent learner.

### Paper 3

You will answer a synoptic paper. To answer the questions posed, you will draw on your understanding of all you have learned throughout the course and utilise the information from a resource booklet.

## Coursework Investigation

You will complete a 3000 – 4000 word coursework investigation of your own design. The only restriction is that you must link it to an aspect of the course!

## Method of Assessment

**Paper 1:** 2 hours 15 minutes (30% of A Level)

**Paper 2:** 2 hours 15 minutes (30% of A Level)

**Paper 3:** 2 hours 15 minutes (20% of A Level)

Coursework: 3000–4000 word investigation (20% of A Level)

## Further Information

Living as you do in such a rapidly changing world, the study of Geography has never been more relevant! It will help you to make sense of all that you hear and see around you, be it wars, political debates, the allocation of money and resources, climate change, or the very nature of the ground on which you walk.

There will be local fieldwork in Year 12 that will enable you to meet the A Level requirement of a minimum of four days of fieldwork. It will also allow you to collect the data for your coursework investigation.

Career-wise, Geography opens doors! It is a brilliant and exciting first step to a wide range of higher education courses and / or employment opportunities.



## Content

### 1. Aspects of German-speaking society:

The changing state of the family; the digital world; youth culture; fashion and trends.

### 2. Multiculturalism in German-speaking society:

Immigration; integration; racism.

### 3. Artistic culture in the German-speaking world:

Festivals and traditions; art and architecture; cultural life in Berlin (past and present).

### 4. Aspects of political life in the German – speaking world:

Germany and the European Union; politics and youth; German re-unification and its consequences.

**Works:** you will also study one book and either another book or a film.

## Method of Assessment

### Three examinations

1. Listening, reading and writing:  
2 hour 30 minutes (50%)
2. Writing (2 essays: one film, one book):  
2 hours (20%)
3. Speaking: 21 – 23 minutes (30%)

## Further Information

The course involves a mixture of oral work, discussion in class and with the German conversation assistant, grammar practice, reading, listening, multi-media work, and writing essays in German. There is no coursework in German A Level, but you will undertake an independent project for the oral exam on a subject of personal interest relating to Germany.

You will develop fluency in speaking German, which is the most widely spoken mother tongue in Europe. This fluency will stay with you for the rest of your life. The course is stimulating and interesting, and you will have an opportunity in the Sixth Form to take part in our long-running exchange to Düsseldorf. The facilities and resources for learning languages at Clayesmore are excellent, with access to a range of online resources and conversation lessons available with a native speaker. The German society meets at least once a term when you will have the opportunity to practise your German in an informal context with German students.

The fluency you develop in the Sixth Form will enable you to study in a number of different European countries, should you wish to do so. It will also give you an advantage in the job market. Your fluency may well also lead to opportunities to work in German-speaking Europe.



# HEALTH AND SOCIAL CARE

BOARD: PEARSON BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN HEALTH AND SOCIAL CARE (601/7197/2)

## Introduction

Our Health Service has never felt so important as it has in the past two years. We have come to see it's true value and appreciate the amazing people who work for the NHS. Health and Social Care is a vocational course with many transferable skills, so even if you do not want to work in the health sector it is a good qualification for anyone who would like to work with people. Practical experience is important and aspects of each unit will be carried out considering a variety of Health and Care related environments, and the relevant service users. The teaching staff are experienced and work closely with the students, to help develop independent study skills so that they produce the very best coursework possible, that is of a high quality and professional standard. A significant amount of time is also set aside to ensure that the students are thoroughly prepared for the examined units.

## Units

You will study 4 units.

### Human Lifespan and Development – examined unit

This includes: physical, intellectual, emotional and social development. Factors that affect our development, e.g. how much money we have, our genetics and our social situation.

### Working in Health and Social Care – examined unit

This includes: the needs of those who use the health service, (patients), the roles and responsibilities of those who work in the health and care services, (nurses, paramedics), and the way we are expected to provide health services.

### Meeting individual care and support needs – coursework unit

This includes: this unit focuses on those who work in the health service. It considers how they must work ethically and with empathy. Their role in helping patients overcome the challenges they may face and how to communicate effectively with those who use and work in the health care system.

### One of the following Optional Units – coursework unit

- Sociology of Health – Considering the inequality of health care, e.g. why does where you live impact on the type and amount of health care you are offered?
- Psychology of Health – What psychological factors affect human development? And what psychological treatments can we use to help people cope with mental health issues?
- Supporting individuals with additional needs – How we diagnose ill health. How do we best support people with diabetes, ADHD and deafness? What challenges do people with disabilities face?
- Physiological disorders and their care – Types of disorders, e.g. heart disease, diabetes and stroke are considered. What causes the illness, what are the symptoms and how can they be treated?

Health and Social Care leads to a range of university courses and careers, such as, paramedics, the military, events management, sport, teaching, occupational therapy, as well as the more obvious health related careers, such as, nursing and midwifery.

## Year 12

Searching for rights and freedoms in the twentieth century

### **Paper 1: Option 1F: In search of the American Dream: the USA, c1917–96**

You will learn about the dramatic political, economic and social transformation of the USA in the twentieth century, an era that saw the USA challenged by the consequences of political, economic and social inequalities at home and of its involvement in international conflict.

### **Paper 2: Option 2F.1 India, c1914–48: the road to independence**

You will complete an in depth study of the transition of the Indian sub-continent from a colony to independence. The gaining of Indian independence influenced both the nature of civil rights campaigning and the search for national self-determination throughout the world.

## Year 13

### **Paper 3: Option 35.2: The British experience of warfare, c1790–1918**

You will explore the British experience of war in different aspects of major overseas conflicts and the changing relationship between the state and the people as the government attempted to create an effective fighting machine and prepare the people for war.

### **Paper 4: Coursework:**

You will be required to form a critical view based on relevant reading around the emergence of the Cold War. You will also be specifically required to analyse, explain and evaluate the interpretations of three historians.

## Method of Assessment

**Paper 1:** 2 hours 15 minutes (30% of A Level)

**Paper 2:** 1 hours 30 minutes (20% of A Level)

**Paper 3:** 2 hours 15 minutes (30% of A Level)

**Coursework:** 4000 word essay (20% of A Level)

## Further Information

History is one of the great academic disciplines and develops skills used on countless degrees and careers. You will learn how to marshal evidence to support an argument. You will develop the ability to articulate clear, logical and persuasive statements of a point of view, both orally and in writing. The exams are mainly based on writing essays, though you will also be looking at and commenting on sources.

It is not essential to have done History GCSE to do A Level but of course it does help. It would suit those who have done well at GCSE in either English or History or both. There is a fair amount of reading and writing involved, but if you have a real interest in the subject the subject becomes a pleasure to study.



The hospitality industry employs over 3 million people in the UK alone and this varied and exciting course will appeal to you if you are interested in or thinking of working within it. The course is delivered in units which cover everything from an industry overview to looking in depth at cultural influence over food and menu design, high level practical work using molecular gastronomy (think Heston Blumenthal) to event management. There is independent project work using real life scenarios and the most successful BTEC students are able to manage this workload over extended periods of time in order to meet deadlines. This qualification is the equivalent to an A-Level course.

## There are 3 mandatory units:

### 1. The Hospitality Industry

This unit provides an overview of the hospitality industry. It enables you to gain knowledge and understanding of the industry, the classification systems and standards used and the organisation and structure of hospitality businesses.

### 2. Principles of Supervising Customer Service Performance in Hospitality, Leisure, T&T

This unit will provide in-depth knowledge of how to supervise customer service performance in the hospitality, leisure travel and tourism sector.

### 3. Providing Customer Service in Hospitality

This unit focuses on the role of communication, presentation and teamwork in customer service and it allows the students to develop customer service skills in the hospitality industry through work experience placements. Skills learnt will be useful no matter what your future career may be!

## Other units are:

### 4. Contemporary World Food

This unit introduces a variety of innovative and contemporary styles of food from a broad spectrum of hospitality businesses. You will have the opportunity to develop practical skills in preparing and cooking planned menus, taking into account trends in contemporary world food.

### 5. European Food

European food plays an important role in the UK hospitality industry and this unit introduces you to the many types and styles of European food. Through structured research and investigation, you will find out about the specific types of equipment, commodities and preparation methods needed to create the various styles of European food.

### 6. Asian Food

As with European food, the Asian unit looks in depth at this sector of the industry.

### 7. Event Planning and Management

The purpose of this unit is to enable you to analyse the characteristics of events in the hospitality industry, gain skills to produce a proposal for an event from a client brief and then to plan, stage and review your event.

Further units can be undertaken that can lead to the 90-credit diploma.

# INFORMATION TECHNOLOGY

BOARD: PEARSON / EDEXCEL BTEC LEVEL 3 EXTENDED CERTIFICATE

In this course you will develop a core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, how data is managed and processed to support business and how IT can be used to communicate and share information. There are three mandatory units and one optional unit:

## 1. Information Technology Systems

- mandatory, externally assessed 2 hour exam, approx. 34%.

You will explore the relationships between the hardware and software that form an IT system, and the way that systems work individually and together, as well as the relationship between the user and the system: digital devices, peripherals, software, emerging technologies, how to choose an IT system, transmitting data, connectivity, networks, data security, online services, and some of the moral, ethical and legal issues of the use of IT.

## 2. Creating Systems to Manage Information

- mandatory, externally assessed controlled conditions assessment. The tasks are set and marked by Pearson, worth approx. 24%

In this unit you will study relational databases and learn how they are designed and evaluated. You will be assessed externally and this will comprise in part A a brief to complete five activities in three hours on the afternoon of the first day and then in part B, you will complete three activities in the set task in two hours on the morning of the second day. The assessment is submitted electronically and is worth 66 marks.

## 3. Using Social Media in Business

- mandatory, internally assessed. Worth approx. 24%

The course will explore the impact of social media on the ways businesses promote their products and services. You will, among other things, learn how to develop a plan to use social media in a business, and then learn how to implement the plan.

## 6. Website Development

Internally assessed. Worth approx 18%.

This course covers the principles of website development after which you will design and develop a website to meet a client's requirements.

A solid foundation in mathematics and an interest in technology and IT are essential.



# MATHEMATICS

BOARD: EDEXCEL SPECIFICATION: 9MA0

## Sixth Form Mathematics

If you enjoy mathematics and feel confident with the work you have met so far at GCSE, then you could certainly consider Mathematics A Level. To gain a good grade at A Level Mathematics you will need to have achieved a grade 8 or 9 at GCSE. If you have a grade 7 then with hard work you should be able to take the course successfully. However, if you have a GCSE grade 6 or below you may struggle to get even a pass (an E) at A Level. It is important this is understood before you opt for the subject.

### The Course

There are 3 exam papers: each lasts 2 hours and each is worth one third of the marks.

**Papers 1 and 2:** Pure Mathematics: Proof, Algebra and functions, Coordinate geometry in the (x, y) plane, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Numerical methods, and Vectors.

**Paper 3:** Statistics: Sampling, Data presentation and interpretation, Probability, Statistical distributions, Statistical hypothesis testing. Mechanics: Quantities and units in mechanics, Kinematics, Forces and Newton's laws, Moments.

You will also learn how to apply mathematics in other fields of study and become aware of the relevance of mathematics to the world of work and to situations in society in general. Success in the subject depends upon the ability to understand concepts, solve problems independently and to use the language and notation of the subject correctly. Mathematics has wide applications in industry, business, finance, science, technology and many other subjects and mathematics qualifications can help you towards a career in these areas. Mathematics A Level is seen as a good preparation for almost any course in Higher Education and it will keep open a range of career options, including the Civil Service, Administration, Engineering, Accountancy, Banking, Computing, Medicine, Industrial Research and Business Management.

### Further Information

**Note:** the A Level Mathematics course is studied over two years. At the end of the first year you will not have covered sufficient content to enable you to sit the AS exams.

## FURTHER MATHEMATICS

BOARD: EDEXCEL, SPECIFICATION:  
8FM0 (AS LEVEL) 9FM0 (A LEVEL)

All those taking Further Mathematics must take Mathematics A Level but you will probably need to have a grade 9 at GCSE to start this subject, and you will probably have done well in the national maths challenges. No university insists on an A Level in Further Mathematics but the very best universities will expect you to have taken it if you wish to study for a Mathematics degree and it is an exciting and exhilarating subject for those who love numbers and the concepts which lie behind them.

## Units

1. **Performing** : you will perform as a soloist, a member of an ensemble or as an accompanist and prepare a programme of at least three contrasting pieces with a total duration of 10 -15 minutes.
2. **Composition** : you will develop your composition skills leading to the creation of two compositions which need to have a combined duration of at least four minutes and thirty seconds.
3. **Listening and Appraising**: you will take a listening exam during the summer term of Year 13. Preparation for this examination involves studying six set works from a combination of Classical and Jazz repertoires. The first two sections of the examination will assess the students' ability to answer questions about the music they listen to during the examination. The final section is a brief essay question relating to the classical and jazz set works.

## Method of Assessment

1. **Performing: 35% of A Level**: The performance is filmed in school and sent off to be assessed by an external examiner. At least three pieces need to be performed with a total duration of 10 – 15 minutes.
2. **Composition: 25% of A Level** Two compositions. Externally assessed portfolio.
3. **Listening and Appraising: 40% of A Level**  
Timed examination paper during the summer term – 2.5 hours.

## Further Information

If you wish to take Music at A Level, it helps , firstly, that you have studied music at GCSE and secondly, that you have practical skills on an instrument/voice to approximately grade 6 level. It is also advantageous to have studied music theory to at least grade 5 level.

Students who wish to undertake A Level Music should be willing to participate in a number of co-curricular activities within the school that will support their studies, such as choir and musical ensembles, and be prepared to do the necessary practice on their instrument/voice to prepare for the performances.

The A Level Music course provides a sound foundation for courses in Music in Higher Education and employment possibilities which include the music industry, teaching and other related careers.



# MUSIC TECHNOLOGY

BOARD: PEARSON / EDEXCEL BTEC EXTENDED CERTIFICATE: DIGITAL MUSIC PRODUCTION 603/1232/4

This course will appeal to students who are keen to continue to develop their skills in Music Technology. It offers a coursework-based vocational course that will help enable you to work in the music industry. Pupils enjoy the challenge of combining technical know-how with overall musicianship, and will come out of the course with their own recordings and compositions that will set them up well to pursue a career in music technology.



## DAW Production

### Mandatory Externally Assessed Unit:

This unit will equip you with the skills and knowledge you need to work on a Digital Audio Workstation, or DAW, to an industry standard. You will mainly be using Logic Pro X but we learn elements about other DAWs like Cubase and Ableton. An externally written unit brief consisting of a practical task is sent by Pearson for you to complete under controlled conditions over 15 hours.

## Music and Sound for Media

### Mandatory Unit

Music and sound for media is a rapidly expanding job market. This unit explores the conventions and techniques of working with sound and music to picture or for media. You will upload your work to appropriate internet sites, making the work vocationally relevant as most industry communication currently takes place in this way. The main task for this unit will involve you adding music, foley and effects to a silent film.

## Remixing and Reworking

This unit aims to equip you with all the necessary tools and knowledge to compose an effective and industry standard remix of an already released track. You will learn and discuss the elements and techniques such as stem remixing, sampling, turntable effects within a remix and time-stretching to create an original remix.

## Mixing and Mastering Techniques

End stage mastering of a track that is going to be released commercially is often overlooked or misunderstood. In this unit, you will first learn how to mix a track using basic effects and tools such as panning, volume, compression, reverb, sends, and more. Students will then move onto understanding and evaluating different end stage mastering techniques such as bus compression, metering, adaptive limiting and stereo enhancement.

## Commercial Music Production

This unit aims to equip you with the skills and confidence to produce a finished commercial musical product for release on commercial online streaming platforms. You will then have the opportunity to review the production process you have just undertaken. You are fully encouraged to collaborate with other musicians, refine musical ideas using feedback from others and finally demonstrate the finished product to an audience to obtain feedback from peers.

# PHOTOGRAPHY

BOARD: AQA, SPECIFICATION: 7206 - ART (PHOTOGRAPHY)

A Level Photography is a two-year course and is structured to enable you to develop the skills and confidence to produce meaningful and personal projects. You will be supported and guided through your learning with the use of one-to-one tutorials and target setting. The course will offer you fantastic opportunities for individual creativity and independent thought.

Emphasis is put on practical experience and skill development in digital capture and post-production. The course also requires candidates to develop a critical understanding of international art and culture; and you will consider the work of both contemporary and historically significant artists, gaining inspiration for your own work. This is achieved through the exploration of relevant photographers and artists, as well as through gallery trips.

You will produce work in a range of photographic media, techniques and processes and reflect on developing ideas and technical skills. You will also need to demonstrate contextual and critical understanding in the form of artist studies and research.

You will develop your sense of composition through an understanding of the elements essential to image making, developing a portfolio that should include at least two of the following areas of photography: portraiture, landscape (rural, urban or coastal), still-life, documentary and photojournalism, experimental imagery or photographic installation. Areas may be overlapped or combined.

## Year 12

### 1. Development of Coursework Portfolio

You will produce a portfolio of work which will explore a variety of techniques and processes, whilst engaging with a variety of photographic genres. Students are also required to develop their contextual understanding in the form of artist studies and research. Students will also produce an extended personal project.

## Year 13

**2. Personal Investigation:** you will submit a major project based on a theme of their choice. This project has to be supported by a critical study, which is relevant to the practical topic. The study (or essay) should consist of between 1500 and 3000 words and include images of relevant artworks.

**3. The External Assignment:** candidates select one starting point from an early release question paper and have at least four weeks to plan and prepare.

This is followed by a 15 hour controlled session, during which the students develop their project towards a final outcome.

### Method of Assessment

**1. Coursework** – 'Personal Investigation' (60% of final mark) Non-exam assessment set and marked by the centre and moderated by the board during a visit to the centre.

**2. External Assignment** -(40% Final mark) Set by AQA, marked by the centre and moderated by AQA during a visit to the centre in June.

## Further Information

Although students will be introduced to theoretical and contextual aspects of traditional processes, this course is digitally based. You will need your own DSLR camera and be keen to learn how to use it.

# PHYSICS

BOARD: AQA, SPECIFICATION: A7408

## Units

### Compulsory:

1. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity
6. Further mechanics and thermal physics
7. Fields and their consequences
8. Nuclear physics.

### Chosen option

9. Turning points in Physics

## Method of Assessment

### Three examinations

1. Paper 1: 2 hours, 34% of A Level  
(Sections 1 to 5 and 6.1 (Periodic motion))
2. Paper 2: 2 hours, 34% of A Level  
(Sections 6.2 (Thermal Physics), 7 and 8)
3. Paper 3: 2 hours, 32% of A Level  
(Practical skills and data analysis and the chosen optional topic)

## Further Information

Either GCSE/IGCSE Physics or a GCSE/IGCSE Double Award Combined Science course is suitable preparation for this course. You will probably need a grade 6 or above in all your Physics modules. A good performance in GCSE Mathematics is also important. Studying A Level Mathematics is not essential but you may struggle without it.

A Level Physics focuses on solving problems concerning the way the physical world works, from the scale of the universe to the inside of the nucleus. You learn how both numerical data and abstract thought can be used to explain and compare observed phenomena and you also learn about the limitations of measurements, and the applicability of theories, models and formulae. We look at how theories and ideas have evolved and changed and at the need for theory and experiment to be mutually supportive.

In Physics you will learn skills which are directly applicable in many careers. Engineering, Mathematics, Science, Medicine, Accountancy, Architecture and ICT are the obvious ones but many other jobs also have a fair share of people who have studied Physics.



# PSYCHOLOGY

BOARD: AQA SPECIFICATION: 7182

Psychology is the study of the mind and behaviour that helps us understand the world in which we live. Psychology provides students the opportunity to consider questions such as:

- Why do our memories deceive us?
- How do we classify normal and abnormal behaviour?
- What makes someone a hero or a villain?
- Why can stress cause us physical damage?
- How can certain situations make people lose their moral judgment entirely?

It is a Science subject which requires strong writing skills. It is an academic subject that is unique in that it complements a wide range of other subjects from the arts to the sciences.

To gain a grade 4 or above you will almost certainly need at least a grade 6 in GCSE English and Maths/Science.

## Paper 1: Introductory topics in Psychology

**Social Influence** – Why do we conform and obey?

**Memory** – How reliable are eyewitnesses?

**Attachment** – Do early attachments influence the way we live our lives?

**Psychopathology** – What causes OCD and Depression?

## Paper 2: Psychology in context

**Approaches in Psychology** – Learning, Cognitive, Biological, Psychodynamic and Humanist.

**Biopsychology** – All about the brain.

**Research Methods** – How psychologists design research, collect and analyse data.

## Paper 3: Issues and options in Psychology

**3 topics from a selection including:**

Schizophrenia

Relationships

Stress

Aggression

Forensic Psychology.

## Method of Assessment

Three examination papers each of 2 hours.

The exams consist of short- answer questions as well as data response questions including some mathematical elements and extended writing questions.

## Further Information

Psychology has relevance in many different disciplines across the sciences, social sciences and humanities.

It can lead to many different career paths: physical and mental health, business, sport, media, criminology and counselling to name but a few.

If you are interested in what makes you and other people 'tick' then this is the course for you!

## Content

1. Aspects of Hispanic society: modern and traditional values; cyberspace; equal rights
2. Multiculturalism in Hispanic society: immigration racism; integration
3. Artistic culture in the Hispanic world: modern day idols; Spanish regional identity; cultural heritage
4. Aspects of political life in the Hispanic world: today's youth, tomorrow's citizens; monarchies and dictatorships; popular movements

Works: will include one novel or play, and either another novel or a film.

## Method of Assessment

### Three examinations

1. Listening, reading and writing:  
2 hours 30 minutes (50%)
2. Writing (2 essays: one film, one book):  
2 hours (20%)
3. Speaking: 21 – 23 minutes (30%)



## Further Information

The Spanish A Level course offers students who enjoyed the challenge of the GCSE a chance to take their Spanish to 'the next level' and thrive. The course involves oral work, discussion in class and with our native Spanish conversation teacher, grammar practice, reading, listening, multimedia work, translating into and out of the language, and writing summaries and essays in Spanish. There is no coursework in Spanish A Level, but you will be required to develop your research skills and undertake an independent project for the oral exam on a subject of personal interest relating to Spain or a country where Spanish is spoken.

The facilities and resources for learning languages at Clayesmore are excellent, with conversation lessons available with a native speaker. The course is stimulating and interesting, but there will also be many opportunities to practise Spanish in a more relaxed environment outside the classroom.

The fluency you develop in the Sixth Form will enable you to study or travel in a number of different Latin American countries as well as Spain, should you wish to do so. Your fluency may well lead to opportunities to work in Spain, Central or South America and will stay with you for the rest of your life.

Spanish A Level works very well in any subject combination and practises skills that are useful in so many university degrees from Engineering and Journalism to Law and Medicine.

The BTEC Sport course will follow on quite naturally from the GCSE in PE. It is NOT necessary to have studied PE at GCSE in order to do the BTEC in Sport but it is certainly an advantage. Students that do well in BTEC Sport enjoy applying theory in a vocational setting. For example, delivering presentations on body systems to gym members, or helping to motivate individual players in a team game. There is a lot of personal study and the ability to meet weekly coursework deadlines is essential.

There are four units (with units 1&2 double the size of units 3&4):

## 1. Anatomy and Physiology

- External examination 90 mins
- You will explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.

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

- External 2 ½ hr controlled assessment
- You will explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being. For your assessment you will interpret lifestyle factors and health screening data to develop and justify a fitness training programme and nutritional advice for a client.

## 3. Professional Development in the Sports Industry

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

## 4. Sports Psychology

- Coursework
- This unit covers the psychological dimensions of sport, and introduces psychological techniques that can be used to enhance performance. It includes the effects of personality, motivation and aggression on sports performance; the impact of arousal, stress and anxiety on sports performance; the psychology of group dynamics in sports environments; psychological factors that affect people in exercise environments.

## Coursework (internally marked)

You will have the opportunity to experience some of the following: writing up the findings of your own research, using case studies to explore complex or unfamiliar situations, carrying out projects for which you have choice over the direction and outcomes, demonstrating practical and technical skills.

## What could this qualification lead to?

Opportunities include:

- BA (Hons) in Sport Studies and Business, if taken alongside A Levels in Business and Maths
- BSC (Hons) in Sport Psychology, if taken alongside A Levels in Psychology and Science
- BA (Hons) in Sports Education
- BA (Hons) in Sport and Exercise Science, if taken alongside A Level Sciences.



# BTECS AT CLAYESMORE

BTEC Level 3 Nationals (2010 and 2016) are an alternative to A Levels and accepted as an entry qualification by good universities and further education colleges. They are highly valued by employers. Students study a Level 3 Subsidiary Diploma or the new Level 3 Extended Certificate. Both are equivalent to one A Level.

BTECs appeal to students who prefer a more practical approach to studying and like the steadiness of coursework rather than being assessed entirely by examinations. The students who do best are those that keep up with their work. It is possible for some students to work on extra modules in a BTEC subject in order to achieve a 90-credit Diploma, which is the equivalent of 1.5 A Levels. Decisions about this are taken in Year 13.

The tables below show the relationship between the BTECs, A Levels and the UCAS tariff.



| A Level Grade | BTEC Subsidiary Diploma or new Extended Certificate | BTEC 90-credit Diploma – only available for those on track at end of Y12 | UCAS Tariff |
|---------------|---|--|-------------|
|               |   | D*D*   | 84          |
|               |   | DD   | 72          |
| A*            | D*  |  | 56          |
| A             | D   | MM   | 48          |
| B             |   |  | 40          |
| C             | M   | PP   | 32          |
| D             |   |  | 24          |
| E             | P   |  | 16          |

Many people assume that good universities will not accept a BTEC as part of an offer. However, an increasing number of Russell Group universities have been making offers that include a BTEC, with two traditional A Levels. When this is the case, they typically require a D or D\* grade in the BTEC qualification and A or B grades in the A Levels.

If you have a particular degree course in mind, you should check the university's own course requirements. We would be pleased to advise students and parents regarding the suitability of any of these courses.

# LEARNING SUPPORT IN THE TEACHING AND LEARNING CENTRE

With our dedicated Teaching and Learning Centre and experienced, passionate staff, we offer first class learning support facilities, which all sixth formers can access.

We place great importance on knowing the profile of individual students in order to teach to their strengths, while supporting them with the things that they find more difficult.

After a screening process, key information is communicated to subject teachers, detailing a student's strengths and weaknesses. Sometimes, a specialist assessment is needed and targets are set for lessons taught within the Teaching and Learning Centre.

Subject teachers are experienced in differentiating content and style of delivery to make topics accessible to every student, while ensuring expectations remain high. Even when students have challenges with their learning, the focus is on developing higher order thinking skills.

Within the Teaching and Learning Centre, some pre-teaching and reinforcement of topics can take place, across the curriculum, as necessary. Students with specific learning difficulties benefit from structured and incremental knowledge and skills-based teaching. Games, puzzles and computer software are used for "overlearning". Reinforcing underlying auditory and visual skills is essential to improve attainment and is an important thread running through all learning support sessions.

The teachers within the Teaching and Learning Centre have extensive knowledge and experience, and the centre is well resourced. Provision for the development of speech and language, social skills, fine motor skills, and assistive technology are all available for sixth formers. The school is accredited by CReSTeD.

## Will I need support lessons in the Sixth Form?

If you have had support lessons in Years 9 – 11, you might well benefit from continuing with some extra help in the Sixth Form. However, it is equally possible you might not. We would wish to discuss with you how you are feeling about your subjects and see if we could help in any way.

It often takes time to make the transition from GCSE to the demands of an A Level course and we can help you make the leap. For example, Sixth Formers are often glad to have a bit of help with one or more of the following:

- Revision and examination techniques
- Analytical techniques
- Speed reading
- Organisation and time management
- Essay writing

If you have a recognised difficulty such as Dyslexia or Dyspraxia it is almost certainly the case that some extra lessons will be beneficial for you. If you feel you are struggling with one of your subjects you are very welcome to have a chat with Mrs Essex, the Head of Learning Support. She will discuss with you whether the TLC can make a difference to you and your work.

# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

As a centre of excellence, the EAL department provides experienced and specialist help for students whose first language is not English and offers students a fantastic opportunity to improve their English skills. Individual students are encouraged to develop their skills at their own pace to ensure that they feel comfortable and can benefit from all that is on offer at Clayesmore.

Coming into the Sixth Form, a student's language skills are assessed and an individual programme will be devised for each person. Lessons are taught in small groups or on a one- to-one basis.

Throughout their time here, a student's progress is carefully monitored and EAL staff members liaise closely with other subject teachers on a regular basis to ensure students get all the support they need. We can provide help with the specialist vocabulary and terminology of A Level and BTEC subjects and help with academic writing will be given where necessary.

The EAL Department also prepares students for internationally recognized qualifications in the Cambridge Assessment English suite of examinations for Higher Education. These qualifications are becoming increasingly important as they can help to ease visa applications, particularly for those from non-EU countries. For students hoping to go to a university in the UK, UCAS points are awarded for high grades and levels. Success at CAE/CPE (see below) will also give students access to universities in Canada, Australia and the USA. If required, we can also prepare you for IELTS.

Exams offered by the Department:

- Cambridge First Certificate (FCE)
- Cambridge Advanced (CAE)
- Cambridge Proficiency (CPE)
- International English Testing System (IELTS)

If you require any more information, please contact Lydia Chmielewski, Head of EAL



# YOUNG ENTERPRISE

## Enabling young people to experience what it is really like to set up and run a business.

Year 12 students have the opportunity to take part in the Company Programme, giving them the opportunity to set up and run a business under the guidance of a business volunteer. Students make all the decisions about their company, from deciding on the company name and product to creating a business plan, managing the company finances and selling to the public. Step by step guidance is provided with a range of online resources to guide the students and help them manage their company. YE student companies have the opportunity to compete against other schools in local, regional and national competitions.

This activity enables students to embark on the experience of running a student business and develop invaluable employability skills. The Company Programme is recognised and valued by employers and universities alike. Recent evaluations by Young Enterprise showed:

- 82% of students felt taking part gave them the confidence to succeed in the future
- 97% of young people reported skills progression of at least one employability competency
- 93% of teachers saw increased student self-awareness in their own capabilities and potential and raised their career aspirations

Full and active participation in the Company programme can also be used as a skill to contribute towards the Duke of Edinburgh Gold Award.

Further details can be found online at [www.young-enterprise.org.uk](http://www.young-enterprise.org.uk).

Miss Georgina Penny will be happy to answer any questions you may have about Young Enterprise.

“ Step by step guidance is provided with a range of online resources to guide the students and help them manage their company ”



# DUKE OF EDINBURGH AWARD



## The Gold Award

One of the great opportunities in the Sixth Form is that you can participate in the Duke of Edinburgh Gold Award Scheme.

A Gold Award is an exceptional achievement and is highly regarded by employers throughout the world. If you complete your Gold Award you will be invited to St James's Palace to be presented with your award by a member of the Royal Family.

There are a limited number of places and you must watch out for the application pack that will be emailed home in the summer holiday after Year 11. Priority is given to students who have already completed another level of the award. Any student who is working towards another level of the award, but has not yet completed this, must do so first before being allowed to begin the Gold Award.

The emphasis of the Gold Award is on participants showing initiative and taking responsibility for their progress through the award. Whilst the school provides support along the way participants are increasingly required to organise themselves, and to monitor and record their progress with their award.

To succeed you will need to: be organised; meet deadlines; take on responsibility; make a contribution to your school and the local community.

## The Gold Award requires participants to complete activities in five areas.

**1. Volunteering.** You will be required to undertake a volunteering placement for a minimum of twelve months. You will be required to be of service to others, not just people at Clayesmore. You will need to take the initiative for organising this yourself, although the school will be able to help you with some ideas and to support you once you have found a placement. You will need to keep meticulous records of your attendance and have these signed off regularly by your supervisor.

**2. Skill.** You will need to learn a new skill or develop an existing one. This can be in any area and does not need to be done at school. You might learn a musical instrument, gain a coaching qualification, or take up fly-fishing. This will need to be done for a minimum of six months. You will need to keep meticulous records of your attendance and have these signed off regularly by your supervisor.

**3. Physical.** You will need to participate in a physical activity, such as football, hockey, tennis or rugby. This section can often be achieved by fully and properly participating in games during the whole of your sixth form career. It must be undertaken for a minimum of six months, but one of Skill, Physical or Volunteering must be for 18 months. You will need to keep meticulous records of your attendance and have these signed off regularly by your supervisor.

**4. Expedition.** You will need to plan and organise your own four-day expedition. The school provides extensive training for this, including first aid, campcraft and navigation. You will also participate in training and practice expedition at weekends and during the holidays. These are all compulsory and you must attend to be eligible to continue to participate in the award. There are some compulsory evening training events during the term time. Dates are published well in advance.

**5. Residential.** You must attend a five-day residential course or event with people who you do not know. The course or event must involve communal living and activities that take place during the day and the evening. You will need to take full responsibility for arranging this aspect of your award.

Meeting all of these requirements can sometimes seem quite difficult, but it is definitely worth the effort and there are plenty of staff at Clayesmore who can help you with the different elements of the scheme.

If you would like more information speak to Mr Reach or Mrs Lockwood or visit [www.dofe.org](http://www.dofe.org)

## Sixth Form Years 12 and 13

Weekly lessons in small groups of no more than 10 students begin after half term in the autumn term of Year 12 and continue until half term of the autumn term in the Year 13 by which time all applications should be completed. Areas covered during the year are as follows:

### Year 12 – Autumn Term

- Compilation of spreadsheet of experience of work gained and/or required for possible career progression
- Updating of CVs
- Introduction to the formal conferences and taster courses run by the universities for potential university applicants in subjects not studied at school such as medicine, veterinary science, law and engineering
- Question and answer evening with recent leavers "The Real Facts about University"
- Discussion of post-18 choices to reinforce and remind students of the non university option to career progression as a viable route for able and motivated students into careers such as accountancy
- Introduction to the resources available on the ISCO website
- Introduction to the UCAS website and handbooks such as Heap's University Degree Course Offers and The Times Good University Guide

### Year 12 – Spring Term

- Focus on researching and booking taster courses and open days
- All students visit either Southampton University (Russell Group) or Oxford Brookes (top player in the ranks of the newer, more vocational universities)
- Internet research continues in earnest into subject courses and a university shortlist is prepared
- All prospective university students, attend the regional UCAS Convention held at one of the regions leading universities

### Year 12 – Summer Term

Pre-university spreadsheet of subject and destination choices is completed so that reference writing can commence.  
Registration with UCAS "Apply"

Higher Education Day for parents and students

Personal statement training with ISCO workshop.

Talks on GAP years and on finance

Lecture from Peter Mulligan from SACU

The Summer Term is a busy time for going to open days and other university visits and events.

## Year 13

We aim to complete all applications for university by half term bearing in mind there is an earlier deadline of 1 October for music conservatoires and October 15 for Oxbridge, medical students, dentist and veterinary science applications.

### Year 13 – Autumn Term

**Weekly lessons continue until half term. They are devoted to:**

- Updating the CV
- Writing the personal statement and completing and checking the UCAS forms for complete accuracy
- Ensuring that non university applications are in hand
- Liaising with Sixth Form tutors to ensure applications are realistic and that the grades achievable
- Ensuring that any special tests such as BMAT and UKCAT for medicine and LNAT for Law, have been registered for and taken by the required deadlines.





CLAYESMORE  
SIXTH FORM