

## SIXTH FORM COURSE DETAILS PACK

At Chase Terrace Technology College, we work together for continuous improvement and take our lead from Stephen Sutton<sup>1</sup>, who showed us how to make the most of our opportunities. Stephen taught us how to **live, love, laugh** and **learn**.

“Make every second count, never take anything for granted, don’t be afraid to try something new – life is for living’ (Stephen Sutton)

We are proud of our caring, respectful learning environment and our inclusive ethos. Furthermore, we recognise the critical importance of helping students to make good decisions, both in and out of school and for the next steps that they will take.

<sup>1</sup>*Stephen Sutton was a student at Chase Terrace Technology College from 2006 – 2013 and inspired people across the world with his bravery, his generosity of spirit and his extraordinarily positive response to his terminal cancer condition. This school and the community of Burntwood is enormously proud of what Stephen achieved through his fundraising for the Teenage Cancer Trust (over £5 million to date).*

### Types of course

Post-16 students create their programme of study from one or more of these types of course:-

-  A (Advanced) Level
-  AS (Advanced Subsidiary) Level
-  BTEC Level 3 National Extended Certificate
-  RSL Level 3 Diploma in Creative and Performing Arts
-  GCSE Level (English Language and Mathematics Resits)

### A (Advanced) Level

An A (Advanced) level course comprises either four or six units studied over two years. A Level students will sit examinations at the end of the second year. Post-16 students who opt for an A level programme of study will generally choose three subjects.

### Choosing your A Level subjects

Your choice will be influenced by several important factors –

-  Your ability in the subject concerned, or one closely related to it. For example, if you are thinking of choosing Psychology, your ability in English and the Sciences will be a useful guide.
-  Specific requirements for entry to particular courses.
-  Your level of interest in the subject is of great importance in choosing a course.
-  Your career aims and ambitions could be crucial in making up your mind. Your choice of 'A' Levels may well rule out some careers.

In particular:-

1. If you do not choose Science subjects you will be ruling out a Science-related degree in the future.

2. Science, Computing and Engineering-related degrees will often ask for a Mathematics qualification at 'A' Level. 'A' or 'AS' Level Mathematics also provides significant support for those students doing 'A' Level Science subjects.
3. There are over 12,000 different degree courses on offer in Higher Education. Very many of these can be studied without needing to have an Advanced Level qualification in them. For example, Computer Studies, Business Studies, Law, Philosophy, Psychology and Sociology.

### **AS (Advanced Subsidiary) Level**

An AS (Advanced Subsidiary) Level course comprises either two or three units. AS Level courses will in future be separately examined and separately accredited from A Level courses. Dependent upon prior achievement, post-16 students will, if they wish, be given the opportunity to supplement their three course programme with a two year AS Level course in Mathematics (if they are not already studying for a full A Level in the subject).

A post-16 student in their second year of Sixth Form study can also, if they wish, apply to follow an EPQ (Extended Project Qualification) course to further enhance an application to university.

### **BTEC Level 3 National Extended Certificate Courses**

These BTEC Level 3 National Extended Certificate Courses are aimed at those students who have a particular interest in a broad career area and who intend either to enter employment at trainee management level, apply for higher level apprenticeships or go on to Higher Education to study for further qualifications.

These BTEC Level 3 National Extended Certificate Courses are assessed continuously through assignment and report work. Great emphasis is placed upon assignments being relevant to the world of work and the situations in which students will find themselves when they enter employment. As a result, whenever possible, we involve employers in the design and assessment of assignments and teaching strategies. Work experience and job shadowing are also important features of these courses, as are practical projects such as setting up and running an actual business.

Chase Terrace Technology College plan to offer the following BTEC Level 3 Applied Courses:

#### **Business, Engineering, Health and Social Care, Information Technology and Sport**

The BTEC Level 3 National Extended Certificate can be either a one year two unit course of equivalent worth to one AS Level qualification or a two year four unit course of equivalent worth to one A Level qualification.

### **RSL Level 3 Diploma in Creative and Performing Arts**

This consists of 2 courses, one is centred on Drama and the other on Music. Each course is worth the equivalent of 1 ½ A-Levels.

**We anticipate that many post 16 students will combine A, AS and BTEC/RSL Level 3 courses in school.**

### **GCSE Level resit courses**

Post-16 students who have not achieved at least a **4** grade in GCSE English (Language or Literature) and/or GCSE Mathematics will follow a resit programme in addition to their Advanced Level/BTEC Level 3 courses. Potential future employers lay great store by, and entry to university is dependent upon, the achievement of these GCSE qualifications. Students who have not achieved a grade **5** in either of these subjects will also be encouraged to resit / retake them. Specialist teachers will support students' preparation for examinations as early as November in Year 12.

### **Entry requirements for courses**

Students' GCSE (and BTEC Level 2) exam profiles provide the basis for potential entry to the Sixth Form. Grades are converted in points, with a double weighted score for English and Maths, and (with certain conditions) the best 8 scores are added to give a total. This is explained in more detail below.

The points score is calculated by assigning each GCSE/Level 2 equivalent qualification a score from 1 to 9 and combining them (as described below) to get an overall '**Attainment 8**' score.

For 2017 entry, students' exam profiles will be a combination of 'old' A\*-G GCSE grades, 'new' 9-1 GCSE grades (for English and Maths) and BTEC (D\*-P) grades. The grid below will be used to convert these grades into point scores:

<b>GCSE A*-G</b>		<b>GCSE 9-1</b>		<b>BTEC L2</b>	
<b>Grade</b>	<b>Points</b>	<b>Grade</b>	<b>Points</b>	<b>Grade</b>	<b>Points</b>
		9	9		
A*	8.5			L2 Distinction*	8.5
		8	8		
A	7	7	7	L2 Distinction	7
		6	6		
B	5.5			L2 Merit	5.5
		5	5		
C	4	4	4	L2 Pass	4
D	3	3	3	L1 Distinction*	3
E	2	2	2	L1 Distinction	2
F	1.5			L1 Merit	1.5
G	1	1	1	L1 Pass	1

Students' best 8 qualifications are categorised as: **Core**, **EBacc** and **Open**, as follows:

**Core** – English (best of Lang. and Lit.); Maths

**EBacc** – The three strongest grades from: Core Science, Additional Science, Biology, Chemistry, Physics, Computer Science, Geography, History, French and German

**Open** – The best three grades from all other qualifications (inc. other 'EBacc' grades and English Lang. or Lit., where not counted in 'Core', i.e. weakest of Lang. and Lit.)

An overall Attainment 8 score is calculated as follows:

1. Calculate the **Core** score by identifying the best English grade (of Lang. and Lit.) and doubling its point score and then adding double the Maths score.
2. Calculate the **EBacc** score by identifying the three strongest EBacc scores and adding them together
3. Calculate the **Open** score by identifying the next three strongest scores that have not already been counted
4. Add together the **Core**, **EBacc** and **Open** scores. This is the **Attainment 8** score.

The entry requirement for a programme of three A Level/ L3 courses in the Sixth Form is an '**Attainment 8**' points score of at least **40.0 (grade 'C' equivalent)**.

A student with an '**Attainment 8**' points score of **55.0 (grade 'B')** or higher will, if they wish, be able to supplement their programme of study with an additional AS Level course in Mathematics (if they meet the specific course requirement for this course (grade '6' in GCSE Maths) and do not plan to study the full A level in Maths).

A student with an '**Attainment 8**' points score of **70.0 (grade 'A')** or higher will, if they wish, be able to study a fourth course at A Level/ L3. In this event, the student would not also be able to do AS Level Maths.

There are specific additional requirements for entry to particular courses as detailed in this pack (in the individual course sections).

**Illustrative examples:**

Megan, with the grades below, has an '**Attainment 8**' score of **43.5** and would therefore qualify to study on a 3 course programme in the Sixth Form (as a score of 40.0 was required). She would also be required to resit GCSE Maths in order to achieve at least a '4' grade.

		<b>Score</b>
CORE	English Lit. = 5 (5); Maths = 3 (3)	$5 \times 2 + 3 \times 2 = 16.0$
EBACC	Science (Core) = B (5.5); Science (Add) = C (4); History = D (3)	$5.5 + 4 + 3 = 12.5$
Open	Music = Distinction (7); ICT = C (4); English Lang. = 4 (4);	$7 + 4 + 4 = 15.0$
Not used	(Food = C (4))	(n/a)
<b>TOTAL</b>		<b>43.5</b>

Ahmed, with the grades below, has an '**Attainment 8**' score of **56.0** and would therefore qualify to study on a 3 or 3.5 (including AS Level Maths (if they achieve a '6' in GCSE Maths) course programme in the Sixth Form (as the 55.0 threshold has been exceeded).

		<b>Score</b>
CORE	English Lang. = 6 (6); Maths = 5 (5)	$6 \times 2 + 5 \times 2 = 22.0$
EBACC	Geography = A (7); German = B (5.5); Science (Core) = C (4)	$7 + 5.7 + 4.7 = 16.5$
Open	P.A. (Drama) = Distinction* (8.5); English Lit. = 5 (5); Computer Science = C (4)	$8.3 + 5 + 4.7 = 17.5$
Not used	(Science (Add.) = D (3))	(n/a)
<b>TOTAL</b>		<b>56.0</b>

Jessica, with the grades below, has an '**Attainment 8**' score of **71.0** and would therefore qualify to study on a 3, 3.5 or 4 course programme in the Sixth Form (as the 70.0 threshold has been exceeded).

		<b>Score</b>
CORE	English Lang. = 7 (7); Maths = 9 (9)	$7 \times 2 + 9 \times 2 = 32.0$
EBACC	Computer Science = A (7); French = A (7); Biology = B (5.5)	$7 + 7 + 5.5 = 19.5$
Open	Art = A* (8.5); Chemistry = B (5.5); Physics = B (5.5)	$8.3 + 5.7 + 5.7 = 19.5$
Not used	(Eng. Lit. = 5 (5))	(n/a)
<b>TOTAL</b>		<b>71.0</b>

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## CHASE TERRACE Sixth Form Courses September 2017

Art and Design	A Level
Biology	A Level
Business	BTEC Extended Certificate L3
Chemistry	A Level
Computer Science	A Level
Design Technology Fashion & Textiles	A Level
Design Technology Product Design	A Level
Drama	RSL L3 Diploma
Engineering	BTEC Extended Certificate L3
English Literature	A Level
Geography	A Level
Health and Social Care	BTEC Extended Certificate L3
History	A Level
IT	BTEC Extended Certificate L3
Maths	A Level
Maths	AS Level
Music	RSL L3 Diploma
Philosophy and Ethics	A Level
Photography	A Level
Physics	A Level
Psychology	A Level
Sociology	A Level
Sport	BTEC Extended Certificate L3

### Individual Sixth Form Course Requirements 2017

<b>Course</b>		<b>Entry requirements</b>	
		<b>Essential</b>	<b>Desirable</b>
A	Art	Art (B)	
A	Biology	Science (BB) or [Biology (B) and Chemistry (B)]; Maths (5)	
BTEC	Business		Maths (4); English (Lang. or Lit.) (4)
A	Chemistry	Science (BB) or [Chemistry (B), Biology (C) and Physics (C)]; Maths (5)]	
A	Computer Science	Maths (5)	Computer Science (B)
A	D & T (Fashion & Textiles)	Maths (4); English (Lang. or Lit.) (4)	D & T (B)
A	D & T (Product Design)	Maths (5); English (Lang. or Lit.) (4)	D & T (B)
RSL	Drama	English (Lang. or Lit.) (4)	
BTEC	Engineering	Maths (5); Science (CC) or Physics (C)	D & T (B); English (Lang. or Lit.) (4)
A	English Literature	English Lang. (5); English Lit. (5)	
A	Geography	Maths (5); English (Lang. or Lit.) (5)	
BTEC	Health & Social Care		
A	History	English (Lang. or Lit.) (5)	Maths (4); English (Lang. or Lit.) (4); Science (CC)
BTEC	ICT		
A	Maths	Maths (7)	Maths (4); English (Lang. or Lit.) (4)
AS	Maths	Maths (6)	
RSL	Music		
A	Philosophy & Ethics	English (Lang. or Lit.) (5)	English (Lang. or Lit.) (4);
A	Photography		
A	Physics	Science (BB) or [Physics (B), Biology (C) and Chemistry (C)]; Maths (6)	Art (B)
A	Psychology	Maths (5); English (Lang. or Lit.) (5); Science (CC)	
A	Sociology	English (Lang. or Lit.) (5)	
BTEC	Sport	Science (CC) or Physics (C), Chemistry (C), Biology (C)	
			Maths (4) English (Lang. or Lit.) (4)

Course Title: A Level ART AND DESIGN

Awarding Body: OCR

Further information available from: MR MARINKOVIC

## **A Level Art Course requirements: GCSE Art grade B or higher**

In A level Art students follow a course similar to GCSE. They produce a coursework portfolio (Personal Investigation), supported by a related written study (1000-3000 words) worth 60% of their final mark. They also sit an externally set task at the end of their second year worth 40% of the overall mark. Both the coursework and exam are marked using the same Assessment Objectives:

**AO1: (25%) Develop** ideas through artist's research and appropriate responses

**AO2: (25%) Experiment** with and select appropriate materials

**AO3: (25%) Record** ideas and observations through drawing, painting, photography and video

**AO4: (25%) Present** a final outcome developed from work carried out for the other AO's

## **Coursework Portfolio**

For this students produce a body of work that often takes the form of a sketchbook supported by larger drawings, paintings and 3D media pieces. They explore an idea or theme developing work in a way that reflects their personal interests or strengths until they reach a final outcome. Work produced should satisfy the Assessment Objectives above and demonstrate that they have researched and responded to artists relevant to their theme, experimented with different media, recorded relevant images and objects through drawing, painting or photography and then produced a relevant final piece.

At **A Level** a student's coursework portfolio is supported by a **1000-3000 word personal study**.

## **Controlled Assignment**

The exam takes the same form as at GCSE. Students will be issued with an early release paper in February from which they will select a title/starting point to develop ideas from. They will have time to produce preparation work that satisfies the first 3 AO's (just as they have done for their coursework) before they begin their exam. This preparatory work is worth approximately 30% of the 40% of the marks awarded for the exam. The A Level exam is 15 hours, typically split into a series of sitting of up to 5 hours. As in other subject areas exam conditions are observed. The focus in the exam is to produce a final outcome that satisfies AO4. Exams are likely to begin towards the middle of April and finish the middle of May although exact timings may vary. Coursework deadlines will coincide with final exam deadlines.

**In KS5 students have the opportunity to work in an increasingly independent way. They explore their own ideas by looking at and responding to contemporary Artists, developing drawing, painting and recording skills and by experimenting in a variety of exciting and innovative media.**

Course Title: AS and A2 level BIOLOGY

Awarding Body: AQA

Further information available from: MR MEEK MISS MASON MR MULVEY MR WARREN

## Course requirements:

- Achieved grade BB or higher at GCSE Double Science or minimum grade B in Biology from single science with at least a B grade in GCSE Chemistry.
- Have a high level of mathematical competence, GCSE Maths 5 grade or higher.

## Overview

Humans are an influential part of this extraordinary planet. Understanding some of its many systems, cycles and complexities as well as our effect, both positive and negative, upon it is a valuable and interesting experience. Completion of the A2 course in Biology gives you opportunities in a myriad of areas for further study and career advancement.

Following the AQA Biology syllabus you will study 4 units per year as well as completing required practical. The choice of the AQA exam board ensures continuity with your GCSE Science.

## Year 12

**Topics 1-4:** Biological molecules. Cells. Organism exchange substances with their environment. Genetic information, variation and relationships between organisms.

## Year 13

**Topics 5-8:** Energy transfers between organisms, Organisms respond to changes in their internal and external environments. Genetic, populations, evolution and ecosystems. The control of gene expression.

## Practical skills

Students are required to complete 12 practicals over the course. These provide evidence for the Practical endorsement as well as being assessment in the written examinations.

## Assessment

Paper 1		Paper 2		Paper 3	
Topics 1-4	Practicals 1-6	Topics 5-8	Practicals 7-12	Topics 1-8	Practicals 1-12
2 hours	91 marks	2 hours	91 marks	2 hours	78 marks
<b>35%</b> of A level		<b>35%</b> of A level		<b>30%</b> of A level	
<b>76 marks:</b> Mix of short and long answers		<b>76 marks:</b> Mix of short and long answers		<b>38 marks:</b> Structured questions, including practical techniques	
<b>15 marks:</b> Extended response questions		<b>15 marks:</b> Extended response questions		<b>15 marks:</b> Critical analysis of given experimental data	
				<b>25 marks:</b> One essay from a choice of 2 titles.	

Biology is a challenging, but rewarding course and students are recommended to consider A Level Chemistry to complement their studies. Biology is also compatible with subjects such as Physics, Maths, Geography, Environmental Science, Psychology and PE.

**Course Title: BTEC Level 3 National Extended Certificate in BUSINESS**

**Awarding Body: EDEXCEL**

**Equivalent to 1 full A Level qualification**

**Further information available from: MR GRAHAM**

- Do you prefer a range of assessment methods?
- Do you enjoy working independently?
- Do you have an interest in the world around you?

If you have answered yes to any of these questions then this BTEC course could well be for you.

Are you aware of how much you already know about how businesses operate? You are a regular consumer of goods and services and you watch adverts all the time. You may already have a view as to what makes a successful business or think that you could do better than the contestants on The Apprentice! Any student meeting the sixth form entry requirements can go on to study the BTEC National Extended Certificate in Business; you do not have to have studied Business Studies at Key Stage 4. **A GCSE grade 4 in Mathematics and grade 4 in English Language or English Literature is desirable.**

The Edexcel BTEC National Level 3 Extended Certificate in Business is a 360 guided learning hours (GLH) qualification that consists of 3 mandatory units and 1 optional unit.

**Mandatory units**

- Exploring Business (90GLH)
- Developing a Marketing Campaign (90GLH)
- Personal and Business Finance (120GLH)

**Optional unit**

- Recruitment and Selection Process (60GLH)

**How will I learn?**

You will have a mixture of classroom based lessons, workshops and the chance for independent study. In a typical lesson you will be taught relevant business theory, which you will then apply to the real organisation you are researching. Learning whilst working or visiting businesses is also essential to success on this course.

**How will I be assessed?**

The course is assessed by a range of assessment methods. 58% is externally assessed through an external exam and a controlled assessment. The remainder is assessed through coursework, which are marked internally by your teachers. All units are assessed at pass, merit or distinction standard. At the end of the course these grades combine together to generate one overall grade, which carries UCAS points in line with A Level grades.

**Is the National Extended Certificate in Business suitable for me?**

You will get a chance to find out from real experience about a variety of organisations. It is a demanding course and you will need to work consistently hard throughout the two years, often on more than one piece of coursework at a time, to achieve a good grade. There are, however, opportunities to improve grades on coursework. Your skills in time management will improve over the two years and this will be vital for gaining good grades. You will often work in small groups and you may be required to present your findings to a particular task to the rest of the group.

Course Title: A Level CHEMISTRY

Awarding Body: AQA A Level (7405)

Further information available from: MRS JOHN MR TRICKETT MRS WALKER

**Course requirements:**

- **Achieved grade BB or higher at GCSE Double Science or minimum grade B in Chemistry from single science with at least CC in Biology and Physics.**
- **Have a high level of mathematical competence, GCSE Maths 5 grade or higher.**

A Level Chemistry attempts to answer the question “What is the world made of?” From investigating how one substance can be changed into another, to researching new wonder drugs to save lives, the opportunities that chemistry provides are endless.

Topics covered include:

Atomic structure and bonding  
Properties and reactions of metals  
Synthesis of organic compounds

The course is assessed by three written papers. Those will cover both course content and practical techniques.

Chemistry is a challenging, but rewarding course and students will find that it complements A Level Biology. Chemistry is also compatible with subjects such as physics, maths, geography, psychology and sports science. Students interested in a career in medicine or veterinary science should study A Level Chemistry.

Course Title: A Level COMPUTER SCIENCE

Awarding Body: OCR

Further information available from: MR DAVIDSON

We live in a world dictated by technology and understanding how it works is becoming an increasingly important skill. There is an ever growing demand for workers who have the ability to design, program and install computing systems. A Level Computer Science is a challenging, yet rewarding course that gives students a clear progression into higher education and a range of future career paths, as the course was designed after consultation with members of BCS, CAS and top universities.

The OCR Computer Science specification is relevant to the modern and changing world of computing and covers the following areas of study:

- Computer Programming with an emphasis on the importance of computational thinking as a discipline.
- Algorithm design and mathematical problem solving
- Computational thinking – learning the skills necessary to break down a problem into the fundamental steps that will lead to a solution, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence.
- The legal, moral, social and cultural impacts of technology in modern society.

The course comprises three units, all examined at the end of Year 13

- Unit 1 – Computer Systems – Written Examination, 2.5 hours, 40%
- Unit 2 – Algorithms and Programming – Written Examination, 2.5 hours, 40%
- Coursework – Programming Project – 20% completed in Year 13

There is no requirement that you will have studied Computer Science at GCSE but you will be at a *significant* advantage if you have done so, especially as the course is based around the ability to solve problems using computer programming skills. You should enjoy logic and mathematical problem solving and have achieved a **GCSE grade 5 or higher in Maths and ideally a grade B or higher in GCSE Computer Science.**

Course Title: A Level D & T: FASHION AND TEXTILES

Awarding Body: AQA

Further information available from: MRS O'CONNOR

A two year course which combines

-  practical textiles
-  design development and creativity
-  a scientific understanding of fibres & fabrics
-  an awareness of the textile and fashion industry

Students are expected to develop a thorough understanding of their raw materials, components, textile processes, product analysis and industrial practices. Many students successfully combine this subject with Art and Photography and progress onto degree related courses.

Brief outline of the course:

Two year course assessed through:

- Two written papers each 25% of A Level
- Non-exam assessment (NEA)
  - o A substantial design and make task
  - o 45 hours
  - o 50% of A Level

For this course, students need to have achieved a **GCSE grade 4 in Mathematics and English Language or English Literature and it is desirable to have a GCSE grade B in Textiles.**

Further information can be found on the AQA website: [www.aqa.org.uk](http://www.aqa.org.uk) or by speaking to Mrs O'Connor or Miss Pearce in the Design and Technology department.

Course Title: A Level D&T: PRODUCT DESIGN

Awarding Body: AQA

Further information available from: MR DOUGLAS

In Product Design you will learn about contemporary technologies, materials and processes, as well as established practices. You will use creativity and imagination to design and, make prototypes that solve real and relevant problems, considering your own and others' needs, wants and values.

This qualification is linear which means students will sit both of the exams and submit their non-exam assessment at the end of the course.

### **Subject Content**

- Core technical principles
- Core designing and making principles
- Additional specialist knowledge

There are two exam papers and one substantial piece of coursework called non-exam assessment.

### **Exam Assessment**

- The two written exams are 2 hour papers and are each worth 25% of the course
- They are a mixture of short answer, multiple choice and extended response questions
- Questions based upon Core technical principles, Core designing and making principles, Product Analysis and Commercial manufacture

### **Non-Exam Assessment**

Practical application of technical principles, designing and making principles and specialist knowledge

### **How it's assessed:**

- Substantial design and make task
- 45 hours of work
- Design folder and manufactured product
- Worth 50% of A-Level

**Course Requirements: - GCSE grade 4 in Mathematics and Grade 4 in English Language or English Literature. A GCSE grade B in Product Design is desirable.**

Further information can be found on the AQA website: [www.aqa.org.uk](http://www.aqa.org.uk) or by speaking to Mr Douglas, Mr Ferns or Mr Tennant in the Design & Technology Department.

**Course Title: Level 3 Diploma in Creative and Performing Arts DRAMA**

**Awarding Body: RSL**

**Equivalent: to 1 ½ full A Level qualification**

**Further information available from: MRS MAYMAND**

The aim is to provide flexible, vocationally-relevant suite of qualifications which will equip learners with the skills to develop realistic employment opportunities in the creative and performing industry or to progress to Higher Educations.

The course is aimed at students wishing to develop their Acting and/or Musical Theatre Skills. The students will work through a pathway of units which are tailored to their strengths and areas to develop.

**The qualification is 100% internally assessed**

**Students complete two core units and 5 optional units**

**The course is 570 GLH and broadly equivalent to 1 ½ A-Levels**

### Core Units

#### **Performance Prep**

This Unit prepares learners for participation as performers/technicians/managers in a performance production developing their understanding of styles and contexts of performance genres, exploring and developing a range of skills and techniques required for auditions/interviews for roles in performance productions and developing their planning and rehearsal skills in collaboration with others

#### **Planning for a Career in the Creative and Performing Arts**

This unit familiarises learners with the process associated with effective career planning.

### Optional Units include

Vocal Techniques – Acting

Vocal Techniques - Music

Acting Workshop

Approaches to Acting

Musical theatre Performance

Audition Techniques

Solo Music Performance

Theatre in Education

Ensemble Music Performance

Drama in the community

Acting for the Camera

**Please note that due to the practical nature of the course, the Creative and Performing Arts Diploma does require considerable extra-curricular commitment.**

**A GCSE in English Language or English Literature Grade 4 or higher is required.**

**Course Title: BTEC Level 3 National Extended Certificate in ENGINEERING**

**Awarding Body: PEARSON**

**Equivalent to 1 full A Level qualification**

**Further information available from: MR DOUGLAS / MR TENNANT**

Engineering is a dynamic sector, which offers huge potential for students. The UK is regarded as a world leader in engineering, including renewable energy, space, low carbon, aerospace, creative industries, automotive, agri-food and bioscience.

This qualification provides a broad basis of study for the engineering sector. It is intended for those students who aim to progress in to higher education, and ultimately to employment, possibly in the engineering sector.

### **Mandatory units**

There are 3 mandatory units that students must complete.

#### **Unit 1: Engineering Principles**

Guided learning hours: **120**

Students apply mathematical and physical science principles to solve electrical, electronic and mechanical based engineering problems.

#### **Unit 2: Delivery of Engineering Processes Safely as a Team**

Guided learning hours: **60**

Students explore how processes are undertaken by teams to create engineered products or to deliver engineering services safely.

#### **Unit 3: Engineering Product Design and Manufacture**

Guided learning hours: **120**

Students will explore engineering product design and manufacturing processes and will complete activities that consider function, sustainability, materials, form and other factors.

#### **Optional units - Guided learning hours: 60**

Students must complete at least 1 optional unit. A decision will be made at a later date, but possibilities include:

- Work experience in the Engineering sector.
- Computer aided design in Engineering.
- Computer programming.

The qualification is intended to carry UCAS points and is recognised by HE providers. It will support entry to HE courses in a wide variety of disciplines, depending on the subjects taken alongside.

**Course requirements: GCSE Maths grade 5, GCSE Science Core grade CC or Physics grade C.**

Course Title: A Level ENGLISH LITERATURE

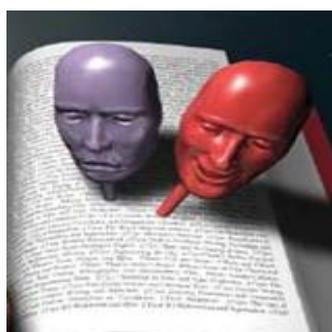
Awarding Body: EDEXCEL

Further information available from: MR ANDERSON

Language is power. Literature is particularly powerful written language. Literature can change our view of the world and of ourselves within the world.

You will study some of the best poets, dramatists and prose-writers that have ever lived. You will tackle issues such as sexism, racism, love and death through note-making, debate and practical drama-based activities. Above all, you will learn how writers and readers together make meaning out of twenty-six letters and a few punctuation marks - how they create together some of the greatest stories ever told.

We look forward to a successful and enjoyable course. We will strive for academic rigour and value the enthusiasm, insight and fun that every member of the group will bring. We also expect you to bring commitment to your study. Enjoy the chance to study some brilliant literature, to question and debate the big issues and to learn about the writer's craft.



What can you expect?

A well organised course, which will give you the opportunity to achieve excellence:

- Interest in and commitment to your progress.
- Guidance in all matters relating to the course.
- A variety of learning activities.
- Individual discussion of your work and progress.
- Demands on your energy, time, commitment, views and enthusiasm!

For many of us teachers, our relationship with our own A Level texts was the catalyst for our choice of university course and subsequent career.

Each of the three examined components on the Edexcel course focuses on the main genres: poetry, prose and drama. This gives the candidates the time and space to develop their knowledge and confidence through breadth and depth of study.

The English Department encourages further reading and we organise theatre visits, library trips and attend lectures as relevant to the texts studied.

**(English Literature – continued)**

**The course is comprised of four discrete components:**

COMPONENT 1: DRAMA – 30% weighting of the whole A Level course.

One exam scored out of 60 marks available. Time: 2 hours 15 minutes.

Section A: Tragedy William Shakespeare: “King Lear”

There will be two questions and the candidate will choose one on their chosen text worth 35 marks.

One Drama text: “A Streetcar Named Desire” by Tennessee Williams.

There will be two questions and the candidate will choose one worth 25 marks.

COMPONENT 2: PROSE– 20% weighting of the whole A Level course.

One exam scored out of 40 marks available. Time: 1 hour.

Thematic study of a prose comparative question on the theme of the supernatural:

Pre 1900: “The Picture of Dorian Gray” by Oscar Wilde.

Post 1900: “Beloved” by Toni Morrison.

Candidates have to answer one examination question from a choice of two questions. This will be a comparative task on a thematic question and both ‘pre’ and ‘post’ texts will need to be explored.

COMPONENT 3: POETRY– 30% weighting of the whole A Level course.

One exam scored out of 60 marks available. Time: 2 hours 15 minutes.

Compulsory study of a collection of Modern Poetry set by Edexcel entitled:

“Poems of the Decade: An Anthology of the Forward Books of Poetry 2002-2011.”

Chosen study of a named poet:

“The Wife of Bath’s Prologue and Tale” by Geoffrey Chaucer.

COMPONENT 4: COURSEWORK – 20% weighting of the whole A Level course.

One extended comparative essay referring to two texts.

There is a free choice of texts and the candidate can choose which two texts to study and analyse to pursue their own interests. The texts must be linked by theme, movement, author or period. The texts may be poetry, prose, drama or literary non-fiction.

**Course Entry Requirements: GCSE Grade 5 or higher in English Language and GCSE English Literature**

**Course Title: A Level GEOGRAPHY**

**Awarding Body: AQA**

**Further information available from: MR RAY**

Following a course in A Level Geography will enable learners to:

- Actively engage in the process of geography to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds;
- Develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world;
- Develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments from local to global;
- Appreciate the differences and similarities between people's views of the world, it's environments, societies and cultures;
- Understand the significance of values and attitudes to the development and resolution of issues;
- Develop their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive;
- Develop and apply their learning to the real world through fieldwork and other out of classroom learning;
- Use geographical skills, appropriate technologies, enquiry and analysis.

#### **The Course:**

In Year 12 and 13, Geography content is divided into two sections – Physical and Human Geography. In core physical, candidates' subject knowledge and understanding in key environments is developed. The compulsory coastal management unit relates to environments familiar with most, if not all, candidates and engages them in the study of the central role of water in landscape development and its management for human welfare purposes. The other two contrasting physical environments each present opportunities for studying distinctive sets of processes raising common themes of environmental impact, management, sustainability and citizenship.

In core human, fundamentals of population in human geography are addressed with an emphasis on change and development over space and time and their geographical implications. Optional elements are specified to give candidates the opportunity to engage with key themes of contemporary relevance with an emphasis on human agency and welfare and/or sustainability aspects.

#### **1. Component 1 – Physical Geography (written exam 2 hours 30 minutes – 40% of A-Level)**

Section A – Water and Carbon Cycles  
 Section B – Coastal Systems and Landscapes  
 Section C – Hazards

#### **2. Component 2 – Human Geography (written exam 2 hours 30 minutes – 40% of A-Level)**

Section A – Global Systems and Governance  
 Section B – Changing Places  
 Section C – Contemporary Urban Environments

#### **3. Component 3 (3000 – 4000 word individual investigation – 20% of A-Level)**

#### **Fieldwork:**

There will be an opportunity to conduct fieldwork in Iceland, investigate coastal landforms in Wales and undertake practical work on urban settlement patterns.

**Students require a Grade 5 or higher in BOTH GCSE English Language or English Literature and GCSE Mathematics**

Course Title: BTEC Level 3 National Extended Certificate in HEALTH AND SOCIAL CARE

Awarding Body: EDEXCEL

Equivalent to 1 full A Level qualification

Further information available from: MRS PYMM

This is a brand new course from September 2016 offering a work related qualification for use in the Health and Social Care sector. It gives students the knowledge, skills and understanding that they need to prepare them for employment or education in Health and Social Care. It is equivalent to one GCE A level but is graded using pass, merit or distinction and carries UCAS points.

The Level 3 certificate course consists of 4 units completed over 2 years. There are 2 units which are externally assessed through an exam which can be taken in either January or June. The remaining units are assessed internally by the school through the use of assignments. The completion of these assignments would benefit greatly from visits to different Health and Social Care services.

In the first year students will complete both an externally assessed and internally assessed unit:

Unit 1—Human Lifespan Development (90 guided learning hours) EXTERNALLY ASSESSED

Unit 5—Meeting Individual Care and Support Needs (90 guided learning hours). This is a compulsory unit chosen by Edexcel.

In the second year students will complete the final 2 units:

Unit 2—Working in Health and Social Care (120 guided learning hours) EXTERNALLY ASSESSED

Optional unit chosen from

- 6. Work Experience in Health and Social Care
- 10 Sociological perspectives
- 11. Psychological perspectives
- 12. Supporting Individuals with additional needs
- 14. Physiological disorders and their care.

Health and Social Care services are a growth area and offer a wide range of career opportunities. This course will provide a good foundation for entry to this sector. Students will be expected to work independently and strive to be the best they can. It is felt due to the nature of the course that the best success will be achieved by students who have at least a **GCSE grade 4 in both Mathematics and English Language or English Literature and CC in Science.**

If you feel you would like to know more about the course come and speak to one of the teachers, which includes Miss Humphries, Miss Cantwell or Mrs Pymm.

**Course Title: A Level HISTORY**

**Awarding Body: AQA**

**Further information available from: MR BARNES**

The History department's A Level History curriculum is an AQA course consisting of three fascinating and contrasting modules: Stuart Britain and the Crisis of the Monarchy, 1603 – 1702, Italy and Fascism 1900-1945 and a Personal Study

### **Unit 1: Stuart Britain and the Crisis of the Monarchy, 1603-1702**

This Unit provides an overview of the changing relationships between Crown, Parliament and people of Britain during these turbulent and historically crucial years. Key issues include the nature of political authority; continuity, and change in Crown-Parliament relations; the relationship between religion, politics and society and changes in the economy and society.

### **Unit 2: Italy and Fascism, 1900-1945**

This option focuses on a period in Italian history during which democracy gave way to dictatorship. It gives students an opportunity to broaden their understanding of early 20<sup>th</sup> century European History through the study of a period which has many parallels with Germany, 1919-1945. Key issues include the concept of Fascism; the role of war and desire of empire in the rise and nature of Italian Fascism; the factors responsible for Mussolini coming in to power in Italy and the establishment of a Fascist dictatorship; efforts to transform Italians into Fascists through totalitarian ideology and the role of Mussolini's decision in June 1940 to take Italy into the Second World War in the eventual collapse of the regime.

### **Unit 3: A Personal Study**

The History Department has developed a popular, very successful personal study focusing on the controversy surrounding Daniel Goldhagen's book 'Hitler's Willing Executioners'. Goldhagen's claims provoked a bitter controversy that continues to this day because he argues that the whole generation of Germans were culpable in the Holocaust because the nature of anti-Semitism in Germany was far darker and sinister than that found in other European countries. This historical controversy gives students an opportunity to return to the Weimar and Nazi Germany periods that they studied as part of their GCSE course.

### **What's assessed?**

#### **Units 1 and 2**

- 2 hour and 30 minute written exam
- Three questions(one compulsory)
- 80 marks
- Each exam is 40% of the overall mark

#### **Unit 3**

- 300-3500 personal study
- 40 marks
- 20% of overall mark
- Marked by teachers
- Moderated by AQA

All students are provided with a large selection of text books for their own personal use during the course and have access to the Post 16 History library facilities. The bulk of the content of this course is largely different from the GCSE History course currently taught at Chase Terrace Technology College so is suitable for all students regardless of whether they have studied History at GCSE level.

The department selected this course because we have a very successful track record stretching back many years teaching these particular historical periods, including a very high number of A and B grades, and we are confident that this will continue in the future.

**Students require a GCSE English Language or Literature qualification at Grade 5 or higher.**

Course Title: BTEC Level 3 National Extended Certificate in IT

Awarding Body: PEARSON

Equivalent to 1 full A Level qualification

Further information available from: Mr DAVIDSON

This qualification is designed for learners who are interested in an introduction into the study of creating IT systems to manage and share information alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT. Learners will develop a common core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, managing and processing data to support business and using IT to communicate and share information. This will allow progression to a variety of degrees when combined with other suitable Level 3 qualifications.

**There are 4 units of which 3 are mandatory and 2 are externally assessed.**

**Three mandatory units:**

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Unit 1: Information Technology Systems (written examination)

Learners study the role of computer systems and the implications of their use in personal and professional situations.

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Unit 2: Creating Systems to Manage Information

Learners study the design, creation, testing and evaluation of a relational database system to manage information.

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Unit 3: Using Social Media in Business.

Learners explore how businesses use social media to promote their products and services. Learners also implement social media activities in a business to meet requirements.

**This qualification includes a choice of optional units, including:**

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Unit 5: Data Modelling

Learners study how data modelling can be used to solve problems, and they will design and implement a data model to meet client requirements.

Unit 6: Website Development.

Learners investigate website development principles and they design and develop a website using scripting languages.

**Course assessment:** The course is assessed both internally and externally as well as a written examination for unit 1. These are graded at Pass, Merit, Distinction and Unclassified. There will also be mandatory employer involvement in at least two units.

**A GCSE grade 4 in Mathematics and grade 4 in English Language or English Literature is desirable.**

Course Title: A Level MATHEMATICS

Awarding Body: OCR

Further information available from: MR BROWN MRS STOKES

**Course requirements: GCSE Maths Grade 7 or higher**

This is a highly regarded academic discipline, much valued by Higher Education Admissions Tutors and prospective employers.

- ✚ Strong independent study skills will be needed for success in this course, which is one of the most challenging that can be taken at A-Level
- ✚ Six modules are studied over two years : 4 Core (Pure) and 2 Applied
- ✚ Three modules are studied during Year 12
- ✚ Three further modules are studied during Year 13
- ✚ All modules are assessed by written examination
- ✚ There is no coursework

Course Title: AS Level MATHEMATICS

Awarding Body: OCR

Further information available from: MR BROWN MRS STOKES

**Course requirements: GCSE Maths Grade 6 or higher and an 'Attainment 8' total points score of 46.0 or higher**

- ✚ Three modules studied over 2 years : 2 Core (Pure) and 1 Applied
- ✚ All modules are assessed by written examination

**Course Title: Level 3 Diploma in Creative and Performing Arts MUSIC**

**Awarding Body: RSL**

**Equivalent to: 1 ½ full A level qualification**

**Further information available from: MR TILL**

This exciting new qualification will provide music industry qualifications that will enable students to further their skills and understanding of music through practical units covering performing, composing and music technology. In addition the specification includes opportunities to explore the many varied careers available within this ever-growing industry and to explore professional practice within the wider music industry.

This course is ideally suited to students who wish to progress to higher education and ultimately to employment in the performing sector as well as students who have a creative interest in music and music technology. Learners employ a range of skills, knowledge and understanding and work independently in preparation for employment/further study. Evidence for assessment may be recorded/videoed performances, recorded compositions, assignments, reports, rehearsal logs, diagrams, illustrations and screen shots.

**The qualification is 100% internally assessed**

**Students complete 2 core units and 5 optional units**

**The course is 570 GLH and broadly equivalent to 1 ½ A-Levels**

### **Core Units**

#### **Performance Prep**

This Unit prepares learners for participation as performers/technicians/managers in a performance production developing their understanding of styles and contexts of performance genres, exploring and developing a range of skills and techniques required for auditions/interviews for roles in performance productions and developing their planning and rehearsal skills in collaboration with others

#### **Planning for a Career in the Creative and Performing Arts**

This unit familiarises learners with the process associated with effective career planning.

### **Optional Units include**

Composing Music

Creating digital Music

Ensemble Music Performance

Introduction to Popular Music

Solo Music Performance

Song-Writing

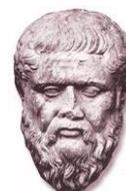
**Please note that due to the practical nature of the course, the Creative and Performing Arts Diploma in Music does require considerable extra-curricular commitment and a willingness to perform.**

**A GCSE grade 4 in English Language or English Literature is desirable.**

Course Title: A Level PHILOSOPHY and ETHICS

Awarding Body: OCR

Further information available from: MISS ROACH MRS JACKSON



The Religious Studies department's A Level Philosophy and Ethics curriculum course consists of three units: Philosophy, Religion & Ethics and Developments in Christian thought.

### **What is Philosophy and Ethics?**

Philosophy deals with the big questions humans ask, such as "**Does God exist?**" While Ethics looks at how humans make important decisions, such as "**What is right?**" Developments in Christian thought examines how the religion has developed and its relationship with society. **Do we still need religion?**

### **What topics will be studied?**

#### Philosophy of Religion

- How did some of the first philosophers, the Ancient Greeks, view the world?
- Is God real? If so, then what is He?
- Can something come from nothing?
- Why does God allow bad things to happen to good people?
- Can something exist that has no beginning?
- Can we actually talk about God in a meaningful way?

#### Religious Ethics

- How can we know what is morally good?
- What is the conscience and should it decide what we do?
- Why is patience a virtue?
- Are human beings naturally selfish?
- Is an action *always* morally right or wrong?
- What does good mean?

#### Development in Christian thought

- Are Christian morals still applicable in society today?
- Who was Jesus?
- What role does gender play in society and in religion?
- Do we still need religion?

### **How is the A Level course examined?**

For each unit there is a 2 hour written examination during which candidates will answer 3 essay questions from a choice of four. **There is no coursework in Philosophy and Ethics.**

### **Who can take the A Level Philosophy and Ethics?**

You do not need either a full or short course GCSE in Religious Education to study Philosophy and Ethics at A-Level, but you must enjoy looking at the big issues about human life, religion, the world, and our place in it. **A GCSE grade 5 in English Language or English Literature is required.**

### Why take A Level Philosophy and Ethics?

Philosophy and Ethics explores deeply those 'big questions' about life, the universe and everything! As such it can inform and enrich your life. Philosophy students acquire a number of skills that will never date, that will be useful across other subject areas, and that are transferable to a wide range of professions. Don't think that because philosophy is about finding answers to interesting and difficult questions it cannot prepare you well for a professional career, or set you in good stead for Higher Education courses. When you study Philosophy and Religious Ethics, by inquiring into such diverse phenomena as language, science, law, morality and religion, you will acquire a whole range of abilities, such as being able to argue a point of view, sharpening your logic, developing your articulacy, and enhancing your problem solving skills.

THINK!



THINK!

You are an inmate in a concentration camp. A sadistic guard is about to hang your son who tried to escape and wants you to pull the chair from underneath him. He says that if you don't he will not only kill your son but some other innocent inmate as well. You don't have any doubt that he means what he says. **What should you do?**

There is a runaway trolley barrelling down the railway tracks. Ahead, on the tracks, there are five people tied up and unable to move. The trolley is headed straight for them. You are standing some distance off in the train yard, next to a lever. If you pull this lever, the trolley will switch to a different set of tracks. However, you notice that there is one person on the side track. You have two options: **(1) Do nothing, and the trolley kills the five people on the main track. (2) Pull the lever, diverting the trolley onto the side track where it will kill one person. Which is the correct choice?**

Course Title: A Level PHOTOGRAPHY - Lens and light based media

Awarding Body: OCR

Further information available from: MR MARINKOVIC

It's beneficial but not essential if students have studied **Art at GCSE achieving a Grade B or higher.**

In Photography students follow a course similar in structure to A Level and GCSE Art. They produce a coursework project (portfolio) worth 60% of their final mark and sit an externally set exam worth 40%.

Both the coursework portfolio and the exam are marked using the same Assessment Objectives:

**AO1: Develop** ideas through artists research and appropriate responses

**AO2: Experiment** with Photoshop to edit and develop images

**AO3: Record** ideas and observations through lens based media

**AO4: Present** a final image or images developed from work carried out for the other three Assessment Objectives

### Coursework Portfolio

For this students produce a body of work that takes the form of a sketchbook supported by an A3 portfolio of their own images. They explore an idea or theme developing work in a way that reflects their personal interests or strengths until they reach a final outcome. Work produced should satisfy the Assessment Objectives above and demonstrate that they have researched and responded to photographers relevant to their theme, experimented with their images and objects through photography and then produced a relevant final piece.

In Year 13 the student's coursework portfolio is supported by a **1000-3000 word personal study.**

### Controlled Assignment

The exam takes the same form as GCSE Art. Students will be issued with an early release paper in February from which they will select a title/starting point to develop ideas from. They will have time to produce preparation work that satisfies the first 3 AO'S (just as they have done for their coursework) before they begin their exam. With photography, students will spend their exam editing one (or a series) of their own images selected as a final piece using Photoshop.

The A Level exam is 15 hours long typically split into a series of sittings of up to 5 hours. As in other subject areas exam conditions are observed. The focus in the exam is to produce a final outcome that satisfies AO4. Exams are likely to begin towards the middle of April and finish the middle of May although exact timings may vary. Coursework deadlines will coincide with final exam deadlines.

**A Level Photography students will have the opportunity to explore a wide range of ideas and develop skills in studio, documentary and landscape/architecture photography. They will learn about contemporary photographers and develop relevant industry skills in both the use of software packages and studio lighting equipment.**

Course Title: A Level PHYSICS

Awarding Body: AQA

Further information available from: MR. HARRIS

**Course requirements:**

- **Achieved grade BB or higher at GCSE Double Science or minimum grade B in Physics from single science with at least CC in Biology and Chemistry.**
- **Have a high level of mathematical competence, GCSE Maths 6 grade or higher.**

In Year 12 there are four units of study:

- The Essentials of Physics
- Forces and Motion
- Electrons, Waves and Photons
- Practical Skills in Physics

In Year 13 there are three units of study:

- The Newtonian World and Astro Physics
- Particles and Medical Physics
- Practical Skills in Physics

The units are assessed in three different and clearly defined exam papers with the assessment of practical skills switching from school based coursework to being included within the exam papers themselves.

We have made links with, amongst others, Birmingham University Physics and Astrophysics Department where we do some work with the more able, and Acme whistles (yes they really exist) to help with sound. We even crack open a few beers to help us in our study of radioactivity.

Many of the highest achieving students last year studied physics, so why not follow in their steps. Anyone thinking of doing Physics should think long and hard about studying **A Level Maths** alongside as the two reinforce each other so well. The study of **A Level Chemistry** also complements a lot of the work we do.

Course Title: A Level PSYCHOLOGY

Awarding Body: AQA

Further information available from: MS HUMPHRIES MISS CANTWELL

## What is Psychology?

Psychology is the scientific study of the brain and behaviour. You will study both traditional and modern Psychological theories at A-level. The new specification places significantly more emphasis on Science (particularly Biology) and Maths. Students are now expected to apply mathematical concepts and complete mathematical calculations in each of the Psychology exam papers.

Due to its scientific nature, Psychology is a challenging but rewarding subject. You will be expected to complete a considerable amount of work in your time and will be assessed by your teachers every two weeks. There will be formal mock exams throughout the course.

## Course Outline and assessment

Students will sit three exams at the end of year 13.

### Paper 1: Introductory topics in Psychology

- Social influence (why people conform and obey)
- Memory
- Attachment (the caregiver-child relationship)
- Psychopathology (explanation and treatment of mental illness)
- *This is a two hour paper worth 96 marks with four compulsory sections that require extended essay writing*

### Paper 2: Psychology in context

- Theories in Psychology
- Biopsychology (a science based module)
- Research methods
- *This is a two hour paper worth 96 marks with three compulsory sections that require extended essay writing*

### Paper 3: Issues and options in Psychology

- Issues and debates in Psychology
- Relationships
- Eating behaviour
- Aggression
- *This is a two hour paper worth 96 marks with three sections that require extended essay writing*

## Entry Requirements

- At least a **5 in Maths GCSE** due to the mathematical content and skill involved
- At least **C grades in Science GCSEs** due to the scientific content and skill involved (**either CC or CCC**)
- At least a **5 in English Language or English Literature** due to the extended writing skills required

Course Title: A Level SOCIOLOGY

Awarding Body: AQA

Further information available from: MR GILES

Sociology is the study of society and people in groups. The study of the subject leads to a wider understanding of contemporary society and helps students to develop a critical opinion of the world around them.

Sociology equips students with the knowledge and language to challenge their own beliefs and perceptions of the society they live in. Students in turn gain a greater understanding of the economic, political and social forces around them.

Due to changes to A Level courses from September 2015, CTTC will be offering a new specification from AQA with changes to its examination and assessment structure.

A Level Sociology will now be split into three papers that will be examined at the end of Year 13.

A Level Specification at a glance		
Content	Percentage of A level	Assessment
Component 1 Education with Theory and Method Written paper	33.3 %	2 hour exam 80 marks 50 – Education 20 – Methods in Context 10 – Theory and Methods
Component 2 Topics in Sociology Written paper	33.3 %	2 hour exam 80 marks 40 – Family and Households 40 – Beliefs in Society or 40 - Globalisation
Component 3 Crime and Deviance with Theory and Methods Written paper	33.3 %	2 hour exam 80 marks 50 - Crime and Deviance 30 – Theory and Methods

Sociology is open to students who have not studied the course at GCSE, but for those who have a B grade or above is preferable. Due to the large amount of essay writing and written work, a **GCSE grade 5 or above is required in English Language or English Literature**. If these criteria have not been met, students would have to agree entry to the course with the head of department.

Course Title: BTEC Level 3 National Extended Certificate in SPORT

Awarding Body: EDEXCEL

Equivalent to 1 full A Level qualification

Further information available from: MR SWANNELL

The Edexcel BTEC National Level 3 Extended Certificate in Sport is a 360 guided learning hours (GLH) qualification that consists of 3 mandatory units and 1 optional unit.

#### Mandatory units

- Anatomy and Physiology (120GLH)
- Fitness Training and Programming for Health, Sport and Well-being (120GLH)
- Professional Development in the Sports Industry (60GLH)

#### Optional unit

- Sports Psychology (60GLH)

This is a two-year, theoretical course with a limited amount of practical work, with each unit taught across two years.

**Unit 1** - Anatomy and Physiology is assessed through a 1 hour 30 minute external examination set and marked by the exam board. Students draw on essential information to create written answers to practical questions applying technical knowledge.

**Unit 2** - Fitness Training and Programming for Health, Sport and Well-being is assessed through students completing a task tackling an everyday challenge. This involves a 2 hour written assessment in controlled conditions. Unit 1 and Unit 2 form 67% of the total marks for the qualification.

**Unit 3** - Professional Development in the Sports Industry is assessed through a series of assignments, which contains tasks set in a work-related scenario. These are set and marked internally and moderated by the exam board.

**Unit 14** – Sport Psychology is also assessed through assignments containing tasks set in a work-related scenario. These are set and marked internally and moderated by the exam board. Each Assignment has deadlines; in order to pass the course deadlines must be met. Unit 3 and Unit 14 form 33% of the total marks for the qualification.

This course is designed to give you the opportunity to develop a range of techniques, personal skills and attributes essential for successful performance in working life or further study at university.

The course is a scientific discipline and students will need to have achieved **CC grade or higher in GCSE Double science or CCC in GCSE Physics, Chemistry and Biology**. It is also desirable that students achieve **grade 4 or above in English Language or Literature and Mathematics**.

**ADDITIONAL COURSE INFORMATION**  
Further information available from: MR DOWLING

A number of the courses listed on previous pages are offered both at Chase Terrace Technology College and at the nearby Erasmus Darwin Academy (formerly Chasetown Specialist Sports College). This availability offers students a greater level of flexibility in the way that they can combine their chosen courses. Transport between the two schools is provided at lunchtime free of charge.

Additional courses are offered at local schools and colleges. These include:

**At Erasmus Darwin Academy (formerly Chasetown):**

A Level ENGLISH LANGUAGE

A Level MUSIC

A Level APPLIED BUSINESS STUDIES

A Level PHYSICAL EDUCATION

A Level FRENCH

**At The Friary School, Lichfield:**      **At King Edward VI School, Lichfield:**

A Level SPANISH      A Level ACCOUNTING

A Level PERFORMING ARTS      A Level ECONOMICS

A Level MUSIC TECHNOLOGY      A Level ENVIRONMENTAL SCIENCE

A Level MEDIA STUDIES      A Level HOME ECONOMICS

A Level APPLIED SCIENCE

**At Netherstowe School, Lichfield:**

A Level FURTHER MATHEMATICS

For further information on any of the courses listed on this page, please speak to Mr Dowling.

Transport to and from the three Lichfield schools will be provided free of charge.

Application to join the Sixth Form
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Full Name: \_\_\_\_\_ CTTC Yr 11 Form: \_\_\_\_\_

Signed: \_\_\_\_\_ (Student)

Signed: \_\_\_\_\_ (Parent)

Please indicate the subjects/courses which you would choose in order of preference from the list printed

Subject 1: \_\_\_\_\_

Subject 2: \_\_\_\_\_

Subject 3: \_\_\_\_\_

(Subject 4): \_\_\_\_\_

**NOTES:**

1. We will endeavour to offer as wide a choice of subjects at A Level, RSL Level 3 Diploma and BTEC Level 3 National Extended Certificate as possible.
2. The number of students opting for a subject will determine whether or not the course will run in September 2017.
3. For timetabling purposes the subjects will be arranged in 5 blocks. We cannot therefore guarantee to accommodate all course combinations. We will, nevertheless, endeavour to arrange the blocks in line with students' choices.
4. There will be an organised Induction Programme for all prospective students in June 2017. This will be an opportunity to try out different subjects and find out more about the Sixth Form in general.
5. All prospective students are interviewed in school during the last week of the Summer Holidays, after GCSE results are to hand. This is when final choices and decisions are made. Students should ensure that they are available for this interview.

**Please return this form to Mr. Dowling before Friday 9<sup>th</sup> December 2016**

**FOR EXTERNAL APPLICANTS ONLY:** Date of Birth: \_\_\_\_\_

Address: \_\_\_\_\_

Postcode: \_\_\_\_\_ Telephone: \_\_\_\_\_

Mobile: \_\_\_\_\_ Email: \_\_\_\_\_

Present School: \_\_\_\_\_ Tutor Group: \_\_\_\_\_

