

SIXTH FORM COURSE DETAILS PACK

At Chase Terrace Technology College, we work together for continuous improvement and take our lead from Stephen Sutton¹, 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.

¹*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
- ✚ BTEC Level 3 National Extended Certificate
- ✚ 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' 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.

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, Performing Arts and Sport

We anticipate that some post 16 students will combine A Level and BTEC 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 2018 entry, students' exam profiles will be a combination of 'old' A*-G GCSE grades, 'new' 9-1 GCSE grades (for most subjects) and BTEC (D*-P) grades. The grid below will be used to convert these grades into point scores:

GCSE A*-G		GCSE 9-1		BTEC L2	
Grade	Points	Grade	Points	Grade	Points
		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 **45.0**.

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.

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

Illustrative examples:

Ahmed, with the grades below, has an '**Attainment 8**' score of **55.5** and would therefore qualify to study on a 3 course programme in the Sixth Form (as the 45.0 threshold has been exceeded).

		Score
CORE	English Lang. = 6 (6); Maths = 5 (5)	$6 \times 2 + 5 \times 2 = 22.0$
EBACC	Geography = 7 (7); German = 5 (5); Science (Core) = 4 (4)	$7 + 5 + 4 = 16.0$
Open	P.A. (Drama) = Distinction* (8.5); English Lit. = 5 (5); Computer Science = 4 (4)	$8.5 + 5 + 4 = 17.5$
Not used	Science (Add.) = 3 (3)	(n/a)
TOTAL		55.5

Jessica, with the grades below, has an '**Attainment 8**' score of **72.0** and would therefore qualify to study on a 3 or 4 course programme in the Sixth Form (as the 70.0 threshold has been exceeded).

		Score
CORE	English Lang. = 7 (7); Maths = 9 (9)	$7 \times 2 + 9 \times 2 = 32.0$
EBACC	Computer Science = 7 (7); French = 7 (7); Biology = 6 (6)	$7 + 7 + 6 = 20.0$
Open	Art = 9 (9); Chemistry = 6 (6); Physics = 5 (5)	$9 + 6 + 5 = 20.0$
Not used	Eng. Lit. = 5 (5)	(n/a)
TOTAL		72.0

Megan, with the grades below, has an '**Attainment 8**' score of **42.0** and would therefore not meet the criteria to study in Sixth Form (as the 45.0 threshold has not been achieved).

		Score
CORE	English Lang. = 5 (5); Maths = 3 (3)	$5 \times 2 + 3 \times 2 = 16.0$
EBACC	Science (Core) = 4 (4); Science (Add) = 4 (4); History = 3 (3)	$4 + 4 + 3 = 11.0$
Open	Art = 6 (6); ICT = 4 (4); English Lit. = 5 (5)	$6 + 4 + 5 = 15.0$
Not used	Food = 4 (4)	(n/a)
TOTAL		42.0

CHASE TERRACE Sixth Form Courses September 2018

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
Engineering	CamTEC 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
Performing Arts	CamTEC Extended Certificate L3
Philosophy & 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 2018

Course		Entry requirements	
		Essential	Desirable
A	Art	Art (6)	
A	Biology	Science (66) or Biology (6) and Chemistry (6); Maths (6)	
BTEC	Business		Maths (5); English (Lang. or Lit.) (5)
A	Chemistry	Science (66) or Chemistry (6), Biology (6) and Physics (6); Maths (6)	
A	Computer Science	Maths (6)	Computer Science (6)
A	D & T (Fashion & Textiles)		D & T (B) in Textiles
A	D & T (Product Design)	Maths (5)	D & T (B) – not inc. Food
BTEC	Engineering	Maths (6); Science (55) or Physics (5)	D & T (B); Maths (7) English (Lang. or Lit.) (5)
A	English Literature	English (Lang. & Lit) (5)	English (Lang. & Lit) (5)
A	Geography	Maths (5); English (Lang. or Lit.) (5); Geography (5) if studied at GCSE	Geography (6) if studied at GCSE
BTEC	Health & Social Care	Science (4)	
A	History	English (Lang. or Lit.) (5) History (5) if studied at GCSE	History (6) if studied at GCSE
BTEC	ICT		Maths (5); English (Lang. or Lit.) (5)
A	Maths	Maths (7)	
BTEC	Performing Arts		English (Lang. & Lit) (4)
A	Philosophy & Ethics	English (Lang. or Lit.) (5) Philosophy & Ethics (5) if studied at GCSE	Philosophy & Ethics (6)
A	Photography		Art (6)
A	Physics	Science (66) or Physics (6), Biology (6) and Chemistry (6); Maths (6)	Maths (7)
A	Psychology	Maths (5); English (Lang. or Lit.) (5); Science (44)	Science (55)
A	Sociology	English (Lang. or Lit.) (5) Sociology (B) if studied at GCSE	
BTEC	Sport	Science (55) or Chemistry (5), Biology (5); BTEC L2 Sport – Merit if studied at GCSE	Science (66) or Chemistry (6), Biology (6); BTEC L2 Sport – Distinction if studied at GCSE

- It is a minimum requirement that all students have at least a Grade 4 in both English and Maths to come into Sixth Form. However, it is desirable to have achieved Grade 5s for many subjects and students without a Grade 5 will be asked to re-sit to improve.

Course Title: A Level ART AND DESIGN

Awarding Body: OCR

Further information available from: MR MARINKOVIC

A Level Art Course requirements: GCSE Art grade 6 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: A Level BIOLOGY

Awarding Body: AQA

Further information available from:

MR MEEK MISS MASON MR MULVEY MISS FARRINGTON MISS WESTWOOD

Course requirements:

- Achieved grade 66 or higher at GCSE Double Science or minimum grade 6 in Biology from single science with at least a 6 grade in GCSE Chemistry.
- Have a high level of mathematical competence, GCSE Maths 6 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
35% of A level		35% of A level		30% of A level	
76 marks: Mix of short and long answers		76 marks: Mix of short and long answers		38 marks: Structured questions, including practical techniques	
15 marks: Extended response questions		15 marks: Extended response questions		15 marks: Critical analysis of given experimental data	
				25 marks: 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 5 in Mathematics and grade 5 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 TRICKET MRS WALKER

Course requirements:

- Achieved grade 6 or higher at GCSE Double Science or minimum grade 6 in Chemistry from single science with at least 66 in Biology and Physics.
- Have a high level of mathematical competence, GCSE Maths grade 6 or higher.

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 drugs to save lives, the opportunities that Chemistry provide are endless.

Topics covered include:

- Atomic structure and bonding
- Kinetics
- Thermodynamics
- Synthesis of organic compounds
- Chemical analysis
- Properties and reactions of both metals and non-metals

The course is assessed by three written papers. These will cover both course content and practical techniques encountered during the course.

Practical skills are assessed during the course and given a pass / fail status.

Assessments

Paper 1	+	Paper 2	+	Paper 3
What's assessed <ul style="list-style-type: none"> • Relevant Physical Chemistry topics • Inorganic Chemistry • Relevant practical skills 		What's assessed <ul style="list-style-type: none"> • Relevant Physical Chemistry topics • Organic Chemistry • Relevant practical skills 		What's assessed <ul style="list-style-type: none"> • Any content • Any practical skills
How it's assessed <ul style="list-style-type: none"> • Written exam: 2 hours • 105 marks • 35% of A level 		How it's assessed <ul style="list-style-type: none"> • Written exam: 2 hours • 105 marks • 35% of A level 		How it's assessed <ul style="list-style-type: none"> • Written exam: 2 hours • 90 marks • 30% of A level
Questions 105 marks of short and long answer questions		Questions 105 marks of short and long answer questions		Questions 40 marks of questions on practical techniques and data analysis 20 marks of questions testing across the specification 30 marks of multiple choice questions

Chemistry is a challenging, but rewarding course and students will find that it compliments 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 6 or higher in Maths and ideally a grade 6 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, it is desirable that students have achieved a **GCSE grade B in Textiles**.

Further information can be found on the AQA website: 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 5 in Mathematics. A GCSE grade B in D & T (not inc. Food) is desirable.

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

Course Title: Level 3 OCS Cambridge Technical - Extended Certificate in ENGINEERING
Equivalent to 1 full A Level qualification
Further information available from: MR DOUGLAS / MR BULLOCK

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 4 mandatory units that students must complete.

Unit 1: Mathematics for Engineering

Guided learning hours: **60**

Mathematics is one of the fundamental tools of the engineer. It underpins every branch of engineering and the calculations involved are needed to apply almost every engineering skill.

Unit 2: Science for Engineering

Guided learning hours: **60**

Different branches of science underpin the teaching and learning of a number of engineering disciplines. In this unit we focus on the science which supports mechanical engineering, electrical and electronic engineering, fluid dynamics, thermal physics and material science for engineering.

Unit 3: Principles of Mechanical Engineering

Guided learning hours: **60**

All machines and structures are constructed using the principles of mechanical engineering. Machines are made up of components and mechanisms working in combination. Engineers need to understand the principles that govern the behaviour of these components and mechanisms. This unit explores these principles and how they are applied.

Unit 4: Principles of Electronic and Electrical Engineering

Guided learning hours: **60**

Electrical systems and electronic devices are present in almost every aspect of modern life – and it is electrical and electronic engineers who design, test and produce these systems and devices.

Optional units - Guided learning hours: 120

Students must complete 2 optional units. A final decision will be made at a later date, but possibilities include:

- Mechanical Design
- Computer aided design in Engineering.
- Materials Science

The qualification currently carries the following UCAS points; D* (56), D (48), M (32), P (16) 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 6, GCSE Science Core grade 55 or Physics grade 5.

Course Title: A Level ENGLISH LITERATURE

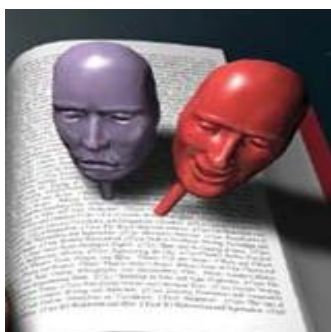
Awarding Body: EDEXCEL

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 as well as a grade 5 in Geography if subject studied at GCSE.

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. INTERNALLY ASSESSED

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

Unit 11 - Psychological perspectives (60 guided learning hours) INTERNALLY ASSESSED

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 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, Mrs Pymm or Mr Mulvey.

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 20th 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 as well as a Grade 5 in History if subject studied at GCSE.

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 5 in Mathematics and grade 5 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
-  The subject content is divided into three areas: Pure Mathematics, Statistics and Mechanics
-  All subject content is assessed by 3 written examinations at the end of year 13
-  There is no coursework

Course Title: Level 3 Extended Certificate in PERFORMING ARTS

Awarding Body: Cambridge Technical

Equivalent to: 1 full A level qualification

Further information available from: MRS MAYMAND

The course will provide you with the opportunity to develop the core specialist knowledge, skills and understanding required by a **Musician, Actor or Singer** in the performing arts sector.

You will complete 4 externally assessed units and 1 optional unit. The course is equivalent to one A-Level

UNIT 1: Prepare to work in the performing arts sector

External Assessment in response to an Advert

The aim of the unit is to equip you with the knowledge and understanding of the wider business context for your chosen career route

This unit will give you an understanding of the range and diversity of this industry. You will learn about the jobs and organisations that make up the industry, how it is funded and how companies are supported and regulated.

The unit will give you strategies, attitudes and survival skills for sustaining a career in the performing arts industry. It will also give you an understanding of the expectations of potential employers so that you can maximise your chances of getting work in a fiercely competitive environment.

UNIT 2: Proposal for a commissioning brief

External Assessment in response to a commission brief

The unit involves developing a project proposal that responds to a given brief.

This unit will equip you with the range of skills to be able to set out proposals as a response to a given brief and then set up and pilot performances and/or workshops. It will also provide you with a set of transferable skills that will underpin freelance work in your chosen artistic field.

You will be given the opportunity to develop a community arts project from a given brief. You will consider your creative skills and preferences and think about how these can be utilised in a way that benefits a community or a defined group of participants who may otherwise have little access to the project's content.

UNIT 3: Influential performance practice

External Assessment in response to a statement/question

This unit will give you the framework that will stay with you for your entire career, placing yourself in the optimum position for employment and further training and provide the attitude and professional perspective to build a firm foundation in the changing and dynamic working environment that is the Performing Arts.

You will learn about genres, styles and periods, social, cultural and historical influences and significant theatrical/performance developments and practitioners. To help understand the demands of performing a piece of repertoire, you will need to be familiar with the context in which the piece was created and the stylistic conventions of the style or genre into which the piece fits.

The build-up across this unit will demonstrate an exciting journey that culminates in a practical performance and evaluative task that will be able to assist your future engagement in the arts.

UNIT 4: Combined arts

Internal Assessment

Some contemporary performance companies do not want to be categorised. These companies don't want to be solely defined as 'theatre' or 'dance' companies, but would prefer to be known for the barriers they cross and for the integrated nature of the work that they do. Arts Council England (ACE) and other funding bodies acknowledge that this is a recognisable hybrid method and form of performance and fund it accordingly as 'combined arts'.

You will study these historical and contemporary examples to inspire you to make your own piece of combined art.

Whatever your principal art form is, this unit will give you the opportunity to create new performance by reinterpreting an existing piece of repertoire. You will integrate two or more different art forms or styles of performance into your new reimagined piece of repertoire.

UNIT 8: Performing repertoire

Internal Assessment

Repertoire is the collected works of individual practitioners, a canon of work from an art form, the regularly performed pieces of a company or a term that reflects a wider style or genre. You will have an opportunity to work within the discipline and demands of a piece of repertoire and be able to put your own mark on the material.

Once you understand the elements that define a piece of repertoire and can replicate these, you will be able to contribute with confidence and focus to dynamic reinterpretations, helping to make repertoire contemporary and up to date and engage new audiences.

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?
- 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 Requirements: A GCSE in English Language or English Literature at grade 5 and a GCSE grade 5 in Philosophy & Ethics if subject studied at GCSE.

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 6** 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 6 or higher at GCSE Double Science or minimum grade 6 in Physics from single science with at least 66 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 ISA style 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 a **4 in Science GCSEs** due to the scientific content and skill involved (**either 44 or 444**)
- 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 and a GCSE B in Sociology if subject studied at GCSE.** 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 **grade (55) or higher in GCSE Double science or grade 5 in GCSE Chemistry and Biology. A Merit in BTEC L2 Sport must be achieved if subject studied at GCSE.**

ADDITIONAL COURSE INFORMATION
Further information available from: MR GILES

A number of the courses listed on previous pages are offered both at Chase Terrace Technology College and at the nearby Erasmus Darwin Academy. 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 offered at local schools and colleges are listed below. Students and parents should be aware that other schools may change their offer as the year progresses, which is beyond the control of Chase Terrace Technology College.

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 King Edward VI School, Lichfield:

A Level ACCOUNTING

A Level ECONOMICS

A Level ENVIRONMENTAL SCIENCE

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 Giles.

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

Application to join the Sixth Form

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 2018.
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 2018. 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. Giles before Friday 8th December 2017

FOR EXTERNAL APPLICANTS ONLY: Date of Birth: _____

Address: _____

Postcode: _____ Telephone: _____

Mobile: _____ Email: _____

Present School: _____ Tutor Group: _____

