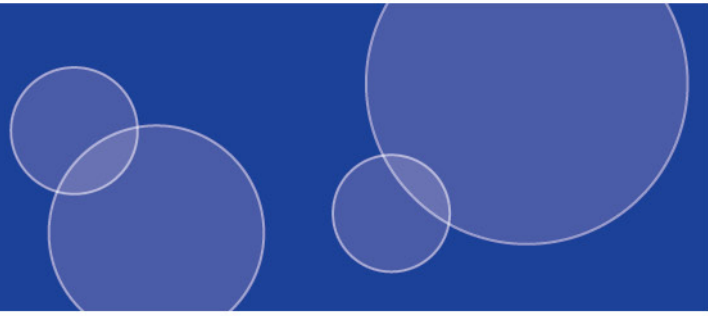
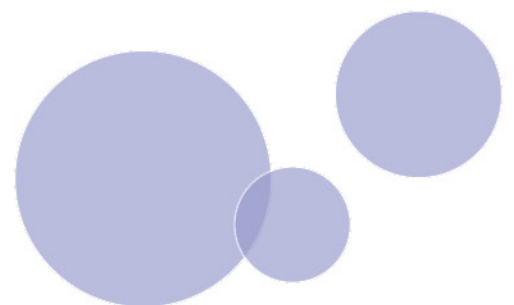




LANDAU
FORTE
COLLEGE
DERBY



POST 16 EDUCATION **2012/2013**



POST 16 STUDIES AT LANDAU FORTE COLLEGE DERBY



Thank you for your interest in Post 16 studies at Landau Forte College Derby.

The information in this booklet is designed to help you make informative decisions about your future studies. The Admissions Criteria and Procedure are outlined, along with detailed information on each subject available to Post 16 students.

It is important that you examine these subject pages carefully, particularly concentrating on the subjects you are interested in studying at Post 16.

If you have any queries regarding your choices, please email us: post16@landau-forte.org.uk

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POST 16 ADMISSIONS PROCEDURE

POST 16 ADMISSIONS CRITERIA – 2012/2013

Students must:

- be interested in studying within the range of subjects and the permitted combinations on offer.
- have five GCSEs at grades A* to C
- have grades A* to C in English and Mathematics, for all pathways.
- meet specific subject entry requirements (see table on page 15).
- submit their application by 31 January 2012.

POST 16 ADMISSIONS PROCEDURE – 2012/2013 EXISTING STUDENTS

Information Evening: Wednesday 12 October 2011 - 7.00pm

All Year 11 Landau Forte College Derby students together with parents/carers are invited to attend the Information Evening on Wednesday 12 October 2011, at 7.00pm.

Students will receive a 'Post 16 Learning Pathway' form on which they can indicate their chosen courses in October, which must be returned by Thursday 17 November via the students' Personal Tutor to Reception. Deadline for submission is Thursday 17 November 2011.

January 2012

A conditional offer will be made in early January 2012, which states the combination of subjects offered. Please note that courses offered are subject to demand. The pro-forma indicating whether the student intends to accept the offered place should be returned by the date indicated on the letter.

Thursday 23 August 2012 - GCSE Results Day

When GCSE results are published, the conditional offer will be confirmed or a revised offer may be made because of GCSE results. The student should inform us immediately whether they wish to take up their place at Landau Forte College Derby.

The new term for Post 16 students will begin with a two-day Induction programme on Thursday 6 September 2012.

POST 16 ADMISSIONS PROCEDURE – 2012/2013 NEW STUDENTS

Information Evenings

- Wednesday 12 October 2011 7.45pm
- Thursday 13 October 2011 7.00pm and 7.45pm

31 January 2012

This is the final deadline for admission to Post 16 Education at Landau Forte College Derby, commencing in September 2012.

February 2012

Letters will be sent out in late February 2012, once predicted grades are known, informing students of the outcome of their application. If they have been successful then a conditional offer will be made which states the combination of subjects offered (please note that courses offered are subject to demand).

Students will either receive a conditional offer, or a 'hold' until GCSE results are known. Return slips indicating whether the student wishes to accept or decline the conditional place must be completed and returned to the College.

Thursday 23 August 2012 – GCSE Results Day

On receiving their GCSE results in August, students holding a conditional or hold offer from the College must contact the office to give their results. A definite 'accept' or 'decline' will be offered at that time and students must confirm whether they wish to take up their place at Landau Forte College Derby.

The new term for Post 16 students will begin with a two-day Induction programme on Thursday 6 September 2012.

POST 16 COURSE INFORMATION

Types of Courses

- BTEC Level 3
- Applied GCE (Applied A Levels) and OCR Level 3
- AS Level (3 units) + A2 Level (additional 3 units) = A Level (6 units)
- CISCO Academy (Network Engineers Qualification)

Typical Course Combinations

Year 12

- 4 AS Levels + Core
- BTEC Subsidiary Diploma + 2 or 3 AS Levels + Core
- BTEC Diploma + 1 or 2 AS Levels + Core
- 3 AS Levels + Core

Year 13

- 3 or 4 A2 Levels + Core
- BTEC Subsidiary Diploma + 2 AS Levels + Core
- BTEC Diploma + 1 A2 Level + Core
- 3 A2 Levels + Core

In exceptional circumstances other combinations may be possible. To progress to A2 Level the AS course must be successfully completed in Year 12.

General Entry Requirements

5 GCSE passes – grades A* to C

N.B. GCSE Mathematics and English at Grade C are required for entry to all courses. However, many subjects may require entry grades of A* to B in relevant GCSEs. More specific information is confirmed in the table on page 9.

POST 16 COURSES

Subject-Specific Entry Requirements

Course Choice	Entry Requirements
BTEC Level 3 Subsidiary Diploma in Applied Science	GCSEs graded A* to C in two science subjects.
BTEC Subsidiary Diploma in Art & Design	GCSE graded A* to C in Art & Design OR BTEC First in Art and Design.
BTEC Level 3 Subsidiary Diploma in Business	GCSEs graded A* to C in English AND Mathematics.
BTEC Level 3 Diploma in Business	
BTEC Level 3 Subsidiary Diploma In Engineering	GCSEs graded A* to C , in Mathematics, Science AND a Technology (Engineering, Resistant Materials or Systems and Control only).
BTEC Level 3 Diploma in Engineering	
BTEC Level 3 Subsidiary Diploma in IT	Applied GCSE ICT graded A* to C OR GCSE ICT graded A* to C OR Distinction to Pass in DIDA or CIDA OR OCR Nationals in ICT Award or Certificate graded Distinction to Pass OR OCR Nationals in ICT First Certificate graded Distinction to Merit .
AS/A Level Art	GCSE graded A* to B in Art & Design OR BTEC First in Art and Design.
AS/A Level Biology	Two GCSEs graded A* to B in Science (OR GCSEs graded A* to B in Biology AND Chemistry OR Physics) AND Mathematics graded A* to B .
AS/A Level Business Studies	GCSEs graded A* to B in English AND Mathematics.
AS/A Level Chemistry	Two GCSEs graded A* to B in Science (OR GCSEs Graded A* to B in Chemistry AND Biology OR Physics) AND Mathematics graded A* to B .
AS Level Critical Thinking	8 GCSEs graded A* to A including English AND Mathematics
AS/A Level Design & Technology: Product Design	GCSE Technology graded A* to B (Systems & Control, Engineering, Graphics, or Resistant Materials) OR Intermediate GNVQ in Engineering graded Merit or Distinction .
AS/A Level English Language and Literature	GCSEs graded A* to B in English AND English Literature.
AS/A Level Geography	GCSE graded A* to B in Geography (students who have not studied GCSE Geography may be considered with GCSE English graded A* to B).
AS/A Level German	GCSE graded A* to B in German.
AS/A Level History	GCSE graded A* to B in History (students who have not studied GCSE History may be considered with GCSE English graded A* to B).
AS/A Level Information and Communication Technology	GCSE graded A* to B in ICT OR Applied GCSE ICT, OR OCR Nationals Level 2 in ICT graded Distinction to Merit .
AS/A Level Mathematics	GCSE Mathematics graded A* to B .
A S/A Level Further Mathematics	GCSE Mathematics graded A* to B .
AS/A Level Performing Arts	GCSE Performance Studies graded A* to B AND GCSE English graded A* to B .
AS/A Level Physical Education	GCSE Physical Education/OCR National in Sport graded A* to B (students who have not studied GCSE Physical Education may be considered with English graded A* to B AND GCSE Biology graded A* to B OR Double Science graded A* to B).
AS/A Level Physics	Two GCSEs graded A* to B in Science (OR GCSEs GRADED A* to B in Physics AND Chemistry OR Biology) AND Mathematics graded A* to B
AS/A Level Psychology	GCSEs in English graded A* to B AND Mathematics AND a Science subject
AS/A Level Religious Studies (Philosophy and Ethics)	GCSE Religious Studies graded A* to B (students who have not studied GCSE Religious Studies may be considered with GCSE English graded A* to B).
AS/A Level Spanish	GCSE graded A* to B in Spanish.
CISCO Certified Network Associate	GCSEs graded A* to C in English, Mathematics AND a Science subject.

APPROACHES TO LEARNING

At Landau Forte College Derby, there are a number of key learning behaviours which are developed throughout all of our courses.

We encourage students to be **enquiry-minded** about their learning, to **ask questions** of themselves, their tutors, their peers and resources used.

We want our students to develop **positive learning habits** which will provide the basis for effective lifelong learning.

This means that we want our students to **notice details** in everything they do; to be able **to make links** and **identify patterns** which are transferrable across all areas of the curriculum.

An effective learner will be able to think through their ideas and **plan** things out; they will be able to work closely with others on **collaborative** tasks which will improve their understanding; they will **regularly review** their learning and have the opportunity to **amend** their ideas.

Independent learning is a strong feature of all courses at Post 16, and students are expected to draw on all of these habits in order to learn effectively outside of formal sessions.

THE CORE PROGRAMME

Detailed below, are the elements of Post 16 studies which we call the Core Programme, compulsory to all students, that are undertaken by Year 12 students.

A wide range of project-based activities will be undertaken, including many opportunities to enhance effective learning behaviours as well as building your CV and adding to your Progress Portfolio. External partners from a range of organisations will be involved in the delivery of the Programme, and a number of educational visits will be offered.

The Core Programme aims to develop your interests beyond your main academic qualifications whilst improving discussion, presentation and essay-writing skills. Topics studied are as diverse as 'media', 'Crime and Punishment' and 'Living in a Democracy', with an emphasis on current affairs. The Programme of Study will meet our commitment to Citizenship, as well as to Religious and Moral Education. Students will have the opportunity to sit an examination in General Studies or Government and Politics at AS Level in the Summer of Year 12.

In addition, there is the opportunity to enrich learning by completing the AQA Extended Project or Open University modules.

Induction Programme

Students will be introduced to their Personal Tutor and their tutor group. Students who are new to the College will receive appropriate training in the use of the IT network. Students will focus on developing effective learning habits through a range of activities which also aim to allow students to get to know others in their Core group. The two-day induction will finish with a social event to help students get to know one another further.

Careers Guidance

Students have access to both Landau Forte College Derby Careers tutors and to our Connexions Advisor who attends the College to help with careers sessions and to offer individual interviews on request. Students are carefully guided through their application to University, Further Education, Apprenticeships or Employment.

Work Placement Programme

During Year 12, students will undertake a major work placement that will support their academic/vocational studies and their application to Higher Education or employment.

Physical Education and Level 2 Award in Community Sports Leadership

All students will have the opportunity to participate in a range of physical and performance activities, although none of these are compulsory. The main function of the programme is to provide the chance for students to gain competitive and recreational experiences. Students can utilise our recently refurbished Fitness Suite. Some students will opt to complete the Level 2 Award in Community Sports Leadership, which will equip them with leadership, communication and interpersonal skills, as they support and coach younger students. For further details see the Sports Leaders website:

<http://www.sportsleaders.org/our-awardsqualifications/our-qualifications/level-2-award-in-community-sports-leadership.aspx>

BTEC LEVEL 3 SUBSIDIARY DIPLOMA IN APPLIED SCIENCE

Examination Board: Edexcel

Aims of the Course

This is designed to provide highly specialist work-related qualifications in a vocational sector. It will give learners the knowledge, understanding and skills that they need to prepare for employment, or to progress onto higher education, degree and professional development programmes.

Programme of Study

Six units of study which include:

- Fundamentals of science
- Working in the science industry
- Scientific practical techniques
- Perceptions of science
- Physiology of human body systems
- Genetics and genetic engineering

Assessment is entirely through coursework. All work will be assessed internally and subject to external moderation.

Students will be graded pass, merit or distinction for each unit, which will then be added together, using a points system, to give an overall grade for the whole qualification. A Distinction* is equivalent to A* at A Level, Merit to a C and Pass to an E.

Who is this course aimed at?

This course has an equivalency of one A Level and is accepted as a qualification into Higher Education.

A BTEC is a good preparation for a career in the science industry and is an excellent route to employment and training as well as Higher Education.

Students will need the ability to work on their own initiative and work to deadlines. The modules studied will give students a breadth of knowledge and understanding that will be essential in continuing their studies in the Science industry.

BTEC LEVEL 3 SUBSIDIARY DIPLOMA IN ART AND DESIGN

Examination Board: Edexcel

This qualification is made up of six coursework units and is the equivalent of one A Level.

Aims of the Course

A two-year course which aims to advance and promote the quality and availability of work-related education for students either preparing for employment or planning to progress to Higher Education.

Programme of Study

Six units of study:

- Visual Recording in Art and Design
- Materials Techniques and Processes in Art and Design
- Idea & Concepts in Art and Design
- Communication through Art and Design
- Fabric Manipulation
- Surface Pattern

Who is this course aimed at?

The course is aimed at students who are interested in pursuing careers in a broad range of areas in art and design and cultural industries. It also provides a progression route to higher education, vocational qualifications or related degree programmes. Progression from this qualification also allows learners to progress directly into industry.

BTEC LEVEL 3 SUBSIDIARY DIPLOMA IN BUSINESS

Examination Board: Edexcel

Aims of the Course

A two-year course which aims to advance and promote the quality and availability of work related education for students either preparing for employment or planning to progress to Higher Education. This qualification is made up of 6 six coursework units and is equivalent to one A Level.

Programme of Study

Six units of study which include:

- The Business Environment
- Business Resources
- Introduction to Marketing
- Business Communication
- Business Accounting
- Recruitment and Selection in Business

Assessment is entirely through coursework. All work will be assessed internally and subject to external moderation.

Students will be graded pass, merit or distinction for each unit, which will then be added together, using a points system, to give an overall grade for the whole qualification. A Distinction* is equivalent to A* at A Level, Merit to a C and Pass to an E.

Who is this course aimed at?

Students do not need a prior knowledge of Business Studies as the course will start from the basics, however, it would be an advantage.

This course has an equivalency of one A Level and is accepted as a qualification into Higher Education.

A BTEC is a good preparation for a career in business and is an excellent route to employment and training as well as Higher Education.

For more detail on the specification visit: www.edexcel.org.uk/quals/nat/business

BTEC LEVEL 3 SUBSIDIARY DIPLOMA IN ENGINEERING

Examination Board: Edexcel

Aims of the Course

This is a two-year course which aims to advance and promote the quality and availability of work-related education for students either preparing for employment or planning to progress to Higher Education.

Programme of Study

Six units of study which include:

- Health and Safety in the Engineering Workplace
- Science for Engineering Technicians
- Mathematics for Engineering Technicians
- Engineering Drawing
- Computer Aided Design
- CNC Machining

Assessment will be entirely through coursework. Work will be assessed and subject to external moderation. Students will be graded pass, merit or distinction for each unit. Unit grades are then combined, using a points system, to give a grade for the whole qualification. A distinction will be equivalent to one A Level Grade A, a pass will be equivalent to one A Level Grade E.

Who is this course aimed at?

The course is aimed at students who are interested in some form of engineering as a career or for further study. A fair degree of practical ability together with a mathematical/scientific interest would be helpful.

On completion of the course you might consider a career in mechanical, electrical, electronic, manufacturing, or civil engineering etc. This could be at technician level or a traditional or modern apprenticeship.

This course has an equivalency of one A Level and is accepted as a qualification for entry into Higher Education. It will provide an entry qualification for a wide range of degree courses (mechanical engineering, electronics, manufacturing systems, aerospace, etc) at both B.Eng and M.Eng level.

BTEC LEVEL 3 SUBSIDIARY DIPLOMA IN IT

Examination Board: EDEXCEL

Aims of the Course

This course aims to provide candidates with high quality, industry related qualifications. It is a vocationally related qualification which provides valuable opportunities for individuals to develop skills and gain relevant knowledge and understanding in IT. This course will support entry into employment or Higher Education.

Programme of Study

AS Level equivalent – 3 units

A2 Level equivalent – 6 units

Example units studied are:

- **Unit 1: Communication and Employment Skills for IT (Core)**
- **Unit 2: Computer Systems (Core)**
- Unit 3: Database Design
- Unit 4: Human Computer Interaction
- Unit 5: Digital Graphics
- Unit 6: Web Animation for Interactive Media

Confirmation of which units will be studied will follow later in the year.

Approaches to Learning

Students are expected to gain an understanding and appreciation of the use of ICT by learning in a variety of ways:

- Practical work
- Group research tasks
- Case studies
- Visits and external visitors

In BTEC Nationals all units are internally assessed with the exception of vendor units, which are assessed through a vendor-set external examination. The full award and individual units from this qualification are graded as Pass, Merit or Distinction.

Who is this course aimed at?

These qualifications are aimed at young people aged 16-19 in full-time further education who are seeking a career in ICT or wishing to further their studies in Further or Higher Education.

BTEC LEVEL 3 DIPLOMA IN BUSINESS

Examination Board: Edexcel

Aims of the Course

A two-year course which aims to advance and promote the quality and availability of work related education for students either preparing for employment or planning to progress to Higher Education. This qualification is made up of twelve coursework units and is equivalent to two A Levels.

Programme of Study

Twelve units of study which include:

- The Business Environment
- Business Resources
- Introduction to Marketing
- Business Communication
- Eight additional units help students to focus their studies in particular directions

Assessment is entirely through coursework. All work will be assessed internally and subject to external moderation.

Students will be graded pass, merit or distinction for each unit, which will then be added together, using a points system, to give overall grades for the whole qualification. Grades awarded range from Distinction* Distinction* (D*D*) which is the equivalent to A*A* at A Level and Pass Pass (PP) which is equivalent to EE at A Level.

Who is this course aimed at?

Students do not need a prior knowledge of Business Studies as the course will start from the basics. However, it would be an advantage.

This course has an equivalency of two A Levels and is accepted as a qualification into Higher Education.

A BTEC is a good preparation for a career in business and is an excellent route to employment and training as well as Higher Education.

For more detail on the specification visit: www.edexcel.org.uk/quals/nat/business

BTEC LEVEL 3 DIPLOMA IN ENGINEERING

Examination Board: EDEXCEL

Aims of the Course

This is a two-year course which aims to advance and promote the quality and availability of work-related education for students either preparing for employment or planning to progress to Higher Education.

Programme of Study

11 units of study which include:

- Health and Safety in the Engineering Workplace
- Science for Engineering Technicians
- Mathematics for Engineering Technicians
- Project – manufacturing
- Electronic Circuits and Devices
- Six additional units including , CNC Machining and CAD

Assessment will be entirely through coursework. Work will be assessed and subject to external moderation. Students will be graded pass, merit or distinction for each unit. Unit grades are then combined, using a points system, to give a grade for the whole qualification. A distinction will be equivalent to AA at A Level, a pass will be equivalent to EE at A Level.

Who is this course aimed at?

The course is aimed at students who are interested in some form of engineering as a career or for further study. A fair degree of practical ability together with a mathematical/scientific interest would be helpful.

On completion of the course you might consider a career in mechanical, electrical, electronic, manufacturing, or civil engineering etc. This could be at technician level or a traditional or modern apprenticeship.

This course has an equivalency of two A Levels and is accepted as a qualification for entry into Higher Education. It will provide an entry qualification for a wide range of degree courses (mechanical engineering, electronics, manufacturing systems, aerospace etc.) at both B.Eng and M.Eng level.

AS/A LEVEL ART AND DESIGN: FINE ART

Examination Board: OCR

Aims of the Course

Art is both a form of communication and a means of expression of ideas and feelings.

- Develop intellectual, imaginative, creative and intuitive powers;
- Develop investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement;
- Develop understanding of mind in relation to developing own ideas, refining own intentions and personal outcome;
- Develop an interest in, enthusiasm for and enjoyment of art, craft and design;
- Experience working with a broad range of media, including traditional and new media and technologies;
- Develop a knowledge, understanding and application of art, craft, design, media (traditional and new) and technologies in contemporary and past societies and cultures;
- Develop an awareness of different roles, functions, audiences and consumers of art, craft and design practice.

Programme of Study

The Specification is split into two areas:

- Externally set examination **40%**
- Coursework portfolio **60%**

Students will follow the Advanced Subsidiary course in Year 12 and after passing this move on in Year 13 to take the Advanced Level course.

Who is this course aimed at?

We are looking for students who have a real interest for this subject, who believe in Art with a passion. They need to be willing to experiment and take risks.

Aims of the Course

The aim of A Level Biology is to develop interest in and enthusiasm for Biology, and to allow students to develop their knowledge and understanding of biological facts and principles drawn from different areas of the biological sciences. Through studying Biology, students will gain an appreciation of how society makes decisions about scientific issues, and how the sciences contribute to the economy and society.

Programme of Study

AS Level:

There are two externally assessed units:

Cells, Exchange & Transport addresses fundamental concepts about cell structure and cell division, exchange of substances and transport in animals and plants.

During the **Molecules, Biodiversity Food & Health** unit, students learn about the biochemical structure of molecules, the immune response, classification and evolution. They will also consider a wide range of biological issues which draw upon the principles of How Science Works; for example, the links between diet and health, factors affecting food production, and how biodiversity can be maintained.

A2 Level:

There are also two externally assessed units:

Communication, Homeostasis & Energy includes many of the central aspects of Biology: photosynthesis, respiration, excretion and communication through nerves and hormones.

The ways in which our knowledge of genetics and the genome are used are explored within **Control, Genomes & Environment**. Students will also study plant and animal responses and issues of sustainability

Practical Skills Assessments at AS and A2 Level:

In both Year 12 and Year 13, practical skills will be assessed through completion under controlled conditions of three internally assessed practical activities – one qualitative, one quantitative and one evaluative. These activities are set and moderated by the exam board.

Who is this course aimed at?

This course suits students who have studied Science and Additional Science at GCSE, or have studied the sciences as separate subjects (Biology, Chemistry and Physics) at GCSE. You need to be confident in your practical abilities as well as being interested in how science is used by society. Biology A Level may lead to a wide variety of courses in Higher Education, including Medicine, Dentistry, Nursing, Biology and all the branches of Biological Sciences. It may also lead to further vocational training for careers in related areas, such as agriculture, horticulture and forestry.

AS/A LEVEL BUSINESS STUDIES

Examination Board: Edexcel

Aims of the Course

This course aims to advance and promote the quality and availability of work-related education to students who are either preparing for employment or planning to progress to higher education.

Programme of Study

The AS comprises 2 units and may be awarded as a discrete qualification or counts for 50% of the full A Level.

AS units:

- Developing New Business Ideas
- Managing the Business

A2 units:

- International Business
- Making Business Decisions

Each unit is assessed through an examination. A2 examinations are based upon a case study, one of which is unseen.

Who is this course aimed at?

Students do not need a prior knowledge of Business Studies as the course will start from basics, but it would be an advantage. The course opens up a wide variety of options in Higher Education, including: Business, Economics, Accounting and Finance, Management, HR, International/European Business, Law, Information Systems with Business. It also offers a creditable route into employment and training.

For further details regarding the specifications visit: www.edexcel.com/gce2008/business/studies

AS/A LEVEL CHEMISTRY

Examination Board: OCR

Aims of the Course

The aim of the A Level Chemistry course is to provide you with a strong and broad basis for entry to Science based degrees. The course aims to produce students with an inquiring approach to Chemistry and the problem solving skills demanded in higher education.

Programme of Study

AS Level:

There are two externally assessed units:

Atoms, Bonds and Groups addresses fundamental concepts about subatomic particles, atoms and reactions, atomic bonding and structure, and the periodic table.

During the **Chains, Energy & Resources** unit, we examine hydrocarbon chemistry and chemical analysis. This is expanded into a study of energetics in chemistry as well as learning about the use of resources in the world. Students will also consider a wide range of chemical issues which draw upon the principles of How Science Works.

A2 Level:

There are also two externally assessed units:

Rings, Polymers & Analysis further develops organic chemistry and build upon the second module from the AS course.

Equilibria, Energetics and Elements develops the ideas of rate, equilibrium and pH, while taking a deeper look at energy and the transition elements.

Practical Skills Assessments at AS and A2 Level:

In both Year 12 and Year 13, practical skills will be assessed through completion under controlled conditions of three internally assessed practical activities – one qualitative, one quantitative and one evaluative. These activities are set and moderated by the exam board.

Who is this course aimed at?

This course suits students who have studied Science and Additional Science at GCSE, or have studied the sciences as separate subjects (Biology, Chemistry and Physics) at GCSE. You need to be confident in your practical abilities as well as being interested in how science is used by society.

Chemistry A level may lead to a wide variety of courses in Higher Education. Some Chemistry related careers include Medicine, Dentistry, Pharmacy, Veterinary Science, Geology, Forensic Science, Food Science, Environmental Science and all the branches of Chemical Sciences. However, graduates of all disciplines enter many unrelated fields such as accountancy, law, IT, or management. Chemistry graduates are highly regarded here because of their logical minds.

AS LEVEL CRITICAL THINKING

Examination Board: OCR

Aims of the Course

The course seeks to sharpen self awareness about thought processes and to sharpen problem solving skills. In addition the course will focus on the credibility of a wide range of sources and encourage students to recognize bias and other forms of vested interest. Students will learn the language of reasoning, how to analyse the arguments of others and to assess strengths and weaknesses in arguments. As a consequence students will develop their own abilities to construct a well-reasoned argument.

Programme of Study

Unit 1: Introduction to Critical Thinking (40%)

Unit 2: Assessing and Developing Argument (60%)

This is a skills-based course; while the skills remain constant, the topics studied will vary to reflect all areas of general knowledge.

Recent past papers have used passages based on the 1969 moon landing, the sinking of the Titanic, the value of single-sex education, and the environment.

The course will be delivered in one hour per week and will be taught during core time. As a result, this course does not count as one of the four main subject choices. Those interested in studying this course should indicate their preference on their Pathway Application Form. There will be a launch meeting at the start of Year 12 for students to hear more about the course and to reconfirm their choice.

Assessment will be in the form of terminal examinations, both of which will be taken at the end of Year 12. There will be a mixture of multiple choice and short answer questions, along with some longer written answers for Unit 2.

Who is this course aimed at?

This course is aimed at students who may be applying for competitive courses at University, and/or those who would like to train their problem solving skills and their ability to think quickly under pressure. AS Critical Thinking is a good foundation for students who are planning to take LNAT, BMAT, UKCAT, TSA and similar university entrance examinations. Please contact Miss Grant to discuss this further.

The course complements all A Level learning pathways and no prior knowledge about critical thinking is required.

Students who are keen to improve their thinking skills may also like to join the College's debating club, which participates in competitions such as The English Speaking Union's Schools Mace, and Debating Matters.

AS/A LEVEL DESIGN AND TECHNOLOGY: PRODUCT DESIGN (3-D DESIGN)

Examination Board: AQA

Aims of the Course

Product Design aims to:

- develop and sustain innovation, creativity and design and technology capability;
- develop a critical understanding of the influences of the processes and products of design and technological activity;
- apply essential knowledge of understanding and skills of design production processes to a range of technological activities;
- use (ICT) to enhance design and technological capability;
- recognise the social, moral, spiritual and cultural values inherent in design and technological activity, and develop critical evaluation skills in technical, aesthetic, ethical, economic, environmental, social and cultural contexts;
- develop as discerning consumers able to make informed choices;
- develop positive attitudes of co-operation and citizenship and work collaboratively.

Programme of Study

AS Level

Unit 1: Materials, Components and Applications
Externally assessed examination
50% of AS / 25% of A2

Unit 2: Learning through Designing and Making
Internally assessed
50% of AS / 25% A2

A2 Level

Unit 3: Design and Manufacture
Externally assessed examination
25% of A2

Unit 4: Design and Making Practice
Internally assessed
25% A2

Who is this course aimed at?

The course provides an opportunity for students to involve themselves in practical problem solving activities and to relate knowledge and skills to that activity. The work is very practical in nature, and will encompass the use of wood, metal and plastic materials. The course will build upon the design process used in GCSE Design Technology and some of the work will be computer or graphically orientated. Much of the Specification content will be taught through practical assignments. On completion the successful candidate would be suited to study any one of a wide range of Design and Technical based degree level courses, such as Architecture, Interior Design, Industrial Design, Product Design and Transport Design.

AS/A LEVEL ENGLISH LANGUAGE AND LITERATURE

Examination Board: AQA

Aims of the Course

The course seeks to encourage the study and enjoyment of Language and Literature and the ways that they complement each other. In this respect, it is a natural progression from GCSE English, incorporating the study of a wide and diverse range of texts and the consideration of how meanings are created for a particular audience. At the same time, the course will develop skills in using language for a variety of purposes.

Programme of Study

AS Level:

- Integrated analysis and text production
- Analysing speech and its representation

Texts studied will include Chinua Achebe's *Things Fall Apart*, Alan Bennett's *The History Boys*, *Othello* by William Shakespeare and a variety of speech texts.

A2 Level:

- Comparative analysis and text adaptation
- Comparative analysis through independent study (coursework)

At A2, students will study travel writing, a variety of prose fiction and speech and a selection of poetry including Sylvia Plath's *Ariel* and *The Whitsun Weddings* by Philip Larkin in preparation for the coursework module.

Modules at AS Level will be assessed through examinations. At A2 Level, students will be required to complete an extended coursework essay and a terminal examination. Students will be examined on the study of a novel, two plays and speech at AS and unseen texts, poetry and a selection of prose at A2.

Who is this course aimed at?

An open mind and a genuine interest in and enjoyment of reading are vital. A curiosity about language and the way it is used to influence others will aid your studies in all areas of the course. This course will obviously benefit those who have a particular interest in English, and it is complementary to any Modern Foreign Language study, Humanities study or Arts study.

Degree courses which lead on from your study of this subject will obviously be influenced by the other A Levels which you have taken, however, if this is your area of interest options include: English Language and Literature courses, Journalism, Law, Communications courses, Sociology/Humanities-based courses, and Primary and Secondary Teaching.

AS/A LEVEL GEOGRAPHY

Examination Board: AQA

Aims of the Course

The course offers a strong foundation in both physical and human geography as well as practical skills. In addition, it provides an opportunity for students to study, within an academic and informed framework, newsworthy issues relating to the environment, global changes and inequalities. This course has been chosen because it includes contemporary geographical issues.

Programme of Study

Unit 1: Physical and Human Geography

70% AS marks, 35% A2 marks

2 hour written exam

Includes topics of Rivers, Floods and Management, Population Change and continues with Energy and Coastal Environments.

Unit 2: Geographical Skills

30% AS marks, 15% A2 marks

1 hour exam based on skills from unit 1

Range of skills will be examined – basic, investigative, ICT, graphical, cartographical and statistical. This will require personal investigative work to be undertaken in the field. This may include a residential field visit.

Unit 3: Contemporary Geographical Issues

30% of total A Level marks

2 hour exam

Includes topics of Plate tectonics and associated hazards and Ecosystems continues with Globalisation and World Cities.

Unit 4: Geographical Fieldwork Investigation

20% of total A Level marks

1½ exam

Students have the opportunity to select their own study for investigation. They will then complete an exam with short and extended questions based on their fieldwork.

Who is this course aimed at?

Success at A Level Geography will open up extensive university and career pathways from town planning, law, accountancy, tourism, recruitment, and sales, to petrology.

AS/A LEVEL GERMAN

Examination Board: Edexcel

Aims of the Course

The German AS and A2 courses are an exploration of German culture, history and language. They build on the experience of GCSE and develop listening, speaking, reading and writing skills. The course reflects the increased importance of languages in the workplace and focuses on practical language skills, as well as grammar. Within the topics studied, students can pursue selected areas of interest in greater depth.

Programme of Study

For AS students will study topics from four key areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us - travel, tourism, environmental issues
- Education and employment

At A2 there are three additional areas:

- Customs, traditions, beliefs and religions
- National and international events: past, present and future
- Literature and the arts

Throughout the year students will be given the opportunity to build on and expand their knowledge of German grammar. In addition, at A2 as part of the stretch and challenge element, students will have the opportunity to explore the skill of translating from English into German. The possibility exists at A2 for students to study a literary text in detail and this is excellent preparation for Higher Education courses involving languages.

Year 12 students have the chance to undertake a work placement in Germany. It is hoped that all students can take advantage of this valuable opportunity to improve their language skills. Students stay with host families and experience a German working environment. This is organised with our partner school in Osnabrück, die Gesamtschule Schinkel, with whom we have been working now for over ten years.

Who is this course aimed at?

Students should be interested in the German language and culture. Germany has the largest population of any country in Western Europe and has a modern, vibrant, multi-cultural economy. Life today in Germany is the focus of the course and students must be keen to embrace a wide range of topics. In addition they should be interested in achieving accuracy in a foreign language. A wide range of careers is available to anyone with a high level of knowledge of the German language and language skills are seen as a great advantage in many companies and organisations. Engineers, scientists and doctors also find German useful to them in their careers. One in every five people in the EU speak German – Will you be one of them?

AS/A LEVEL HISTORY

Examination Board: AQA

Aims of the Course

State, Authority and Conflict: an examination of leadership, power and authority.

To stimulate further your interest in History; promote the study of History; develop still further your skills of analysis, synthesis, evaluation and communication.

Programme of Study

The course is divided into four parts:

- Britain 1483-1529. Richard III, Henry VII and Henry VIII – 50% of AS Level
- Life in Nazi Germany, 1933-45. – 50 % of AS Level
- The Triumph of Elizabeth; 1541-1603. The State and People – 60% of A2 Level
- The Personal Study: The Holy Roman Empire, Italian States & Spain 1474-1598 – 40% of A2 Level

The Period Studies will look at some aspects of English and European History 1500 – c1603, and Germany 1890-1945.

Topics will include:

- Nazi Propaganda, co-ordination of German society, and the Impact of World War Two on the German People.
- The question of Elizabeth I's marriage and succession
- The War of the Roses, the battle of Bosworth and the Break with Rome.

The study of Advanced Level History will require many different approaches. This includes debate, enquiry, evaluation of source material, reading, note-taking, discussion, research and essay writing will uncover the political, economic, social, scientific, technological, cultural and religious aspects of an identified period.

Historical Method will involve an in-depth evaluation of all kinds of historical sources from government papers and reports to academic historians' texts. It will also investigate the nature of history where you will be encouraged to develop and express your own personal insights and understanding. It will involve discussion regarding the following questions:

- How do we understand the past?
- What impact can individuals have on the course of history?
- How has the discipline of history emerged over time?
- Why study history anyway? Does it have a value to society? What is its place in Education?

The **Personal Study** is your chance to engage in a piece of personal research. You will be helped by your tutor to pose a question for investigation an aspect of Spanish or European history that interests you!

Who is the course aimed at?

The course is aimed at motivated students with a passion for History who have achieved GCSE grades A*-B.

By studying history you will be developing the sorts of skills which are marketable and transferable to many areas of further education and employment.

AS/A LEVEL INFORMATION TECHNOLOGY

Examination Board: WJEC

Aims of the Course

To stimulate interest in uses of Information and Communications Technology, introduce the skills of Systems Analysis and to improve your skills in major applications packages.

Programme of Study

Year 12

Unit IT1: Information Systems (external)

Topics covered in this unit: data, information, knowledge and processing; software and hardware components of an information system; characteristics of standard applications software and application areas; spreadsheet concepts; relational database concepts; applications software used for presentation and communication of data; the role and impact of ICT - legal, moral and social issues.

You will also produce a Spreadsheet Project.

Unit IT2: Presenting Information (internal)

This unit requires candidates to use ICT hardware and software applications to solve a problem involving three separate tasks: the production of (i) a document such as a leaflet or magazine (ii) a document containing automated routines, such as a mail merged letter. (iii) a presentation to an audience, such as a web page or slide type show.

Year 13

Unit IT3: Use and Impact of ICT (external)

In this unit candidates gain an understanding of the systems cycle; designing computer-based information systems; networks and communication; applications of ICT; implementing computer-based information systems and implications of ICT.

Unit IT4: ICT Project (internal)

Candidates analyse, design, implement, test, document and evaluate a solution to a problem of their choice requiring the use of a relational database.

Who is this course aimed at?

You will need a good knowledge of ICT systems and you must have evidence that you are able to produce a good standard of coursework on your own. You will not be expected to have any knowledge of programming but should be able to use a word processor, DTP spreadsheet and database with confidence. You will need access to a computer at home or must be prepared to work at College in the evening. If you wish to become a programmer or study for a Computer Science degree you must also take Mathematics and/or Physics A Level.

AS/A LEVEL MATHEMATICS

Examination Board: OCR (MEI)

Aims of the Course

The aims of the course are to develop your interest in Mathematics and extend the principles that you learnt at GCSE. Your range of mathematical skills will be enhanced and techniques will be learnt to solve more difficult problems. Whilst the techniques will seem theoretical, you will see them applied to real-life situations which can be modelled mathematically. The MEI (Mathematics in Education & Industry) course is specifically designed with real-life relevance in mind.

Programme of Study

The course enables you to follow a variety of mathematical topics and these aggregate either towards AS Mathematics or A2 Mathematics.

AS level Mathematics requires three components to be successfully completed. These are Core 1, Core 2 and Decision 1.

A2 Mathematics requires six components to be successfully completed. These are Core 1, 2, 3, 4, Statistics 1 and Decision 1.

Who is this course aimed at?

The main reason for studying Mathematics to an advanced level is that if you find it interesting and enjoyable. You like its challenge, its clarity, and the fact that you generally know when you are right. Solving a complex problem is exciting and very satisfying. This is what Mathematics is all about!

Post16 Mathematics might be a requirement for what you want to study at university. Science-based courses (especially Physics), Psychology, Economics, Computing, and Business studies are just some of the subjects that prefer students to have studied Mathematics beyond GCSE level.

Studies have shown that people with an A Level in Mathematics also tend to earn more on average than those without. Whilst this in itself should not be the only reason to study Mathematics, the transferable skills that you develop (problem solving, teamwork, analytical and lateral thinking, creativity.) make you a very favourable candidate for any employer.

Ultimately Mathematics is an amazing subject to have at A Level and provided you have a solid understanding of the GCSE concepts before you start, with perseverance and effort, you should find this course extremely rewarding.

AS/A LEVEL FURTHER MATHEMATICS

Examination Board: OCR (MEI)

Aims of the Course

Further Mathematics is for those students who wish to extend their study of Post 16 Mathematics. The course is studied in addition to the standard AS Level and A Level courses. A qualification in Further Mathematics involves studying both pure and applied modules. Whilst the pure modules are of a higher standard than those in the standard course, the applied modules need not be. The topics covered by Further Mathematics are more sophisticated and conceptually advanced compared to the single A-level Mathematics.

To achieve an A Level in Further Mathematics, candidates must study six modules which have not already been used for their Mathematics A Level. These six modules will be Further Pure1, Further Pure2, Mechanics 1, Mechanics 2, Statistics 2, and Differential Equations.

Programme of Study

This can be aggregated either at AS level (nine components to be completed: as A Level Mathematics plus Further Pure 1, Mechanics 1 and Mechanics 2) or A2 level (twelve components to be completed: as AS Further Mathematics plus Further Pure 2, Statistics 2, and Differential Equations)

Who is this course aimed at?

The course is taken alongside AS/A2 Maths and suits those who have enjoyed and excelled at GCSE Mathematics. Students aiming to pursue Higher Education courses in Mathematics, Physics, Engineering or other courses with a high level of mathematical content should seriously consider this course. Indeed, Oxford, Cambridge and some other very selective universities rarely accept students for degrees in Mathematics or Physics if they have not studied Further Mathematics.

Further Mathematics is commonly expressed as the most challenging A-level currently offered in the UK, this is mainly because it is the only subject to further the study (as an extra AS or full A-level) of one particular subject. Consequently, its appeal to future employers is considerable.

The College has experience of preparing students for STEP (Cambridge and Warwick) and Oxford entrance examinations. Identified students will work towards these examinations alongside their Further Mathematics studies.

AS/ADVANCED GCE IN PERFORMING ARTS

Examination Board: Edexcel

Aims of the Course

This qualification in Performing Arts encourages learners to develop broad skills, knowledge and understanding of the Performing Arts Industry. Students will also be given many opportunities to create and perform their own work, study the work of professional practitioners and explore the social, historical and the cultural dimension of performance. Student may specialise in one or more art form but will also be expected to gain practical knowledge of Theatre Technology.

Programme of Study

Advanced Subsidiary:

- Unit 1 – Developing Skills for Performance
- Unit 2 – Planning for a Creative Event
- Unit 3 – Performing to a Commission

Advanced:

- Unit 4 – Employment opportunities in the Performing Arts
- Unit 5 – Advanced Performance Practice*
- Unit 6 – Advanced Production Practice*
- Unit 7 – Production Delivery

* Students choose one of these two units

Approaches to Learning

Students create and perform, gathering evidence of skill development, research and planning. Taking every opportunity of devising performance for the community, students demonstrate their skills in one or more art forms. Students prepare a report that highlights achievement, skills and knowledge developed, and an evaluation of the learning and production process.

In the second year, we explore the Performing Arts Industry while continuing to develop individual performance skills. The performance you create will be in response to a production brief set by Edexcel. This will be an adaptation of an existing piece, or pieces, from a repertoire, text or score. Students will again be able to specialise in one or more art forms but will also develop the skill to devise combined arts ensembles with the other students on the course.

Who is this course aimed at?

Students who have already recognised their own need and aspirations to develop skills knowledge and understanding of Performing Arts and have a track record of participation in rehearsals and performances, commitment and enthusiasm, during and beyond the normal college day. A vital dimension of extension work in this course is the participation in one or more performance ensembles that meet between 4:00 and 5:00pm during the college week. One learning session each week will take place during extension time. Access to the course must include the commitment to attend this 4:00 and 5:00pm session.

The GCE in Performing Arts will demonstrate to universities and future employers that you have excellent communication skills, a creative mind and the energy to make things happen to a deadline, no matter what further qualifications or career you aim for!

AS/A LEVEL PHYSICAL EDUCATION

Examination Board: OCR

Aims of the Course

Physical Education aims to:

- develop the ability to interrelate the theoretical aspects of Physical Education with a selection of practical activities;
- develop the skills necessary to analyse, evaluate and improve performance;
- develop an appreciation of scientific, social, moral and cultural issues which affect participation and performance in physical activity;
- develop planning and practical skills for effective performance and problem solving skills;
- provide an experience which is valuable to personal development and as a foundation both for employment or further advanced study;
- develop knowledge in balanced, active and healthy lifestyles, participation (performance in a variety of roles).

Programme of Study

Year 12

Unit G451 AS Level

Application of Physiological and Psychological knowledge to improve performance. Contemporary Studies in PE and Sport

Unit G452 AS Level

Students will be assessed in 2 practical activities from two different activity areas in the AS-Level year of study. They will also evaluate performance and plan for improvement in one of their chosen activities.

Year 13

Unit G453

The new 2 hour 30 minute paper will comprise of two sections, with students answering 3 questions. A – Socio-cultural options containing 2 questions, one based upon Historical Studies and one based upon Comparative Studies. Students must answer at least one question from this section. B – Scientific options containing 3 questions, one each on Sports Psychology, and Exercise and Sport Physiology

Unit G454

Candidates will be assessed in one activity from the two used in Unit G452 (AS practical). They will also evaluate performance and plan for improvement in their chosen

Who is this course aimed at?

Students should have a good background and interest in PE. GCSE performance should indicate that candidates have the ability to handle scientific concepts and express written ideas clearly. The course is ideal preparation for further study to degree level in Physical Education or Sports Science and would be considered suitable alongside other A Levels for entrance to other University courses. Careers in Sports Development, the Fitness Industry, Teaching or Sports Coaching would be a natural progression.

Aims of the Course

To provide a stimulating and rewarding educational experience allowing students to study core A Level Physics topics as well as giving them the opportunity to pursue their own interests in the subject through extended practical projects and information research.

Programme of Study

AS Level:

Module 1: Physics in Action

This module focuses on the applications of Physics in modern technology.

Module 2: Understanding Processes

This covers waves, basic quantum Physics, vectors and forces and some data analysis.

Module 3: Physics in Practice

This is a coursework module comprising 2 strands: Instrumentation/sensing task and a presentation about materials.

A2 Level:

Module 4: The Clockwork Universe

This looks at rules and randomness, capacitors, radioactivity, simple harmonic motion, matter, and more work on energy and forces in space.

Module 5: Field and Particle Physics

This covers electromagnetism, charges and fields, fundamental particles, high energy Physics and further work on radioactivity.

Module 6: Researching Physics

This is comprised of an extended practical project with an information research report.

Who is this course aimed at?

This course suits students who have studied Science and Additional Science at GCSE, or have studied the sciences as separate subjects (Biology, Chemistry and Physics) at GCSE (to a minimum of a grade B). You should also have the ability to study A level mathematics, even if you choose not to. You need to be confident in your practical abilities as well as being interested in how science is used by society.

The course opens up a wide variety of science courses, such as: Astrophysics, Applied or Theoretical Physics, Astronomy, Artificial Intelligence, Microelectronic Science and Optometry. Physics also gains entry to most engineering courses such as: Aeronautical, Electrical, Mechanical, Software and Computing, as well as Architecture and Technology in Higher Education and can also be a direct step to employment in IT or the communications industry as well as further vocational training.

For more information, visit: <http://advancingphysics.iop.org/>

Aims of the Course

The aim of A Level Psychology is to introduce students to key studies, theories, issues and debates in Psychology, as well as raising awareness of how Psychology applies to everyday life. Students will also learn about the varied ways in which psychologists collect their data through carrying out a range of investigations, practical activities and research projects.

Programme of Study

AS Level:

There are two externally assessed units:

During **Social and Cognitive Psychology**, students will study research into obedience, prejudice, memory and forgetting, as well as discussing the credibility of eye witness testimony. They will complete two short practical investigations.

Understanding the Individual introduces students to how the psychodynamic, biological and learning approaches in psychology can explain individual differences in personality, behaviour and gender development. Students will also complete a further three short practical investigations.

A2 Level:

There are also two externally assessed units:

Applications of Psychology enables students to study how psychology is applied in the real world – with the focus being on criminological psychology & sport psychology. In this unit there is a focus on evaluation, application and comment. Analysis of how psychological issues are portrayed within the printed media provides evidence of practice.

The issues, debates and differences in methodology between the five approaches studied at AS are reviewed within **How Psychology Works**. This unit also covers clinical psychology, therefore allowing students to consider how these different approaches can be used to explain and treat mental health issues. Students will use their knowledge and understanding of mental health to prepare a leaflet to inform others about a key issue.

Who is this course aimed at?

It is not necessary to have taken GCSE Psychology, though it is very important that students have the literacy skills necessary to deal with the extended writing required for examination success, and the numeracy skills to deal with the statistics associated with practical investigations. It is therefore necessary to have gained GCSE qualifications in English Language and English Literature, Mathematics and Sciences.

The A Level course is appropriate for students who wish to follow an academic path in Psychology as well as equipping students with the knowledge and skills essential to both art and science disciplines. Psychologists are known for their analytical and critical skills, as well as being well-regarded for their ability to communicate their ideas effectively. This means that psychologists are found within many different organisations within business, law, health care, education and sport.

AS/A LEVEL RELIGIOUS STUDIES - PHILOSOPHY AND ETHICS

Examination Board: OCR

The feeling of wonder is the mark of the philosopher, for all philosophy begins in wonder.

– Plato

Aims of the Course

Ever since humankind started to think, religion has been a fundamental part of our development. As people ponder about the immensity of space or witness the wonder of birth, they contemplate the meaning of life and their own existence.

We all have ideas, opinions, prejudices and assumptions, yet it is rare that we have linked all of our thinking together into a coherent scheme. RS: Philosophy and Ethics attempts just such links, seeking to encourage joined-up thinking. In this pursuit various and wide ranging philosophers will be studied which will allow students to pit their minds against some of the most profound thinkers humanity has produced. We will embrace Plato's 'World of the Forms', Aristotle's concept of the 'soul' classical arguments for the existence of God which hold about as much water as a leaky bucket according to the great atheist philosopher David Hume, and we will take on concepts such as 'miracle' and belief in a good God despite the imperfection of his creation. Can such a God really reasonably be thought to exist? And if so what type of existence might it have?

Ethically are our morals based on anything other than our opinions? Can 'good, bad, right, wrong' in any sense be defined or are they like the colour yellow, knowable but undefinable? Can I only know good by experiencing bad? What have ethical theories such as Thomas Aquinas' Natural Law or Bentham and Mill's atheistic Utilitarianism got to say on matters of medical ethics, genetics, war, peace, pacifism, the environment and homosexuality? What do Christianity and the Bible have to say on such things and why do they matter anyway?

Programme of Study

AS - Philosophy of Religion

Ancient Greek influences on philosophy of religion
Traditional arguments for the existence of God
Challenges to religious belief

50% AS GCE – 1.5 h written paper – 70 marks

AS – Religious Ethics

Ethical theories
Applied Ethics topics

50% AS GCE – 1.5 h written paper – 70 marks

A2 - Philosophy of Religion

Religious Language
Experience and religion
Life and death

25% Adv. GCE – 1.5 h written paper – 70 marks

A2 – Religious Ethics

Meta-ethics
Free will and determinism
Virtue ethics

25% Adv. GCE – 1.5 h written paper – 70 marks

Who is this course aimed at?

It would be helpful if you have studied Philosophy and Ethics or Religious Studies at GCSE but it is not essential. Many subjects complement Religious Studies, including; History, English, Geography and Psychology.

Universities like students who can reason and think in a mature and balanced way, as does the world of work. RS: Philosophy and Ethics builds these skills of analysis and debate, critical thinking and mature reflection. These skills will be honed by challenging our thinking at every level.

Aims of the Course

The course aims to further develop a range of practical language skills already learned at GCSE to enable students to understand and communicate in written and spoken Spanish. It has been designed to motivate and engage students in their learning of the language and will also stimulate their interest in and awareness of the society and culture of the Spanish speaking world. The course enables students to become familiar with Spanish publications and media and allows them to make contact with Spanish speaking countries. It is designed to meet the future needs of candidates in terms of employment and entry requirements for further study.

Programme of Study

The AS specification is based on four units which cover a wide range of topics:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us – travel, tourism, environmental issues
- Education and employment

At A2 there are three additional areas

- Customs, traditions, beliefs and religions
- National and international events: past, present and future
- Literature and the arts

Alongside the topic areas, students will be given the opportunity to deepen their knowledge of the Spanish language by focusing on grammar. As part of the A2 course, they will develop their ability to translate from English into Spanish, setting them a solid foundation for university and beyond.

Who is this course aimed at?

In addition to linguistic ability, students should have an interest in the cultural aspect of the Spanish speaking world. The course is suitable for students who are interested in pursuing a career with an international dimension as well as those who understand the importance of language skills in the competitive global economy. Language skills are highly valued by many employers and open up endless employment opportunities both in this country and worldwide.

CISCO CERTIFIED NETWORK ASSOCIATE

Examination Board: OCR

Aims of the Course

This course is taken over a two year period and is not a traditional academic course. The Cisco CCNA (Discovery) curriculum provides foundational networking knowledge, practical experience, opportunities for career development to help students prepare for careers in IT and networking. Students will learn how to design, construct and maintain computer networks.

In addition, the qualification is certified by OCR under their Practitioners Suite of Qualifications for university applications. CCNA engineers are sought after in the Computer Industry and can expect to earn very good salaries.

Programme of Study

It is arranged as four individual courses covering various aspects of networking, including:

- Networking for Home and Small Businesses
- Working at a Small-to-Medium Business or Internet Service Provider (ISP)
- Introducing Routing and Switching in Enterprise
- Designing and Supporting Computer Networks

This Cisco CCNA course has recently been re-launched with a greater emphasis on developments occurring within the Internet and wireless networking. Students will find these changes not only very useful in the world of business but will be able to apply them to their home and everyday environment. Students will be expected to carry out 2 hours a week of self-supported study in addition to allocated session times.

Students will complete two courses of study in the first year of the qualification and the remaining courses in the subsequent year. Upon the completion of the first year students may have the possibility to take the new CCENT certification examination that qualifies them as entry-level network technicians. Upon successful completion of the two years students will be prepared to take the industry-standard CCNA certification for networking engineers. Please note that the industry-standard CCNA certification examination is not directly offered by the College as this has to be taken at a Cisco Regional Centre, and there may be an additional fee for this. Students will be expected to take three supplementary OCR units over the two years which will also enable them to gain UCAS points required for university applications.

There is an on-line examination approximately every chapter of a course, which is used to monitor student progress. Terminal examinations are also taken on-line at the end of each course and these will be used to grade students.

Who is this Course aimed at?

Students who have a keen interest in IT and networking and would like to prepare for an entry level career in networking or go on to university to obtain a higher qualification in this field.