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# THE SIXTH FORM COLLEGE COLCHESTER PROSPECTUS 2024



“The teachers are lovely – they’ll always give you support if you ask for it”

**Francesca – who joined us from The Stanway School**



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Over the course of the past few years, the College has, of course, followed all the relevant government guidance regarding the delivery of our curriculum, adjusting to the demand for remote learning as the need arose, but it is important to confirm that the College remains deeply committed to the provision of the complete "sixth form college experience". Enrolment at the College demands full onsite participation in all aspects of a full 5 day week programme of study, activity, and tutorial support. We understand that many students have had to adapt to aspects of remote learning or 'part-time' attendance in their education in recent years but the College does not offer such arrangements, unless specifically requested to do so by the government in response to a changing national situation.



# WELCOME

Thank you for your interest in studying at The Sixth Form College from August 2024.



The decisions you make for the period after Year 11 will shape the next few years of your life and influence your preparations for success in continuing study in Higher Education, future employment and, more widely, your adult life. We strongly advise you to take the necessary time to explore your range of post Year 11 progression options properly and to think well ahead.

If you decide to apply to the College, your application will be for a programme of full-time general education focused on academic study – including provisional choices of specific academic courses that have been well considered and fit in with your talents, interests and future aims. There is, of course, a jump in the academic level required to be successful for study at A Level from GCSE and it is important that prospective students are aware of the need for academic interest and consistent focus and engagement.

We believe studying a full-time sixth form programme of continuing general academic education at the College represents an excellent choice for a good proportion, but certainly not all Year 11 students, following the completion of their GCSEs.

In your considerations and when you are undertaking your research please do talk to our current and former students and their parents as this will provide much useful insight. In addition to information provided in this Prospectus, our website, YouTube site and the Open Evenings or Information Mornings will provide much valuable information and perspective.

All applicants will be helped in their considerations, including through a one to one interview and advisory meeting.

We look forward to helping you find out more about the exciting and flexible range of opportunities at the College.

**Ian MacNaughton**  
Principal



# PLATINUM AWARD WINNING SCIENCE COURSES

Last year staff and students celebrated the achievement of a prestigious Platinum Level Science Mark Award. We understand that we are the first sixth form college in the country to achieve such an award. It is quality standard designed to recognise and celebrate inspiring practice in science departments across the UK.



# WHAT DOES THE COLLEGE OFFER?

The Sixth Form College, Colchester provides prestigious, full-time academic education for 16-19 year olds, combined with excellent pastoral care and an exceptional range of personal development opportunities and wider activities. The aim is to enhance your future progression opportunities – university, employment and life.



There are two alternative academic programmes of study: A Levels or the Advanced Foundation Programme (AFP).

A wide range of academic course choices, together with options from the large number of additional studies and other extra-curricular activities, enable our students to devise personalised programmes that suit their individual needs and aspirations. The College continues to work to provide a broad and relevant curriculum for its students. We encourage our students to set their sights high and expect them to study

and engage in demanding programmes of sixth form study to support their future progression and to develop a good range of skills.

Additional support is offered to students including those who wish to stretch themselves, for example, help with preparing for Oxbridge entrance and university applications. All students are encouraged to use the support and extension activities run by academic departments, together with the wide range of resources available on the College intranet. There are a range of

learning support opportunities, either one-to-one or in small groups, and help with study skills is also available from our learning support team.

Our tutorial programme and review systems enables students to set themselves challenging targets and to take responsibility for their own learning. Students are expected to have, or to work to develop, the resilience and skills required to complete their courses successfully, so that they can move on to the next stage of their young adult lives with confidence.



# STUDY PROGRAMMES AND COURSES

There is much to consider when you are planning for further academic study and we hope that the following ‘question and answer’ section will help you in making the decisions that are right for you:

## Will I be able to study the combination of academic courses that I want?

Yes. The College timetable will enable any combination of A Level subjects to be taken, and this is also generally the case on the Advanced Foundation Programme (AFP).

Maintaining coherence, breadth and balance when making choices is important. The College also offers one of the widest selections of A Level courses in the country (including, for example, four different History A Level courses) thus providing excellent options. Given the size and breadth of our provision, we are able to ensure that you can select the combination of subjects that you want without worrying about whether

they conflict with other choices on the timetable, nor will they be withdrawn due to low demand (please note that there are a small number of ‘disallowed’ course combinations – usually to ensure that you do not narrow your course choice too much).

Students taking an A Level programme of study, especially those seeking places on prestigious degree courses, are advised to include at least one traditional academic subject (formerly termed “facilitating subjects” by Russell Group Universities) within their programme – and a good proportion of students will include two or three such subjects in their choices.

All provisional course choice considerations will be discussed with you at your interview and then again at Induction. They will then be finalised

at enrolment in late August, after your GCSE results have been received.

## Will all my courses be taught on one site?

Yes. At The Sixth Form College, we teach all of our courses in specialist sixth form accommodation on one purpose-built site, located in a very accessible central area of Colchester. Those of you who have passed the entrance on North Hill, but have not yet visited our site, may be surprised to find that there are seven separate buildings, all specifically focused upon the academic teaching, learning and wider experiences appropriate for 16-19 year olds – and without the distractions of other activities applicable to younger or older age groups. Many visitors to Colchester will be familiar with the iconic view of the main building, sitting on top of North Hill, which can be seen when arriving at the south of the town centre – including the huge windows of the Art Department that span the top of the entire building. Less immediately visible are the range of other modern, purpose-built buildings and facilities. There is the Syd Kent Pavilion, with its ‘living roof’, student social and study spaces, as well as the specialist buildings for languages, performance and ICT.

A tour of the College might include a visit to: a sound studio, a student run charity café, the fitness centre and astro turf pitch, science laboratories, the visual arts areas, an electronics workshop, the radio station and dance rehearsal rooms or any of the seventeen specific departmental teaching or learning areas.



“There are about one hundred additional studies to choose from: I took an extra course in finance, to go alongside my Accountancy A-Level”

**Temi - who joined us from  
St Benedict's College**

“It was great that I could play soccer for the college, alongside studying for my A Level courses”

**Niall - who joined us from  
St Benedict's College**

Students may find themselves spending time in vibrant social spaces one minute, or seeking out a quiet area for study or support facilities the next. Apart from those who choose the options of sports, work and community placements or field work and visits, all our activities take place within the ease and security of one site in the heart of Colchester.

## Will I be able to change my provisional course choices?

Yes. The provisional choices that you make during your application are only the beginning of a process of getting you onto the right courses.

If there are particular courses that you very much wish to study, it is important that you make this clear at your interview as a very small number of courses each year are declared 'full' after the interview process has been completed and a waiting list system then commences.

There is usually a great deal of flexibility

available regarding provisional course choices and we are in a position to help you review your options at induction and enrolment in order to ensure that your choices match your skills, interests and aspirations. At induction in June, there is the chance to meet members of the different departments and think potential options through before you firmly commit to a course.

At enrolment a good deal of time is spent on a one-to-one basis getting the course choices right. Even in the early weeks of teaching we can explore the option of making early changes, although once the teaching year is fully underway, we do expect all students to complete all the individual courses that they have enrolled upon.

## How well do College students achieve?

We are extremely proud of our students' success; over many years their examination results have been very impressive, by both local and national standards. Consistently, year after year, thousands of our

students have obtained the necessary qualifications to be able to proceed onto university degree courses, including a very large cohort who have achieved the grades required for offers for places on prestige degree courses including medicine, veterinary science, dentistry, engineering, maths, sciences, modern foreign languages, economics, architecture, law, English and history. Many have taken places at Oxford or Cambridge or Russell Group universities or medical schools or for other highly competitive universities or degree courses, drawing upon the specialist support that we offer to applicants in these areas. Other students have achieved excellent opportunities in employment and training. We value all of our students and encourage them all to realise their full potential; as part of this process we have helped students progress to hundreds of universities and countless career paths.

Full details of all of our results are published on the College website every year, alongside profiles of some of our many high-achieving students.



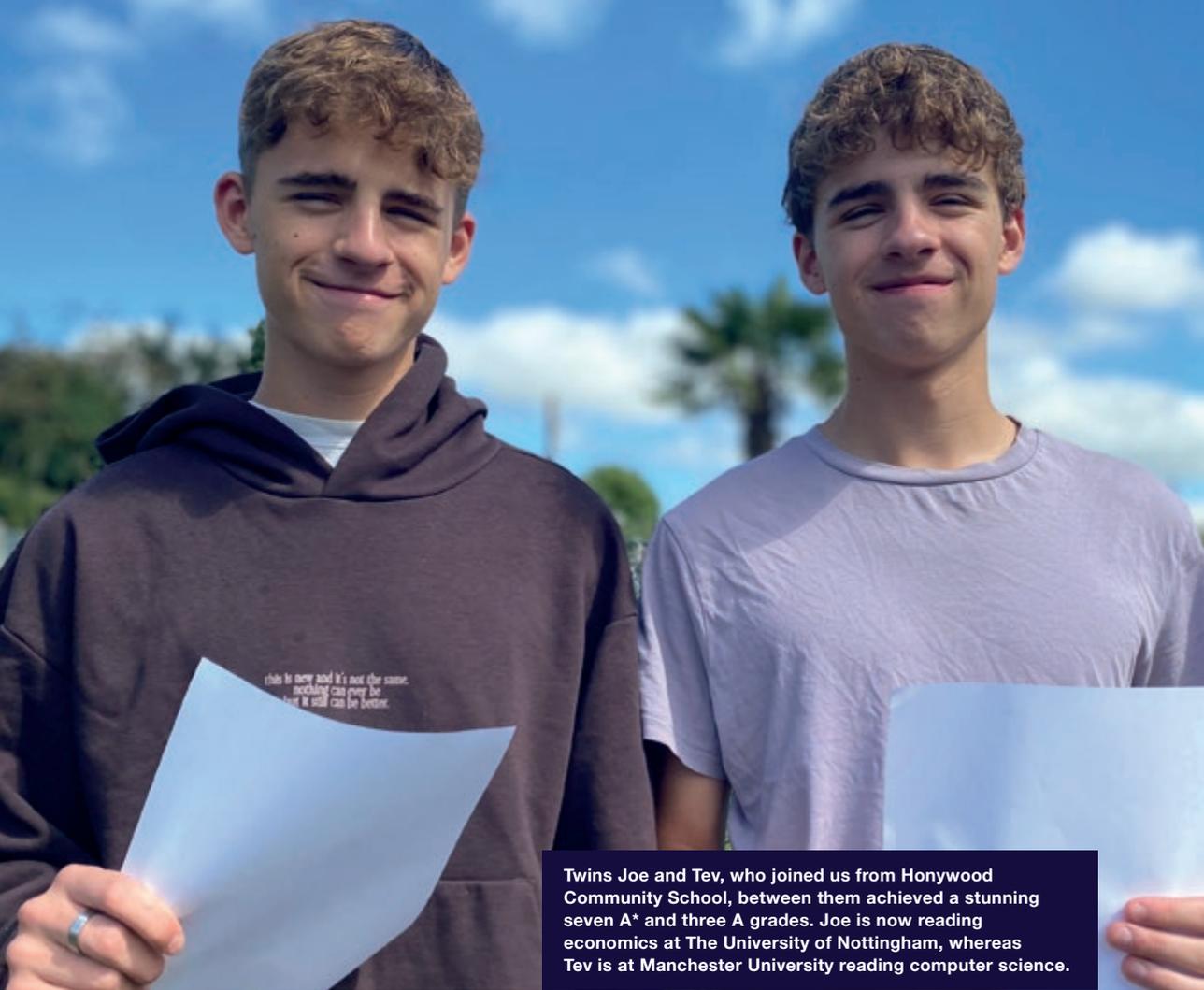
**Alex, who joined us from Tendring Technology College, achieved a stunning four A\* grades in chemistry, maths, further maths and physics and is now pursuing a course in aerospace engineering (with an industrial placement year) at The University of Sheffield.**



**Jiya, who joined us from the Stanway School has now progressed to King's College London to study medicine. She did an extraordinary job at College, leaving us with an A\* grade in psychology, alongside A grades in biology, business and economics, and a B in chemistry. She also achieved one of the highest UKCAT scores we've seen in a long time!**



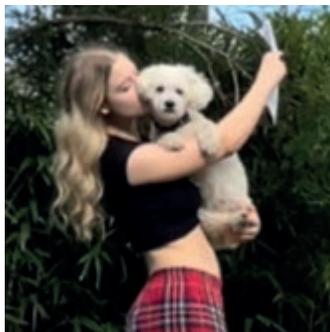
**Nathan, who joined us from Chelmer Valley High School, is now off to Cambridge to read mathematics, having achieved a stunning four A\* grades in Mathematics, Further Mathematics, Chemistry and French**



Twins Joe and Tev, who joined us from Honywood Community School, between them achieved a stunning seven A\* and three A grades. Joe is now reading economics at The University of Nottingham, whereas Tev is at Manchester University reading computer science.



Joe, who joined us from Colchester High School, is now studying history at The University College of London, having achieved A\* grades in English Literature, History and Religious Studies A Level.



Kitty, who joined us from St. Benedict's College, is now studying veterinary medicine at Surrey University, having achieved two A\* grades in Biology and Psychology, alongside her A grades in Chemistry and EPQ.



Amelia, who joined us from Felsted School, is now reading law at The University of Bristol, having gained A\* grades in her politics and psychology A Levels, alongside an A in history, as well as an A grade in her finance diploma.

## What academic grades will I need?

The Sixth Form College is a relatively inclusive academic institution that welcomes students from a wide variety of educational backgrounds, who bring with them a broad range of academic skills and prior achievements. Our published entry criteria for the different academic programmes of study and individual courses ensure that we are able to offer appropriate courses, which meet the needs and capabilities of students. Sixth form academic study builds upon knowledge and skills gained at school and moves students through academic programmes, which normally culminate in written examinations. This is why your performance in GCSE examinations is a key interest to us, as we need to establish that a foundation of knowledge and skills is in place for us to build upon.

For an A Level programme of study, we normally require students to have a range of at least five to seven GCSE passes at grade 4 or higher, almost certainly including English Language (or English Literature) and Mathematics, but students must also satisfy the minimum entry criteria for each individual A Level subject (or equivalent). Entry onto certain subjects will require a specific GCSE

subject at grade 5 or 6, or, in a small number of cases, a grade 7 or 8. For example, A Level Biology and Chemistry require GCSE grade 6 in two GCSE sciences and Mathematics. In the same vein, many 'written' subjects such as A Level English Literature or Philosophy require one (or two) GCSE grade 5's in those GCSE subjects that demand a high level of written ability (English Language, English Literature, History or Religious Studies).

It's important to note that, without a range of GCSE grades 5, or even 6 for many sciences, it will often not be possible to course an individual student upon any programme of study at the college, and all students, whatever their goals and aspirations, are very much advised to put in place an alternative "plan B", especially in a situation where performance in key subjects is a concern.

It should also be noted that government expectation is that students should not undertake more than one alternative 'Extended Certificate' course as part of an A level programme of study.

Full details of all entry criteria for each of our courses are published in the second part of this prospectus and it is really important that you check these before making any provisional course choice

decisions and that you are aware that these are very much 'minimum' expectations.

## What if I do not achieve the GCSE grades that I need?

During the application process we will work closely with you to ensure that any academic courses offered to you are realistic and in line with your plans and aspirations, in the sense that you should be able to manage each course and succeed if you work hard.

We will also be clear about the grades you need to achieve for each course choice. Sometimes students are unable, for a variety of reasons, to achieve the grades that they need and in this case we will be available, on GCSE results day and beyond, to discuss further options. Students are expected to achieve the minimum GCSE grades required for each individual subject, but adjustments often only require some amendment to your course choices. If there is a significant likelihood that you will not get the grades that you need to achieve your initial goals, please discuss this at your interview. We offer a very wide range of courses and it is often the case that a range of possible alternatives can be considered.





“The College is a really positive, welcoming environment to work in, and to meet friends”

**Quentin (College Council Chair) – joined us from St Benedict’s College**

“The lessons are always really useful in covering what you need to know”

**Ratish (College Council Treasurer) – joined us from Philip Morant School**

# COLLEGE LIFE

College life combines many of the best elements of school and seeks to move students into something that is more like university or the workplace, in terms of independence and an adult approach to study

## How will College be different to school?

First of all, compared to Year 11, you will study a smaller number of subjects but in a more specialist way and at a higher academic level. Otherwise, many of the familiar aspects of school life carry on in a similar vein at the College, but in a specialist young adult sixth form environment. You will join academic subject classes, of approximately 17 or 18 students in size (with nearly all classes in a 15 to 21 range). You will regularly meet with your teachers for a pattern of 4 double lessons per week in each A Level subject. You will also have a Personal Tutor who you will see every day. The College timetabled day for all academic classes is from 9am to 4pm and all academic classes are held on the excellent college campus.

The routines of registers, target grades, homework, mock exams, etc. will all seem very familiar to you from school.

Your work in the classroom will also build upon and extend the style of work that you adopted for your GCSEs. You will have more need for independent study – this will include you organising some independent study time outside of term time – particularly in the periods ahead of coursework deadlines or public exams.

College is a young adult environment experience, providing a maturing transition from school onto the worlds of higher education or employment at age 18. As part of this journey it is important that we adopt a more 'adult', organized and self-motivated approach to your learning. Staff will make clear demands of you in terms of attendance and achievement and work closely with you

and your parents if needed. You will find that the way you talk to and work with staff will reflect a more adult approach. Students call all staff by their first name and work closely with them in such a way that they increasingly take more responsibility for their own learning.

## What will my weekly timetable be like?

The College only offers full-time general academic education programmes of study. As a student enrolling at the College, you are committing to participate in a full five-day timetabled week of varied activities including timetabled academic lessons, a daily tutorial and any Additional Studies or other wider activities that you have chosen. There will also be a need for regular independent study. The College academic day starts promptly at 9am and runs until 4pm (Monday to Friday). A good number of students travel from a considerable distance to study with us and we therefore work hard to ensure that all academic lessons and many of the choices of other activities take place within the main 9am – 4pm college day. However, a wide range of optional extra-curricular activities, such as sports and performing arts (including residential fieldwork and evening events) will also be offered outside of the timetabled framework to those who wish to participate.

Lessons are 70 minutes in length (these are 'doubles') but, for some courses, there are also some single lessons. On any given day, students are likely to attend lessons in three, possibly four, of their different subject areas and on some days students will participate in their chosen Additional Study. In total, most first year students are likely

to be involved in between 17.5 and 22 hours of timetabled classes each week, depending upon the specific choices that each individual student makes. Alongside this there will be an expectation of approximately 16 hours per week of individual study.

You will be given an individual timetable after your enrolment. Your timetable will be unique to you, based upon the specific course choices you have made at the conclusion of the Interview, Induction and Enrolment process. It is important to highlight that all students are expected to fully attend and complete every course upon which they enrol.

Any flexible time during the college day (9am – 4pm) will need to be carefully managed, including use of a proportion of this time spent on independent study to complete assignments, as well as recreational and social time.

You do not need to be present on the College site when you do not have timetabled commitments. This means that you may not always be required in college for the start of each day at 9am and you may have an afternoon when you can leave before 4pm. Effective use of time is a key part of becoming an independent learner and the journey towards developing the skills necessary for university or employment.

It is not permissible for students to engage in any part-time paid employment before 4.30pm Monday to Friday in term time periods. If students have non-timetabled flexible time before 4.30pm they should be using this time for wider college activities or independent study.



TO FIND OUT MORE ABOUT COLLEGE LIFE - SEARCH FOR COLCHSFC ON INSTAGRAM.



“I really like the fact that it is a much more “grown up” style of working with teachers”

**Ruby – who joined us from Philip Morant School**



“It’s been really good to make new friends from different schools here”

**Emily – who joined us from Philip Morant School**

## Will I make friends?

One of the very positive aspects about joining the College is that, on your first day, everyone else in your year group will also be starting on that day – so everyone starts on an equal footing and everyone is keen to make new friends.

The College offers an excellent opportunity to make an exciting fresh start in a new environment and, as part of this, the opportunity to widen the group of friends from those made at school.

Students attend the College from a variety of backgrounds with different skills and experiences and there are bound to be others that share your interests and outlook. Of course, it will take a little time in the autumn for people to get to know the College and each other, this is why we organise a number of activities during Induction and Enrolment; we will work hard to ensure that you will soon feel at home. Change is an inevitable part of life and students who attend sixth form colleges generally develop very good skills which help them deal with the changes that lie ahead.

The College aims to provide a supportive inclusive environment for all students qualified to undertake the programmes of study we are able to offer. The College has a strong commitment to, and an excellent reputation, for its pastoral care and guidance systems. Maintenance of a friendly and happy atmosphere is valued as an important part in contributing to our students' success.

## Will I be able to carry on with my other interests or add new experiences?

Yes. A very wide-ranging programme of Additional Studies and extra-curricular activities is available. Students should make decisions based upon their own individual needs, interests, skills and aspirations.

You should look upon the College as providing an opportunity to develop and broaden skills and experiences but also to develop some new skills. The number

and type of courses chosen will be determined by many factors, including the demands of your academic programme, together with your particular interests and career aims.

You are required to choose one additional study or other "fourth" course in the first instance, although you may choose to take part in further activities if these are available and fit into your overall programme. Personal Tutors will help with advice and guidance in this area. Additional study courses normally run for two terms. Most involve a commitment of one or two periods per week. There are also a broad range of clubs, societies, field trips or expeditions and extracurricular activities.

In addition to the option of studying academic sports courses (A Level Sport & PE or Applied General Certificate or Extended Certificate in Sport) and the Coaching Sport and Physical Activity (Level 2) a range of sports options open to all students include:

- Badminton • Basketball Academy (men's and women's squads)
- Equine Studies – theory options and Equestrian events • Netball
- Rugby (men's and women's squads)
- Running • Soccer (men's and women's squads) • Table Tennis
- Tennis • Trampolining • Volleyball
- Weights and Fitness

Whether you just want to try to keep fit and have some fun, or you take your sport very seriously and compete at a high level, we have something to suit you. On-site sports facilities include a sports hall, fitness centre and all-weather pitch. For sports requiring specialist sports fields or other facilities we will continue to provide free transport to a range of high-quality sports venues around the town.

There are regular Wednesday afternoon matches for our teams in all the major sports and the College enters teams for local and national competitions in many other fields, including cross-country and volleyball.

A wide range of sports teams take part in the British Colleges Championships with

regional events followed by national finals, moving to a different venue each year. An Annual Sports Award event helps us to celebrate the tremendous contributions and achievements of our individual sportsmen and women and our successful teams.

There are a wide range of excellent Performing Arts facilities, and opportunities for students to create music, or perform in dance or drama at the College. Whatever your current level of performance, and whatever type of music, dance or drama you are interested in, you should be able to find ways of taking part. You do not have to be an A Level Music, Dance, Drama or BTEC Performance Studies student to become involved in one or more of the wide range of Performing Arts additional studies. All who are interested and enthusiastic are welcome.

Examples of Additional Study performing arts choices available include:

- Band • Choir • Contemporary Dance
- Dance Choreo Lab • Drama Clubs – Shakespeare and Contemporary
- Music Instrumental Tuition
- Orchestra • Performance Activities
- Productions • Rock Music Workshop • Theory of Music

The wide range of college concerts, productions and plays are not the only opportunities for you to perform: 'Unplugged on the Concourse' events, the annual Battle of the Bands competitions and a series of student led activities have also continued to produce student performances of a very impressive quality.

A good audience is important, so even if you don't feel you have the skills to take part you will be very welcome to attend these events.

The Performing Arts Department organises a good number of visits to productions, hosts external productions and has significant levels of engagements and support from former students now working professionally in the field of performing arts. The department also organises an annual Performing Arts Awards Evening.



“I’ve worked with three departments: computing, product design and performing arts – and the facilities have been excellent in all of them”

**Ronnie – who joined us from Colne Community College**

The range of clubs and societies give you a chance to spend more time on activities connected with your studies or to follow interests that are outside your main timetable.

Examples of Additional Studies or clubs and societies (other than those previously mentioned) include:

- Arts and Culture Committee
- Ceramics
- Charities Committee
- Christian Union
- Conservation Group
- Creative Writing
- Debating Society
- Duke of Edinburgh Gold Award
- Financial Studies Certificate
- Friends not Foes Group (Citizenship)
- Introduction to Japanese or Mandarin
- Chinese
- Lawyers
- Medics
- Signing
- Storm Radio

'The College is a vibrant young adult community and there is a great deal going on. If your particular interest does not seem to be offered then you could get together with others who share your ideas and start your own society. Full details of the wide range of Additional Studies courses for 2024/2025 are provided later in this Prospectus on page 96.'

## How will I get to College?

The College is located in central Colchester and benefits from very good bus and rail links, which enable students to travel to the College from a range of areas in much of Mid and North Essex and South Suffolk. There are two railway stations within easy walking distance as well as a large network of buses to central Colchester which bring students in from a range of locations. Every year we are pleased to see a significant number of students join us from areas including Ipswich, Braintree, Chelmsford, Witham and Tendring - but a good number come from beyond.

We recognise that, for some students, travel to and from the College represents a major consideration. For many the 'travel to learn' journey to Colchester,

from a different part of the local area will represent an exciting first step in their journey towards the young adult world of work or university in a large town or city. It is a chance to broaden horizons. For some this must of course be balanced against practical and financial considerations.

A range of transport advice, guidance and support is available for students and their parents. The railway operator and many local bus companies offer our students relatively low cost (heavily discounted) termly season ticket concessions. During our Open Evenings, staff are available who can advise upon transport issues – alternatively they can be contacted via the College switchboard. There is also a regularly-updated 'Transport' page accessed via the 'Parent' section of the College website. We would certainly advise that students and their parents take the opportunity to further consider any travel arrangements.

For those who make an application, Induction Days in June give students the chance to give their proposed travel arrangements a 'test run'.

In terms of financial support, the College is not able to directly subsidise transport. However, there are bursaries available to those on a low income. These can amount to several hundred pounds of annual support and some families have made the decision to use such bursaries to help with transport costs (further details of the bursary award scheme can be found on our Parents Page on the College website).

In addition, the College does regularly negotiate preferential discount rates for termly travel passes with a number of transport companies and, in some cases, arrangements can be made to pay for termly passes by instalment. In all cases, it is well worth further discussion with staff here at the College.

## What are the class sizes?

The average academic class size at the College remains at an average level of just over 17 students. This will, of course, vary a little by subject and specific class, but it is rare for any individual A Level group size to be less than 12 or more than 21. Indeed, nearly all academic teaching

groups are between 15 and 21 in size in the autumn period.

## What will the teachers be like?

The College focuses upon the delivery of A Level courses specifically designed for 16-19 year olds. We have been able to build up a teaching team of staff who are specialists in 16-19 education and in their subject areas and are able to concentrate exclusively upon their field. For example, an A Level teacher in any of our departments is likely to be working just with this one qualification type and with just the 16 – 18 age group.

Across all of our departments, it is highly likely that the team will include staff involved in examining and moderation for exam boards and there are also staff who have responsibilities in areas such as textbook writing and staff training in other schools and colleges. The fact that there are large teams of staff involved in teaching areas provides excellent opportunity for exchange of ideas and methods, and enables students to benefit from a range of skills and perspectives.

All teaching staff take part in a regular programme of personal training and development, as well as an ongoing process of lesson observation, where everyone across the College can observe everyone else teach and work to suggest improvements.

As one of the largest A Level centres in the country, we have amassed a considerable amount of expertise and influence with regard to curriculum change and have played an active role in adapting to recent changes in the A Level curriculum.





"The advice and support available for students, for example in guiding them towards careers such as medicine, is excellent"

**Anna - who joined us from Colchester County High School**

## Where will I work and socialise?

When not engaged in timetabled lessons our students are free to use their flexible time across virtually the whole range of facilities on the College site. There are plenty of independent study facilities including the Library and the Pavilion Study Area and a significant number of other general or specialist study facilities throughout the College. Some areas are silent, others are quiet areas and others are suitable for group or interactive work.

This includes a large number of 'drop in' areas for use of computers or a wi-fi system if you wish to bring your own tablet or laptop. In addition, the College also has comfortable social areas which offer more relaxed accommodation where students can meet and chat, alongside quieter areas for pair or group work.

The Library is well stocked with both physical and online resources selected to meet students' requirements and is a pleasant working environment for silent private study. The library staff are helpful, experienced and well qualified.

## Where will my lessons take place?

The College is situated on a very historic site just inside the Roman wall. The important heritage of the site has been preserved whilst still delivering superb facilities for our students. The College has a range of specialist teaching facilities, specifically geared towards the provision of one of the broadest ranges of A Level provision in the country; as an example, the main South Site building has specialist facilities for science, mathematics, art, performance, etc.

The Mid-Site area provides us with sporting facilities, including: a state-of-the-art sports hall, fitness room, all-weather pitch and lecture theatres, as well as a restaurant and thirty-three humanities teaching rooms. A key feature of the Mid-Site building is the energy efficiency and recycling facilities, which are a high priority.

Also, on the lower portion of the site, close to the Mid-Site building, is the

Pavilion study and social area, the ICT Centre, which provides a suite of eight computing and ICT rooms and the Language Centre, which includes six specialist teaching rooms.

## Where will I eat lunch?

The College has an excellent in-house catering service with two refectories on site. Both refectories offer vegan, gluten free & dairy free options.

Our staff provide very good value, freshly produced healthy food options for students, staff and visitors.

We are committed to using, wherever possible, fresh, locally sourced produce; buying low salt, sugar and fat content ingredients; baking rather than frying, and reducing fat, sugar and salt in our prepared dishes.

We offer breakfast, snacks, vegetarian and meat main courses, plus a homemade selection of salads. Freshly baked and filled rolls are also available - filled to the customer's own requirements. We offer a selection of hot and cold snacks, including filled jacket potatoes and toasted paninis.

## What are the financial costs of College life?

There are no tuition fees for enrolment at College (for those who meet the criteria outlined in the College Admissions Policy). As with any other state sector school or college, there are a number of other costs that need to be considered (The figures below represent the current levels of charge and may be amended slightly for 2024):

Stationery is not provided, but textbooks, relevant equipment and apparatus are loaned for the duration of College courses without charge.

A learning resource/information technology contribution of £50 is requested – £25 of which is refundable on completion of the student's course, less the cost of any losses, damage or outstanding fees. The remaining £25 is to cover insurance costs, unlimited printing and the provision of information learning

technology (use of college computers).

Parents/Carers are also invited to donate £10 to the College Fund for one year, or £15 for two/three years. This fund is used throughout the year to support student facilities and activities at the College.

Some courses will involve students providing appropriate materials. Please consult individual subject information details in this prospectus and on the College website for details of any additional expenses that may be involved when studying particular subjects.

## Is there financial support available?

The College receives Government funding to support both a bursary award and a contribution to food costs scheme for eligible students from families on low incomes (generally those receiving a means tested state benefit and with income below certain thresholds). A discretionary award scheme for students in extreme financial hardship is also in place.

Evidence of family financial circumstances will be required to access these funds

Further details of support arrangements for 2024/25 year will be published online for Induction 2024.

Students may also be eligible for some support towards travel costs to attend HE and employment interviews - see the 'How will I travel to College' section for further details regarding transport costs and support.

## Will I be able to learn outside the classroom?

Yes. You will need to undertake a good deal of independent learning and study to succeed at A Level. All students will need to be regularly involved in independent study outside of their timetabled courses. A guideline of 15 hours a week independent study is appropriate for most students. Students have a number of opportunities to become involved with learning activities

outside the classroom: In addition to a range of outside speakers, use of the onsite research facilities and practical workshops. Academic departments are encouraged to make use of the whole college site as part of their schemes of work. Recent activities have included students using their mobile phones to measure optic flow in Psychology, the "Modern Foreign Languages Got Talent" show and the recording of spontaneous conversations in the refectory for English Language.

Departments are also encouraged to engage with the local area and businesses, with a wide range of learning taking place within Colchester itself; these have included: The Sociology taster day at the University of Essex, the Environmental Studies Department's use of our town centre location to study traffic and pollution, English students writing creatively about locations in the town and the Biology Department fieldwork day at Colchester Zoo.

We also aim to promote work-based learning, giving guidance on applying for and undertaking placements for students of all abilities and interests, such as in the field of Health and Social Care, Teaching, Sport and Medicine.

There are a range of trips and visits, some connected specifically to the curriculum and others aimed at broadening student experience. In previous years, these have included Stratford Shakespeare weekend, the India Expedition, the Paraguay Expedition, Duke of Edinburgh's Gold Award, departmental visits to places such as Arran, Arizona and New York, a series of language exchanges and visits and many more besides.

Most students will have opportunities to participate in residential field trips and day or part day visits through the study of specific subjects. For example, there are annual field trips organised by the Biology, Environmental Studies, Geography, Geology, Art, Music, Drama,

Art History, Sociology and English Departments. The Modern Languages Department regularly offers Spanish Exchange visits.

In the past, groups have visited Arizona, Hawaii, France, Ecuador, India, Belgium and Germany. All departments build visits into their programmes of study and there are many more general opportunities for theatre, sport, dance and music trips. These do involve students making a financial contribution, but for families receiving benefits and those with difficult financial circumstances a subsidy from the College may well be available.

The College aims, where reasonably practical, to enable those with financial hardship or accessibility matters to participate in learning outside the classroom and students should, in the first place, discuss any difficulties or concerns with their Personal or Senior Tutor.



# COLLEGE SUPPORT

## Will I have my own Personal Tutor?

Yes. When you enrol at the College in late August, you will join a tutor group of around 25 students and you will see your Personal Tutor every day. There will be group activities but there is also a considerable amount of time spent with Personal Tutors on a one-to-one basis.

Your Personal Tutor, who is responsible for your group, will guide and advise you and help you to settle down quickly and enjoy your time with us. Your Personal Tutor also helps you to plan your programme of study and is responsible for your welfare throughout your time at the College. Regular individual reviews of progress are a key element of this support. Your Personal Tutor also ensures that you receive the necessary specialist advice, when the time comes for you to consider your second-year programme of study, career choices and applications for places in higher education or employment. Normally students have the same Personal Tutor throughout their time at the College. Tutor groups are organised into ten 'Divisions', each of which is led by a Senior Tutor. If any problems arise or you need advice, both your Personal Tutor and your Senior Tutor are available to help you.

Those following the Advanced Foundation Programme will be catered for in specialist tutor groups made up of students following that programme.

The excellent College Careers Department will also provide important further support for individual students. The College also has its own counselling team and health workers and can help you gain access to outside support services where appropriate.

## What if I need extra help?

Most subjects offer support classes and workshops for A Level students, as well as teachers providing some individual 'out



of class' support. In addition, the Learning Support Department supports students with higher learning needs and offers drop in support classes to any students who could benefit from some extra help with study skills or getting started on homework. The drop-in support is student driven and areas covered could include essay planning, proofing, literacy skills, exam revision, research skills and note taking. Other possible support includes the provision of equipment where appropriate, academic mentoring and one-to-one support.

We recognise that many students will need some extra support with welfare issues or their emotional wellbeing. In addition to the help and advice available from Personal Tutors and Senior Tutors, students can drop into the Welfare Hub to seek support or request an appointment with a counsellor. We will always aim to work with you to overcome or manage any difficulty.

## Will the College cater for my learning support needs?

Yes, the College will aim to meet your learning needs as far as possible within the context of the resources that the government makes available. Students with a SEND or learning need can access support in college via our learning support team. Those that have exam arrangements will be assessed at College,

Previous reports or assessments will be considered and arrangements for exams put in place as necessary. The transfer from GCSE to sixth form study at age 16 can be really exciting, but some initially find it a bit of a worry. It is important that we work together to try to get this right for all students, particularly those with learning support needs/exam access arrangements.

We welcome applications from all suitably qualified prospective students including any student with learning support needs, and/or an EHCP, as long as the student meets the academic entry criteria for their chosen programme of study and other criteria as laid down in the College Admissions Policy. We will work together to ensure that we anticipate any support needs so that, wherever possible, support is in place and ready for enrolment.

There are a number of opportunities for you or your parents to provide relevant learning support/exam access arrangements information, including on the College application form, then at the admissions interview, at the Induction Days, at Enrolment, and in the autumn term. We cannot help if we do not know of a learning support need or an existing exam access arrangement - so please ensure we are kept updated.

**For more information please email: [enquiries@colchsf.ac.uk](mailto:enquiries@colchsf.ac.uk)**



## Where do students move onto after College?

Most of our student leavers directly progress to university or specialist continuing education or employment with training – but some choose to have a ‘gap year’ prior to progression to a degree course or a career opportunity. Each year approximately 1000 of our students, upon completing programmes of study at the College, proceed to study at a university or medical school before entering career pathways. This includes several hundred students who, each year, achieve places on prestigious degree courses such as Architecture, Economics, Engineering, English, History, Law, Mathematics, Medicine and Sciences and gain places at Cambridge and Oxford or other top ‘Russell Group’ universities or medical schools. There are other students who successfully achieve places on more specialist or vocationally focused degree course areas including computing, creative arts, education, environmental science, finance, management science, media, nursing and performing arts.

Other students will progress to study specialist non-degree courses in the visual arts (art schools etc) or performing arts (drama, dance or music colleges), or finance courses (e.g.AAT). Approximately 200 students each year will progress to employment with training – locally, nationally and, for some, internationally.

## Will I get help moving on to university or employment?

Yes. There is considerable help and support for each individual student regarding future employability - whether it be from a university degree course or directly after completion of a programme of study at the College. For most students, the two years will seem to pass quickly and there is much to consider during this time. Our students benefit from a rolling programme of support for university and employment applications, including higher education fairs, the ‘Two Day Programme’ in the

summer term, drop-in support, facilities guidance and support through the tutorial programme and the ongoing services of the Careers Department and senior tutors.

There is specific support for different groups of students such as aspirant teachers and lawyers, or for medics through the ‘Medics Course’ or those seeking to apply to Oxbridge or other Russell Group universities or even to organise a gap year.

The College has links and relationships with a wide range of universities in the UK, including Emmanuel College and Christchurch College Cambridge, Hertford College Oxford as well as most universities within a 100-mile radius of the College.

We are pleased to have particularly strong links with the University of Essex and we work with them, for example, to deliver conferences, extension facilities and support to our Extended Project Programme.

The College Careers Department organise a range of events throughout the year to help students decide upon their future options for careers and further study. As an example, they oversee the ‘Two Day Programme’ of careers events that takes place towards the end of a student’s first year of study. There are also activities throughout the year such as briefings for students and parents about Oxbridge entry and higher education finance.

The ‘Two Day Programme’ involves students taking part in a structured programme of sessions to help them develop their career and academic aspirations. Sessions, mainly provided by specialists, include guidance regarding progression beyond college. Presentations, workshops and activities involve a huge range of visiting speakers. These include professionals talking about their career paths and advice ranging from banking, finance and accountancy to engineering, computing, fashion, media, sport, law, food, hotel management, journalism, physiotherapy and the armed forces. A key part of the event is the input from

a huge number of representatives from higher education providers –these come from local universities, including the University of Essex, but also from further afield, including Dundee!

To give an idea of the scale of the event, there are usually 44 sessions purely devoted to the completion of university application personal statements, delivered by representatives from more than nine different universities. In total, over the two days, the overall number of progression sessions available for students to choose should be in excess of four hundred.

## Will I get help in aiming for aspirational courses or careers?

Yes. The College recognises that all of its students with varying individual circumstances, talents and potential will at times, require additional and specific one-to-one support. A range of specialist programmes and activities are provided to suit each individual student; this includes guidance for those students with very high academic potential and aspirations, and those who are likely to be pursuing applications for the most competitive academic courses. This will involve those applying for places at Oxford, Cambridge and other ‘Russell Group’ universities and for the most competitive degree courses in the fields of law, medicine, veterinary medicine, dentistry, physiotherapy, architecture, mathematics, science, engineering, English, history and languages.

Support available to students with high academic aspirations will include:

- **One-to-one academic mentoring from a senior or specialist member of staff.**
- **Individual guidance regarding all aspects of the university application process, with specialist programmes for potential applicants for Oxbridge, medicine and law.**
- **Specialist advice regarding university admissions requirements, and a carefully tailored programme of study with regular target setting and reviews.**

# GOLD ARTS MARK AWARD

Last year staff and students celebrated the achievement of a prestigious Gold Arts Mark Award in partnership with The Royal Opera House; this is a quality standard accredited by Arts Council England in recognition of our commitment to raising the profile of arts and culture across all departments.



**Artsmark  
Gold Award**  
Awarded by Arts  
Council England



- **Formal guidance and preparation for university interviews, including practice sessions.**
- **Support to help students in preparation for relevant university entrance exams or extra tests including STEP, BMAT, UKCAT, LNAT and the range of Oxford subject tests.**

The opportunity to pursue an individual ‘university style’ Extended Project Qualification (EPQ), in an area of particular academic interest for degree level study, often with full support from an appropriate academic mentor. EPQs are very favourably viewed by competitive university courses.

Opportunities for visits, lectures, discussions and support sessions together with specialist careers guidance. This includes opportunities to discuss career choices with university admissions staff and other practising professionals.

Opportunities to participate in a variety of accelerated specialist one-year academic courses to support and extend an individual student’s academic portfolio relevant to specific progression pathway.

## How does the College work with parents and carers?

The College seeks to work closely with parents and carers in order to ensure the success and wellbeing of students.

A Parents’ Handbook is made available to parents and carers at the start of the academic year – it provides parents and carers with much information and guidance useful to them. Our Parents’ Page on the College website is updated periodically and provides information and guidance useful to parents and carers of students currently enrolled at the College, as well as those of students considering making an application. The College also seeks to keep in touch with parents and carers of students and prospective students via email.

Parental email addresses are provided

by students on their application form and again at enrolment. We would be grateful if parents and carers could ensure that the College is informed of any changes of email address, postal address or other relevant details.

## Who should I contact if there are any queries or concerns, especially those linked to a particular student?

For all enrolled students, the first point of contact should be the student’s personal tutor, who can be contacted via email or the College switchboard on 01206 500700.

For students yet to enrol, all queries should be directed to the Admissions Team on 01206 500743.

More general queries can often be dealt with by the College General Office Team on 01206 500700.

Details of all forthcoming events can be found in the Principal’s Newsletter which is prepared for students and their parents and carers and aims to provide important information, guidance and advice, review recent activities and highlight a number of forthcoming events and dates.

The College provides regular opportunities for parents and carers to meet with teaching staff, normally in November and July.

Students are asked to make appointments on behalf of parents and carers at such events.

## How does the College work with and listen to students?

Student activities are organised by the College Council, which consists of an elected student representative from each tutor group as well as members of the College teaching staff. The Council provides a focus for discussion of matters of concern to students.

The Council has six main sub-committees: the Social Committee, Arts Committee, Charities Committee, Sports Committee, Environment and Science Committee and Culture Committee. All of these are very involved in encouraging student activities.

The College Council works to: organise social events for College students; provide good facilities in the student social areas; control College Council finance and decide on the use of the money to benefit students; represent student views on various College administrative committees; promote good relations with the people of Colchester; support a range of international, national and local charities.

Events organised by the College Council have included a large range of theatre and concert visits, charity fund-raising events and a variety of College sports tournaments. The College Council makes an important contribution to College life and provides students with a number of lively and interesting opportunities, as well as offering the chance for students to take on posts of real responsibility. New ideas are always welcome.

## What are the values of the College?

We want everyone to feel welcome, safe and supported throughout their studies. The College is proud to be designated a “College of Sanctuary”: a safe and welcoming place for all, especially those seeking a place of safety. It is also a college that helps its students, staff and wider community understand what it means to be seeking sanctuary and to extend a welcome to everyone as equal, valued members of the College community. These principles inform the work of our staff and the activities of our students in a number of ways, including our applications and admissions processes, our tutorial programme and the activities of student groups, such as the award-winning college ‘Friends Not Foes’ group.



We appreciate that some young people experience difficulties and face challenges in their lives at times and any one of us may find they need to seek support or sanctuary.

Please let us know if your parents or carers need help communicating with College or accessing parents' evenings. We will do the best we can to support them and make them feel comfortable and welcome here.

The College is committed to taking account of the diversity of the communities it serves, advancing equality of opportunity for everyone, using positive action where necessary and providing support and sanctuary on an individual basis. To this end, within the context of the resources available, the College will:

- **Treat students, staff, applicants, parents, carers and members of the wider communities with dignity, respect and fairness.**
- **Provide an inclusive, personalised learning environment in which students are treated solely on the basis of their merits, abilities and potential and are valued as individuals.**

- **Be committed to providing a safe and secure environment for all its members and visitors. Students and staff have a right to expect protection from harm.**
- **Not tolerate bullying, victimisation and harassment, including hate speech.**
- **Value diversity in respect of race, ethnicity or national origin, gender, religion and belief or none, socioeconomic background, gender variance, marital status or family circumstances, pregnancy and parenthood, political opinions and affiliations, physical attributes or appearance, disability, sexual orientation and age.**
- **Educate students and staff on the importance of equality and human rights, fostering good relations between individuals and groups within the College.**
- **Welcome applications from all students, including those with a disability or learning support needs, or mental health difficulty providing that students meet the admissions criteria (in order to help the College to provide students with appropriate support it is helpful if relevant information can be provided at the earliest possible opportunity).**

We place a high priority on keeping our students safe. All our staff are trained to spot the signs of a young person at risk, and take action to protect them. Safeguarding includes adhering to the Government's "Prevent" strategy.

All educational establishments must promote values which are opposed to extremism. These "fundamental British values" are:

- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual respect for, and tolerance of, those with different faiths and beliefs and for those without faith.**

These values are also College values. We promote them in many different ways including our work on equality and diversity, College elections and student voice, a classroom culture of intellectual curiosity, questioning, freedom of expression, tolerance and respect. We also offer enrichment activities that promote the development of resilience, determination, self-esteem, and confidence, which will enable students to engage positively with the wider world.



# COLLEGE APPLICATION PROCESS

## How do I find out more?

In the early part of Year 11, you and your family are very welcome to visit one of our Open Evenings, which we plan to hold on 18 and 19 October 2023. Please check website to confirm arrangements nearer the time. This will give you a chance to visit the College, see our range of specialist facilities and meet our staff and students. On each of the two evenings, there will be over 200 staff and approximately 400 students available to help you find out more about the College.

A College Liaison Tutor will visit most of our Partner and Link schools during years 10 or 11 to provide you with further information on the application process and guidance on course combinations. You will also find our website useful ([www.colchsfc.ac.uk](http://www.colchsfc.ac.uk)). This contains a range of information, including specific entry criteria for particular courses, as well as course content and exam boards.

You will also find lots of details regarding student activities in the 'News' section and the 'Documents' section also contains useful information for current and prospective students and their parents or carers. All applications must be submitted via our website.

If you are unable to attend an Open Evening you may wish to attend one of our smaller and shorter 'Information Mornings' which take place fairly regularly on dates between November and February. Advanced booking is required for Information Mornings – please contact [admissions@colchsfc.ac.uk](mailto:admissions@colchsfc.ac.uk) or telephone 01206 500743 for further details or for help with any other queries.

For those students who receive an offer of a place, there will be further opportunities to discuss their potential course/courses at both Induction (late June) and Enrolment (late August).

## How do I make an application?

Applications are online and should be submitted between 20 October 2023 and 31 January 2024. If you do not have internet access, please telephone the Admissions Office (01206 500743).

The application process will take less than ten minutes. You will need to have with you details of the GCSE subjects you are taking and their predicted grades and any other qualifications you have achieved.

### **When you are ready to apply:**

- Go to [www.colchsfc.ac.uk](http://www.colchsfc.ac.uk) and follow the instructions on the homepage; this will guide you to our online application form.

- Carefully complete the various sections on the form, giving as much detail as you can. You should apply for just one of the two programmes of study (A Levels or Advanced Foundation Programme). If you are unsure which to apply for, please do not be concerned as, if your choice later proves unsuitable, this can be changed as part of our interview process.

- The form will ask you for information regarding career and subject choices. This is to help us at your interview and does not represent a definite commitment on your part and can be added to, amended or discussed further at your interview.

- If you are considering a particular career path such as teaching, law or medicine, or are aiming for a particular degree course, it is important that you mention this as part of the application or interview process, so that your programme of study can be constructed accordingly.

- Submit your application.

- If you realise that you have made a mistake, please do not submit a second application as this can cause confusion. You should telephone or email the Admissions Office and explain the changes that you wish to make.

- Once you have completed and sent your online application form, you will receive an email confirming that your application has been received.

## What does it mean to be an 'Out of Area' applicant?

**The College Admissions Policy identifies two categories of applicant:**

### **First Priority Applicants**

If you attend one of our partner or link schools, or live within the catchment area of a partner school or in the Colchester area, or attend a Colchester Secondary School in Year 11, you will be identified as a 'first priority' applicant. For such applicants the interview is focused upon ensuring that you are choosing the most appropriate programme of study; however, the interviewer may only be able to make a firm offer of a place if they have good evidence from your report or a school reference that you are likely to achieve the full entry criteria for your chosen programme of study.

### **'Out of Area' Applicants**

If you do not attend one of our partner or link schools, or do not live within the Colchester area, you will be identified as an 'out of area' applicant.

The College has been oversubscribed for many years, but many places are offered to students in this category every year. We welcome applications from a broad range of students and, given the impact of the "demographic dip" in the current Year 11 age cohort, we may be able to offer places for the 2024/2025 academic year to 70-80% of such applicants.

Applicants who apply by 31 January 2024 will be given priority.

### **What happens once I have submitted my application?**

All applicants who meet the appropriate College admissions criteria will be invited to an interview by email. The majority of interviews take place by telephone between November 2023 and March 2024.

Please email a personal statement a few days before your interview. The personal statement should outline your main achievements (in and out of school) and your current career plans, including any university course ideas.

Please see guidelines on how to write your personal statement and what to include on the Admissions Department area of the College website.

It is also important that you take the opportunity during the application and interview process to inform us of any educational, learning, personal or domestic issues or concerns that might affect your educational progress. This enables us to ensure that we have appropriate support in place right from the start.

We prefer to interview students on their own, but parents are welcome to attend if there are any special circumstances which make it important that they are present. If

there are circumstances that might need particular attention or privacy, please don't hesitate to contact the Admissions Team to discuss this matter prior to interview and we can then ensure that arrangements are made accordingly.

First priority applicants will be clearly informed at the end of their interview if they are to be offered a place and a written offer letter will be completed at this stage.

Occasionally, where there is significant uncertainty about likely GCSE results, or other matters, the interviewer may put the application 'on hold' to await a school reference or to review the situation at a second interview.

For "out of area" applicants the interview will also be part of the selection process. Decisions about places for "out of area" applicants are not finalised until the interviewing of first priority applicants is completed in late February/early March. Decision letters are emailed to all "out of area" applicants at the same time in mid-March.

### **What happens once I am offered a place?**

It is important that, once you have put your plans in place for the following year, you take a step back from the process and focus upon achieving the highest possible grades in your exams.

Your plans can then be revisited once exams are finished at the end of June, when we will invite you in for an Induction Day. This offers you an important opportunity to spend a day at the College and get a real sense of what college life is like, including meeting your Personal Tutor and spending time within various academic departments.

As part of this day, you can re-examine, and possibly amend, your choice of courses.

After Induction Day, the next significant date is GCSE Results Day. We hope that you are delighted by your results, but if you have made an application and then find that your results need further

discussion, please do not hesitate to contact us at that point by emailing the Admissions Office on [admissions@colchsc.ac.uk](mailto:admissions@colchsc.ac.uk). Senior staff and other specialists will be on hand to help you.

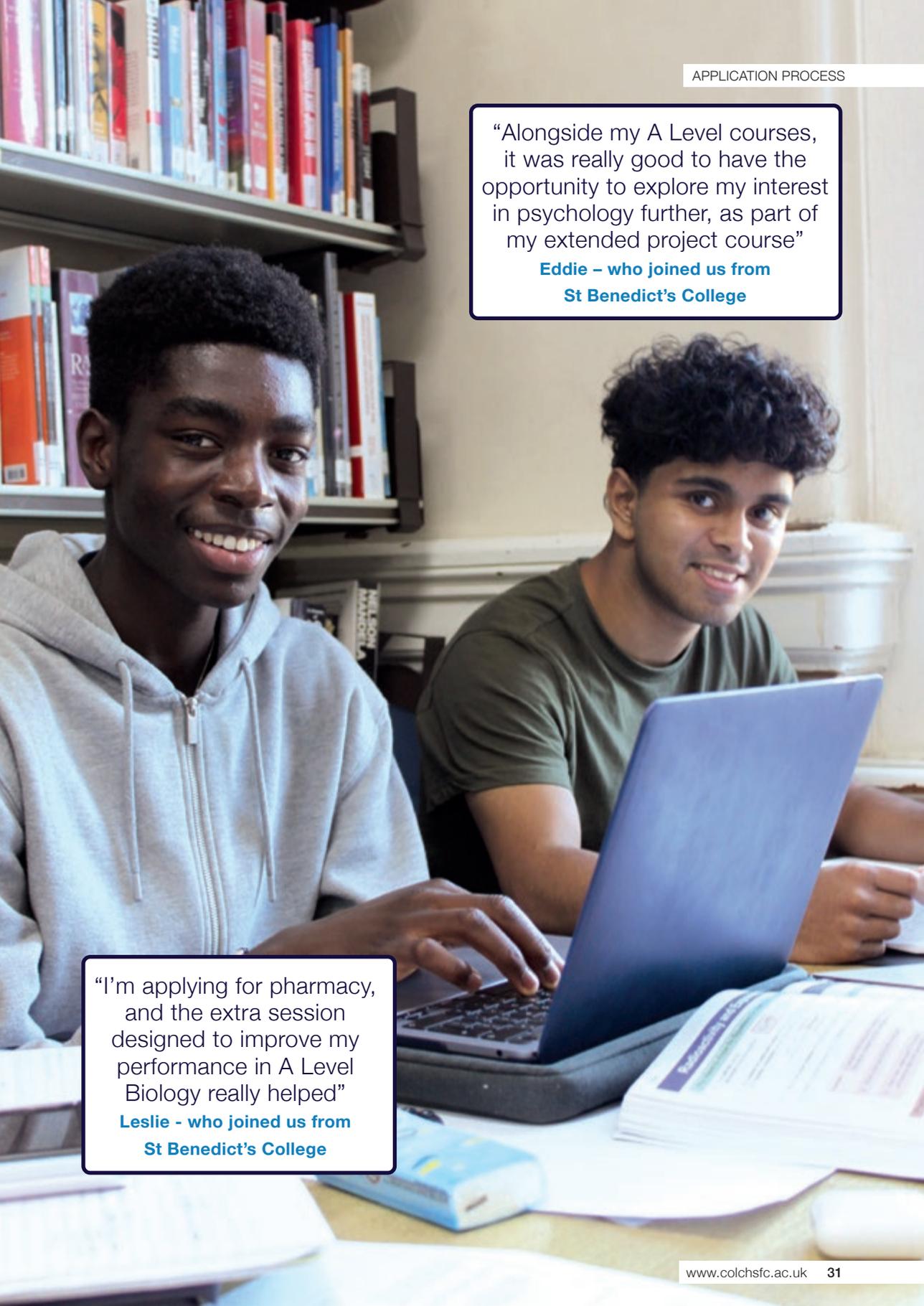
The Autumn Term will begin with your Enrolment Day at the end of August. At this point and for a week or two afterwards, there may still be the opportunity to adjust your course. It is important to note, however, that once courses have commenced, you will be expected to complete all courses upon which you enrol.

### **What if I can't currently decide which school or college I wish to attend for sixth form study?**

We recognise that the North Essex and South Suffolk area offers a range of progression opportunities for young people. Many students will have a choice of schools or colleges or employment and training opportunities to choose from. We would recommend that you think carefully about your options and work closely with every institution that interests you, as well as seeking advice from staff at your current school, independent advisors and your parents, carers and family members.

The most important factor is to make the decision that you believe is right for you to prepare for your future young adult progression to higher education, employment and adult life.

Every year some students will make multiple applications to a number of schools and colleges and eventually decide where to go upon the publication of their GCSE results. We would certainly recommend a multi-application approach if you are at all unsure. Please feel free to take the opportunity to find out more by making an application and please do not be afraid to discuss your options with us. The most important thing is that you find the right course for you. Attending an Open Evening, Interview and an Induction Day here at the College will play an important role in helping you decide.



“Alongside my A Level courses, it was really good to have the opportunity to explore my interest in psychology further, as part of my extended project course”

**Eddie – who joined us from  
St Benedict’s College**

“I’m applying for pharmacy, and the extra session designed to improve my performance in A Level Biology really helped”

**Leslie - who joined us from  
St Benedict’s College**

# YOUR PROGRAMME OF STUDY AT THE COLLEGE

## What sort of opportunities does the college offer?

The College offers our students two alternative full-time academic programmes of study.

### 1. A Levels:

For most students this is a two year academic course, which forms a path from school to university or employment.

### 2. Advanced Foundation Programme:

This is usually a one-year programme which offers students with academic potential the opportunity to do further work at GCSE level, often with a view to then progressing onto A Level or Applied General Certificate/Extended Certificate courses in the following year.

You apply for only **one** of the academic programmes, although the most appropriate academic programme of study will be discussed at interview and there is flexibility, including after GCSE results have been received.

Within each of the academic programmes of study students are able to choose an individual combination of courses that meets their needs, interests and aspirations, and which offers the best opportunity for success and progression.

As part of their overall education, all students will add a programme focused upon their personal development, including pastoral care alongside support in areas such as preparation for progression (including Higher Education and employment) as well as wider experiences developed through our wide selection of Additional Studies and extracurricular activity options.

## What should I do if I am not certain that I will get the grades that I need for my chosen academic programme or specific academic courses?

Please don't be afraid to discuss any issues or uncertainties about potential GCSE grades at interview. Often it will be the case that the individual courses that you choose will be offered to you subject to you achieving the specific GCSE grades that you need for that A Level course.

If you then do not achieve the required grades, we will discuss this further with you once GCSE results are published. At this point, for example, some students may switch from A Level to the AFP course and others may simply change an individual A Level subject choice. Where A Level applicants have 'just missed' the grades that they need, it is

often possible to make modifications to the courses offered, especially if applicants are happy to be flexible regarding subject choices (please note that many individual A Level courses do need a GCSE grade 5 or above to have been obtained in mathematics or English or other predominantly written subjects).

Where students have not achieved grade 4 or higher in a key GCSE subject such as mathematics or English or have achieved a more modest overall GCSE score (but which exceeds the entry criteria for the AFP Programme), it may be possible to take a combination of A Levels and one or more GCSEs.

There will be some students who, when GCSE results are published, find they are not qualified for their chosen programme, or for alternatives here at College. We therefore urge all applicants to hold open other offers of post 16 pathways until the GCSE results are known in late August.





## PROGRAMME 1

# A LEVEL PROGRAMME:

### What grades will I need for A Levels?

A Level examinations are taken at the end of the two year course in each A Level subject. In addition to the general entry criteria for an A Level programme of study (listed on page 12 in this Prospectus) many individual A Level subjects will require students to have specific GCSE grades in specific subjects – and some will expect students to have taken the higher tier of entry at GCSE.

A few A Level courses will have a specified level of skill requirement as well as specific GCSE grade requirements. Please see the information regarding the requirements for each subject course in later sections of the Prospectus (from page 38 to 89).

Please note, that for 2023 entry, IGCSE's continue to be an acceptable alternative equivalent qualification to GCSE for entry into the College.

### Will I need to pass the 'English Baccalaureate' to study at the Sixth Form College?

No. The "English Baccalaureate" provides an excellent opportunity for school pupils to develop a broad range of GCSE qualifications, all of which are useful in progressing onto college courses and beyond. However, we recognise that a number of students will not have the skills, interest or subjects required to achieve the English Baccalaureate qualification. For this reason, whilst we very much recommend that, wherever appropriate, students give serious consideration to the qualification, we do not formally expect passes in all of the English Baccalaureate Diploma subject areas.

### How will the college view my 14-16 non-GCSE qualifications?

Most A Level assessment is through examination, whilst non-GCSE qualifications are often assessed with a strong element of coursework.

For a full A Level programme of study the College therefore requires 5-7 good pass grades at GCSE (4 or better) in core academic subjects as the main entry requirement. If the majority of your programme at school is made up of non-GCSE qualifications it is likely that you will be advised to continue with a skills progression route at Level 3.

If you do decide to switch to a general academic programme we will continue to assess your suitability based mostly on your core subject GCSE grades. Merit and Distinction awards at Level 2 will be given some consideration for progression for Applied General courses and a few A Level subjects. Merit and above achievements in Level 2 non-GCSE qualifications will normally be treated as the equivalent of one extra GCSE pass.

Some Year 11 students who have not studied many GCSE subjects may need to study more GCSE courses before being able to progress onto A Levels.

All A Level exams are required to include 'stretch and challenge' questions to allow the most able students to maximise their potential. A Level assessments in all subjects cover both years of work.

An A\* grade is awarded to students who achieve a high average % score in the A Level exams. Applicants should be assured that the College, as a very successful centre that specialises in A Level study and benefits from close

links with examination boards and other professional bodies, is very well placed to successfully adapt to any national changes to the A Level systems as they arise.

### How many A Level courses will I take?

Most students will study three A Levels – although some will choose to study four. All of the courses detailed in this section of the prospectus and online are offered at A Level - except where identified as a 'Certificate' in the course title – in which case the qualification is offered as an Applied General Certificate (AS Level equivalent), with Extended Certificate in Year 2 (A Level equivalent) and can form part of an overall package of A Level qualifications.

### 4 A Levels

This programme is suitable for those with a very strong set of GCSE results (8 or 9 subjects at GCSE grade 7, 8 or 9). It is also the required programme for any student wishing to include Further Mathematics in their programme of study. It is a very good programme for those wishing to apply for the most competitive places at university. Students studying four A Levels must be committed to completing all four A Levels at the end of the two academic years (with the exception of Further Mathematics where students will study for one year and take the AS Level, before deciding whether to continue Further Mathematics to A Level). Many students will also choose to take an Extended Project Qualification. Most students opting for this demanding set of four A Level courses will be part of our Academic Aspiration Programme; for example, many students with medical career aspirations will also take the Medics Programme or potential 'Oxbridge' applicants will follow the Oxbridge Programme.

### 3 A Levels + a 4th Academic Choice

This programme is suitable for those with a relatively strong set of GCSE results (e.g. 7 subjects at GCSE grade 4 - 9) or significant strength at GCSE in some curriculum areas. Alongside three A Levels an additional GCSE option could be taken by those who wish to take up a new foreign language, such as Spanish or Italian, or those who need to, re-sit a key subject.

Many students will also choose to take an Extended Project Qualification, to

start at the end of their first year. We normally require students to have a minimum grade 4 or better passes in English and Mathematics (although many individual courses may require higher grades) and to have a good profile of GCSE passes.

### 3 A Levels

This programme is suitable for those with a relatively good profile of GCSE results (i.e. at least 5 GCSE subjects at grade 4 - 9).

This programme will be combined with

selections from the Additional Studies Programme. The option of taking an Extended Project Qualification, generally between June of Year 1 and February of Year 2, is available.

All A Level students will normally complete two years of study. Progression to Year 2 is dependent upon good attendance, satisfactory reports and pass grades in a formal late spring assessment.

For Applied General Certificate courses students would normally be expected to achieve a Merit in order to progress to the Extended Certificate in Year 2.



## EXAMPLE OF STUDENT TIMETABLE (FIRST YEAR)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Period 1</b> 09:05 – 09:40		A Level English Literature	A Level History (Early Modern)	A Level Biology	
<b>Period 2</b> 09:40 – 10:15		A Level English Literature	A Level History (Early Modern)	A Level Biology	
10:15 – 10:35	<b>Break</b>				
<b>Period 3</b> 10:35 – 11:10			A Level English Literature	A Level History (Early Modern)	A Level Biology
<b>Period 4</b> 11:10 – 11:45			A Level English Literature	A Level History (Early Modern)	A Level Biology
11:50 – 12:00	<b>Registration</b>				
<b>Period 5</b> 12:05 – 12:45		Netball (Training)		Tutorial 12:00 – 12:30	Biology Mentor Meeting
12:45 – 13:25	<b>Lunch</b>				
<b>Period 6</b> 13:25 – 14:00	A Level Biology		Netball (Squad)	A Level English Literature	A Level History (Early Modern)
<b>Period 7</b> 14:00 – 14:35	A Level Biology		Netball (Squad)	A Level English Literature	A Level History (Early Modern)
14:35 – 14:50	<b>Break</b>				
<b>Period 8</b> 14:50 – 15:25	A Level History (Early Modern)		Netball (Squad)		A Level English Literature
<b>Period 9</b> 15:25 – 16:00	A Level History (Early Modern)	A Level Biology	Netball (Squad)		A Level English Literature

Please note that some additional studies in areas such as sport or performing arts may extend beyond 4pm

# STRUCTURE OF THE TWO-YEAR A LEVEL PROGRAMME AT THE SIXTH FORM COLLEGE

THREE A LEVELS (or * Extended Certificate course )
Over two years
Accounting Art & Design (Fine Art) Art History Biology Business Business - Applied* Chemistry Classical Civilisation Computing Criminology* Dance Drama & Theatre Economics Electronics English Language & Literature English Language English Literature Environmental Science Film Studies Food Science & Nutrition* French Geography Geology (Earth Science) German Graphic Design (Graphical Communication) Health and Social Care* History (4 alternative time periods) ICT* Italian Law Mathematics Mathematics – Further Media Studies Music Music Technology Performing Arts * Philosophy Photography Physics Politics Product Design (Resistant Materials) Psychology Religious Studies Sociology Spanish Sport and Physical Education Sport – Applied* Statistics Textiles

DAILY MEETINGS WITH PERSONAL TUTOR
Throughout your course, including a longer weekly tutorial to cover the programme of tutorial activities:
General guidance, advice and support Progress monitoring and reports University and careers advice Contact with parents



THE OPTION OF AN EXTRA ACADEMIC QUALIFICATION
Normally for one year
An extra fourth A Level (if qualified) Core Mathematics Financial Studies Certificate Coaching Sport & Physical Activity (Level 2) GCSE Spanish (for good linguists) GCSE Italian (for good linguists) GCSE 're-sit' - English Language or Mathematics Extended Project (normally start in Spring term)

AND/OR
THE OPTION OF A CAREER PROGRESSION PROGRAMME
One or two years
Lawyers Medics (Pre-Clinical) Pre-Teaching Work Experience Oxbridge Preparation

AND/OR
A CHOICE OF AN ADDITIONAL STUDY
for one or both years
Over 70 options, including: Sports Performing Arts Foreign Languages Debating Creative Writing Duke of Edinburgh Gold Award

## ALSO, YOU MIGHT CHOOSE TO GET INVOLVED IN:

EXTRA EVENTS
Throughout the college year
Performances Festivals Careers Fairs Charity Events

# ACCOUNTING (A LEVEL)

## WHY SHOULD I STUDY A LEVEL ACCOUNTING?

Achieving a qualification in Accounting will always be helpful for your future – whether it is used professionally or personally. The A Level course helps students to understand the responsibilities of the accountant and financial decision makers and the impacts of their recommendations on the business and the wider environment.

Students will build knowledge and understanding of key concepts, principles and techniques that they can apply to real-life scenarios, developing the ability to solve problems logically, analyse data methodically, make reasoned choices and communicate effectively.

## YEAR 1 OF AQA ACCOUNTING

The first year of the course covers the foundations of both financial and management/cost accounting.

### Topics covered include:

- Role of the accountant in business
- Business organisation types
- Double entry model and accounting records
- Verification of accounting records
- Accounting concepts
- Preparation of financial statements of sole traders
- Budgeting
- Marginal costing

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in

the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

## YEAR 2 OF AQA ACCOUNTING

The second year of the course covers more advanced techniques, building on prior knowledge and understanding of both financial and management/cost accounting.

### Topics covered include:

- Standard costing and variance analysis
- Absorption and activity-based costing
- Capital investment appraisal
- Incomplete records
- Partnership accounts
- Limited company accounts
- Interpretation, analysis and communication of accounting information
- Impact of ethical considerations

## FINAL ASSESSMENT AT END OF YEAR 2

Two 3 hour exams worth 50% each. Both papers contain multiple choice, short answer, structured and extended answer questions. There is no coursework.

## WHAT CAN I DO AFTER STUDYING ACCOUNTING?

A high proportion of Accounting students go on to study Accounting or finance related degree courses in

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

Grade 5	GCSE Mathematics
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AND

Grade 5	In one GCSE in a logical/systematic subject from one of: Biology or Chemistry or Physics or <b>both 1st and 2nd grade Combined Science or Computing or Statistics or Further Mathematics</b>
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AND

Grade 5	GCSE English Language or English Literature
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OR

	Grade 4 in both GCSE English courses and a grade 5 GCSE from one predominantly written based GCSE subject (from History, Religious Studies or Sociology)
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**Core Mathematics (Mathematical Studies) is a very useful complementary course for this subject and is recommended as a further (4th) course choice for students who are not taking A Level Mathematics or A Level Statistics options.**

**Financial Certificate is an alternative '4th academic course option' which will interest and be of value to a number of A Level Accounting students. It offers a practical look at the financial products we use on an everyday basis and how we can make the most of our personal finances.**

Higher Education. Many others are successful in securing employment/apprenticeships in accounting both in the local area and with international firms based in London.

## FURTHER INFORMATION

The course **can** be combined with either Economics or Business.





Artsmark  
Gold Award  
Awarded by Arts  
Council England

# ART (FINE ART) (A LEVEL)

## WHY SHOULD I STUDY ART (FINE ART)?

This is a great qualification for developing your practical art skills. It is an open and welcoming course where, after a short time spent learning new printing, painting and 3D techniques, you can explore your own ideas.

Fine Art is a subject that can be helpful to any student who wants to apply to an Art related degree course. It also combines well with any other subject at college including any other Art and Design subject.

Our department provides a calm place to work. It has excellent light in the classrooms and we have some of the best resources in the local area for Art. The Art and Design Department has a large open space that students can use in their own time at college.

Many Fine Art students will also take the opportunity to join our A Level Sculpture course in the second year or pursue an art related Extended Project Qualification. Developing your skills by looking at artists and designers is an important part of any artist or designer's experience. On the A Level Fine Art course there are trips to London and in the second year one optional residential trip to a foreign city such as New York or Barcelona.

We have good links with the course leaders of the Foundation Diploma at Colchester Institute and we also have visiting speakers from universities to give you information about progression opportunities, applications and careers.



## COURSE CONTENT

The first part of the course consists of an induction project where you learn new skills. This is followed by an independent and personal project where you get to understand the assessment criteria and standards required at A Level. This leads up to you starting your A Level coursework in the summer term. During the first year you will be learning new techniques, looking at the work of other artists and building up your skills and understanding of contemporary art.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

## FINAL ASSESSMENT AT END OF YEAR 2

The second year consists of two components – coursework and an exam project. There is a short-written element to the coursework. In the A Level second year you will be further developing your skills and exploring your ideas to a high standard. You will produce a portfolio of high-quality artwork that can be used for Art and Design degree interviews.

## ASSESSMENT

All A Level coursework is due in at the end of January in your second year. From the 1st February you will then start your exam project. In April/May, at the end of the exam preparation period, you will be completing a final piece during a 15-hour exam – spread over 3 days.

The coursework is worth 60% of your A Level mark and the exam project is 40%.

## WHAT CAN I DO AFTER STUDYING A LEVEL FINE ART?

Art can lead to many careers in Art and Design. Possible careers include: graphic design, illustration, architecture, product design, web design, car design, fashion and textiles, industrial design, teaching, animation. Most universities offer courses in these subjects. If you are not sure

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a **minimum of:**

Grade 4	GCSE Art & Design or Textiles (Art Validated) or Graphics (Art Validated)
OR	
Merit	BTEC Level 2 Art & Design

**For those who have not previously studied a GCSE in Art and Design or Textiles (Art Validated) or Graphics (Art Validated), or a Level 2 BTEC course, it is still possible to be considered for this A Level Art course. You will need to complete an exercise set by the Art and Design Department, details of which you can request by emailing the College Admissions Department, once you have had your college interview. The exercise will need to be emailed to the Admissions Department by 31st May. It is not college policy to enrol on three Art & Design A levels except in very exceptional cases.**

about which art and design degree course to do at university you can do a foundation diploma after A Levels. This diagnostic course will help you choose your art and design pathway at degree level. Many of our students progress on to either foundation diplomas or art and design degree courses across the country.

## FURTHER INFORMATION

The basic requirement is for students to buy an A3 coursework sketchbook from us that costs approximately £8 and to have some pencils and paints available for homework. We also offer students the following art materials, which can be bought from our Art Shop: A1 Portfolio Folder, System 3 Acrylic Intro set of paints (10 x 22ml tubes), 2 Paint brushes, pack of six pencils, tear-off palette pad, 3 Berol pens, a Pritt stick and an eraser – £50. Or Materials Pack – System 3 Acrylic Intro set of paints, 2 Paint brushes, pack of six pencils, tear-off palette pad, 3 Berol pens, a Pritt stick and an eraser – £20.

# ART HISTORY (A LEVEL)

## (Critical and Contextual Studies)



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Gold Award  
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Council England

### WHY SHOULD I STUDY A LEVEL ART HISTORY?

A fascinating subject that explores works of art that have been produced through different eras and cultures and, through these, what artists have tried to tell us about their worlds and lives. You will be encouraged to develop your writing skills and explore creative ways in which to present the outcomes of your research. It is an open and welcoming course for those who have an interest in art. After an induction into the main ideas, issues and methods of art history, you can explore your own interests and focus on issues that arise as you learn more about the subject.

Art History is a subject that can be helpful to any student who wants to apply to an art or humanities related degree course, but it combines well with any A Level. You are also able to combine it with any other Art and Design subject.

Our department provides a calm and friendly place to work. We have a dedicated classroom with its own library and various materials and equipment including computers and cameras. Students also have access to the library in the Art area and the range of resources available across the department.

Developing your understanding by looking at the work of artists and designers is an important part of any art historian's experience. In both years of the Art History course there are several visits to local galleries as well as trips to London and other regional cities and in the second year one optional residential trip to a foreign city such as New York, Paris or Barcelona will be offered. We also invite guest artists and experts to run one day workshops throughout the year.

We have very good links with Firstsite, a local arts organisation with a major contemporary art gallery in Colchester town centre and with the School of Philosophy and Art History at the University of Essex. We also have many visiting speakers from other universities to

give you information about applications and careers.

Many Art History students take the opportunity to pursue a related Extended Project Qualification in their second year.

### COURSE CONTENT

The first year of the course consists of a variety of activities that will help you with your Personal Investigation in the second year. You will be taught how to research and analyse works of art. You will be encouraged to work independently throughout, investigating relevant topics that personally interest you.

### PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

The Year 2 A Level course consists of two components: coursework (Personal Investigation) and exam project. There is a basic exam board requirement for there to be some written content in the coursework component. In the second year you will be further developing your researching and analytical skills and exploring your ideas to a high standard.

### FINAL ASSESSMENT AT END OF YEAR 2

In the second year, coursework is due in at the end of January in the spring term. This will include a final outcome and evidence of background research. The topic for the exam project is based on a theme chosen from a paper set by the exam board. It will culminate in the production of an outcome produced under 15 hours of supervised time at the start of the summer term. Both components will be internally marked and externally moderated.

### MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a **minimum of:**

<b>Grade 5</b>	In at least one predominantly written based GCSE subject (from English Language, English Literature, History, Religious Studies or Sociology)
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AND

<b>Grade 4</b>	GCSE English Language
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**NOTE: You do not need a GCSE Art and Design qualification in order to do this course. However, you should have some creative skills and you will be expected to consider the visual presentation of your work. It is not college policy to enrol on three Art & Design A levels except in very exceptional cases.**

### WHAT CAN I DO AFTER STUDYING A LEVEL ART HISTORY?

Art History will provide you with a strong set of skills such as researching, presenting written and visual work, analysis of images and texts and attention to detail. These can be applied to a range of careers in the art world and beyond. Art History is considered as an academic A Level; the equivalent of other humanities subjects such as History, English Literature, Philosophy etc. Therefore, alongside art courses, it can support university entry into a wide range of degree options.

Most universities offer courses in Art History and a significant number of our students go on to study this subject. Others have gone onto degrees in Fine Art, History, Philosophy, English Literature and Sociology amongst many others.

### FURTHER INFORMATION

The basic requirement is for students to buy an Art History pack, consisting of an A4 coursework book, a white-ink pen, a glue stick (£1.30) and an A5 journal and to have some pencils and paints available for homework. A library card for local libraries is very useful for independent study and research.



**PLATINUM SCIENCE  
AWARD WINNER**

# BIOLOGY (A LEVEL)

## WHY SHOULD I STUDY A LEVEL BIOLOGY?

Biology literally means the study of life and if that's not important, what is? Being such a broad subject, you are bound to find specific areas of interest, plus it opens the door to a fantastic range of interesting careers.

A good number of Biology students will also take the opportunity to join the "Medics" programme and to pursue a related Extended Project qualification in a topic related to their intended career. There is also an opportunity in the first year to take part in the Biology Olympiad to support your A level Biology studies.

On the A Level Biology course there is a trip to Colchester Zoo where students learn about Classification and Biodiversity. At the start of the second year of the Biology course, students go on an ecological field trip to Highwood's Country Park to investigate the distribution of organisms in the environment.

We have very good links with universities of Essex and Suffolk. Members of their Biology departments come to speak to our Biology students about their research work, as well as Biology related careers and degree courses.

## WHAT CAN I DO AFTER STUDYING A LEVEL BIOLOGY?

The top degree courses taken by students who have an A Level in Biology are: Biology, Biomedicine, Biochemistry, Psychology, Sport and Exercise Science, Medicine, Anatomy, Physiology, Pathology, Pharmacology, Toxicology, Pharmacy, Forensic Science, Zoology and Chemistry. Studying A Level Biology gives you all sorts of exciting career options, including: doctor, dentist, molecular geneticist, nature conservation officer, pharmacologist, research scientist, vet, science teacher and marine biologist.

## COURSE CONTENT (AQA)

The first year consists of four topics:

- **Biological Molecules** – Structure and Biological Significance of Carbohydrates,

Proteins, Lipids (Fats/Oils), Nucleic Acids (DNA/RNA) and Water.

- **Cells** – Structure of Prokaryotic and Eukaryotic Cells and their function.
- **Organisms exchange substances with their environment** – Gas exchange, Digestion and Circulation in organisms.
- **Genetic information, variation and relationships between organisms** – Functioning of the Genetic Code.

The second year of the course consists of a further four topics:

- **Energy transfers in and between organisms** – Photosynthesis, Respiration, Energy flow and Nutrient Cycles.
- **Organisms respond to changes in their internal and external environments** – Stimuli and Response, Nervous System, Skeletal System and Homeostasis.
- **Genetics, populations, evolution and ecosystems** – Inheritance, Populations, Ecosystems and Evolution.
- **The control of gene expression** – Mutations, Regulation of Gene Expressions, Cancer, Genome Project, Genetic Engineering, DNA analysis and Genetic fingerprinting.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

## PRACTICAL ACTIVITIES:

You will carry out practical activities including: using microscopes to see cell division, dissection of animal or plant systems, aseptic technique to study microbial growth, investigating activity within cells and investigating animal behaviours.

These practical activities will give you the skills and confidence needed to investigate the way living things behave and work. It will also ensure that if you choose to study a Biology based subject at university, you will have these practical skills.

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

<b>Grade 5</b>	GCSE English Language or English Literature
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AND

<b>Grade 6</b>	GCSE Mathematics
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AND

<b>Grade 6</b>	Both 1st and 2nd grade GCSE Combined Science
<b>OR</b>	if triple science is taken
<b>Grade 6</b>	GCSE Biology and with a 6 in either GCSE Chemistry or Physics.

Please note that GCSE Applied Science or Level 2 BTEC Science qualifications are not acceptable as alternative GCSE science qualifications for A Level Biology.

Core Mathematics (Mathematical Studies) is a complementary course to this subject and is strongly recommended as a further course choice if not taking A Level Mathematics or A Level Statistics options.

## ASSESSMENT FOR THE FIRST YEAR:

Two written assessment papers taken at the end of the first year – content of both papers is drawn from topics 1–4, including relevant practical skills.

## FINAL ASSESSMENT IS AT THE END OF YEAR 2:

Three written examination papers are taken at the end of the second year.

## FURTHER INFORMATION

Students will need a scientific calculator. Although students will have access to the course textbook via an on-line e-book with associated learning resources, it is highly recommended that students also purchase the CGP AQA A Level Student (Text) Book which covers both years of the A level Biology course. These can be purchased via the College at the start of year one at the greatly discounted price of £20.00 per book.

# BUSINESS (A LEVEL)

## WHY SHOULD I STUDY A LEVEL BUSINESS?

This course aims to make you think critically about the world of business. It covers ideas drawn from various disciplines, including economics, accounting, law, government and politics, sociology and psychology.

It focuses on small to medium sized businesses operating within national and international markets and includes the teaching and learning of transferable skills such as calculations, interpreting and analysing data, applying knowledge to unfamiliar situations, developing arguments and making judgements and decisions.

## COURSE CONTENT (EDUQAS)

Over the two years you will cover the following three areas:

### Component 1:

#### Business Opportunities and Functions

Focusing on new business start-ups and small and medium sized enterprises (SMEs), the content in this section is based around the concept of starting a new business and the issues that surround the process of planning a new business. Awareness of other types of business organisations and the markets they operate in and their various stakeholders will be covered. It also covers business functions for all types of business organisations, ranging from recently formed small businesses to well established multinational companies. These functions include marketing, finance, people in organisations (human resources) and operations management.

### Component 2:

#### Business Analysis and Strategy

You will learn to understand, construct and analyse a range of decision-making models and investment appraisal methods used by businesses to decide on their strategy. You will develop analytical skills to investigate business opportunities and problems in a number of different contexts and evaluate a range of quantitative and qualitative data to suggest possible strategic responses from businesses. This element is very numerical.

### Component 3:

#### Business in a Changing World

Component 3 focuses on how businesses adapt to succeed in a dynamic external environment. The business world never stands still and there are continuous opportunities and threats to businesses of all sizes. You will learn that businesses operate in a global marketplace and that they need to consider a wide range of external factors that affect their day-to-day activities, decision-making and strategy. You are required to integrate the knowledge, understanding and skills developed in all three components.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

## FINAL ASSESSMENT AT END OF YEAR 2

There are three written papers at the end of the A Level year:

### Component 1:

Business Opportunities and Functions  
2 hours 15 minutes – 1/3 of qualification

### Component 2:

Business Analysis and Strategy  
2 hours 15 minutes – 1/3 of qualification

### Component 3:

Business in a Changing World  
2 hours 15 minutes – 1/3 of qualification

## FURTHER INFORMATION

Students should have a keen interest in businesses. They need to be able to develop an awareness of businesses by keeping up to date with current business news stories and be able to relate these to the theoretical content of the course.

## SUBJECTS THAT COMPLEMENT BUSINESS

Many Business students will also take the opportunity to pursue a Certificate/ Diploma in Finance alongside their course. The Financial Certificate is a '4th academic course option' which will interest and be of value to a number of A Level Business students (see page 92). It offers a practical look at the finance we use on an everyday

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

<b>Grade 5 in one subject group and Grade 4 in the other</b>	GCSE English Language or English Literature GCSE Mathematics
<b>AND</b>	
<b>Grade 5</b>	In at least <b>one other</b> predominantly written based GCSE subject (from English Language, English Literature, History, Religious Studies or Sociology)

**Please note that it is not possible to study A Level Business alongside A Level Economics in your first year. Students who wish to keep the option of studying both A Level Business and A Level Economics should choose A Level Economics within their first year A Level programme as they will then have the option of adding an accelerated A Level Business course to their second year.**

basis and how we can make the most of our personal finances. This is a highly useful combination and can significantly contribute to a student's understanding of the field as well as gaining a useful number of extra 'UCAS points' for university entry.

Core Mathematics (Mathematical Studies) is a very useful complementary course for this subject and is recommended as a further (4th) course choice for students who are not taking A Level Mathematics or A Level Statistics options. See the Core Mathematics subject page for further details (page 90).

## WHAT CAN I DO AFTER STUDYING A LEVEL BUSINESS?

Business encourages students to develop a wide range of skills, which are useful for employment in a wide range of fields. Students can use this qualification in order to progress onto university courses, higher apprenticeships and degree apprenticeships.

**i** **Please note** – government expectation is that students should not take more than one certificate course as part of an A level programme

# BUSINESS (APPLIED)

## (Applied General Certificate / Extended Certificate)

### WHY SHOULD I STUDY BUSINESS (APPLIED)?

The modular two-year A Level equivalent course aims to make you think critically about business, in terms of both good and bad aspects, and apply your knowledge to real businesses through independent research and various other activities. Business (Applied) at this level encompasses many disciplines and covers many different forms of business organisation and functional areas. The course also integrates ideas drawn from various disciplines, including economics, accounting, law, government, sociology and psychology.

### COURSE CONTENT (AQA)

The course is based firmly on the aims and objectives of businesses, the principles which govern their decision making and the methods of solving business problems. You will learn to look at problems from a number of viewpoints and to take these into account when making business decisions. The course includes a study of enterprise, operations management, human resources management, marketing and financial planning and the different roles that stakeholders play in influencing decisions, both within and outside the company.

The influence that legal factors, economic and environmental constraints and human behaviour have on business decisions will also be explored.

The content of the AQA Business (Applied Certificate) Course in the first year comprises of three compulsory units:

**Unit 1:** Financial Planning and Monitoring.

**Unit 2:** Investigating Business.

**Unit 3:** Personal Enterprise.

### PROGRESSION ONTO EXTENDED CERTIFICATE IN THE SECOND YEAR

Students need to have achieved at least a Merit grade on the Certificate Level course and have a good track record of work completion by deadlines. In Year 2 of the course, you will study

the following units for the Extended Certificate: Managing and Leading People; Business Planning; Marketing Communications.

### ASSESSMENT

**Unit 1:** Externally assessed by a 1h 30 minutes exam paper.

**Unit 2:** Internally assessed by portfolio.

**Unit 3:** Externally assessed by portfolio.

### WHAT CAN I DO AFTER STUDYING BUSINESS (APPLIED)?

Students can progress into work-based training in a business environment or onto a business-related degree course at university.

### FURTHER INFORMATION

Students are not required to have studied this subject at GCSE, but will be expected to have a good level of numerical and written skills as well as good ICT skills to be successful.

Given the high coursework content of the course, students will be expected to have adequate planning and organisation skills as well as the ability to produce independent work to deadlines.

### MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a **minimum of:**

**Grade 5 in one subject group and Grade 4 in the other**

GCSE English Language or English Literature  
GCSE Mathematics

**AND**

**Grade 5**

In at least **one other** predominantly written based GCSE subject (from English Language, English Literature, History, Religious Studies or Sociology)

**Core Mathematics (Mathematical Studies) is a very useful complementary course for this subject and is strongly recommended as a further (4th) course choice for students who are not taking A Level Mathematics or A Level Statistics options.**



# CHEMISTRY (A LEVEL)



PLATINUM SCIENCE  
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## WHY SHOULD I STUDY A LEVEL CHEMISTRY?

This is a course which will challenge you and help you to understand the world around you.

### For example:

Do you wonder what makes a fabric dye a certain colour and how it is attached to a fibre?

You may have learnt that alkenes decolourise bromine water, but why and how does this happen?

Our department is built around a team of very experienced and enthusiastic A Level Chemistry teachers and technicians, who run a busy programme of teaching, support and revision classes. There are also lots of online support materials provided.

The course involves a lot of practical work but there is no formal coursework component. You will however perform experiments in order to work towards the practical endorsement certificate.

## COMBINING CHEMISTRY WITH OTHER SUBJECT AREAS:

Chemistry works particularly well in combination with biology, physics/mathematics (20% of questions are calculations!). As part of any programme of study it will certainly improve your skills in numeracy, practical work and logical thinking.

Many Chemistry students will also take the opportunity to join the "Medics" programme in pursuit of careers in medicine and related fields, and to pursue a related Extended Project qualification in a topic linked to their intended career in their second year of study. There is also an opportunity to take part in activities such as the Cambridge University Chemistry Challenge and the Olympiad.

**Core Mathematics (Mathematical Studies) is a very useful complementary course for this subject and is strongly recommended (for more information please see page 90).**

## COURSE CONTENT

The first year of the course consists of five topics:

- **Elements of life:** Atomic structure, bonding and calculations.
- **Developing fuels:** Energetics and organic.
- **Elements from the Sea:** Redox and halogens.
- **The Ozone story:** Radicals and CFCs.
- **What's in a medicine?** Organic and spectroscopy.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

## YEAR 2 A LEVEL TOPICS:

- **The Chemical Industry:** Equilibrium and kinetics.
- **Polymers and Life:** Polyester and biological chemistry.
- **The Oceans:** Solubility and pH calculations.
- **Developing metals:** transition metals and electrochemical cells.
- **Colour by Design:** aromatic compounds, dyes and organic synthesis.

## FURTHER INFORMATION

Students will need a scientific calculator and be required to complete multi step calculations. Although students will have access to the course textbook via an on-line e-book with associated learning resources, it is highly recommended that students also purchase the CGP OCR B Level revision guide for each year of the course. This can be done through the college at the start of each year at a discounted price.

## ASSESSMENT

At the end of year one there will be a written assessment consisting of multiple choice questions and a mix of short answer and extended response questions.

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

Grade 6	GCSE Mathematics
AND	
Grade 6	Both 1st and 2nd grade GCSE Combined Science
OR	if triple science is taken
Grade 6	GCSE Chemistry (also with a 6 in either GCSE Biology or Physics)

**Please note that GCSE Applied Science or Level 2 BTEC Science qualifications are not acceptable as alternative GCSE science qualifications for A Level Chemistry.**

## FINAL ASSESSMENT AT THE END OF YEAR 2

The A Level is entirely based on three written examination papers taken at the end of the second year and is based on both years' work.

## WHAT CAN I DO AFTER STUDYING A LEVEL CHEMISTRY?

Chemistry can lead to a career in the chemical industry, management, medicine, paramedical services, veterinary medicine, nursing, pharmacy, teaching, conservation, environmental areas etc.

Students also go on to pursue university courses of study in related subjects such as forensic science, biochemistry, environmental science and others.



# CLASSICAL CIVILISATION (A LEVEL)

## WHY SHOULD I STUDY A LEVEL CLASSICAL CIVILISATION?

Classical Civilisation offers a dynamic insight into the worlds of Ancient Greece and Rome, the two civilisations which lie at the root of Western culture and influenced it like no other. The course is uniquely interdisciplinary, incorporating elements of literature, art, history, philosophy and several other subject areas. Students of the subject develop a range of skills, such as deductive reasoning, analysis and extended prose composition.

As a wide-ranging and rigorous course, Classical Civilisation can be combined very effectively with other subject choices to provide students with a strong academic portfolio. Students focusing on arts subjects will find that Classical Civilisation can strengthen their understanding and appreciation of a large number of topics and concepts. The subject is also a natural choice for science students seeking to study a course which will broaden their scope and touch on a range of other disciplines.

Our department's staff are highly qualified and have extensive experience in delivering the curriculum. A number of us work as examiners.

The department offers trips and visits which are directly associated with the subject matter studied.

We have very good links with higher education institutes and with staff who are tasked to support students with their UCAS applications.

Students of Classical Civilisation often look to study associated subjects at university. There are many degrees with classical content, including Classics (which is offered in a range of forms), Ancient History and Archaeology.

## COURSE CONTENT

The course consists of three modules, studied over two years:

**The World of the Hero** – This module explores The Iliad, the earliest text in

Western literature and undoubtedly one of the greatest. Its central theme is the anger of Achilles, a mighty warrior whose refusal to fight in the legendary Trojan War threatens the Greek army with humiliating defeat. It is a story of human failure and human glory, enlivened by the rivalries and meddling influences of the gods. As a second-year text, students study The Aeneid, the grand and eloquent Roman response to The Iliad and a powerful statement of Roman achievements. Students study a large range of the themes articulated in these texts, such as heroism, mortality and the role of divine powers. They also consider how effects are created and how cultural context explains the content of the stories.

**Greeks and Barbarians** – At the core of this module (Invention of the Barbarian) is the study of the process by which the Greeks created the concept of the barbarian. Few other concepts have had such a deep and devastating influence on the course of Western history. Through close analysis of classical histories, plays and artistic sources, students explore how the Greeks perceived themselves as different from, and superior to, other peoples, including the Persians and the mythical Amazons. The topic has very powerful resonances with some of the deepest issues in society today.

**Gods, Cults and Religion** – The course's third module (Greek Religion) explores the Greeks' relationship with their gods. Long after Christianity obscured the cults of the 'old' gods, their influence was keenly felt in Western art and literature – and still is. Students study not only the well-known Olympian gods and the myths associated with them, but also Greek rituals, cults and places of worship. They assess the role of religion in society and the influence of philosophical developments on religious beliefs. The module thus offers a thoroughgoing evaluation of the place of religion in Ancient Greece, as well as an effective introduction to Greek philosophical thought.

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

<b>Grade 5</b>	GCSE English Language or English Literature
<b>AND</b>	
<b>Grade 5</b>	In at least <b>one other</b> predominantly written based GCSE subject (from English Language, English Literature, History, Religious Studies or Sociology).

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

## WHAT CAN I DO AFTER STUDYING A LEVEL CLASSICAL CIVILISATION?

Classical Civilisation is a rigorous and highly-regarded arts qualification. Many of our students go on to study related courses at university. Teaching and postgraduate research are obvious career options for those who want to work directly with the classical material, but classics degrees also prepare students for a very wide range of other career paths. Many classicists go on to train for professions such as the law or accountancy. Companies are often ready to employ people with classics qualifications in administrative and managerial roles.

## FURTHER INFORMATION

Students will be given the opportunity to purchase the texts which are the basis of study in both years. To be successful in Classical Civilisation, you will need to enjoy reading and have sound written skills. The department has well-developed support materials, which are available through the College's online learning environment. There is also an extensive collection of Classics books in the College's library.

# COMPUTER SCIENCE (A LEVEL)

## WHY SHOULD I STUDY A LEVEL COMPUTER SCIENCE?

Computer Science is the key to knowing how all the computers around you (phones, cars, the internet of things, as well as regular tablets, laptops and desktops) work and communicate with each other.

Good computer science students are analytical and creative: they can work out how to make computers do exactly the things they need them to do. The best achieving students are those that engage with programming and work on developing their skills out of class time. All of the tools you will use are freely available, so the only outlay required is your time and effort.

Programming forms the vast proportion of our practical work and you will learn to program using LMC, and JavaScript and supporting web technologies (HTML and CSS). Your computer science lessons all take place in well equipped, airconditioned computer suites using state of the art cloud-based IDEs.

The department also runs an additional studies course in 3d modelling, and many students from the department will also take the opportunity to pursue their own programming project as part of an Extended Project in their second year.

## COURSE CONTENT

The course consists of two theory modules taught across the two years and a coursework project.

**Computing Principles:** Examines how modern processors and operating systems work, what software is and how it is developed, the structure and exchange of data, as well as the legal and ethical issues surrounding computer use.

**Algorithms and Problem Solving:** You will learn ways of approaching solving problems and of implementing solutions. You learn at least one programming language and use this to develop and test your own solutions to problems. Also, the unit covers the analysis of algorithms and the implementation of a range of standard sort and search processes.

**Coursework Project:** You will design a software application from scratch, implement, test it and write it up. The majority of students write multi-player server-based online games in JavaScript, however you are free to choose any project whatsoever in any language in which you are proficient. Recent years have seen projects as diverse as football tournament manager, asteroids game, geometry aid, pokemon team builder, theatre lighting design system, Connect 4, Rubik's cube solver, fractal graphics generator, Risk and other board games, and a robot hand for signing for the deaf. The world is your oyster.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

**Core Mathematics (Mathematical Studies) is a complementary course to this subject and is strongly recommended as a further course choice if not taking A Level Mathematics or A Level Statistics options. See the Core Mathematics subject page for further details (page 90).**

## ASSESSMENT

You will sit 2 exams at the end of the course – both 2 ½ hours long. Together these are worth 80% of the A Level. The remaining 20% is accounted for by your coursework project.

## WHAT CAN I DO AFTER STUDYING A LEVEL COMPUTER SCIENCE?

If you want to study more Computer Science then degrees can take many forms, from pure Computer Science, through degrees more focused on system architecture, all the way to those whose prime function is designing and implementing computer games.

All industries use computer science to some extent, from the obvious ones

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

	<b>IF YOU STUDIED COMPUTER SCIENCE OR I.T. AT SCHOOL:</b> <ul style="list-style-type: none"> <li>• <b>Grade 5</b> in GCSE Computer Science or a Merit in Level 2 IT</li> <li>• <b>Grade 5</b> in Maths and two sciences (either both Combined science grades or two single science grades)</li> </ul>
OR	
	<b>IF YOU DID NOT STUDY COMPUTER SCIENCE OR I.T. AT SCHOOL:</b> <ul style="list-style-type: none"> <li>• <b>Grade 7</b> in Maths and two sciences (either both Combined science grades or two single science grades)</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• <b>Grade 6</b> in Maths and two sciences (either both Combined science grades or two single science grades) <b>plus</b> evidence of proficiency in programming</li> </ul>
<b>AND</b>	
	<ul style="list-style-type: none"> <li>• <b>Grade 4</b> English (Language or Literature)</li> </ul>

like software and hardware companies (Google, Apple, Microsoft, HP, Samsung) to companies providing I.T. services (Youtube, Amazon, ebay, Snap, Twitter) and those that need and use computers to perform their everyday tasks.



# CRIMINOLOGY

## (Applied Certificate / Diploma)

**i** **Please note** – government expectation is that students should not take more than one certificate course as part of an A level programme

### WHY SHOULD I STUDY CRIMINOLOGY?

Criminology is a modular two-year A Level equivalent course in the study of the nature, causes and control of criminal behaviour in both the individual and society. It is interdisciplinary in that it draws on concepts from psychology, psychiatry, law, sociology and social anthropology.

Criminologists tackle some of the most pressing issues and dilemmas we face in society. They carry out research on crimes and try to explain why they happen, looking into the family life, mental state, social status, biology and other aspects of the lives of criminals. The main aim of criminologists is to find ways to predict, deter, and prevent future crimes. They may assist law enforcement in catching criminals.

The department has close links with a number of universities and students will have an opportunity to attend lectures by criminologists. Local universities also visit to offer support and guidance for university applications.

### WHAT CAN I DO AFTER STUDYING CRIMINOLOGY?

Criminologists work in a number of areas and therefore a criminology degree offers good career opportunities in fields such as policing, criminal justice, social work, the prison service, probation, youth offending, drug/alcohol services and victim support among others.

In addition, people with criminology degrees go into a range of other professions as they have gained a wide range of useful and transferable skills such as the ability to solve problems, the skills of project-based research, development and presentation, the ability to work alongside others in a professional environment and the ability to apply their learning in a variety of contexts.

### COURSE CONTENT

The first year of the course is at Certificate level and consists of two units:  
**Unit 1: Changing Awareness of Crime**  
**-This unit is assessed by internal controlled assessment**

#### In this unit you will study:

- Different types of crime, such as hate crime, domestic abuse, honour crime, cybercrime and white-collar crime.
- Reasons why some crimes tend to go unreported, and the consequences of this for the victim, the offender, and the wider community.
- How the media represents crime, for example in news reports, TV shows, films and games, and how this impacts on how the public perceive crime.
- Methods of studying and collecting data on crime.
- Campaigns for change in the awareness or legal situation of specific crimes.

#### Unit 2: Criminological Theories

##### Assessed by external exam - In this unit you will study:

- The definition of criminal behaviour and deviance.
- The social construction of criminality and how our perceptions of what is criminal change over time, culture and situations.
- Biological theories of criminality, including the role of genes.
- Individualistic theories of criminality such as the role of childhood experiences.
- Sociological theories of criminality, including the impact of social structure and labelling.
- How social change and campaigns lead to changes in the law.

#### Year 1 assessments:

- **Unit 1:** controlled assessment (8 hours)
- **Unit 2:** exam (one and a half hours)

### PROGRESSION ONTO YEAR 2

At the end of Year 1 students will need to have achieved at least a grade E in the Certificate Level course in order to progress onto the Year 2 Diploma Level course.

The Year 2 Extended Certificate course consists of the following subjects:

#### Unit 3: Crime Scene to Courtroom.

- The process of criminal investigations.
- Investigative techniques.
- How evidence is processed.
- Trial processes.

### MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a **minimum of:**

<b>Grade 5</b>	In at least one predominantly written based GCSE subject (from English Language, English Literature, History, Religious Studies or Sociology)
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#### AND

<b>Grade 4</b>	GCSE English Language or English Literature
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Criminology can be taken alongside a maximum of **ONE** of the following courses: **Either A Level Psychology OR A Level Sociology OR A Level Law OR BTEC Applied Law. You will also be advised to choose a facilitating subject as your third choice.**

#### Unit 4: Crime and Punishment

- The processes of law making and the organisation of the criminal justice system.
- Forms of social control.
- Aims of punishment.
- Roles, contributions and effectiveness of agencies of social control.

### YEAR 2 ASSESSMENTS:

- **Unit 3:** controlled assessment (8 hours).
- **Unit 4:** exam (one and a half hours).

### FURTHER INFORMATION

This course is suitable for students with strong literacy skills. You will be required to write at length so will need good essay writing skills. It is recommended as a good alternative to Psychology if you feel that you may not achieve the mathematics and science grades required in Psychology. If you wish to pursue a career in prisons as a forensic psychologist then please also consider Psychology as this will provide a good grounding for a psychology degree. It is important to note that a degree in psychology or criminology does not require an A Level in either subject.

# DANCE (A LEVEL)



## WHY SHOULD I STUDY A LEVEL DANCE?

**“Dance (A Level) is a dynamic qualification which encourages students to develop their creative, physical, emotional and intellectual capacity” (AQA Exam Board).**

Dance at The Sixth Form College is about diversity, exploring movement and performance from a range of genres, styles and cultures. Originality and a unique quality of movement is celebrated on the course and performance and practical exploration is fundamental to the learning of our students. As part of this course it is vital to recognise the individual – students are encouraged to explore their individual skills and personal interest in **any style** of dance, within the contemporary genre.

We aim to build your skills as both a thinking dancer, performer and choreographer, enhancing your knowledge and understanding of professional dance. This course also builds transferable skills relevant to any industry or environment: As an A Level Dance student you will learn to articulate your thoughts and ideas, working closely with others to build your communication skills, perform and present work as well as manage and organise rehearsal schedules. Commitment and dedication are attractive skills in all areas of life. Dance also complements many other subjects due to its physical and analytical nature.

\*Year 1 students will have the opportunity to achieve Rambert Grades, which if examined offer UCAS points.

Students are often given opportunities to focus on their own specific interests, which may not be included within the course specification. In the past we have provided opportunities for budding journalists/ physiotherapists/ photographers/teachers – individual career interests are discussed and support given within the two years of study. We also have the exciting opportunity to audition for our **CHOREOGRAPHER IN RESIDENCE**

project – a visiting choreographer makes work on a group of exceptional dancers. This has led to performances being chosen to compete in the national U DANCE competition.

## COURSE CONTENT

The A Level Dance specification requires students to develop, demonstrate and articulate practical and theoretical knowledge, understanding and experience in the areas of:

- Technical and performance skills.
- The process and art of choreography.
- The interrelationship between the creation, presentation and viewing/ appreciation of dance works.
- The development of dance within an artistic and cultural context.
- Professional dance works and the significance of these works.
- Subject specific terminology and its use. Knowledge, understanding and skills will be developed and demonstrated within performance, choreography and critical engagement with the study of professional repertoire located within specific areas of study. The study of professional dance works, within the areas of study, promotes the integration of theory and practice and underpins students own approaches to performance and choreography.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

## FINAL ASSESSMENT AT THE END OF YEAR 2

### Component 1: Performance and Choreography.

#### What's assessed?

- Solo performance linked to a specified practitioner within an area of study.
- Performance in a quartet.
- Group choreography.

#### How it's assessed?

- Practical exam – 50% of A Level.

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

Grade 5	GCSE Dance (if taken)
OR	
DIST	BTEC Level 2 Dance/ Performing Arts (if taken)

### AND

Grade 4	GCSE English Language or English Literature
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### AND

	Appropriate skills/ background in Contemporary Dance or Ballet
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**ALL PROSPECTIVE DANCE STUDENTS MUST TAKE PART IN AN INFORMAL PRACTICAL ASSESSMENT PRIOR TO BEING ENROLLED. Details of this will be provided during the induction/ enrolment process.**

## Component 2: Critical engagement.

### What's assessed?

- Knowledge, understanding and critical appreciation of two set works.
- One compulsory set work within the compulsory area of study.
- One optional set work within the corresponding area of study, from a choice of four.

**How it's assessed:** Written exam: 2 hours 30 minutes – 50% of A Level.

## WHAT CAN I DO AFTER STUDYING A LEVEL DANCE?

Studying Dance at A Level does not limit you to only becoming a dancer or a dance teacher. There are options to continue with the study of dance at higher education at a university, conservatoire or dance school. This may lead to a career in choreographer, community dance practitioner, costume and set designer, dance performer, dance/arts/culture officer, dance company education specialist, dance film maker, dance therapist, dance journalist, dance lecturer or academic researcher, dance photographer, dance producer, dance science, specialist notation/choreology, pilates/yoga instructor, press and public relations specialist or youth worker.

# DRAMA & THEATRE (A LEVEL)



Artsmark  
Gold Award  
Awarded by Arts  
Council England

## WHY SHOULD I STUDY A LEVEL DRAMA AND THEATRE?

This is a varied course and is designed to develop your knowledge and enjoyment of drama and theatre. It is an ideal subject for those who enjoy reading, performing and exploring ideas. It combines both practical and academic work skills.

You will study a range of plays, comedies and tragedies, old and new, and explore them through performance and discussion.

Seeing live theatre is a vital part of the course and we arrange trips to see both local and London productions.

The course is a mixture of practical (including acting skills) and written work and an enthusiasm for both aspects is needed for success. The written work will always be about how you make a play work on stage.

### Example exam question:

**How could an actor in a leading role in one of your performance texts reveal the tensions within the family?**

We have a range of additional studies courses within the Performing Arts Department and students are encouraged to participate in at least one to expand their experience and develop their skills.

We have good links with local theatres and with previous students who are now professionals. Many students take the opportunity to take part in workshops and projects led by both.

Drama and Theatre is a subject that can be helpful and enjoyable to any student not just budding actors- although we welcome those too! It is an essay-based subject that is well respected in higher education. It is not an 'easy option' but a varied and challenging exploration of the drama and theatre making process.

## COURSE CONTENT

The first year of the course consists of the study of a set text based on the theme of 'Family'.

You will study this practically in lessons and explore how you can perform and stage the play.

You will also learn how to evaluate live theatre performances.

You will study the practitioner Katie Mitchell – looking at how she directs and rehearses with actors. You will apply her ideas to texts and perform these practically recording your research which will contribute to your A Level coursework. You will also study the work of theatre company Frantic Assembly and their physical approach to creating theatre. This will then inform your practical work and you will create an original piece of theatre that will be examined in the summer term of the first year.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

During the second year of the course:

- You will study another play text based on the theme "Family Dynamics". This along with the play studied in the first year and a question on live productions will be examined in a written exam.
- You will learn to direct and stage a performance for an audience of a third play (Written exam).
- You will explore and perform a further play which will be examined practically.

## FINAL A LEVEL ASSESSMENT AT THE END OF YEAR 2

**2 x Written exams:** 2 ¼ hours – and 1 ¾ hours.

**2 x Practical exams:** A devised piece (completed at the end of Year 1), a scripted piece and accompanying coursework.

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

<b>Grade 5</b>	GCSE Drama (if taken) – it is not necessary to have previously studied Drama, but experience of acting plus an interest in the academic study of Drama and Theatre <b>is</b> necessary
<b>AND</b>	
<b>Grade 5</b>	GCSE English Literature
<b>AND</b>	
<b>Grade 4</b>	GCSE English Language

**ALL PROSPECTIVE STUDENTS WILL BE EXPECTED TO ATTEND AND PASS AN INFORMAL PRACTICAL ASSESSMENT AND A BRIEF WRITTEN TASK FOLLOWING INDUCTION. We would particularly recommend the study of A Level English Literature, or A Level English Language and Literature alongside Drama and Theatre, as the study of A Level English complements and supports the study of A Level Drama & Theatre.**

## WHAT CAN I DO AFTER STUDYING A LEVEL DRAMA AND THEATRE?

All universities recognise A Level Drama and Theatre. Currently there are approximately 10,000 students studying over 250 different courses at Russell group universities including Medicine, Law, History, Geography, Philosophy, Politics, Mathematics, Business, Economics, Modern Languages, Biomedical Sciences, Film as well as Drama, Theatre and English.

## FURTHER INFORMATION

You will be expected to join us on at least two visits to the theatre. This is an essential part of the course and plays a key role in helping you to appreciate fully the theatrical experience.

You will also need to buy several play texts (new or second hand).

# ECONOMICS (A LEVEL)

## WHY SHOULD I STUDY A LEVEL ECONOMICS?

Most students choose to study Economics, at least in part, because they want to understand better how our society works, how businesses are run and to have a further understanding of current affairs. We aim to develop your knowledge of the many different issues facing households, governments, firms and consumers and the theories, which underlie explanations of their decision making.

In recent years we have experienced great upheavals in the way our world works such as global warming, the global financial crisis, Brexit and the Covid 19 Pandemic. It has never been more important to understand clearly the ways in which all our lives are shaped by the decisions on how we make use of the relatively scarce resources of the planet. Students will apply economic theories and concepts to current issues such as austerity, financial markets, global warming, globalisation, the UK's productivity gap, the growing inequality in modern economies and Brexit (the impact on the UK economy of leaving the European Union).

## COURSE CONTENT

The Eduqas course involves understanding the theories and models that underpin economic thinking; developing a 'toolkit' of economic concepts, and then applying these to a wide range of contemporary issues and practical problems.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal spring internal assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

The A Level course is divided into three discrete areas of study:

- **Microeconomics:** involves scarcity and choice, markets (demand & supply),

theory of the firm, resource allocation and market failure.

- **Macroeconomics:** involves indicators of macroeconomic performance, government objectives, aggregate demand and aggregate supply, policy instruments and their limitations.

- **Global Economics:** involves international trade, international competitiveness, the balance of payments, the EU, globalisation, the role of multinational companies and economic development.

Economics requires some ability in interpreting statistical data, graphs and diagrams. 20% of the A Level assessment will test these quantitative skills. Economics students also need to have strong written skills as the main assessment method is through essays.

## FURTHER INFORMATION

Students that perform well in the end of year assessment can, in their second year, follow an accelerated A Level Business course alongside their A Level Economics. This 'double-option' is delivered in two double lessons per week. This route enables good economists to gain four A Levels which gives them a considerable edge when applying for university courses in popular subjects at sought after institutions (including Russell Group universities).

A Level Financial Certificate is a '4th academic course option' which will interest and be of value to a number of A Level Economics students (see page 94). It offers a practical look at the financial products we use on an everyday basis and how we can make the most of our personal finances.

## FINAL ASSESSMENT AT THE END OF YEAR 2

A Level Economics is assessed by three examinations:

1. **Economic Principles:** 30% of marks (multi-choice and short answer questions).
2. **Exploring Economic Behaviour:** 30% of marks (data response questions).
3. **Evaluating Economic Models and Policies:** 40% of marks (essays).

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

Grade 5	GCSE Mathematics
AND	
Grade 5	GCSE English Language or English Literature
AND	
Grade 5	In at least <b>one other</b> predominantly written based GCSE subject (from English Language, English Literature, History, Religious Studies or Sociology).

Please note that it is not possible to study A Level Economics alongside A Level Business in your first year – although, for those who choose to study A Level Economics, in year two A Level Economics students will then have the option of adding an accelerated 'double option' A Level Business to the study of A Level Economics.

## WHAT CAN I DO AFTER STUDYING A LEVEL ECONOMICS?

Economics can lead to degree level study of the social sciences and business-related courses. Typical university entry criteria for this subject are AAB grades at A Level and **many universities require one of the grades to be in A Level Mathematics and most prefer it.**

Some students choose not to go to university and take up apprenticeships or study for professional qualifications in accountancy and banking. In recent years many of our students have had great success on the Government Economics Service (GES) Degree Apprenticeship Programme at Kent University: a fully funded degree that guarantees a permanent position in the GES to those who pass with a 2:1 or above.

# ELECTRONICS (A LEVEL)

## WHY SHOULD I STUDY A LEVEL ELECTRONICS?

Electronics is a practical subject with immediate relevance to many aspects of contemporary science and technology. This subject will help you to develop scientific knowledge and conceptual understanding of the behaviour of analogue and digital electrical/electronic circuits including a wide range of electronic components.

Electronics will help you to develop an understanding of the nature, processes and methods of electronics as an engineering discipline to help answer questions about practical circuits.

## ELECTRONICS WILL ALSO HELP YOU TO:

- Be aware of new and emerging technologies.
- Develop and learn how to apply observational, practical, problem solving and evaluative skills to identify needs in the world and to propose and test electronic solutions.
- Electronics can also help you in areas such as I.T., engineering and music technology.

Finally, the A Level qualification will allow you to progress to higher level qualifications or careers in electronics and engineering.

During lessons, circuits and techniques are introduced using working demonstration circuits, livewire simulations, and Powerpoint presentations, alongside class discussion



sessions, quizzes and group work. There is individual and sometimes collaborative practical work, and homework is set and marked regularly. There are fully equipped workstations with test equipment and digital oscilloscopes for each student in the class.

## COURSE CONTENT

The first year of the course consists of the following topics (examined via written exam papers):

1. Core Concepts.
2. Logic Systems.
3. Timing Circuits.
4. Sequential Logic Systems.
5. Op-Amps.
6. Semiconductor Components.
7. Flowcharting with Microcontrollers.
8. Mains power supply systems.

You will also complete 3 practical coursework projects on microcontrollers and analogue and digital electronics, which could include building a traffic lights control, a sequence generator for decorative lighting and an amplifier for an audio system or an oscillator.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

Further topics are studied for the A Level examination which fall under the two broad areas of control systems and communications systems.

## FINAL ASSESSMENT AT END OF YEAR 2

You will sit two exams at the end of the second year which will cover all the content from both years of the course and will count towards 80% of the grade.

You will also complete two practical coursework projects. In the past students have built basketball scorers, fruit machines, spectrum analysers and keypad motor controllers. This will make

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

Grade 6	Both 1st and 2nd grade GCSE Combined Science
OR	if triple science is taken
Grade 6	GCSE Physics (and at least a 5, ideally a 6 in either GCSE Biology or Chemistry)

## AND

Grade 5	GCSE Mathematics
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Please note that GCSE Applied Science or Level 2 BTEC Science qualifications are not acceptable as alternative GCSE science qualifications for A Level Electronics.

up the other 20% of the grade at A Level.

**Core Mathematics (Mathematical Studies) is a very useful complementary course for this subject and is strongly recommended as a further (4th) course choice for students who are not taking A Level Mathematics or A Level Statistics options. See the Core Mathematics subject page for further details (page 90).**

## WHAT CAN I DO AFTER STUDYING A LEVEL ELECTRONICS?

Many students continue on to university to study a degree in electronics, electronic engineering or computer science. Others will take up apprenticeships with local employers, including companies such as e2v.

This leads to a variety of career paths including engineering, communications, control systems, robotics, I.T. and music technology.

## FURTHER INFORMATION

Students will need a scientific calculator. Students will have access to the course textbook with notes, worked examples and problems via an on-line e-book.

# ENGLISH LANGUAGE & LITERATURE (A LEVEL)

## WHY SHOULD I STUDY A LEVEL ENGLISH LANGUAGE AND LITERATURE?

Discover a unique approach to English with Language and Literature. Combine your study of novels, poems and plays with blogs, interviews, travel writing and screenplays. Read critically and think creatively; write stories alongside essays, broaden your study and explore a new way to think about English.

The course recognises that English is not easily divided between Language and Literature. When studying combined English, you will get the opportunity to investigate texts from a wide range of genres and periods. You will become a confident reader and develop your writing skills in a variety of critical and creative ways providing you with a unique and comprehensive study of English.

## COURSE CONTENT

The two-year course involves the study of a variety of texts:

### Non-Fiction Texts and Spoken Texts

Exploring a range of speeches, graphic novels, TV scripts and letters provides you with a unique perspective on how language is used in real situations and how it is adapted for fiction. Based on your understanding of different styles, you will get the opportunity to write your own creative non-fiction.

### Literary Texts

Studying *The Great Gatsby* provides you with an insight into how the choice of language combines with narrative techniques to create distinctive and powerful writing. Working on narrative style, point of view, dialogue, characterisation and setting enables you to create your own fiction writing. The combined approach of Language and Literature will include the study of a play such as *The Importance of Being Earnest*, *A Streetcar Named Desire* or *Translations* and a collection of poems by poets such as William Blake or Carol Ann Duffy.

## NON-EXAMINED ASSESSMENT

You will have the opportunity to choose your own text to compare with a

non-fiction text such as *Stasiland*, *In Cold Blood* or *Why be Happy When You Could be Normal?* You will also produce your own non-fiction writing which could be a blog, newspaper editorial, travel writing or biography.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

## FINAL ASSESSMENT AT END OF YEAR 2

Three written examination papers taken at the end of the second year and a piece of non-examined assessment.

**Paper 1:** (16%) Comparison of an anthology text with an unseen text.

**Paper 2:** (32%) Comparison of poems and analysis of an extract of a play.

**Paper 3:** (32%) Critical discussion of *The Great Gatsby* and production of a narrative opening.

**Non-Examined Assessment:** (20%) Critical essay comparing a non-fiction text and a text of your own choice, and a piece of original non-fiction writing.

## WHAT CAN I DO AFTER STUDYING A LEVEL ENGLISH LANGUAGE AND LITERATURE?

Our students continue their studies with a variety of degrees, such as English, drama, law, history and even science subjects, and pursue a range of careers including print and electronic journalism, creative writing, publishing, teaching and marketing. Language and Literature is valued by employers and universities because it develops core communication and analytical skills alongside creative thinking.

## FURTHER INFORMATION

The subject fits into any programme of study and is a good accompaniment to creative and critical subjects. English lessons include a wide range of varied activities and utilise various technologies such as PowerPoint, Padlets and Kahoot.

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

Grade 5	GCSE English Language
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AND

Grade 4	GCSE English Literature
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Please note, it is not possible to study A Level English Language and Literature with any other English A Level.

We are an inclusive department and, in some situations, we will consider students who have achieved a good grade in only one GCSE English course.

Students will be provided with a variety of course resources, but must purchase their own texts. Financial assistance may be available where required.

English students are offered a wide range of extra-curricular opportunities such as trips to the theatre, cinema, lecture days and support for those applying to study English at university. We run popular residential trips including Stratford-Upon-Avon and a Creative Writing retreat, and invite visiting speakers such as poets, novelists, playwrights and journalists to talk to our students. We also participate in the Royal Shakespeare Company live streaming and offer Additional Studies in Creative Writing, College Magazine and Debating.



# ENGLISH LANGUAGE (A LEVEL)

## WHY SHOULD I STUDY A LEVEL ENGLISH LANGUAGE?

Do you speak like the people on *Made in Chelsea* or *Ru Paul's Drag Race*? Are you ever in 'Goblin Mode'? Do you style-shift your language for SnapChat? Whatever your answers to these questions, you will approach English from a completely new direction on the English Language A Level course. You will investigate how we really communicate – the accents we use, the identities we choose, even the language rules we abuse and why we do so. You will study written, spoken and computer-mediated language and discover where English came from, how it has spread across the globe and how it is continually changing.

Studying English Language will help you develop your writing skills in a variety of analytical and creative ways and will provide you with a new perspective on how we use language to interact with the people around us.

## COURSE CONTENT

The two-year course involves the study of a variety of language topics:

### Language Diversity and Change

You will study how social groups, different occupations and genders communicate and how the English language has changed over time as well as how technologies like social media and digital communication have a dramatic effect on the words we use and how we express our ideas. You will learn about research undertaken by linguists, patterns of language use which affect us every day and mould the views of society and examine how writers express opinions about language topics.

### Child Language Development

You will also discover how children learn to speak, read and write – something we have all been through!

## NON-EXAMINED ASSESSMENT

This is where you can really focus on a language topic that interests you by investigating your own data – anything from how adults talk to young children,

how smoking has been advertised over the decades or how TV football commentaries differ from those online. You will also do your own fiction or non-fiction original writing piece and write about how you have chosen to use language to inform, entertain or persuade your audience.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

## FINAL ASSESSMENT AT END OF YEAR 2

Two written examination papers taken at the end of the second year, alongside the non-examined assessment (language investigation and original writing).

**Paper 1:** (40%) An analysis of language and representation and an essay on child language development.

**Paper 2:** (40%) An essay on an aspect of language variation or change, an analysis of texts written about a current language debate and your own opinion piece.

### Non-Examined Assessment:

(20%) A focused analysis of examples of language chosen by you and a piece of original writing based on a style model of your choice.

## WHAT CAN I DO AFTER STUDYING A LEVEL ENGLISH LANGUAGE?

Studying English Language develops communication and analytical skills which are useful in any workplace and which are applicable to studying degrees in a wide range of subjects including linguistics, law, journalism, media, teaching, sociology and many others.

## FURTHER INFORMATION

English Language lessons will

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

Grade 5	GCSE English Language
<b>AND</b>	
Grade 4	GCSE English Literature

**We are an inclusive department and, in some situations, we will consider students who have achieved a good grade in only one GCSE English course.**

**Some applicants may have a career plan for which taking both English Language and English Literature as two separate A Levels would be appropriate, giving them an increased chance of progressing to a highly competitive university, for example, to study journalism. As taking both subjects narrows a programme of study, it is strongly advised that such students take four subjects at A Level (see page 35 for the grade profile required to study four A Levels).**

provide you with the opportunity to study non-fiction, spoken and online language and access to a wide range of recent research and theory about how language works. Students will be provided with a variety of resources but must purchase the core unit workbooks. Financial assistance may be available where required.

English students are offered a wide range of extra-curricular opportunities such as trips to the theatre, cinema, lecture days and support for those applying to study English at university. We run popular residential trips including Stratford-Upon-Avon and a creative writing retreat, and invite visiting speakers such as poets, novelists, playwrights and journalists to talk to our students. We also participate in the Royal Shakespeare Company live streaming and offer Additional Studies in Creative Writing, College Magazine and Debating.

# ENGLISH LITERATURE (A LEVEL)

## WHY SHOULD I STUDY A LEVEL ENGLISH LITERATURE?

Are you someone who enjoys lively discussion of books? Literature is a course which enables you to engage in depth with a range of powerful and inspirational texts. It involves looking at how poetry, plays and novels create characters, tell stories and present themes.

Literature lessons are varied, ranging from group and whole class discussions, creative approaches, drama activities and independent research. You will be encouraged to explore your own ideas about the texts.

As well as extending your experience of literature, this course allows you to sharpen and refine the ways you analyse texts. You will be taught how to write an effective critical essay. The skills involved in shaping and structuring ideas will be useful in all essay-based subjects.

## COURSE CONTENT

Over the two years you will be studying two texts from each genre of Literature: Drama, Prose and Poetry, each assessed in different exam.

**Year One:** The course begins with the study of a varied collection of contemporary poems from the first decade of the 21st century. Your study of drama will start in the Autumn term and continue into the Spring term. The year will end with a return to poetry.

**Year Two:** This is when you study a Shakespeare play, as well as reading and exploring two novels which will be linked by a theme such as: Childhood, Colonisation and its Aftermath, Crime and Detection, Science and Society, The



Supernatural and Women and Society.

**Non-Examined Assessment:** A longer essay (2500-3000 words) in which you compare two texts you have chosen and a topic that reflects your interests. Texts can be from any period or genre and can include non-fiction. You will work on this in the Summer term of your first year.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

## FINAL ASSESSMENT AT END OF YEAR 2

Three written examination papers taken at the end of the second year and a piece of non-examined assessment.

**Paper 1:** (30%) Drama: two essays, one on each of the plays that you have studied.

**Paper 2:** (20%) Prose: one essay comparing your two novels on the theme you have studied.

**Paper 3:** (30%) Poetry: two essay questions. One essay involves a comparison of the poem from the Anthology with an unseen poem.

**Non-Examined Assessment:** (20%) A comparative essay, which you work on independently, focused on two texts of any genre or period.

## WHAT CAN I DO AFTER STUDYING A LEVEL ENGLISH LITERATURE?

The thinking, speaking and writing skills you develop on this course are highly valued by universities and employers. We also have a great deal of experience in supporting those students who opt to take literature at University, including Oxbridge applications. Our former students have gone on to study a wide range of subjects including history, law, drama and medicine, and pursued an enormous variety of careers.

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

Grade 5	GCSE English Literature
AND	
Grade 4	GCSE English Language

We are an inclusive department and, in some situations, we will consider students who have achieved a good grade in only one GCSE English course.

Some applicants may have a career plan for which taking both English Language and English Literature as two separate A Levels would be appropriate, giving them an increased chance of progressing to a highly competitive university, for example, to study journalism. As taking both subjects narrows a programme of study it is strongly advised that such students take four subjects at A Level.

## FURTHER INFORMATION

Students who like reading and want to expand their horizons choose English Literature. Our students frequently comment on the friendly atmosphere that arises from the discussions that take place. Students are provided with a variety of course handouts, but must purchase their own texts. Financial assistance may be available where required.

English students are offered a wide range of extra-curricular opportunities such as trips to the theatre, cinema, lecture days and support for those applying to study English at university.

We run popular residential trips including to Stratford-Upon-Avon and a creative writing retreat, and invite visiting speakers such as poets, novelists, playwrights and journalists to talk to our students. We also participate in the Royal Shakespeare Company live streaming and offer Additional Studies in Creative Writing, College Magazine and Debating.

# ENVIRONMENTAL SCIENCE (A LEVEL)

## WHY SHOULD I STUDY A LEVEL ENVIRONMENTAL SCIENCE?

This subject is for those who have a real interest in contemporary environmental issues and have a good level of interest and skill in science. Environmental Science connects the fields of biology, chemistry, geography, geology, physics, and law by covering aspects of climate, ecology, quarrying, mining, energy conservation, land management and wildlife conservation.

Environmental Science is a broad discipline and we ensure that you acquire the necessary knowledge and skills to appreciate the socio-economic issues related to environmental issues.

You will study aspects of climate change, biodiversity and environmental management, pollution and control, population dynamics, ecosystems and urbanisation. You will also acquire laboratory and practical analytical skills and have frequent opportunities to practice and apply what you learn on field trips in the UK and abroad.

Fieldwork and practical activities are an integral part of the course, and allows the students to develop their understanding and skills. There are several fieldtrips to Highwoods Country Park, Flatford Mill and other sites in and around Colchester.

Practical work will involve ecological sampling and using techniques and strategies for data collection and analysis. No previous study is required although a general interest in environmental issues is important.

## WHAT CAN I DO AFTER STUDYING A LEVEL ENVIRONMENTAL SCIENCE?

This course is multi-disciplinary and would naturally allow progression on to a wide variety of higher education courses or employment opportunities. Environmental Sciences are a growing field and many universities and colleges offer courses in this area, including environmental management, environmental health, ecological science and marine biology. Currently, many former students are studying at the universities of East Anglia,

Exeter, Reading, Lancaster, York, Plymouth, Portsmouth, Nottingham and Bangor.

## COURSE CONTENT

The first year of the course consists of two units:

### Unit 1: The Living Environment

Conditions on Earth to sustain life. Life processes. The importance of conservation of life on Earth. Methods used to achieve effective conservation. Ecosystems in the UK and overseas, including coral reefs, Antarctica, oceanic islands and tropical rainforests are used as case studies to understand how these ecosystems work and how they might be managed.

### Unit 2: The Physical Environment

The atmosphere, important gases, ozone, global warming and climate change. The importance of water and management of water resources. Mineral resources, their formation, mining and processing. Biogeochemical cycles.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

**Unit 3: Energy Resources:** Importance of energy supplies in the development of society. Future problems of energy supply and how these may be resolved are investigated through the study of the energy resources which are available for use. Strategies to ensure future energy supplies.

**Unit 4: Pollution:** The properties of pollutants are considered to explain why some materials or forms of energy cause environmental damage. These issues are developed through the study of a range of atmospheric, aquatic and terrestrial pollutants. The strategies which may be used to minimize releases, treat effluents and manage damage are considered.

**Unit 5: Biological Resources:** Biotic factors that affect food productivity. Manipulation of food species to increase productivity. Agricultural energetics. Environmental impacts of agriculture. Social, economic, political factors affecting production. Strategies to increase the

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

Grade 5	GCSE Mathematics
AND	
Grade 5	in either 1st or 2nd grade GCSE Combined Science or a GCSE single subject science
AND	
Grade 5	In a predominantly written based GCSE subject (from English Language, English Literature, History, Religious Studies or Sociology)

**Please note that GCSE Applied Science or Level 2 BTEC Science qualifications are not acceptable as alternative GCSE science qualifications for A Level Environmental Science. Core Mathematics (Mathematical Studies) is a very useful complementary course for this subject and is strongly recommended as a further (4th) course choice for students who are not taking A Level Mathematics or A Level Statistics options..**

sustainability of agriculture. Aquatic food production systems – fishing, aquaculture. Forest resources and life support services, productivity and biodiversity, deforestation.

**Unit 6: Sustainability:** Feedback mechanisms. Energy, natural resources, carbon footprints. Material cycles and the circular economy.

## FINAL ASSESSMENT AT END OF YEAR 2

Two 3-hour written exams, each of 120 marks and of 50% of the exam.

**Paper 1:** The physical environment, energy resources, pollution, research methods.

**Paper 2:** The living environment, biological resources, sustainability, research methods.

All papers are a combination of short answer, multiple choice and extended writing questions.

# FILM STUDIES (A LEVEL)

## WHY SHOULD I STUDY A LEVEL FILM STUDIES?

Film Studies combines the study of contemporary American, Global and European cinema with the history of film. It develops skills of analysis through the study of the formal elements of film (shots, editing, sound etc) and how these make meaning for the audience. Equally important are the wider social and political contexts of films and the course considers the way films have reflected the culture which produced them. The course covers a range of film movements including fiction and non-fiction, mainstream and experimental cinema. Possible films for study include classics such as *Casablanca*, contemporary British cinema including *This is England* as well as recent global films.

## ASSESSMENT

Two written examination papers are taken at the end of the A Level Film Studies course:

**Paper 1:** 35% of A Level- Extended response (essay) questions.

**Paper 2:** 35% of A Level- Extended response (essay) questions.

## NON EXAMINED ASSESSMENT (NEA)

The A Level is also assessed through a coursework component (30%): The

coursework component gives the option of film making or writing a screenplay. This practical work will be accompanied by a written evaluation (1800 words).

## COURSE CONTENT

The A Level Eduquas course consists of the following topics:

1. American Film: Hollywood 1930 – 1990 and American independent cinema.
2. Contemporary British cinema
3. European Film: non-English language European film.
4. Global Film: Recent cinema from outside of Europe.
5. Film movements: Documentary film.
6. Film movements: Experimental film 1960 – 2000.
7. Film movements: Silent cinema.
8. Non-Examined Assessment (coursework): Practical production.

Various teaching and learning styles are used in the department to address the needs of a range of students. Independent study, group work, teacher-led presentations, analysis of film extracts and screenings, and guidance on internet research are some of the approaches used. The course includes practical work where students can put their understanding of film language into practice.

The films chosen for study are from a set list issued by the exam board – in some

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

<b>Grade 5</b>	GCSE English Language or English Literature
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cases this may include films with an 18 certificate.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

## FURTHER INFORMATION

A Level Film Studies is a long-established academic subject and part of a general education course, with Film students often also studying one or more from A Level Art, Business, Computing, English, Graphics, History, Sociology, Photography, Product Design, Psychology, Languages etc. The majority of Film students progress to university humanities courses but also use it as a basis to apply for creative film and art courses.

Most universities (including the Russell Group) offer Film Studies courses, with an academic or creative focus. Film Studies can lead to careers within the film and media industry, teaching, research and academia. As a humanities course it offers similar opportunities for progression at university as other subjects in the field.

Students will have the opportunity to apply for a place on the BFI Film Academy Course which is run locally with Signals.

All set films for the exams are screened in class and students also have access to the films for individual study in college. The college library has an extensive film studies collection as well as subscriptions to film journals which are available to students.





**Please note** – government expectation is that students should not take more than one certificate course as part of an A level programme

# FOOD SCIENCE & NUTRITION

## (Applied General Certificate / Extended Certificate)

### WHY SHOULD I STUDY FOOD SCIENCE & NUTRITION?

This is a two-year modular A Level equivalent course, which will help you to learn about food and nutrition and develop your practical and wider academic skills.

- Do you like cooking and want to improve your skills?
- Do you want to learn how food is prepared safely and hygienically?
- Do you want to understand the relevance of food and nutrition in different industries and job roles?
- Do you want to learn useful skills that can prepare you for a food career?
- Do you like to problem solve and work independently?
- Do you like investigating current food issues?

Food Science and Nutrition is a practical based subject that will challenge you to produce skilled complex dishes and apply nutrition knowledge to a wide range of work-based case studies/ scenarios. It can be studied alongside a wide range of A Level subjects, e.g. Biology, Chemistry, Health and Social Care, Sociology.

This subject is taught by an experienced specialist food teacher. The food kitchen is well resourced and equipped. There are many support materials available on our virtual learning environment system (Moodle) and in the department.

The course involves a lot of practical work and applied learning using scenarios and case studies that reflect working in a food and nutrition environment.

Please note: There will be a small charge made for basic materials supplied by the College for student general use, for example baking paper, oils etc.

### LEVEL 3 COURSE CONTENT

The Certificate/Extended Certificate course (WJEC) consists of three units over two years;

**Unit 1 – Year 1:** Meeting the nutritional needs of specific groups;

LO1 Understand the importance of food safety.

LO2 Understand the properties of nutrients.

LO3 Understand the relationship between nutrients & the human body.

LO4 Be able to plan nutritional requirements.

LO5 Be able to plan complex dishes.

LO6 Be able to cook complex dishes. Developing practical skills is integral across this unit.

**Unit 2 – Year 2:** Ensuring food is safe to eat;

LO1 Understand how micro-organisms affect food safety.

LO2 Understand how food can cause ill health.

LO3 Understand how food safety is managed in different situations.

**Unit 4 Year 2:** Current issues in food science and nutrition;

LO1 Be able to plan research into a current issue in food science and Nutrition.

LO2 Be able to manage a project.

LO3 Be able to investigate current issues in food science & nutrition.

LO4 Understand current issues in food science and nutrition.

### ASSESSMENT

#### Unit 1 Year 1 Internal Assessment.

Controlled assessment on a set task under timed conditions of 9.5 hours. This is a practical assessment under controlled conditions. Students will plan and cook 3 courses or dishes with related accompaniments for two people. Students will also evaluate their work and write a report on the outcome with photographic evidence.

#### Unit 1 Year 1 External Assessment.

Written examination of 90 minutes plus 15 minutes reading time. The examination consists of 3 sections, short answer questions, extended questions and a case study.

#### Unit 2 Year 2 External Controlled Assessment task 8 hours.

#### Unit 4 Year 2 Internal Assessment

Research Project 14 hours to complete.

### FURTHER INFORMATION

Practical work will take place weekly.

### MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a **minimum of:**

<b>Grade 5</b>	GCSE English Language or English Literature
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AND

<b>Grade 5</b>	In at least one GCSE Combined Science grade or a GCSE single subject science, ideally GCSE Biology or Chemistry
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AND

<b>Grade 4</b>	GCSE Food Technology (if taken), or a food related GCSE subject, or a Merit in a food related BTEC/L2 course
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AND

<b>ESSENTIAL</b>	Practical food skills
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**Students who have good food skills, enthusiasm and demonstrate a high level of interest, but have not studied GCSE Food Technology may be considered.**

Students must be prepared to fund the cost of materials used in practical work and in the controlled assessment examination.

Students will need to be considerably well organised for practical work, by ensuring they bring the necessary materials into college for practical lessons.

### WHAT CAN I DO AFTER STUDYING FOOD SCIENCE AND NUTRITION?

Food Science and Nutrition is relevant to many job roles and industries. Further training or education could lead to working as a dietician/nutritionist in hospitals or for government agencies. Sport/fitness trainer. Working with care providers or for a food retailer or manufacturer.

#### Potential degree courses:

BSc Food & Nutrition BSc Human Nutrition

# FRENCH (A LEVEL)

## WHY SHOULD I STUDY A LEVEL FRENCH?

First and foremost, learning French is the pleasure of learning a beautiful, rich, melodious language, often called the language of love. French is also an analytical language that structures thought and develops critical thinking, which is a valuable skill for discussion and negotiation.

More than 220 million people speak French on the five continents. French is the second most widely learned foreign language after English, and the sixth most widely spoken language in the world. French is also the only language, alongside English, that is taught in every country in the world.

The ability to speak French and English is an advantage on the international job market. A knowledge of French opens the doors of French companies in France and other French-speaking parts of the world (E.g.: Canada, Switzerland, Belgium, and the continent of Africa).

French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture. A knowledge of French offers access to great works of literature in the original French, as well as films and songs.

Speaking French opens up study opportunities at renowned French universities and business schools, ranked among the top higher education institutions in Europe and the world. Students with a good level of French are eligible for French government grants to enrol in postgraduate courses in France in the discipline of their choice and qualify for internationally recognised degrees.

## COURSE CONTENT

Students will normally be taught by two teachers and also include a session once a week with the French assistant. Students will learn to communicate confidently and clearly in French through the medium of the spoken and written word.

The first year of the AQA course consists of two themes: **Social Issues and Trends** and **Artistic Culture**. In practice, this means that students will be studying topics such as the changing nature of

families and the place of information technology in society, as well as the sorts of things that young French people really like such as music and films. Students will study many interesting aspects of life in society e.g. cultural heritage, cinema as the 7th art, the role of volunteering and how to protect the French culture.

All students are issued with a vocabulary book and there are weekly vocabulary tests. Students have found that sites like Quizlet and Memrise have greatly helped them to memorise the volume of words required. There is a great emphasis on grammar and there will be regular tests on the major grammar points throughout the course. Dictionaries are available for reference in the Library and in teaching classrooms and we show students how to make the best use of sites like Wordreference. Students have access to our virtual learning environment system (Moodle). Here they can see all sorts of useful information including course outlines, vocabulary lists, grammar explanations and advice about the examinations. Students will be expected to complete 4 or 5 hours of homework a week.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

In the second year of the A Level course, we revise basic grammar and introduce more complex grammatical structures. We ensure that students continue to widen their vocabulary and teach them to be even more accurate and idiomatic in their spoken and written work. In particular, we will help them to develop their powers of analysis when writing an essay. In the second year, all students must study a book and themes include topics such as cultural diversity, law and order and the right to vote. There is also the opportunity for students to research a topic related to France or French-speaking communities that is particularly interesting to them.

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a **minimum of:**

Grade 6	GCSE French
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## ASSESSMENT

You will sit 3 papers:

**Paper 1:** Listening, Reading and Writing (translations) – 50% of the A Level.

**Paper 2:** Writing on one book and one film – 20%.

**Paper 3:** Speaking (discussion of a subtheme and presentation of an individual research project) – 30% of the A Level.

## WHAT CAN I DO AFTER STUDYING A LEVEL FRENCH?

The A Level course forms a sound basis for studying French in higher education and many students continue with it either as a single subject degree or in combination with another subject such as European Studies, Business Studies, Marketing, Law, Politics, History, etc. Some French graduates use their language skills as translators, interpreters or teachers. Others embark on careers in areas ranging from banking to tourism.

## FURTHER INFORMATION

Students who need extra support are invited to attend support classes/ offered a second-year mentor. More able students will be issued with extension reading packs, and there may be the opportunity to attend extension classes. There may be an opportunity to take part in a language trip to France during a A Level studies.

The Modern Languages Department (MFL) also offers A Level courses in German, Italian and Spanish, one-year GCSE courses in Italian and Spanish, possibly leading to an A Level course in the second year, and Additional Studies in Japanese, Chinese and Latin. We also offer many other enrichment opportunities such as the European Day of Languages and Christmas Carols in all languages.

# GEOGRAPHY (A LEVEL)

## WHY SHOULD I STUDY A LEVEL GEOGRAPHY?

Are you interested in how the world works and the natural environment? Do you have an interest in the economy and global affairs?

Geography is a subject that is useful to any student as it encourages students to develop a range of skills including: essay and report writing, analysing and solving problems, working with statistics, interpreting data and text and presenting data. The department is at the forefront of using ICT in teaching and learning.

The Geography department runs a range of field trips and past destinations have included Italy, Iceland, Arizona, Morocco and Bournemouth.

## COURSE CONTENT

The first year of the course is an even split between human and physical Geography. Topics you will cover include:

### YEAR 1 PROGRAMME OF STUDY PHYSICAL SYSTEMS

• **Coasts** – There is a focus on coastal landscapes and features along with the factors which affect their formation.

• **Earth's Life Support Systems** – This topic examines how the water and carbon cycles operate and are important for life on Earth.

### HUMAN INTERACTIONS

• **Changing Spaces: Making Places** – This 'Human' topic explores our changing use of space and place and how towns and cities across the world are changing.

• **Migration** – Examining the contemporary patterns and challenges of 21st Century migration.

• **Power and Borders** – This topic looks at the state of the World in the 21st Century and reflects on issues of conflict and state fragility.

### PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a

formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

### YEAR 2 PROGRAMME OF STUDY

The second year of the course consists of two topics from the Geographical Debates and completion of the NEA. These two topics are selected by the teacher, and will be selected from:

### GEOGRAPHICAL DEBATES

• **Hazardous Earth** – Focuses on why some places are more at risk from tectonic hazards than others and how managing hazards can reduce their impact.

• **Climate Change** – The physical and human characteristics underpinning the climate change debate, and strategies to mitigate or adapt to its impacts.

• **Disease Dilemmas** - Exploring geographical patterns, responses and mitigation to disease and the human/physical factors that influence these.

• **Exploring Oceans** – Physical characteristics of oceans, and how humans use and exploit them.

• **Future of Food.** - Examining the sources, distribution and provision of global food supply and security, and the factors that influence them

### NEA

A Geographical enquiry involving formulating an original research question within the human or physical topic of your interest. Involving primary and secondary data collection, data presentation and analysis and final conclusions/evaluation. Normally in the region of 4,000 words.

### FINAL ASSESSMENT AT END OF YEAR 2

Three written exams (80% of the total marks)

**Paper 1:** Physical systems

**Paper 2:** Human Interactions

**Paper 3:** Geographical Debates

All papers are a combination of short answers and extended writing questions. Non-exam assessment – Coursework (20% of the total mark).

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

Grade 5	GCSE Mathematics
AND	
Grade 5	GCSE English Language or English Literature
AND	
Grade 5	In at least <b>one other</b> predominantly written based GCSE subject (from English Language, English Literature, History, Religious Studies or Sociology)
AND	
Grade 4	GCSE Geography

**Core Mathematics (Mathematical Studies) is a very useful complementary course for this subject and is strongly recommended as a further (4th) course choice for students who are not taking A Level Mathematics or A Level Statistics options. See the Core Mathematics subject page for further details (page 90).**

## WHAT CAN I DO AFTER STUDYING A LEVEL GEOGRAPHY?

Geography can lead to a career in many different areas; some jobs may relate directly to a geography degree whereas other jobs will require you to use the skills that you have developed on the course.

## FURTHER INFORMATION

All students are required to undertake 4 days of compulsory fieldwork as part of the A Level course.

Although students have access to online resources including our virtual learning environment (Moodle) and textbooks in lessons, it is highly recommended that they purchase the OCR A Level Geography 2nd Edition textbook which is used for both years of the course.

# GEOLOGY (Earth Science) (A LEVEL)

## WHY SHOULD I STUDY A LEVEL GEOLOGY (EARTH SCIENCE)?

Students fascinated by earthquakes, volcanoes, resources, engineering, materials science and fossils will find Geology especially appealing. This course allows students with an interest in The Earth to discover how it formed and how it works. Geology is a subject that can usefully be studied in combination with any of: Biology, Chemistry, Environmental Science, Geography, Mathematics, Statistics, Computer Science, Physics. With the increasing importance of sustainability, it has grown in popularity and The Sixth Form College has taught OCR A Level Geology to the largest cohort of students in the UK for the last two years.

Fieldwork is an essential part of a geologist's experience so four days fieldwork are required to be completed by the exam board. There is a UK-based residential trip at the end of year one to cover fieldwork requirements; providing important opportunities to practice skills examined by the Practical Skills paper.

We have strong links with many universities, including Exeter, Portsmouth, Manchester, Leeds, Hilo (Hawaii), Laurentia (Ontario) and Tucson (Arizona). We have lecturers/speakers visit college along with ex-students working professionally in fields such as; structural engineering, palaeontology, mineral exploration and geochemical engineering to talk about careers and higher education progression.



## COURSE CONTENT

The first year of the course consists of five topics:

- **The Formation of the Solar System and the Structure of The Earth** – including the techniques geologists can use to infer what is inside the planet.
- **Plate tectonics and Earthquakes** - how we study The Earth's interior, how we can understand earthquakes and use seismographs to locate them, how they can teach us about plate movements and the creation of mountain ranges.
- **Minerals** - how to recognise them in rocks and in thin sections under the microscope.
- **Formation of the Main Rock Groups: Igneous, Sedimentary and Metamorphic.**
- **Residential four-day field trip to Cornwall.**

## PROGRESSION ONTO YEAR 2

Progression to year two of the A Level course depends on having made satisfactory progress in the first year, including achieving at least an E grade in a formal spring assessment, along with maintenance of a good level of attendance and commitment throughout the year.

The second year of the course consists of four modules:

- **Structural Geology** – investigates how rocks are deformed by tectonic stresses and the resulting effects on landforms and resource formation.
- **Economic Geology** – management and extraction of metals, fossil fuels and water.
- **Geohazards** has a large focus on the study of earthquakes, how we can predict them using theories such as the seismic gap theory as well as how we can safely try to plan for them by adapting our infrastructure.
- **Basin Analysis** involves work from all of the units and focuses upon case studies of areas and the issues which can arise and includes a major study of evolution and palaeontology.

## FINAL ASSESSMENT AT END OF YEAR 2

There are three written examination papers taken at the end of the

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

<b>Grade 4</b>	GCSE English Language or English Literature
<b>AND</b>	
<b>Grade 5</b>	GCSE Mathematics
<b>AND</b>	
<b>Grade 5</b>	<b>Both 1st and 2nd</b> grades in GCSE Combined Science
<b>OR</b>	if triple science is taken
<b>Grade 5</b>	<b>Two</b> of either GCSE Biology, Chemistry or Physics

Please note that GCSE Applied Science or Level 2 BTEC qualifications are not acceptable as alternative GCSE science qualifications for A Level Geology.

**Core Mathematics (Mathematical Studies) is a very useful complementary course for this subject and is recommended as a further (4th) course choice for students who are not taking A Level Mathematics or A Level Statistics options.**

second year and a separate practical endorsement that is earned throughout the two years of the course.

## FURTHER INFORMATION

College is equipped with an expansive collection of rocks, fossils and minerals to aid teaching.

## WHAT CAN I DO AFTER STUDYING A LEVEL GEOLOGY?

Geology can lead to a variety of careers, for example; the energy industries; resource exploration, managing the sustainability of reserves and engineering/geotechnics. Other careers include palaeontology, volcanology, geophysical research, hydrology, construction, surveying, conservation, environmental management, teaching and geological research.

# GERMAN (A LEVEL)

## WHY SHOULD I STUDY A LEVEL GERMAN?

German is the most widely spoken language in Europe. More people speak German as their native language than any other language in Europe. Not only the residents of Germany; it is also an official language of Austria, Switzerland, Luxembourg and Liechtenstein.

Germany has the third strongest economy and is the leading export nation in the world.

## KNOWING GERMAN CREATES BUSINESS OPPORTUNITIES.

Germany's economic strength equals business opportunities. Multinational business opportunities exist throughout the European Union and in the Eastern European countries, where German is the second most spoken language after Russian. Companies like BMW, Daimler, Siemens, Lufthansa and Bosch offer many employment opportunities. Germans are innovators and as a nation committed to research and development and are on the frontline of new technologies.

## GERMAN-SPEAKING COUNTRIES HAVE A RICH CULTURAL HERITAGE.

Germany is often referred to as the land of "Dichter und Denker" – of poets and thinkers. Knowing German allows you to access the works of these people in their original language and to more fully understand the culture that they grew out of.

Germany financially sponsors over 60,000 international exchanges each year.

German students and foreign students directly enrolled in German universities pay no tuition fees.

## COURSE CONTENT

Students will usually be taught by two teachers and also include a session once a week with the German assistant. Students will learn to communicate confidently and clearly in German through the medium of the spoken and written word.

The first year of the AQA course consists of two themes: **Social Issues and**

**Trends and Artistic Culture.** In practice, this means that students will be studying topics such as the changing nature of families and the place of information technology in society, as well as things that young German people really like such as music and films. In addition, students will study some different aspects of artistic culture, e.g. festivals, art and architecture and Berlin.

All students are issued with a vocabulary book and there are weekly vocabulary tests. Students have found that sites like Quizlet and Memrise have greatly helped them to memorise the volume of words required. There is a great emphasis on grammar and there will be regular tests on the major grammar points throughout the course. Dictionaries are available for reference in the Library and in teaching classrooms and we show students how to make the best use of sites like Wordreference. Students have access to our virtual learning environment (Moodle). Here they can see all sorts of useful information including course outlines, vocabulary lists, grammar explanations, and advice about the examinations. Students will be expected to complete 4 or 5 hours of homework a week.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

In the second year of the A Level course, we revise basic grammar and introduce more complex grammatical structures. We ensure that students continue to widen their vocabulary and teach them to be even more accurate and idiomatic in their spoken and written work. In particular, we will help them to develop their powers of analysis when writing an essay. In the second year, all students must study a book and themes include topics such as cultural diversity, law and order and the right to vote there is also the opportunity for students to research a topic related to Germany or German -

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

Grade 6	GCSE German
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speaking communities that is particularly interesting to them.

## FINAL ASSESSMENT AT END OF YEAR 2

You will sit 3 papers:

- **Paper 1:** Listening, Reading and Writing (translations) - 50% of the A Level.
- **Paper 2:** Writing on one book and one film. 20% of the A Level.
- **Paper 3:** Speaking (discussion of a subtheme and presentation of an individual research project) - 30% of the A Level.

## WHAT CAN I DO AFTER STUDYING A LEVEL GERMAN?

The A Level course forms a sound basis for studying German in higher education and many students continue with it either as a single subject degree or in combination with another subject such as European Studies, Business Studies, Marketing, Law, Politics, History, etc. Some German graduates use their language skills as translators, interpreters or teachers. Others embark on careers in areas ranging from banking to tourism.

## FURTHER INFORMATION

Students who need extra support are invited to attend support classes/offered a second-year mentor. More able students will be issued with extension reading packs, and there may be the opportunity to attend extension classes. There may be an opportunity to take part in a language trip to Germany during A Level studies.

The Modern Languages Department (MFL) also offers A Level courses in French, Italian and Spanish, one-year GCSE courses in Italian and Spanish, possibly leading to an A Level course in the second year, and Additional Studies in Italian, Japanese, Chinese and Latin. We also offer many other enrichment opportunities such as the European Day of Languages and Christmas Carols in all languages.

# GRAPHIC DESIGN (A LEVEL)

## (Graphic Communication)



### WHY SHOULD I STUDY A LEVEL GRAPHIC DESIGN (GRAPHIC COMMUNICATION)?

Graphic Design is a subject that teaches students to create visual content that communicates ideas and messages using both traditional techniques and modern technology. It is a stimulating and wide-ranging subject that develops the ability to appreciate the commercial visual world and to respond through various forms of creative, personal design. Students learn to use a range of graphic techniques including print, sketching, illustration and photography, as well as digital design in Adobe Photoshop and Illustrator.

Graphic Design is a chiefly practical course with some written elements. First year projects include book cover design, branding, packaging design and typographical work. In the second year, students can choose their own projects which can include such briefs as branding for festivals, marketing for new food or clothing companies and exhibition displays. Students have the freedom to approach projects in a variety of ways depending on their interests and skills. For example, when designing a poster, one student may want to develop their designs using computer software such as Photoshop, another may however wish to further their skills in hand drawn illustration. Both are equally valid.

The Graphic Design area is well resourced with a large number of computers using the latest industry standard software along with professional equipment and machines, which allow students to produce work to an incredibly high standard. There are several rooms and facilities that students are encouraged to make use of both in lessons and during their own time.

Graphic Design combines well with any other subject at the College including one or more subjects within the Art and Design Department.

Developing your skills by looking at the work of professional designers and artists is an important part of any designer's experience. We organise a trip in the summer term to a major annual design

exhibition. Also, as part of the Art and Design Department, students have opportunities to participate in a residential trip in the second year.

### COURSE CONTENT

The first year of the A Level is a foundation course during which you will be learning a wide range of techniques, looking at the work of other graphic designers and building up your skills and understanding of contemporary graphic design. The projects in the first year will enable you to become familiar with the A Level assessment criteria and give you a good idea of the standard of preparation required in order to produce sophisticated final outcomes in Year 2.

The Year 2 Graphics course consists of two components – Coursework and Exam project. All of this work will count towards your A Level. The coursework consists of one major project, which you will choose yourself. There is also a compulsory short written element. The exam project brief is set by the exam board and culminates in a 15-hour practical exam.

### PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

### YEAR 2 ASSESSMENT

Coursework starts in June of the first year and continues until the end of January. From the 1st February you will start your exam project. In May, at the end of the exam preparation, you will be completing a final piece during a 15-hour exam – spread over 3 days. The coursework is worth 60% of your A Level mark and the exam project is 40%.

### WHAT CAN I DO AFTER STUDYING A LEVEL GRAPHIC DESIGN?

Studying Graphics can lead to many careers in the creative industries. Possible careers include: graphic design, illustration, architecture, product design, web design,

### MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

Grade 4	GCSE Art & Design <b>or</b> GCSE Graphics (Art Validated), <b>or</b> GCSE Textiles (Art Validated)
OR	
Merit	BTEC Art & Design Level 2
OR	
Merit	GCSE Design & Technology (if taken)

For those who have not previously studied a GCSE in Art and Design or Textiles (Art Validated) or Graphics (Art Validated), or a Level 2 BTEC course, it is possible to be considered for this A Level Graphic Design course. You will need to complete an exercise set by the Art and Design Department. Details can be requested by emailing the College Admissions Department, once you have had your interview. Please email the task to the Admissions Department by 31st May. It is not college policy to enrol on three Art & Design A levels except in very exceptional cases.

games design, automotive design, fashion and textiles, industrial design, marketing, teaching and animation. Most universities offer courses in one or more of these subjects. If you are not sure about which design based degree course to do at university you can also opt for a one-year foundation diploma (for example at Colchester Institute) after your A Levels. This course will help you choose your pathway at degree level. Many of our students progress on to either foundation diplomas or design degree courses across the country.

### FURTHER INFORMATION

Graphics students must purchase a graphics pack for each year of the course, which covers essential items including sketchbooks, designer's pens and pencils. The pack also helps fund professional printing and materials for 3D mock-ups used in coursework and exams. The expected cost for the packs is £30 in the first year and £40 in the second year.

**i** **Please note** – government expectation is that students should not take more than one certificate course as part of an A level programme

# HEALTH & SOCIAL CARE

## (BTEC Applied General Certificate / Extended Certificate)

### WHY SHOULD I STUDY HEALTH & SOCIAL CARE?

Health and Social Care is a two-year modular A Level equivalent course, concerned with the study and explanation of the health and social care professions. The main aim of the course is to understand how professionals provide care for service users. The course will allow you to explore different approaches to support and care for members of society.

Health and Social Care is a subject that can be helpful to any student, whether you are interested in a career in the health and social care sector or not. It can usefully be studied in combination with subjects including Sociology, Psychology, Politics, Law, Citizenship and Biology. The course requires strong written skills as there is a significant level of coursework (it accounts for 50% of the overall mark in the first year).

The Year 1 Level 3 Certificate is equivalent to half an A Level and most students will be expected to continue on to the second year, during which they will complete the Level 3 Extended Certificate, which is the equivalent of a full A Level. In terms of UCAS points it is on a par with one A Level. Students can achieve either a Distinction \*, Distinction,



Merit or Pass and these are equivalent to A\*, A, C and E at A Level.

Some Health and Social Care students will also take up a related Extended Project Qualification in health and social care related fields in the second year. The Health and Social Care department runs a range of support and revision sessions, as well as peer-mentoring. We also have visiting speakers from related occupations, to assist students who are interested in pursuing a health related career. There may also be an opportunity for students to undertake up to 5 days work experience in Colchester General Hospital in the summer term of year 1.

### COURSE CONTENT AND ASSESSMENT

The Year 1 Certificate consists of two topics:

#### 1. Meeting Individual Care and Support Needs (50%)

This unit is coursework based and involves students writing a project on health care provision based on case studies provided by the exam board. It covers the principles and values that are crucial in meeting care and support needs of individuals.

#### 2. Human Lifespan and Development (50%)

This unit is externally assessed by a 90-minute exam taken in May. It consists of short answer questions and extended response questions based on case studies. It focuses on: life stages, the different factors that affect growth and development, and the effects of ageing. Possible questions include 'Discuss the likely negative effects of living in a deprived area on a person's health and wellbeing'.

The Year 2 Extended Certificate consists of a further two topics:

#### 1. Working in Health and Social Care (67%)

This unit is externally assessed by a 90-minute exam taken in January. It

### MINIMUM ENTRY CRITERIA

**Standard College entry requirements (as detailed on page 12) and a minimum of:**

<b>Grade 4</b>	GCSE English Language or English Literature
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consists of short answer questions and extended response questions based on case studies. It explores what it is like to work in the health and social care sector and includes 'The roles and responsibilities of different professions' and 'Working with people with specific needs'.

#### 2. Sociological Perspectives (33%)

This coursework unit requires students to produce a report which looks at how sociological perspectives and concepts can contribute to understanding the service provision in a local health and social care setting.

The marks from all four units combine together to give one BTEC National Extended Certificate grade at the end of the two-year course and students have the opportunity to re-sit either of the exam units if they would like to.

### WHAT CAN I DO AFTER STUDYING HEALTH & SOCIAL CARE?

Health and Social Care offers relevant knowledge and skills to enhance employability in careers such as nursing, counselling, occupational therapy, mental health work, social work and physiotherapy.

### FURTHER INFORMATION

The course is an exciting but demanding one. Students must be prepared to put in a large amount of hard work and commitment. Students will need to be organised and disciplined as there is a large amount of independent study required, particularly for the coursework units. Numerous deadlines will be set throughout the year and students will need to manage their time effectively.

# HISTORY (Ancient) (A LEVEL)

## WHY SHOULD I STUDY A LEVEL HISTORY (ANCIENT)?

This is a course which aims to promote a broad and in-depth understanding of Greek and Roman history, including an appreciation of the continuing significance of these important civilisations for the present day.

The focus of this course is on ancient primary sources and this course differs in approach from the other three options for History. As one of your three A level choices this is an exciting and challenging way to explore historical texts and ideas. Ancient History is a subject that can be helpful to any student and can usefully be studied in combination with any arts subject. Students may study Ancient History alongside English and/or Politics, for example. The subject can also give greater breadth to the academic portfolio of students studying predominately science subjects.

Exam questions come in the form of essays addressing the evaluative skills of source analysis and historical interpretation. Strong written and literacy skills are needed for the course and assessments. Staff are highly qualified with extensive experience delivering the curriculum. We have very good links with higher education institutes and members of staff who support students with their university applications.

We offer many trips and visits which are directly associated with the subject matter studied. Throughout your course of study, you will be fully supported in and outside the classroom by the department's staff.

## COURSE CONTENT

In the first year, students will study the Classical periods of Greek (5thC BCE – the Persian Wars to the Peloponnesian War) and Roman history (1st and 2ndC CE – the Julian-Claudian Emperors). In the second year we focus on Roman Britain and Spartan politics and society. The College is built on the site of the capital of Roman Britain and has as part of its perimeter the Roman Wall. You may be familiar with the strange, fascinating and hegemonic culture of Classical Sparta

from the film 300. We will study the nature and limitations of historical evidence from the ancient world and how it can be used to support logical arguments. Students will develop an understanding of historical debates as well as concepts such as change, continuity, causation, consequence and significance.

## FIRST YEAR:

• **Compulsory Component 1: Greek History.** For the compulsory period study, students focus on the relations between Greek states, and Greek states and non-Greek states from 492 to 404 BC. This period covers the Persian Wars and the Peloponnesian War between Sparta and Athens. It also features the birth of History as a discipline with detailed study of the first and arguably greatest historians, Herodotus and Thucydides.

• **Compulsory Component 2: Roman History.** For the compulsory period study, students focus on the turbulent, vivid and dramatic reigns of the first Roman Emperor and his Julio-Claudian successors Augustus, Tiberius, Caligula, Claudius and Nero. This era represents the height of Roman power.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving a satisfactory grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

## SECOND YEAR:

• **Depth Study 1: The politics and society of Sparta, 478–404 BC** Sparta became the most powerful Greek city state (polis) in the 6th Century. In the 5thC BC, studied here, this strange society moved from fighting shoulder to shoulder with Athens at the Battle of Plataea (480BC) to all-out war with them (431-404BC). We will study Spartan society, values and the nature of the Spartan Constitution and why their decline became inevitable. We will study the reality of Sparta as well as the 'Spartan Mirage'.

• **Depth Study 2: Ruling Roman Britain, AD 43–c.128.** In 43BC, the

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

<b>Grade 5</b>	In one of either GCSE English Language, English Literature, Religious Studies or Sociology
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### AND

<b>Grade 5</b>	GCSE History (if taken)
<b>OR</b>	if GCSE History has <b>not</b> been taken
<b>Grade 5</b>	In a second GCSE subject from the list above

**Please note that students cannot take two History options – Ancient and Modern for example. Nor can they take both Classical Civilisation and Ancient History, as there is significant overlap between the two subjects, EXCEPT if the student is studying 4 A Levels – only students with high GCSE grades can take both Ancient History and Classical Civilisation.**

new Emperor Claudius began the conquest of Britain. In 60/61AD, the conquered British under Boudicca fought back and destroyed Roman Colchester, leaving a subterranean layer of destruction still visible throughout the modern town. The Romans consolidate their power and by 128AD have built Hadrian's Wall.

## WHAT CAN I DO AFTER STUDYING A LEVEL HISTORY (ANCIENT)?

History is a highly regarded arts qualification. Many of our students go on to study it at university. Teaching and postgraduate research are obvious career options. In addition, many historians go on to train for professions such as the law or accountancy.

## FURTHER INFORMATION

To be successful you will need to enjoy reading and have sound written skills. The department has well developed support materials which are available through the college's virtual learning environment (Moodle). There is also an extensive collection of history books in the College Library.

# HISTORY (Early Modern) (A LEVEL)

## WHY SHOULD I STUDY A LEVEL HISTORY (EARLY MODERN)?

This is a course which gives both an insight into the past and develops deductive reasoning, analytical and extended prose composition skills. The department offers three options for History - you might consider studying Medieval & Warfare History or Modern History as an alternative to this option. All are assessed in exactly the same way, the only difference being the subject matter.

History is a subject that can be helpful to any student and can usefully be studied in combination with any arts subject. Students often study History alongside English, Classical Civilisation and/or Politics. The subject can also give greater breadth to the academic portfolio of students studying predominately science subjects.

Exam questions come in the form of either essays where a student must argue a case for or against a key historical issue or questions address the historical skills of source analysis and historical interpretation. In the second A Level year, students will complete an extended study in the form of coursework. Strong written and literacy skills are needed for the course and assessments.

Our department's staff are highly qualified with extensive experience delivering the curriculum. Many of us work as examiners for examination boards. We have very good links with higher education institutes and members of staff who support students with their university applications.

We offer many trips and visits which are directly associated with the subject matter studied. Throughout your course of study, you will be fully supported in and outside the classroom by the department's staff.

## COURSE CONTENT

The Early Modern course follows the most dynamic and colourful period in history when the world was in a constant state of change and development from the medieval period to the beginnings of the modern world. This era also benefits from some of the most dynamic personalities you will find anywhere in history. If you like good stories filled with extraordinary people

then this is the course for you.

## COURSE CONTENT – YEAR 1

### Unit 1: England 1445 – 1509:

**Lancastrians, Yorkists and Tudors**  
You will be learning about the Wars of the Roses and Henry VII – the first Tudor monarch. The Wars of the Roses was a civil war fought between rival families with a claim to the throne. We will explore what started this conflict, the twists and turns as king after king gets deposed, even murdered! Out of this conflict we see the birth of our most infamous dynasty – the Tudors. How does Henry Tudor become Henry VII, end the Wars of the Roses and pass the throne on to his son, cementing the Tudor dynasty?

### Unit 2: The German Reformation and the rule of Charles V 1500-1559

It is not very often in History that we see one person change the world. Martin Luther remains one of the few figures in History who has that level of impact. Luther, a humble monk, takes on the might and power of the Catholic Church and the Holy Roman Emperor Charles V. His ideas form the basis of the Protestant faith and contributed to the understanding that if it is possible to criticise the Church it is possible to rethink and criticise anything. We also study Charles V, one of the most powerful rulers of the early modern era. We will learn about his conflict with the Ottomans and the French as he struggles to protect all of his territories from enemies from without and within.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

## COURSE CONTENT – YEAR 2

### Unit 3: The Ascendancy of France, 1610-1715

From Cardinal Richelieu, the archetypal villain in the musketeer films and book by Alexander Dumas, to Louis XIV, Europe's longest reigning monarch and creator of the sumptuous palace of Versailles. We will be learning about France in an age of

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

<b>Grade 5</b>	In one of either GCSE English Language, English Literature, Religious Studies or Sociology
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## AND

<b>Grade 5</b>	GCSE History (if taken)
<b>OR</b>	if GCSE History has <b>not</b> been taken
<b>Grade 5</b>	In a second GCSE subject from the list above

Please note that students cannot take two History options – Early Modern and Modern for example.

war, court intrigue and rebellion. How do the French kings consolidate their power, manage opposition and pursue the goal of absolutism (complete power)? This is a great course – fast paced, dynamic and very, very interesting..

## NEA (COURSEWORK)

You will also be choosing from a list of coursework essay titles to research and write up. Topics offered may include the Reformation which was studied as part of Unit Two and the European witch-craze. We also offer some Tudor history questions on the fall of Anne Boleyn, aspects of Elizabeth I's reign and Henry VIII and the Reformation.

## WHAT CAN I DO AFTER STUDYING A LEVEL HISTORY (EARLY MODERN)?

History is a highly regarded arts qualification. Many of our students go on to study it at university. Teaching and postgraduate research are obvious career options. In addition, many historians go on to train for professions such as the law or accountancy.

## FURTHER INFORMATION

To be successful you will need to enjoy reading and have sound written skills. The department has well developed support materials which are available through the college's virtual learning environment (Moodle) system and MS Teams. There is also an extensive collection of history books and e-resources in the College Library.

# HISTORY (Medieval & Warfare) (A LEVEL)

## WHY SHOULD I STUDY A LEVEL HISTORY (MEDIEVAL & WARFARE)?

This is a course which gives both an insight into the past and develops deductive reasoning, analytical and extended prose composition skills. The department offers three options for History - you might consider studying Early Modern History or Modern History as an alternative to this option. All are assessed in exactly the same way, the only difference being the subject matter.

History is a subject that can be helpful to any student and can usefully be studied in combination with any arts subject. Students often study History alongside English, Classical Civilisation and/or Politics. The subject can also give greater breadth to the academic portfolio of students studying predominately science subjects.

Exam questions come in the form of either essays where a student must argue a case for or against a key historical issue or questions address the historical skills of source analysis and historical interpretation. In the second A Level year, students will complete an extended study in the form of coursework. Strong written and literacy skills are needed for the course and assessments.

Our department's staff are highly qualified with extensive experience delivering the curriculum. Many of us work as examiners for examination boards. We have very good links with higher education institutes and members of staff who support students with their university applications.

We offer many trips and visits which are directly associated with the subject matter studied. Throughout your course of study, you will be fully supported in and outside the classroom by the department's staff.

## COURSE CONTENT

The Medieval and Warfare course follows the two biggest changes in English and European Medieval History – the Norman Conquest and the Crusades. The period is fascinating because it shows the way in which England changed from an Anglo-Saxon to a Norman country, and how religion shaped the politics of the Medieval period. The Changing Nature of Warfare

1792-1945 is a unit which explores the way in which conflict has changed between the musket and atomic bomb.

## COURSE CONTENT - YEAR 1

### Unit 1: Anglo-Saxon and Norman England 1035-1107

We will be learning about how England changed from an Anglo-Danish realm with Viking kings, through Edward the Confessor to Harold Godwinson. You know the story after that – William, Hastings, and maybe an arrow in the eye for Harold. We learn about how William and his sons William Rufus and Henry I 'Normanised' England by 1107.

### Unit 2: The Crusades 1095-1192

We learn about how holy war changed the Medieval world, featuring the two most significant things in Medieval life – God and war. The Crusades began in 1095, but it is possible to see their impact even today. We look at the First, Second, and Third Crusades, and the impact of Crusader States on the Middle East, featuring such characters as Pope Urban II, Godfrey of Bouillon, Nur al Din, Richard the Lionheart and Saladin. It was a world of deep religious piety, cross-cultural contact, and lots of men chopping each other with swords.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

## COURSE CONTENT - YEAR 2

### Unit 3: The Changing Nature of Warfare 1792-1945

This course is a thematic look at how warfare changed from the age of the flintlock musket to the atom bombs of 1945. We will look at the way war was fought across the time period, with particular emphasis on the French Revolution, the American Civil War, and World War One. From the cannonade at Valmy, through the Charge of the Light Brigade, to the Battle of Stalingrad, with Napoleon, Grant, Falkenhayn, and Montgomery. Behind the bullets and

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a **minimum of:**

<b>Grade 5</b>	In one of either GCSE English Language, English Literature, Religious Studies or Sociology
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## AND

<b>Grade 5</b>	GCSE History (if taken)
<b>OR</b>	if GCSE History has <b>not</b> been taken
<b>Grade 5</b>	In a second GCSE subject from the list above

**Please note that students cannot take two History options – Medieval & Warfare and Modern for example.**

the bombs, lie logistics, medical care, armaments, and the societies that sent their armies to fight. It is a wide-ranging course, which deals with everything from the Minie bullet to the Tiger tank, and from War Bonds to kamikazes.

## NEA (COURSEWORK)

You will also be choosing from a list of coursework essay titles to research and write up. Topics offered may include the Crusades (which was studied as part of Unit Two) and the Vikings. We may also offer options on the Fall of Rome and Medieval Warfare, depending on numbers.

## WHAT CAN I DO AFTER STUDYING A LEVEL HISTORY (MEDIEVAL & WARFARE)?

History is a highly regarded arts qualification. Many of our students go on to study it at university. Teaching and postgraduate research are obvious career options. In addition, many historians go on to train for professions such as the law or accountancy.

## FURTHER INFORMATION

To be successful you will need to enjoy reading and have sound written skills. The department has well developed support materials which are available through the college's virtual learning environment (Moodle) system and MS Teams. There is also an extensive collection of history books and e-resources in the College Library.

# HISTORY (Modern) (A LEVEL)

## WHY SHOULD I STUDY A LEVEL HISTORY (MODERN)?

This is a course which gives both an insight into the past and develops deductive reasoning, analytical and extended prose composition skills. The department offers three options for History - you might consider studying Medieval & Warfare History or Early Modern History as an alternative to this option. All are assessed in exactly the same way, the only difference being the subject matter.

History is a subject that can be helpful to any student and can usefully be studied in combination with any arts subject. Students often study History alongside English, Classical Civilisation and/or Politics. The subject can also give greater breadth to the academic portfolio of students studying predominately science subjects.

Exam questions come in the form of either essays where a student must argue a case for or against a key historical issue or questions address the historical skills of source analysis and historical interpretation. In the second A Level year, students will complete an extended study in the form of coursework. Strong written and literacy skills are needed for the course and assessments.

Our department's staff are highly qualified with extensive experience delivering the curriculum. Many of us work as examiners for examination boards. We have very good links with higher education institutes and members of staff who support students with their university applications.

We offer many trips and visits which are directly associated with the subject matter studied. Throughout your course of study, you will be fully supported in and outside the classroom by the department's staff.

## COURSE CONTENT

The Modern course allows you to understand how our modern world today has been formed and shaped by people and events that still resonate today. Beginning on the cusp of the Modern world we move forwards and end up in the late 20th Century having explored British and European History which allows you to see how the Europe of today has

changed and remained the same!

## FIRST YEAR:

### Unit 1: The Early Stuarts and the Origins of the Civil War 1603–1660

This is a study of how one Royal dynasty ruled Great Britain in the 17th Century. James I was the first king of Great Britain and events like the Gunpowder Plot are still celebrated today which have a legacy from this king. We then move onto his son Charles I who was the only English king to be publicly beheaded before England became a Republic, for the first and only time. The final part examines what kind of legacy Oliver Cromwell had, the only commoner to have ruled our country. If you want to understand how our country is ruled today then this will be a fascinating insight into the origins of today's Great Britain.

### Unit 2: Democracy and Dictatorships in Germany 1919–1963

Germany today is one of the most modern and successful countries in Europe but this was not always the case in the past. It is a country that has witnessed the most dramatic change in such a short period of time. Starting with the end of World War One, we chart the fortunes of the new Weimar Government before examining how it descended into the darkness of Hitler's Third Reich. The Second World Wars affected all of Europe but Germany saw itself divided by 1949 where two very different regimes developed; West and East Germany. What was it like to live in the East compared to the West? You will also have the opportunity to visit Berlin as part of a residential trip to see how the city still bears the signs of their past.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

## SECOND YEAR:

### Unit 3: Russia and its Rulers 1855–1964

Russia, the largest country by landmass and one that has witnessed the most dramatic change in the 20th Century. We

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

<b>Grade 5</b>	In one of either GCSE English Language, English Literature, Religious Studies or Sociology
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## AND

<b>Grade 5</b>	GCSE History (if taken)
<b>OR</b>	if GCSE History has <b>not</b> been taken
<b>Grade 5</b>	In a second GCSE subject from the list above

**Please note that students cannot take two History options – Early Modern and Modern for example.**

begin by looking at how the last three Tsars of the Romanov dynasty ruled this great country only for the First War to see their demise with the rise of Lenin and the overthrow of their regime. We then follow how the first three Communist rulers - Lenin, Stalin and Khrushchev ruled. Was life better under the Tsars or Communists? How did war have an impact on Russia? Who was more repressive; Lenin or Stalin? If these questions interest you then you will enjoy this unit.

## NEA (COURSEWORK):

You will also be choosing from a list of coursework essay titles to research and write up. Topics offered may include Nazi Germany which was studied as part of Unit Two and the origins of the English Civil War.

## WHAT CAN I DO AFTER STUDYING A LEVEL HISTORY (MODERN)?

History is a highly regarded arts qualification. Many of our students go on to study it at university. Teaching and postgraduate research are obvious career options. In addition, many historians go on to train for professions such as the law or accountancy.

## FURTHER INFORMATION

To be successful you will need to enjoy reading and have sound written skills. The department has well developed support materials which are available through the college's virtual learning environment (Moodle) system and MS Teams. There is also an extensive collection of history books and e-resources in the College Library.

**i** **Please note** – government expectation is that students should not take more than one certificate course as part of an A level programme

# INFORMATION TECHNOLOGY

## (Applied General Certificate / Extended Certificate)

### WHY SHOULD I STUDY INFORMATION TECHNOLOGY?

This is a two-year modular, A Level equivalent course. Most industries in a modern society rely heavily on Information Technology. A student with an I.T. qualification will have access to employment in just about any industry and with such a diverse subject will also have access to a broad spectrum of career opportunities; security, data management, system design to name a few! I.T. is a fast-moving industry which will provide graduates with the chance of keeping up to date with the very latest technology.

The two-year modular course has one examined module and three practical modules, assessed through coursework tasks. The modules are I.T. Systems, Data Management, Social Media in Business and Website Development.

The course is split into two years with students studying for the Certificate in the first year and the option to continue the course with an Extended Certificate in the second year. I.T. is a versatile qualification and supports routes into a number of degree courses as well as the opportunity to extend the modules studied further with the BTEC Diploma in I.T.

### FIRST YEAR CERTIFICATE COURSE CONTENT

**Unit 2:** You will examine the structure of data and its origins, and how an efficient data design follows through to an effective and useful database. You will examine a given scenario and develop an effective design solution to produce a database system. You will then test your solution to ensure that it works correctly. Finally, you will evaluate each stage of the development process and the effectiveness of your database solution. This unit is externally assessed through a constrained assignment. Students will be given a database assignment to complete in two timed sessions. The sessions will be under examination conditions.

**Unit 3:** You will explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes. You will develop a plan to use social media strategies for business purposes to achieve specific aims and objectives. You will then implement the plan, developing and posting content and interacting with others. Finally, you will collect data on the business use of social media and review the effectiveness of your efforts. Students will be assessed using a coursework task.

### SECOND YEAR EXTENDED CERTIFICATE COURSE CONTENT

**Unit 1:** You will explore the relationships between the hardware and software that form an I.T. system, and the way that systems work individually and together, as well as the relationship between the user and the system. You will examine issues related to the use of I.T. systems and the impact that they have on organisations and individuals. This unit is externally assessed through a written examination set and marked externally. The examination is two hours in length.

**Unit 4:** In this unit, you will review existing websites – commenting on their overall design and effectiveness. You will use scripting languages such as Hypertext Markup Language (HTML), Cascading Style Sheets (CSS) and JavaScript® and a simple text editor, or rapid application development tools. Finally, you will reflect on the website design and functionality using a testing and review process. Students will be assessed using a coursework task.

### FURTHER EDUCATION

For students wishing to progress to university this qualification will provide as many UCAS points as an A Level. There are a number of degrees available in I.T. related subjects such as; computer science, computer games design, computer graphics, networking, I.T. support. Of course, there are also a number of degree subjects that students could study which include an I.T. element. Courses of this nature might

### MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a **minimum of:**

<b>Grade 4</b>	GCSE Mathematics
<b>AND</b>	
<b>Grade 4</b>	GCSE English Language or English Literature
<b>AND</b>	
<b>Grade 4</b>	in <b>both</b> 1st and 2nd grade GCSE Combined Science
<b>OR</b>	if triple science has been taken
<b>Grade 4</b>	in <b>two</b> of either GCSE Biology, Chemistry or Physics

include subjects such as law, business, finance, accountancy and many others.

Students can extend the qualification they have gained as this subject is taught in modules. By adding the Computer Games Design, Mobile Apps and Programming modules students can complete their BTEC Foundation Diploma in I.T. Twelve further modules including two in Project Management and Cyber security will qualify for the BTEC Diploma in I.T. Finally, a single module in I.T. Service Delivery will complete the BTEC Extended Diploma in I.T.

### APPRENTICESHIPS/CAREERS

Apprenticeships are becoming increasingly popular and, as well as many opportunities directly with employers, there are a growing number of agencies successfully placing students in areas of technology, telecommunications, I.T. support, I.T. infrastructure and networks, data management, and web design. This course is very popular for students wishing to follow this route to employment as the skills taught will prove useful in many areas of I.T.

# ITALIAN (A LEVEL)

## WHY SHOULD I STUDY A LEVEL ITALIAN?

In any realm of business, it always pays to know the client's language. In the fields of diplomacy and trade, the government is always seeking qualified applicants with Italian language skills.

Italy has the seventh largest economy in the world and is a major political force in Europe; indeed, Italian is spoken by 60 million people in Italy and 62 million people worldwide. It is also a world leader in several career fields such as interior and graphic design, fashion, robotics, construction machinery, shipbuilding, space engineering and the motor industry. Six of the one hundred biggest global companies have their headquarters in Italy, and Italy is the world's fifth largest industrial producer of goods.

The UK is the fourth most important destination for Italy's exports and the fourth most important source of imports, and therefore many employers are seeking people who speak both Italian and English and many Italian companies have offices in the UK, especially in the London metropolitan area. As more and more businesses are "going global" by opening offices throughout the world, knowledge of Italian is an increasingly important asset when applying for jobs.

You will also find it beneficial to communicate in Italian with native speakers. In order to travel to Italy and fully appreciate the richness of Italian literature, theatre, opera, and films, knowledge of the Italian language is essential. Learning Italian also enhances your skills in analysing, discussing, and categorizing information and ideas, as well as being a big accomplishment which brings with it great satisfaction and added confidence.

## COURSE CONTENT

You are expected to devote 5 hours per week to Italian homework and private study. There will be a weekly conversation class with an Italian language assistant. You are provided with a vocabulary book for weekly learning. Most other resources are provided as hand-outs or electronically. Basic GCSE grammar will be revised and further grammatical

structures will be introduced to enable you to speak and write effectively and accurately in Italian. The Library and Italian Department both stock a range of course books, grammar practice books, easy readers (simplified versions of Italian classics) and Italian plays and novels.

There is a bank of interactive resources available on the College's virtual learning environment system (Moodle). You will also be shown how to access Italian material on the Internet for research and broader interest.

• **The first year of the course (Edexcel) consists of two themes:**

**Theme 1: Changes in Italian Society.**

- Changes in Family.
- Education.
- The World of Work.

**Theme 2: Political and Artistic Culture in Italy**

- Music.
- Media.
- Cultural Heritage (festivals, customs and traditions).
- **In the second year, the additional themes for A Level are as follows:**
- Theme 3: Evolving Italian Society**
- The positive impact of immigration on Italian society.
- Facing the challenges of migration in Italian society.
- The North/South divide.
- Theme 4: Fascism and beyond**
- The Rise of Mussolini.
- Fascism in World War 2.
- From Dictatorship to Democracy.

**Theme 3: Evolving Italian Society**

- The positive impact of immigration on Italian society.
- Facing the challenges of migration in Italian society.
- The North/South divide.

**Theme 4: Fascism and beyond**

- The Rise of Mussolini.
- Fascism in World War 2.
- From Dictatorship to Democracy.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

## FINAL ASSESSMENT AT END OF YEAR 2

You will sit 3 papers:

**Paper 1:** Listening, reading and translation into English – 40% of the total A Level grade.

**Paper 2:** Written response to works, translation into Italian - 30% of the total A Level grade. This paper includes TWO

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

<b>Grade 6</b>	GCSE Italian
<b>OR</b>	if GCSE Italian not taken, pass an initial assessment provided by the department to test family/work-based Italian skills

essays on at least two 'works', one of which must be literary.

**Paper 3:** Speaking - 30% of the total A Level grade. Spontaneous discussion on a stimulus card relating to one of the sub-themes. Individual research presentation and discussion on an area of interest related to Italian culture.

## WHAT CAN I DO AFTER STUDYING A LEVEL ITALIAN?

The A Level course forms a sound basis for studying Italian in higher education and many students continue with it either as a single subject degree or in combination with another subject such as European Studies, Business Studies, Marketing, Law, Politics, History, etc. Some Italian graduates use their language skills as translators, interpreters or teachers. Others embark on careers in areas ranging from banking to tourism. Italian is a language that few English people speak, so acquiring a qualification in Italian puts you at an advantage over other job applicants.

## FURTHER INFORMATION

Support classes will be provided as needed and extension reading packs will equally be available. Stretch and challenge classes as well as a trip to Italy are also organised whenever viable.

The Modern Foreign Languages Department (MFL) also offer A Level courses in German, Spanish and French, one-year GCSE courses in Italian and Spanish, possibly leading to an A Level course in the second year, Modern and Additional Studies in Italian, Japanese, Chinese and Latin. We also offer many other enrichment opportunities such as the European Day of Languages and Christmas Carols in all languages.

# LAW (A LEVEL)

## WHY SHOULD I STUDY A LEVEL LAW?

Law is a dynamic and exciting subject that has broad applicability to a range of careers and study options. It allows you to understand the world around you from different perspectives and consider how the law affects real life.

Debates, mock trials and group discussions form an essential part of the course. The department has strong links with local and national firms of solicitors, barristers and other legal professions and have arranged an excellent programme of careers insight talks. Opportunities for work placements and apprentices are sometimes passed on to us by these firms and we advertise these within the College. We offer an additional study "lawyers" group and students have participated in national competitions such as the Bar Mock Trial competition and The Legal Apprentice, organised by Kingsley Napley.

Law complements many other subjects at A Level and goes particularly well with Politics. A Level Law is assessed by

examination at the end of the two years of study.

## COURSE CONTENT

The first year of the course includes the study of law making and the English legal system and one area of private law – tort law. Following the formal late spring assessment, students will commence study of criminal law, which will continue into year 2.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year. Legal skills are an intrinsic part of the specification.

## FINAL ASSESSMENT AT END OF YEAR 2

A Level Law is assessed by examination at the end of the two years of study. There is no coursework involved in this syllabus.

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

<b>Grade 5</b>	GCSE English Language or English Literature
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AND

<b>Grade 5</b>	In at least <b>one other</b> predominantly written based GCSE subject (from English Language, English Literature, History, Religious Studies or Sociology)
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**The course requires essay writing skills and a high level of comprehension. No prior knowledge of law is required.**

## WHAT CAN I DO AFTER STUDYING A LEVEL LAW?

The course will develop understanding of a range of legal principles and is a useful introduction for students considering careers in law (barrister, solicitor, police and court services) it also helps to develop a range of analytical skills that would be transferable to other careers.

## DO I NEED TO STUDY A LEVEL LAW TO STUDY LAW AT UNIVERSITY?

As with all your A Level choices you should choose subjects you think you will enjoy and play to your strengths. You don't need to study A Level Law to study Law at university, but the course does offer a good opportunity to try the subject out and build a good foundation for future study. It will also be a useful qualification if you are planning to pursue a range of other subjects at university or to search for an apprenticeship or other training opportunity.

## FURTHER INFORMATION

All students are provided with comprehensive handouts and online resource banks. The department subscribes to the "Student Law Review" which deals with aspects of the syllabus and gives very up-to-date legal information.



# MATHEMATICS (A LEVEL)

## WHY SHOULD I STUDY A LEVEL MATHEMATICS?

Mathematics is one of the most popular subjects studied at A Level and enables you to develop your understanding of topics already seen at GCSE, at the same time as introducing you to new areas. Mathematics A Level is highly relevant as preparation for a number of degree courses and employment areas. It supports many other subjects at A Level including Physics, Biology and Chemistry. It is also useful for Geography, Psychology and Economics. Higher level mathematics qualifications are very well recognised by employers and universities and there is evidence to suggest that having a higher-level mathematics qualification may boost your future earning potential.

Our department is a large department staffed by highly qualified and experienced teachers.

We have very good links with a number of universities and offer a programme of additional lectures from visiting speakers in the summer term. We have particularly good links with the Mathematics Department at the University of Essex. All students have the opportunity to take part in both the individual and team Senior Mathematics Challenge events



and past students have been successful in achieving gold certificates, with some having progressed onto the next level of the Mathematics Olympiad.

The Mathematics department runs a targeted programme of support sessions to help students make the transition from GCSE to A Level study. There are also drop-in support sessions through the year and a programme of revision sessions to help students prepare for the final exams. We run an additional class to support students intending to apply to top universities where specialised entrance exams may apply.

We recommend that students who aim to study Mathematics or a related degree course consider studying AS Further Mathematics alongside A Level Mathematics.

## COURSE CONTENT

During the course you will study three types of mathematics:

**Pure Mathematics** – these are mathematical techniques from areas such as algebra, trigonometry and calculus. You will learn how to prove and apply a range of problem-solving techniques.

**Statistics** – you will develop further skills in analysing and representing data, including using technology to analyse a large data set. You will extend your understanding of probability and learn how to carry out hypothesis tests. This area of mathematics provides useful support for other A Level subjects that include data analysis.

**Mechanics** – you will learn how to solve problems involving objects moving with constant acceleration, including motion under gravity. You will learn how to apply Newton's Laws of Motion and develop an understanding of Forces and Moments. This branch of mathematics is highly relevant for students also studying physics

## ASSESSMENT

The A Level Mathematics assessment is three exams of 2 hours duration each at the end of the two-year course

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

Grade 7	GCSE Mathematics
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## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

## WHAT CAN I DO AFTER STUDYING A LEVEL MATHEMATICS?

There is a national shortage of people with mathematical skills and A Level Mathematics will equip you with the necessary skills to cope with numerous jobs and higher education courses. Mathematical skills and qualifications are useful in career areas including scientific, technical, financial and managerial roles as well as in education and the civil service. In addition, many subjects in higher education involve Mathematics as an essential part of the course, particularly in the sciences, finance and economics but also in courses such as geography, sports science and psychology.

## FURTHER INFORMATION

Students will need to have access to a scientific calculator or graphical calculator. The calculator must have an ANS key and the ability to compute summary statistics and access probabilities from the binomial and normal distributions. Further information on calculators can be found via the JCC website [www.jcc.org.uk](http://www.jcc.org.uk) and you will be given further advice at Induction and Enrolment. Textbooks and e-resources will be available for the A Level course and further details will also be provided at Induction and Enrolment. Extension lessons are also offered to those who wish to attempt university entrance papers (see 4th Academic Subject section).

# FURTHER MATHEMATICS (AS / A LEVEL)

## WHY SHOULD I STUDY AS/A LEVEL FURTHER MATHEMATICS?

Further Mathematics is an enjoyable, rewarding, challenging and empowering course aimed at students with a significant interest and ability in mathematics. A Level Mathematics must be taken alongside this course, so students in effect take 'double mathematics' for at least their first year at College. Students must take two other A Level subjects as well as 'double mathematics' in order to preserve breadth in their programme of study (four courses in total). External AS Level Further Mathematics exams are taken at the end of the first year so that successful students achieve a formal qualification at that stage. An informed decision can then be made about progression onto the second year of the course.

Further Mathematics is an excellent preparation for a whole range of degree courses. Subjects such as physics, engineering, computing, economics (and many others) are highly mathematical in nature and demand a deep understanding of the subject. Students with Further Mathematics qualifications are sought after by prestigious universities who recognise a good grade as strong evidence of analytical and problem-solving skills.

For students considering a mathematics degree in particular, Further Mathematics at sixth form will ease the transition to university level study. A number of competitive universities expect A Level Further Mathematics to be studied for



mathematics, physics and engineering degree courses – and in a few instances for computing and economics.

The course takes the study of pure mathematics, statistics and mechanics well beyond what is covered in A Level Mathematics to the extent that further mathematicians often come to find the "single" subject straightforward!

Further Mathematics teaching staff at the Sixth Form College are enthusiastic, experienced and highly qualified. The Mathematics Department has its own study area where students congregate, discuss and solve problems together. Staff are readily on hand to assist.

## AS COURSE CONTENT

The course is split into three broad topic areas, all of which complement and extend the work studied in the first year of A Level Mathematics:

**Pure Mathematics** – Students study complex numbers, matrices and vectors as well as developing their understanding of proof and algebraic techniques.

**Statistics** – Topics covered include hypothesis testing, correlation and regression, discrete random variables, and permutations and combinations.

**Mechanics** – topics include collisions, circular motion, dimensional analysis and work, energy and power. Mechanics supports topics taught in A Level Physics particularly well.

## PROGRESSION FROM AS LEVEL ONTO A LEVEL FURTHER MATHEMATICS IN YEAR 2

All Further Mathematics students will sit the AS Further Mathematics exams at the end of their first year at college. Students who wish to progress to A Level Further Mathematics in year two will be expected to achieve a good grade in their internal A Level Mathematics exam and also a grade C or above in the external AS Level Further Mathematics exam.

The A Level Further Mathematics course in year two develops all three of the strands studied in AS Level Further Mathematics with some topics

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

Grade 8	GCSE Mathematics
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Please note that AS Further Mathematics can only be taken alongside A Level Mathematics and two other A Level (or equivalent) subjects – giving a total of four subjects.

delivered in more depth and new topics introduced. All are challenging, interesting and relevant to students with a love of mathematics.

## ASSESSMENT

AS Further Mathematics is assessed through 3 exam papers taken at the end of the first year. The papers are equally weighted and cover the three main topic areas – pure mathematics, statistics and mechanics.

## WHAT CAN I DO AFTER STUDYING FURTHER MATHEMATICS WITH A LEVEL MATHEMATICS?

AS Level Further Mathematics is a high-status qualification. Former students have gone on to study a host of degree courses at top universities including mathematics, mechanical engineering, physics, chemistry, economics, electronics, statistics, econometrics, chemical engineering, biology, computing, management science, natural sciences and others.

## FURTHER INFORMATION

Students will require a scientific or a graphical calculator. The Casio fx991EX is a calculator with the minimum specification needed to study A level Mathematics and Further Mathematics. The department recommends that Further Mathematics students purchase the Casio CG50.

Extension lessons are also offered to those who wish to attempt university entrance papers (see 4th Academic Subject section)

# MEDIA STUDIES (A LEVEL)

## WHY SHOULD I STUDY A LEVEL MEDIA STUDIES?

The media now plays a very central role in contemporary culture, society and politics. The media industries employ large numbers of people worldwide and generate significant global profit. This course offers the opportunity to study a range of media texts and develop some production skills. Media Studies will provide you with the analytical skills to study a wide range of media texts. The course will build on and extend your enjoyment and knowledge of media texts. The wide range of media to be explored means that you will be developing your knowledge of social, economic, political and cultural issues.

The course is delivered by a team of experienced teachers, with a dedicated media technician. Students have the opportunity to further develop their skills by getting involved with the college radio station and the college magazine. Second year students also have the opportunity to compete for prestigious work placements after finishing their studies. Past placements have included The X Factor, BBC Radio 2, and This Morning.

## COURSE CONTENT

Learners study a range of media forms – advertising and marketing, film, magazines, music video, newspapers, online media, radio, television and video games.

The study of media forms is based on the theoretical framework for analysing and creating media, which consists of four inter-related areas: media language,

representation, media industries and audiences.

The Eduqas course consists of the following units:

- **Analysing Media Language and Representation.** This includes the study of advertising and marketing, music video and newspapers.
- **Understanding Media Industries and Audiences.** This includes the study of advertising, newspapers, radio, video games and a cross-media film case study.
- **Television in the Global Age.** This includes the in-depth study of two crime dramas, including a foreign language option.
- **Magazines – Mainstream and Alternative Media.** This includes the in-depth study of a magazine from the 1960s and one contemporary alternative text.
- **Media in the Online Age.** This includes the study of two online texts including a content creator and a website.
- **Cross-Media Production.** The production work will be in response to a brief set by the exam board to create a production for a specific audience and industry context.

## ASSESSMENT

Examination: 70% of grade. Two written examination papers are taken at the end of the second year:

**Paper 1:** 35% of A Level- Media Products, Industries and Audiences. A mixture of short and long answer questions.

**Paper 2:** 35% of A Level- Media Forms

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

<b>Grade 4</b>	GCSE Media, or a Merit in a BTEC/Level 2 Media Course (if either taken)
<b>AND</b>	
<b>Grade 4</b>	GCSE English Language or English Literature
<b>AND</b>	
<b>Grade 5</b>	In at least <b>one other</b> predominantly written based GCSE subject (from English Language, English Literature, History, Religious Studies or Sociology)

and Products in Depth. A mixture of short and long answer questions.

Production work: 30% of grade. Non-exam assessment: An individual cross-media production based on two forms.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

Media Studies, as a subject, can be helpful to any student and can be studied with any other A Level subject, such as Art, English Language, English Literature, Performing Arts, Politics, Sociology, Drama and Theatre and Business.

This course provides a suitable foundation for the study of Media Studies or a related area on a range of higher education degree courses, for the next level of vocational qualifications, or for employment. In addition, the course provides a coherent, engaging and culturally valuable course of study for learners who do not progress to further study in this subject.



# MUSIC (A LEVEL)



## WHY SHOULD I STUDY A LEVEL MUSIC?

This is a course for anyone who is enthusiastic about improving their practical music skills, learning about music from different periods and expressing themselves through music. The course involves performance, composition and a listening examination. Students will be given the opportunity to participate in a range of ensemble practical work, alongside free instrumental or vocal tuition.

The course involves practical use of instruments and voices and students are given the opportunity to listen to a wide range of music. Students will also be able to choose a number of options to suit their strengths and full support is given to teach skills and develop a range of interests in music. Music Technology is used to assist in the learning process, especially in the compositional tasks, where students will learn how to use the software notation program: Sibelius.

The Music department also runs Theory of Music classes for Grades 5-8 Theory of Music.

It is possible for a student to take Music Technology (A Level) alongside this course and this is a desirable combination for students with a strong commitment to future progression in the field of music.

Any music student at the College will be joining a large and vibrant musical culture, involving everything from



orchestras to rock bands to record labels. For example, there are a range of ensembles at the College including a choir, an orchestra, a concert band and a jazz band. These provide opportunities for students to complete coursework as well as the satisfaction and experience of performing in college concerts. The college has great facilities for music students, including five practice rooms, each containing a piano, and three recording studios. All music students receive free professional 1:1 tuition on their voice/instrument.

The Music Department organises trips to music events, such as concerts and operas.

Music students can take the opportunity to pursue a related Extended Project or a Gold Arts Award.

## A LEVEL COURSE CONTENT

**Component 1:** Performing 30%  
Performing as a soloist and/or in ensembles; any instrument or voice is acceptable as part of an 8 - minute assessed performance.

**Component 2:** Composing 30%  
Total of two compositions with a combined length of a minimum of 6 minutes. The compositions will be written either to a chosen brief or as a free composition, in addition to completing a Bach Chorale exercise.

**Component 3:** Appraising 40%  
One written paper of 2 hours. One audio CD containing extracts to accompany questions on the paper will be provided per student.

## EXAMPLE OF EXAM QUESTIONS

Evaluate the use of structure, harmony and texture in Berlioz's "Symphonie Fantastique" Relate your discussion to other relevant works.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

<b>Grade 5</b>	Theory of Music (or passing a college theory test)
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AND

<b>Grade 5 standard</b>	Instrument or vocal (or passing a College audition)
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AND

<b>Grade 4</b>	GCSE English Language or English Literature
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AND

<b>Grade 4</b>	GCSE Music or a Merit in a BTEC Music course (if either taken)
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Previous study of music is not essential but students taking this course should be at least **Grade 5 standard on an instrument or voice**. Students who have not taken a graded exam will be able to perform at an audition. Study of the Theory of Music is essential before starting this course. Students who do not have **Grade 5 Theory of Music** will take a theory test prior to enrolment to demonstrate that they can read music fluently.

## FINAL ASSESSMENT AT END OF YEAR 2

**Performance coursework marked externally** – 30% of A Level marks.  
**Composition coursework marked externally** – 30% of A Level marks.  
**Examination marked externally** – 40% of A Level marks.

## WHAT CAN I DO AFTER STUDYING A LEVEL MUSIC?

Music is considered an academic qualification and is therefore accepted for a very large number of courses at universities. It is considered vital for the further study of Music at university. Students who have taken this course are following careers as teachers, performers, composers, music therapists, music producers, lawyers and managers of artists.

# MUSIC TECHNOLOGY (A LEVEL)



Artsmark  
Gold Award  
Awarded by Arts  
Council England

## WHY SHOULD I STUDY A LEVEL MUSIC TECHNOLOGY?

Music Technology is a course that enables students to learn the art of recording, from setting up microphones to mixing and mastering music - using advanced software. Composing using technology, developing production skills and improving aural skills are also key elements of the course. This course significantly benefits students studying music, diversifying their skills, increasing employability in the music industry and providing additional pathways for the future, as music technology is a growing industry.

The Sixth Form College Colchester is one of the few centres in the region that has the resources and teaching staff to run the well-respected A Level Music Technology course. The College houses three recording studios and two specialised music technology classrooms, all with music keyboards and the latest version of the professional software: Ableton Live Suite. In addition to this, the College has five practice rooms and a performance venue. In terms of equipment, the College has a varied set of microphones, including both condenser and dynamic transducer types, mixing desks, audio interfaces, synthesisers, samplers and many other pieces of equipment needed for professional recording. Furthermore, the national revision guide for the subject is written by the Course Leader for Music Technology at the College.

The Music Technology course is connected with the college record label, Storm Records, which signs College artists and helps promote and release their music. The course is also connected with Storm Radio, where students' music is aired live.

The College has a reputation for developing artists who have success in the industry, such as Jordan Cardy (Rat Boy) and Jamie Lidell. Many current students are having success at the start of their careers as signed Storm Records artists, including Tom Willingham and Joy Bakare. Students can combine the study of A Level Music Technology with A Level Music and this is a desirable combination.

## COURSE CONTENT

The first year of the course consists of four components:

**Recording (20%)** – students will plan, set-up, record, mix and master a 3-minute song.

**Technology-based Composition (20%)** – students will compose music on Ableton, exploring synthesis, sampling and manipulation techniques.

**Listening and Analysing Exam (25%)** – students will listen to popular music and answer questions on production techniques.

**Producing and Analysing Exam (35%)** – students will be given audio files, in which they will follow instructions in order to mix and master a song.

In addition to the A Level course, students can progress onto an Extended Project Qualification in which they could focus on Music Technology. Students are given the freedom to research and create a product (album, performance, instrument design etc.) in an area that they want to specialise in. Students are also able to complete a Gold Arts Award qualification.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

## FINAL ASSESSMENT AT END OF YEAR 2

You will sit two exams at the end of the second year which will cover all the content from both years of the course and will count towards 60% of the grade.

You will also complete two coursework projects (Recording and Composing), forming the other 40% of the grade at A Level.

## FURTHER INFORMATION

Students are asked to pay for session musicians to ensure that the recording is to the highest possible standard, which is at a subsidised price of £20. This payment will allow the student to have access to a

## MINIMUM ENTRY CRITERIA

Standard College Entry Requirements (as detailed on page 12) and one of two Pathways onto the Course

Pathway 1	Grade 5 in Music Theory, or clear ability to read music notation fluently (this will be tested during Induction)
OR	
Pathway 2	Some experience in Music, either as a Music GCSE (minimum of grade 4 or above), or a Merit in a BTEC/Level 2 Music course, and suitable skills/experience of music technology, software and equipment or as a hobby/ interest

drummer, bassist, electric and acoustic guitarist, a keyboard player and a vocalist.

Students are encouraged to purchase the revision guide: A Level Music Technology Guide: New Specification from 2017. All other resources will be provided.

Pathway 1 and 2 groups will be separated to allow for classes to contain students with similar experiences and skills.

## WHAT CAN I DO AFTER STUDYING A LEVEL MUSIC TECHNOLOGY?

As well as studying music technology at university, or studying music technology within a music degree, there are many employment opportunities that are available with this qualification, especially since the music industry in the UK is the largest in the world per population. Careers include: producing music, working as an audio engineer, working in live sound and broadcasting on radio and over media. The film industry is a large area for music technology students, with roles in sound design, soundtrack creation, Foley artist work, special effects and dubbing. Other related areas are education, music journalism, music distribution and music promotion. As well as this, the course offers skills which are transferable to other sectors of employment.



**i** Please note – government expectation is that students should not take more than one certificate course as part of an A level programme

# PERFORMING ARTS

## (Applied General Certificate / Extended Certificate)

### WHY SHOULD I STUDY PERFORMING ARTS?

This is a two-year, modular, A Level equivalent course. It is an exciting and versatile course which combines the three art forms of music, dance and drama. We explore and promote performance in a range of disciplines, genres and styles, with significant emphasis on musical theatre. A diverse range of works and approaches are studied from a variety of time periods and cultures.

Performing Arts is a subject that can be helpful in progressing to either Performing Arts colleges or university and can be combined with A Levels or other BTEC courses, including other performing arts courses. The skills learnt and developed on this course include transferable employment skills that can be utilised in any industry, including communicating and negotiating in pressured situations, practical problem solving, delivering presentations to peers and performing to the public.

All staff in the Performing Arts Department work co-operatively to produce joint and individual subject performances. Practical group work and presentations are all essential components of any Performing Arts student's experience. We have very good links with former students and a variety of professionals working in the field.

The Performing Arts Department runs a range of extracurricular performance activities, including visiting workshops led by professional artists and top



conservatoire and university providers, to prepare students for their future training in the industry. We offer a range of opportunities throughout the year to see and experience professional works, in college, locally and in London.

### CERTIFICATE LEVEL COURSE CONTENT

The Certificate (BTEC) course comprises two units:

**Unit 1: Investigating Practitioners' Work (50%)** - This involves the study of practitioners' works in musical theatre, dance and drama, looking at contextual factors that influence their work, developing knowledge and understanding of the creative intentions, performance, production and repertoire needed for the sector. This will be achieved through the research and investigation of two practitioners and a given theme in a written exam.

**Unit 2: Developing Skills and Techniques for Live Performance (50%)** - You will develop appropriate skills and techniques in the performance disciplines of acting, dance and musical theatre, then choose one of these in which to perform a final practical exam. This will be achieved through participation in regular workshops, classes and rehearsals.

### ASSESSMENT

**Unit 1:** a written exam, comprising three questions, for which you have 4 weeks' preparation time.

**Unit 2:** a practical performance, a presentation and a log book.

### PROGRESSION ONTO THE EXTENDED CERTIFICATE

Following your success in the exam and assessments for the Certificate in Performing Arts, you will have the opportunity to take the Extended Certificate in Year 2 (equivalent to one A Level). You will need to achieve at least a Pass in the Certificate qualification to do this.

The Extended Certificate in Year 2 comprises the Certificate units taken in the first year, plus the following two units:  
**Unit 3: Group Performance Workshop** - Assessment will include a group devised

### MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

<b>Grade 4</b>	In <b>both</b> GCSE English Language and English Literature. If only one is taken then Grade 5 is required.
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AND

<b>Essential Skills/ Experience</b>	Performance skills/ experience in at least <b>two</b> performing arts subjects, such as Dance, Drama or Music and successful participation in a supportive <b>audition workshop</b> prior to the start of the course.
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performance, encompassing the three art forms of musical theatre, dance and acting, and a digital process log, which is completed as a controlled assessment over four hours.

**An optional unit** - with options to specialise in either dance, musical theatre or acting. Assessment will include a presentation, a log book and final practical exam performance.

### WHAT CAN I DO AFTER STUDYING THE EXTENDED CERTIFICATE IN PERFORMING ARTS?

This course can lead to further study of the subject at either university or performing arts colleges; the communication and confidence-building aspects of the subject can also be invaluable in a variety of different careers.

### FURTHER INFORMATION

Students will be supplied with guidance materials, such as a scaffolding booklet for their log book, a weekly diary of lessons and self-reflection models. There is an expectation that students will participate in the range of professional workshops offered and go to see professional productions organised by the department and independently.

# PHILOSOPHY (A LEVEL)

## WHY SHOULD I STUDY A LEVEL PHILOSOPHY?

Does anyone know anything? How can we tell what is right or wrong? Should you trust your senses? What is the mind? Does God exist? Do you have free will? Are there any moral facts?

In Philosophy we study a range of answers to these questions, from Ancient Greece to the present day, and try to discover which, if any, are correct. The aim is to develop your own view on the most fundamental questions about our relationship to the world by studying the arguments of history's most important philosophers.

Philosophy students develop their ability to analyse, explain, evaluate, and construct arguments, as well as how to write clearly and precisely. These skills are used in both written work and discussion and they can help your academic progress on other courses, particularly in essay-based subjects. However, Philosophy combines well with a wide range of other subjects because the fundamental principles and concepts overlap. These subjects include the sciences, politics, history, English, sociology, psychology, mathematics, and the arts.

Philosophy is an exam only course and you are assessed with a combination of short questions asking you to explain what you have learned and longer essays, where you construct an argument for your answer to the question, based on the philosophical arguments you have studied.

A substantial number of our students choose to study philosophy at university, often at leading departments such as King's College London, Sheffield, and UCL.

## COURSE CONTENT

In Philosophy we study four topics over two years. Approximately 50% of these will be studied in Year 1 and the remaining topics in Year 2.

### Epistemology

- What is knowledge?
- How can perception give us knowledge?

- How can reason give us knowledge?
- What are the limits of knowledge?

### Moral Philosophy

- Normative ethical theories: How should we decide what is right and what is wrong?
- Applied ethics: What should we think about stealing, simulated killing in computer games and films, eating animals, and telling lies?
- Meta-ethics: Are there any moral truths?

### The Metaphysics of Mind

- Dualism and physicalism: Is the mind non-physical or is it the same as the brain?
- Eliminative materialism: Has science discovered that our common-sense understanding of the mind is radically mistaken?
- Functionalism: Could anything be a mind, if it functioned in the same way as a normal human brain?

### The Metaphysics of God

- The concept and nature of God: If God exists, what kind of being is God?
- Ontological arguments: Does the idea of God demonstrate that God exists?
- Design arguments: Did God design the universe?
- Cosmological arguments: Is God the cause of the universe?
- The problem of evil: Does the existence of evil prove that God does not exist?
- Religious language: Does talk about God make sense?

## PROGRESSION TO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

The A Level Philosophy examination assesses all four topics studied over the two years.

## FINAL ASSESSMENT

Two three-hour exams consisting of short answer questions and two longer essay questions.

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a **minimum of:**

<b>Grade 5</b>	In at least <b>two</b> predominantly written based GCSE subjects (from English Language, English Literature, History, Religious Studies or Sociology)
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## WHAT CAN I DO AFTER STUDYING A LEVEL PHILOSOPHY?

Philosophy is very effective at developing critical reasoning, clear writing, and discussion skills. These are highly valued on most degree courses. Philosophy can also help to support a career in any area that values those skills. Such careers include most professions (law, medicine, the civil service, teaching, journalism, engineering, management, and so on) and many creative areas (writing, art, theatre, film or television, design). Analytic and logical thinking is valued in many new technology sectors, including internet, artificial intelligence, and social media companies. Where Philosophy takes you will depend on what other skills and experience you combine it with.

## FURTHER INFORMATION

A Level Philosophy makes use of a range of readings, videos, and online support materials and assessments. Therefore, it is useful to have access to the internet at home and an internet capable mobile phone for use in some lessons.

Textbooks supporting the course may be purchased at approximately £25.



# PHOTOGRAPHY (A LEVEL)



## WHY SHOULD I STUDY A LEVEL PHOTOGRAPHY (ART VALIDATED)?

Photography is a subject that is ideal for students who want to develop their practical photographic skills and enjoy exploring ideas. Students will learn how to analyse and respond to the work of traditional and contemporary photographers whilst learning how to express their own ideas with confidence.

It is largely a practical subject with students taking photographs in lessons and in their free time. It is however important to recognise that quite a lot of time is spent documenting and analysing their research as well as the work they produce. Students learn both digital and analogue photography and within the first part of the course (most of the first year) they will divide their time equally between digital and darkroom.

We have excellent specialist photographic facilities including a studio and darkroom.

Looking at work first hand is an integral part of the course, there will be trips to galleries and in the second year, there is a residential trip to a foreign city such as New York or Barcelona. We also invite guest photographers and ex-students to run workshops throughout the year.

We have very good links with the course leader of the foundation diploma at Colchester Institute and have many visiting speakers from other universities to give you information about applications and careers.

## COURSE CONTENT AND ASSESSMENT

The focus of the first year is on developing students' technical skills (cameras, darkroom, Photoshop and studio) as well as their understanding of the assessment criteria. Students will keep a sketchbook where they document their work and research and there will be a number of deadlines where they present boards of final images.

The A Level consists of two components (Personal Investigation – coursework worth 60% of the overall grade and the

Externally Set Assignment worth 40%).

Students will start their "Personal Investigation" before the Easter holiday in the first year and complete the body of work by the end of January in the second year. The Externally set assignment takes place from the start of February in the second year with the students doing a 15-hour practical exam over a number of days at the start of the summer term

## PROGRESSION ONTO YEAR 2

Progression will be dependent on having made satisfactory progress in the first year, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

The Year 2 Photography course consists of two components – a coursework and exam project. There is a written element to the coursework of between 1000-3000 words.

In the second year you will be further developing your skills and exploring your ideas to a high standard. You will produce a portfolio of high-level photographic work to show at interviews.

## ASSESSMENT

Coursework is due in at the end of January. From the 1st February you will start your exam project. At the end of the exam project in May you will be completing a final piece during a 15hour exam – spread across a number of days. The coursework is worth 60% of your A Level mark and the exam project is 40%.

## WHAT CAN I DO AFTER STUDYING A LEVEL PHOTOGRAPHY?

Photography can lead to many careers in the Art and Design area: Possible careers include: commercial photography, fashion photography, fine art photography, graphic design, architecture, product design, and web design. Most universities offer courses in these subjects.

If you are not sure about which art and design degree course to do at university you can do a foundation diploma after

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

Grade 4	GCSE Art & Design or Photography or Textiles (Art Validated) or Graphics (Art Validated)
OR	
Merit	BTEC Level 2 Art & Design

For those who have not previously studied a GCSE in Art and Design or Textiles (Art Validated) or Graphics (Art Validated), or a Level 2 BTEC course, it is still possible to be considered for this A Level Photography course. You will need to complete an exercise set by the Art and Design Department, details of which you can request by emailing the College Admissions Department, once you have had your college interview. The exercise will need to be emailed to the Admissions Department by 31st May. It is not college policy to enrol on three Art & Design A levels except in very exceptional cases.

A Levels. This diagnostic course will help you choose your art and design pathway at degree level. Many of our students progress on to either foundation diplomas, photography or other art and design degree related courses across the country.

## FURTHER INFORMATION

At the start of your course we ask for a £60 payment to cover the "First Year Photography Pack" which covers most of the materials needed for the first year. It is also very advisable to have your own SLR or DSLR camera. We will tell you more about this at Induction.





**PLATINUM SCIENCE  
AWARD WINNER**

# PHYSICS (A LEVEL)

## WHY SHOULD I STUDY A LEVEL PHYSICS?

The dictionary definition of physics is "the study of matter, energy, and the interaction between them", but what that really means is that physics is about asking fundamental questions and trying to answer them by observing and experimenting. Some of these are really big questions that include:

- How did the universe begin?
- What are the building blocks of matter?
- Others are more practical such as:
- How does a transformer work?
- Can it be made more efficient?

If you think these questions are fascinating and you like solving problems, then you will love physics! Physicists try to uncover relationships through observing, creating mathematical models, and testing them by doing experiments. In the lessons you will learn theories, do practical work, use computer simulations and more. We have three well equipped labs with access to computers and a wide range of equipment.

## Do I need to also study A Level Mathematics alongside A Level Physics?

Yes. Physics at A Level and beyond is very mathematical. The mathematical equations used in Physics often look far more complicated than they really are. Nevertheless, if you are going to study Physics, you will also need to take A Level Mathematics alongside it. The A Level Mathematics course includes the study of algebra, trigonometry and mechanics – all important to Physics.

## And extra activities?

Physics students have enjoyed a trip to the Large Hadron Collider in recent years as well as visits to the Physics at Work day in Cambridge and an



Engineering experience day in London. The department supports students with the Physics Olympiad, PAT, AS Physics Challenge and Nuffield Research placements which lead to Gold Crest Awards. Students can also do Physics or Engineering based Extended Project Qualifications (EPQs) in their second year.

## COURSE CONTENT

The first year of the course consists of four units:

**1. Development of Practical Skills in Physics** - Over the year you will develop a portfolio of practical write-ups as you learn to accurately measure and record data and build your practical skills.

**2. Fundamental Data Analysis** - This module explores using experimental data, interpreting graphs and drawing valid conclusions from data.

**3. Physics in Action** - This module will answer questions such as: How does 3D cinema work? How can we get pictures from Mars? What are semiconductors and how can we use them?

**Understanding Processes** - In this module you will explore how to survive a car crash, how and why things move, what is light and how can an electron be in two places at once?

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

The second year of the course follows logically from the first year, but there is an increase in the mathematical demands.

## 5. Rise and Fall of the Clockwork

**Universe:** This module starts to answer the big questions

- What is gravity?
- What is the evidence for the Big Bang?
- Is it true that time can speed up and slow down?
- How can we predict random events?

**6. Field and Particle Physics:** This module continues to look at forces and explores electricity and magnetism.

You will also delve into the fundamental

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a **minimum of:**

<b>Grade 7</b>	GCSE Mathematics
<b>AND</b>	
<b>Grade 6</b>	Both 1st and 2nd grade GCSE Combined Science
<b>OR</b>	if triple science is taken
<b>Grade 6</b>	GCSE Physics (also with 6 in either GCSE Biology or Chemistry)

Please note that GCSE Applied Science or Level 2 BTEC Science qualifications are not acceptable as alternative GCSE science qualifications for A Level Physics. All students need to study A Level Mathematics alongside A Level Physics.

nature of things and discover the world of sub atomic particles, quarks and gluons and why does  $E=mc^2$ ?

## FINAL ASSESSMENT AT END OF YEAR 2

At the end of the 2nd Year students will do three exams covering all the theory and practical skills from all modules 1-6. In addition, they will achieve a practical endorsement if their portfolio of work shows the necessary development.

## WHAT CAN I DO AFTER STUDYING A LEVEL PHYSICS?

Physics students go onto study a range of degrees at university including physics, astrophysics and geophysics as well as engineering, aeronautics, computer science and mathematics.

Physicists are highly sought after in the job market and career opportunities include working in the space industry designing satellites, treating cancers using radiotherapy, forecasting the weather as a meteorologist, doing research in a laboratory or working in the banking sector predicting financial highs and lows.

# POLITICS (A LEVEL)

## WHY SHOULD I STUDY A LEVEL POLITICS?

This is a very exciting time to study both British and International politics. There has been considerable turbulence in British politics after the Brexit Referendum in 2016, the general elections of 2017 and 2019, and the debates surrounding Brexit. Likewise, in international relations, there is a new US President, China is increasing its power, Russia is seeking to play more of a global role and there are significant global challenges like climate change, growing protection in trade and inequalities in income and wealth. The course is entirely relevant in an everchanging world. You will be inspired to engage in lively and informed debate. If you are intrigued, excited or worried about the changes that are happening in the world today, this is the course for you.

The Politics specification covers UK government and politics, political ideas and comparative global politics. Politics is a well-established and well-respected A Level, which develops literacy, critical thinking, analysis and research skills. It goes well with History, Economics, Sociology, Psychology and Law, but other subjects as well. Studying A Level Politics shows that you care about the world you live in, and you will develop knowledge and understanding of the role politics plays in current local, national and global issues.

The politics staff at the College are predominantly subject specialists with many years of combined politics teaching experience. Staff are experienced classroom teachers and have contributed to textbooks, published resources and have examining experience.

Politics lends itself to trips. There is an annual trip to Parliament in the first year of study and there will be a trip abroad to deepen understanding of international issues. In the past, this trip has been to Brussels.

We have very good links with higher education institutes and members of staff who support students with their university applications.

Throughout your course, the departmental staff will fully support you both in and outside the classroom. You will find us an approachable and friendly group of people.

## COURSE CONTENT

The first year of the course consists of two components:

### UK Politics – Students will study:

- Democracy and Participation.
- Political Parties.
- Electoral Systems.
- Voting Behaviour and the Media.

### UK Government – Students will study:

- The Constitution.
- Parliament.
- Prime Minister and Executive.
- Relationships between Institutions.
- Core Political Ideas – Liberalism, Conservatism, Socialism.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

After successful completion of the first year, students will study 2 components:

### Optional Non-core Political Ideas - Nationalism.

**Comparative Politics** - Global politics, theories of global politics, sovereignty and globalisation, global governance: political and judicial, global governance: economic and environmental, power and developments, regionalism and the European Union.

## FINAL ASSESSMENT AT END OF YEAR 2

Politics is all exam based with no coursework.

There are three written examination papers taken at the end of the second year. Each component is examined

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

Grade 5	GCSE English Language or English Literature
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### AND

Grade 5	In at least <b>one other</b> predominantly written based GCSE subject (from English Language, English Literature, History, Religious Studies or Sociology)
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separately in a 2-hour examination consisting of short questions and essays.

## WHAT CAN I DO AFTER STUDYING A LEVEL POLITICS?

A qualification in Politics is valuable to anyone aiming to enter Higher Education, whatever the course for which they apply. It is also very useful for those interested in a career in journalism and the media, marketing, law, public relations or the civil service.

## FURTHER INFORMATION

Students will be encouraged to read around the subject and take an active interest in Politics. To be successful you will need to enjoy reading and have sound written skills. The department has well developed support materials which are available through the College's virtual learning environment system (Moodle).



# PRODUCT DESIGN (A LEVEL)

## (Resistant Materials)

### WHY SHOULD I STUDY A LEVEL PRODUCT DESIGN (RESISTANT MATERIALS)?

This creative and problem-solving course gives students practical skills, theoretical knowledge and confidence to succeed in a number of career areas, particularly suiting those intending to study or work in engineering, product design or industrial design. The course comprises of three sections; product design, product manufacture and product theory.

### WHAT CAN YOU MAKE?

You have the choice of making a variety of products using plastic, metal or wood. You will learn how to process and fabricate these materials in the workshop. For your personal project you are free to make anything as long as it uses resistant materials: metal, plastic and wood. Previous projects have included making a large-scale metal bird feeder which is now in use in our college garden. Other projects include designing and making a bicycle rack, a drummer's stool and a kinetic garden sculpture.

### VISIT

The course will include a visit to the New Designers Exhibition in the summer where you will see lots of degree show work and it is a good opportunity to find out about career opportunities.

### COURSE CONTENT

The first year of the Edexcel course consists of 'blue sky' – a design and make project. You will learn about how to manipulate a variety of materials using the specialist tools in the workshop.

During the course you will be taught how to use the machinery and guided through the design process, with the aid of industry standard computer programmes and 3D visualisation. You will also be learning theory and specialist knowledge about the materials you are using.

Various teaching and learning styles are used in the department. ICT, videos, power point presentations, interactive whiteboards, internet and self-study

materials are examples of resources used. The course includes a proportion of practical, written and research work.

### PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

The second year of the Product Design course consists of a substantial design and make project. You will be building on the skills you learnt in the first year and using the workshop. In class you will also be extending your theory knowledge. This will prepare you for the written exam.

### FINAL ASSESSMENT AT END OF YEAR 2

The design and make project is 50% of your mark. As well as the final product there will be a written design portfolio and photographic evidence of your final product.

There is also a written examination paper taken at the end of the second year:

### Principles of Design and Technology – 50% of your mark.

The paper includes calculations, short-open and open response questions, as well as extended-writing questions.

### FURTHER INFORMATION

Students will need a standard set of drawing pencils, and colouring pencils. There will be a £20 charge at the beginning of the course to cover the costs of the induction materials.

Product Design as a subject can be helpful to any student and can be studied with any other A Level subjects. Many Product Design students also take A Level Physics, Mathematics, Core Mathematics, Art or Geography as this is

### MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

Grade 5	GCSE Mathematics
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AND

Grade 5	Both 1st and 2nd grade GCSE Combined Science
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OR

Grade 5	if triple science is taken
Grade 5	in <b>two</b> from either GCSE Biology, Chemistry or Physics

AND

Grade 5	GCSE Resistant Materials or CDT (if taken)
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AND

Grade 4	GCSE English Language or English Literature
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**Core Mathematics (Mathematical Studies) is a very useful complementary course for this subject and is strongly recommended as a further (4th) course choice for students who are not taking A Level Mathematics or A Level Statistics options. See the Core Mathematics subject page for further details (page 90).**

helpful in various parts of the course or related subjects at higher education.

Second year A Level Product Design students will need to provide the materials for their final product.

### WHAT CAN I DO AFTER STUDYING A LEVEL PRODUCT DESIGN?

Product Design can lead to a career in many creative industries, it is also directly linked to engineering, product design, industrial design, graphic design, illustration, architecture, web design, car design and teaching.

# PSYCHOLOGY (A LEVEL)

## WHY SHOULD I STUDY A LEVEL PSYCHOLOGY?

Psychology is the scientific study of the mind and how it influences behaviour, from communication and memory to thought and emotion. It is about understanding people and how this understanding can help us address and solve many of the problems in society.

A level Psychology is a 'mixed skills' course and is appropriate for those who have an interest in the course content but who are equally comfortable with Biological Science, Statistics and have strong literacy skills e.g. reading and extended writing.

As a science Psychology is dedicated to the study of human behaviour through observation, measurement, and testing, in order to form conclusions that are based on sound scientific methodology.

Psychologists employ their knowledge and expertise in many areas of society, such as:

- Helping us prevent and overcome mental disorder, stress, and trauma.
- Speeding up recovery from brain injury.
- Improving performance both at school and in the workplace.
- Assisting the police, courts, and prison services in the operation of their duties.
- Analysing and improving athletic performance.
- Counselling

## FURTHER INFORMATION

The Psychology Department also offers a Criminology Level 3 Diploma (an A level equivalent course – but in a modular assessment framework). Criminology offers a more specialist option particularly for those students who do not achieve the mathematics or science grades required for A Level Psychology but still have good literacy skills. A level Sociology also provides a social science course option where the skills are literacy based and there is significantly less scientific content and statistical understanding required.

The department has close links with a number of universities and students may have an opportunity to experience Psychology in a university setting as well as attend lectures by leading psychologists in their field. Local universities also visit to

offer support and guidance for university applications. The department also runs a 'grade booster' event every year.

## COURSE CONTENT

The first year of the course consists of six topics:

**Social Influence** – This is the study of how society influences the individual. Why we do as we are told, why we do what everyone else is doing. Why some people rebel against society.

**Memory** – Different types of memory. Why eye witnesses to crime make such poor witnesses. Why we forget.

**Attachment** – How our relationships with our first carers influence all our future relationships. The impact of institutionalisation in childhood on relationships.

**Approaches** – Different fields of psychology and how they explain human behaviour.

**Psychopathology** – What is normal and what is abnormal. Explanations and treatments for phobias, depression and obsessive-compulsive disorder.

**Research Methods** – The methods used by psychologists to investigate human behaviour.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

The Year 2 Psychology course consists of the following subjects:

- Biopsychology
- Research Methods
- Issues and Debates
- Gender
- Schizophrenia
- Forensic Psychology

The course is examined by three two hour written examinations. Each is worth 33% of the A Level grade.

Useful complementary courses for A Level Psychology, for those who wish to progress to the more Science based Psychology degree course, include

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

<b>Grade 5</b>	In at least one predominantly written based GCSE subject (from English Language, English Literature, History, Religious Studies or Sociology)
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AND

<b>Grade 4</b>	GCSE English Language and English Literature
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AND

<b>Grade 4</b>	GCSE Mathematics
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AND

<b>Grade 5</b>	Both 1st and 2nd grade in GCSE Combined Science
OR	
<b>Grade 5</b>	Two GCSE single sciences including Biology

Please note that GCSE Applied Science or Level 2 BTEC Science qualifications are not acceptable as alternative GCSE Science qualifications for A Level Psychology.

A Level Biology or Statistics and A Level Mathematics.

## WHAT CAN I DO AFTER STUDYING A LEVEL PSYCHOLOGY?

Psychologists work in a number of fields and therefore a psychology degree offers good career opportunities. These include forensic psychology, clinical psychology, educational psychology, cognitive psychology, occupational psychology, neuropsychology, health psychology, sport psychology, counselling psychology.

In addition, people with Psychology degrees go into a range of other professions as they have demonstrated an ability to be adaptable and have a range of skills. They have a good grasp of scientific and mathematical principles and can write in detail.

# RELIGIOUS STUDIES (A LEVEL)

## WHY SHOULD I STUDY A LEVEL RELIGIOUS STUDIES?

Religious Studies is a vitally important subject, as religion and the continuing legacy of religious thought play a central role in society.

This course is open to everyone who is interested in the 'big questions' about the nature of the universe or the meaning of human life, such as: Does God exist? How can we tell what is right or wrong? Why do Christians use the Bible as a guide to how they should live their lives? Can you accept both science and religion?

There is no requirement that you follow a particular religious viewpoint – there will be many perspectives examined – but it is a requirement that students should be able, rationally and objectively, to analyse and evaluate religious ideas and concepts.

Religious Studies is a subject that can be helpful to any student and can usefully be studied in combination with any other essay-based subject (e.g. English and History), as well as those that focus on analysis, argument and evaluation (e.g. Sociology and Psychology). Many of the topics covered will overlap with A Level Philosophy.

Our Religious Studies teachers are very well qualified subject specialists who have studied at some of the country's best universities. We pride ourselves on being a friendly and supportive department, and work hard to develop the most effective teaching strategies and opportunities for extension. We use peer mentoring, a variety of electronic resources and support and revision sessions.

In previous years the department has welcomed visiting speakers in to College. Recent trips have included visits to local places of worship and we offer the chance to go to university conferences.

Many of our students enjoy Religious Studies so much that they choose to study it at university, including some of the most prestigious universities in the UK. Others will choose to follow a particular interest in the area as part of an Extended Project Qualification in their second year.

## COURSE CONTENT

The first year of the course consists of the following topics:

### Christianity

- The role of Jesus in Christian thought.
- The Bible as a source of wisdom and authority.
- Key Christian concepts such as The Trinity, The Atonement. Key questions such as: Is God Male? Can God Suffer? Does it make sense to see Jesus as a social revolutionary?

### Philosophy of Religion

- The design, cosmological and ontological arguments for the existence of God.
- Religious experience.
- The problem of evil.

### Ethics

- Ethical egoism, divine command theory and virtue ethics.
- Natural Law.
- Utilitarianism and Situation Ethics.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

The Year 2 Religious Studies course consists of new material, including:

### Christianity

- Christian attitudes towards wealth, migration and feminism.
- Challenges from secularisation, science and pluralisation.
- Christian responses to poverty.

### Philosophy of Religion

- Atheism.
- Miracles.
- Religious Language.

### Ethics

- Meta-ethics.
- Proportionalism.
- Freewill.

The final A Level Religious Studies

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

<b>Grade 5</b>	In at least one predominantly written based GCSE subject (from English Language, English Literature, History, Religious Studies or Sociology)
<b>AND</b>	
<b>Grade 4</b>	GCSE English Language or English Literature

examination assesses all of the topics studied over the two years.

## HOW WILL I BE ASSESSED?

Religious Studies is an exam only course. The assessment consists of essays divided into two parts. In the first section you explain the key features of a topic or argument, and in the second you construct an argument to explain your own view and the views of a range of scholars – discussing and evaluating the effectiveness of each.

## FINAL ASSESSMENT AT END OF YEAR 2

### Paper 1 (Christianity)

- 2 hours (33% of A Level) two essay questions, with one compulsory and one optional section.

### Paper 2 (Philosophy of Religion)

- 2 hours (33% of A Level) two essay questions, with one compulsory and one optional section.

### Paper 3 (Ethics)

- 2 hours (33% of A Level) two essay questions, with one compulsory and one optional section.

## WHAT CAN I DO AFTER STUDYING A LEVEL RELIGIOUS STUDIES?

Not every student will pursue an interest in religion on into their career, but Religious Studies encourages students to be open, enquiring, well read, thoughtful and articulate as they deal with a range of difficult written arguments. These are skills that will be valued by a wide variety of universities and employers.

# SOCIOLOGY (A LEVEL)

## WHY SHOULD I STUDY A LEVEL SOCIOLOGY?

Sociology is the study of contemporary society and encourages students to look at the world in a critical and evidence-based way. Sociology is an exciting, active subject which enables students to understand the relationship between individuals and society, with a focus on current and global issues. Sociology helps students explore their everyday life as well as understand social change in society. It also explores the impact of social policies on different social groups. Sociology students describe Sociology as 'interesting and fun, a subject that really makes you think about the world around you'. Students enjoy the opportunity to debate and discuss ideas in class and study issues which affect them in their everyday life.

Sociology topics include:

- Education; why do some students outperform others?
- Research Methods; how do sociologists gather evidence to support their theories?
- Families and Households; what does "family" mean today?
- Beliefs in Society; which belief system is most appealing today and why? Religion, science and ideology
- Crime and Deviance; what are the social causes of crime and what are the effects of crime?
- Sociological Theories; classical sociological ideas which have had a powerful influence on social policy and culture.

Sociology is a highly relevant and respected subject, which combines well with other social sciences such as Criminology, Psychology, Politics, Law, Philosophy, Economics, Health and Social Care as well as History, Media/Film Studies, Statistics, Mathematics, Religious Studies and any art, humanities or science subjects.

Good written skills are required as Sociology is an essay-based course. Teachers in the department are highly experienced in working with exam boards and are well placed to help students to develop their skills and maximise their achievement in exams.

During the Sociology course there will be opportunities to participate in a variety of extracurricular activities such as engaging visiting speakers, trips to universities and in recent years we have offered trips to New York and Berlin, among other places. Sociology students will also have the opportunity to take up a related Extended Project Qualification in sociology or a related subject in their second year.

The Sociology department also offers a number of 'support lessons' where students can get small group or 1:1 help, as well as exam skills development for all levels of ability. The department also have our own reference library with key sociology texts which students can access including exciting titles such as "The Prison Doctor" by Dr Amanda Brown and classic studies such as Ann Oakley's "From Here to Maternity".

## COURSE CONTENT

This is split into approximately six major units learnt over two years:

1. Education
2. Research Methods, Methods in Context and Methodology
3. Families and Households
4. Beliefs in Society
5. Crime and Deviance
6. Sociological Theories

## FINAL ASSESSMENT AT END OF YEAR 2

Three written examination papers will be taken at the end of the second year, equally weighted which will form the full A Level qualification:

- Paper 1:** Education with Theory and Methods (2 hours).  
**Paper 2:** Topics in Sociology: Families and Households/Beliefs in Society (2 hours).  
**Paper 3:** Crime and Deviance with Theory and Methods (2 hours).

The exam papers are assessed with short and longer answer questions, some of which have source material or 'Items' to analyse, based on the two years of study.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including an end of year one

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

<b>Grade 5</b>	In at least one predominantly written based GCSE subject (from English Language, English Literature, History, Religious Studies or Sociology)
<b>AND</b>	
<b>Grade 4</b>	GCSE English Language

exam, as well as the maintenance of a good level of attendance and commitment throughout the year.

## FURTHER INFORMATION

A strong emphasis and expectation is placed on students to complete independent study and revision throughout the course. We provide a range of different resources to suit different types of learners to allow students to be proactive, independent learners. Sociology students should have a positive attitude to learning and be ready to work hard.

## WHAT CAN I DO AFTER STUDYING A LEVEL SOCIOLOGY?

Sociology leads to a whole range of exciting employment possibility and can lead to careers which require good communication skills, an understanding of people, sensitivity to social issues and an ability to research and analyse information effectively, efficiently and independently. It enables students to present an argument concisely, precisely and analytically.

## CAREER POSSIBILITIES INCLUDE:

Social and market research, business, journalism, civil service, legal profession (police, lawyer, citizens advice, probationary), youth and social work, social reform and government policy, town and community planning, development and charity work, human resources, PR, advertising, counselling services, local government, housing and social/health services, retail management and any career which requires an understanding of today's complex world and an ability to use initiative and creative thinking.

# SPANISH (A LEVEL)

## WHY SHOULD I STUDY A LEVEL SPANISH?

Spanish is a language with around 463 million native speakers, and official status in a staggering 21 countries, spanning South, Central and North America, as well as Africa and Europe. It is fascinating to explore the differences in how Spanish is spoken around the world. It is the second most spoken language worldwide.

Apart from the varied and vibrant culture (music, food, dress, literature, religious beliefs, dance and festivals) which you meet across the Hispanic world, Spanish is also a very accessible language. It is quite easily pronounced and is a very pleasant-sounding language, and it also has the extra advantage of being phonetic (unlike English!).

It is one of the most important languages of the international community, not just in Europe but across the globe. The ability to speak Spanish and English is an advantage on the international job market. A knowledge of Spanish opens the doors of Spanish companies in Spain and other Spanish-speaking parts of the world (eg: South-America).

Learning Spanish enhances your skills in analysing, discussing, and categorizing information and ideas. It is also a big accomplishment which brings with it great satisfaction and added confidence. Immersion in a foreign culture can open whole new avenues of self-exploration and personal growth.

## COURSE CONTENT

Students will normally be taught by two teachers and have a conversation class once a week with the Spanish assistant. Students will learn to communicate confidently and clearly in Spanish through the medium of the spoken and written word.

Two themes must be studied during the first year: **Social Issues and Trends** and **Artistic Culture**. Students will be studying topics such as the changing nature of families and the place of information technology in society, as well as things that young Spanish people really like such as music and films. Students will study many interesting aspects of life in society e.g. youth unemployment, recent history, poverty in South America,

regional languages, gay rights etc. These topics will give students a deeper insight into the Spanish-speaking world.

All students are expected to revise vocabulary regularly and have access to a vocabulary book. There are weekly vocabulary tests. Students have found that sites like Quizlet and Memrise have greatly helped them to memorise the volume of words required. There is a great emphasis on grammar and there will be regular tests on the major grammar points throughout the course.

Dictionaries are available for reference in the Library and in classrooms and we show students how to make the best use of sites like Wordreference. Students have access to our virtual learning environment system (Moodle). Here they can see all sorts of useful information including course outlines, vocabulary lists, grammar explanations, and advice about the examinations.

Students will be expected to complete 4/5 hours of homework, including independent study, per week. Students are charged a small amount for Listening resource booklets, and may be asked to contribute a few pounds towards the cost of producing homework and revision packs.

In the second year of the course (AQA), we revise basic grammar and introduce more complex grammatical structures. We ensure that students continue to widen their vocabulary and teach them to be even more accurate and idiomatic in their spoken and written work. In particular, we will help them to develop their powers of analysis when writing an essay.

In the second year, all students must study a book and themes include topics such as immigration and law and order. There is also the opportunity for students to research a topic related to Spain or Spanish-speaking communities that is particularly interesting to them.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a **minimum of:**

Grade 6	GCSE Spanish
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assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

## FINAL ASSESSMENT

You will sit 3 papers:

**Paper 1:** Listening, Reading and Writing (translations) 50% of the A Level.

**Paper 2:** Writing (one book and one film) 20% of the A Level.

**Paper 3:** Speaking (discussion of a subtheme and presentation of an individual research project) 30% of the A Level.

## WHAT CAN I DO AFTER STUDYING A LEVEL SPANISH?

The A Level course forms a sound basis for studying Spanish at university and many students continue with it either as a single subject degree or in combination with another subject such as European Studies, Business Studies, Marketing, Law, Politics, History, etc. Some Spanish graduates use their language skills as translators, interpreters or teachers. Others embark on careers in areas ranging from banking to tourism.

## FURTHER INFORMATION

Students who need extra support are invited to attend support classes/offered a second-year mentor. More able students will be issued with extension reading material, and there may be the opportunity to attend extension classes.

There will be an opportunity to take part in a one-week residential language trip to Spain in the summer term.

The Modern Languages Department (MLD) also offers A Levels in German, Italian and French, one-year GCSE courses in Italian and Spanish, possibly leading to an A Level course in the second year, and Additional Studies in Italian, Japanese, Chinese and Latin. We also offer other enrichment opportunities such as the European Day of Languages and Christmas Carols in all languages.

# SPORT & PHYSICAL EDUCATION (A LEVEL)

## WHY SHOULD I STUDY A LEVEL SPORT & PHYSICAL EDUCATION?

This course contains a mixture of dynamic theoretical content and practical performance skills. It covers factors that affect both participation and optimal performance in physical activity and sport.

Students will develop knowledge of contemporary topics in sport and equip themselves with the analytical skills necessary for higher education and the world of work. The course will also enhance a student's understanding of the factors that affect their own performance and that of others.

Sport and Physical Education is an interdisciplinary subject that can be helpful to any student and can usefully be studied in combination with a number of subjects, but which most directly overlaps with Biology, Sociology and Psychology.

Recreational and competitive sport have enjoyed a high priority and status at the College over a 30-year period. We have good links with the University of Essex who have delivered relevant workshops.

Many Physical Education students will also take the opportunity to join our 1st 4 Sport, Coaching Sport & Physical Activity (CSPA) Level 2 programme, which develops their practical coaching skills within local primary schools.

This is not a compulsory option but it is highly recommended for students to take this qualification to support any application to further study and employment in the sports industry. Opportunities will be available to progress to the Level 3 qualification in Year 2.

The Sport and PE Department runs a range of support classes on a weekly basis and all staff are available for students to approach for extra help. Each student will be equipped with a published revision guide and workbook, which provides a logical progression through the course.

## COURSE CONTENT

The course consists of seven units:

1. Applied Anatomy and Physiology.
2. Skill Acquisition.
3. Sport and Society.
4. Exercise Physiology.
5. Biomechanical movement.
6. Sport Psychology.
7. Sport and Society – the role of technology in physical activity and sport.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

### Assessment Process:

Two written examination papers are taken at the end of the second year:  
**Paper 1:** 35% of A Level. A mixture of short and long answer questions with extended response questions on Applied Anatomy and Physiology, Skill Acquisition and Sport and Society.

**Paper 2:** 35% of A Level. A mixture of short and long answer questions with an extended question on Exercise Physiology, Biomechanical Movement, Sport Psychology and Sport and Society – the role of technology in physical activity and sport.

### Non-Exam Assessment:

Coursework – worth 30% of A Level:  
 A) Practical performance as a performer in a fully recognised competitive situation – worth 15%. The sport selected MUST be on the AQA approved list and students will be expected to gather their own video footage either playing competitively for college or their club team.

It is highly recommended that students attend and represent the college in the sports that are available as part of the additional studies sporting programme.

B) Written coursework involving analysis of performance highlighting weaknesses with an evaluation of a theoretical cause and corrective measure - worth 15%.

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

<b>Grade 5</b>	In at least one predominantly written based GCSE subject (from English Language, English Literature, History, Religious Studies or Sociology)
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AND

<b>Grade 5</b>	Both 1st and 2nd grade GCSE Combined Science
<b>OR</b>	if triple science is taken
<b>Grade 5</b>	GCSE Biology

AND

<b>Grade 5</b>	GCSE PE (if taken)
<b>OR</b>	
<b>Merit</b>	BTEC/Level 2 Sport & PE (if taken)

In addition, a good/high level of practical performance as a performer. Students need to be competing regularly and to a good standard in an AQA recognised sport (the list can be found on the AQA website).

## WHAT CAN I DO AFTER STUDYING A LEVEL SPORT & PHYSICAL EDUCATION?

A Level Sport & Physical Education is accepted at all universities and gives access to various higher education and any number of sport related employment opportunities. The generic skills acquired will allow transition to a wide variety of subject areas and employment.

## FURTHER INFORMATION

College students will benefit from the College Fitness Centre, the Sports Hall (including four badminton courts), extremely active and successful football, basketball, netball, badminton and volleyball squads, the 3G outside floodlit 5-a-side pitch (allowing 5-a-side football and hockey) as well as access to numerous high-quality local sports facilities such as 'The Northern Gateway' Sports Complex.

# SPORT (APPLIED)

## (BTEC Nationals Level 3 - RQF)

### WHY SHOULD I STUDY SPORT?

This Sport Extended Certificate (BTEC) is a two-year modular, single A Level equivalent course which provides an introduction to the sports sector through applied learning that supports progression to higher education. It forms part of a programme of study that includes other vocational/general qualifications or A Levels.

BTEC Nationals provide progression to the workplace either directly or via study at a higher level. Over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by most UK universities and higher education institutes for relevant degree programmes in combination with other Level 3 Qualifications (Applied or A Level).

### THE PE DEPARTMENT:

Our department is highly experienced in delivering academic and practical Physical Education courses.

We have good links with the University of Essex and Writtle University College as well as local primary schools, which enables students to develop their coaching and leadership skills.

All staff are available for students to approach for extra help. Each student will be equipped with a work booklet, which provides a logical progression through the course as well as access to an e-text book.

### COURSE CONTENT EXTENDED CERTIFICATE IN SPORT

Taken over two years, equivalent to A Level. The units outlined below are compulsory. The course weightings are 67% Exam and 33% Coursework (in line with other Level 3 courses).

#### Year 1 (Certificate)

#### Unit 1. Anatomy and Physiology (Externally examined assessment)

Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.

**Unit 7. Practical Sports Performance (Internally based assessment)** Learners study the skills, techniques, tactics and

rules of selected sports through active participation in individual/ team sports. In this unit you will:

**A:** Examine National Governing Body rules/laws and regulations for selected sports competitions.

**B:** Examine the skills, techniques and tactics to perform in selected sports.

**C:** Develop skills, techniques and tactics for sporting activity (one individual and one team sport) in order to meet sport aims.

**D:** Reflect on own practical performance in one team and one individual sport using selected assessment methods.

#### Year 2 (Extended Certificate)

#### Unit 2. Fitness Training and Programming for Health, Sport and Wellbeing:

This is an externally examined controlled assessment unit. Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in health and well-being.

#### Unit 3. Professional Development in the sports industry – internally based assessment:

Candidates will explore the knowledge and skills required for different career pathways in the sports industry.

**A:** Understand the career and job opportunities in the sports industry.

**B:** Explore own skills using a skills audit to inform a career development action plan.

**C:** Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway.

**D:** Reflect on the recruitment and selection process and your individual performance.

### PROGRESSION ONTO YEAR 2

At the end of Year 1 students will be expected to have achieved a pass in Certificate Level Sport before progressing onto Year 2.

Learners must achieve a pass grade or above in all external assessments. Learners are permitted to re-sit any external assessment (a maximum of twice) during their programme; the better result will be used for qualification grading.

### MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

Grade 4	GCSE English Language or English Literature
AND	
Grade 4	GCSE Mathematics
AND	
Grade 4	Both 1st and 2nd grade GCSE Combined Science
OR	if triple science is taken
Grade 4	Two of either GCSE Biology, Chemistry or Physics
AND	
Grade 4	GCSE PE (if taken) or Merit in BTEC/Level 2 Sport & PE (if taken)

### LEVEL 2 COACHING SPORT AND PHYSICAL ACTIVITY (CSPA) 1ST4SPORT AWARDING BODY.

This is not a compulsory option but it is highly recommended for students to take this qualification to support any application to further study and employment in the sports industry. Opportunities will be available to progress to the Level 3 qualification in Year 2.

### WHAT CAN I DO AFTER STUDYING EXTENDED CERTIFICATE IN SPORT?

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of study. It combines well with a large number of subjects and supports entry to higher education courses in a wide range of disciplines (depending on the subjects taken alongside). Learners should always check the entry requirements for degree programmes with specific higher education providers.

### FURTHER INFORMATION

College students will be able to use the College fitness centre, sports hall and the 3G outside floodlit 5-a-side pitch in addition to sporting facilities in the local area.

# STATISTICS (A LEVEL)

## WHY SHOULD I STUDY A LEVEL STATISTICS?

This is a very useful subject to add to an A Level programme of study. Statistics will build on the data handling skills you developed through GCSE Mathematics and will teach you more about how to collect, analyse and summarise data in order to arrive at conclusions about it.

Many of the ideas you will meet in this course have applications in a wide variety of other fields. Statistics is a particularly useful complement to those taking subjects such as Biology, Psychology, Geography, Sociology, Economics, Business or Mathematics. It is also useful for students considering studying a degree course where research skills and statistical analysis will be an important part of the course.

As a student in the Mathematics Department, you will have the opportunity to attend the Inspirational Mathematics Lectures in December where well-known figures in the world of mathematics and statistics provide entertaining insights into their research.

The course will help you develop the skills to deal with large amounts of data, supported by the use of a graphical calculator. The calculators enable you to carry out the calculations more efficiently, which allows you more time to reflect on the meaning of the results and draw appropriate conclusions related to the original context of the data. To do well in statistics you need to develop and use formal logical thinking abilities that are both high level and creative.

## FURTHER INFORMATION

A graphical calculator is essential for this course and will be used extensively for



lessons and homework. It can be used in all written examinations and you will find that the statistical functions will make many calculations much easier. The model we use is the Casio fx-9860GIII which can be purchased through the College at a very competitive price.

## COURSE CONTENT

You will study topics from the following areas: Collecting and presenting data, probability, the binomial distribution, the normal distribution and its application to a variety of situations from quality control in manufacturing to identifying exceptional results, and correlation and regression applied to scatter diagrams.

Time series analysis where data appears to fluctuate but in a repeating pattern, different ways of choosing samples, interpreting tables of data and statistical diagrams from a variety of sources including the Office for National Statistics.

Hypothesis tests – these allow you to determine if there is enough statistical evidence to support your idea. A few of the methods used are: contingency tables for identifying links between different variables, the sign test, Wilcoxon signed-rank test and the Mann-Whitney U test.

All of the tests in Statistics are referred to, or used, in other A Level subjects which analyse experimental results or data. There is also further work on correlation looking in more detail at the strength of the link between variables.

The Statistics course aims to develop your understanding using a variety of approaches to learning. Apart from tutor led lessons with the whole class, there are opportunities for group work and for independent study, with your tutor's support. Teaching involves textbooks, which include explanations, development work, examples and summaries, as well as exercises. Some topics are introduced with an investigation or a practical experiment, often using computer software or graphical calculators. Drop-in support classes are available throughout the year and we also run a series of revision workshops to help you prepare for the summer examinations.

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

Grade 6	GCSE Mathematics (Higher)
OR	
Grade 5	GCSE Mathematics (Higher) and GCSE Statistics

## AND

Grade 4	GCSE English Language or English Literature
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**A Level Statistics can be studied alongside A Level Mathematics or Core Mathematics as a separate qualification.**

## ASSESSMENT

Students will take three written examinations at the end of Year 2.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of attendance and commitment throughout the year.

## WHAT CAN I DO AFTER STUDYING A LEVEL STATISTICS?

Statistics is a very valuable subject to have studied at A Level and universities will look favourably at candidates who have this qualification. If you wish to continue studying Statistics at university it is important that you also study A Level Mathematics.

For many people the study of Statistics will be an essential element in their workplace, especially those working in science, finance and management. Examples of career areas which involve statistics on a regular basis: medicine, weather forecasting, emergency planning, disease control and prediction, medical research, genetics research, political campaigning, insurance / risk analysis, quality control and stock market analysis.

# TEXTILES (A LEVEL)



Artsmark  
Gold Award  
Awarded by Arts  
Council England

## WHY SHOULD I STUDY A LEVEL TEXTILES?

This is an excellent 'art validated' textiles course for those who love being creative with textiles and fashion. You will be introduced to a range of techniques including: printing and dyeing; stitch and embroidery and using fabrics to experiment with 3D modelling. As the course progresses there will be an opportunity to specialise so that you can develop an exciting body of work for your portfolio.

The study of textiles is great preparation for students heading for a career in fashion or textile design or for those who want to apply to an art related degree course. It also combines well with any other subject at the College. You are also able to combine it with any other Art and Design subject.

The textiles area is well equipped with a wide range of equipment and resources providing an exciting opportunity for developing creative and innovative design ideas.

We have very good links with the course leader of the foundation diploma at Colchester Institute and also have many visiting speakers from other universities to give you information about applications and careers.

## COURSE CONTENT

The first year of the course consists of an induction period followed by coursework projects. During the projects you will be learning new techniques, looking at the work of other artists and building up your skills and understanding of contemporary textile art. You will also be getting to grips with the assessment criteria and understanding how to develop your ideas to a high A Level standard.

## PROGRESSION ONTO YEAR 2

Progression to the second year of this A Level course will be dependent on having made satisfactory progress in the first year of the course, including achieving at least an E grade in a formal late spring assessment, as well as the maintenance of a good level of

attendance and commitment throughout the year.

The second year of the Textiles course consists of two components: coursework and the exam project. There is a short written element to the coursework. You will be further developing your skills and exploring your personal ideas to a high standard. Your work will be bigger and more ambitious and might also be worn as part of the fashion catwalk during the Arts Festival.

You will produce a portfolio of high level of work to show at interviews.

## ASSESSMENT

Coursework is due in at the end of January. From the 1st February you will start your exam project. In May, at the end of the exam preparation, you will be completing a final piece during a 15 hour exam – spread over 3 days.

The coursework is worth 60% of your A Level mark and the exam project is 40%.

## WHAT CAN I DO AFTER STUDYING A LEVEL TEXTILES?

This course provides you with the essential skills needed to progress into a career path within the textiles and creative industries. It also provides a suitable advanced level course for other career routes.

Higher Education courses and employment opportunities available to students with fashion and textiles qualifications include fashion promotion, textile management, clothing studies with textiles, fashion and design with marketing/technology, a retail buyer, journalism, garment technology, textile and fashion design.

## FURTHER INFORMATION

While many of the resources needed during the course are provided by the College, you will be required to purchase an induction pack. The pack contains some good quality essential materials that will be used throughout the course. Further expenditure is dependent on the selection and nature of your work.

## MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 12) and a minimum of:

Grade 4	GCSE Art & Design or Textiles (Art Validated) or Graphics (Art Validated)
OR	
Merit	BTEC Level 2 Art & Design

For those who have not previously studied a GCSE in Art and Design or Textiles (Art Validated) or Graphics (Art Validated), or a Level 2 BTEC course, it is still possible to be considered for this A Level Art course. You will need to complete an exercise set by the Art and Design Department, details of which you can request by emailing the College Admissions Department, once you have had your college interview. The exercise will need to be emailed to the Admissions Department by 31st May. It is not college policy to enrol on three Art & Design A levels except in very exceptional cases.



# 4TH ACADEMIC SUBJECTS

Alongside their A Levels, many students will take the option of an extra academic qualification - normally for one year. These subjects are offered as part of the broader Additional Studies programme detailed on pages 96 to 121.

## CORE MATHEMATICS (MATHEMATICAL STUDIES) AQA 1 YEAR COURSE (AS LEVEL EQUIVALENT)

### WHY SHOULD I STUDY CORE MATHEMATICS?

Core Mathematics is a relatively new Level 3 course designed by the Government for a good proportion of sixth form students who are not including the study of A Level Mathematics or A Level Statistics as one of their 3 (or 4) A Level choices. It is a further course option which would be taken in addition to A Levels in the first year. The national qualification is relatively applied and has been designed to prepare students for the mathematical demands of study, work and life.

It complements a range of numerate A Level courses (see below for detail) and it builds on work that you have studied at GCSE. The course is quite applied in nature and seeks to teach students new concepts and techniques for solving a variety of both theoretical and "real world" problems. The course supports the following relatively numerate A Level courses very well:

- Accounting
- Biology
- Business
- Chemistry
- Computing
- Economics
- Electronics
- Environmental Science
- Geography
- Geology
- Product Design (Resistant Materials)
- Psychology

The course is also potentially very useful for those who are thinking that at age 18 they may wish to study

a number of degree courses with mathematical, statistical or numerate elements including Politics, Sociology or management science degrees. However, the option of studying Core Mathematics is open to any A Level student who wishes to study the course and who has previously achieved a grade between 4 and 9 in GCSE Mathematics.

Successful Core Maths candidates gain a Level 3 qualification which is equivalent to an AS Level at grade A to D. The qualification also carries UCAS points (at the AS Level tariff).

### CONTENT

The course will be taught in two 70 minute lessons per week – from early September to late May in the first year with the public exams (two exam papers) in late May/June. All students will study all of the following topics:

- Analysis of data - data, collecting and sampling data and representing data numerically.
- Personal finance – numerical calculations, percentages, interest rates, repayments and the cost of credit, graphical representation, taxation and solutions to financial problems.
- Estimation - the modelling cycle and Fermi estimation.
- Critical analysis – presenting logical and reasoned arguments in context, communicating mathematical approaches and analytical criticism.

These core topics form approximately two thirds of the course - and the other third is one of the following two options that you must choose **EITHER:**

- Option A** – Statistical Techniques The Normal Distribution, Probabilities and Estimation, Correlation and Regression.
- Option B** – Critical Path and Risk Analysis, Critical path analysis, Expectation, Cost benefit analysis.

### WHICH CORE MATHEMATICS OPTION SHOULD I CHOOSE?

You should make your choice of option based on the specific A Level subjects that you are doing:

**Option A** – If you are studying A Level Psychology, Biology, Geography, Geology, Environmental Science, Economics.

**Option B** – If you are studying A Level Business Studies, Computing, Product Design, Accounting and any other subject other than those listed.

If you do more than one of the above subjects, then make your choice of Option using the following subject precedence:

**IF STUDYING** A Level Psychology or Biology or Geography – **Choose option A**

**IF NOT, BUT STUDYING** A Level Geology – **Choose option A**

**THEN** A Level Business Studies or Computing – **Choose option B**

**THEN** A Level Environmental Science – **Choose option A**

### ENTRY CRITERIA

Students need to have previously achieved grade 4 - 9 in GCSE Mathematics (or C in IGCSE). If a student has grade 4 in GCSE Mathematics, it is recommended that they choose option B.

You will need to have a reasonably good working knowledge and grasp of the material that you studied for GCSE Mathematics and good thinking and problem-solving skills.

To be successful on this course you will also need to be able to:

- Think how to approach problems in

unfamiliar situations

- Use the many functions on a scientific calculator
- Analyse large amounts of information – with written analysis

### ASSESSMENT

The subject is assessed by two equally weighted exam papers taken at the end of the course, i.e each paper will be worth half of the final mark/grade.

### WHAT CAN I DO AFTER STUDYING CORE MATHEMATICS?

Core Mathematics is a relatively new sixth form course promoted by the Government and supported by universities and employers. Many degree courses include mathematics or statistics or data handling elements. Employers from all different sectors are also firmly behind the Core Mathematics qualification. Many roles in today's workplace require high levels of budget management and problem-solving skills; Core Mathematics will be a useful tool in equipping you with these skills. There is a national shortage of people with strong mathematical skills and Core Mathematics will enable you to cope confidently with numerous jobs and higher education courses. This is particularly true of many areas including scientific, technical, financial, and managerial and social sciences. Core Maths also provides useful skills for handling aspects of life – including decision making – relating to personal finances.

### FURTHER INFORMATION

Students will require a more advanced scientific calculator than was used at GCSE level or a graphical calculator. The calculator must have the ability to compute summary statistics and probabilities from the normal distribution.

### EXTENSION LESSONS IN ADVANCED MATHEMATICS

Some competitive universities require additional tests for their courses in mathematics and related areas. For other universities, success in these tests may make for a stronger application or an alternative offer in terms of required A-level grades. This class helps students prepare for these tests such as:

### STEP

Required by University of Cambridge,

Imperial College and University of Warwick for Mathematics and combined Mathematics degrees and encouraged by other competitive universities.

### MAT AND TMUA

These courses are required by the University of Oxford, Imperial College and University of Warwick and encouraged by other competitive universities. They are currently being withdrawn and replaced. This class will support these tests and their replacements.

### EXTENDED PROJECT QUALIFICATION (EPQ)

The AQA Extended Project Qualification (EPQ) is a Level 3 qualification. It is awarded to students who complete an individual research project about a topic they are interested in. The outcome of the project can be a dissertation, design, performance or artefact. The EPQ gives students a chance to demonstrate project management skills and conduct independent research - impressive to universities and employers. EPQ skills briefings commence in mid-February of Year 1 and continue until students are assigned to a staff supervisor around Easter. Students then start their project at Easter of Year 1 and complete it in Year 2. Students will be expected to work in a highly independent and self-motivated way, with a significant amount of independent work taking place outside of the classroom.

### GCSE ITALIAN

A one-year accelerated course for complete or near beginners in the language but who have significant interest and linguistic ability. This course is suitable for students with a proven aptitude and interest in languages and is particularly appropriate for students who have already gained a 6 or above at GCSE level in a foreign language or who have a strong alternative background in foreign language learning.

It may be possible for some students who have not had the opportunity to study a GCSE foreign language to do this course, but it must be emphasised that a very high degree of commitment is required as grammar and vocabulary will need to be learnt on a daily basis. The

course is taught in six periods per week.

It may be possible to undertake the full A Level in Year 2 for very able linguists with a grade 7 or better pass.

### GCSE SPANISH

A one-year accelerated course for complete beginners in the language but who have significant interest and linguistic ability. This course is suitable for students with a proven aptitude and interest in languages and is particularly appropriate for students who have already gained a 6 or above at GCSE level in a foreign language or who have a strong alternative background in foreign language learning. This course however is not suitable for students who already have a strong background in the Spanish language.

It may be possible for some students who have not had the opportunity to study a GCSE foreign language to do this course, but it must be emphasised that a very high degree of commitment is required as grammar and vocabulary will need to be learnt on a daily basis. The course is taught in six periods per week. AS Spanish will be available in Year 2 to those students who achieve a grade 6 or better pass.

### THE 1ST4SPORT LEVEL 2 CERTIFICATE IN COACHING - YEAR 1

#### 1st4Sport

This qualification prepares learners for employment as a coach in sport or physical activity. Level 2 coaches are able to plan, deliver and review sport and physical activity coaching sessions, either working independently or as part of a larger coaching team. The qualification introduces learners to the practical and theoretical aspects of planning, delivering and evaluating linked and progressive coaching sessions in sport and physical activity.

The qualification is directed at learners who have an interest in coaching sport and physical activity. You do not need to be a PE student or member of a sports team to participate. The course is especially useful for those who wish to become involved in coaching, and to have responsibility for the planning, delivery and evaluation of linked and

progressive coaching sessions but can also be used to develop skills around confidence, leadership and education, making it useful for those interested in teaching as a career. Students will participate in coaching sessions at a local primary school every other week, with a theory lesson at College in between.

The qualification is recognised as the industry standard level 2 qualification for coaches by UK Coaching, the lead technical agency for the development of sports coaching in the UK. It has been aligned to the UKCC criteria and will allow progression onto a UKCC-endorsed qualification. On completion, learners will receive the 1st4sport Level 2 Certificate in Coaching and a separate recognition for their chosen sport. Where their selected sport isn't available, they will receive recognition in sport and physical activity.

Following successful completion of Level 2 in your first year, you could progress on to the **Coaching Sport & Physical Activity Level 3** in year 2. The skills and knowledge developed through this qualification may also be used to progress to other industry-relevant qualifications in coaching sport, activity leadership, supporting PE in school sport or sports development. On completion of Level 3, 15 UCAS points will be awarded.



## FINANCIAL STUDIES CERTIFICATE

Managing your money is an essential life skill. This qualification, offered through the London Institute of Banking & Finance (LIBF), is divided into two units:

**Unit 1:** Financial Capability for the Immediate and Short Term

**Unit 2:** Financial capability for the Medium and Long Term

There are no entry requirements for this course; students must simply be interested in effectively managing their finances at university, in their first job and beyond. You will learn about managing your money, how it will impact on your life and financial choices that you will have to make. Financial services products (such as credit cards, loans and mortgages) will be explained to you along with how they can help you meet your individual lifestyle needs.

CeFS carries UCAS points, is equivalent to half an A Level and graded A\* - E.

The course materials are available on-line and the topics are taught in one period per week.

Exams: Each Unit will have both a multiple-choice paper and a written paper based on pre-released case study material.

Year 1 students who are successful in the Certificate and achieve at least a pass grade, have the opportunity to progress to study the Diploma in Financial Studies in Year 2. This may be of particular interest to those interested in a career in any of the financial services or in business management.

## LESSONS IN FINANCIAL EDUCATION CERTIFICATE - LEVEL 2 (LIBF)

The Lessons in Financial Education Certificate will give you a good understanding of money and finance and will provide valuable insight into a range of career opportunities within the financial services sector, while giving guidance on methods for enhancing your employability skills. This qualification equips you with the knowledge to cope confidently and effectively with basic financial encounters you are likely to meet. You will develop knowledge and understanding of spending and how to become competent at managing your own money. You will also explore various careers within the financial services industry. The qualification also provides a valuable insight into a range of career opportunities within the financial services sector, gives guidance on methods for enhancing individual employability skills.

LIFE is made up of three units which need to be successfully completed in order for you to achieve the certificate:

**Unit 1:** Your Personal Finances

**Unit 2:** Money Management for Your Generation

**Unit 3:** Your Future, Your Career

The course will be a compulsory part of the Advanced Foundation Programme. The course materials are available on-line and are taught in two periods per week.

Each Unit will be assessed with an online multiple-choice assessment. All three assessments have to pass to gain a level 2 pass. Students who are successful in the LIFE course have the opportunity to progress to study the Level 3 Certificate in Financial Studies in their second year at College.



## PROGRAMME 2

# THE ADVANCED FOUNDATION PROGRAMME (AFP)

### What is the Advanced Foundation Programme (AFP)?

This is a one-year programme of study at college which aims to help you to develop the skills you need to become a more independent student with improved study skills.

A key goal of the year is to improve your GCSE and Level 2 profile. Another important element of the course is preparing you to progress from the AFP Programme either to other academic courses such as A Levels or BTEC or to a vocational course or employment. This is a part of the Personal Development Tutorial programme, which includes the 'Lessons in Financial Education' (LiFE) qualification offered to all students.

### Who is AFP For?

The AFP Programme is for students who have achieved some GCSE grade 4 passes but still need passes in a range of key subjects before being able to progress to further study. This will usually include students who have been recommended by their schools as having academic ability and a positive approach to academic study at GCSE, but may have academically underperformed, perhaps because of ill-health or personal circumstances.

This programme is also appropriate for students who have recently arrived in the UK and for whom English is not their first language. These applicants may need to take an assessment of their English, Mathematics and Science abilities before an offer can be made.

### What grades will I need for the AFP?

To qualify for this programme you need to have GCSE Grades 4,3,3 in three core academic subjects (English

Literature or English Language, Mathematics, Science – the Grade 4 can be in any of these subjects) and at least two other subjects at Grade 3.

When assessing your suitability for a course built around GCSE qualifications such as AFP, one of our primary interests is, of course, to look at your previous GCSE passes. This is because vocational qualifications are often not designed to offer progression to academic courses.

In some exceptional circumstances students who have not been able to take any GCSEs will be able to take this course route.

### What courses will make up my programme of study?

There are different ways to progress on the AFP Programme:

#### 4 or 5 GCSE Subjects

This programme is for students who have achieved one or two Grade 4 or higher passes at GCSE. You must have a GCSE Grade 4 or higher in one of either English Literature or English Language or Mathematics or Science and GCSE Grade 3 passes in the other two subjects and GCSE Grade 3 in at least two other subjects to indicate your potential to improve to a GCSE Grade 4.

#### 3 GCSEs and one Level 3 subject

For some students, who have achieved three GCSE Grade 4, or better passes, it might be more appropriate to take a course which includes one or two Level 3 subjects.

This is much more likely to be the case if your results include a GCSE Grade 4 or higher in English Literature or English Language as this is a firm entry requirement for many Level 3 subjects.

If the number of GCSE passes at Grade 4 or higher rises to four or even five, then a second Level 3 subject may well be added.

### Where can I go after I have finished the Advanced Foundation Programme?

Many students will find that a good foundation in GCSE is vital for progression onto 'Level 3' courses both at college and elsewhere, as well as being demanded by employers and trainers. If you want to return to college to study A Levels, you will be asked to re-apply. Individual targets will be set for your entry onto these courses. You will need to achieve more GCSE Grade 5 and 4 passes, have shown a high level of motivation and have had excellent attendance to be accepted onto higher level courses. We will also support you in any application to other colleges for vocational courses, work-based training or employment.

### BTEC FIRST AWARD IN BUSINESS

In this BTEC Level 2 (First) course, students will develop a knowledge and understanding of Business in a work-related context. They will also acquire transferable skills such as communication and problem solving that are considered essential for employers. Units covered include Introduction to Business, Finance for Business (External exam), Enterprise in the Business World and Recruitment, Selection and Employment.

There is a combination of both internal and external assessment. Successful completion could give students the opportunity to progress on to either A Level Business or Certificate in Applied Business. No previous study of Business is required.

## GCSE CITIZENSHIP

In this course you will develop the skills and knowledge needed to make a difference in your own lives, such as knowing what your rights are. As well as in the wider community/world, such as promoting youth mental health services. You will learn how to campaign for change successfully, how to get involved with and promote pressure groups and charities of personal interest, what democracy and human rights are, how to hold politicians to account, how to stand up for your beliefs and so much more! It is a lively and interesting course that will increase your self-confidence and enable you to make a case for a point of view to persuade others to agree with you. Beyond the classroom, you will have the opportunity to visit Parliament, attend a Magistrates or Crown Court and meet with local councillors. Assessment involves two written exams on the following topics: Life in Modern Britain, Rights and Responsibilities, Politics and Participation and Active Citizenship.

## GCSE ENGLISH LANGUAGE

Any student who joins the College without a grade 4 or higher in GCSE English Language will be required to take this course. Students brush up on their basic communication skills and work to improve their reading and writing. Students practise writing in many different forms, including articles, speeches and stories, as well as studying a variety of texts from different time periods. Students will usually have the opportunity to attempt the examinations in November and again in the summer if necessary.

## GCSE ENGLISH LITERATURE

This course gives you the chance to study a wide range of poetry, fiction and drama. You will have a variety of opportunities to work in different ways in class including discussion, paired and group work and individual note making. When possible, you will see productions of texts we are studying.

Your assessment will be by examination. The course helps you to

improve all your communication skills. **NB.** To take any English A Levels students ideally need both English Language and English Literature grade 4 or better at GCSE.

## IT (LEVEL 2 CERTIFICATE)

The course involves practical and theory work. The coursework will be linked to a scenario and students will be expected to design and create software to a specific set of user requirements. The course will include two modules, one introductory module and a project module. The coursework tasks will include a website showcasing various I.T. skills and a database task which will cover various tasks often associated with ICT such as designing digital products, building software applications, planning and managing projects and evaluating the success of software that has been created.

## GCSE MATHEMATICS – (HIGHER OR FOUNDATION LEVELS)

The GCSE Mathematics course is a one-year course that provides students who have already achieved a grade 3 with the opportunity to achieve a grade 4 or 5 at Foundation level. Any students who have not previously achieved a GCSE grade 4 or above in Mathematics are required to take this course. In certain circumstances, students may follow an accelerated course and take exams in November. The course reinforces and builds upon the mathematical knowledge that students have gained at school. Students who have achieved a grade 5 already at Higher Level may have the opportunity to improve their grade by following a short course at Higher Level and taking the exams in November. Students who have a grade 2 or below at GCSE will follow the EDEXCEL Functional Skills course leading to a range of level 1 Diploma qualifications.

## GCSE FILM STUDIES

The course encourages you to take a closer look at a range of films

produced in America and in the UK to develop a critical understanding of how they all appeal to different audiences. The Hate U Give and The Hurt Locker are films that could be studied when focusing on American film. The course looks at a variety of English-speaking films such as older classics like ET as well as more recent English-speaking films that have achieved global success, for example JoJo Rabbit. We also look at one non-English film that has achieved global success such as The Farewell and consider changes to having access to view such films via streaming and other changes to film technology and viewing. The course is assessed by one piece of independent coursework, which includes some practical production work, and final examinations on specific film topics. The exam topics include key developments in US film, global film styles as well as contemporary UK film. All exam aspects of the course study a range of texts, some from the past and some that are current now. The production work covers specific skills such as developing an idea for a film then shooting and editing a short sequence as well as providing opportunities for screenwriting and script development.

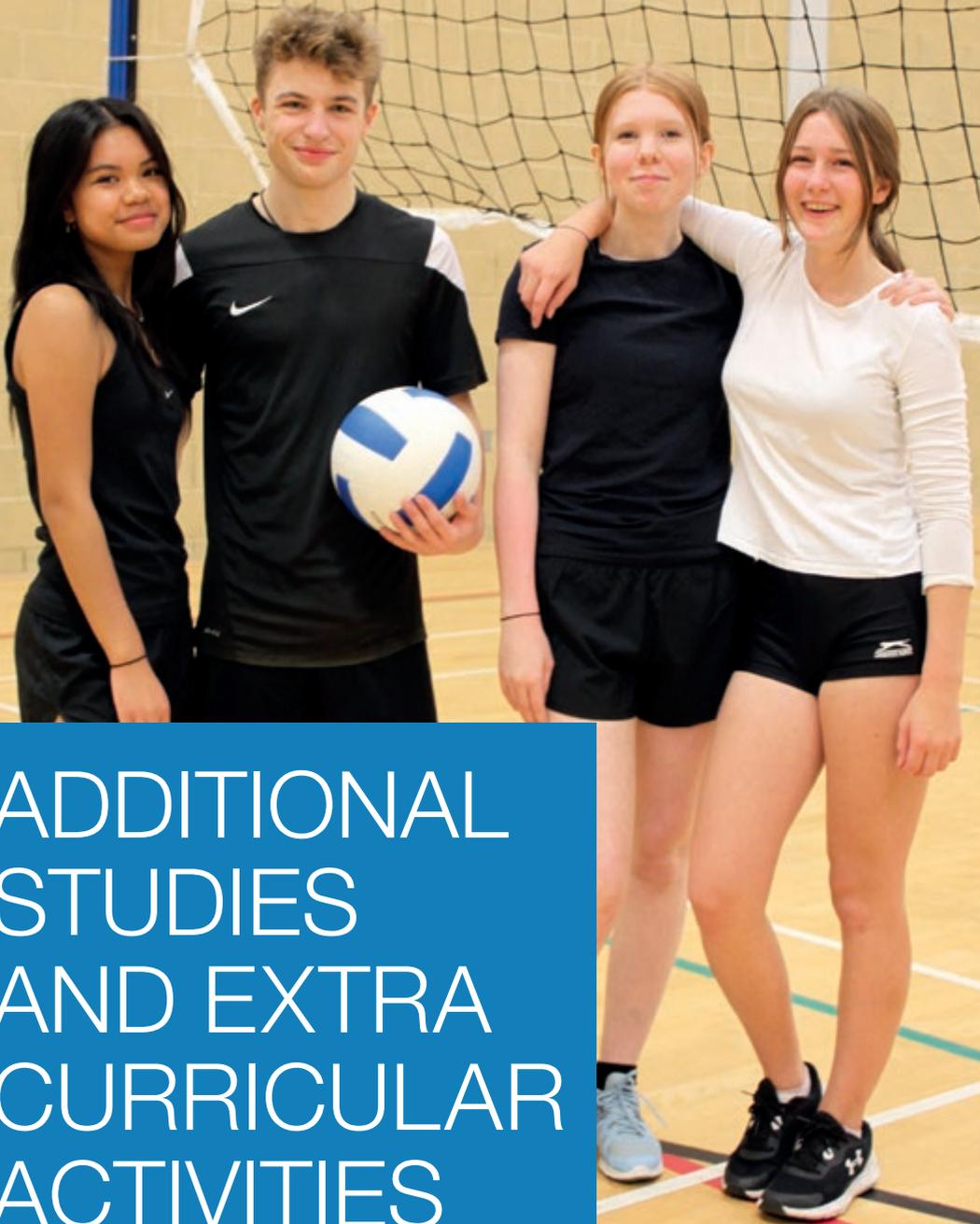
## BTEC FIRST AWARD IN PRINCIPLES OF APPLIED SCIENCE.

This is a Level 2 qualification and is primarily offered to allow students who do not have a GCSE grade 4 or equivalent in a Science subject the opportunity to achieve a Level 2 award in Science. It is not a suitable preparation for A Level study in Biology, Chemistry or Physics.

The qualification can be used to further careers in areas such as process, medical or forensic science. The course consists of 4 units, the first, Principles of Science is externally assessed, the other 3 are all internally assessed and are Chemistry and Our Earth, Energy and Our Universe and Biology and our Environment. The course is delivered through a combination of practical experience and written assignments.



THE SIXTH FORM  
COLLEGE COLCHESTER



# ADDITIONAL STUDIES AND EXTRA CURRICULAR ACTIVITIES



The contents of this section were updated June 2023. The College maintains a serious commitment to the running of a full programme of extra activities, as described within, however factors such as changing patterns of students means that modifications sometimes have to be made to the programme offered by the College in any given year.

If particular activities form a key part of your application, please do feel free to discuss this with your interviewer, personal tutor or a member of the admissions team on [admissions@colchsf.ac.uk](mailto:admissions@colchsf.ac.uk).



## INTRODUCTION TO THE ADDITIONAL STUDIES PROGRAMME

At the Sixth Form College Colchester, we believe that education is about much more than just gaining grades and we are proud to say that we offer one of the largest programmes of additional studies and extra-curricular activities in the country.

Depending upon how you count it, we think that there must be well over a hundred different opportunities available and, in lots of ways, the range of activities is much more like that offered at a university.

The additional studies courses are designed to work alongside your main programme of study. They are a key part of the College's commitment to preparing you for progression to higher education, further training or

employment. Many of these activities will definitely enhance your C.V. or may even be counted as 'UCAS points'. Most of all, we hope that they will also offer you the chance to meet new people and have some fun.

# QUESTION AND ANSWER

## Q How many additional studies or activities will I get involved in?

A At least one. All students will be required to participate in the following:

- A full programme of academic study (i.e. A-Levels, Diplomas, GCSEs or other qualifications)
- The College Tutorial Programme
- One timetabled / registered Additional Studies course (indicated as a 'fourth' course in this booklet)

Alongside this, we hope that many students will also choose to get involved in other courses or activities on a more informal basis. These are referred to as a 'fifth' course in this booklet.

Broadly the 'rule' is:

- **YOU NEED TO TAKE A FOURTH COURSE** – but usually only one
- **YOU CAN THEN CHOOSE TO ADD A 'FIFTH'** – or even a number of 'fifths', if you wish

## Q Is there a limit to how many extra courses I can take?

A Within reason, no; there may be a number of students who wish, for example, to learn more about careers in law, but also play some sport. We have to be careful that you don't do too much, but a carefully balanced programme, that reflects a range of interests and aspirations, can be discussed with your personal tutor.

## Q How do I sign up for a fourth course?

A These choices are made at interview or induction (June

or enrolment (Aug/Sept). All three discussions give you the opportunity to consider your final choice before your timetable is issued in September.

## Q How do I sign up for a 'fifth' course?

A Across the year, you should look out for the student bulletin notices regarding a range of opportunities, or, if in doubt, ask your personal tutor.

## Q Will I take an additional study in my second year as well?

A Yes, though it may not be the same choice as you made in your first year. A number of choices (such as EPQ) are only available to second years. Students usually sign up for these halfway through the first year and often make a start on them in the summer term.

## Q What if I've done well at GCSE and have opted to pursue a fourth A-Level?

A Then that A-Level is your extra course – no further extras are required, unless, of course, you still want to pick one up, but take care, you'll need time to complete your studies as well!

## Q When do these activities take place? How long do the sessions last?

A Most additional studies take place onsite in a timetabled session, during the day, for about an hour a week, whereas the time required for other extra- curricular activities can vary. Many activities will take place at only one time during the week and we

will do our best to ensure that your timetable is designed in such a way as to allow you to take part, though we can't always absolutely guarantee this if other aspects of your programme don't allow it. A few courses take place in 'twilight' (usually 4:15pm – 5:30pm). These are also indicated in the course description and you will need to consider your travel arrangements when choosing such courses. A number of sporting activities take place offsite, so if you are keen to be involved in team sports then you should make this clear with your personal tutor as soon as possible during enrolment. This is so that, if possible, Wednesday afternoons (Blocks D and C) can be kept free for this on your timetable.

## Q What if I feel that I made the wrong choices?

A For the timetabled 'fourth' courses you will be expected to commit yourself for the full duration of the year and attend regularly. If, after the first few weeks, you are unsure that your choice has been correct, please discuss this with your personal tutor, but please don't leave it too long as you will need time to consider alternative choices.

## Q Will I have to pay a contribution towards any costs?

A This is not usually the case, but some courses may ask you to contribute towards the cost of materials used or to contribute towards travel or other costs. These costs are indicated in the course description but, if you are concerned, ask your personal tutor or the course tutor about any likely expenditure. Please note that any prices mentioned are approximate and for information only.

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# GET ACTIVE

The College offers a wide variety of sport, whether you want to compete at a very high level or just have some fun with friends!

**BADMINTON RECREATIONAL 4TH**

For a relaxing and fun time, why not choose badminton? The course caters for players of all abilities and the aim is to develop personal skills to the full in an enjoyable atmosphere. Whether you are looking to learn new skills, play for enjoyment or play competitive games, this course has something to offer everybody. Rackets and shuttlecocks will be provided – although you may wish to bring your own. Appropriate dress will be expected. Badminton takes place on site.

**BADMINTON SQUAD 4TH**

Enjoy badminton? Want to improve your existing skills and learn new ones? Want to play competitively? If so, then this course is for you. The badminton sessions are open to both male and females. During the session, you will experience competitive game play and receive technical and tactical coaching. Higher-level performers have the chance to represent the College in the Association of Colleges national competition, culminating in a residential weekend of competitions at a University. Rackets and shuttlecocks (plastic and feather) will be provided.

**BASKETBALL RECREATIONAL 4TH**

If you want to come and play basketball in a relaxed and pressure free environment, then sign up to the basketball recreational session which will consist of shooting around for a warm up and then bibbing up and playing games.

**BASKETBALL SQUAD (MEN'S AND WOMEN'S SQUADS) 4TH**

Basketball squad is for those students who currently play or have played competitive basketball. We train once/twice a week and compete in the Association of Colleges League and Cup competitions on Wednesday afternoons. In previous years we have qualified for the AoC National Finals, won the league and reached the semi-finals of the cup. We offer trials in the first two weeks of term and pick our squad of 15 for the season. It is essential that students wishing to play for the College have both Blocks C and D free on their timetable,

so please ensure you request this with your tutor.

**BOOTCAMP 4TH**

Want something different from a gym workout? Bootcamp is there for everyone in College who wants to get active, lose weight, get stronger or tone up. It is perfect for everyone and in this fun class you can really encourage each other as a team, while meeting new people and having fun whilst getting fit. You will feel the benefits straight away!

**BOXING 4TH**

We are linked with a local boxing club with an experienced coach coming in to teach the basics of boxing and to develop more advanced techniques. Take part in boxing to learn a new sport, learn self-defence, for stress relief, or if you want to improve your boxing skills. Everyone is welcome.

**COACHING 4TH**

The College offers a number of coaching qualifications – see “Get Qualified” for details.

**FOOTBALL FIVE-ASIDE (MEN'S AND WOMEN'S SQUADS) 4TH**

This popular course is open to both men and women (separate sessions) and provides a pleasing break from your academic studies. The atmosphere is fantastic every week and is open to all students whatever your ability level. Although the onus is on enjoyment, there is also a competitive element. Students will be expected to wear appropriate kit and training shoes suitable for the 3G surface area.

**FOOTBALL SQUAD 11-ASIDE (MEN'S) 4TH**

The College has an excellent reputation for its football teams. We have been British College Champions, reached the Schools F.A. Cup Final and won the Essex Under 19 Cup numerous times. The College runs 2 teams in the Essex Schools and Colleges League and Cup competitions plus the AoC National Cup. Each team has a programme of

regular Wednesday afternoon fixtures and training takes place on Tuesday lunchtime.

Following team trials at the beginning of the year, you will be assigned to one of our two squads with the opportunity to move between squads as the season progresses.

The high levels of competition for places means that you will be required to commit fully to train and play each week and should consider whether this is possible before signing up for the trials. In order to do so it is essential that students wishing to play for the College have both Blocks C and D free on their timetable so please ensure you request this with your tutor. Shirts are provided for matches but shorts and socks need to be purchased from college.

**GOLF 4TH**

There are opportunities for any student already competent in the sport who wishes to represent the College in regional and national golf competitions such as the Essex Schools and the Association of Colleges. Students should therefore expect some ‘out of hours’ commitment.

**NETBALL – SQUAD OR RECREATIONAL 4TH**

This course is open to players of all abilities, and the aim is to develop both individual and team skills through coaching drills in an enjoyable environment. Regular fixtures are organised on Wednesday afternoons. Students wishing to join need to keep Wednesday afternoons free (Blocks D and C). Appropriate kit is expected. We also run a recreational netball course for those students who would like to remain involved in netball on a less competitive basis.

**PILATES 4TH**

Fancy trying something new or are keen to add variety to your current fitness training? Pilates is a form of low-impact exercise that aims to strengthen muscles while improving postural alignment, flexibility and mobility. Pilate moves



tend to target your core, although the exercises work other areas of your body as well. Pilates also has a beneficial effect on mental health.

**RUGBY SQUAD  
(MEN'S AND WOMEN'S) 4TH**

Rugby continually proves to be extremely popular at the College and caters for all levels of performance - from the complete beginner to the real enthusiast. Rugby offers a good chance to develop personal fitness and individual playing skills and the College team enjoys a strong fixture list. Many players have also represented both County and Eastern Counties at both schools and club level. There is a high standard of coaching and a good "club" atmosphere. Attending training once a week in addition to fixtures is a requirement for team players and both C&D block will need to be kept free.

**TABLE TENNIS 4TH**

Students will have an opportunity to participate in Table Tennis on a recreational basis. There will be various sessions available during the week and will take place on the College site. Equipment will be provided but suitable kit needs to be worn. There will be an opportunity for students to represent the College in the prestigious Association of Colleges regional and national competitions.

**TRAMPOLINING 4TH**

Have you ever felt like reaching new heights? Trampolining is a fun way to keep fit as well as developing your skills. Many skills will be taught, which can be put together to form routines in a safe environment. Students of all abilities are welcome on the course, even if you've never been on a trampoline before, don't

worry because you won't be alone so come along.

**VOLLEYBALL (MIXED) –  
SQUAD OR RECREATIONAL 4TH**

Students will have an opportunity to participate in volleyball on a recreational or competitive basis, taking place on the College site. Equipment will be provided. All abilities are welcome, as through training and practice, personal skill development should follow. There will be an opportunity for students to represent the College in the prestigious Association of Colleges regional competitions and national finals, for which both the Men's and Women's teams have qualified for the last two years. The recreational session is for beginners; the squad session after college is for those who wish to play for the College team and want to take their playing to the next level.

**WEIGHTS AND FITNESS 5TH**

Do you want to improve or maintain your levels of personal fitness? If so, why not sign up to the College multi-gym. A short but compulsory induction will include instruction on warm-ups and appropriate weight-training techniques. You can then use the gym as much as you want during college hours on a 'drop-in' basis. Advice on the development of training programmes can be provided by a qualified coach upon request. Adherence to rules and regulations is required at all times and appropriate kit is necessary.

**YOGA 4TH**

This additional study is suitable for a beginner and for students of mixed abilities who just enjoy doing Yoga or who want to explore techniques for stress relief and improved overall fitness. Informal weekly lunchtime yoga sessions will help you examine proper breathing (pranayama) helping to stimulate the energy reserves and revitalizing body and mind. The (asanas) postures rejuvenate the whole body. They work primarily on the spine and the central nervous system. The spine gains in strength and flexibility, and circulation is stimulated, bringing nutrients and oxygen to all the cells of the body. Why not give it a try?



# GET INVOLVED

There is a wide variety of active groups at college.

**AMNESTY INTERNATIONAL 5TH**

Around the world many thousands of people are imprisoned, and sometimes tortured, because of their government which dislikes their beliefs - people of all ages, nationalities and political or religious views. Amnesty believes that no one, so long as they have not used or promoted violence, should be in prison for their views. Amnesty International also believes that all prisoners should be given a prompt and fair trial and that no prisoner should be put to death, tortured or ill-treated. What do we do in the College? We have regular meetings in which we write letters concerning particular cases where people have been wrongfully imprisoned or physically ill-treated. We also spend time planning our campaign of future events. But we do need more members! If you are interested, do come and join us.

**BOARD GAMES CLUB 5TH**

This club is for anyone with an interest in games, whatever their level of experience. Board games, card games, dice games, roleplaying games – come along and try them out or bring your own. Whether you want to play traditional games like Scrabble and Monopoly, or newer titles like Settlers of Catan and Carcassonne, you are welcome to come along, on your own or with a group of friends. No knowledge of the rules is required and most of the games we will be playing are simple enough to get playing in a few minutes.

**CHARITIES GROUP 5TH**

The Charities Group offers the opportunity for students to get involved in the many charitable activities that take place in College throughout the year, including Christmas hamper collections, Easter egg collections and fund-raising events. We are always open to new ideas and welcome people who will help run things and get as many students as possible involved. We work closely with a number of local and national charitable organisations and the group is guided and supported by a member of staff. We will meet once a week to catch up with what everyone is doing and plan future activities. It is anticipated that some

members of this group will go on to form the Student Charities Committee. Every year we raise thousands of pounds for good causes, so if you want to make a difference and have fun, then come along.

**CHESS CLUB 5TH**

Beginners and masters alike will be welcome to form part of the college chess club. Chess helps to develop qualities of forensic analytical power, decision making and the ability to function under pressure. We meet once a week at lunch and play chess! If you have never played before, we will teach you. There will be a tournament at the end of the year with prizes.

**CHRISTIAN UNION 5TH**

All welcome to come for a time of chat, friendship, Bible Study, discussion of the big issues of life, worship, hearing God, and hearing what God has been doing in people's lives...

**COLLEGE COUNCIL 5TH**

*This is your college. The college council enables you to have a say in what goes on and to contribute towards making sure college is a lively and enjoyable place in which to study.*

To get involved, a student usually firstly becomes a tutor group representative and will then attend the monthly College Council meetings. The elections for the College Council Executive take place in the autumn term. Any tutor group representative can stand for a variety of executive posts or can become chairperson of one of the committees.

**College Council Executive**

This is the key co-ordinating body of the council and consists of the chairperson, vice-chairperson, secretary, treasurer as well as the chairpersons of each of the following committees: -

**Arts Committee**

This committee organises trips and creative events for all the students. Each year the committee decides for themselves what they would like to do. Some recent favourites have been workshops in ceramic, paper and clay,

a henna stall, and trips to "Harry Potter World". Students will be involved in The Arts and Culture Festival that takes place in the summer term.

**Culture Committee**

The Culture Committee is a safe space for people of all backgrounds. We mark international events such as Black History Month and Chinese New Year and work with other groups such as the Arts Committee and Storm Radio. The Culture Committee also contributes to tutorial material and College resources on issues such as racism awareness. We hold weekly discussions relating to news items and cultural trends and open these up to a larger audience as an informal debate called 'Culture Conversations'.

**Environment Committee**

The Environment Committee encourages students to take an active part in enhancing the local environment – both in the College and across Colchester. Activities include promotion of environmental and sustainable initiatives within the College, organising and running of events to raise awareness of green issues. Over recent years, the committee have been instrumental in driving college-wide recycling programmes, fast fashion clothes swapping events and raising awareness of carbon literacy. Another successful activity, backed by the Marine Conservation Society, has been a campaign to raise awareness of the effect of single use plastic in the oceans and the threat to sea turtles around the world face.

In college, we recently launched the 'our space... our litter' campaign to encourage people to use bins. We also launched the 'save a cup, bring your mug' initiative and we are in the process of planting trees with significance to wildlife around college and reduce noise pollution.

The Environment Committee is fun to join, a great way to make friends and participation is a huge asset for your UCAS application.

**Social Committee**

All the fun activities are organised by this committee such as student parties and the 'Knollfest'. As well as helping to organise these very popular events it is a

great way of meeting people.

### **Sports Committee**

We promote sporting opportunities within the College and arrange a wide variety of sporting activities and competitions based around current worldwide competitions and other popular but less known sports such as dodgeball. If you are interested in event organising, think this will be beneficial on your CV, and love sport, the sports committee is perfect for you.

### **CONSERVATION GROUP (WEEKENDS)**

**5TH**

The Sixth Form College conservation volunteers take part in practical conservation work on local nature reserves including Abberton Reservoir. We assist Essex Wildlife Trust wardens and the conservation volunteers with habitat management tasks including tree-planting, coppicing, and constructing boardwalks. We have also helped with the construction of a low carbon building at Bradfield on Sea. Work parties take place on Sundays (approximately one a month) in the course of the year. It is suitable for students on all programmes of study and especially for anyone interested in wildlife and environmental issues. It can count towards the volunteering components of The Duke of Edinburgh Award.

### **DUNGEONS AND DRAGONS**

**5TH**

Dungeons and Dragons is a collective storytelling game where a group of players take on the roles of characters in an ongoing fantasy story. This group uses the 5th edition rules and usually has multiple games running. Everyone is welcome, whether they are a new player or an experienced dungeon master. You don't need to know many rules to get started. Feel free to come along, see what it's all about and decide whether you want to join in.

### **EDI STUDENT AMBASSADOR GROUP**

**4TH/YEAR 1 & 2**

The Equality, Diversity and Inclusion (EDI) Student Ambassador Group is open to both first year and second years who are passionate about understanding and challenging inequality. Through the weekly session, students joining the EDI

Student Ambassador Group will develop a comprehensive knowledge and understanding of EDI, and the historical and political context of inequalities, rights, and oppression faced by people locally, nationally and internationally. As an EDI ambassador you will act as a role model and change agent, working collaboratively with communities inside and outside College to lead key initiatives and campaigns to help champion an inclusive culture in College, and promote visible allyship. Taking part will support your development of many transferable skills, ranging from team working, leadership and communication skills, to problem solving, creativity and resilience. Promoting knowledge and understanding of equality, diversity and inclusion in College is key to fostering a community of belonging, and by working together we will help to ensure everyone feels valued.

### **FEMINIST SOCIETY**

**5TH**

Want to learn more about equality and feminism and fostering mutual respect regardless of gender? Then why not join The Inclusive Feminist Society. It's a safe space for everyone to have open discussions, take part in fundraising, community events and talk about how to influence change both in and out of College. Oh, and we have lots of laughs!

### **FRIENDS NOT FOES**

**5TH**

This group started life three years ago as "Welcome Refugees" but the students involved changed the name to reflect the group's wider concern with tackling discrimination in society. Friends Not Foes is very much student-run and has engaged in activities ranging from providing practical help for Colchester's refugee community (creating a Holocaust Memorial Installation for Firstsite, helping with the Syrian Café also at Firstsite, teaching driving theory, arranging a community picnic, a vintage clothes sale) to visits to relevant lectures at the university. The group also contributes to the College tutorial programme. We meet once a week to discuss the current issues and to arrange volunteering activities. We are especially proud of our homework club which runs after College once a week to support children

from refugee families and which reflects our continuing and positive relationship with those who have found refuge in Colchester and the wider community. Friends Not Foes have won a Colchester Youth Award and the Group of the Year Award at the Essex Teaching Awards. Everyone is welcome.

### **HOLOCAUST MEMORIAL PROGRAMME**

**(4TH/ YEAR 2)**

The Holocaust Memorial Programme is an additional study that encourages students to learn about and reflect on the Holocaust. It is not an overly historical approach and will include focus on literature, art, psychology etc. The programme includes a three-day trip to Poland and a visit to Auschwitz (cost to be paid by students and subject to all 2nd years, regardless of what you study. There is no examination at the end; it is however a way of showing universities that you have a deep interest in learning outside the classroom.

### **LGBTQ (+) STUDENT CLUB**

**5TH**

This is an informal social group for students who identify as lesbian, gay, bisexual, transgender, non-binary gendered or questioning, as well as for their friends. There will be discussions and debates as well as celebration of LGBT History Month and other awareness days. Mainly, the aim of the group is to provide a safe space to meet with others and to socialise. All welcome.

### **ROBOTICS**

**5Th**

Interested in design, electronics or just assembling things? We have a robotics kit available for a small group to use for a project. Watch the bulletin or contact any member of the physics team for further details

### **TRIPS AND VISITS**

**5TH**

The College organises local fieldwork, day trips, national and international residential trips and many students will have opportunities to participate in residential field trips and day or part day visits; for example, there are annual field trips organized by the Biology,

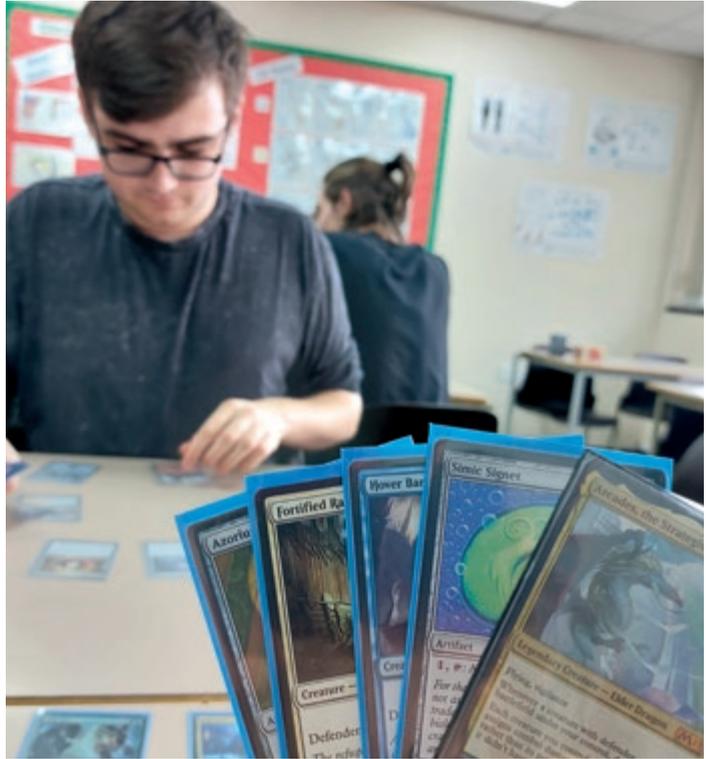
## ADDITIONAL STUDIES

Environmental Science, Geography, Geology, Visual Arts, Music, Drama, Art History, Sociology and English Departments. The Modern Languages Department regularly offers exchange visits. In addition, there are many other field trips and visits open to all students. Recently, groups have visited Iceland, Paraguay, France, Peru, India, Sri Lanka, USA, Italy, Belgium and Germany. The Social committee has also arranged trips to Alton Towers, Harry Potter World and West End Musicals. All departments build visits into their programmes of study and there are many more general opportunities for theatre, sport, dance and music trips. Students should ensure they check the student bulletin and Moodle frequently. Departmental trips will usually be initially aimed at students within those curriculum areas but where there is space for other students to apply, they will be advertised in the student bulletin on a first come first served basis.

### TUTORIAL PROGRAMME

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Every student in the College is a member of a tutor group and participates in the College's tutorial programme, which takes place during timetabled tutorial lessons once a week. The tutorial programme has been developed to meet the needs of students in preparing them for the worlds of higher education, employment and life beyond college. The programme involves some periods of essential administration as well as covering particular issues, which will be of value to the student in order to prepare them for playing a full and active part in society. Students are given specific advice and guidance on keeping themselves safe, and developing a wider understanding of key issues such as mental health awareness, the 'prevent strategy' and online safety. We hope students will play a full part in discussion of a wide range of relevant issues. A central part of the programme is the opportunity to review progress and conduct action planning on a 1 to 1 basis with a personal tutor. Students' contributions to the programme are very welcome, including comments on its success in covering topics which they feel are relevant to them.



### UNDERSTANDING MENTAL HEALTH

4TH

Everyone has mental health. If you are interested in understanding more about mental health and how to improve emotional wellbeing, this course is for you. You will learn about common mental health difficulties and their impact. You will also learn some techniques to help deal with challenges, such as anxiety and exam stress.

### NEURODIVERSITY

4TH

Neurodiversity brings with it a range of challenges, but also some positive qualities, and you'll learn about both. This is the course for you if:

1. You have autism;
2. You don't have a diagnosis but you think you may have some autistic traits;
3. You want to know more, so you can better understand the neurodiverse people in your life, or you are intending to pursue a career in, for example,

education, healthcare or social care, where you will need to understand neurodiversity.

### WRITERS OF COLOUR READING GROUP

5TH

This is a student and staff group that meets once or twice a half-term to discuss books (all genres) by writers of colour. The group started partly inspired by Black Lives Matter but also to address a collective sense that at present, the curriculum does not adequately represent the work of writers of colour.

Our purpose is partly to extend our reading horizons but also to use what we discover to make recommendations to exam boards to diversify what is on offer on English courses. Last year students in the group created a very popular anthology of poetry, *Voice*, which was published in zine form and made available around College. Choice of books is driven by students.



# GET CREATIVE

The College offers many opportunities to explore your creative interests, whatever your level of current skill.

**GOLD ARTS AWARD 4TH / YEAR 2**

See “get qualified”

**BAND (CONCERT) 4TH**

Students who play band instruments at grade 5 standard can take part in this ensemble. We rehearse music from a wide range of styles, from jazz and big band to classical, preparing for College concerts. The rehearsals are entirely practical and there are no costs involved in this course. The skills of ensemble playing as well as development of instrumental and aural ability together with performing experience are sought after by employers and all establishments of higher education. Participation in a big band is a fun experience.

**CERAMICS 4TH**

The course is aimed at two distinct groups:

1. Those with some experience of working in clay who wish to extend their skills and perhaps develop ideas in this medium;
2. Those with very little experience who wish to be shown the basic forming and decorative methods.

Both groups will cover the basic pottery techniques of modelling, slab building and coiling. Those with some experience can work more independently if they prefer.

**CHOIR 4TH**

You are welcome at choir whether you are a serious singer, or a complete beginner. We sing a variety of music, both popular and classical and work towards a concert each term. If you are interested in joining, please come along. You don't have to be able to read music, although if you can do, this will also be useful.

**COMPUTER - 3D MODELLING 4TH**

This is an introductory course in computer modelling, suitable for students who wish to learn how to produce computer-generated models. Students will learn how to model objects

using an industry standard modelling application and make real-life physical versions of their designs using the College 3D printers.

3D modelling programs are used to produce 3D images used in product design and advertising, animations and computer game models (such as rooms, racing cars, characters, etc.). As part of the course, students will also learn how to apply materials and textures to a computer-generated 3D model to add realism, and how to set up lights and cameras. Students will be given the opportunity to demonstrate these skills by building and rendering a 3D model of their own choice.

**CREATIVE WRITING 4TH**

This course will enable you to develop all aspects of your writing. The course will inspire you through workshops and examples of good writing and you will have the opportunity to create your own collection of work. We will explore a variety of forms including prose, poetry, drama and non-fiction. You will have the freedom to express your own ideas, to experiment with different kinds of writing and to develop your own style. There will be opportunities to attend a residential weekend and to benefit from visiting writers. This course will give you a rich experience of writing and enable you to publish your work in the College magazine and other outlets. Sign up for a rewarding, constructive and inspirational experience! If you would like to continue this into Year 2, you will be able to do an Extended Project Qualification in Creative Writing.

**DRAWING AND COLLAGE 4TH**

A lively course suiting students of all abilities. The students will explore a variety of drawing and collage techniques. The emphasis will be on a loose approach to media

**DANCE – CHOREOLAB 4TH**

Student led session. Open class, students decide style of dance, type of work and what they do. If you don't want to do “mainstream” dance and want to do “your” thing - then come work with

us. Students of EPQ Dance look for dancers for their choreography here too.

**DANCE CLUB 4TH**

Teacher-led contemporary dance class focusing on choreography, technique and performance. A good complementary class for A-Level Dance students and also for non-dance students looking to gain experience in contemporary dance.

**DANCE COMPANY 4TH**

A company class and performance opportunity for A-Level dancers. This opportunity is designed to complement the A-Level Dance course by providing further opportunities for technique/ choreography and performance. The company will be looking to take work into local schools for outreach opportunities and perform in national/regional platforms. Delivered by a professional practitioner/choreographer.

**DRAMA CLUB (CONTEMPORARY) 4TH**

In this very practical course we will explore a range of performance styles through a range of plays and styles throughout theatre history. We will also focus on devising work and the range of techniques that can be used to create interesting and original pieces of theatre. You will increase your knowledge and confidence of drama skills, while developing communication and collaboration skills by working in small groups as well as the whole group, on occasion. There will be opportunities to perform work in a range of contexts, e.g. lunchtime performances or as part of other student projects. All students welcome

**ELECTRONIC MUSIC PERFORMANCE 4TH**

Students will learn how to perform with Ableton Live, DJ and implement technology into live music, culminating in a live performance and broadcast on the College radio. Hardware, including push controllers, synthesisers, samplers and DJ equipment will be explored. Students will gain confidence in trying out new ideas and sharing and collaborating

with others. Topics covered will include looping, beat-matching, mixing effects, building a DJ set and recording a live performance.

### **FASHION, COSTUME AND THEATRE PRODUCTION 4TH**

Over the next year in this additional study, you will be taking part in the Royal Opera House's Design Challenge. The Winner of this challenge will be entered in the National competition and will need to produce a 90 second video discussing their design journey.

This additional study will improve your skills in research, concept development, designing to a brief, as well as the confidence to present your original idea to a professional design specification.

The three pathways to take part in are: Costume, Hair, Wigs and Makeup and Set Design.

Students are required to bring their own sketchbook and to continue their projects outside of additional study time for around 1 hour a week minimum.

### **INSTRUMENTAL TUITION 5TH**

Timetables for these lessons will be finalised once students have been given their academic subject timetables: they should be aware that notices, via the student bulletin, will announce when they are to meet the instrumental or vocal tutor to arrange lesson times. There is a cost for this individual tuition which is likely to be in the region of £150 for 12 half hour lessons (unless the student is taking A-Level Music). A student facing financial difficulties may apply to their senior tutor for further financial support. If there are any queries, please see the Head of Music.

### **JAZZ BAND 4TH**

Any student who plays a big band instrument is welcome to join this ensemble. We perform a variety of big band classics and more modern pieces with a big band twist. This is a new ensemble that has only been running since 2019. We perform in College concerts and hope to go out to perform

in the local area too. You do, ideally, need to be able to read music or have a really good musical ear to be able to join. If you are interested in Jazz and play a suitable instrument, please come along.

### **MUSIC THEORY 4TH**

The college offers several music theory courses – see "get qualified"

### **ORCHESTRA 4TH**

Students who play orchestral instruments at grade 5 standard can take part in this ensemble. We rehearse and perform a variety of pieces working towards College concerts as well as external events. The rehearsals are entirely practical and there are no costs involved in playing in the orchestra; any external concert costs are borne by the College. The skills provide not only ensemble and instrumental elements but touch on the context of works and musical history. The ability to work together, to develop aural skills and to perform is keenly sought after by employers and higher education establishments.

### **PRINTMAKING 4TH**

The Printmaking additional study will allow students to learn and experiment with a variety of printmaking processes from monotypes to screen printing and everything in between. Throughout the year, we will cover a range of skills and processes, and we will work both on paper and fabric, showing how printmaking processes can be used across creative disciplines.

### **ROCK MUSIC WORKSHOP 4TH**

A great opportunity to meet other students who play instruments and use a classroom as a rehearsal space. You could be already in a band or looking for like-minded students to form a band. We meet once a week and have amps, microphones and drum kits that you can borrow (you will need to bring your own guitars). We offer support to beginners in guitar, drums or setting up the sound equipment but many students are already experienced musicians. Most bands play cover songs but some write their own songs or just enjoy

jamming together. Once a year there is a 'Battle of the Bands' competition at the Colchester Arts Centre and bands audition to take part. This is a professional, ticketed event and the winning band wins a recording session in a local music studio.

### **SHAKESPEARE (DRAMA) CLUB 4TH**

Whether you are new to performing Shakespeare or have years of experience, this club offers a unique one-to-one learning experience. It all starts in College with a session a week of teaching, learning and workshoping Shakespeare or other dramatic pieces. Then students will perform their speeches to tutors who will then give feedback to develop your skills and inspire your acting skills. It costs nothing to join the course, but some students may have the opportunity at a later date to pay a fee to gain a formal award. These certificates are a great thing to have, but more importantly students participate in a creative working process, which can really develop confidence in an audition situation.

### **STORM RECORDS 5TH**

Storm Records is the College record label which publishes music performed by College students and is open to students who specialise in different disciplines, including music and music technology, but also to students who want to pursue business, advertising, accountancy, video production and fashion in the context of a record label. The record label will meet once a week to discuss and undertake actions that will improve sales, promote artists and generally advance the label to even greater success.

### **UNPLUGGED (AND PLUGGED) ON THE CONCOURSE 5TH**

Another opportunity for students to showcase their musical talents. Groups and individuals are invited to take part in lunchtime concerts on the concourse in College. There is no audition process although the standard of individual performances is usually very high. Unplugged events take place every half term.



# GET QUALIFIED

These additional studies courses lead to nationally recognised qualifications. Clearly, achievement of the qualification is subject to satisfactory attendance, participation and assessment. Each course will have its own learning goals and specification and will be assessed and moderated by the relevant awarding body or exam board. The type of qualification and certification available for each course is clearly indicated in the course description.

**GOLD ARTS AWARD 4TH/ YEAR 2**

The Gold Arts Award encourages in-depth research of any art form or arts practice, and how this can be influenced by exploring a new art form, genre or practice. You will develop your skills within an art form and reflect on this, through practical experience (workshops or work experience) in the creative industries. You will also plan and deliver a project to demonstrate your leadership skills. The Gold Award is designed for ages 16 and above and carries 16 UCAS points. The Award consists of two units:

**For Unit 1 Personal Arts Development – You will:**

Focus on your specialist art form and collaborate with someone else and their specialist art form; Involve yourselves in arts-based workshops and/ or work experience; Research a professional practitioner; Research opinions around an arts issue you feel strongly about, and formulate an argument

**For Unit 2 Leadership of an Arts Project – You will:**

Develop your leadership and management skills by planning and co-ordinating a team, working on a focused project that is presented to an audience. Examples can include a dance or music performance, an art, photography or design exhibition, or a video produced for charity fund-raising.

The course starts in June of your first year and will normally be completed in March of year 2. Students will have one timetabled session per week on the programme, and you will be expected to work independently on your projects, supported by an advisor. You will need to prepare a digital 'portfolio' of evidence to record your work against the assessment criteria.

\* Students do not need to have completed the Bronze or Silver Arts Award prior to this.

**THEORY OF MUSIC – GRADE 5 – A-B-R-S-M 4TH**

The music theory class is designed to help students pass Grade 5 Theory and to progress to higher grades in Theory of Music. Students should have a good

grasp of basic theory (Grade 3 standard) and be hoping to take Grade 6, 7 or 8 practical (A-B-R-S-M). Each element of the course is taken in a group situation and students will be expected to practise past exam papers in their own time.

**THEORY OF MUSIC – ADVANCED A-B-R-S-M 4TH**

This class is for those students who have already taken grade 5 theory but who want to progress to grade 6, 7 or 8 Theory. These A-B-R-S-M Theory exams carry UCAS points and are especially useful to students wanting to go on to study music; but not exclusively so. Each element of the course is taken in a group situation and students will be expected to practise past exam papers outside of these sessions.

**COACHING LEVEL 2 CERTIFICATE (1ST 4 SPORT) 4TH**

This qualification prepares learners for employment as a coach in sport or physical activity. Level 2 coaches are able to plan, deliver and review sport and physical activity coaching sessions, either working independently or as part of a larger coaching team. The qualification introduces learners to the practical and theoretical aspects of planning, delivering and evaluating linked and progressive coaching sessions in sport and physical activity. The qualification is directed at learners who have an interest in coaching sport and physical activity. You do not need to be a PE student or member of a sports team to participate. The course is especially useful for those who wish to become involved in coaching, and to have responsibility for the planning, delivery and evaluation of linked and progressive coaching sessions, it can also be used to develop skills around confidence, leadership and education, making it useful for those interested in teaching as a career. The qualification is recognised as the industry standard level 2 qualification for coaches by UK Coaching, the lead technical agency for the development of sports coaching in the UK. It has been aligned to the UKCC criteria and will allow progression onto a UKCC-endorsed qualification. Following successful completion of Level 2 in your first year, you could

progress on to the Coaching Level 3 Sport & Physical Activity in year 2. The skills and knowledge developed through this qualification may also be used to progress to other industry-relevant qualifications in coaching sport, activity leadership, supporting PE in school sport or sports development. The course will form part of the Programme of Study for all BTEC Sport L3 students (although is not compulsory for A-Level P-E students). Students will participate in coaching sessions at a local primary school every other week, with a theory lesson at College in between.

**COACHING LEVEL 3 SPORT & PHYSICAL ACTIVITY (1ST 4 SPORT) 4TH/ YEAR 2**

Those who have successfully completed Level 2 in their first year can choose to progress to Level 3 in their second year. The qualification is recognised as the industry standard Level 3 qualification for the coaching sport and physical activity by UK Coaching, the lead technical agency for the development of sports coaching in the UK. It has been aligned to the UKCC criteria and will allow progression onto a UKCC- endorsed qualification. This qualification may lead to employment, paid or voluntary, as a lead coach in a sport and physical activity. Indeed, a number of our students have gone on to become paid coaches as a result of taking the Level 3 course at College.

Students will participate in coaching sessions at a local primary school every week.

**CORE MATHS 4TH**

*Various options available – including critical risk or statistics (to be discussed further at enrolment)*

Level 3 Mathematical Studies (Core Maths) is a course which is intended for students who have achieved a grade 4 (or equivalent) and above at GCSE but aren't planning on taking Mathematics at A-Level. It helps to develop students' mathematical thinking and skills in preparation for the mathematical demands of study, work and life. The course builds on work that you have

## ADDITIONAL STUDIES

studied at GCSE. The course is quite applied in nature and seeks to teach students new concepts and techniques for solving a variety of both theoretical and "real world" problems. The course is also useful for those who may wish to study a number of degree courses with mathematical, statistical or numerate elements including politics or sociology degrees.

Students taking the following A-Levels will find Core Maths a beneficial 4th Course: accounting, biology, business, chemistry, computing, economics, electronics, environmental science, geography, geology, product design, psychology. However, Core Mathematics is open to any A-Level student who wishes to study the course and who has previously achieved grade 4 to 9 in GCSE Mathematics. Successful candidates gain a Level 3 qualification - which is equivalent to an A-S Level (half an A-level) at grade A to E. The qualification also carries UCAS points.

### DUKE OF EDINBURGH GOLD AWARD (WEEKEND) 5TH

The College's Gold Duke of Edinburgh's Award group welcomes interest from first year students, with or without previous experience. As numbers are limited, interested students need to attend meetings in September to formally apply and if there is exceptional interest, we will need to run a ballot. The College also offers its support to all students who wish to participate in local groups, who may wish to use another additional study to count towards achieving their Gold award.

There are 5 sections at Gold level. Within each category, participants have a wide choice of activities, approaches and time scales necessary to complete these. These sections are:

- **Volunteering** - Helping someone, your community or the environment
- **Physical** - Becoming fitter through sport, dance or fitness activities
- **Skills** - Developing existing talents or trying something new
- **Expedition** - Planning, training for and completing an adventurous journey. This eventually involves four days and



three nights away in wild country in groups, unaccompanied but supervised. Prior to this, participants will have been trained in map reading skills, emergency procedures, first aid and other relevant matters

- **Residential** - Staying and working away from home as part of a team. Students will undertake a purposeful enterprise involving voluntary service or training away from home, with people unknown to them, over a period of at least five days. There are endless possibilities, e.g. canal clearing, an outward-bound course, helping with holidays for children with additional needs etc.

All the expedition training takes place outside College hours. The Skill, Volunteering, Physical and Residential sections are completed in the student's own time. The College Additional Studies programme helps students to complete these sections and we therefore recommend that students enrol on at least one other Additional Study. The total cost of expedition training over the two years is approximately £650. This includes two 6-day Wild Country expeditions as well as a local training weekend and is competitive with other

providers and effectively 'covers' two years. As the fee is paid in instalments, it is often possible for students to save from their part time jobs, Christmas and birthday presents to meet much of this cost. Apart from being very rewarding and enjoyable in itself, the Duke of Edinburgh Gold Award is highly regarded by many employers and universities. For more information, visit the Duke of Edinburgh Award website ([www.dofe.org](http://www.dofe.org)) or see Graham Rayner, room 642.

### EXTENDED PROJECT QUALIFICATION (EPQ) 4TH / YEAR 2

The AQA Extended Project Qualification (EPQ) is highly regarded by universities. The EPQ provides students with a choice regarding what they decide to produce, research and write about. Most students will start their project at some point during first year and complete it in the early part of their second year. Students will be expected to work in a highly independent and self-motivated way, with a significant amount of work taking place outside of the classroom.

The course assessment consists of:

- A 'plan' or production log which records the stages of the project

- A final product (a 5000-word essay; or an 'artefact' accompanied by a 1000-5000 words report detailing how the artefact was developed)
- A presentation to a non-specialist audience about the project, and opportunities for questions

The qualification is regarded as carrying the same weight as half an A-Level, many universities do not formally award 'UCAS points' to EPQ's, but all recognise that it is a valuable qualification for university entrance and will often make an alternative (lower) offer including EPQ.

The following routes are available:

**General EPQ route** - Allows for any topic or task to be undertaken, subject to approval. Most students choose this route.

**Additional study EPQ route** - Builds upon skills / interests from Additional Studies, such as Creative Writing, 3D Modelling, or Work Experience.

**Extension EPQ route** - Allows for extension in areas closely related to the A-level curriculum in subjects such as Art, Dance, English, History, and STEM.

### **FINANCIAL STUDIES CERTIFICATE** **4TH**

Managing your money is an essential life skill. This qualification, offered through the London Institute of Banking & Finance (L-I-B-F), is divided into two units:

**Unit 1:** Financial capability for the immediate and short term

**Unit 2:** Financial capability for the medium and long term

There are no entry requirements for this course; students must simply be interested in effectively managing their finances at university, in their first job and beyond. You will learn about managing your money, how it will impact on your life and financial choices that you will have to make. Financial services products (such as credit cards, loans and mortgages) will be explained to you along with how they can help you meet your individual lifestyle needs. The certificate carries UCAS points, is equivalent to half an A-Level and graded A-star to E. The

course is available on-line and taught in one period per week, although students can access the full course materials at any time.

### **FINANCIAL STUDIES DIPLOMA** **4TH**

Students who have successfully completed the Financial Studies Certificate in year 1 can progress to the Diploma in year 2. The Diploma has 2 units and is studied in one period a week. Assessment is the same format as for the Certificate.

**Unit 3:** Sustainability of an Individual's Finances

**Unit 4:** Sustainability of the Financial Services System

The diploma also carries UCAS points equivalent to an A-Level and is graded A-star to E

### **LESSONS IN FINANCIAL EDUCATION CERTIFICATE – LEVEL 2 (L-I-B-F) AFP ONLY** **4TH**

The Lessons in Financial Education certificate will give you a good understanding of money and finance and will provide valuable insight into a range of career opportunities within the financial services sector, while giving guidance on methods for enhancing your employability skills. This qualification equips you with the knowledge to cope confidently and effectively with basic financial encounters you are likely to meet. You will develop knowledge and understanding of spending and how to become competent at managing your own money. You will also explore various careers within the financial services industry. The qualification also provides a valuable insight into a range of career opportunities within the financial services sector, and gives guidance on methods for enhancing individual employability skills.

The course will be a compulsory part of the Advanced Foundation Programme. The course is examined online and taught in two periods per week. Each unit will have both a multiple choice and a written answer element. Students who are successful in the certificate have the opportunity to progress to study the

Level 3 Certificate in Financial Studies in their second year at College.

### **GCSE SPANISH OR ITALIAN** **4TH**

A one-year accelerated course for complete or near beginners in the language who have significant interest and linguistic ability. This course is suitable for students with a proven aptitude and interest in languages and is particularly appropriate for students who have already gained a 6 or above at GCSE level in a foreign language or who have a strong alternative background in foreign language learning.

It may be possible for some students who have not had the opportunity to study a GCSE in a foreign language to do this course, but it must be emphasised that a very high degree of commitment is required as grammar and vocabulary will need to be learnt on a daily basis. The course is taught in six periods per week.

### **MATHEMATICS – EXTENSION LESSONS IN ADVANCED MATHEMATICS** **5TH / YEAR 2**

Many universities now require an extra qualification in Mathematics for their degree courses. Other universities who do not require it see it as an advantage. The College will support you with your entry for the following nationally recognised qualifications.

**S-T-E-P** – Encouraged by many universities with a mathematical content. Required by University of Cambridge and University of Warwick for mathematics and combined mathematics degrees.

**M-A-T** – Required by University of Oxford (degrees in mathematics, combined mathematics and computer science), Imperial College (degrees in mathematics and combined mathematics) and University of Warwick (degree in mathematics).

**T-M-U-A** - Most universities whose courses contain a significant mathematical content encourage this qualification (e.g. degrees in mathematics, physical and natural sciences, computer science, etc)



# GET AHEAD

The College offers many opportunities to those who have ambitions to pursue a variety of career goals or academic interests.

**ARCHAEOLOGY** **4TH**

Archaeology is ideal for anyone with an interest in the past and is fascinated by monuments like Stonehenge and the Pyramids. We will look at various methods archaeologists use to discover the past and find out what they can reveal from the origins of humans to why Stonehenge was built. We also look at other debates in the archaeological world like the return of the Elgin Marbles. No previous experience or knowledge required, only if you are keen, you will love archaeology. If you particularly enjoy Archaeology, you can progress to an EPQ in the subject in year 2.

**BIOMIMETRICS** **4TH**

Biomimetics is an interdisciplinary field in which inspiration is taken from nature to solve problems in the human world. The additional study will include some new scientific learning, discussion regarding ethical application, visits from outside speakers and the opportunity for students to investigate an area of interest to them. This additional study is open to all year groups, and would be well suited to those in STEM subjects as well as those interested in design such as Graphic and Product design students.

**THE COFFEE SHOP – CRITICAL THINKING** **4TH**

For centuries, thinkers have gathered in coffee shops to openly discuss the intellectual issues of the day. Our coffee shop aims to stimulate the same spirit of enquiry and debate. After a short course to sharpen up your thinking skills, we will let them loose upon a wide variety of topics and debates, with different guest speakers each week to introduce to a wide range of ideas. Some of these will link directly to A-level and university study, others will take your thinking where you never expected it to go. You will not be set homework, but speakers will often suggest further reading if you wish to pursue matters further.

Come along on time and with an open mind and we will provide everything else, including (sometimes) the coffee!

**CONSOLIDATION COURSE (IMPROVING SUBJECT PERFORMANCE)** **4TH/ YEAR 2**

The College offers a wide range of course consolidation courses aimed at improving subject performance in a range of subject areas. These courses are provided for second year students as they approach their final assessments and examinations.

**DIGITAL SKILLS ACADEMY** **4TH**

As a Digital Skills Academy learner, you will be part of a community where you will be supported to complete online courses and join online training events. On programme completion, you will receive mini course completion certificates and gain industry- recognised awards that will help you stand out from the crowd. This is an online programme, with face-to-face support, open to all students. Sign up now to develop the skills required to be successful on your College course, at university and gain the digital skillset local employers are looking for!

**ENTERPRISE** **4TH**

Enterprise is a course which develops the skills and mindset needed to make the most of life's opportunities and challenges. Students will take part in a number of activities to prepare them for the Young Enterprise 10X Challenge. This is a national competition where the participants have four weeks to research, create, plan and run their own business with a £10 pledge. This additional course would suit anyone who is considering starting their own business in the future or if they are studying a Business, Accounting or Economics A-Level. Enthusiasm and team work are essential!

**LAWYERS** **4TH**

Lawyers is a programme of learning and activities designed for students who are interested in a career in law. It is mainly aimed at student's who are not studying A-level Law or B-TEC Applied Law. The course will cover the basics of the English legal system and looks at how the law is made and used! Core skills such as debating and public speaking will be covered via activities

such as mock trials and presentations. Career paths will be considered including looking at the variety of legal professions and the availability of alternative training paths such as apprenticeships. Guidance will be given on personal statements, interviews and, where appropriate, the L-NAT examination. A range of speakers will be invited, many of whom are former college students, to talk about their jobs and routes to their careers. Meetings will take place once a week

**LIBRARY CHAMPIONS** **5TH**

The College library runs a volunteering scheme for students who have a passion for books, information skills and giving back to the College community. You will have the opportunity to learn the role of a librarian and complete a number of our everyday tasks such as shelving, displays, stock selection and customer service. The library champions are invited to volunteer in the library around their timetable with no set hours for the role. Champions contribute ideas and enthusiasm into the library team, and help to ensure that the College library meets the needs of its student body. Previous experience is not necessary, and volunteering can be tailored to suit each student's interests and strengths. This is a great opportunity to gain valuable employability and study skills for progression after College.

**MEDICS** **YEAR 1 – 5TH  
YEAR 2 – 4TH**

The Medics group helps students prepare for entry to University to study medicine, dentistry or veterinary science. These meetings are a vital part of the preparation for course application, interview and for the courses themselves. The meetings will provide help with UCAT and B-MAT, advice and guidance on personal statements and University choices. Each student will experience a mock individual and multi mini interview, they will have plenty of practice in the medics meetings where we will prepare and discuss interview questions, ethical scenarios and current news. Additionally, students will benefit from meeting and listening to the experiences of qualified ex-students and guest speakers. All students hoping to apply for these

courses must attend Medics additional study. Medics meetings take place on a weekly basis in both Year 1 and Year 2.

**THE YOUTH STEM AWARD (YSA) 4TH**

The Youth STEM Award (YSA) is an achievement-based award for students in Years 1 and 2 and is designed to support and inspire the next generation of STEM professionals. This award enables students to further their passion, knowledge and skills in STEM (science, technology, engineering, mathematics, and medicine). Each student, supported by the STEM coordinator, sets personal goals and monitors their progress through to the completion of the award. Students are encouraged to regularly articulate and share their personal journey at the weekly meeting. Students initially embark on a Bronze Award and progress onto Silver and Gold Awards. To be eligible for this additional study, students must be enrolled on a minimum of two STEM-related subjects.

**Why should you do the Youth STEM Award?**

The YSA is an excellent way to enrich your CV when applying to university to study a STEM-related discipline. The STEM Award boosts confidence and encourages students to identify areas in which they need further development, such as skills related to engaging the public, which requires students to demonstrate the use of social media or technology and deliver events to connect with the broader community. This award expands STEM skills and provides evidence of experience developed in and beyond the curriculum, which can be used to secure work experience and to support university and apprenticeship applications. Students exercise and develop communication and collaborative skills by working with their peers and acting as STEM role models at College and in the wider community.

**What does it involve?**

Participants log STEM-related activities across four core strands:

- Inspiring the next generation;
- Engaging the public;
- Developing skills and knowledge;
- Shaping your future.

Many of these activities can be covered by work undertaken for STEM-related courses and by researching and applying to university courses. In addition, you will have the opportunity to engage with scientists and learn first-hand what is required to become a successful STEM professional. Furthermore, you will have the chance to interact with students inside and outside of the College in the role of mentors and by running/ assisting in STEM related activities. You will underpin your core subject knowledge and understanding by completing independent research projects like an EPQ. There is also the opportunity to attend a conference at the UEA showcasing the work of STEM professionals and your own research projects (if desired), giving you the chance to develop your presentation skills and network with professionals. The award is assessed by logging activities to the YSA website, which will then be verified by your assessor at College. Once completed, the portfolio of activities is then moderated by the team at YSA, and, if successful, you will be invited to the annual awards ceremony, where you will receive your medal and certificate. Please note, there is a cost of £12 to cover external administration. Time table commitment: one lunch time per week.

**MOCK TRIAL COMPETITION 5TH / YEAR 2**

Mock trials are an excellent way to boost skills for future legal careers. Opportunities to get involved with this group will be advertised at the end of Year 1, when the law department hosts its annual in house “law in action” week. This then leads on to the opportunity to apply to be part of the team for the national “Young Citizens” bar mock trial competition. The team meet weekly to rehearse and prepare for the regional heat, where students play the parts of barristers, witnesses, jurors, clerk and usher in real Crown courts. If successful in the regional heat there is a further competition for the national final.

**OXBRIDGE APPLICATION SUPPORT 5TH / YEAR 2**

An extensive support programme is provided for students who are

potentially interested in applying for degree courses at either the University of Oxford or University of Cambridge. The programme commences during the induction and enrolment periods for students wishing to receive specialist coursing advice. Throughout the first year of study a specialist team of staff provide briefings and general information, organise support from former students currently studying at Oxford and Cambridge, provide one to one support, guidance and advice, including helping students apply for conferences and study days. Subject support is also provided including support in preparation for the extra tests Oxford and Cambridge set for a number of chosen degree courses (taken in November). A visit to Cambridge during the Spring Term including Emmanuel College is organised. Students receive support throughout the application stage, as well as preparing for the interviews in December. A Moodle Oxbridge facility is provided – and up to date and useful materials are regularly posted. All arts subject Oxbridge applicants are advised to undertake an Extended Project Qualification (EPQ) towards the end of Year 1. Some Science applicants will also be advised to complete an EPQ. Any students wishing more details should speak to Ian MacNaughton (Principal) or Adam Bantick (regarding Arts applications) or Dan Stebbings (regarding STEM applications).

**PRE-FOUNDATION ART 4TH / YEAR 2**

This course is intended for A-Level Art and Design students who are planning to progress to Art and Design degree courses, through a Foundation course or direct entry. It will help prepare yourself and your art portfolio for entry to competitive courses either at foundation diploma level or degree level. We look at the careers and courses available in Art and Design and entry requirements. You will be given assistance with your foundation and degree applications alongside guidance on how to answer questions at interview about yourself and your art portfolio. We will also help you write your personal statement. Outside speakers include the current

course leader for Foundation Diploma at Colchester Institute and ex-students who show their work and discuss their experiences. The course runs in parallel with the Art EPQ but you do not have to do the Art EPQ and Pre-Foundation together. It is solely aimed at those students who do Fine Art, Photography, Graphics or Textiles A-Levels. No special equipment or materials are needed.

### PRE-TEACHING FOR PRIMARY SCHOOLS 5TH

Pre-teaching is for students intending to study primary education at university. Students are encouraged to find a work placement in a local primary school in order to gain experience which will be helpful for their University interviews. This is not a taught course, but students will be given guidance on how to source a work placement. Students hoping to become primary school teachers must be intending to study at least one, preferably two, subjects taught in primary schools at A-level. Students will be advised to complete placements either during breaks in their College timetable or over a 2-week period during the summer term. A maximum of five college days will be missed with the summer term option. A DBS check may be required for each student at a personal cost to be confirmed

### STUDY SKILLS 5TH

Throughout the year the Learning Hub hosts a number of courses aimed at supporting your studies. We cover, revision skills, managing your time in an exam, essay writing, organisation, supported homework, preparing for exams, improving your handwriting and more!

Keep your eye on the student bulletin for courses on offer or pay us a visit and see what we have to offer.

### WORK EXPERIENCE 4TH

Employers, universities and other colleges are often looking for candidates who can demonstrate that they have done more than pass their exams! Employers, in particular, value relevant and current experience of 'the world of work'. So, if you fancy your chances in the business world or want to work with animals, children or "people", work experience may be just what you need. This course will initially be undertaken as a structured work preparation programme with the opportunity for students to develop their experience by applying for actual or virtual work experiences. A proactive approach is a must as students will take the lead in researching and applying for their own work experience opportunities.

### UCAS APPLICATION SUPPORT 5TH / YEAR 2

All students who are making higher education applications will be fully supported by a range of experienced college staff. In the summer term of the first year, the 'Progression Event', includes advice from experts in applying for higher education courses and sessions on topics such as 'writing a personal statement' and an induction to the UCAS website. During the UCAS application process, extensive support is available from personal tutors, senior tutors, the careers team and our dedicated UCAS administration staff to ensure that students make a highly effective application. There are higher education briefing meetings for parents in the spring of the first year and May of the second year which are advertised in our newsletter.

### WOMEN IN STEM 5TH

Women in STEM is a student group that promotes STEM careers and subjects for students who are female and nbg.

We meet to discuss issues, have talks from visiting speakers and develop ways to engage the public to increase the participation of women in STEM related fields.





# GET COMMUNICATING

Whether it's in a different language, on the radio, or in a formal debate, the college offers plenty of opportunities to sharpen up your communication skills.

## COLLEGE MAGAZINE

4TH

This course is an opportunity for students who enjoy writing about local, national and international stories to develop their journalistic skills and to get their work out to the public. As well as working towards a bi-termly, in-house magazine, students have the option of joining our Young Reporter scheme run by Newsquest Media. This exciting scheme provides the chance for students to work as real journalists for eight months and all of their articles are uploaded onto the Colchester Gazette website. Have a look to see the wide range of stories published. <https://www.gazette-news.co.uk/news/young-reporter/>

As well as having your stories published on the Gazette website, those of you who complete the scheme receive a letter of recognition from the regional editor and the chance to compete

against hundreds of students to win prizes and attend a media award ceremony. There are also frequent opportunities to apply for the chance to interview a celebrity or bid for free tickets to shows that you can review. You also have mentoring sessions (via Teams) run by the scheme organiser which offer practical advice from someone within the industry itself. This work experience is great for using on CVs, UCAS applications and is obviously very useful if you want to go into journalism.

## DEBATING SOCIETY

4TH

The Debating Society offers you the chance to discuss the issues that matter to you. Each week, a team of up to six students debates an issue and tries to persuade the audience to vote for their side. The topics are yours to choose, from moral dilemmas to international affairs and

social issues. No one has to take part in public speaking but we welcome people who are keen to debate and every year we hope to enter teams in local and national competitions including the Model United Nations. Anyone considering a career in law, politics, acting or teaching has a lot to gain by taking part in debating. It is a challenging and exciting way to develop your confidence and fluency.

## ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES)

GENERAL SUPPORT

4TH

Mainly for ESOL students who need to learn:

- Punctuation & word terminology and rules
- Figures of speech
- Language features
- Writing techniques for emphasis
- Basic sentence structure

- Basic paragraph structure

Especially useful for those who are studying for English GCSE/basic A-Level requirements

**ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES) HIGHER LEVEL SUPPORT 4TH**

For ESOL students who already have English GCSE 4 or above. Mainly for students who need to learn:

- Higher level sentence structure
- Essay planning techniques
- Paragraph structure
- Analysing questions
- Higher level reading essay comprehension
- Summarising / expanding information techniques
- Proof reading techniques etcetera...

**ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES) SHORT TERM SUPPORT 5TH**

For short term ESOL support (1 - 4 weeks).

- Seen through referral from the student/tutor/teacher, in discussion with the ESOL teacher (David P) and Learning Support (Alison D).
- Mainly for students who need support with one or two specific issues to do with their language.
- Times arranged according to timetable free periods.

**GCSE SPANISH OR ITALIAN 4TH**

See "get qualified"

**HOLIDAY ITALIAN 4TH**

Would you like to learn another language without having to worry about taking an exam? Hoping to go to Europe travelling or on holiday to Italy? Want to look more impressive when ordering food in your favourite Italian restaurant? This is the additional study for you. No experience of Italian is necessary, although some previous study of a foreign language would be helpful.

**INTRODUCTION TO JAPANESE 4TH**

Anime? Would you like to speak Japanese? Japan for a gap year? If you are thinking about learning Japanese then this course is for you! There's lots of

fun while you are learning.

Topics to be covered include, introducing yourself, speaking, listening and writing, shopping, origami, how fun & mindful an activity it is, writing calligraphy in Japanese, and learning Japanese culture & history.

Do you know there was an African Samurai in the 16th century and English Samurai in the 17th century in Japan?

For those who really enjoy the course there will be an opportunity to continue their studies into their second year.

**LATIN FOR BEGINNERS 4TH**

This is a one-year course, one lesson per week. You need no previous knowledge of Latin or of the ancient world, although a general knowledge of the world of ancient Greece and Rome would be useful. If you are studying another language or History, English or Classical Civilisation, Latin would be a useful complement to your studies. Apart from enjoyment, there are many benefits of learning basic Latin. It will make you think about your own language, e.g. what is the origin of words like television, fax, birth by caesarean section, habeas corpus, Colchester? Where do expressions like e.g., i.e., NB, PS come from?

It will also help you improve your knowledge of English grammar. You will learn something about an ancient culture and the way they lived. You will be able to put it on your UCAS form and the subject is particularly relevant for students considering applying to Oxbridge.

**MANDARIN CHINESE FOR BEGINNERS 4TH**

Are you interested in Chinese culture and language? Are you thinking of travelling or taking a gap year? Are you fascinated by Chinese characters? The course will enable you to greet people, introduce yourself and your family, buy things and identify objects. The focus is on spoken & listening skills, but will also cover basic character recognition. No previous knowledge of Chinese is needed.

**POLITICAL DIRECTNESS 4TH**

Are you in the dark about what's going on in the shadow cabinet? Struggling to tell whether it's a red wall or a blue one that will fall in the next election? If you are left wing, right wing or just winging it completely in discussions about politics, please do come along to this group. If you want to learn, think or even argue about a range of political matters, we'll be covering a different set of issues (local, national and international) every week. Open to everyone, from the top politics students to those who really don't feel they have a grip on these issues in any way. All welcome in an open supportive group with an emphasis on discussion and listening to others.

**INTRODUCTION TO BRITISH SIGN LANGUAGE 4TH**

Our Introduction to British Sign Language (BSL) is the perfect first step on your British Sign Language BSL journey. The Introduction to British Sign Language course is designed for students who want to gain a foundation in BSL and learn about the deaf community. This is ideal for anyone who is curious to learn the basics of British Sign Language. Sessions are fun, practical and designed for all students. Do you want to know how to sign your name? Learn the BSL alphabet and key signs in various topics such as weather, food and drink and hobbies and interests. This course will give you the key skills in sign language, teaching you all the fundamental signs that form the basis of British Sign Language.

**STORM RADIO 5TH**

Storm Radio is the sound of The Sixth Form College. Student volunteers present three shows a day, guided by experienced second year producers. You will gain presenting skills, confidence and experience with broadcast equipment. As well as playing music, we record podcasts, review new releases and organise live DJing events using a Numark Omni controller. Several volunteers have gone on to senior positions at university radio stations across the country.

# HOW TO FIND US

For a specific locational map please refer to the 'How to Find Us' section of the College website ([www.colchsfc.ac.uk](http://www.colchsfc.ac.uk))

College Postcode is CO1 1SN (access is via North Hill – **downwards** only)

For any further information please see our website at:  
<http://www.colchsfc.ac.uk>

Write to us at:  
Admissions Co-Ordinator  
The Sixth Form College  
North Hill  
Colchester  
CO1 1SN

Telephone us on: 01206 500743

Email us at: [admissions@colchsfc.ac.uk](mailto:admissions@colchsfc.ac.uk)

This prospectus is available on the College website for those applicants who need a larger format



## Finding your way around The Sixth Form College, Colchester



### Key:

#### 1 South Site Building

Ground Floor - Rooms 002 - 018  
Music, Drama, Dance Studies, Reflectory

#### 2 Floor 1 - Rooms 100 - 112

Library, Media Studies, Film Studies, Physics, Accounts, Electronics, Technology, Graphics

#### 3 Floor 2 - Rooms 200 - 231

Law, Applied Business Studies, Economics, Environmental Sciences, Geology, Geography, Chemistry, Food Technology, Textiles

#### 4 Floor 3 - Rooms 300 - 316

Art History, Photography, Art, Biology, Maths

#### 5 Mid Site Building

##### Level 1

Roman Bath Restaurant

##### Level 2 - Rooms 610 - 623

History, Politics, Classical Civilisation, Sport & PE

##### Level 3 - Rooms 630 - 647

Reception, Sociology, Health & Social Care, English

##### Level 4 - Rooms 650 - 658

Philosophy, Religious Studies

#### 6 Mid Site Building - Multi Purpose Hall

##### 4 North Site Building

Rooms 700 - 708  
ICT, Computing

##### 5 Cock & Pye Building

Rooms 811 - 805  
Psychology

##### 6 Performance Studio

Rooms 510 - 523  
Dance, Drama, Music Technology, Performance Studies

##### 7 Astro Turf All Weather Pitch

##### 8 The Languages Centre

##### 9 Learning Support - 58 North Hill

Rooms 801 - 822

##### 10 The Pavilion

Student Individual Study / Social Facilities  
Rooms 910 - 911



Main Entrance



Car Park

the sixth form college concourse

# KEY DATES FOR YOUR DIARY

Over the course of the past few years, the College has, of course, followed all the relevant government guidance regarding the delivery of our curriculum, adjusting to the demand for remote learning as the need arose, but it is important to confirm that the College remains deeply committed to the provision of the complete “sixth form college experience”. Enrolment at the College demands full onsite participation in all aspects of a full 5 day week programme of study, activity, and tutorial support. We understand that many students have had to adapt to aspects of remote learning or ‘part-time’ attendance in their education in recent years but the College does not offer such arrangements, unless specifically requested to do so by the government in response to a changing national situation.

**Open Evenings:** The Open Evening dates for 2024 entry are 18 and 19 October 2023 – these dates may be subject to change, therefore please check the College website for updates for this event.

All applicants who are offered a place for 2024 entry will receive an invitation to attend an Induction Day, provisionally scheduled for June 2024.

Applications for 2024 entry will open in October 2023 - please see the website nearer the time for a specific date.

All applications are made on-line via the College website (shown below) and should be received before the closing date of 31 January 2024.

**PLEASE NOTE:** College term dates differ from those of Essex and Suffolk schools. Students must not take holiday during term time.

## PROVISIONAL TERM DATES FOR 2024-2025 ACADEMIC YEAR

### Autumn Term 2024

Tuesday 27 August – Friday 20 December

### Half Term

Monday 28 October – Friday 1 November

### Spring Term 2025

Monday 6 January – Friday 4 April

(Easter Weekend Bank Holidays – Good Friday 18 April and Easter Monday 21 April)

### Half Term

Monday 17 February to Friday 21 February

### Summer Term 2025

Tuesday 22 April – Wednesday 16 July

(May Bank Holiday – Monday 5 May – Late May Bank Holiday Monday 26 May)

### Half Term

Monday 26 May – Friday 30 May



Further information from:

Tel: 01206 500743

email: [admissions@colchsfc.ac.uk](mailto:admissions@colchsfc.ac.uk)

[www.colchsfc.ac.uk](http://www.colchsfc.ac.uk)

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