

THE SIXTH FORM COLLEGE COLCHESTER

PROSPECTUS
2027



www.colchsfc.ac.uk





“Teachers here have been really helpful.
They always go that extra mile to help
students get that extra grade”

**Dillan, who joined us from Colchester Academy
to study Mathematics and a range of Sciences.**

Students value greatly the high-quality
teaching they receive from subject
specialists.

OFSTED “Outstanding” report Spring ‘24



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We are delighted to report that in May '24 Ofsted inspectors awarded the College the top 'Outstanding' grade in every one of their seven categories: overall effectiveness, quality of education, behaviour and attitudes, personal development, leadership and management, education programmes for young people and provision for learners with high needs. Further details can be found in the "About Us" section of our website.



The Sixth Form College Colchester is a founding member of the Sixth Form Colleges Trust

WELCOME

Thank you for your interest in studying at The Sixth Form College from August 2027.

I'm delighted you're considering joining us for your sixth form studies.



Jo Cadman
Principal

You have important decisions to make about your next steps following GCSEs and it's important to consider all your options. But, if you're looking for an academic programme, with a range of subjects, The Sixth Form College Colchester is a great choice.

That's because we can offer you an excellent all-round sixth form experience, with dedicated, friendly, supportive teachers who will help you to achieve your academic potential. We're a big College, but you'll get the individual care and attention you need to thrive. And you'll have a phenomenal range of opportunities to take you beyond the curriculum. You'll be able to discover new interests, meet new people, develop new skills – all of which will help get you ready for life beyond College.

I wish I'd had the opportunity to come to a place like this for my own sixth form studies (many years ago!). It's a great place to be and I'm very proud to be its principal. So I look forward to welcoming you to College.

Hi, my name is Olivia Okongwu, and I am the Chair of the College Council.

I always knew I wanted to attend Colchester Sixth Form College for many reasons. Firstly, the college has high academic standards, with teachers from many top universities who specialise in a wide range of subjects, from the arts and humanities to STEM. The variety of subject choices meant I could study the subjects I enjoy most, whilst also having access to the many additional opportunities the college offers, including Core Maths, different committees, pilates, football, pottery, and hundreds of other enrichment activities.

However, I think my favourite thing about the college is the opportunities and independence it has given me. The college regularly invites specialist guest speakers to talk about different careers, university pathways and current issues, giving students the chance to explore opportunities they may never have considered before. I have also built friendships that I know will last a lifetime, and being in the town centre means there is always somewhere to go after college, whether that is to study in a café, shop or simply spend time with friends.

The college also has an excellent support network, which I would definitely encourage you to make use of throughout your time here. A Levels are challenging and perhaps sometimes feel overwhelming for some, but you never have to face these alone. There are so many staff members who genuinely want to help you succeed and support you in achieving whatever you choose to do after college, whether that is university, an apprenticeship or employment.

Finally, make the most of your time at sixth form because it is a unique experience that goes by incredibly quickly. You will make lifelong friends, learn subjects that genuinely interest you and you will gain the independence that comes with becoming an adult, all whilst having the support of a caring college community. It really is a special time, so get involved, say yes to opportunities and enjoy every moment.





“The weekly specialist programme of support for those students pursuing careers in medicine has really helped me to refine my goals”

Chantel, who joined us from The Gilbert School

There's more detail further on but let's celebrate
**THE THINGS
THAT WE ARE
MOST PROUD OF:**



OUR STUDENTS

We've been established since 1987 and several generations of students have passed through our doors before moving onto a huge range of goals in life; some stayed local, some travelled to the far ends of the world. We think you'll find them in every university and in countless local businesses. They are our best ambassadors, please do ask them about their time with us. We are proud of them all.

OUR STUDENTS' ACHIEVEMENTS

We are a comprehensive institution; every student matters – from the ambitious Oxbridge applicants to those who fought hard to bring their grades over the line for college entry – and every year students have repaid our faith with impressive exam results. We are proud to place every single result, in every single subject area, on our website each year.

OUR TEACHERS

These are people who teach A Level and very little else. The opportunity to teach your own specialist subject, to older teenagers who have chosen to study it, is highly valued in teaching, so we attract (and keep) good staff who are real experts in A Level teaching; you don't have to go far to find staff who have taught their subject for many years, and in many cases also mark the papers for the exam board. There's real expertise in every team.

OUR RANGE OF A LEVEL CHOICES

We think we're almost certainly in the top three in the country here. You would have to go a long way to find anyone offering a comparable choice of A Levels (in fact we checked, it's 95 miles).

An aerial photograph of the Colchester Sixth Form Centre, showing its large, multi-story building with a central courtyard, surrounded by parking areas and greenery. The image is overlaid with a blue tint and white text boxes.

OUR ADDITIONAL STUDIES PROGRAMME

College should be about more than grades; it should be a time young people use to develop a huge range of interests and skills. Please do look at our additional studies programme on page 82; we really do believe that it is a 'jewel in our crown' that, even if you go much further than 95 miles, you'll struggle to find anything like it elsewhere.

OUR CARE FOR INDIVIDUAL STUDENTS

Students aren't herded into lecture theatres. If you're doing Biology, you're in a lab, four times a week, with your biology teacher (or maybe teachers). You have a personal tutor just like at school. People know who you are, you know who to ask for help and there's a whole team around you to support you.

OUR SUPPORTIVE COMMUNITY

We're a genuine community and that's important. Life can be hard at times for all sorts of reasons, and many students have welcomed the support offered by our tutors, our wellbeing team, and college nurse. Most importantly, they appreciate the support that they receive from each other; we are a tolerant, supportive community and we're proud that so many of our students embrace these values.

OUR APPROACH TO LESSONS

It's a lot like school: you're in a class, probably a lot smaller than the ones you were in at school, with a teacher doing the sort of things that you are very much used to – homework, mocks, groupwork and so on – but in an environment that is very different in tone (see below).

OUR SITE

We're lucky: we have a specialist A Level site, right in the heart of historic Colchester, fully focused on the needs of our students; we don't have to share it with anyone else, rub along besides younger year groups or bus students around to access their choices of course.

OUR ADULT ETHOS

We are moving young people into university and the workplace. It's an adult environment; like most workplaces, you have to wear a lanyard, but beyond that what you wear, where you study, how you move around the building, even how we all talk to each other, in lessons and in the corridors, is much more like a small university. Every year countless students join us very much ready to step up to this next stage of the journey.

OUR OFSTED 'OUTSTANDING' JUDGEMENT

For us, as with our students, it's not just about chasing grades; but we were of course very proud to receive an OFSTED outstanding grade in every category in our last inspection – a real recognition of the hard work of our students and staff.

WHAT DOES THE COLLEGE OFFER?

- **One of the widest ranges of A Level courses in the country, taught by specialist teachers on a single specialist site, alongside a huge range of additional opportunities.**
- **A young adult environment that builds upon the study done at school, but is much more like a small university in style and tone.**

The Sixth Form College, Colchester is a specialist academic college for 16–19-year-olds. Everything here — the curriculum, the campus, the timetable and the support systems — is designed around serious sixth-form study.

Students also study on one purpose-built site in the heart of Colchester, with specialist facilities for all subjects and easy movement between lessons, study areas and social spaces. Teaching is delivered by subject specialists who focus exclusively on post-16 education.

Students also have access to a wide range of additional opportunities — cultural activities, sport, enrichment, volunteering and academic extension — creating a demanding but supportive environment that prepares students well for future study and adult life.

To complement its broad offer, the College also provides structured guidance and extension for students with high academic potential and ambitious plans, fully integrated into college life. Alongside academic ambition, the College places a high priority on student wellbeing and safety. Clear expectations, strong pastoral systems and a culture of mutual respect underpin daily college life, ensuring students can enjoy increasing independence within a secure and well-supported environment.

IS THE COLLEGE SUCCESSFUL?



- **Judged as 'Outstanding' in every category by OFSTED.**
- **A real emphasis upon individual success for everybody, wherever they start from or plan to go.**

The College has been judged Outstanding by Ofsted in every category, reflecting the quality of teaching, leadership, support and outcomes.

As one of the largest and most established specialist sixth-form colleges in the country, the College combines scale with a strong sense of community and individual support. While many students

achieve the highest grades and progress to the most competitive universities and courses in the UK and beyond, success at the College is defined more broadly. Students arrive with different starting points and ambitions, and the College is committed to supporting strong progress and high achievement for every single individual, whatever their plans.

HOW WELL DO STUDENTS ACHIEVE?

- **Each year, a substantial cohort of College students secure places on the most competitive degree courses in the country, including Oxford, Cambridge and other highly selective universities.**
- **At the same time, outcomes across the full student body consistently place the College among the strongest academic sixth-form providers nationally, with students progressing successfully to a wide range of high-level destinations.**

We're so proud to see our students achieve so well, whatever their starting point.

As an example, last year, our top 100 students achieved at least AAA - indeed altogether we had 186 A's and 576 A grades; but we were just as proud to see those students who joined us without key GCSEs in Maths and English achieve at a level a whopping three times higher than the national pass rate for students this age.

Furthermore, our students keep on achieving really well long after they leave us. Data from the Higher Education Statistics Agency (HESA) shows that our former students, once they go onto university, consistently outperform their peers nationally, achieving a higher proportion of First and Upper Second Class degrees than students from both the state and independent sectors.

WHAT ARE THE COLLEGE VALUES?

You will study in a college that places a high value on academic seriousness, personal development and mutual respect. The aim is to provide a highquality education in a supportive and inclusive environment, where you are encouraged to achieve your best and prepare confidently for life beyond college.

You will be part of a community that values your contribution and takes pride in student achievement. You are expected to work hard, take responsibility and engage fully with your studies, while also developing confidence, independence and respect for others.



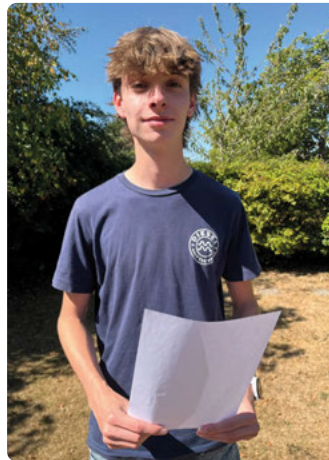
Theo, who joined us from St Benedict's College, gained impressive A* grades in History and Religious Studies, alongside an A in French, and is now reading History at Sidney Sussex College Cambridge.



Lily, who joined us from Colchester County High School for Girls, will next year progress to St Andrew's to study Comparative Literature and German, taking with her an A* and two A grades - but she's taking a well-earned gap year first.



Kaina came to us from The Colne Community School, and is now at the University of Nottingham studying Politics and International Relations, having achieved A* grades in Law and Art, and an A grade in English Language.



Isaac joined us from Tendring Technology College; he's now at University College London studying natural sciences, taking with him three A* grades and an A at A Level!



Milly, who joined us from the Gilbert School, achieved an A* grade in English Literature, alongside an A* in Chemistry and an A in Biology. She is now pursuing a full-time job with an insurance broker and is very much looking forward to growing her career in the industry.



Jayden, also from The Gilbert School, achieved three A* grades in Psychology, History and Politics and is now studying History at the University of Kent.

At the same time, the College places strong emphasis on care, wellbeing and belonging, so you can grow not only academically, but as a capable and thoughtful young adult.

WHAT WILL LESSONS BE LIKE?

- Lessons are similar in many ways to the lessons at school, but have a much more adult atmosphere, and class sizes are much smaller than most students are used to.
- Lessons might be a lot like those at school, but study times outside lessons are a lot more like university.

Lessons will feel familiar in structure, but very different in tone. Classes are often smaller than school, discussion is central, and students are expected to attend consistently and make an active contribution. Independent study outside lessons is essential, with time managed much more like university.

For students with high academic aspirations, lessons are deliberately challenging and encourage wide reading, independent thought and intellectual confidence.

HOW WILL WORK I WITH MY PERSONAL TUTOR?

Pastoral care and wellbeing are central to daily college life, not separate from it. You will belong to a tutor group and see your personal tutor regularly, providing you with a consistent point of contact who knows you well and supports you both academically and personally.

Once a week, you'll also have a longer tutorial session. These sessions cover the essentials you need while you're here and beyond. You'll get practical guidance on staying safe, building healthy relationships, managing exam stress, and improving your revision and study skills. You'll also discuss real-world issues such as equality, culture, history and politics.

A key focus is your next step. You'll get support and advice on applications for university, apprenticeships or employment. You'll have regular one-to-one meetings with your tutor to review your progress, set targets and plan what to do next. You're expected to attend and take part. When you do, you'll get the most out of it and you'll build a strong sense of community with your tutor group through shared discussion and support.

Tutors regularly review progress and attendance, help students reflect on their learning, and act quickly if concerns arise. Tutors are supported by a wider pastoral structure, including senior tutors and specialist wellbeing staff, ensuring that students can access the right level of support when needed. Wellbeing support is proactive as well as responsive, helping students balance academic demands with their wider lives and develop the resilience and self-management skills needed for future study and adult life.

HOW DO I CHOOSE MY COURSES AND WHAT IF I WANT TO CHANGE THEM LATER?

- Use careers events in school and college open evenings, as well as online guidance to 'get it as near as you can' during your interview – at this point every choice is normally open to you.
- Work to refine things later – when you visit induction, when your GCSE results come out, maybe even a few weeks into your course – but be aware that some popular courses may be full during this process.

Course choice is a process, not a one-off decision. Initial choices are discussed at interview, drawing on advice, careers guidance and subject interests. At this stage, almost all options remain available.

Refinements happen later — at induction in June, after GCSE results in August and occasionally in the early weeks of teaching. While the College works hard to be flexible, some popular subjects do fill early, making informed initial decisions important.

TASKS FOR YOU:

Speak to as many people as possible—your teachers, the careers team, and other college staff—so that you can make well-informed choices about your next steps. Check the course details in this prospectus or online to ensure that you know the details regarding your choices.

Teachers use their knowledge and skills to create calm and highly focused learning environments that support and enable students to learn very effectively.

OFSTED “Outstanding” report Spring ‘24



WHERE DO STUDENTS MOVE ONTO AFTER COLLEGE?

- A huge number of our students move onto university courses (including courses at some of the most prestigious universities, here and abroad); and when they get there, the data shows that they stay there and thrive.
- We provide a wide range of support for all sorts of routes forward in life, including higher apprenticeships, work abroad, conservatoires, travel and volunteer opportunities.

Most students progress directly to university, while others move into apprenticeships, employment, specialist colleges, gap years or international opportunities.

Throughout their time at college, students receive structured guidance to help them plan and prepare for their next steps. This includes ongoing input from dedicated careers and progression staff, targeted events and talks, and individual support through the tutorial programme.

Students are supported with researching options, making decisions, preparing applications and developing the skills required for competitive progression. Guidance covers a wide range of destinations — from highly selective universities to apprenticeships, specialist training and employment — and is designed to help students make informed, realistic and ambitious choices.

Progression data shows that students not only gain access to these routes, but are well prepared to succeed once they arrive.

TASKS FOR YOU:

It's never too early to start your research regarding choices after college. Some university courses and employment routes (e.g. vet or physio) will need you to make particular A Level choices, many other routes will be far more flexible and happy to see a good range of A Level choices, whichever subjects you take.

WHAT DOES THE COLLEGE DO TO SUPPORT HIGH-ACHIEVING AND AMBITIOUS STUDENTS?

The College provides structured, specialist support for students with high academic potential and ambitious plans, without separating them from the wider student body.

Each year, several hundred students progress to the most selective universities, studying demanding courses such as medicine, law, mathematics, sciences, architecture and humanities. This success is the result of deliberate preparation and sustained support.

Many high-achieving students take part in the Aspirations and Vision (AV) Programme, a structured programme of talks, lectures, guidance and academic extension designed to broaden horizons and support applications to the most competitive courses.

Dedicated specialist pathways support students aiming for Oxbridge, medicine, dentistry, veterinary science, law and other highly competitive fields. Guidance covers super-curricular development, personal statements, admissions tests and interview preparation.

Support is also available for university entrance tests such as STEP, UCAT and LNAT, and for participation in prestigious national academic competitions.

It's best to think of each of these options as something like a weekly 'club' or support group, where you'll find the guidance and encouragement that you need.

High-achieving students are also encouraged to deepen and extend their programmes by taking four A Levels where appropriate and through the Extended Project Qualification (EPQ), often shaped like a university-style dissertation. These experiences build independence, confidence and academic stamina, helping students thrive beyond A Level.

TASKS FOR YOU:

If you have big plans, such as an ambitious or prestigious university route, it's never too early to start talking to people about this; for example, at interview or during enrolment. A lot of the planning and preparation that you'll need to do starts in your first year with us.

Work with us at your interview and enrolment to determine where you should gain support, for example, by joining one of the specialist groups outlined above.



Welcome to The Sixth Form College Colchester



Nearly all students pass their qualifications, often with A* grades. Students develop confidence in their abilities and are well prepared for their next stage in learning or work including being well prepared for higher education.

OFSTED “Outstanding” report Spring ‘24



Outstanding

Sixth Form Experience

WHAT IF I'M UNSURE OF WHAT TO DO IN LIFE AFTER SCHOOL?

- A Levels are a broad academic qualification, designed to give young people choices in life – even if they aren't yet completely sure what they want to do.
- It's important that students make multiple applications in Year 11 – look at every option and cover every eventuality.

It's entirely normal to be unsure about future plans at 15 or 16.

A Levels are designed to keep options open. They develop knowledge, skills and ways of thinking that are valued across universities, professions and industries, even if a clear long-term goal has not yet been formed.

Students are actively encouraged to explore all post-16 options and to make multiple applications in Year 11. Choosing well means gathering information, visiting providers, asking questions and keeping alternatives open.

TASKS FOR YOU:

Talk to everyone and keep every option open. There are fantastic educational opportunities in Colchester. If you're caught between two routes forward and you're not sure which way to go, please do feel confident in applying to college and talking to us about this at your interview.

HOW DOES THE APPLICATION PROCESS WORK?

- Applications are made online.
- Deadline for applications is end of January, for courses starting that September.

We will, in exceptional circumstances, consider late applications, although this is not guaranteed, so it is safest to meet the deadline.

The application process follows a clear annual cycle and is designed to support you at each stage as you prepare for sixth form study.

1. Explore your options (September–October)

You begin by reading the prospectus, exploring courses on the College website and attending an Open Evening, usually held in mid to late October. This gives you the chance to visit the College, meet staff and students, and decide which courses are right for you.

2. Submit your online application (October–January)

Applications open shortly after the Open Evenings, typically in late October, and are completed online. You apply for one main programme of study and include details of your current subjects and predicted grades. The application deadline is usually the end of January for entry the following September.

3. Interview and guidance (Autumn/Spring term)

After applying, you will be invited to an interview. This is an opportunity to talk through your subject choices, discuss your progress and future plans, and make any changes to your application with support from College staff.

4. Conditional offer and staying in touch (Spring–Summer)

If your interview is successful, you will receive a conditional offer based on your GCSE results. During this period, you are encouraged to keep the College informed of any significant changes to your circumstances or exam entries.

5. Induction and taster activities (Summer term)

Before you start, you will be invited to induction taster sessions during the summer term. These help you get to know the College, your subjects and what to expect when you begin lessons in September.

6. Enrolment and confirmation (August)

After GCSE results are released in August, you attend enrolment to confirm your place and finalise your course choices, provided you have met the entry requirements. Once enrolled, you are fully registered and ready to start College at the end of the summer break.

Throughout the process, support is available to help you feel confident and well prepared for the move to College.

TASKS FOR YOU:

GCSEs are, of course, going to be the big priority for everyone in year 11, but at the same time, keep your eye on the deadlines above. As long as you apply before the end of January and then watch out for emails from our Admissions Team the rest of the process should proceed smoothly.

“Archie is one of the most talented musicians we have had in our music department: he will go on to study piano performance at the world-renowned Guildhall School of Music and Drama”

Archie who joined us from Tendring Technology College.

WHAT GCSE GRADES DO I NEED TO ENROL ON THE A LEVEL PROGRAMME?

5 GCSE PASSES (at four or above) – including Maths and English

INCLUDING

A GRADE 5, IN ONE OR POSSIBLY TWO, “WRITTEN” SUBJECTS (English Language, English Lit, Sociology, RE, Citizenship)

BUT YOU MAY ALSO NEED

GRADE 6 IN MATHS AND SCIENCES – for example, to study many science A Levels

AND IN SOME CASES

A GRADE 7, OR EVEN AN 8, IN MATHS – to take A Level Maths or Further Maths

OR YOU MIGHT NEED

A PARTICULAR GRADE IN A SPECIALIST SUBJECT – such as Art or Technology (check each subject guide to be sure)

WHAT DO I NEED IN ORDER TO SECURE A PLACE?

- The focus for our entry criteria is on achievement in GCSEs.
- This prospectus will tell you exactly the GCSE grades that you need to achieve for each course.

Entry requirements are published clearly for every course and programme. Applicants should check these carefully and discuss them honestly at interview. The work that we do here at college builds clearly upon the skills required for success in GCSE exams – that’s why we focus so much upon them in our entry criteria – they really are the best guide we have to further

success at A Level. For this reason, whilst other qualifications are an important part of your CV, it’s GCSE grades that will determine what we can offer you. The grade 5 in a “written” subject is especially important: we can’t offer you a place on A Level without these skills being in place.

TASKS FOR YOU:

Check carefully which grades you need, using the course outline pages in this prospectus.

Make sure that your current studies match the grade requirements (are you, for example, sitting Maths GCSE at higher or foundation level? This will matter for a number of maths and science subjects).

Importantly, you’ll need one or maybe two grade 5s in written subjects to get onto the A Level course, and some 6s or 7s to access areas such as maths and science.

“There’s a really wide range of courses to choose from, including lots of additional studies. My extra coaching qualification will really help me in the future, whether I decide to join the navy or to study sport at university”

Emily (right), who joined us from Stanway School – seen here with cousin Madeline



WHAT HAPPENS IF I DON'T GET THE GRADES THAT I NEED?

- A full team of staff are available on results day. We'll always try to be flexible, but every student needs a Plan B.
- It is important that applicants have a clear understanding of the grades required, as the college will stick to these in making decisions about enrolments.

Senior staff and admissions specialists are available on GCSE results day to talk through options and advise where flexibility is possible.

However, published requirements are applied consistently, and all applicants are advised to maintain alternative plans. It's important to note that applicants who do not meet entry criteria will not automatically be transferred to the AFP programme (see pg 82).

TASKS FOR YOU:

Have a scan or photo of your results ready on the day. If you need us, your first contact is via the website. Upload your results and we'll get back to you as soon as we can.

Make sure that you, or someone who can make decisions on your behalf, is available by phone later on GCSE results day.

DOES THE COLLEGE OFFER PART-TIME OR DISTANCE LEARNING?

The college is proud to offer what is in many ways a very traditional sixth form experience: you see staff every day, working and studying alongside everyone else here onsite. The government does not expect us to offer part-time or distance learning; we very much believe it's about being here, being part of things, every day. This is something that you'll need to consider as part of your travel and other plans. You'll also need to be comfortable that the College is the right place for you and that you can work well within the rhythms and routines of a vibrant, city centre site, as we are unable to offer part-time or distance learning.

TASKS FOR YOU:

Please do come and visit or talk to our former students about the College; they are our best ambassadors.

Carefully consider your options: the College offers an outstanding opportunity to step up into a vibrant, adult learning environment, but you need to ensure that it works for you. This includes a full-time timetable, a city centre campus, and a culture that expects organisation, independence, and commitment. Don't worry if it sounds daunting—our students make a great success of this every year.



ARE THERE OTHER COURSES AVAILABLE OTHER THAN A LEVELS?

Alongside A Levels, a number of our students will take some form of alternative level 3 courses – normally as one of their three choices. These are best thought of as “coursework A Levels”. They are the same size and shape as other A Levels, and work in the same way on the timetable, but the method of assessment is different: they are usually more modular and have a greater role for coursework.

Some of our most popular courses, such as Health or Criminology, are offered in this way.

TASKS FOR YOU:

Think carefully about your choices and how they fit in with your future plans. This is definitely an issue to discuss at interview.

Remember that, in order to keep a balanced range of options, students are usually only permitted to sit one certificate course as part of their broader programme of study.

DOES IT COST MONEY TO GO TO COLLEGE ?

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 2026):

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 to cover insurance costs, printing and wifi.

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?

- **Government bursaries are often available to help with areas such as travel and food.**
- **National guidelines link these bursaries to factors such as benefit status.**

Financial support is available for eligible students (normally those whose family receive some kind of government benefit) through government-funded bursaries. Full details are provided on the college website.

TASKS FOR YOU:

Think carefully about the costs of college, including transport, and look on the finance and transport pages on our website.

If you wish to claim for a bursary this can be done online, normally in the June / July before you start college.

HOW WILL THE COLLEGE HELP ME IF I HAVE A LEARNING SUPPORT NEED?

- **The College has a dedicated Learning Support team based on site, offering support for a wide range of needs, including Special Educational Needs and Disabilities.**
- **Support begins before you arrive – so please do talk the admission team if you feel you may have additional support needs, and please do raise it at your interview.**

The College works closely with you, your family and your previous school, using information such as diagnostic reports, One Plans or an Education, Health and Care Plan (EHCP) to plan appropriate provision.

Support is structured at different levels:

- All students can access general study support and advice if required.
- If you have identified needs, you may receive targeted support such as study skills development, academic monitoring and a personalised One Plan.
- If you have higher levels of need, including an EHCP or a significant history of support, you may be eligible to receive specialist provision. This could include one-to-one support in lessons, structured support during independent study, specialist teaching input and assessment for exam access arrangements.

Support is regularly reviewed and adjusted as you develop greater independence and your study skills develop. The aim is to ensure that you can access your courses fully while building the confidence and skills needed for higher education, employment and adult life.

TASKS FOR YOU:

Please include detail of any learning support needs, exam access arrangements, medical or pastoral information in the relevant section of your online application and personal statement. This is important if we are to ensure that the support that you need is in place.

It's especially important that you talk to us about exam arrangements. These are put in place after an assessment using JCQ guidelines, they don't always automatically "roll-over" from school and it's important that we examine these issues as soon as we can.

There will be a chance to discuss these matters during your college interview – please be reassured this is to enable us to anticipate any support needs and get anything needed in place for you ready for when you start in September.

If anything changes or you want to discuss things further, please do contact our admissions team who will help you.



HOW DOES THE COLLEGE WORK WITH PARENTS AND CARERS?

- **Personal tutors will email in the first week of teaching to establish a personal link with home.**
- **Parents and carers are able to look online to see progress reports and daily updates on registers.**

The College works closely with parents and carers while supporting students' growing independence. Personal tutors establish contact early, and online systems allow families to monitor attendance and progress; indeed parents can log on and look at registers whenever they wish to. There are also written reports and parents evenings scheduled during the college year.

WHERE WILL I STUDY? – BUILDINGS AND FACILITIES

- **Single, specialist campus in the centre of Colchester, designed specifically for sixth-form study.**
- **Facilities include specialist science laboratories, visual arts studios and workshops, performance, music and drama spaces, language and ICT centres, a well-resourced library and study areas, and social and independent study spaces across the site.**

Although many visitors recognise the iconic main building on North Hill, the campus is larger and more varied than it first appears. Teaching takes place across a range of purpose-built buildings, each focused on academic learning and student life for 16–19-year-olds, without the distractions of younger or older age groups.

Students move easily between lessons, quiet study and social areas during the day. Some spaces are designed for silent work, others for group discussion or collaboration.

All teaching, study and most enrichment activities take place on one site, giving the campus a strong academic focus while

Students are treated with respect by staff and encouraged to do their best. Students work diligently and make good use of the independent study areas available at college.

OFSTED “Outstanding” report Spring ‘24



still feeling open, social and welcoming. Being based in the city centre brings practical advantages, with strong transport links and clear routines creating a focused and secure environment.

TASKS FOR YOU:

Come and have a look at our facilities – there are open evenings in late October every year.

ADDITIONAL STUDIES AND WIDER OPPORTUNITIES

Academic study is central — but it is not the whole story.

All students take part in the Additional Studies programme or wider enrichment activities alongside their A Levels. These opportunities allow students to explore interests, develop skills and broaden their experience beyond the examination syllabus.

Additional Studies may be academically focused, creative or cultural, practical or wellbeing-focused, or linked to citizenship, volunteering or leadership. Courses usually require a short but regular weekly time commitment.

In addition to timetabled Additional Studies, students can also take part in clubs, societies, trips, performances, expeditions and student-led initiatives.

The programme is deliberately wide-ranging. Some students use it to stretch academically, others to try something completely new, and many to do both. Personal Tutors help students choose options that fit well with their overall programme and ambitions.

Together with main academic study, Additional Studies play an important role in helping students grow into confident, capable and well-rounded young adults.

TASKS FOR YOU:

Have a look at the details included in the Additional Studies section of this prospectus.

Please be ready to talk about Additional Studies at interview.

WHAT WILL MY TIMETABLE BE LIKE?

You will follow a five-day programme, combining your academic, a daily tutorial and any additional study or wider activities you choose. The college day runs from 9am to 4pm. (See draft timetable on next page)

In each subject, you will usually have four double lessons per week. In total, this means around 17.5–22 hours of lessons, alongside a similar expectation for independent study.

Your timetable is built around your subject choices, so it will be specific to you. During the day, you will also have some flexible time — this is an important part of sixth form life, giving you the space to work independently, manage your priorities and make the most of your time.

Because of this structure, you may not always start at 9am or stay until 4pm every day. This is part of the shift to a more adult style of study, where you are trusted to organise your time well and take responsibility for your own progress.





“It’s been great to be able to play so much basketball alongside my A levels in Psychology and Sport. All of this of course will really help in my plan to study sports psychology at university”

Lola (left), who joined us from Thomas Lord Audley School

EXAMPLE OF STUDENT TIMETABLE (FIRST YEAR)

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 and 2 09:05 – 10:15		A Level English Literature	A Level History (Early Modern)	A Level Biology	
10:15 – 10:35	Break				
Period 3 and 4 10:35 – 11:50			A Level English Literature	A Level History (Early Modern)	A Level Biology
11:50 – 12:00					
Period 5 12:05 – 12:45		Netball Training		Tutorial 12:00 –12:30	Biology Mentor Meeting
12:45 – 13:25	Lunch				
Period 6 and 7 13:25 – 14:35	A Level Biology		Netball Squad	A Level English Literature	A Level History (Early Modern)
14:35 – 14:50	Break				
Period 8 and 9 14:50 – 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
Chemistry
Classical Civilisation
Computing
Criminology*
Cyber Security*
Dance
Drama & Theatre
Economics
Electronics
English Language & Literature
English Language
English Literature
Environmental Science
Film Studies
French
Geography
Geology (Earth Science)
German
Graphic Design (Graphic Communication)
Health and Social Care*
History (4 alternative time periods)
Law
Law - Applied*
Mathematics
Mathematics – Further
Media Studies
Music
Music Technology
Performing Arts*
Philosophy
Philosophy, Religion and Ethics (PRE)
Photography
Physics
Politics
Product Design (Resistant Materials)
Psychology
Sociology
Spanish
Sport and Physical Education
Sport – Applied*
Statistics
Textiles



REGULAR 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

WE'LL ALSO ASK YOU TO GET INVOLVED IN:

AN ADDITIONAL TIMETABLED 'FOURTH' COURSE This could include:

AN EXTRA ACADEMIC QUALIFICATION

An extra A Level (if qualified)
Core Mathematics Certificate
Coaching Sport
GCSE Spanish (for strong linguists)
GCSE 're-sit' - English Language or Mathematics
Extended Project

AND/OR

A CAREER PROGRESSION PROGRAMME

Aspirations and Vision
Lawyers Group
Doctors, Dentists and Vets Group
Preparation for Teaching Career Group
Work Experience

AND/OR

THE CHANCE TO PURSUE AN EXTRA INTEREST

Including:
Sports
Performing Arts
Foreign Languages
Digital Skills Academy
Debating
Creative Writing

ALSO, YOU MIGHT CHOOSE TO GET INVOLVED IN:

"FIFTH COURSES" AND EXTRA EVENTS

"Off timetable" groups and activities throughout the year

Performances
Festivals
Careers Fairs
Charity Events

WE HAVE APPROX 100 FOURTH AND FIFTH COURSES TO CHOOSE FROM – see website for further details

ACCOUNTING (A LEVEL) – AQA

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 ONTO YEAR 2

Progression to the second year of the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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 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 A Level Economics or Business.

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a **minimum of:**

Grade 5	GCSE Mathematics
AND	
Grade 5	In a logical/ systematic GCSE subject from one of: Biology or Chemistry or Physics or both 1st and 2nd grade Combined Science or Computing or Statistics or Further Mathematics
AND	
Grade 5	GCSE English Language or English Literature
OR	
	Grade 4 in both GCSE English courses and a grade 5 from one predominantly written based GCSE subject (from History, Religious Studies or Sociology)

Core Mathematics is a very useful complementary course for this subject and is recommended as the additional study option for students who are not taking either A Level Mathematics or Statistics.



ART (FINE ART) (A LEVEL) - AQA

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 and stimulating 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. 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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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 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

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) 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. You can request details 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.

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 about which art and design degree course to do at university you can do a foundation diploma after A Levels which 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

We will provide most of the materials needed in the first term, but students will need to buy an A3 coursework sketch book from us and to have pencils and paints available. Art material can be bought from us. Any student concerned about affordability should speak to the department to see what support is available.

ART HISTORY (A LEVEL) - WJEC Eduqas (Critical and Contextual Studies)

WHY SHOULD I STUDY A LEVEL ART HISTORY?

A fascinating subject that explores works of art that have been produced through different historical 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 and design. 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 can also 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 city centre, the Minorities gallery and with the School of Philosophical, Historical and Interdisciplinary Studies 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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

The Year Two 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.

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

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

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

Grade 4	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.

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

There is a requirement for students to buy an Art History pack, consisting of an A4 coursework book, a white-ink pen, a glue stick 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. Any student concerned about affordability should speak to the department to see what support is available.

BIOLOGY (A LEVEL) - AQA

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.

We are a huge and thriving department with excellent facilities. 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. But not all learning will take place in a laboratory.

You will take part in a trip to Colchester Zoo to learn about Classification and Biodiversity. At the start of the second year of the biology course, students go on an ecological field trip to Highwoods 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.

Some of Biology students will also take the opportunity to join the DDV (Doctors, Dentists, & Vets) programme or 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. 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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.



MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a **minimum of:**

Grade 5	GCSE English Language or English Literature
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AND

Grade 6	GCSE Mathematics
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AND

Grade 6	Both 1st and 2nd grade GCSE Combined Science
OR	if single science is taken
Grade 6	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.

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 be prepared.

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. All students will have access to the AQA A Level Biology course textbook via an on-line e-book with associated learning resources. Any student concerned about affordability should speak to the department to see what support is available.

BUSINESS (A LEVEL) - WJEC Eduqas

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 on the concept of starting a plan and new business. You will learn about other types of business organisations, the markets they operate in and their various stakeholders. The course 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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

FINAL ASSESSMENT AT END OF YEAR 2

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

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

Component 2:
Business Analysis and Strategy 2 hours 15 minute – 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

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

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) 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)
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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.

Level Mathematics or A Level Statistics options. See the Core Mathematics subject page for further details (page 78).

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.

CHEMISTRY (A LEVEL) - B (Salters) OCR

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?

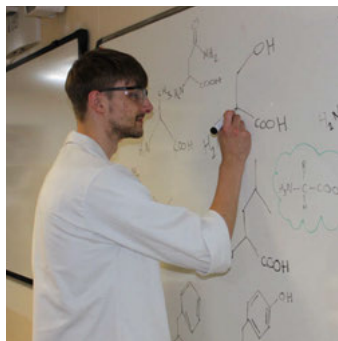
Our department is built around a team of very experienced and enthusiastic A Level chemistry teachers and technicians, who run a busy programme of teaching, support and revision classes. There are also lots of online support materials provided.

The course involves a lot of practical work but there is no formal coursework component. You will however perform experiments 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 DDV (Doctors, Dentists & Vets) programme in pursuit of careers in medicine and related fields or 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 Chemistry Challenge and the Chemistry Olympiad**.

Core Mathematics (Mathematical Studies) is a very useful complementary course for this subject and is strongly recommended (for more information please see page 78).

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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 6	GCSE Mathematics
AND	
Grade 6	Both 1st and 2nd grade GCSE Combined Science
OR	if single 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.

the college at the start of each year at a discounted price. Any student concerned about affordability should speak to the department to see what support is available.

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.

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) - OCR

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.

PROGRESSION ONTO YEAR 2

Progression to the second year of the A Level depends on satisfactory progress in the first year, including achieving at

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a **minimum of:**

Grade 5	GCSE English Language or English Literature
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AND

Grade 5	In at least one other predominantly written based GCSE subject (from English Language, English Literature, History, Religious Studies or Sociology).
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least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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) - OCR

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 Qualification 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. Most 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, Pokémon 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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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 78).

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 16) and a minimum of:

OR	IF YOU STUDIED COMPUTER SCIENCE OR I.T. AT SCHOOL: • Grade 5 in GCSE Computer Science or a Merit in Level 2 IT • Grade 5 in Maths and two sciences (either both Combined science grades or two single science grades)
	IF YOU DID NOT STUDY COMPUTER SCIENCE OR I.T. AT SCHOOL: • Grade 7 in Maths and two sciences (either both Combined science grades or two single science grades)
AND	
• Grade 4 English (Language or Literature)	

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.





Please note – Students should not take more than one certificate course as part of an A Level programme

CRIMINOLOGY - WJEC (Applied Certificate/Diploma)

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, law and sociology.

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 several 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 several 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 these impact 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)

At the end of Year 1 students will need to have achieved at least a grade E in one of the Certificate Level exams 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.
- Assessing the validity of information sources in criminal cases.

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a **minimum of:**

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

Grade 4	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.

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.



Please note – Students should not take more than one certificate course as part of an A Level programme

CYBER SECURITY - INFORMATION TECHNOLOGY - PEARSON (AAQ / Extended Certificate)

WHY SHOULD I STUDY CYBER SECURITY?

This is a two-year modular, A Level Alternative Academic Qualification. In today's digital world, most industries rely heavily on technology and secure information systems. A student with a Cyber Security qualification will have access to employment opportunities in a wide range of industries and, through such a diverse subject, will also gain access to a broad spectrum of career pathways, including cyber security, digital forensics, data management, network administration and system design. Cyber Security is a fast-moving and constantly evolving field which will give students the opportunity to develop up-to-date knowledge and skills linked to the very latest technology and security threats.

The two-year modular course has two exam modules and two practical modules, assessed through coursework tasks. The modules cover: Cyber Security Systems, Cyber Security and Incident Management, Secure Website Development and Relational Database Development.

Cyber Security is a versatile qualification and supports progression into a number of degree courses, apprenticeships and careers, as well as the opportunity to extend the modules studied further with the BTEC Diploma in IT or related computing pathways.

FIRST YEAR COURSE CONTENT

DIGITAL SYSTEMS: You will explore the relationships between the hardware and software that form secure digital systems, how these systems are built and data is controlled in both a physical world and using cloud services in a virtual environment. You will examine issues related to the security of data, privacy and the impact that this has on how businesses and individuals use these systems to communicate. This unit is externally assessed through a written examination set and marked externally. The examination is two hours in length.

WEBSITE DEVELOPMENT: If you want to be noticed in a modern technologically

advanced world you will need a competitive and noticeable online presence. This unit combines research skills along with the extensive use of AI to identify what makes a high quality and visible presence online and combine these ideas to produce a feature rich web presence for a demanding audience in a specific area of interest. You will learn how to write prompts to generate code and use AI as an intelligent agent to spot programming errors and problem solve complex tasks. This unit will be assessed with a practical coursework task.

SECOND YEAR COURSE CONTENT

CYBER SECURITY AND INCIDENT MANAGEMENT: In this unit, you will examine the many types of cyber security risks, the vulnerabilities of networked systems and the techniques that can be used to defend an organisation's networked systems. You will examine scenarios and explain appropriate protection measures to prevent malicious cyber-attacks. You will also look at the forensic methods used to investigate cyber security incidents and analyse the suitability of those methods. As digital systems continue to evolve, there is an increasing need for cyber security professionals to protect digital systems and the information they contain, while also providing enhanced features and benefits. This unit will help prepare you for Cyber Security and IT related courses in higher education.

DATA MANAGEMENT SYSTEMS: In today's digital and AI driven world, data underpins innovation and creativity. Business relies on good quality data to predict trends, optimise costs and drive growth. You will learn how to design complex and efficient data structures, how to interrogate data and gain useful information that will ensure the efficient running of a business. You will build efficient and effective user interfaces that will allow employees to input and output useful information, ensuring that data is carefully managed through industry standard methods to avoid duplication and data corruption. This module will be assessed with a practical coursework task.

FURTHER EDUCATION

For students wishing to progress to university this qualification will provide as many UCAS

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a **minimum of:**

Grade 4	GCSE Mathematics
AND	
Grade 4	GCSE English Language or English Literature
AND	
Grade 4	in both 1st and 2nd grade GCSE Combined Science
OR	if single science is taken
Grade 4	in two of either GCSE Biology, Chemistry or Physics

points as an A Level. There are many degrees available in I.T. related subjects such as cyber security, computer science, computer games design, computer graphics, networking, I.T. support. Of course, there are also several degree subjects that students could study which include an I.T. element. Courses of this nature might include subjects such as law, business, finance, accountancy and many others.

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 cyber security, 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.

This course is likely to be replaced by the Government's new V Level in Digital Systems and Data, which will have a broadly similar focus, although at time of writing this is still to be confirmed.

DANCE (A LEVEL) - AQA

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

A Level Dance is about **being creative, developing your own style and becoming a confident performer.**

You will explore dance from a range of **genres, styles and cultures**, while developing your technical, performance and choreographic skills. Your individuality is important, and you will be encouraged to explore your own interests and strengths. For your final exam work, you can choose from **Contemporary, Ballet or American Jazz.**

You will also study professional dance works, develop your ability to analyse and discuss dance, and learn to work independently and collaboratively. Throughout the course, there are opportunities to explore your own interests beyond the specification. You may also have the chance to audition

for our **Choreographer in Residence project**, where a visiting professional choreographer creates work with selected dancers in our Dance Company.

COURSE CONTENT

A Level Dance develops students as technically skilled, creative and critically engaged artists. Through performance, choreography and the study of professional repertoire, students develop their technical, creative and analytical skills, while exploring the relationship between dance, society and culture. The course connects theory and practice; inspiring students' own creative and performance approaches.

PROGRESSION ONTO YEAR 2

Progression to the second year of the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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.

*There is an opportunity to perform a Jazz/Contemporary/Ballet solo and quartet connected to one of the Named Practitioners.

How it's assessed?

Practical exam – 50% of A Level.

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.

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a **minimum of:**

Grade 4	GCSE Dance (if taken)
OR	
MERIT	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, Ballet or American Jazz
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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.

Information regarding potential dance industry careers can be found on <https://onedanceuk.org/programme/careers-hub>



DRAMA & THEATRE (A LEVEL) - AQA

WHY SHOULD I STUDY A LEVEL DRAMA AND THEATRE?

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

You'll 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 both local and London productions.

The course includes a mix of practical work and written work, so enthusiasm for both is essential. Written tasks focus on how to bring a play to life on stage from the perspective of an actor, director, or designer.

Example exam question:

Briefly explain how two or more performers used their performance skills at moments to "tell the story" to the audience. Analyse and evaluate the contribution of these performers to the total dramatic effectiveness of the production.

We offer a range of additional studies within the Performing Arts Department, and students are encouraged to take part in at least one to broaden their experience and develop their skills.

We have strong links with local theatres and former students who are now professionals. Many students take part in workshops and projects led by both.

Drama and Theatre is a subject that can be helpful and enjoyable for any student—not just aspiring actors (though we welcome those too!). It's an essay-based subject that is well respected in higher education. It's a varied and challenging exploration of the drama and theatre-making process.

COURSE CONTENT

In the first year, you will study a set text—currently "Antigone" by Sophocles. You'll explore this practically in lessons, focusing on how to perform and stage the play.

You'll also learn how to evaluate live theatre performances.

You will study the practitioner Frantic Assembly and their physical approach to creating theatre. This will inform your practical work, culminating in the creation of an original piece of theatre, assessed in the summer term. You'll also complete a 3,000-word piece of written coursework.

Additionally, you will practically explore an extract from a play of choice. You'll write about your approach in a coursework piece, which you will complete in Year 2.

PROGRESSION ONTO YEAR 2

Progression to the second year of the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

During the second year of the course:

You will study another play text currently "Our Country's Good" by Timberlake Wertenbaker. 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 study a further 2 extracts from different plays. You will explore these practically and complete the second piece of coursework (Reflective Report, 3,000 words). You will perform the final extract in front of a visiting examiner at the end of the spring term. You can choose to be a performer or a designer.

FINAL A LEVEL ASSESSMENT AT THE END OF YEAR 2

1 x Written exams: 3 hours.

2 x Practical exams: A devised piece (completed at the end of Year 1), a scripted piece and accompanying coursework. Students can choose between a performance role or a design/technical role (costume, lighting, sound, set).

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 5	GCSE Drama (if taken) – it is not necessary to have previously studied Drama, but experience of and skills in acting plus an interest in the academic study of Drama and Theatre is necessary.
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AND

Grade 5	GCSE English Literature
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AND

Grade 4	GCSE English Language
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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. Students in the past have gone on to study a diverse range of degree courses including Medicine, Law, English, History, Geography, Philosophy, Politics, Mathematics, Business, Economics, Modern Languages, Biomedical Sciences, Film as well as Drama, Theatre and Performing Arts. Some students go on to train professionally at leading conservatoires including Italia Conti, Urdang and Mountview.

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). Any student concerned about affordability should speak to the department to see what support is available.

ECONOMICS (A LEVEL) - WJEC Eduqas

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 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 decisions about 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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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.

FINAL ASSESSMENT AT THE END OF YEAR 2

A Level Economics is assessed by three examinations:

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

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 5	GCSE Mathematics
AND	
Grade 5	GCSE English Language or English Literature
AND	
Grade 5	In at least one other 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, there is the option of adding an accelerated A Level Business to the study of A Level Economics in your second year.

WHAT CAN I DO AFTER STUDYING A LEVEL ECONOMICS?

Economics can lead to degree level study of the social sciences and business-related courses. To study Economics, 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.

ELECTRONICS (A LEVEL) - WJEC Eduqas

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.

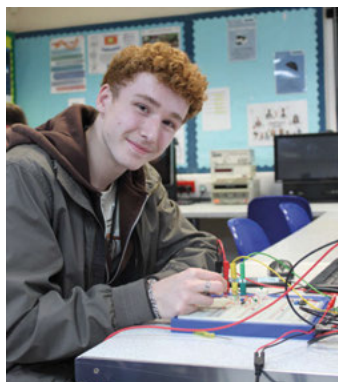
Electronics will help you to develop an understanding of the nature, processes and methods of electronics as an engineering discipline to help answer questions about practical circuits.

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 are individual and sometimes collaborative practical work, and directed independent work 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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) 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.

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 78).

WHAT CAN I DO AFTER STUDYING A LEVEL ELECTRONICS?

Many students continue 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 online e-book. Any student concerned about affordability should speak to the department to see what support is available.

WHICH ENGLISH A LEVEL?

English is one of the most versatile A Levels you can choose, not simply because of the texts you study, but because of the habits of thinking it develops. We offer three distinct English A Levels. All are academically rigorous, highly respected by universities, and excellent preparation for a wide range of futures. The key difference lies in *how* you want to study English.

English Language and Literature

Choose A -Level English Language and Literature if you:

- want to study **both** fiction and non-fiction
- enjoy variety and prefer not to specialise too early
- like combining analytical work with creative writing

This course brings the two disciplines together, combining the study of literary and non-fiction texts with both analytical and creative writing. It offers a broad, balanced experience that complements any programme of study.

English Literature

Choose A Level English Literature if you:

- enjoy sustained reading of novels, plays and poetry
- like exploring complex ideas and debating different interpretations
- are confident writing extended analytical essays

English Literature focuses on close study of literary texts across drama, prose and poetry, from Shakespeare to modern writers. Students analyse how writers use language, structure and form to shape meaning, while exploring texts in their historical, cultural and literary contexts.

English Language

Choose A Level English Language if you:

- enjoy analysing unseen texts and language data
- are curious about topics such as child language development and English as a global language
- are interested in contemporary issues such as identity, power, politics and the media

English Language is a linguistics based course and differs **significantly** from GCSE English. Students analyse written, spoken and digital texts to explore how language varies by context, audience, purpose and social group, to develop the skills to analyse unseen exam texts, and write evaluative essays on language issues.

CAN I STUDY MORE THAN ONE ENGLISH A LEVEL?

Yes. Some students choose to study **both** English Language and English Literature as separate A Levels, particularly if they are interested in careers such as journalism or related fields. Studying both develops a wider analytical range, combining close literary analysis with a precise understanding of how language operates in realworld contexts.



ENGLISH LANGUAGE & LITERATURE (A LEVEL) - OCR

WHY SHOULD I STUDY A LEVEL ENGLISH LANGUAGE AND LITERATURE?

Explore stories. Decode language. Find your voice. A Level English Language and Literature offers a distinctive approach to English, exploring how meaning is shaped in both literary and realworld texts. The course encourages critical reading, creative thinking and a balance of analytical essays with original writing. You'll study texts from a wide range of genres and periods, developing confidence as both a reader and a writer through critical and creative work.

COURSE CONTENT

The two-year OCR course involves the study of a wide variety of texts, bringing Language and Literature together and recognising that they are inseparable in real world communication.

- You will study classic and modern literary texts alongside non-fiction such as speeches, letters, graphic novels and TV scripts.
- You will analyse how language shapes meaning, voice and identity.
- Alongside analytical essays, you will produce original writing including stories, blogs and creative non-fiction, developing critical and creative thinking.
- By the end of the course, you will be a confident, adaptable reader and writer, able to engage critically with a wide range of texts.

NON-EXAMINED ASSESSMENT

This component offers considerable freedom, allowing students to compare a text of their choice with a taught post-2010 non-fiction text exploring contemporary issues such as gender, race and identity. Current set texts include *Question 7* by Richard Flanagan, *Educated* by Tara Westover and *The Roles We Play* by Sabba Khan. Students also produce original non-fiction writing, such as a blog, editorial, memoir extract or travel writing.

PROGRESSION ONTO YEAR 2

Progression to the second year of the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

FINAL ASSESSMENT AT END OF YEAR 2

Three written examination papers taken at the end of the second year (80%) and the non-examined assessment (20%).

Paper 1: (16%) Comparison of a non-fiction 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*, plus the production of a narrative opening and commentary.

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

Students go on to study a wide range of degree subjects and careers. English Language and Literature is highly valued by universities and employers for the core, transferable skills it develops, combining strong analytical and communication skills with creativity and independent thinking.

FURTHER INFORMATION

This subject fits well within any programme of study and complements a wide range of creative and analytical subjects. English Language and Literature develops independent thinking, the ability to make connections across texts, and confidence in shaping ideas through both analytical and creative work. The course suits students who enjoy variety and active engagement in reading, discussion and writing, and who are prepared to reflect critically on both their own work and the texts they study. A range of course materials is provided, though students are expected to purchase their own set

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 5 in one subject and Grade 4 in the other	GCSE English Language and 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.

texts; financial support may be available where needed.

Students benefit from a wide programme of enrichment offered by the English Department, including theatre and cinema trips, lecture days, competitions, and structured support for university applications, including Oxbridge. Visiting lecturers and academics, alongside writers and journalists, complement course delivery by extending learning beyond the classroom and offering deeper insight into texts, theories and professional pathways. Additional Studies options include Creative Writing, the College Magazine and Debating, allowing students to develop interests and skills beyond the core curriculum.

Please note that in preparation for university, all English courses require an increasingly mature approach to the study of a range of challenging and complex contemporary issues and texts.

ENGLISH LANGUAGE (A LEVEL) - AQA

WHY SHOULD I STUDY A LEVEL ENGLISH LANGUAGE?

Do you speak like the cast of *Made in Chelsea* or *RuPaul's Drag Race*? Do you know what a *deinfluencer* is? Do you style-shift your language for Snapchat? With a strong focus on stylistics, sociolinguistics and psycholinguistics, this course explores language in its social context, studying accents, identity, rule-breaking and language change through written, spoken and digital texts. You'll also discover the history of English, its global spread and its ongoing evolution.

COURSE CONTENT

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

Textual Variations and Representations explores how language creates meaning and representation across a wide range of texts from the 17th to the 21st century.

Language Diversity and Change examines how different social groups use language and how English evolves over time, drawing on the work of linguists.

Child Language Development explores theories of language and literacy development in children.

Language Discourses investigates how writers shape opinions about language, alongside the production of an engaging piece for a non-specialist audience on a contemporary language issue.

NON-EXAMINED ASSESSMENT

You undertake an independent language investigation on a topic of your choice, collecting and analysing your own data. Topics might include representations of women in sports media, political discourse around immigration, or constructions of femininity and masculinity in lifestyle magazines. Alongside this, you produce original fiction or non-fiction writing with a commentary reflecting on how language choices shape meaning and influence audiences.

PROGRESSION ONTO YEAR 2

Progression to the second year of the A Level depends on satisfactory progress

in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

FINAL ASSESSMENT AT END OF YEAR 2

Two written examination papers taken at the end of the second year (80%), alongside the non-examined assessment (20%).

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.

WHAT CAN I DO AFTER STUDYING A LEVEL ENGLISH LANGUAGE?

English Language is highly valued by universities and employers for the transferable skills it develops, including critical thinking, communication and analytical writing. Students progress to a wide range of degree subjects, such as linguistics, law, media, education and the social sciences, and pursue careers in journalism, marketing, education, content development and research.

FURTHER INFORMATION

English Language develops analytical and creative writing skills while offering a fresh perspective on how language shapes communication, identity and power. This course suits students who are highly motivated and willing to engage with a wide range of spoken, written and digital texts, including unseen material and language data in exam conditions. Students need to be organised, ambitious and prepared to work hard both in class and independently, developing the confidence and discipline required for sustained analysis and original thinking.

Students benefit from a wide programme of enrichment offered by the English Department, including theatre and cinema trips, lecture days, competitions, and structured support for university applications, including Oxbridge. Visiting

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 5	GCSE English Language
AND	
Grade 5	GCSE English Literature
OR	if achieved a Grade 4 in GCSE English Literature
Grade 5	In at least one predominantly written based GCSE subject (from History, Religious Studies or Sociology)

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.

lecturers and academics, alongside writers and journalists, complement course delivery by extending learning beyond the classroom and offering deeper insight into texts, theories and professional pathways. Additional Studies options include Creative Writing, the College Magazine and Debating, allowing students to develop interests and skills beyond the core curriculum.

Please note that in preparation for university, all English courses require an increasingly mature approach to the study of a range of challenging and complex contemporary issues and texts.

ENGLISH LITERATURE (A LEVEL) - PEARSON

WHY SHOULD I STUDY A LEVEL ENGLISH LITERATURE?

Do you like examining characters' motives, debating big ideas or discovering how stories shape the way we see the world? A Level English Literature invites you to explore poetry, drama and novels from across time, analysing how writers use language, structure and form to create meaning and challenge social, cultural and historical attitudes. Lessons are lively and discussion-driven, combining close reading, debate, drama activities and independent research, helping you develop confident, original interpretations and the skills to argue your ideas persuasively, because in Literature, the most interesting answers are rarely the simplest ones.

COURSE CONTENT

The two-year Pearson Edexcel course involves the study of drama, prose and poetry and develops strong analytical writing, independent thinking and confident critical responses.

- You will study two plays in detail, exploring character, structure, themes and dramatic methods.
- Compare two novels linked by a shared theme, considering the influence of context on writers and readers
- Study two poetry collections alongside unseen poetry, developing close analytical skills and confidence in comparing writers' methods and ideas.

NONEXAMINED ASSESSMENT

This component gives you independence to explore a literary interest in depth. You will write a 2,500–3,000 word comparative essay on one taught text and one text of your choice, drawing on wider reading and independent research. By engaging with critical interpretations and alternative viewpoints, you will shape, refine and support your own argument, producing a sustained and well-informed discussion.

PROGRESSION ONTO YEAR 2

Progression to the second year of the A Level depends on satisfactory progress

in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

FINAL ASSESSMENT AT END OF YEAR 2

Three written examination papers taken at the end of the second year (80%) and the non-examined assessment (20%).

Paper 1: (30%) Two essays on drama texts studied.

Paper 2: (20%) One comparative essay on prose texts linked by theme.

Paper 3: (30%) Two essays on poetry, including a comparison with an unseen poem.

WHAT CAN I DO AFTER STUDYING A LEVEL ENGLISH LITERATURE?

English Literature is highly valued by universities and employers for the rigorous analytical, communicative and writing skills it develops. Students learn to construct sustained arguments, engage critically with complex ideas and communicate clearly and persuasively. As a result, they progress to a wide range of degree subjects, including history, drama and the humanities, and pursue careers across education, media, publishing, law and related fields.

FURTHER INFORMATION

This course suits students who enjoy reading widely, engaging in analytical discussion and producing sustained, thoughtful written responses to demanding texts. A Level English Literature develops close critical reading, independent thinking and the ability to construct well-reasoned, persuasive arguments, encouraging confident engagement with complex ideas and varied interpretations. A range of course materials is provided, though students are expected to purchase their own set texts; financial support may be available where needed.

Students benefit from a wide programme of enrichment offered by the English Department, including theatre and

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 5	GCSE English Literature
AND	
Grade 5	GCSE English Language
OR	if achieved a Grade 4 in GCSE English Language
Grade 5	In at least one predominantly written based GCSE subject (from History, Religious Studies or Sociology)

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.

cinema trips, lecture days, competitions, and structured support for university applications, including Oxbridge. Visiting lecturers and academics, alongside writers and journalists, complement course delivery by extending learning beyond the classroom and offering deeper insight into texts, theories and professional pathways. Additional Studies options include Creative Writing, the College Magazine and Debating, allowing students to develop interests and skills beyond the core curriculum.

Please note that in preparation for university, all English courses require an increasingly mature approach to the study of a range of challenging and complex texts and ideas.

ENVIRONMENTAL SCIENCE (A LEVEL) - AQA

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. 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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) 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.

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) - WJEC Eduqas

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 *Mogul Mowgli* 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 Eduqas course consists of the following topics:

- American Film: Hollywood 1930 – 1990.
- Contemporary American cinematics.
- Contemporary British cinema.
- European Film: non-English language European film.
- Global Film: Recent cinema from outside of Europe.
- Film movements: Documentary film.
- Film movements: Experimental film 1960 – 2000.
- Film movements: Silent cinema.

- 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 cases this may include films with an 18 certificate.

PROGRESSION ONTO YEAR 2

Progression to the second year of the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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 some use it as

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 5	GCSE English Language or English Literature
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a basis to apply for creative film and art courses.

Most universities (including the most selective Russell Group institution) 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 The University of Suffolk. A range of practical workshops are offered throughout the year, and students can also get involved in producing the Film Studies magazine.

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.



FRENCH (A LEVEL) - AQA

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 310 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 benefit from an individual or small group session 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. We also show students how to make the best use of dictionaries online 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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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 16) 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 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 Level studies.

The Modern Languages Department (MFL) also offers A Level courses in German and Spanish, a one-year GCSE course in Spanish, and Additional Studies in Japanese, Chinese, Italian, French, German, Spanish and Latin. We also offer many other enrichment opportunities such as the European Day of Languages and a French concert.

GEOGRAPHY (A LEVEL) - OCR

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 recent destinations have included Italy, Iceland 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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good

attendance and commitment.

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.

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).

WHAT CAN I DO AFTER STUDYING A LEVEL GEOGRAPHY?

Geography can lead to a career in many different areas; some jobs may relate

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 5	GCSE Mathematics
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AND

Grade 5	GCSE English Language or English Literature
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AND

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

Grade 4	GCSE Geography (if taken)
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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 78).

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. Any student concerned about affordability should speak to the department to see what support is available.

GEOLOGY (Earth Science) (A LEVEL) -

WJEC Eduqas

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

Students fascinated by earthquakes, volcanoes, resources, engineering, plate tectonics, 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 many others: Chemistry, Environmental Science, Biology, Physics, Mathematics, Statistics, Geography, Computer Science. With the increasing importance of sustainability and the UK's self-reliance on resources, Geology A Level has more than doubled in popularity in the past seven years.

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

We have strong links with many universities, including Exeter, Portsmouth, Manchester, Leeds, and Cardiff. We have lecturers/speakers who visit college along with ex-students working professionally in fields such as structural engineering, geophysics, mineral exploration and geochemical engineering to discuss career options and higher education progression.

COURSE CONTENT

The first year of the course consists of five topics:

The Fundamentals of Geology – including the location of elements/minerals/rocks within the Earth and how they form in response to natural physical processes.
Surface and Internal processes – how we study The Earth's layers (exterior and 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.

Time and Change – how different physical processes have altered the Earth over hundreds of millions and in some cases billions of years.

Formation of the Main Rock Groups: Igneous, Sedimentary and Metamorphic.
Residential five-day field trip to Cornwall.

PROGRESSION ONTO YEAR 2

Progression to the second year of the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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, resource formation and required engineering mitigations.
- **Earth materials and natural resources** – studies the formation, management and extraction of metals, water, and fossil fuels.
- **Geohazards** – has a large focus on the study of earthquakes, how we can predict them using theories such as the seismic gap theory and how we can safely try to plan for them by adapting our infrastructure.
- **Geology of the lithosphere** – includes detailed analysis of the chemistry and processes at work on top of and inside the layer that all biological life has evolved and currently lives on.

FINAL ASSESSMENT AT END OF YEAR 2

There are three written examination papers taken at the end of the 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. All taught content is linked to Geological maps as to help

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 4	GCSE English Language or English Literature
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AND

Grade 5	GCSE Mathematics
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AND

Grade 5	in both 1st and 2nd grade GCSE Combined Science
OR	if single science is taken
Grade 5	Two 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.

make the content more tangible whilst also teaching additional map reading skills.

WHAT CAN I DO AFTER STUDYING A LEVEL GEOLOGY?

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

GERMAN (A LEVEL) - AQA

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. We also show students how to make the best use of dictionaries online 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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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 - speaking communities that is particularly interesting to them.

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 6	GCSE German
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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 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 and Spanish, a one-year GCSE course in Spanish, and Additional Studies in Japanese, Chinese, Italian, French, German, Spanish and Latin. We also offer many other enrichment opportunities such as the European Day of Languages and external speakers.

GRAPHIC DESIGN (A LEVEL) - AQA

(Graphic Communication)

WHY SHOULD I STUDY A LEVEL GRAPHIC DESIGN?

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 will learn to use a range of graphic techniques and approaches including print making, sketching, illustration and photography. They will also work extensively on computers learning to use Adobe Photoshop and Illustrator. **Students are expected to have a competent level of drawing ability when starting the course.**

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 will be able to choose from a range of projects which can include such briefs as branding for festivals, marketing for new food or clothing companies and exhibition displays.

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. Students are encouraged to make use of rooms and facilities both in lessons and during their own time.

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

We organise several trips, talks and workshops throughout the year working with universities and professional designers. Also, as part of the Art and Design Department, students have the opportunity 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. 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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

YEAR 2 ASSESSMENT

Coursework starts in June of the first year and continues until the end of January. You will then 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 Graphic Design can lead to many careers in the creative industries. Possible careers include: graphic design, illustration, architecture, product design, web design, games design, visual effects, 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

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a **minimum of:**

Grade 5	GCSE Design & Technology or GCSE Art & Design (3D Design) (if taken)
OR	
Grade 4	GCSE Art & Design (Fine Art) or GCSE Art & Design (Graphic Communication), or GCSE Art & Design (Textiles) or GCSE Art & Design (Art, Craft & Design) (if taken)
OR	
Merit	BTEC Art & Design Level 2 (if taken)

For those who have not previously studied any of the above subjects, 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.

degree courses across the country.

FURTHER INFORMATION

Graphic Design 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 £40 in the first year and £45 in the second year. Any student concerned about affordability should speak to the department to see what support is available.

HEALTH & SOCIAL CARE - OCR

(LEVEL 3 AAQ -CAMBRIDGE ADVANCED NATIONAL)

(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, and Biology. The course requires strong written skills as over half of the course comprises of coursework.

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 **one 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 and visits to local universities, to assist students who are interested in pursuing a health or social care related career. There will also be an opportunity for students to undertake up to 5 days optional work experience in Colchester General Hospital in the summer term of year 1.

COURSE CONTENT AND ASSESSMENT

The Year 1 Certificate consists of three topics:

Principles of health and social care – exam – 45% of year one marks

Person-centred approach to care – coursework – 27% of year one marks

Supporting people with mental health conditions – coursework – 27% of year one marks

The Year 2 Extended Certificate consists of a further three topics:

Anatomy and physiology for health and social care – exam – 45% of year two marks

Supporting people in relation to sexual health, pregnancy and postnatal health – coursework 27% of year two marks

Supporting healthy nutrition and lifestyles – coursework 27% of year two marks

The marks from all six units combine to give one National Extended Certificate grade at the end of the two-year course.

WHAT CAN I DO AFTER STUDYING HEALTH & SOCIAL CARE?

Health and Social Care offer relevant knowledge and skills to enhance employability in careers involving members of the public including 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

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 4	GCSE English Language or English Literature and ideally GCSE Biology or first science grade.
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The science grade is recommended due to Year 2 exam on Anatomy and Physiology, but is not compulsory.

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) - OCR

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 either essays where a student must argue a case for or against a key historical issue or questions which address the historical skills of source analysis and historical interpretation. In the second A Level year, students will complete coursework in the form of an extended study. 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 institutions and we 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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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 new Emperor Claudius began the conquest of Britain.

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 5	In one of either GCSE English Language, English Literature, Religious Studies or Sociology
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AND

Grade 5	GCSE History (if taken)
OR	if GCSE History has not been taken
Grade 5	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.

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) - OCR

WHY SHOULD I STUDY A LEVEL HISTORY (EARLY MODERN)?

This is a course which gives an insight into the past whilst developing 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 which address the historical skills of source analysis and historical interpretation. In the second A Level year, students will complete coursework in the form of an extended study. 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 institutions and we 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 contribute 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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

COURSE CONTENT – YEAR 2

Unit 3: The Ascendancy of France, 1610-1715

This course is a thematic study of early modern France. 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 war, court intrigue and rebellion. How do the French kings consolidate their

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 5	In one of either GCSE English Language, English Literature, Religious Studies or Sociology
AND	
Grade 5	GCSE History (if taken)
OR	if GCSE History has not been taken
Grade 5	in a second GCSE subject from the list above

Please note that students cannot take two History options – Early Modern and Modern for example.

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) - OCR

WHY SHOULD I STUDY A LEVEL HISTORY (MEDIEVAL & WARFARE)?

This is a course which gives an insight into the past whilst developing 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 which address the historical skills of source analysis and historical interpretation. In the second A Level year, students will complete coursework in the form of an extended study. 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 institutions and we 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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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 the bombs, lie logistics, medical care, armaments, and the societies that sent their

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 5	In one of either GCSE English Language, English Literature, Religious Studies or Sociology
AND	
Grade 5	GCSE History (if taken)
OR	if GCSE History has not been taken
Grade 5	in a second GCSE subject from the list above

Please note that students cannot take two History options – Medieval & Warfare and Modern for example.

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) - OCR

WHY SHOULD I STUDY A LEVEL HISTORY (MODERN)?

This is a course which gives an insight into the past whilst developing 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 which address the historical skills of source analysis and historical interpretation. In the second A Level year, students will complete coursework in the form of an extended study. 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 institutions and we 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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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 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

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 5	In one of either GCSE English Language, English Literature, Religious Studies or Sociology
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AND

Grade 5	GCSE History (if taken)
OR	if GCSE History has not been taken
Grade 5	in a second GCSE subject from the list above

Please note that students cannot take two History options – Medieval & Warfare and Modern for example.

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. There are a range of titles taken from topics relating to Unit One and Unit Two and also a question on decolonisation.

WHAT CAN I DO AFTER STUDYING A LEVEL HISTORY?

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.

LAW (A LEVEL) - OCR

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 apprenticeships 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 the opportunity to participate in mock trials and hear from a variety of legal professionals.

Law complements many other subjects at A Level and goes particularly well with Politics. A Level Law is assessed by an

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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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 16) and a minimum of:

Grade 5	GCSE English Language or English Literature
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AND

Grade 5	In at least one other 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 opportunities.

FURTHER INFORMATION

All students are provided with comprehensive handouts and online resource banks. The department subscribes to "Flipped Law" which deals with aspects of the syllabus and gives very up-to-date legal information.





Please note – Students should not take more than one certificate course as part of an A Level programme

LAW (APPLIED) - PEARSON (Applied General Certificate / Extended Certificate)

WHY SHOULD I STUDY LAW (APPLIED)?

Law is a two-year modular, A Level equivalent course. It is a dynamic and diverse subject that affects everyone in their day-to-day life. In taking this course, you will have the opportunity to learn and study many interesting areas of law.

The modular two-year course is suitable for those students who are thinking about employment opportunities, apprenticeships or going to university. This course can be studied with a range of other Applied or A Level courses.

For those students who are interested in a career in law we have links with local firms of solicitors and opportunities for work placements and apprentices are sometimes passed on to us by these firms and we advertise these within the College.

All students are provided with comprehensive handouts and online resource banks.

QUALIFICATION STRUCTURE:

There are two mandatory units that learners must complete, one internal and one external – learners must complete and achieve all.

Unit 1. Dispute Solving in Civil Law - Mandatory and Synoptic - External assessment.

This unit is assessed under supervised conditions. Learners will be given pre-release material before a supervised assessment in order to carry out research.

Topics include:

- Features of civil law
- Structure and jurisdiction of the English civil courts
- Alternatives to the courts in civil dispute resolution
- Legal skills - Researching and referencing legal information
- Enforcement of civil law
- Sources of advice
- Sources of funding
- Precedent
- Application of the law of negligence
- Damages

Unit 2. Investigating Aspects of Criminal Law and the Legal System - Mandatory - Internal assessment.

Learners research how laws are made and interpreted, who advises and decides on the outcome of criminal cases and the punishments that can be imposed if laws are broken. They will then present advice to clients on non-fatal offence case studies.

Topics include:

- Legal skills - researching legal information.
- Influences on Parliament
- The law-making procedure in Parliament
- The rules of statutory interpretation
- Delegated legislation
- The European legislative process and its institutions
- The legal profession
- Lay people - magistrates and Juries
- The Judiciary
- Elements of a crime
- Non-fatal offences
- Aims and types of sentencing
- Criminal legal funding and advice
- Successful completion of both units will lead to a Certificate in Applied Law.

PROGRESSION ONTO YEAR 2

To progress to the Extended Certificate in the second year you will need to pass the Certificate in Applied Law.

WHERE CAN I GO AFTER STUDYING LAW (APPLIED)?

The qualification carries UCAS points for applying to higher education or university.

The course aims to give an introduction to the study of the legal sector. In addition to specific legal content, the requirements of the qualification will enable learners to develop the transferable and higher-order skills that are highly regarded by higher education providers and employers. It provides the basis of an excellent route to pursue a career in the legal sector. This can be through higher education (degrees in business and law) or through an Advanced Apprenticeship in Legal Services.

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 4	GCSE English Language or English Literature
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AND

Grade 4	In at least one other predominantly written or coursework based GCSE subject (from English Language, English Literature, History, Religious Studies or Sociology)
OR	
Merit	In at least one other predominantly written based Level 2 BTEC or OCR subject

You do not need to have any prior knowledge of law, but you do need to have an interest in the academic study of law including the theoretical frameworks and aspects.

There are opportunities during the teaching and learning phase to give students practice in developing employability skills. This includes cognitive and problem-solving skills, the use of critical thinking and applying creative solutions. Developing intrapersonal and interpersonal skills such as; communicating, negotiating, self-management and resilience.

The study of law can lead to careers in the legal sector including a range of possibilities in the legal profession, in the fields of business and employment law, or the police force. Alternatively, it is a good gateway to other professions outside the legal profession such as business and finance.

MATHEMATICS (A LEVEL) - OCR

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. 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.

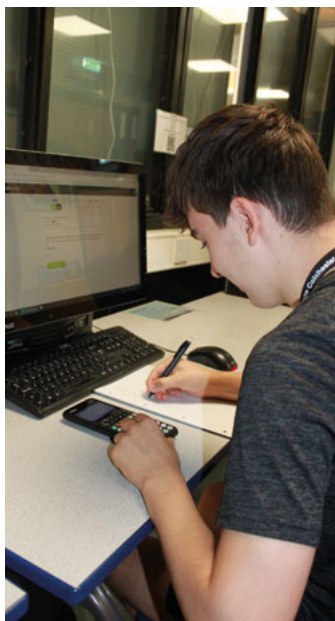
COURSE CONTENT

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.



MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a **minimum of:**

Grade 7	GCSE Mathematics
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ASSESSMENT

The A Level Mathematics assessment is three exams of 2 hours duration each at the end of the two-year course.

PROGRESSION ONTO YEAR 2

Progression to the second year of the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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 CASIO graphical calculator. The department recommends that students purchase the Casio CG100 which is available through the college at a discounted price. Any student concerned about affordability should speak to the department to see what support is available. Extension lessons are also offered to those who wish to attempt university entrance papers (see 4th Academic Subject section).

FURTHER MATHEMATICS (AS/A LEVEL) - OCR

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 grade B in their internal A Level Mathematics exam and 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 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.

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) 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.

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 need to have access to a CASIO graphical calculator. The department recommends that students purchase the Casio CG100 which is available through the college at a discounted price. Any student concerned about affordability should speak to the department to see what support is available. Extension lessons are also offered to those who wish to attempt university entrance papers (see 4th Academic Subject section).



MEDIA STUDIES (A LEVEL) - WJEC Eduqas

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. Students also have the opportunity to take part in online and local work experience throughout the course and benefit from a range of guest speakers and trips. 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.

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:

- **Understanding Media Industries and Audiences.** This includes the study of advertising, newspapers, radio, video games and the film industry.
- **Television in the Global Age.** This includes the in-depth study of two crime dramas, *Peaky Blinders* and *The Bridge*.
- **Magazines – Mainstream and Alternative Media.** This includes the in-depth study of a magazine from the 1960s *Vogue* and the contemporary text *The Big Issue*.
- **Media in the Online Age.** This includes the study of two online texts including the content creator Zoe Sugg and the website for *Attitude*.
- **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 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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

WHAT CAN I DO NEXT AFTER MEDIA STUDIES?

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

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 4	GCSE Media, or a Merit in a BTEC/Level 2 Media Course (if either taken)
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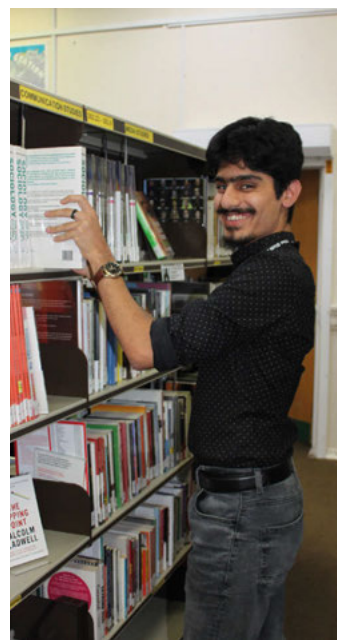
AND

Grade 4	GCSE English Language or English Literature
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AND

Grade 5	In at least one other predominantly written based GCSE subject (from English Language, English Literature, History, Religious Studies or Sociology)
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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) - PEARSON

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, and will benefit from 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 1-5 and can support students pursuing grades 6-8 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 and 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. In terms of instruments, the music department possess two grand pianos, drum kits, acoustic and electric guitars, and a

variety of amps. All music students receive free professional 1:1 tuition on their voice/instrument.

The Music Department organises trips to music events.

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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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.

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 5	Theory of Music (or attending a workshop day in July where music theory to grade 5 will be taught)
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AND

Grade 5 standard	Instrument or vocal (or performing in July to a College teacher to check suitability)
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AND

Grade 4	GCSE English Language or English Literature
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AND

Grade 4	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 to a college teacher to check suitability. Study of the Theory of Music is essential before starting this course. Students who do not have Grade 5 Theory of Music will be invited to a one-day workshop so that they can learn to read music before starting the course.

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) - PEARSON

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 (Ableton Live 12 Suite). 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 four 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 relates to Storm Radio, where students' music is aired live.

The College has a reputation for developing artists who have success in the industry, such as with the artist Essosa and two members of the band She's in Parties. 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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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 £25. This payment will allow the student to have

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Students will be required to have either a Music GCSE (grade 4 or above), or Music Technology as a hobby (perhaps experience of using a DAW at home) or have a genuine interest in the subject.	
AND	
Grade 5	GCSE English Language or English Literature

access to a drummer, bassist, electric and acoustic guitarist, a keyboard player and a vocalist. Any student concerned about affordability should speak to the department to see what support is available. Students are encouraged to purchase the revision guide written by the course leader at the College: A Level Music Technology Guide: New Specification from 2017. All other resources will be provided.

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.



Please note – Students should not take more than one certificate course as part of an A Level programme

PERFORMING ARTS BTEC - PEARSON

(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 two practitioners' works in musical theatre and movement/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 the 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 of three questions, for which you have 4 weeks' preparation time.

Unit 2: A practical performance, a presentation/report 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 performance to an audience, 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 additional unit - with options to specialise in either dance and acting, or musical theatre. Assessment will include a presentation/report, a log book and a final practical exam performance.

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 4	In both GCSE English Language and English Literature. If only one is taken, then Grade 5 is required.
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AND

Essential Skills/ Experience	Performance skills/ experience in at least two performing arts subjects, such as Dance, Drama or Music and ability to work well collaboratively.
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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) - AQA

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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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 16) and a **minimum of:**

Grade 5	In at least two predominantly written based GCSE subject (from English Language, English Literature, History, Religious Studies or Sociology)
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AND

Grade 4	GCSE Mathematics
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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 device for use in some lessons.

Textbooks supporting the course may be purchased at approximately £25. Any student concerned about affordability should speak to the department to see what support is available.

PHILOSOPHY, RELIGION AND ETHICS - OCR (PRE) (A LEVEL) (RELIGIOUS STUDIES)

WHY SHOULD I STUDY A LEVEL PRE?

PRE 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.

PRE 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 PRE 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 PRE 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 includes the following topics:

Christianity

- Augustine's teachings on human nature.
- The person of Jesus Christ.
- Death and the afterlife.

Philosophy of Religion

- The design, cosmological and ontological arguments for the existence of God.
- Religious experience.
- The problem of evil.

Ethics

- Situation Ethics and Natural Law.
- Kantian Ethics and Utilitarianism.
- Euthanasia and Business Ethics.

PROGRESSION ONTO YEAR 2

Progression to the second year of the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

The Year 2 PRE course consists of new material, including:

Christianity

- Religious pluralism and theology/society.
- Gender and theology/society.
- Secularisation and Liberation Theology.

Philosophy of Religion

- The nature or attributes of God.
- Religious Language.

Ethics

- Meta-ethics.
- Conscience.
- Sexual Ethics.

The final A Level PRE examination assesses all of the topics studied over the two years.

HOW WILL I BE ASSESSED?

PRE is an exam only course. The assessment consists of essays divided into two parts. In the first section you

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 5	In at least one predominantly written based GCSE subject (from English Language, English Literature, History, Religious Studies or Sociology)
AND	
Grade 4	GCSE English Language or English Literature

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) Three essay questions.

Paper 2 (Philosophy of Religion)

- 2 hours (33% of A Level) Three essay questions.

Paper 3 (Ethics)

- 2 hours (33% of A Level) Three essay questions.

WHAT CAN I DO AFTER STUDYING A LEVEL PRE?

Students who wish to take the subject further can apply for degree courses in Theology, Philosophy or Religious Studies. Many students go on to study subjects like Sociology, Psychology, Anthropology, Politics, English Literature or PPE at university. Students of PRE have continued on to successful careers in many fields, including law, education, business, social work, medicine (the ethics aspect of the course is particularly valuable here), administration and the media.

PHOTOGRAPHY (A LEVEL) - AQA

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 several 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, 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 and you start your exam project (Externally Set Assignment) from the 1st February. At the end of the exam project in May you will complete a final piece during a 15-hour 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

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 4	GCSE Fine Art or Art Craft and 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.

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, photography or other art and design degree related courses across the country.

FURTHER INFORMATION

At the start of your course, we ask for a £75 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 and/or DSLR camera. Any student concerned about affordability should speak to the department to see what support is available. We will tell you more about this at Induction.

PHYSICS (A LEVEL) - OCR

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 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 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.

Which Physics specification will I study?

You will study OCR A Physics

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 usually need to take A Level Mathematics. The A Level Mathematics course includes the study of algebra, trigonometry and mechanics – all important to Physics.

And extra activities?

Physics students have enjoyed trips to the Large Hadron Collider in recent years as well as visits to the 'Physics at Work' day in Cambridge. The department supports students with the Physics and Astrophysics Olympiads, PAT & ESAT

and Senior Physics Challenge amongst others. 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. Foundations of Physics - This module introduces important conventions and ideas that permeate the fabric of Physics. Understanding physical quantities, SI units, scalars and vectors helps physicists to effectively communicate their ideas within the scientific community.

3. Forces and Motion - Forces and Motion are tightly knitted together. They form a part of every physicist's understanding of the Universe around us. In this module you will learn about the motion of objects and the effects forces have on objects. You will also learn about the important connection between force and energy.

4. Electrons, waves and photons - This module takes you on a journey, starting with electrons and how they behave in electrical circuits through an exploration of wave properties ending with quantum physics.

PROGRESSION ONTO YEAR 2

Progression to the second year of the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

The second year of the course follows logically from the first year, but there is an increase in the mathematical demands.

5. Newtonian World and Astrophysics:

This module takes you on a journey, starting with the vast orbits of stars and planets to the tiny interactions that cause pressure in gasses.

6. Particles and Medical Physics:

This module will focus on the smallest things imaginable, that is, particles. Topics covered include capacitors,

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 7	GCSE Mathematics
AND	
Grade 6	Both 1st and 2nd grade GCSE Combined Science
OR	if single science is taken
Grade 6	GCSE Physics and (grade 6 in either GCSE Biology or GCSE 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. Students need to study A Level Mathematics alongside A Level Physics.

electric fields, electromagnetism, nuclear physics, particle physics and medical imaging.

FINAL ASSESSMENT AT END OF YEAR 2

At the end of Year 2 you will do three exams covering all the theory and practical skills from all modules 1-6. In addition, you will achieve a practical endorsement if your portfolio of work shows the necessary development.

WHAT CAN I DO AFTER STUDYING A LEVEL PHYSICS?

Physics students go onto apprenticeships or study a range of degrees at university including Physics, Astrophysics as well as Engineering, 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) - PEARSON

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, the US President is reshaping the international order, 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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

After successful completion of the first year, students will study 2 components:

Non-core Political Ideas - An ideology other than Liberalism, Socialism and Conservatism. We study 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 separately in a 2-hour examination consisting of short questions and essays.

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 5	GCSE English Language or English Literature
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AND

Grade 5	In at least one other predominantly written based GCSE subject (from English Language, English Literature, History, Religious Studies or Sociology)
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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) - PEARSON (Resistant Materials)

WHY SHOULD I STUDY A LEVEL PRODUCT DESIGN?

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 suitable for a real client. Previous projects have included making a trainer display for a local business, bicycle maintenance stand for a client, designing interior lighting for a local office and a sculpture for a garden centre.

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. There will also be opportunities to visit a local metal fabrication workshop and complete a day of welding.

COURSE CONTENT

The first year of the Pearson-Edexcel course consists of an induction course that includes training and sign off on the machines in the workshop, followed by a design and make project. You will learn how to manipulate a variety of materials using the specialist tools in the workshop. This project is ideal for helping create a portfolio for university applications later in the year.

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. 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 helpful in various parts of the course or related subjects at higher education.

PROGRESSION ONTO YEAR 2

Progression to the second year of the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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 an A4 folder to take notes with diagrams in theory lessons. There will be a £35 charge at the beginning of the course to cover the costs of the materials for the induction projects as well as a theory book to aid revision and

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 5	GCSE Mathematics
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AND

Grade 5	Both 1st and 2nd grade GCSE Combined Science
OR	if triple science is taken
Grade 5	in two from either GCSE Biology, Chemistry or Physics

AND

Grade 5	GCSE Design and Technology or Engineering (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 78).

homework, and equipment for individual students. Students will also receive their own personal storage trays for the equipment and projects. Any student concerned about affordability should speak to the department to see what support is available.

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) - AQA

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 Science, Maths 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.

Local universities 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.

Clinical Psychology and Mental Health – Explanations of 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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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 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,

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a **minimum of:**

Grade 5 and Grade 4	GCSE English Language and English Literature
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AND

Grade 4	GCSE Mathematics
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AND

Grade 5	Both 1st and 2nd grade in GCSE Combined Science
OR	
Grade 5	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.

neuropsychology, health psychology, sport psychology, and 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.

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.

SOCIOLOGY (A LEVEL) - AQA

WHY SHOULD I STUDY A LEVEL SOCIOLOGY?

Sociology is an exciting, contemporary and important academic field of study which plays a vital role in understanding and influencing the society in which we live. A Level Sociology students will be guided as they explore the relationship between individuals and society, drawing comparisons with their own experiences and everyday life, and comparing and contrasting different theoretical viewpoints and perspectives. They will learn about how society has changed over time, and be encouraged and supported to develop their own views about social issues while thinking critically and analytically. Most of our sociologists have never studied Sociology before, and are excited to take up the opportunity to study this course which they have described as 'interesting and fun, a subject that really makes you think about the world around you'. Students learn how to debate and discuss their ideas, and this course equips students with the ability to question, think critically, and share their own views articulately and with confidence.

Sociology combines well with other social sciences such as Criminology, Psychology, Politics, Law, Philosophy, Economics, Health and Social Care as well as History, English, Media/Film Studies, Statistics, Mathematics, Religious Studies and any art, humanities or science subjects.

We offer plentiful university visits to give students the experience of lecture-style teaching and to visit social science faculties. Students can also attend a Sociology in Action day in London where they hear from experts in their field. We welcome visiting speakers from relevant fields of work including social researchers, social workers, police, tech project managers, the charities sector and many more. We have, in the past, taken students to New York and offered a trip to Berlin, and are working to introduce more trips abroad and locally in the future.

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. There is a successful Sociology mentoring programme which many students benefit from.

COURSE CONTENT

This is split into approximately six major units learnt over two years:

Sociology course topics include:

- Education: is the education system failing some students?
- Families and Households: what does "family" mean?
- Beliefs in Society: has science replaced religion? What is the role of religion globally?
- Crime and Deviance: what are the social causes of crime and how do we prevent it?
- Research Methods: how do sociologists gather evidence to support their theories?
- Sociological theory

FINAL ASSESSMENT AT END OF YEAR 2

Three equally weighted written examination papers will be taken at the end of the second year, 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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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.

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

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

Grade 4	GCSE English Language
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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.

WHAT CAN I DO AFTER STUDYING A LEVEL SOCIOLOGY?

Sociology gives students confidence, writing skills, communication skills and an understanding of the social world. Studying Sociology supports 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) - AQA

WHY SHOULD I STUDY A LEVEL SPANISH?

Spanish is a language with **nearly 500** 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 (e.g. 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 conversation classes 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.

We also show students how to make the best use of dictionaries online 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.

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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

FINAL ASSESSMENT

You will sit 3 papers:

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 6	GCSE Spanish
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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 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 offered to take part in a one-week residential language trip to Spain in the Spring term as well as Flamenco shows for cultural engagement in London. We maintain links with an educational charity in Paraguay with the aim to run another cultural and charitable trip in the future.

The Modern Languages Department (MFL) also offers A Levels in German and French, a one-year GCSE course in Spanish, and Additional Studies in Japanese, Chinese, Italian, French, German, Spanish and Latin. We also offer other enrichment opportunities such as the European Day of Languages.

SPORT & PHYSICAL EDUCATION (A LEVEL) - AQA

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.

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 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 support classes on a weekly basis and all staff are available for students to approach for extra help.

COURSE CONTENT

The course consists of seven units:

- Applied Anatomy and Physiology.
- Skill Acquisition.
- Sport and Society.
- Exercise Physiology.
- Biomechanical movement.
- Sport Psychology.
- Sport and Society – the role of technology in physical activity and sport.

PROGRESSION ONTO YEAR 2

Progression to the second year of the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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:

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.

Written coursework involving analysis of performance highlighting weaknesses with an evaluation of a theoretical cause and corrective measure - worth 15%.

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.

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a **minimum of:**

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

Grade 5	Both 1st and 2nd grade in GCSE Combined Science
OR	If single science is taken
Grade 5	GCSE Biology

AND

Grade 5	GCSE PE (if taken)
OR	
Merit	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).

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.



Please note – Students should not take more than one certificate course as part of an A Level programme

SPORT (APPLIED) - PEARSON (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.

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).

Students 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 **at least a pass** in Certificate Level Sport before progressing onto Year 2.

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.

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.

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a **minimum of:**

Grade 4	GCSE English Language or English Literature
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AND

Grade 4	GCSE Mathematics
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AND

Grade 4	Both 1st and 2nd grade in GCSE Combined Science
OR	If single 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)
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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 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) - PEARSON

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.

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

Students will need to have access to a CASIO graphical calculator. The department recommends that students purchase the Casio CG100 which is available through the college at a discounted price. Any student concerned about affordability should speak to the department to see what support is available.

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 and the Wilcoxon signed-rank test.

All 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.

ASSESSMENT

Students will take three written examinations at the end of Year 2.

PROGRESSION ONTO YEAR 2

Progression to the second year of the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) 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

A Level Statistics can be studied alongside A Level Mathematics or Core Mathematics as a separate qualification.

continue studying Statistics at university it is important that you also study A Level Mathematics in most cases, though the University of Essex offer a route into Statistics without 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) - AQA

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 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 the A Level depends on satisfactory progress in the first year, including achieving at least an E grade in the Year One formal assessment and maintaining good attendance and commitment.

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 of 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

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a minimum of:

Grade 4	GCSE Fine Art or Textiles or Graphic Communication or Art, Craft and Design qualifications are accepted if Art Validated
OR	
Merit	BTEC Level 2 Art & Design

For those who have not previously studied a GCSE in Fine Art or Textiles or Graphic communication or a Level 2 BTEC course, it is still possible to be considered for this A Level Art course. This also includes GCSE Design and Technology subjects (including Textiles or Graphics if not Art Validated) and GCSE Photography. To be considered, 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 more than three Art & Design A levels except in very exceptional cases.

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. Any student concerned about affordability should speak to the department to see what support is available.



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 82 to 107.

CORE MATHEMATICS (MATHEMATICAL STUDIES) AQA 1 YEAR COURSE (AS LEVEL EQUIVALENT)

WHY SHOULD I STUDY CORE MATHEMATICS?

Core Mathematics is a Level 3 course for students who are not studying A Level Mathematics, but who want to develop their mathematical skills beyond GCSE level. It is a further course option which would be taken in addition to A Levels in the first year. The qualification has been designed to prepare students for the mathematical demands of study, work and life.

Core Maths is an applied course, which seeks to teach students new concepts and techniques for solving a variety of both theoretical and real-world problems. It builds on work that you have done at GCSE and compliments a range of numerate A Level courses, such as:

- Accounting
- Biology
- Business
- Chemistry
- Computing
- Economics
- Electronics
- Environmental Science
- Geography
- Geology
- Product Design (Resistant Materials)
- Psychology

Although Core Mathematics compliments the subjects above, it is open to any A Level student who wishes to study the course and who have previously achieved grade 5 to 9 in GCSE Mathematics.

The course is also useful for those wishing to pursue degree courses with mathematical, statistical or numerate elements including Politics or Sociology degrees.

Successful candidates gain a Level 3 qualification - which is equivalent to an AS Level at grade A to E. The qualification also carries UCAS points (at the AS Level tariff).

To be successful on this course you will 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.

CONTENT

The course will be taught in two 70 minute lessons a week – from September to May in the first year. All students will study all of the following topics:

- Analysis of data - data, collecting and sampling data and representing data numerically and graphically using box plots, cumulative frequency graphs and histograms.
 - 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

- Supports subjects such as A Level Psychology, Biology, Chemistry, Geography, Geology, Environmental Science, and Economics.
- Focuses on building understanding of the statistical topics taught in the GCSE, such as Scatter Graphs and introduces new concepts such as the Normal Distribution.

Option B – Critical Path and Risk Analysis.

- Supports subjects such as A Level Business Studies, Economics, Computing, Products Design, Accounting.
- Focuses on building understanding of the probability topics in the GCSE and its applications in calculating risk in the real world. It also introduces new concepts such as Critical Path Analysis and Gantt Charts.

MINIMUM ENTRY CRITERIA

Standard College entry requirements (as detailed on page 16) and a **minimum of:**

Grade 5 - 9	GCSE Mathematics (or C in IGCSE).
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ASSESSMENT

The subject is assessed by two exam papers taken at the end of the course (in May). Each paper will be worth half of the final mark.

WHAT CAN I DO AFTER STUDYING CORE MATHEMATICS?

Many degree courses include mathematics or statistics or data handling elements. Employers from all different sectors also value 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.

FURTHER INFORMATION

For Option A, 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. Any student concerned about affordability should speak to the department to see what support is available.

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, MAT and TMUA which are required for some courses at the University of Cambridge, University of Oxford, Imperial College London, University of Warwick and the London School of Economics.

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 the summer term of Year 1 and students complete their projects 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 SPANISH

A one-year accelerated course for complete 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. 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.

PRIMARY TEACHING

This course will help you understand what is required to be a primary school teacher and will help you develop the classroom skills and see what it is like to be a primary school teacher. A major part of the course is in a primary school environment with experienced teachers. You will get hands on work experience with our partner primary school which is Prettygate Junior + Infant school. The work experience will be once a week in one of your free periods.

We will prepare you for your UCAS application for primary teaching and you will be given a really good insight as to the role of a primary school teacher from Reception teaching right through to Year 6 teaching.

By choosing this 4th subject you will be really well prepared to apply to go into primary teaching at university. This additional study will start the development of your teaching practice by introducing you to many areas associated

with teacher training for secondary schools, such as behaviour management, assessments, lesson planning and adaptive teaching. Over the course of the year, you will begin to develop resources that will help with teacher training interviews and beyond, engage with emerging educational research and begin to observe teachers to help guide your practice.

SECONDARY TEACHING

This course will start the development of your teaching practice by introducing you to many areas associated with teacher training for secondary schools, such as behaviour management, assessments, lesson planning and differentiation. It takes the form of a miniature teacher training course. We meet once a week in a classroom based session as well as completing regular research projects. Over the course of the year, you will begin to develop resources that will help with teacher training interviews and beyond, engage with emerging educational research and begin to observe teachers to help guide your practice.

Although there is no formal work experience as part of the course, students are encouraged to organise and complete shadowing and school visits to a secondary school.

THE 1ST4SPORT LEVEL 2 CERTIFICATE IN COACHING - YEAR 1

1st4Sport

This Level 2 Coaching in Sport and Physical Activity qualification prepares learners for employment involving coaching and similar skills. It includes three certificates: Multi Skills, Generic Coaching, and Technical Discipline. Learners develop the skills and knowledge to plan, deliver, and review structured and progressive coaching sessions, working either independently or as part of a team.

The course combines practical and theoretical learning and is open to anyone with an interest in sport or physical activity—you do not need to be a PE student or member of a sports team to participate. It is ideal for those considering careers in coaching,

teaching, or sports development, while also helping to build confidence, leadership, communication, and organisational skills.

Recognised by UK Coaching and aligned with UKCC standards, this qualification is the industry-standard Level 2 course and supports progression to Level 3 Coaching or other sport-related

pathways. Students gain valuable hands-on experience by delivering coaching sessions in a local primary school, alongside college-based theory lessons.



"Students work diligently and make good use of the independent study areas available at college"
OFSTED "Outstanding" report Spring '24

ASPIRATIONS AND VISION

This programme is for you if you're aiming at competitive university courses and top institutions and want a clear route to get there. You are not left to "hope" you get into a top course — you are systematically encouraged and supported to compete for it.

It's best to think of each of the options as something like a weekly 'club' or support group, where you'll find the guidance and inspiration that you'll need:

ASPIRATIONS AND VISIONS

You join a pathway designed to push you towards highranking and competitive universities. It builds on your main subjects by adding focused preparation, guidance, and challenge so you can apply with confidence.

SPECIALIST ROUTES TARGETING SPECIFIC FUTURES

Here you can align yourself clearly with others moving in your intended direction:

MEDICINE, DENTISTRY, VETERINARY SCIENCE – tailored preparation for those courses

OXBRIDGE – specific focus on Oxford and Cambridge applications

LAW – support for applying to legal pathways

TEACHING – primary and secondary

Each route sharpens your preparation for a defined, competitive endpoint, not just "doing well" generally. You take part in regular sessions that actively build your application strength. These include:

- Understanding competitive courses and universities
- Exposure to subjects beyond your A Levels (taster sessions)
- Trips, speakers, and external opportunities
- Preparation for schemes like Sutton Trust
- One-to-one and contextual application support
- Skills for applying (including personal statements)
- Using EPQ strategically
- Preparation for open days and early UCAS applications



ADDITIONAL STUDIES AND EXTRA CURRICULAR ACTIVITIES





The contents of this section were updated June 2026. 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@colchsfc.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 with the aim of playing games with your friends in a relaxed and enjoyable atmosphere. Rackets and shuttlecocks will be provided – although you may wish to bring your own. Sports kit must be worn.

BADMINTON SQUAD 4TH

Want to take your badminton to the next level in a more competitive environment? If so, then this course is for you. Higher-level performers have the chance to represent the College in regional and national competitions. Rackets and shuttlecocks (both 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.

COACHING 4TH

The College offers a number of coaching qualifications – see "Get Qualified" for details.

FOOTBALL FIVE-A-SIDE (MEN'S SQUAD) 4TH

This popular course 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-A-SIDE (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 the college.

FOOTBALL SQUAD 11-A-SIDE (WOMEN'S) 4TH

Following the success of the England Women's football team and the growth and development of football for women, we are keen to provide opportunities for girls to play football at a competitive level, including representing the college in the Essex FA league. Possibly you have played for your school team or local club, but even if not, the college would love for you to be part of this new and exciting additional study. The selected squad will have a programme of regular Wednesday afternoon training and fixtures.

FUTSAL 4TH

Futsal is a fast-paced, 5-a-side indoor football game, where technical skill in a small space is put to the test. This is a weekly session, where you will play small, informal matches and tournaments. All ability ranges welcome.

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. 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 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.

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.

TRAIN SMART: FITNESS AND NUTRITION **4TH**

This session is a gym-based session designed to enhance your fitness, focusing primarily on cardio and weightlifting. It will also include information on how to optimise your nutritional intake in order to see improvements in your fitness. It will be an individualised session, with the aim of helping you to achieve your fitness goals.

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. Coaching is only available up to and including a back somersault. Any moves in advance of this cannot be performed during these sessions.

VOLLEYBALL SQUAD AND RECREATIONAL **4TH**

One of the most popular additional studies in college because it's all about having fun and learning new skills. Students who make it through the squad trials in September will compete for college in both cup and regional competitions, while being coached in various skills, tactics and rotations. We have been very successful over the last few years and we want this to continue!

Recreational sessions are available to all students who want to play games and learn basic volleyball skills. No matter your skill level you will have fun and improve your playing.

Sports kit must be worn during these sessions.

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 are a wide variety of active groups at college.

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. Currently there is a very active Magic the Gathering group but you are always welcome to suggest new games. 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 **4TH**

The Charities Group students have the opportunity to get involved in organising and fundraising events, that take place in college throughout the year. From the annual ChristmasHamper collections to bake sales, book swaps and dress-up days, the Charities Group run a variety of events to raise money and spread awareness for good causes. Working closely with a number of local and national charities, the weekly sessions may include guest speakers from charitable organisations, learning about volunteering opportunities, and preparing for fundraisers. We are always open to new ideas and welcome all enthusiastic students who want to support their local community!

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!

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 committee's: -

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. The Environmental 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.

DIVERSE WRITERS BOOK CLUB**5TH**

The Diverse Writers Book Club is open to all students and staff across the college and meets twice every half-term to engage with literature from a broad range of genres and cultural perspectives. The group grew out of broader nationwide debates about diversifying the curriculum and reflects an ongoing desire to look beyond the limits of current exam specifications, creating space for students and staff to read and discuss writing beyond the tradition canon, including work by writers of colour, queer authors, those

writing in translation and other under-represented voices. Sessions centre on shared reading and open, structured discussion, fostering critical thinking and encouraging participants to explore the social, cultural and political ideas contained within and extending beyond the texts. Book choices are shaped collectively, and the Book Club offers a welcoming and inclusive environment in which readers can exchange ideas, broaden their perspectives and enjoy meaningful conversations about literature within a supportive and intellectually curious community.

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. There will be a meeting at the start of the year to organise groups but you can ask to join later.

FEMINIST SOCIETY **5TH**

Want to learn more about equality, feminism, and fostering mutual respect regardless of gender? Join The Feminist Society! We are a welcoming and safe space for everyone to engage in open discussions, participate in fundraising, and get involved in community events. Together, we'll explore ways to influence positive change both within and beyond our College.

FRIENDS NOT FOES **4TH**

Friends Not Foes is a society that aims to be inclusive, reliable and supportive. It's an encouraging, diverse community. We aim to create awareness of those who feel misplaced in society to encourage students to become more accepting of others. As a 4th course additional study, we meet once a week to discuss current issues, listen to guest speakers from local charities and arrange volunteering and fundraising activities. In recent years we have organised a vintage clothes sale; care packages for disabled refugees; a bake sale for local charities working alongside refugees and migrants in



Colchester. 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. 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 numbers). This opportunity is open 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, or asexual, queer or questioning, as well as for their friends and allies. There will be discussions about history and pop-culture, fundraising events, and celebrations of LGBTQ History Month and other awareness days. Mainly, the aim of the group is to provide a safe space to meet with others and have fun! All welcome.

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, 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. 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 served basis.

TUTORIAL PROGRAMME

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 – 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 (YEAR 1 ONLY)

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 breathing exercises for anxiety.

WARHAMMER

In the grim darkness of the 41st millennium, there is only war - The Warhammer Club offers students the chance to dive into the world of Warhammer in a friendly, creative, and inclusive setting. Open to everyone, from complete newcomers to seasoned veterans, sessions provide opportunities to build and paint miniatures, learn, and play games using personal models or club kit. Explore the deep lore of the setting.

Alongside gaming, members can discuss stories, factions, and strategies, while meeting and contributing to our growing Warhammer community.

YARN COLLECTIVE

4TH

Discover the power of stitching to heal, reflect, and express. The yarn collective is your space for creativity, patience, and personal growth. Learn various textile skills in a welcoming inclusive space where creativity and mindfulness meet. Whether you're picking up a needle for the first time or refining your skills, you'll find joy in every stitch. Together, we'll learn patience, resilience, and celebrate the magic of making — one thread at a time.



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"

ANIMATION 4TH

This is an introductory course to the world of Animation, covering both its long and varied history, key practitioners as well as practicing and understanding its core principles. This is suitable for students with keen imaginations - regardless of if you do or do not have any drawing ability. The course is also suited to those interested in stop motion or learning the basics of the Adobe suite and other animation software like Krita, Procreate or Monkey Jam. This is particularly suitable for you if you are interested in studying Film, Graphic Design, Animation, or Games Design at a degree level.

BAND 4TH

An opportunity to develop ensemble playing for students who play band instruments, such as saxophone, trumpet, clarinet, flute, percussion and other instruments at grade 5 standard. We rehearse music from a wide range of styles in preparation for 2 concerts a year.

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 in the autumn and spring terms; along with a Christmas concert. 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 offers an inspiring, workshop-based environment in which writing is developed through practice, discussion, and experimentation. Students build a personal portfolio while exploring a wide range of forms, including prose, poetry, drama and non-fiction. Creative freedom is central to the course, and through regular workshops and guided activities, students are encouraged to take risks, experiment with style and voice, and develop work that reflects their own ideas and interests. Learning is enriched by opportunities to work with visiting writers and share work through a range of creative projects. Students are encouraged to showcase their work through prestigious national competitions and awards, including *Poetry By Heart*, the *Tower Poetry Competition*, the *BBC Young Writers' Award*, and the *Royal Court Young Playwrights Award*. The English Department's own *International Writing Project*, inspired by the principles of PEN International, encourages students to engage in creative dialogue with students in schools and colleges around the world, exploring culture, identity, place, and global citizenship through the shared experience of writing. For those wishing to extend their work further, the Extended Project Qualification (EPQ), taken in the second year at college, offers a natural progression and the opportunity to develop independent research, creative and academic writing skills.

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.

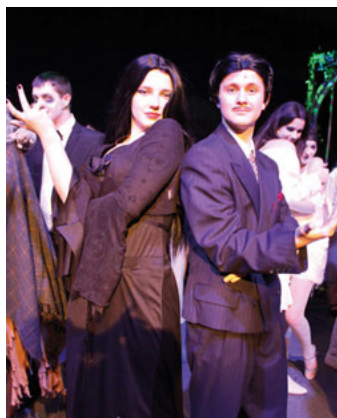
DANCE CLUB 4TH

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.

DJING SKILLS 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.

DRAMA CLUB (GENERAL) 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.

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

THE DESIGNER-MAKER CLUB 4TH

The Designer-Maker Club is a weekly creative space for students studying Art & Design subjects, who want to explore

how ideas can become real outcomes. The club is about experimenting, trying things out and learning skills that are useful beyond the classroom. Sessions focus on creative thinking, making, problem-solving and working independently, while also exploring different options for what you might do next after college. You will learn about a range of creative pathways and how skills gained through art and design can be used in the wider world. The club is open to students from all creative disciplines and encourages curiosity, confidence and initiative.

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 £250 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.

LAMDA DRAMA CLUB 4TH

A great opportunity for some one – one teaching to prepare students for the LAMDA Acting, Musical Theatre or Speaking Verse and Poetry course/exam (student to select a course). Students can either be assessed as a solo performer or as part of duologue (e.g. pair). Exam entry is not obligatory, it can be done purely for performance experience and fun. For those students wishing to pursue one of the three courses at exam level, there would be a financial cost involved for the actual exam (and possible support in certain circumstances). The LAMDA course can be followed at grade 4 or 5 level (GCSE equivalent) or Bronze, Silver or Gold level (A Level equivalent) and there is a vast range of materials from different periods and genres that can be selected for the course.

The LAMDA qualification (Distinction, Merit, Pass or Fail) is internationally recognised and can contribute to UCAS points for University application. The LAMDA course/exam is also held in high

esteem by Drama and Performing Arts conservatoires.

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.

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.

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 selected art form or arts practice. The Gold Award is designed for ages 16 and above and carries 16 UCAS points. The Award consists of five projects across two units:

For Unit 1 Personal Arts Development – You will complete 4 projects:

- A.** Focus on your specialist art form and collaborate with someone else and their specialist art form to create a new piece of work.
- B.** Involve yourselves in arts-based workshops and/or work experience/ other opportunities.
- C.** Research a professional practitioner.
- D.** Research opinions around an arts issue you feel strongly about and formulate an argument.

For Unit 2 Leadership of an Arts Project – You will complete 1 project:

- Develop your leadership and management skills by planning and co-ordinating a team, working on a focused project/event 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 by 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

Grade 5 Music Theory additional study is a comprehensive course, covering all the topics you will need to be able to take your Grade 5 music theory exam and develop your understanding of music notation and your music reading ability. All welcome.

THE 1ST4SPORT LEVEL 2 CERTIFICATE IN COACHING YEAR 1

This Level 2 Coaching in Sport and Physical Activity qualification prepares learners for employment involving coaching and similar skills. It includes three certificates: Multi Skills, Generic Coaching, and Technical Discipline. Learners develop the skills and knowledge to plan, deliver, and review structured and progressive coaching sessions, working either independently or as part of a team.

The course combines practical and theoretical learning and is open to anyone with an interest in sport or physical activity—you do not need to be a PE student or member of a sports team to participate. It is ideal for those considering careers in coaching, teaching, or sports development, while also helping to build confidence, leadership, communication, and organisational skills.

Recognised by UK Coaching and aligned with UKCC standards, this qualification is the industry-standard Level 2 course and supports progression to Level 3 Coaching or other sport-related pathways. Students gain valuable hands-on experience by delivering coaching sessions in a local primary school, alongside college-based theory lessons.

1ST4SPORT LEVEL 3 CERTIFICATE IN COACHING 4TH/ YEAR 2

Those who have successfully completed Level 2 Certificate in Coaching 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. UCAS have allocated 24 tariff points to this qualification.

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 5 (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 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 5 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.

EXTENDED PROJECT QUALIFICATION (EPQ) 4TH / YEAR 2

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 the summer term of Year 1 and students complete their projects 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 SPANISH

4TH

A one-year accelerated course for complete 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. 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.

MATHEMATICS – EXTENSION LESSONS IN ADVANCED

MATHEMATICS

5TH / YEAR 2

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, MAT and TMUA which are required for some courses at the University of Cambridge, University of Oxford, Imperial College London, University of Warwick and the London School of Economics.





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 could always decide to base an EPQ on the subject in your second year.

ASPIRATIONS AND VISION**4TH (YEAR 1 ONLY)**

At the college we have an exciting range of pathway programmes for all students with high aspirations. The AV Programme (Aspirations and Vision) is a course for any first-year student who aims to reach the most prestigious and competitive university courses. This will involve those applying for places for top ranking universities and for the most competitive degree courses, for example, in the fields of architecture, mathematics, science, engineering, English, geography, history, politics, sociology, psychology and languages. This course will enhance the already strong pastoral support offered to all students in college; our goal is to prepare students to apply to top universities and equip them with the confidence and experiences needed to increase their chances of a successful application. A good level of specific individual support is provided. Each week there will be a range of challenging and interesting sessions to inspire and support students as they consider the skills and knowledge that are necessary to support a successful application to a higher education setting. We work very closely with a number of other well-established college courses.

THE COFFEE SHOP**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. We'll cover different ideas each week; some of these will link directly to A Level and university study, others will take your thinking where you

never expected it to go. The idea is that you turn up each week, bring your lunch if you like, different topic each week, no tests, no homework, but there's a website for further reading if you wish to pursue matters further- it's up to you. Last year we covered art history, philosophy, the classical world and quite a bit of modern popular culture – asking questions like “what has 80s goth music got to do with the downfall of the Roman Empire?, how do cereal packets become art? And what dating advice can we get from 15th century renaissance artists?”

(*Note – no actual coffee included)

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!

DOCTORS, DENTISTS AND VETS**YEAR 1 – 4TH
YEAR 2 – 4TH**

The Doctors, Dentists and Vets 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 advice and guidance on personal statements and University choices. Each student will experience a mock individual and multi mini interviews, they will have plenty of practice in these 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 Doctors, Dentists and Vets additional study. Doctors, Dentists and Vets meetings take place on a weekly basis in both Year 1 and Year 2.

EMPLOYABILITY SKILLS AND WORK EXPERIENCE**5TH**

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 strong transferable skills and relevant and current experience of ‘the world of work’. 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 developing their employability skills and researching and applying for their own work experience opportunities.

ENGLISH HIGHER EDUCATION SUPPORT GROUP**5TH**

The English HE Support Group is designed for Year 2 students considering studying English at university, including literature, language, creative writing, and related humanities subjects. The group provides guidance and support throughout the Higher Education application process, helping students make informed decisions about courses and universities while preparing confidently for the transition to undergraduate study. Support will include personal statement workshops, interview preparation, and advice on applications, complemented by a range of enrichment opportunities such as university outreach events, guest lectures and talks from academics, current undergraduates and professionals working in English-related fields. Students also benefit from opportunities to engage with broader literary and linguistic ideas, explore the expectations of university study, and connect with other students who share similar interests and aspirations. The programme fosters academic confidence, encourages independent thinking, and helps students prepare for the opportunities and challenges of Higher Education.

ENTERPRISE**4TH**

Enterprise is a course designed for those with a clear interest and desire in being an entrepreneur and running a business. The course develops the skills that are required in a Business Plan. Students will take part in a number of activities and learn key business concepts, such as finance, marketing, operations and human resources, which will allow them to create a business plan. As this course is continuously developing students entrepreneurial skills and students will be adding to their business plan as their idea develops, it is vital that students are enthusiastic, willing to participate and committed in order to be at the stage of setting up a business at the end of the year. Teamwork is also essential.

FINANCIAL LIFE SKILLS**4TH**

This is an interesting practical course aimed at any student wanting to improve their understanding of personal finance. Financial literacy is the ability to understand and effectively use various financial skills, including personal financial management, budgeting and investing. When you are financially literate, you have the essential foundation for a smart relationship with money. Below are some examples of what we will look at:

- Different saving products
 - The difference between an Overdraft, Loan and Credit card, with regard to borrowing
 - Understanding interest rates
 - Learn how to budget and how to deal with financial difficulties you may face
 - Understand your earnings, how you are paid and what taxes you may have to pay
 - Understanding insurance e.g. Travel and Car Insurance
 - Learn about buying a house and this can be funded, through a mortgage
 - Learn about renting and the financial aspects of that decision
 - Where to look for financial advice
- No prior knowledge is needed and it's one period a week, in a lunchtime.

LAWYERS**4TH**

Lawyers is a programme of learning and activities designed for students who are interested in a career in 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 help with tasks such as shelving, displays, stock selection and customer service. Champions volunteer weekly over one term, around their timetable, and all training is provided. This is a great opportunity to gain work experience and learn valuable research skills, while also contributing students ideas and enthusiasm to the library's service.

NEWSQUEST MEDIA: YOUNG REPORTERS SCHEME

The Young Reporter Scheme is open to all students enrolled on the College Magazine Additional Study and runs from September to April. During this eight-month period, students sign up to write eight articles, uploading each piece directly to Newsquest's online newspapers. Working to set deadlines and within specified categories, all articles are published across Newsquest Media's online newspaper platforms. The scheme offers valuable, hands-on work experience. Young reporters are expected to meet non-negotiable deadlines, interview members of the public, develop their own areas of investigation and write for a clearly defined audience. Students gain genuine insight into real-world journalism, frequently attending events, reviewing local attractions or performances, and reporting on community issues. At the end of the scheme, students select three of their articles to enter a competitive judging process. These entries are assessed against work from students across

England, Wales and Scotland, reflecting the national reach of the scheme.

The Young Reporter Scheme Awards Ceremony takes place in late June, where winners are publicly announced, with top students invited to media events and, in some cases, university-based journalism experiences. Newsquest Media charges a participation fee for the scheme, usually in the region of £25. Please note that this cost is set by Newsquest Media and may be subject to change.

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. Support is available during the induction and enrolment periods for students wishing to receive specialist courising advice. Throughout the first year of study specialist 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 encouraging students to apply for supercurricular opportunities. Students receive support throughout the application stage, including preparing them for interviews in December of their second year. A Moodle Oxbridge facility is provided. 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 David Lennon (re Arts applications) or Miriam Payne (re 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, either through a Foundation course or direct entry through UCAS. 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.

TEACHING (PRIMARY AND SECONDARY SCHOOLS)

4TH

The College offers two individual strands in its programme designed to support those who wish to consider a career in teaching or related professions:

Primary teaching - as part of the weekly programme, we hope to arrange work experience at a local primary school. Sessions will also consider choices regarding university courses and what individual options entail. Other sessions will consider a range of teaching strategies and other issues related to the development of a career in teaching.

Secondary teaching (and beyond) -

This course will start the development of your teaching practice by introducing you to many areas associated with teacher training for secondary schools, such as behaviour management, assessments, lesson planning and differentiation. It takes the form of a miniature teacher training course. We meet once a week in a classroom based session as well as completing regular research projects. Over the course of the year, you will begin to develop resources that will help with teacher training interviews and beyond, engage with emerging educational

research and begin to observe teachers to help guide your practice. Although there is no formal work experience as part of the course, students are encouraged to organise and complete shadowing and school visits to a secondary school.

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.

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.

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. Please note, there is a cost of £25 to cover external administration. Time table commitment: one lunch time per week.

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.



issues, ethical questions, and current affairs. The programme builds confidence in a supportive environment while helping students organise ideas, sustain contributions and communicate effectively for different purposes and audiences, skills that also support preparation for interviews, presentations, and university-style discussions. Public speaking opportunities are encouraged, though not compulsory, and students may choose to participate in optional local or national speaking or debating competitions. Debating develops a range of transferable skills valued by universities and employers, including communication, critical thinking, teamwork, and confidence, all of which are useful across a wide range of academic and professional pathways.

COLLEGE MAGAZINE

4TH

This course offers an excellent opportunity for students who enjoy writing about local, national, and international stories to develop their journalistic skills and share their work with a real audience. Students contribute to a bi-termly, in-house college magazine, gaining hands-on experience as writers, editors, and members of a collaborative team responsible for the content, design, and presentation of each issue. Alongside writing and editing articles, students develop layout, typography and visual communication skills using digital platforms such as Canva, exploring how design choices influence meaning and audience engagement. The course also includes a strong visual communication element, encouraging students to take, edit and select images that complement articles and contribute to the publication's overall identity. Students may also opt to join the Young Reporter Scheme, run by Newsquest Media, working as real journalists over an eight-month period with articles published on the *Colchester Gazette* website (see <https://www.gazette-news.co.uk/news/young-reporter/>). Those

who complete the scheme receive a letter of recognition from the regional editor, opportunities to compete nationally for awards, access to online mentoring from industry professionals, and the chance to apply to interview celebrities or attend events and performances for review writing. Overall, the course provides valuable experience in journalism, publishing and media production while strengthening CVs and UCAS applications, making it particularly beneficial for students considering careers in journalism, media, publishing, or the creative industries.

DEBATING SOCIETY

4TH

Debating is a challenging and engaging course that supports academic development, spoken communication skills, and future progression, by enabling students to explore current and relevant issues through structured discussion, argument, and active listening. Each week, students debate topical issues, researching ideas, presenting viewpoints clearly and responding to others using reasoned, evidence-based arguments on subjects that may include social

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 4TH

See "get qualified"

ESSENTIAL FRENCH 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 France or another Francophone country? Want to look more impressive when ordering food in your favourite French restaurant? Or you might wish to build informally upon French you have learnt before. This is the additional study for you. No experience in French is necessary, although some previous study of a foreign language or a GCSE in French would be helpful.

ESSENTIAL GERMAN 4TH

Would you like to learn another language without having to worry about an exam? Hoping to go to Europe travelling or on holiday to Germany? Want to look more impressive when ordering food in your favourite German restaurant? Or you might wish to build informally upon German you have learnt before. This is the additional study for you. No experience in German is necessary, although some previous study of a foreign language or a GCSE in German would be helpful.

ESSENTIAL 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? Or you might wish to build informally upon Italian you have learnt before. This is the additional study for you. No experience in Italian is necessary, although some previous study of a foreign language or a GCSE in Italian would be helpful.

ESSENTIAL SPANISH 4TH

Would you like to learn another language without having to worry about an exam? Hoping to go to Europe travelling or on holiday to Spain? Want to look more impressive when ordering food in your favourite Spanish restaurant? This is the additional study for you. No experience in Spanish is necessary, although some previous study of a foreign language would be helpful.

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.

INTRODUCTION TO JAPANESE 4TH

Anime? Would you like to speak Japanese? Japan for a gap year? Do you know there was an African Samurai in the 16th Century and English Samurai in the 17th Century in Japan? If you would like to know Japanese language, culture and history, then this course is for you! There is lots of fun while you are learning.

Topics to be covered include:

- Introducing yourself in Japanese
 - Speaking, Listening and Writing
 - Shopping in Japanese
 - Origami how fun & mindful an activity it is!
 - Writing calligraphy in Japanese
 - Looking at Japanese anime and drama
 - Learning Japanese culture & history
- 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.

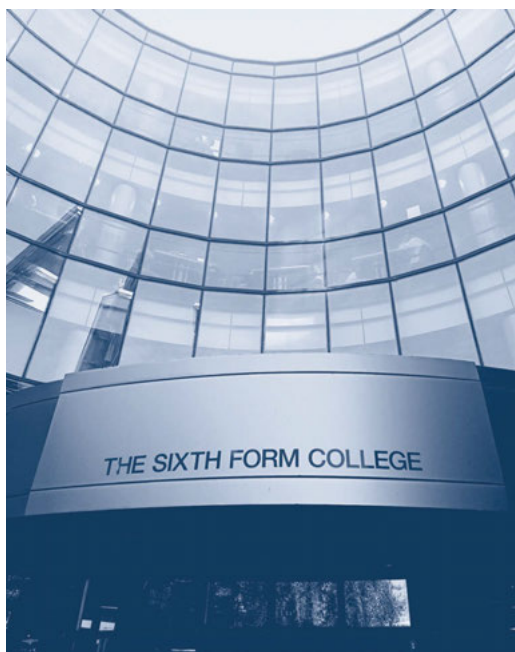
STORM RADIO 5TH

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.



PROGRAMME 2

ADVANCED FOUNDATION PROGRAMME (AFP)



- **This is a one year programme designed to get you ready for higher level study. It's aimed at people who should be moving onto A Level or similar courses, but for some reason have "just missed it".**
- **Normally this means that it's for students who have attempted GCSE with some degree of success – with grades that really show their potential for the future, but they nevertheless need to push things forward in one or two key areas.**

If your GCSE results don't yet allow you to move straight onto A Levels, this programme gives you the chance to strengthen your grades, improve your study skills, and become a more independent learner. The idea is that you spend a year with us, here on site a full part of the college community including additional studies; then at the end of that year you sit a range of GCSE exams. If the year goes well, you have the option to move onto A Levels or to move onto study or employment elsewhere.

You will work on key subjects such as English, Maths and Science—so that you can secure the passes you need and build a stronger academic profile. Alongside this, you develop the habits required for success on A Level or other "level 3" courses: organisation, resilience, and consistent independent study. By the end of the year, the aim is clear: you are ready to move on. Most students progress to A Levels or other Level 3 courses, while others move into vocational pathways, training, or employment. To get there, you will need to show improving grades, strong attendance, and clear commitment throughout the year.

This programme is for you if you need to improve your GCSE profile before progressing, but already have at least one Grade 4 in a key GCSE subject area (English, Maths or Science) and a range of grade 3s elsewhere. It may also be suitable if you have studied abroad, or at home, or taken a non-conventional route through education. It is important here to emphasise that we will need to work with you to establish that you have a potential for success in formal GCSE exams after one year's study.

Each year a number of students will apply to the AFP programme directly, because it is clear that they will not, for some reason, be able to sit a full range of GCSE courses. Others will join the programme once exam results are published, switching from an A Level programme because some factor has hindered their progress at GCSE and they need one more year to move matters forward, but it's important to note that this option is not available in every circumstance.

TASKS FOR YOU:

If you feel that you may require the option of a year on the AFP course, please talk to us about this option as soon as you apply

Make sure you've got a plan B. Please be aware that places on the AFP course are limited, and there are a wide range of factors that need to be considered before we can offer a place. There's no 'automatic switch' to AFP if GCSEs go wrong for an A Level applicant, and this course is not always suitable for those who have been unable to sit GCSEs at school.

GCSE Biology

This one-year course is for students who have not yet achieved a grade 4 in GCSE Science. It gives you the chance to reach a grade 4 or 5 in Foundation level GCSE Biology.

The course helps you build a clear understanding of the basic ideas in biology and how they link to everyday life. You will study how living things work, starting with cells and moving on to organs, body systems, and ecosystems. You will learn about key life processes such as respiration, photosynthesis, and reproduction, and how these are affected by genes and the environment.

There is a strong focus on developing your scientific thinking and practical skills. Through required practical's, you will investigate important processes and learn how to collect, analyse, and evaluate data. This will help you build critical thinking and problem-solving skills. You will also study topics such as health and disease, bioenergetics, inheritance, evolution, and ecology. These topics help you understand real-world issues like antibiotic resistance; genetic engineering, conservation, and how human activity affects the environment.

The course also looks at how living things depend on each other and adapt to their environments. You will explore biodiversity and why balanced ecosystems are important. Alongside your biology knowledge, you will develop your maths skills, data-handling skills, and your ability to communicate scientific ideas clearly.

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 having an impact in the wider community, 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 develop their basic communication skills and work to improve their reading and writing. They practise writing in many different forms, including articles, speeches and stories, and study a variety of texts from different time periods. Students will usually have the opportunity to sit the examination in November and again in the summer if required.

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. Wherever possible, you will see performances of plays we are studying.

Your assessment will be by examination. The course helps you to improve all your communication skills. **NB.** To take English A Level, students ideally need both GCSE English Language and GCSE English Literature at grades 4 and 5 or better.

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. 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.

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)

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

This prospectus is available on the College website for those applicants who need a larger format



Finding your way around Colchester Sixth Form College

Key:

- 1 **South Site Building**
Ground Floor - Rooms 002 - 018
Performing Arts, Reception, Refectory
- Floor 1 - Rooms 100 - 132
Electronics, Film & Media, Graphics, Library, Physics, Product Design, Student Services
- Floor 2 - Rooms 200 - 232
Business, Chemistry, Economics, Geography & Earth Sciences, Modern Foreign Languages, Textiles
- Floor 3 - Rooms 300 - 336
Art, Biology, Mathematics, Photography
- 2 **Mid Site Building**
Level 1 - Room 604
Roman Bath Restaurant
Level 2 - Rooms 610 - 623
History, Sport & PE, Sports Hall
Level 3 - Rooms 630 - 647
English, Sociology
Level 4 - Rooms 650 - 658
- 3 **IT Centre**
Rooms 700 - 708
Computing & IT
- 4 **North Site**
Rooms 901 - 906
Law, Philosophy
Philosophy, Religion & Ethics
- 5 **Performance Studio**
Rooms 510 - 523
- 6 **Cock & Pye Building**
Rooms 501 - 505
Criminology, Psychology
- 7 **Learning Support - 58 North Hill**
Rooms 801 - 822
- 8 **The Pavilion Rooms 910 - 911**
- 9 **Astro Turf All Weather Pitch**



KEY DATES FOR YOUR DIARY

We are delighted to report that in May '24 Ofsted inspectors awarded the College the top 'Outstanding' grade in every one of their seven categories: overall effectiveness, quality of education, behaviour and attitudes, personal development, leadership and management, education programmes for young people and provision for learners with high needs. Further details can be found in the "About Us" section of our website.

Open Evenings: The Open Evening dates for 2027 entry are 21 and 22 October 2026 – 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 2027 entry will receive an invitation to attend an Induction Day, provisionally scheduled for June 2027.

Applications for 2027 entry will open in October 2026 - 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 2027.

PLEASE NOTE: College term dates differ from those of Essex and Suffolk schools. Students must not take holiday during term time.

PROVISIONAL TERM DATES 2027-28 ACADEMIC YEAR

Autumn Term 2027

Tuesday 31 August – Friday 17 December

Half Term

Monday 25 October – Friday 29 October

Spring Term 2028

Tuesday 04 January – Friday 31 March

(Easter Weekend Bank Holidays – Good Friday 14 April and Easter Monday 17 April)

Half Term

Monday 14 February – Friday 18 February

Summer Term 2028

Tuesday 18 April – Thursday 20 July

(May Bank Holiday – Monday 01 May and Late May Bank Holiday – Monday 29 May)

Half Term

Monday 29 May – Friday 02 June



Further information from:

Tel: 01206 500743

email: admissions@colchsfc.ac.uk

www.colchsfc.ac.uk

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The Sixth Form College Colchester supports environmental publishing.

