



LICHFIELD CATHEDRAL SCHOOL  
**SIXTH FORM**



Prospectus 2012

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# THE LCS SIXTH FORM

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The transition to Sixth Form from GCSE is both challenging and exciting. It is the chance for students to develop their intellectual skills towards being ready for study at the highest level at university, art, music or drama school. At Lichfield Cathedral School, we recognise the vital importance of knowing all of our Sixth Form students and not allowing them to disappear in the midst of a large body of students. We ensure that we provide them with the appropriate rigour and challenge to prepare them for whatever intellectual demands lie in wait beyond their time at school.



Students enjoy a group discussion

As part of their life as a Sixth Former, each student will be given the opportunity to work as part of a community but also to take on responsibility and become a leader in their own right. Self discipline and a desire to push themselves to achieve their best are important, but will be matched step for step by committed staff who take pride in seeing their students come fully into their own, as independently minded and critically appreciative young people, with an understanding and appreciation of the world around them and the part that they can play in it.



Those who have spent their earlier years at Lichfield Cathedral School will find that they are able to build on the strong foundations that will be in place, whilst those who join us in the Sixth Form will find that there is no sense of being an outsider and having to find their feet. Newcomers at Sixth Form entry are welcomed for the fresh impetus and life they can bring and no opportunities are shut off to them because they have just joined. On the contrary, they will find they are **quickly drawn into the school's close-knit community**, making friends and building good working relationships with their new teachers.



Team-building activities at Cannock Chase help to create trust and new friendships

The LCS Sixth Form has been designed with the close involvement of our students, from the subjects included in the curriculum, to the uniform and code of conduct.

The LCS Sixth Form provides a bespoke opportunity for our students to receive curricular and pastoral support, academic mentoring, extra-curricular activities and a programme of individualised career and higher education advice. No Sixth Former at Lichfield Cathedral School will want for support or encouragement in pursuing their aspirations.

While the following information will provide you with an overview of the LCS Sixth Form, we encourage you to visit us, meet our students and see the school for yourself. Simply call 01543 306168 to arrange an introduction to LCS.

Michael Chanter  
Headmaster

## Entry into the Sixth Form

Applications are welcomed from students who wish to enjoy the benefits of the successful and dynamic learning environment Lichfield Cathedral School offers.

Initial applications for the Sixth Form are accepted during the autumn and early spring Terms of Year 11. Students complete a simple application form indicating a preliminary list of their A Level subject requests. The minimum entry requirement for Advanced Level courses is usually five GCSEs at grades A\* to C, with certain subjects requiring an A\*-B grade at GCSE in order to continue study at A Level.

Most students will follow four AS subjects in the first year, then continue with three or four subjects to A2 Level. We will make every effort to ensure that your A Level requirements can be accommodated.

All applicants will have an informal discussion with the Headmaster or the Deputy Head about their application. A report will be requested from your present or most recent educational establishment.

After the informal discussion and consultation procedures have taken place, applicants may be offered a conditional place in the Sixth Form. Students will then need to work hard to achieve the course requirement grades.

## The Tutorial System

The Sixth Form Team provides support, guidance and academic mentoring for the student during his or her time in the Sixth Form. Tutor Periods and Assemblies provide valuable contact time between the students and the Sixth Form Team. Students are encouraged to organise and participate in a range of activities to support their academic studies.

The ethos of the Sixth Form encourages the development of confidence, responsible attitudes and self-discipline. This enables the Sixth Form, and the Senior School, to operate as a community and to prepare students for adult life.

## Private Study

There will be periods during the day when students are not timetabled for lessons; these periods are for private study on the school site, in the study room, the library, or in faculty areas. Students will be supported by staff as they manage their own learning and develop lifelong learning strategies.

Private study at school does not replace homework. Students following any Post 16 course will find that the demands are such that they must be prepared to spend several hours studying each evening, and at weekends, in order to keep up with set assignments and relevant reading. The time spent outside lessons will no doubt increase as students approach their examinations. Every student is strongly advised to take account of the course demands when considering part-time employment. National research has indicated that chances of academic success are considerably reduced when more than eight or nine hours per week are committed to part-time employment. The problems associated with excessive part-time work have been identified by Sixth Form teachers in the same survey **as the most significant barrier to students' achievement.**

## Accommodation

The Sixth Form is located at 24b in the Cathedral Close. It consists of a Common Room, kitchen, silent study area, reading room and tutorial rooms. Students use specialist teaching facilities for Physics, Chemistry, Biology, Art, Product Design and Theatre Studies located in the main school buildings.

## Routes Post-18

The Sixth Form Team provide students with a programme of careers and higher education advice and guidance including visiting speakers from a variety of professions and universities, as well as attendance at higher education conferences.

More detail about the Futurewise programme and UCAS applications can be found on page 28.

# COURSE INFORMATION

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## A LEVEL SUBJECTS

The choice of Advanced Level subjects is made from the following list of courses:

Art and Design  
Biology  
Business Studies  
Chemistry  
Economics  
English Literature  
French  
Further Mathematics  
Geography  
German  
History  
Information & Communication Technology  
Mathematics  
Music  
Music Technology  
Philosophy and Ethics  
Physical Education  
Physics  
Product Design  
Spanish  
Theatre Studies

## Enrichment Curriculum

Students will also have the opportunity to pursue enrichment through:

- The Extended Project Qualification, a standalone qualification which develops research, analysis and presentation skills
- Duke of Edinburgh Award scheme
- Music – joining one of the many choirs and ensembles
- Sport – benefitting from physical activities and team sports
- Work Experience – gaining valuable knowledge and skills in the work place

If you are interested in studying a subject which is not currently listed, please speak to Mr Chanter, the Headmaster.

Most Year 12 students study four AS Levels in the first year of A Level. In Year 13, most students continue with three of their four subjects, working towards full A Levels. The addition of the extended project as a standalone qualification or part of the AQA Baccalaureate will be available to students where appropriate.

## SUPPORT PROGRAMME FOR UCAS

There is a specialised support programme for UCAS applications, delivered by experienced tutors. This includes a Higher Education and Employment Conference at the end of the Lower Sixth.

## EXAMINATION BOARDS

The Examination Boards used by LCS are: AQA, OCR, WJEC and EDEXCEL.

*The School has the right to change the subjects offered, the course information and examination boards, as appropriate.*

*All information is correct at the date of print: September 2011.*

# ART AND DESIGN

COURSE TITLE: Art and Design - Unendorsed

EXAMINATION BOARD: OCR

ACCREDITATION: GCE A/AS Level

Duration: Two years for A Level / One year for AS Level.

Required Qualifications

Minimum grade C in Art at GCSE level.

Course Content

The course follows the unendorsed route so that students can submit work from more than one specialism, such as Fine Art, Graphic Communication, Textiles, Three-Dimensional Design or Critical and Contextual Studies.

*AS Units:*

Unit 1: *Coursework Portfolio*

Students produce a portfolio of work from starting points, topics or themes determined through discussion with the teacher. The focus is on including work that shows exploration, research, acquisition of techniques and skills.

60% of total AS Level marks; 30 % of total A Level marks.

Unit 2: *Controlled Assignment*

Students select one starting point from an early release question paper and are then given a three to six weeks to plan and prepare. Students have five hours of controlled time to work on developing their ideas to realisation(s)/outcome(s).

40% of total AS Level marks; 20% of total A Level marks.

*A2 Units:*

Unit 3: *Personal Investigation*

Students submit one major project that has a personal significance. The investigation includes a related personal study that must be between 1000 and 3000 words.

30% of A Level marks.

Unit 4: *Controlled Assignment*

Students select one starting point from an early release question paper and are then given three to six weeks to plan and prepare. Students have 15 hours of controlled time to realise their ideas into a final outcome or outcomes.

20% of A Level marks.

For further information, please contact: Mrs S Whatley, Head of Art

# BIOLOGY

COURSE TITLE: Biology  
EXAMINATION BOARD: AQA  
ACCREDITATION: GCE A/AS Level

Duration: Two years for A Level / One year for AS Level.

## Required Qualifications

Students are required to have gained grade A\*A\* - BB in GCSE Dual Science or A\* -B in GCSE Biology.

## Higher Education and Career Opportunities

A and AS Level Biology provides a sound base for any degree course in the Biological Sciences as well as many more non-science degree and HND courses. The subject itself provides career opportunities in environmental work, medicine, nursing as well as many other related areas such as Sports Science and Physiotherapy. It lays the foundations for future studies, yet provides a satisfying and relevant modern course for those who will take Science no further.

## Course Content:

For the AS you will study Biology and its relationship to Disease, focusing on Cancer, Heart Disease, Cholera and TB as well as the impact of Genetics and Variation on both plants and animals. If you continue with Biology to A2, you will build on the first year's work looking at Ecosystems and how animals and plants survive, feed and grow; the interplay between the organism and its environment; and more detailed work on genetic fingerprinting and medical diagnosis.

## AS Modules:

- Unit 1: *Biology and Disease*  
40% of total AS Level mark; 20% of total A Level mark.
- Unit 2: *The Variety of Living Organisms*  
40% of total AS Level mark; 20% of total A Level mark.
- Unit 3: *Investigative and Practical Skills in AS Biology*  
20% of total AS Level mark; 10% of total A Level mark.

## A2 Modules:

- Unit 4: *Population and the Environment*  
33.33% of A2 Level mark; 20% of total A Level mark.
- Unit 5: *Control in Cells and Organisms*  
46.67% of A2 Level mark; 20% of total A Level mark.
- Unit 6: *Investigative and Practical Skills in A2 Biology*  
20% of A2 Level mark; 10% of total A Level mark.

## Course Assessment

Modular examination papers will be taken in January and June of the first year and January and June of the second year. In addition, there are internally assessed investigative and practical skills throughout the year.

For further information, please contact: Mrs A Carter, Biology Teacher

# BUSINESS STUDIES

COURSE TITLE: Business Studies  
EXAMINATION BOARD: AQA  
ACCREDITATION: GCE A/AS Level

Duration: Two years for A Level / One year for AS Level

## Required Qualification

Entry onto the course will be directly from Key Stage Four, with standard Sixth Form entry grades required. GCSE Business Studies is not a requirement.

## Higher Education Prospects and Career Opportunities

It is acknowledged as a qualification for students who wish to follow careers in one of the many areas of business or progress to higher education courses. The AQA specification has been designed to provide students with opportunities to develop important skills such as data skills, using relevant tools to solve business problems, and research skills.

## Course Content

Students will study two units during Year 12 and two in Year 13.

The units currently being studied during the two year course are:

### AS Units:

1. *Planning and Financing a Business*  
Examination: short answer questions and extended responses based on a mini case study;
2. *Managing a Business*  
Examination: compulsory, multi-part data response questions.

### A2 Units:

3. *Strategies for Business Success*  
Examination: questions requiring extended answers based on an unseen case study drawing upon knowledge from AS units;
4. *The Business Environment and Managing Change*  
Examination: pre-release research tasks leading to the first section of a two section examination. Second section will consist of choice of essays. All questions will be essay style and synoptic, therefore drawing upon knowledge from all four units.

## Summary

This specification is designed to:

- enable students to focus on the dynamic nature of the contemporary business world;
- provide opportunities for research into topical business issues;
- offer opportunities for the development and application of a full range of academic skills;
- explore real business situations;
- be practical in the application of business concepts;
- enable students to understand the role of the entrepreneur and business in society.

For further information, please contact: Mrs S Kundra, Head of Business Studies

# CHEMISTRY

COURSE TITLE: Chemistry  
EXAMINATION BOARD: OCR  
ACCREDITATION: GCE A/AS Level

Duration: Two years for A Level / One year for AS Level.

## Required Qualifications

Students are required to have gained grades A\*A\* - BB in GCSE Dual Science or A\* -B in Chemistry.

## Higher Education Prospects and Career Opportunities

A Level Chemistry is a very valuable subject for students preparing for a range of higher education courses and future careers, as well as being essential for those entering the scientific, engineering, geological, medical and pharmaceutical professions. Due to the logical thought required to study Chemistry, many chemists go into accountancy and patent law.

The AS Level course provides a sound basis for further study of Chemistry, as well as supporting work in other subjects such as Biology, Geography, Physics and Technology.

## Course Content

Chemistry is essentially an experimental subject and so the A Level course is firmly based on practical work which is closely integrated with theory. The place of Chemistry in modern society is emphasised and the technological applications of Chemistry are considered throughout the course. We aim to cultivate the ability to reason clearly; to discuss and to communicate ideas, facts and principles; and to solve problems. A Level Chemistry provides a rigorous treatment of Chemistry that will stimulate and challenge a wide range of students. It lays the foundations for future studies, yet provides a satisfying course for those who will take their study of Chemistry no further.

The course consists of the following modules:

### AS Modules:

- Unit 1: *Atom Bonds and Groups*  
30% of total AS Level marks; 15% of total A Level marks.
- Unit 2: *Chains, Energy and Resources*  
50% of total AS Level marks; 25% of total A Level marks.
- Unit 3: *Practical Skills in Chemistry 1*  
20% of AS Level marks; 10% of total A Level marks.

### A2 Modules:

- Unit 4: *Rings, Polymers and Analysis*  
15% of total A Level marks.
- Unit 5: *Equilibria, Energetics and Elements*  
25% of total A Level marks.
- Unit 6: *Practical Skills in Chemistry 2*  
10% of total A Level marks.

For further information, please contact: Mrs R Craig, Head of Science

# ECONOMICS

COURSE TITLE: Economics  
EXAMINATION BOARD: AQA  
ACCREDITATION: GCE A/AS Level

Duration: Two years for A Level / One year for AS Level.

## Required Qualifications

Students are required to have gained grades of A\*-B in Mathematics and English at GCSE Level.

## Higher Education Prospects and Career Opportunities

A Level Economics is a very valuable subject for students preparing for a range of higher education courses and future careers, as you will develop skills in research, analysis and evaluation, communication and working with others to discuss economic issues and solve economic problems. Ideal when working for large corporations, banks or the government, as well as careers in marketing, law, journalism or teaching.

## Course Content

During this course, students will:

- develop an interest and enthusiasm for economics and its contribution to the wider economic and social environment;
- develop an understanding of a range of concepts and acquire an ability to use these concepts in a variety of different contexts;
- develop an enquiring, critical and thoughtful 'economist's mind';
- practise skills, qualities and attitudes which will equip them for the challenges, opportunities and responsibilities of adult and working life;
- develop an understanding of current economic issues, problems and institutions that affect everyday life;
- apply economic concepts and theories in a range of contexts and appreciate their value and limitations in explaining real world phenomena;
- analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of government within it.

AS modules: enable an understanding of, and an insight into, micro and macroeconomics:

Unit 1: Markets and market failure  
1 hour 15min examination; 50% of AS Level mark; 25% of total A Level mark.

Unit 2: The National Economy  
1 hour 15min examination; 50% of AS Level mark; 25% of total A Level mark.

A2 modules: develop the micro and macroeconomics already learnt at AS, considering economic concepts and theories in greater depth and recognising the values and limitations of economic models.

Both A2 modules explore two contemporary and relevant contexts: the global context, which includes the impact of globalisation on UK economic performance; and the European Union context, embracing the effect of EU membership and economic policy on the UK economy:

Unit 3: Business Economics and the Distribution of Income  
2 hour examination; 25% of total A Level mark.

Unit 4: The National and International Economy  
2 hour examination; 25% of total A Level mark.

For further information, please contact: Mrs S Kundra, Head of Business Studies

# ENGLISH LITERATURE

COURSE TITLE: English Literature A  
EXAMINATION BOARD: AQA  
ACCREDITATION: GCE A/AS Level

Duration: Two years for A Level / One year for AS Level.

## Required Qualifications

Higher grades (B or above) at GCSE level in English and English Literature. An interest in and enthusiasm for reading, use of language, critical evaluation and energetic discussion are essential.

## Higher Education Prospects and Career Opportunities

A qualification in English Literature is recognised and accepted by all establishments of higher education. The range of good career prospects for which a qualification in English Literature is useful, is considerable. Both specific and more general career intentions will be enhanced by the serious study of English Literature.

## Course Content

This is a demanding course but we believe it offers candidates valuable and beneficial experiences with a great deal of scope for personal satisfaction, interest and improvement. If you enjoy reading and like discussing what you have read and seen, then this may well be a course you should consider.

### AS Units:

#### Unit 1: *Texts in Context (Victorian Literature)*

Written exam, two hours, open book - 60% of AS mark; 30% of total A Level mark.

Two questions: One linking wider reading to a given extract on Victorian life and one on a set poetry text (The Collected Works of Thomas Hardy).

#### Unit 2: *Creative Study*

Coursework - 40% of AS marks; 20% of total A Level mark.

Two pieces of work: A personal, informed response to the chosen prose text and a piece of writing on the chosen drama text, focusing on the text in context and aspects such as theme, structure or characterisation.

### A2 Units:

#### Unit 3: *Reading for Meaning (Love Through the Ages)*

Written paper, 2 hours 30 minutes, closed book - 30% of total A Level mark.

Four unseen extracts for close study, comparison and critical commentary.

Two compulsory questions: One comparing two extracts of the same genre, with close reading of the texts and reference to the wider reading of love poetry and one comparing two extracts, using wider reading of love through literature to inform interpretations.

#### Unit 4: *Extended Essay and Shakespeare Study*

Coursework - 20% of total A Level mark.

One piece of work: An extended essay (300 words) comparing three texts and focused on:

- comparison
- **appreciation of the writer's choices of form, structure and language**
- exploring interpretations of text
- some understanding of the significance of context

In each of the units for AS and A2 there are a number of choices of texts to study. The final decision of **which texts are to be studied will rest with the group's teacher, who will take into consideration the group's aptitude** and ability. We always aim to provide a balanced and interesting range of texts.

For further information, please contact: Mrs J Sedgley, Head of English

# FRENCH

COURSE TITLE: French  
EXAMINATION BOARD: AQA  
ACCREDITATION: GCE A/AS Level

Duration: Two years for A Level / One year for AS Level.

## Required Qualification

Students will need to have obtained an A\* - B grade at GCSE Level to follow an A Level course.

## Higher Education Prospects and Career Opportunities

A foreign language can be studied at degree level either as a single subject or as part of a combined subject, especially useful for students who may wish to study a four-year sandwich course with one-year abroad. A degree in French will allow students to enter a wide range of professions, e.g. the diplomatic service, teaching (including teaching English as a Foreign Language abroad); multi-national corporations airline and tourism; hotel and reception; the Armed Forces; journalism; librarian; Civil Service; bilingual secretary; translator/interpreter; international telephone operator or market research.

## Course Content

A Level French encourages students to:

- Develop an interest in, and enthusiasm for, language learning.
- Develop understanding of the language in a variety of contexts and genres.
- Communicate confidently, clearly and effectively in the language for a range of purposes.
- Develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken.
- Consider their study of the language in a broader context.

A Level French enables students to:

- Derive enjoyment and benefit from language learning.
- Acquire knowledge, skills and understanding for practical use, further study and/or employment.
- Communicate with speakers of the language.
- Take their place in a multilingual global society.

## Course Assessment

### AS Units:

Unit 1: *Listening, Reading and Writing*  
2 hour written examination.  
70% of AS Level mark; 35% of total A Level mark.

Unit 2: *Speaking Test*  
35 minutes speaking test (including 20 minutes preparation).  
30% of AS Level mark; 15% of total A Level mark.

### A2 Units:

Unit 3: *Listening, Reading and Writing*  
2 hours and 30 minutes written examination.  
35% of total A Level mark.

Unit 4: *Speaking Test*  
35 minutes speaking test (including 20 minutes preparation).  
15% of total A Level mark.

For further information please see: Mrs C Farrell, Head of Modern Languages

# FURTHER MATHEMATICS

COURSE TITLE: Further Mathematics

EXAMINATION BOARD: EDEXCEL

ACCREDITATION: GCE A/AS Level

Duration: Two years for A Level / One year for AS Level.

## Required Qualification

Students should have obtained a very good grade (A\* or A) at GCSE Level and must be studying Mathematics A Level as well.

## Higher Education Prospects and Career Opportunities

Further Mathematics is a well-established and highly regarded A Level accepted by all higher education establishments. Further Mathematics knowledge is fundamental for studying Mathematics at University and desirable for any Engineering, Physics, Chemistry or similar degrees.

## Course Content

At A level, 6 units will be studied to complement those studied in the Mathematics course. There will be at least 2 Pure Maths modules and the others will be made up of a choice of Applied maths courses (Mechanics, Decision Mathematics or Statistics, to be decided by the Head of Mathematics). All units are equally weighted.

Candidates wishing to study for an AS Level qualification only in Year 12 will need to study three units. These will include one unit of Pure Mathematics and two in an applications unit.

## Topic Areas/Areas of Study

The modules fall into the same four categories as the Mathematics course, but extend concepts further.

### *Pure Mathematics*

In Pure Mathematics, the work is mostly of an abstract nature. The course extends the knowledge gained at GCSE level in algebra, geometry and trigonometry. New branches of mathematics are introduced including the study of sequences and series, natural logarithms, complex numbers and, most importantly, calculus, which is fundamental to many parts of the A level course.

### *Mechanics*

Mechanics is the study of the physical behaviour of objects. There are two main branches: Dynamics and **Statics**. **Dynamics is concerned with moving objects and is mostly based on Newton's laws** of motion. Statics is the study of the behaviour of stationary objects and the forces required to maintain equilibrium.

### *Statistics*

This course is concerned with the mathematics of risk taking and decision making. Further work is done on data handling and probability theory. This is extended to the study of special probability distributions, such as the Normal, Binomial and Poisson.

### *Decision Mathematics*

This course consists mainly of applying various algorithms to real world optimisation problems such as finding the minimum length of cable necessary to connect a network of towns or finding the maximum traffic flow through a network of streets. The course title comes literally from the need to keep making decisions in applying the procedures.

For further information please see: Mrs J Reynolds, Head of Mathematics

# GEOGRAPHY

COURSE TITLE: Geography  
EXAMINATION BOARD: AQA  
ACCREDITATION: GCE A/AS Level

Duration: Two years for A Level / One year for AS Level.

## Past results

Students who undertook the geography AS Level last year achieved 100% A\*-C and all students exceeded their ALIS grade by at least one grade.

## Required Qualification

Although this course progresses naturally from GCSE, it would be possible for students to study this subject without previous geographical experience in Years 10 and 11. Commitment to the subject is important in all cases.

## Higher Education Prospects and Career Opportunities

Geography is a well-established and highly regarded A Level accepted by all higher education establishments. It is a recognised academic qualification which can lead to a wide range of career opportunities, e.g. town planning, accountancy and consultancy.

## Course Content

This four-unit A Level specification offer **a balance between students' own** particular physical, human and/or environmental interests and key geographical topics that provides students with the knowledge, understanding and skills for further study in higher education or for employment.

## Course Assessment

### AS Units:

Unit 1: *Physical and Human Geography*

The study of core geographical concepts along with contrasting themes of contemporary or environmental impact, management and sustainability.

2 hour examination structured short and extended questions.

70% of AS Level mark; 35% of total A Level mark.

Unit 2: *Geographical Skills*

Investigative, cartographic, graphical, ICT and statistical skills.

30% of AS mark; 15% of total A Level mark.

1 hour examination; structured skills and generic fieldwork questions.

### A2 Units:

Unit 3: *Contemporary Geographical Issues*

An issues-based approach to contemporary geographical themes. 30% of total A Level mark.

2½ hour examination; structured short and extended questions, plus an essay.

Unit 4: *Geographical Fieldwork Investigation*

Students are active researchers, taking responsibility for managing and reflecting on their own learning and fieldwork skills. Students will develop skills associated with planning, collection of primary and secondary data, presentation, interpretation and evaluation.

1½ hour examination, externally assessed. 20% of total A Level.

**Structured short and extended questions based on student's own fieldwork investigation and fieldwork skills.**

For further information, please contact: Mr A Jackson, Head of Geography

# GERMAN

COURSE TITLE: German  
EXAMINATION BOARD: AQA  
ACCREDITATION: GCE A/AS Level

Duration: Two years for A Level / One year for AS Level.

## Required Qualification

Students will need to have obtained an A\* - B grade at GCSE to follow the A Level course.

## Higher Education Prospects and Career Opportunities

A foreign language can be studied at degree level either as a single subject or as part of a combined subject, especially useful for students who may wish to study a four-year sandwich course with one-year abroad. A degree in German will allow students to enter a wide range of professions, e.g. the diplomatic service, teaching (including teaching English as a Foreign Language abroad); multi-national corporations airline and tourism; hotel and reception; the Armed Forces; journalism; librarian; Civil Service; bilingual secretary; translator/interpreter; international telephone operator or market research.

## Course Content

A Level German aims to encourage students to:

- Develop an interest in, and enthusiasm for, language learning.
- Develop understanding of the language in a variety of contexts and genres.
- Communicate confidently, clearly and effectively in the language for a range of purposes.
- Develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken.
- Consider their study of the language in a broader context.

A Level German enables students to:

- Derive enjoyment and benefit from language learning.
- Acquire knowledge, skills and understanding for practical use, further study and/or employment.
- Communicate with speakers of the language.
- Take their place in a multilingual global society.

## Course Assessment

### AS Units:

Unit 1: *Listening, Reading and Writing*  
2 hour written examination.  
70% of AS Level mark; 35% of total A Level mark.

Unit 2: *Speaking Test*  
35 minutes speaking test (including 20 minutes preparation).  
30% of AS Level mark; 15% of total A Level mark.

### A2 Units:

Unit 3: *Listening, Reading and Writing*  
2 hours and 30 minutes written examination.  
35% of total A Level mark.

Unit 4: *Speaking Test*  
35 minutes speaking test (including 20 minutes preparation).  
15% of total A Level mark.

For further information please see: Mrs C Farrell, Head of Modern Languages

# HISTORY

COURSE TITLE: History

EXAMINATION BOARD: AQA

ACCREDITATION: GCE A/AS Level

Duration: Two years for A Level / One year for AS Level.

## Required Qualification

Normally students with good GCSE grades (A\* - C) will follow the AS/A Level course. It is not essential to have studied History at GCSE but a minimum of grade C in another Humanity or English is required.

## Why study A-Level History?

Studying History equips you with knowledge, understanding and skills which will prove invaluable in later life. It develops your understanding of the contemporary world and the forces which have shaped the society in which we live. Students choose History because they possess a genuine interest in the past and the desire to analyse it in great detail. We hope that you will enjoy the cut and thrust of historical debate, challenging accepted views and developing a real expertise in your specialist subject. You will also develop a wide variety of transferable skills such as the use of initiative and the ability to assess a number of options before making a balanced decision. Through the pursuit of History students learn to communicate, enlighten and to take responsibility for the management of their own learning.

## Higher Education Prospects and Career Opportunities

History is a respected academic discipline which is highly regarded by all higher education establishments. Its emphasis on analytical thinking, the use of evidence in the construction of hypotheses and the critical interpretation of this evidence provide a variety of transferable skills that will be extremely useful irrespective of your chosen career path. A Level History is a recommended qualification for a wide range of graduate occupations and will help to provide the intellectual foundation for virtually any professional career. Among the most popular careers chosen by historians are law, accountancy, banking, journalism, the heritage industry, the armed forces, academia and teaching.

## Course Content

The syllabus involves the study of modern British history and international relations with a special focus at **AS level on Britain's relationship with the dictators**. At A2, pupils will continue with their study of British history, examining the relationship between the state and people in the first half of the twentieth century. They will also have the exciting opportunity to research and write an extended coursework essay on a topic of personal interest.

## Course Assessment

### AS Modules:

Unit 1: *Totalitarian Ideology in Theory and in Practice, c1848-c1941*  
50% of AS Level mark; 25% of total A Level mark.

Unit 2: *Britain and Appeasement, 1919-1940*  
50% of AS Level mark; 25% of total A Level mark.

### A2 Modules:

Unit 3: *The State and People: Britain, 1918-1964*  
30% of total A Level mark.

Unit 4: *Historical Enquiry (Personal Study)*  
20% of total A Level mark.

For further information, please contact: Mr B Smith, Head of History

# INFORMATION & COMMUNICATION TECHNOLOGY

COURSE TITLE: AS/A2 Information and Communication Technology

EXAMINATION BOARD: OCR

ACCREDITATION: GCE A/AS Level

Duration: Two years for A Level / One year for AS Level.

## Required Qualification

Entry to the course will be directly from Key Stage Four with standard Sixth Form entry grades required.

## Higher Education Prospects and Career Opportunities

This course encourages students to become discerning users of ICT. It allows them to develop a broad range of ICT skills, knowledge and understanding. This could form a basis for progression into further learning and/or employment.

## Course Content

The Advanced GCE is made up of two mandatory units at AS and two further units at A2.

### AS Units:

#### Unit 1: *Information, Systems and Applications (Externally Assessed)*

- Data, information, knowledge and processing
- Software and hardware components of an information system
- Characteristics of standard applications software and application areas
- Spreadsheet and relational database concepts
- Applications software used for presentation and communication of data
- The role and impact of ICT – legal, moral and social issues

#### Unit 2: *Structured Task (Internally Assessed)*

- Design
- Software development
- Testing
- Documentation

### A2 Units:

#### Unit 3 *ICT Systems, Applications and Implications (Externally Assessed)*

- The systems cycle
- Designing computer-based information systems
- Networks and communications
- Applications of ICT
- Implementing computer-based information systems
- Implications of ICT

#### Unit 4 *Coursework: ICT Project (Internally Assessed)*

- Definition, investigation and analysis
- Design
- Software development, testing and installation
- Documentation
- Evaluation

## Course Assessment

Coursework (Portfolio) 40% (20% AS Level; 20% A2 Level)

Examination (Practical Test) 60% (30% AS Level; 30% A2 Level)

For further information, please contact: Mr J Gardiner, Head of ICT

# MATHEMATICS

COURSE TITLE: Mathematics  
EXAMINATION BOARD: EDEXCEL  
ACCREDITATION: GCE A/AS Level

Duration: Two years for A Level / One year for AS Level.

## Required Qualification

A traditional A level course will be offered to students who will have followed the Higher Level GCSE course. Students should have a good grade A\*, A or B at GCSE level.

## Higher Education Prospects and Career Opportunities

Mathematics is a well established and highly regarded A Level accepted by all higher education establishments. Mathematics provides entry into employment as an economist, stockbroker, accountant or banker, as well as being a pure academic discipline leading to a range of broader career options such as teaching or managerial posts.

## Course Content

At A level, the modules include four units of Pure Mathematics plus two applied units (Mechanics, Decision Mathematics or Statistics, to be decided by the Head of Mathematics). All units are equally weighted.

Candidates wishing to study for an AS Level qualification only in Year 12 will need to study three units. These will include two units of Pure Mathematics and one in an applications unit.

## Topic Areas/Areas of Study

The modules fall into four categories:

### *Pure Mathematics*

In Pure Mathematics, the work is mostly of an abstract nature. The course extends the knowledge gained at GCSE level in algebra, geometry and trigonometry. New branches of mathematics are introduced including the study of sequences and series, natural logarithms, complex numbers and, most importantly, calculus, which is fundamental to many parts of the A level course.

### *Mechanics*

Mechanics is the study of the physical behaviour of objects. There are two main branches: Dynamics and **Statics. Dynamics is concerned with moving objects and is mostly based on Newton's laws of motion.** Statics is the study of the behaviour of stationary objects and the forces required to maintain equilibrium.

### *Statistics*

This course is concerned with the mathematics of risk taking and decision making. Further work is done on data handling and probability theory. This is extended to the study of special probability distributions, such as the Normal, Binomial and Poisson.

### *Decision Mathematics*

This course consists mainly of applying various algorithms to real world optimisation problems, such as finding the minimum length of cable necessary to connect a network of towns or finding the maximum traffic flow through a network of streets. The course title comes literally from the need to keep making decisions in applying the procedures.

For further information please see: Mrs J Reynolds, Head of Mathematics

# MUSIC

COURSE TITLE: Music

EXAMINATION BOARD: OCR

ACCREDITATION: GCE AS/A Level

Duration: Two years for A Level / One year for AS Level.

## Required Qualifications

GCSE Music grade (A\* -C) is required and students should have passed at least Grade 5 on their chosen instrument.

## Higher Education Prospects and Career Opportunities

From A Level, students could progress by studying Music at degree level. Careers in Music which could be considered are: professional musicians, TV and radio, journalism, arts administration, teaching, music therapy, promotion and marketing, theatre productions or as a librarian.

## Course Content

### AS units:

#### Unit 1: *Performing Music 1*

Recital one and Viva voce: Students perform as soloists

Recital two: Extended performance where students can choose to perform on a second instrument or as part of an ensemble.

15-17 minutes. 40% of AS Level.

#### Unit 2: *Composing 1*

*Section A: The Language of Western Tonal Harmony.* Students complete a portfolio of harmony exercises.

*Section B: Instrumental Techniques in Composing/Arranging.* Students compose a piece of music lasting not more than 3 minutes and describe their composition outlining the self-determined brief, their musical influences and process of composition.

30% of AS Level.

#### Unit 3: *Introduction to Historical Study in Music*

Students study a range of orchestral pieces from the 18th/early 19th Century and jazz from 1920 to 1960. Students must demonstrate skills of aural perception in a written exam.

30% of AS Level.

### A2 units:

#### Unit 4: *Performance 2 and Viva Voce*

Students perform as soloists (12-15 minutes).

20% of total A2 marks.

#### Unit 5: *Composing 2*

*Section A: Stylistic Techniques.* Students complete a portfolio of harmony exercises.

*Section B: Composition.* Students choose to compose either a vocal setting of a text, instrumental interpretation of a programme or music for film/TV. Compositions should last no longer than 4 minutes.

15% of total A2 marks.

#### Unit 6: *Historical and Analytical Studies in Music*

Students study a range of vocal/orchestral works from a prescribed topic and must demonstrate skills of aural perception in a written examination.

15% of total A2 marks.

For further information, please contact: Mrs R Mosley, Assistant Director of Music

# MUSIC TECHNOLOGY

COURSE TITLE: Music

EXAMINATION BOARD: EDEXCEL

ACCREDITATION: GCE A/AS Level

Duration: Two years for A Level / One year for AS Level.

## Required Qualifications

GCSE Music is not a prerequisite, however it is essential that students have an understanding and appreciation of music.

## Higher Education Prospects and Career Opportunities

From A Level, students could progress by studying Music Technology at degree level. Careers in Music which could be considered are: professional technician, TV and radio, journalism, arts administration, teaching, promotion and marketing.

## Course Content

AS Level consists of 2 units:

Unit 1: *Music Technology Portfolio 1*

Students create an audio CD containing 3 tracks of work: Sequenced Realised Performance, Multi-track Recording and Creative Sequenced Arrangement.  
70% of AS Level mark; 35% of total A Level mark.

Unit 2: *Listening and Analysing*

Students study the styles most common in popular music from 1910 to the present day. Two special focus styles are selected for more in-depth study.  
30% of AS Level mark; 15% of total A Level mark.

A2 Level consists of 2 further units:

Unit 3: *Music Technology Portfolio 2*

Builds on Unit 1, and extends to a composition task.  
30% of total A Level mark.

Unit 4: *Analysing and Producing*

Students expected to demonstrate their knowledge of music and the principles of music technology through a series of written commentaries, manipulations and production tasks using material provided.  
20% of total A Level mark.

For further information, please contact: Mr N Parrans-Smith, Director of Music

# PHILOSOPHY & ETHICS

COURSE TITLE: Religious Studies  
EXAMINATION BOARD: WJEC  
ACCREDITATION: GCE A/AS Level

Duration: Two years for A Level / One year for AS Level.

## Required Qualification

This course builds on the knowledge, understanding and skills that students may have developed through the study of GCSE Religious Studies. It does not, however, assume or require any previous study of the subject. It is designed to support a course of study which is suitable for students from any religious background (or none).

## Higher Education Prospects and Career Opportunities

This subject is very highly rated by universities as it teaches students to critically evaluate complex material in both verbal and written forms. It is particularly useful for those hoping to study medicine or law and it is also valued by the police service and the armed forces, as well as retail organisations where a deep understanding of the customer base is crucial.

## Course Assessment

Philosophy and Ethics is a subject that by its nature requires candidates to consider individual, moral, ethical, social, cultural and contemporary issues. This course will help students to:

- study relationships between religion and culture;
- consider moral values and attitudes of individuals, faith communities or contemporary society;
- develop skill in reasoning on matters concerning values, attitudes and actions;
- develop the ability to make responsible judgements on significant moral teaching and issues.

## AS Modules:

### Unit 1: *Philosophy of Religion*

- Traditional arguments for the existence of God.
- Challenges to religious belief.

1<sup>1</sup>/<sub>4</sub> hour examination; 25% of total A Level mark.

### Unit 2: *Religious Ethics*

- Ethical theories.
- Applying the above to the field of sexual ethics.

1<sup>1</sup>/<sub>4</sub> hour examination; 25% of total A Level mark.

## A2 Modules:

### Unit 3: *Religious Ethics*

- Virtue ethics.
- **Kant's moral theory.**
- The ethics of war.
- Medical and genetic ethics.

1<sup>3</sup>/<sub>4</sub> hour examination; 25% of total A Level mark.

### Unit 4: *Synoptic Paper - Religion and Human Experience*

Life, death and life after death – this unit uses both new material and knowledge attained through the other three areas of study.

1<sup>3</sup>/<sub>4</sub> hour examination; 25% of total A Level mark.

For further information, please contact: Revd. J McHale, Head of RS

# PHYSICAL EDUCATION

COURSE TITLE: Physical Education

EXAMINATION BOARD: OCR

ACCREDITATION: GCE A/AS Level

Duration: Two years for A Level / One year for AS Level.

## Required Qualifications

Standard Sixth Form entry grades required. The content of the GCE Physical Education specification is designed to follow on from GCSE Physical Education, enabling a smooth transition from one to the other, although it must be emphasised that a GCSE in Physical Education is not a requirement for students wishing to follow this course.

## Higher Education Prospects and Career Opportunities

### Course Content

The content of the course will address current contemporary topics in sport such as the impact in the use of ergogenic aids, technology and the increasing commercialisation of sport. There are two units at AS Level and a further two units at A Level.

#### AS Units:

Unit 1: *An Introduction to Physical Education*

Anatomy and physiology, acquiring movement skills and socio-cultural studies relating to participation in physical activity.

2 hour examination.

60% of AS Level mark; 30% of total A Level mark.

Unit 2: *Acquiring, Developing and Evaluating Practical Skills in Physical Education*

Students perform, analyse and evaluate the execution of core skills/techniques in isolation and in structured practice as either a player/performer and in an adopted role or two adopted roles.

Internal assessment with external moderation of two different activities.

40% of AS mark; 20% of total A Level mark.

#### A2 Units:

Unit 3: *Principles and Concepts Across Different Areas of Physical Education*

Students study 3 of the 5 possible options; at least 1 option must be from Section A.

Section A: Historical Studies; Comparative Studies.

Section B: Sports Psychology; Biomechanics; Exercise and Sport Physiology.

2 hour examination.

30% of total A Level mark.

Unit 4: *Optimising Practical Performance in a Competitive Situation*

Students will build upon the skills acquired and developed in Unit 2 in one of their chosen activities and work towards responding to a live performance in their own assessed activity.

**Students will evaluate the quality and level of their own/others' performance. There will be clear reference to the theoretical aspects covered in Units 1 and 3.**

Internal assessment with external moderation.

20% of total A Level mark.

For further information, please contact: Mrs T Bennett, Head of PE

# PHYSICS

COURSE TITLE: Physics

EXAMINATION BOARD: OCR - A

ACCREDITATION: GCE A/AS Level

Duration: Two years for A Level / One year for AS Level.

## Required Qualifications

Students are required to have gained grades A\*A\* - BB in GCSE Dual Science, or a A\*-B grade in GCSE Physics, and at least a grade B in GCSE Mathematics.

## Higher Education Prospects and Career Opportunities

Physics is recognised and accepted in all higher education establishments. The study of Physics gives an essential foundation to many branches of engineering including: civil, mechanical, electronic and automotive, and is a valuable complement to other sciences for those wishing to specialise in medical and biological fields. Due to the practical application of mathematical techniques involved, many physicists progress to careers in accountancy and management.

## Course Content

The A Level course **contains assessment units, each examined separately at the end of each year's study.** Physics can be studied at AS Level over one-year by choosing the relevant modules, as shown below.

## Course Assessment

There are six units in total – three at AS Level and a further three at A2 Level.

### AS units:

- Unit 1:     *Mechanics*  
30% of AS Level mark; 15% of total A Level mark.
- Unit 2:     *Electrons, Waves and Photons*  
50% of AS Level mark; 25% of total A Level mark.
- Unit 3:     *Practical Skills in Physics 1*  
20% of AS Level marks; 10% of total A Level mark.

### A2 units:

- Unit 4:     *The Newtonian World*  
15% of total A Level mark.
- Unit 5:     *Fields, Particles and Frontiers of Physics*  
25% of total A Level mark.
- Unit 6:     *Practical Skills in Physics 2*  
10% of total A Level mark.

For further information, please contact: Mr T Hunt, Physics Teacher

# PRODUCT DESIGN

COURSE TITLE: Design and Technology: Product Design (3-D Design)

EXAMINATION BOARD: AQA

ACCREDITATION: GCE A/AS Level

Duration: Two years for A Level / One year for AS Level.

Required Qualifications

Minimum requirement is grade C in Product Design at GCSE Level.

Course Content

This course is designed to encourage students to take a broad view of design and technology, to develop their capacity to design and make products and to appreciate the complex relations between design, materials, manufacture and marketing.

*AS Units:*

Unit 1: *Materials, Components and Application*

Students should develop an understanding of the physical and mechanical properties of a broad range of materials and components. They should understand why these are used in specific applications with particular emphasis on the life-cycle of products including manufacture, use and disposal.

2 hour examination.

50% of AS Level mark; 25% of total A Level mark.

Unit 2: *Learning Through Designing and Making*

This is a design-and-make unit where knowledge of the AS subject content is applied to the design and making of the students' **own projects**.

Coursework – approximately 50 hours.

50% of AS Level mark; 25% of total A Level mark.

*A2 Units:*

Unit 3: *Design and Manufacture*

The evolution, selection and application of materials for the manufacture of modern products. How the use and conservation of both energy and raw materials affect the selection and application of materials for the production and function of products today.

2 hour examination.

25% of total A Level mark.

Unit 4: *Design and Making Practice*

This is a design-and-make unit where knowledge of the AS and A2 subject content is applied to the design and manufacture of students' **own projects**.

The project will include context and objectives; plan of action and clarification of the problem; development of the design proposal; manufacture/modelling; conclusions, evaluations and recommendations; and communication and presentation.

Coursework – approximately 60 hours.

25% of total A Level mark.

For further information, please contact: Mrs J Hart, Art, Design and Technology Teacher

# SPANISH

COURSE TITLE: Spanish  
EXAMINATION BOARD: AQA  
ACCREDITATION: A2/AS Level

Duration: Two years for A Level / One year for AS Level.

## Required Qualification

Students will need to have obtained an A\*-B grade at GCSE to follow the A Level course.

## Higher Education Prospects and Career Opportunities

A foreign language can be studied at degree level either as a single subject or as part of a combined subject, especially useful for students who may wish to study a four-year sandwich course with one-year abroad. A degree in Spanish will allow students to enter a wide range of professions, e.g. the diplomatic service, teaching (including teaching English as a Foreign Language abroad); multi-national corporations airline and tourism; hotel and reception; the Armed Forces; journalism; librarian; Civil Service; bilingual secretary; translator/interpreter; international telephone operator or market research.

## Course Content

A Level Spanish encourages students to:

- Develop an interest in, and enthusiasm for, language learning.
- Develop understanding of the language in a variety of contexts and genres.
- Communicate confidently, clearly and effectively in the language for a range of purposes.
- Develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken.
- Consider their study of the language in a broader context.

A Level Spanish enables students to:

- Derive enjoyment and benefit from language learning.
- Acquire knowledge, skills and understanding for practical use, further study and/or employment.
- Communicate with speakers of the language.
- Take their place in a multilingual global society.

## Course Assessment

### AS Units:

Unit 1: *Listening, Reading and Writing*  
2 hour written examination.  
70% of AS Level mark; 35% of total A Level mark.

Unit 2: *Speaking Test*  
35 minutes speaking test (including 20 minutes preparation).  
30% of AS Level mark; 15% of total A Level mark.

### A2 Units:

Unit 3: *Listening, Reading and Writing*  
2 hours and 30 minutes written examination.  
35% of total A Level mark.

Unit 4: *Speaking Test*  
35 minutes speaking test (including 20 minutes preparation).  
15% of total A Level mark.

For further information please see: Mrs C Farrell, Head of Modern Languages

# THEATRE STUDIES

COURSE TITLE: Drama and Theatre Studies  
EXAMINATION BOARD: EDEXCEL  
ACCREDITATION: A2/AS Level

Duration: Two years for A Level / One year for AS Level.

## Required Qualification

It is not compulsory to have taken a GCSE course in Drama, although those students who have are required to have achieved at least a grade C or above. All students should have achieved an A\*-B in English at GCSE Level.

## Aims of the Course

This course encourages students to:

- Develop their interest and enjoyment in drama and theatre both as participants and as informed members of an audience, fostering an enthusiasm for and critical appreciation of the subject;
- Develop understanding and appreciation of the significance of social, cultural and historical influences on the development of drama and theatre;
- Experience a range of opportunities to develop a variety of dramatic and theatrical skills, enabling them to grow creatively and imaginatively in both devised and scripted work;
- Integrate theory and practice through their understanding of critical concepts and the discriminating use of specialist terminology.

## Course Content

### *AS Level:*

#### Unit 1: Exploration of Drama and Theatre

Introduces students to the content of plays written for the theatre.

Assessment: students explore two contrasting play texts; a video/DVD of one session of practical work and a set of Exploration Notes are submitted, along with an evaluation of a live theatre performance.

#### Unit 2: Theatre Text in Performance

Students demonstrate skills in a performance environment.

Assessment: Students offer either a monologue or a duologue, as well as contributing to a performance of a professionally published play by a known writer.

### *A2 Level:*

#### Unit 3: Exploration of Dramatic Performance

Requires the creation of a unique and original piece of theatre.

Assessment: Students will be assessed on the research and development of their work as well as the final performance in front of an identified audience.

#### Unit 4: Theatre Text in Context

The detailed study of one set play text and one prescribed historical period of theatrical development.

Assessment: 2 hour 30 min examination.

For more information, please see: Mrs B Dunne, Head of Drama

# EXTENDED PROJECT QUALIFICATION (EPQ)

COURSE TITLE: Extended Project Qualification (EPQ)

EXAMINATION BOARD: AQA

ACCREDITATION: Standalone Level 3 qualification, carrying the equivalent UCAS points as one AS Level

What is the Extended Project Qualification?

The Extended Project will develop and extend from one or more of the **student's** study areas and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the student and agreed as appropriate by the **student's supervisor**.

There will be an element of teaching involved, specifically the necessary research, analysis, project management and presentation skills. The majority of the Extended Project will involve autonomous work (by the student, with supervision and assessment of progress **by the student's supervisor**. It will require in total 120 guided learning hours.

What are the aims of the EPQ?

The EPQ offers students the opportunity to be:

- Independent enquirers: Make a significant contribution to the choice and design of an extended project and take responsibility for an individual task;
- Creative thinkers: Assimilate new experiences into previous learning and try out alternative solutions;
- Reflective learners: Develop and improve their own learning and performance as critical, reflective and independent learners; develop and apply decision-making and, where appropriate, problem-solving skills; invite feedback from others and deal with praise and constructive criticism in a positive manner;
- Self managers: Extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills; manage their own work, organise their time and resources, respond appropriately to change and seek advice and support when needed; use their learning experiences to support their aspirations for higher education and/or career development;
- Effective participators: Where appropriate, develop confidence in applying new technologies in their studies; develop and apply skills creatively, demonstrating initiative and enterprise;

What is involved?

Students are required, with appropriate supervision, to:

- Choose an area of interest
- Draft a title and aims of the project for formal approval by the Supervisor
- Plan, research and carry out the project
- Deliver a presentation to a specified audience
- Provide evidence of all stages of project development and production for assessment.

How is the EPQ assessed?

The evidence for assessment will comprise the following:

- The project product in the form of a research report, production or artefact;
- A written report (between 1,000 and 5,000 words) covering references to sources of and range of information accessed; historical literature or other background research; details of the design, knowledge, understanding and skills used; a conclusion and evaluation of the outcomes.
- Any other evidence, as appropriate, depending on the topic or subject area chosen. Examples include: posters, PowerPoint presentations, a CD/video/DVD of performances or activities, a journal of events, photographic record.
- Presentation of the completed project;
- A completed production log.

# CAREERS & HIGHER EDUCATION GUIDANCE

During Year 12, A Level students will be encouraged to explore the routes open to them at the end of their courses. Post-16 work placements may be organised for students whose choice of study after Sixth Form requires vocational experience. Students are provided with all the relevant information they need to make informed choices about employment, further and higher education. All Sixth Form students have access to the Careers Library.

## FUTUREWISE

**LCS has teamed with ISCO, the independent schools' careers service, to provide the Futurewise scheme.**

Futurewise is a comprehensive one-to-one careers and higher education guidance scheme offering a personalised service to 16-23 year olds. It provides guidance, information and resources to help young people make informed decisions about a number of areas including:

- Choosing A Levels or other routes into higher education
- Selecting a course or university
- Researching potential careers
- Researching and planning a gap year
- Preparing for employment

Futurewise enables students, parents and LCS to work together. The scheme is an integrated and progressive careers and higher education planning service which provides:

- A psychometric profile report which gives an **in-depth analysis of the student's vocational aptitudes and abilities**
- A feedback session on the profile
- A one-to-one careers guidance interview
- A personal webspace with interactive tools to research higher education, university courses, finance and gap year planning
- A free Penguin Careers Guide
- Unlimited access to an email and telephone information helpline for students and parents
- Careers and higher education research resources
- Discounts on insight and skills development courses delivered by employers and universities
- A second one-to-one interview if required
- Regular email newsletters and Careerscope online magazine

## UCAS APPLICATIONS

Students will benefit from extensive support when making UCAS applications. Visitors from Universities, in particular Admissions Co-ordinators, are invited to address students regarding specialist areas and skill development sessions will focus on key areas such as interview techniques. The Sixth Form's Higher Education and Employment Event at the end of Year 12, including visits to higher education institutions, prepares and motivates students to consider their future.

# GENERAL INFORMATION

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## ENRICHMENT ACTIVITIES

Enrichment activities are an important part of Sixth Form life. The emphasis is on the individual student to take advantage of all available opportunities.

The Sixth Form, and the whole school, are particularly proud of the work done to support the Waterloo Schools Charity in Sierra Leone. Groups of Sixth Formers have organised a variety of fundraising activities to raise significant monies to support the building and renovation programme of a school near to Freetown. Last year during the October half term, five Sixth Formers travelled to Sierra Leone to help create an IT classroom. In February 2012, another group will go to help distribute mosquito nets and build more permanent homes in the nearby refugee camp.

In addition, each term the School Council chooses a charity to support through a range of lively fundraising activities that both improve awareness and generate much-needed funds.

Music is a specialty of LCS – we have nine choirs, a Symphony Orchestra, a Jazz Group, Brass, Strings and Recorder Ensembles, a Wind Band, a Trombone Choir and a Drum Corps. Specialist music tuition is available from 25 dedicated music teachers and we perform more than 60 concerts a year. There is ample opportunity to get involved, whatever your instrument or level of ability.

A range of different sports can be accessed either at the school site or at the professional facilities used by the school, including Lichfield Cricket and Hockey Club, Tamworth Athletic Club and Burntwood Leisure Centre.

**Sixth Formers are encouraged to participate in the St. Chad's Youth Lecture Series** – a programme of multi-disciplinary seminars delivered by nationally and internationally renowned expert speakers.

The LCS Duke of Edinburgh Award Scheme is thriving and Sixth Formers are encouraged to take part. In addition, the School has an annual ski trip, as well as a regular programme of language exchanges.

## IMPORTANT DATES FOR POTENTIAL SIXTH FORMERS

6 October 2011:	Sixth Form Open Event, 6.30pm-8.30pm
6 October 2011 - 4 February 2011:	Initial applications for Sixth Form
2-8 December 2011:	LCS Year 11 Mock Examinations
January 2012:	LCS Year 11 <b>Parents'</b> Consultation Evening
May 2012:	GCSE Examinations period begin
June 2012:	GCSE Examinations period ends
Mid June – Mid July 2012:	Sixth Form Skills Development Programme
August 2012:	GCSE Results Day and Sixth Form Enrolment
5 September 2012:	Sixth Form Induction



## LICHFIELD CATHEDRAL SCHOOL

The Palace, The Close, Lichfield, Staffordshire WS13 7LH

**admissions** Contact Lesley Bannister on 01543 306168

**admissions email** [lesley.bannister@lichfieldcathedralschool.com](mailto:lesley.bannister@lichfieldcathedralschool.com)

**main reception** 01543 306170 **fax** 01543 306176

[www.lichfieldcathedralschool.com](http://www.lichfieldcathedralschool.com)