

COURSE DETAILS
2010 Entry



MISSION STATEMENT

St Alban's Catholic High School

Learning, Respecting, Caring

St Alban's Catholic High School strives to provide an excellent education for our students within a caring Christian community where all are respected, valued and supported to achieve their potential. We aim to inspire everyone with the strength and purpose to begin the journey of learning for life and to prepare our students to lead by their example in the modern world.

Our strategy

- To recognise that each individual student and member of staff is a unique creation in the image of God, and deserves to be valued equally.
- To follow Christ's example by providing a living testimony to the goodness and presence of God and so to prepare our students for a fuller participation as followers of Christ in the life of their community.
- To develop effective leadership throughout all levels of the staffing structure and to use this to create a successful teaching environment where high expectations of students, staff and governors are met.
- To provide full opportunity for our students to develop their individual talents and build a strong foundation for their future.

ENTERING THE SIXTH FORM

Progressing into the Sixth Form is a significant step in your career. We will do all we can to make sure that you make the right decisions and that you are well prepared for Sixth form studies.

We will provide a lot of guidance to you before and after you complete your application form. We will also be organising induction days in the first week of July 2010. These will provide opportunities to familiarise yourself with what the St Alban's Sixth Form has to offer and will help you to prepare for your Sixth Form courses.

Once you have decided to join the Sixth Form you will need to complete an application form indicating which courses you wish to follow. This should not be as difficult as it might seem because, by then, you will have talked over your options with your parents, teachers and careers advisers. You will have a good idea of what will be available to you and what standards you will need to reach at GCSE. You do not need to worry that your original plan will have to stand; changes may be made, with guidance, right up to the day you start in the Sixth Form. When your GCSE results are published you will be able to arrange an interview with a member of the Sixth Form staff to review your programme of study should you need to do so.

The courses you follow will therefore be negotiated with you. The need for discussion, guidance and careful consideration are essential.

Our Sixth Form Information and Advice Evening will take place on:

Wednesday 2nd December 2009 between 6:30pm to 9pm.

Our Sixth Form Information Afternoon takes place on:

Tuesday 19th January 2010 between 2pm to 6pm

A message from the Sixth Form Council

Since life at Sixth Form will play a major part in the next one or two (or more) years of your life, you probably feel, and rightly so, that you deserve to have a voice in the administration of your Sixth Form. At St Albans Sixth Form we recognise the importance of each student's opinions and views. We understand that the Sixth Form area isn't just a place to study, but that it is also a place to live and relax. To that end, we try to provide the Sixth Form block with useful and helpful facilities to make studying, and relaxing, easier. Naturally, each person has different opinions on what is useful and helpful for them, and that's where the Sixth Form Council come in. Acting as a conduit between the students and the administrators of Sixth Form (Head of Sixth Form, Head teacher, Student Support Manager, etc) to help improve the Sixth Form to suit the current students. The Sixth Form Council at present consists of two chairs of Council, two joint vice-chairs of Council, entertainment officers and finance posts. As well as this, each of the forms is represented by four form reps (two from yr12, two from yr13), voted by that form to represent them on the council. These form reps inform the council of any problems, queries, suggestions, or simply thoughts from their form members. These are discussed at regular meetings (one every 1-2 weeks), where they are put to all the form reps and the Council as a whole. This allows every student, no matter which form they're from, to have their views expressed, and changes made. While it isn't practical (monetarily as well) to fully realise every suggestion, the Council strives to make sure that the most voiced opinions are given top priority. This means that students don't have to apply to become a part of the Sixth Form Council, but that by simply being here, they can freely put forward their views. Naturally, if you want to have a larger role, you can also stand for any position on the Council, which are elected annually. At the end of the day, we realise that this is your education, your future, and that you have the right to achieve your goals in the most comfortable and productive way as possible.

Ben, Beaumont, Chair of Sixth Form Council

THE SIXTH FORM CURRICULUM

All students are expected to follow a wide curriculum in the Sixth Form and opportunities exist to combine traditional academic subjects with other studies. In addition, students are encouraged to develop their "Key Skills" or "Functional Skills", such as Number, Communication and IT, which have wide applications in both higher education and employment.

Major changes have been made to GCE A Level courses. All A level courses have been revised and divided into two sections. At the end of Year 12 students will complete two AS modules in the subjects they have chosen. They will move on in year 13 to complete two more modules making up the traditional full A level. Our Applied A Levels in Health and Social Care, Business and Science continue to have two internally assessed modules and an external examination in each of years 12 and 13.

For students who are not yet ready to progress to a full programme of advanced study but who have a range of good GCSE passes including at least three at grade C or above, we offer a one year Consolidation Course. This course is designed to enable students to develop their GCSE qualifications while at the same time embarking on a limited range of Advanced level qualifications. Successful completion of the course would enable students to progress to the first year of a full Advanced level course.

Advanced level students will normally choose four AS courses in Year 12. Some students choose a range of different subjects, others prefer to specialise in one area. We strongly recommend all students to take at least one subject which provides a contrast with the other chosen subjects.

In Year 13 it is expected that most students will concentrate on their chosen three A2 subjects. There may be opportunities to pick up additional AS subjects if desired. For students wishing to follow an Applied A Level (Business, Science or Health and Social Care) these can be combined with many AS and A2 options. It is also possible to take these courses as AS or A2 options or to follow a more concentrated vocational pathway by taking the equivalent of two A2 courses, again alongside other AS and A2 courses.

All Students at St Albans Sixth Form will have the opportunity to achieve Functional Skills qualifications alongside their academic studies. We have been involved in the teaching of Key Skills / Functional Skills from the first pilot phase and have developed considerable expertise in this area of growing importance. Workshops are run each week in Application of Number, Communication and Information Technology to enable students to develop their skills and to prepare them for the tests as well as to gain extra UCAS points.

Alongside our academic courses we run a variety of additional studies. All students follow a course in Foundation Studies which will include units on Current Affairs, Science and Society, Morals and the Media and Christianity Today. It will be possible for all for all students to gain credit for the work done in Foundation Studies through General Studies at AS and A2 levels. In addition, many students follow a Critical Thinking course which helps to develop their skills in logic and argument. This is a great help for those students wishing to study law or medicine where a test in thinking skills and logic is part of the entry requirement.

SIXTH FORM ADMISSIONS CRITERIA

The courses on offer each year are outlined in the Sixth Form Prospectus. Whilst we would expect that all these courses will run, it is occasionally necessary to cancel courses due to lack of student interest. If this should have to happen, we would let applicants know as soon as possible.

We anticipate that the vast majority of students will have all their options catered for. However, it may be necessary to fall back on a second choice of subject. We would therefore ask you to indicate a reserve choice wherever possible.

Individual courses have their own entry requirements which can be found within the course details. The entry requirement for A2 study in Year 13 is a pass in the subject studied at AS level.

Applications will be considered from:

- Pupils expecting to gain an average of a grade C at GCSE ; or a combination of Level 2 courses to the same standard, who wish to study a course combination on offer at Advanced level
- Pupils expecting at least three GCSE subjects at grade C or above who wish to follow the one year Consolidation Course.

General criteria and prioritisation

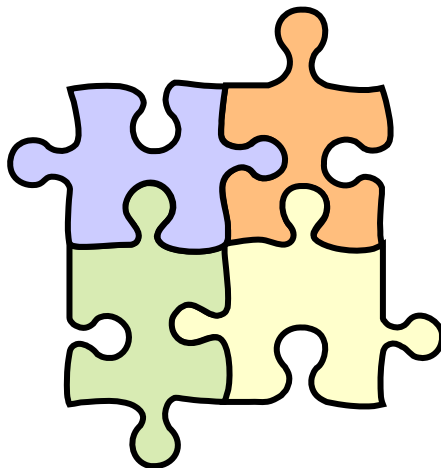
- All pupils shall be willing to participate in religious education and the life of the school
- All pupils shall be willing to comply with the regulations set out in the student handbook and as may be introduced or amended from time to time as outlined in the student contract
- Priority will be given to pupils applying from St Albans Catholic High School Year 11

Priority between pupils applying from outside St Albans Year 11 will be determined as follows:

- a) baptised Catholic pupils
- b) baptised non-Catholic pupils who belong to a recognised Christian denomination
- c) any other pupils

'Out of Hours' Subjects

In addition to the subjects listed on the following pages, it is possible to study Environmental Science, Food Technology, and Geology which are being offered through collaboration by the Copleston, Holywells, Northgate and St Albans Sixth forms. Students from all four Post 16 centres will be able to select these options. To enable access to these particular courses, the lessons will be on two afternoons per week from 2 – 4:30pm, with students and in some cases staff, moving to the post 16 centre where the teaching will take place. It will not be possible to select all of these options as they will be taught at the same time. Please speak to Ms Sullivan for further information.



THE AQA BACCALAUREATE

We offer students an additional qualification to bring together their experiences in Sixth Form to qualify for an AQA Baccalaureate Award. This award shows to potential employers and universities that the young person has not only studied to A level but also has contributed time to community service and has conducted a piece of independent in depth research.

Students on the "AQA Bacc" follow the same AS and A levels as other students in that the first two elements of the AQA Bacc are:

- Any three GCE A levels
- AS and /or A2 in Critical Thinking or General Studies

But add on two important extra elements:

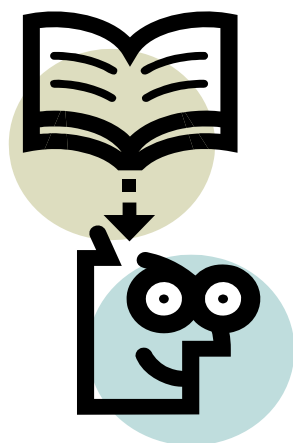
- The Extended Project
- Enrichment Activities

THE EXTENDED PROJECT

This is an opportunity for students to undertake an extended piece of research in any area of interest to them. This may be something that they want to go on to study later, an area of general interest, a current social or political issue: anything that they are able to look at in detail and report back on. It can be a written report, a performance, a video, or any other format that suits the topic.

Students will usually start the project in Year 12 and complete it over the summer holidays so that it is out of the way before the demands of A2 get too great.

The Extended Project is an AS qualification and is graded A* - E. It attracts the same points score for University entry as other AS subjects and is highly valued by Universities as evidence of research based independent study.



Enrichment Activities

To complete the AQA Bacc all students have to complete a period of community service, personal development activity, or work experience. This is documented online. Activities can be carried out in school, during study periods or in students' own time.

ART AND DESIGN

Introduction

The main purpose of any course in Art, Craft and Design is to develop opportunities to appreciate the visual world and to respond in a personal and creative way. The skills you will develop will be varied. Among them, you will develop a working knowledge of materials, practices and technology in Art. In the department we offer drawing, painting, printmaking, photography, ICT, sculpture and mixed media work. We encourage you to develop the skills to interpret and convey your ideas and feelings visually. Also to explore experimental, analytical imaginative work of different scales. You will be required to research and perfect both your practical and art history work within a sketchbook and to develop a specialist vocabulary. You will also visit galleries and explore both local and national exhibitions. Through this work we hope you will gain an in depth understanding of the place of Art, Craft and Design in history and in contemporary society.

Course outline

AS – Coursework Unit 1 – Portfolio unit

This is an extended coursework unit that allows students to develop a range of practical approaches based on a starting theme. Students will be expected to work in several disciplines producing a minor and major piece of work. The most successful work will then be selected for the portfolio when they will be assessed against the AQA objectives.

Students will then have the opportunity to discuss their progress and continue to take the full A – Level.

A2 – Extended Coursework Unit 3

Students will select an area of Art to study using gallery visits and research work as an initial springboard for selection of themes. The unit will be based around “problem solving” initially leading towards a personalised investigation. Students have the opportunity to work in sketchbooks or develop presentation boards to present their work for assessment.

Externally Set exam

AS – Unit 2 – there is an extended preparation period from February to develop investigations and responses towards a final piece. There are 5 themes to choose from. The final exam will consist of a supervised period of 5 working hours resulting in a developmental or final study.

A2 – Unit 4 - there is an extended preparation period to develop investigations and responses towards a final piece. There are 8 themes to choose from. The final exam is 15 hours.

Progression after the course

This course is suitable for students who wish to undertake further studies in art, craft and design, usually at Art college or further education, as well as those who are looking to take up careers for which an art background is relevant. These might include advertising, publishing, architecture, fashion / interior design, textiles, fine art, illustration, teaching, theatre and costume design and many more. The course is also suitable for students who have an interest in the subject but do not expect to take it beyond AS Level or A Level.

Entry requirements

The best foundation for success at AS Level and A Level is a good grade at GCSE, at least Grade C. If you have not taken GCSE Art, you will need to provide evidence of a portfolio of work that shows both your skills and commitment to Art and Design before you will be offered a place on the course. AS Level and A Level Art is a demanding subject and you should be highly motivated and prepared to work hard.

Additional Information

You will be expected to equip yourselves with sketch books throughout the course and have a selection of art equipment at home. You will also need an A1 folder / portfolio in which to store your work. You may find that you will need to buy books and pay for trips. For further information contact Mrs Wright.

BUSINESS

Introduction

At St Albans, GCE Applied Business is delivered in a manner that will appeal to students who enjoy academic and vocational learning. The award incorporates an extremely wide range of AS and A2 level units. At AS level, students explore marketing, recruitment, and business finance. At A2 level, students explore the business plan, strategic decision making, and one optional unit. The facilities at St Albans business department are superb and provide an environment that encourages students to experience a professional business atmosphere. Teaching staff in the Business department have a wide range of experience from industry with close links to a number of local organisations that students visit throughout the course.

Course outline

Students are introduced to the world of Business during the first few weeks. Prior knowledge is not required as the subject is introduced in an innovative manner with a detailed outline of requirements. Students are then introduced to the world of Marketing by 'Creating a Marketing Proposal'. This unit is completed in the first term. Term two begins with 'Recruitment in the Workplace'. Both units are internally assessed. After 10 weeks, we concentrate on the only external assessment unit of 'Understanding the Business Environment.' This strategy gives ample time for students to revise for the exam in June.

Year 2 of the GCE in Applied Business begins with students examining 'A Business Plan for the Entrepreneur', and in Term 2, students choose the next unit of 'Strategic Decision Making'.

This award provides better progression from GCSE Applied Business. Using work related contexts, innovative teaching and assessment methods, and a superb environment, this award also offers the student the opportunity to interact with the business environment allowing them to experience real authentic business practices. The GCE in Applied Business award is designed to provide a progression route to higher education and further training for employment.

Course Assessment

Each unit carries an equal weighting of 33%. At AS and A2, two units are examined internally (66%) and one unit is examined externally (33%).

Entry Requirements

GCSE passes in five subjects at C grade, including English Language and Mathematics.

Additional Information

Please contact Mr Tournay-Godfrey.

DESIGN AND TECHNOLOGY

Introduction

The DT department offers enthusiastic and creative designers the opportunity to be inspired, develop key skills and become innovative in a rapidly changing world through this stimulating Product Design course (OCR Specification H053 and H453).

If you have a passion for designing products, improving or developing ideas and readily accept 'hands-on' challenges, this is the course for you. Product design is an all encompassing design subject which allows you to broaden your material knowledge, however, the bias is aimed firmly at materials such as paper, card, wood, metal and plastic. Ultimately the course provides flexibility for you to specialise in your desired material area.

As with GCSE work, the A Level has a strong coursework weighting. Students must be organised in their work and deliver results in the subject both in lesson and in between through home study and allocated study periods. This will be supported by outstanding and passionate teachers to allow your potential to flourish.

Course outline

AS Level

60% Coursework – Product Study

Select an existing marketed product – analyse it and develop ideas to improve it. Work consists of analysis, evaluation, ideas generation, product development, CAD modelling and testing. This coursework does not feature a final constructed product but instead allows creativity and imagination to thrive.

40% Exam – Advanced Innovation Challenge

Students complete work similar in format to that of typical DT coursework but in an exam setting. Students will design a product for a given situation, developing, modelling and presenting ideas. This involves both written and small scale practical work. The bulk of the exam is performed over the period of a full school day. An exam that you will enjoy!

A2 Level

60% Coursework – Design, Make and Evaluate

Based on your most confident material area, this coursework is very typical of DT coursework completed at GCSE. Students design from concept through to a final constructed product, a project of their choice. This is an incredibly detailed piece of work that allows students to be creative whilst producing a final product of market potential and professional standard.

40% Exam – Product Design

Based on student's chosen material strengths, there are 2 sections to the exam. One section focuses on knowledge of material technology whilst the other section involves creating ideas for a given design situation.



DRAMA AND THEATRE STUDIES

Introduction

This is an extremely stimulating, interesting and challenging course. It is widely recognised by all Universities and Colleges for further studies at that level. It encourages students to develop the appropriate theatre skills and the integral discipline of theatre work. The course extends candidates' knowledge and understanding of theatre and encourages a critical and sensitive response to its complexities.

Course outline

AS

Students will follow the Edexcel syllabus

Unit 1 deals with the exploration of drama and theatre. It requires the analysis of two play texts through exploration and study to gain an understanding of how plays are structured and interpreted.

Unit 2 is Theatre Text in Performance. It requires that understanding and experience gained in Unit 1 be applied in a performance context. Students will perform a monologue / duologue and a piece of group work.

A2

The A Level course will broaden and deepen the knowledge, skills and understanding acquired in the AS and enable candidates to develop further the appropriate production and performance techniques.

Unit 3 is Exploration of Dramatic Performance. It requires the creation of a unique performance created in a group context. Experience and understanding gained in both AS units may be applied to an original production.

Unit 4 is Theatre Text in Context and is a 2 ½ hour exam on a set text and historical performance conditions. It requires a historical and directional approach to theatre texts.

Course assessment

AS

Unit 1 Exploration of Drama and Theatre
Unit 2 Theatre Text in Performance

A2

Unit 3 Exploration of Dramatic Performance
Unit 4 Theatre Text in context

Requirements: Minimum of a C grade at GCSE in drama.



ENGLISH LITERATURE

English Literature is about human nature. To study English Literature for AS and A Level at St Alban's is to study human nature as seen through the eyes of some of the greatest writers in history. It is with the help of these men and women that you will learn to foster your own abilities as writers, critics, actors, speakers and readers, and it is a process which will have a profound and wholly positive effect on the ways in which you think and communicate in later life.

At St Alban's, you will have been encouraged to read widely for pleasure and study; it is at AS and A Level that these skills will prove valuable. It is a basic premise of the way English is taught that you should "connect" with the texts you are studying, and we have chosen a course which offers a wide range of compulsory study texts and a significant amount of free choice for the teacher in the material studied for coursework. This, combined with the way in which the teaching of the course will be structured, will allow teachers to focus on their areas of expertise, which is an enormous benefit for you. It is our intention to ensure that the course is enhanced by a number of relevant activities such as theatre visits, workshops and visiting speakers.

Course outline

Students will follow the AQA "English Literature A" specification. This involves the study of a wide range of 20th and pre 20th Century poetry, prose and drama, including at least one of Shakespeare's plays. The course consists of four modules, each leading to an "assessment unit". This will consist of examination questions on prepared and unprepared texts, and will include the opportunity for students to be assessed on coursework.

Course assessment

AS: Two units: One examination One coursework

A2: As above – full details supplied at Open Evening

Progression after the course

English A Level will provide students with a thorough grounding for any course or career which requires a high standard of communication skills. These might include degree courses in English, humanities, politics, careers in broadcasting, journalism, publishing, law, teaching, banking or the caring professions.

Entry requirements

To study the A Level English Literature course, students will normally require at least a Grade C at GCSE for English Literature and English.

Other course requirements

In order to enjoy this course and to succeed in it, it is essential that students are keen readers. In addition to the set texts, students will be expected to read widely by themselves. They will be provided with reading lists to assist them.

Additional information

Please contact Ms Yelland or Mrs Midgley

ENGLISH LANGUAGE

Introduction

The desire for self-expression is a fundamental human need. As necessary as breathing, all human beings, in all cultures, at all times, have felt the urge to reveal who or what they are.

The English language gives us the power to argue, persuade, instruct or simply describe whatever it is that matters most to us. In fact, our use of English is what makes us human. From the intricate patterns of poetry to the vivid splashes of street-slang colour, English provides us with a uniquely flexible mode of expression. It is a living phenomenon too. American, African, Caribbean, Irish, Australia and Asian cultures all now feed into the vast central body of spoken and written English, providing new ways of describing, seeing, and knowing the world. The study of English is, truly, the study of ourselves.

Course outline

Students will follow the AQA English Language B specification. This will involve academic study of the development of the English language and the opportunity to write creatively. The course consists of four discrete modules, each of which leads to an "assessment unit", as described later.

Course assessment

AS and A2

Units will consist of two in each year. Full details will be provided at Open Evening.

Progression after the course

Either of the English A Levels are highly desirable qualifications, especially if you are interested in any kind of career of course that requires a high standard of communication skills. These might include degree courses in English, Humanities, Politics or Media, or careers in broadcasting, journalism, publishing, law, teaching, personnel, or the caring professions. You should also regard English study as being an important "tool for life", because it teaches you so many things that are vital to help you become a well-rounded human being, and yet which are impossible to categorise.

Entry requirements

If you would like to study English Language at A level you will usually need to have achieved at least grade C in English and English Literature. In addition, it is essential that you are a keen reader and writer. You will, of course, receive reading lists to help you with this.

Additional information

Please contact Mrs Lim-Edwards.



FOOD TECHNOLOGY

Edexcel – this course is delivered at Northgate and Copleston High Schools on Tuesdays and Thursdays from 2-4:30pm.

Introduction to the course

The growth in the food industry has been phenomenal over the last 5 years, with approximately 150 new food and drinks products being launched every week! Studying Food Technology at A Level is a way into this dynamic, varied and well paid industry. The nature of Design and Technology is so diverse that the Food Technology A level can be used as an entry to a vast range of degree and HND courses, both science and business based.

Minimum entry requirements

Centre requirements and, in addition, at least a C grade in Science.

Learning and teaching styles

Practical work, formal teaching of food science theory, discussion and independent student research.

Assessment

AS level: Coursework internally assessed – 60% of AS grade

1 ½ hour examination – 40% of AS grade

A2 level: Coursework internally assessed – 60% of A2 grade

2 hour examination – 40% of A2 grade

Course details

AS Unit 1 – Portfolio of Creative Skills (coursework)

There are three distinct sections to this portfolio:

- **Product Investigation:** a detailed investigation of commercially produced food products including the function of ingredients used, manufacturing processes and quality issues.
- **Product Design:** you will consider a design problem and produce a range of alternative ideas that focus on the whole or parts of the problem.
- **Product Manufacture:** you will develop skills in production planning, making and testing food products

AS Unit 2 – Design and Technology in Practice (examination)

A2 Unit 3 – Food products, Nutrition and product development

In this unit you will develop a knowledge and understanding of:

- A range of food commodities, their processing and typical spoilage patterns.
- Aspects of nutrition
- Product development and food innovation

A2 Unit 4 – Commercial Design

In this unit you will be given the opportunity to apply the skills you have acquired and developed throughout the course to design and make a food product of your choice.

FRENCH / GERMAN

Introduction

If you are interested in languages and communication, and you enjoy learning about other cultures and ways of life, similarly, if you are interested in the business world, in travel or tourism, in literature or in journalism and the media, then you are likely to find the course appropriate.

Course outline

The course will help you to develop your study skills, but you will also learn to communicate at a higher level. You will learn more about a wide range of aspects of the society or societies in which the language is spoken.

Topic Areas

AS - Youth culture and concerns

Lifestyle, health and fitness

The world around us

French – speaking world

Education and employment

A2 - Customs, religions

National and International events

Literature and the arts

Course Assessment

AS

Unit 1 – Spoken expression and response (8 – 10 minutes) 30% of AS weighting

- 1 response to a stimulus (4 minutes)
- Conversation on issues (4 minutes)

Unit 2 – Understanding and written response (2hr 30) 70% of AS weighting

- Mixture of listening and reading tasks
- Writing element (letter, report, article)

A2

Unit 3 – Understanding and spoken response (11 – 13 minutes) 35% of A2 weighting

- Translation task
- Essay
- Reading and research based task

Progression after the course

There will be a range of opportunities open to you, where you can continue to use and further develop your language skills. Some students choose to do degree courses in language, others choose to pursue a Higher Education course in another subject but choose a language option alongside it. Having a language at AS or A Level will certainly improve your employability, in particular with companies which have International branches.

Entry requirements

At least grade B in GCSE French / German or equivalent.

Additional information

We will arrange the possibility of ten days work experience in France or Germany. You will also be doing the Language Leaders Award. For further information please contact Monsieur Magotte.

GENERAL STUDIES

Introduction

General Studies qualifications are a reflection of the wider learning that takes place within a sixth form. Elements of General Studies are taught throughout the sixth form as part of the programme of Core and Foundation studies.

Course outline

General studies is an interdisciplinary subject and is by its very nature broad based in content. It provides candidates with an opportunity to examine issues of abiding and contemporary importance. It aims to foster a critical awareness and understanding of contemporary issues and develop the ability to present arguments in a logical and coherent form.

Topics covered aim to encourage an understanding of continuity and change in the modern world, as well as the inter-relationship of areas of knowledge.

In Year 12 students are given the opportunity to enter the AS examination. In Year 13 students may enter the A2 Level examination following successful completion of the AS.

Course assessment

AS / A2 – Assessment is based on terminal examinations.

Progression after the Course

A Level General Studies can assist in entry to many higher level and degree course, and allows credit to be given for wider study within the sixth form.

Entry requirements

Entry for AS/A2 level General Studies is subject to a satisfactory performance in a trial examination.

Additional information

Please see Mrs Shaw

CRITICAL THINKING

Introduction

Critical Thinking AS is a different type of subject to the other choices you can make in Sixth Form and can be taken as part of the Foundation Studies programme that also includes General Studies.

Rather than learning the facts, students learn to analyse and evaluate ideas and arguments, and how to construct clear, logical and coherent lines of reasoning.

Critical Thinking works well alongside any combination of A Levels as it develops skills that are useful in many areas of the curriculum. It is very useful for students hoping to enter Higher Education particularly those students who hope to achieve a number of A and A* grades at GCSE who have the ambition to go on to prestigious courses at University.

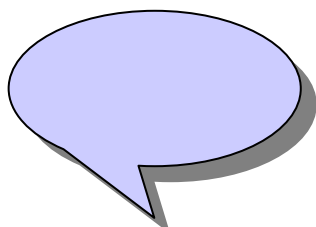
Assessment

This new course consists of two units of assessment both examinations to be taken in June.

Students interested in Critical Thinking should indicate it as an additional fifth AS level.

Additional information

Please see Ms Sullivan



GEOGRAPHY

Introduction

Do you care about our planet? Are you interested in places and cultures? Do you want to develop skills useful in the work place such as leadership, teamwork and project development? If your answer is yes to any of these you should be taking Geography A level.

AS and A2 Geography are practical, challenging and interesting courses. They look at questions which are answered through investigating the world around us. Skills are developed alongside a better understanding of issues such as inequality, global warming, earth events and how they impact on peoples lives.

Course outline

We follow the OCR Course which has 2 units at AS and 4 units for the full A level. AS covers physical and human geography, skills and fieldwork. At A2 this widens out into global issues, geographical skills and fieldwork investigations.

Fieldwork is an essential part of the course. There is a five day residential fieldtrip to either Barcelona, Spain or to the Peak District, Derbyshire and a one day trip following the North Norfolk coastline.

Progression after the course

Many geography students go on to degree level geography and to other courses linked with aspects of the course such as biology, business, tourism, management and geology. The A level develops skills of research, numeracy, ICT, essay writing, group and individual study as well as a wide knowledge base. These are skills employers like. Geography graduates are amongst the most sought after by employers and are in a wide range of careers such as tourism and leisure, management, business, teaching, medical or the caring professions.

Entry requirements

Normally students will have a grade C or above at GCSE (Higher tier). English and maths grade C or above.

Other course requirements

A Level Geography is an exciting yet demanding course. Students need to work hard, meet deadlines, keep up to date with the news and current affairs. We ask students to subscribe to "Geography Review" to help with wider reading.



Additional information

Please contact Mrs Hughes, Mrs Welbourne or Mr Coles

GEOLOGY

This course will be taught at St Albans and Northgate High Schools on Tuesdays and Thursdays from 2 – 4:30pm

Introduction

If you are interested in volcanoes, dinosaurs, earthquakes and space, then this is the subject for you. As well as being fascinating in its own right, a qualification in geology leads to a wide array of careers and opportunities for further study and is becoming increasingly useful as environmental and energy issues grow ever more important.

Future progression

A qualification in geology leads to work and study in fields such as civil and environmental engineering, planetary geology, exploration, environmental work and ecological projects. Geology is often linked to physics, chemistry, biology and geography both at A level and at degree level.

Course outline

We will be teaching this exciting new course for the first time in September 2010. We will be following the OCR Geology syllabus, initially at AS but, we hope, leading on to the A2 course. This A level course involves all the aspects mentioned above as well as more detailed study of the different types of rocks and how they form, practical work looking at maps, rocks and fossils and fieldwork.

Course assessment

Unit`	Modules	Assessment
Global Tectonics	Earth Structure	Written paper 1hr – 30% of total AS marks
	Earthquakes	
	Continental drift, sea floor spreading and plate tectonics	
	Geological structures	
Rocks – Processes and Products	The rock cycle	Written paper 1hr 45mins – 50% of total AS marks
	Igneous processes and products	
	Sedimentary processes and products	
	Metamorphic processes and products	
Practical Skills In Geology	Centre based or Fieldwork task	Coursework – 20% of total AS marks

Additional Information

Please see Miss Dunderdale



HEALTH AND SOCIAL CARE

This course can be studied at a variety of different levels:

AS Level GCE – 3 AS units

AS Level GCE (Double) – 6 AS units

A Level GCE – 6 units (3 AS + 3 A2)

A Level GCE (Double) – 12 units (6 AS = 6 A2)

Introduction

GCE Health and Social Care awards are part of a suite of GCEs designed to contribute to the quality and coherence of national provision and have a clear place in the Government's vision for secondary education. These awards incorporate an extremely wide range of AS and A2 Level units. These are flexibly structured to give candidates choice to form qualifications that can be highly individual to their personal aptitudes, interests and ambitions. At AS GCE Level, single (3 units) and double (6 units) awards are available. At GCE Level, single (6 units) and double (12 units) awards are available. Grades are awarded from A-E for both single awards and AA-EE for double awards. Units are assessed either internally by the production of a long assignment or portfolio, or externally assessed by examination, set and marked by the awarding body.

These awards are designed to provide vocational enhancement to AS GCE and GCE Biology, Psychology and Sociology. They also provide better progression from GCSE Health and Social Care. Using work-related contexts, innovative teaching and assessment methods, these new awards offer a broad introduction to this vocational area. These awards are designed to provide a progression route to University or College education and further training for employment.

Course Outline

AS Level GCE- 3 mandatory AS units:

- Promoting quality care, looking at legal rights and legislation that protects clients
- Communications systems and methods in the workplace
- Promoting good health

In addition to these units, the Double award allows extra AS units to be taken. Units could include 3 of the following:

- *Health and Safety
- *Health as a lifestyle choice
- *Working in early years education
- *Complementary therapies

At Advanced level, the AS units are added to more challenging A2 selections. One is mandatory and is about care practise and provision. Optional units can be taken from:

- Child development
- Mental Health
- Anatomy and physiology
- Social trends
- Research methods in health and social care. All students will be expected to take a full part in opportunities available, such as interviewing professionals in the workplace, making contacts for research in a variety of care settings, and independent community service

Progression after the Course

GCE Health and Social Care at either the AS or A Level provides an ideal step into the care professions such as nursing, social work, careers in working with children and vocations such as pharmacy, ambulance technician, paramedic, healthcare technician and other public services. It will allow you to enter into higher education at University, on a variety of degree programmes, as well as further in post training courses leading to degrees, diplomas or further NVQ courses. Entry into employment is also a valid option for students completing these courses.

Entry Requirements

We would normally expect grades CC in Double Award Science at GCSE. In addition, a minimum grade C in English Language is required at GCSE.

Additional information on the course from Mrs Butcher

HISTORY

Course outline

We will be following the OCR exam board History B syllabus comprised of four units which enable us to choose a variety of topics and types of assessment. These enable students to develop a wide historical knowledge and understanding. As with GCSE, there will be the opportunity to study topics in depth and to look at developments over longer periods of time. We will combine units which develop skills of historical explanation, understanding and analysis. Students will also examine the interpretations of historians and discuss why their views differ.

In year 12, students follow a programme of study comprising of the following:

1. Lancastrians and Yorkists 1437-85

Students will explore the ideas, actions and events that contributed to the period known as the Wars of the Roses, including: - The rule of Henry VI, the difficulties the King faced in retaining his land, keeping the loyalty of his subjects, and why he chose to marry Margaret of Anjou.

The lead up to the Civil war, what grievances led to Cade's Rebellion, the battle of Heworth Moor, the ambitions of Richard of York and the first battle of St Albans!

The Wars of the Roses, dynastic rivalries, the role of individuals, such as Richard of York and Warwick, the effect of strife on the English economy, society and culture.

Edward IV and Warwick, the King's reign and his relationship with his advisor the King maker.

Richard of Gloucester as Duke and King, the battle of Bosworth Field.

Assessment by 1.5 hour examination answering one question from a choice of two, written in essay form.

2. The Vikings in Europe 790's – 1066

Students will explore patterns of change and continuity in the Viking civilisation and their impact on Europe. Content will include: Viking Scandinavia, kland, climate, social structure, culture and religion.

The Viking raids, why did they conquer and settle in Europe? The warriors, their ships and weapons.

The impact of Viking raiders, conquest of English Kingdoms, the establishment of Danelaw, impact on Normandy and Ireland.

Assessment by 1.5 hour examination answering two questions based on sources.

In year 13, students will study the following:

1. The debate over Britain's 17th Century crises, 1629-89

Pupils will explore issues of interpretations of the events during the time period, including:

- The Whig view, a struggle for political and religious liberty.
- Charles and the personal rule: tyranny or effective government?
- Was the outbreak of civil war accidental?
- The impact of the civil wars and the Interregnum.
- The years 1688-89 : invasion , revolution or aristocratic coup?

Examined by a three hour controlled assessment where candidates answer two questions analysing an extract from an historian and considering their interpretations.

2. A personal study which fosters the students' individual interests and skills as an historian. This unit can link with (but not overlap) other modules or can be a different area of history that they wish to investigate. Students have freedom of choice as to which subject they wish to study, provided the route of enquiry is agreed by the exam board.

Progression after the Course

History is an excellent A Level to study if you hope to follow any Arts/Humanities/Social Science course at University. History A Level is very well regarded by employers who appreciate the variety of analytical skills involved in advanced historical study. It is particularly useful to anyone considering a career in journalism, law or any career where an understanding of the past is helpful. Other popular careers include accountancy, banking, insurance, teaching, civil service and social work.

To register for History A Level or AS Level you will be expected to have GCSEs at C or above in History and English. Further information on the course from Ms Sullivan or Mrs Lawrence.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

Introduction

In today's world where ICT is constantly changing, individuals will increasingly need skills to adapt and successfully work with new and improved systems. These skills are now as essential as the traditional skills of literacy and numeracy. The impact of ICT on society is enormous and as the percentage of businesses and households connected to communication networks such as the internet grows, so does the need for individuals who can master and manipulate these new technologies.

AS and A Level ICT encourages students to become discerning users of ICT. It allows them to develop a broad range of ICT skills, knowledge and understanding. The subject is available to any student who has an interest in ICT and a desire to do well in its study.

Course outline

AS ICT provides an introduction to information systems and applications; focusing on hardware and software including the use of spreadsheets and relational databases. Students will consider the role and impact of ICT covering future developments, crime and networking. The theoretical subject areas are supported and demonstrated in the completion of structured practical tasks; the coursework element.

Course assessment

The AS is made up of two mandatory components. An examined unit (60%) and a series of practical tasks (40%). These form 50% of the four unit A Level.

The A2 course covers recent technological developments in ICT: ADSL, satellite communications and cellular telephones for example. A2 ICT builds on themes and topics introduced at AS and looks more closely at real life applications of ICT. Coursework at A2 requires the students to work with a third party to develop a system that solves a business problem.

Progression after the course

ICT provides students with a wealth of skills and knowledge that can be applied to many possible careers and University courses. The A2 course follows the system's life cycle and develops the students' problem solving ability and project management skills.

Entry requirements

Any student who has studied ICT in year 11 will need a grade C or equivalent at GCSE to continue with the course.

Additional information

Please contact Mr Gardner



MATHEMATICS

Introduction

Mathematics is an exciting new world waiting to be explored. It is our aim to make this journey as interesting and as varied as possible. Students will be taught to reason logically, to generalise and to construct mathematical proofs. They will develop the ability to recognise how situations can be represented mathematically and to understand the relationship between 'real world' problems and possible mathematical models.

We are able to offer a comprehensive range of computer software to facilitate the maths student. This includes Autograph and the Virtual Image algebra and trigonometric packages.

Course Outline

At A Level, all students will follow the AQA syllabus which provides a modular approach. This scheme gives rise to four possible courses.

- Mathematics (A Level)
- Mathematics (AS Level)
- Further Mathematics (A Level)
- Further Mathematics (AS Level)

Each course will comprise a balance of the three mathematical areas of Pure, Mechanics and Statistics.

Expected modules to be studied in Year 12

Mathematics: Core 1, Core 2 and Mechanics 1

Further Mathematics: Further Pure 1, Further Pure 4 and Decision 1

Course assessment

All units are assessed by an end of unit test. Three modules will be sat in the June of year 12, which will comprise the AS qualification and a further three in year 13 which will comprise the A2 component. Although coursework is not assessed, a variety of approaches to the subject such as investigations, practical work, surveys and case studies will be an integral part of the teaching.

Progression after the course

Mathematics A Level and AS Level provide the skills and knowledge which underpin many scientific subjects such as Physics and Chemistry and also the statistical analysis used in Psychology, Biology, Geography and Business Studies courses. In an ever more technological world, the ability to analyse, abstract and model situations is increasingly valued and Mathematics and Further Mathematics are therefore seen as a real asset for a range of career choices.

For those with a deeper interest in the subject, Further Mathematics A Level and AS Level offer an opportunity to extend these studies further. It provides excellent preparation for University courses in Mathematics, Engineering and Theoretical Physics in addition to other further education courses.

Entry requirements

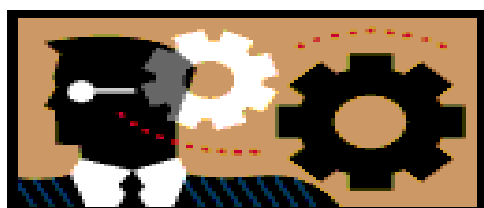
Candidates achieving a Grade B or higher will be eligible for the AS Level and A Level Maths course. Candidates achieving a Grade A will be eligible for the AS Level and A Level Further Maths Course.

Other course requirements

Students will need a Graphics calculator costing approximately £60.

Additional information

Please contact Mrs Meadows-Smith or Mr Greenaway.



FREE STANDING MATHS QUALIFICATION AND AS USE OF MATHEMATICS

Who is it for?

Students who have achieved a grade C at GCSE Mathematics at either the Higher or Foundation Level and who wish to continue studying application of maths to support their studies in other subject areas such as sciences, psychology, geography and business.

Introduction

The emphasis of this course is on functional maths. It concentrates on applications of Mathematics rather than theoretical knowledge. Students will be taught to reason logically and to apply mathematical principles in the solution of real-life problems. They will use and interpret data as it arises in other subject areas and will develop skills in communicating and interpreting mathematics.

There is a strong emphasis on the use of ICT. We are able to offer a comprehensive range of computer software to facilitate students' learning. This includes Autograph Graphing and Statistical software and the Virtual Image algebra and trigonometric packages.

Course outline

Students will follow the AQA Syllabus 2011 studying the Free-Standing Mathematics Qualifications and the AS unit as individual modules.

The freestanding Maths Qualification modules are:

- Working with Algebraic and Graphical Techniques
- Using and Applying Statistics

Each module is individually certificated and UCAS – rated. If these modules are completed, they can be amalgamated with a short additional module:

- Applying Mathematics

To form the Use of Mathematics AS Level.

Success in AS Use of Mathematics gives automatic exemption from both written and coursework assessment of Key Skills Level 3 Application of Number.

Entry requirements

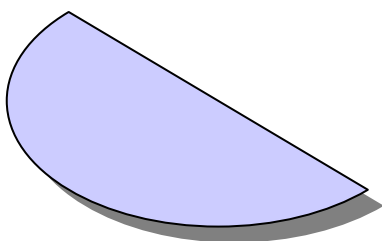
Candidates achieving a Grade C at GSCE at either the Higher or Foundation Level will be eligible for this course.

Other course requirements

Students will need a Graphics calculator costing approximately £60.

Additional Information

Please contact Mrs Meadows-Smith.



MEDIA STUDIES

Year 12 (AS level)

Unit 1 and Unit 2 provide an integrated and complementary introduction to the study of the media and the contemporary media landscape. The content of both units is underpinned by the key media concepts and media platforms:

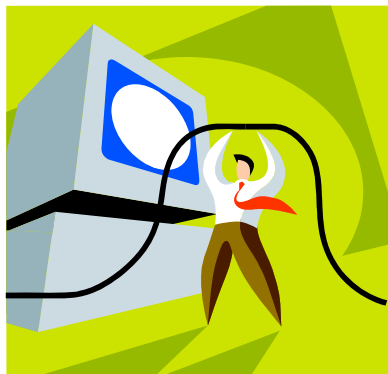
- Broadcasting
- Print
- Digital / Web – based

Unit 1 – Investigating Media

The aim of this unit is to enable students to investigate the media by applying media concepts to a range of media products in order to reach an understanding of how meanings and responses are created. Students are encouraged to investigate the contemporary media landscape and the changing contexts within which media texts are produced and consumed.

Unit 2 – Creating Media

In this unit students will produce two linked media artefacts taken from two of the three media platforms studied in unit 1 : Investigating Media, with a single, accompanying evaluation and pre-production materials for both pieces.



Year 13 (A2 Level)

At A2 candidates will build on their AS work to look more fully at the *contexts* of media production and consumption – *why* as well as *how* texts are created as they are. As well as building on the concepts studied at AS, candidates will look at contemporary debates and theories as appropriate.

Unit 3 – Critical Perspectives

The aim of this synoptic unit is to allow students to demonstrate their holistic understanding of the Media Studies Specification. It is assumed that during the course of their study they will have covered media concepts in some detail but, generally speaking, individually. At this level they are encouraged to examine the media in a less formulaic way.

Unit 4 – Media: Research & Production

In this synoptic unit candidates will build on their skills from AS study to investigate a media theme / text in more depth and realise a production piece reflecting this research. The unit has two sections:

1. Critical Investigation
2. Linked production piece

MUSIC GCE AS LEVEL – AQA SYLLABUS

AS Music is a varied and interesting course which offers students the opportunity to develop their instrumental skills through performing and composing as well as increasing their awareness and understanding of musical styles, genres and forms. This course provides a good balance between practical music making and more academic study. There are opportunities to use music technology as part of the course.

AS Course outline

The AS specification has 3 units:

Unit 1 – Influences on music

This includes a listening paper, identifying features of musical styles and genres and essay questions based around the study of a set work and an area of study.

Unit 2 – Composing

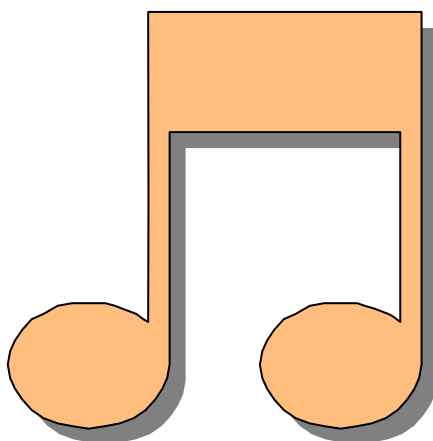
This unit forms a controlled assessment of 20 hours. Students will be required to complete a composition assignment demonstrating an understanding of form, harmony, rhythm and melody. This may be in the form of a free composition, or completing a pastiche style exercise.

Unit 3 – Performing

Students will need to perform and record two performances, both lasting around six minutes. This may be on a solo instrument, with an ensemble or using music technology.

Course requirements

Students wishing to undertake AS music should ideally have at least a grade B pass at GCSE music and should be able to perform to a minimum of ABRSM grade 4-5.



PSYCHOLOGY

Introduction

Psychology is the study of human behaviour and as such combines well with many other A Level choices. The course is designed to enable students to select, organise and communicate relevant information in a variety of forms. The AS course is designed to gain a foundation in psychology and the A2 course enables them to develop their understanding through the applications, such as Criminological Psychology.

Course outline

AS LEVEL

Unit 1 is designed to introduce the social and cognitive approaches to psychology through the development of key content areas. The unit is divided into two parts, Social Psychology: Obedience & Prejudice and Cognitive Psychology: Memory & Forgetting.

This unit requires the students to conduct two practical investigations and use this practical knowledge within the context of the examination.

The unit constitutes 40% of the Advanced Subsidiary and 20% of the A Level.

Unit 2 is designed to extend the student's understanding of psychology by building on what has been learnt in Unit 1, together with issues about relevant research methodology. Unit 2, Understanding the Individual provides an introduction to three other approaches in psychology, the Psychodynamic approach, the Biological Approach and the Learning Approach. As in Unit 1, practical investigations will be conducted and students will use this knowledge in the examination.

The unit constitutes 60% of the Advanced Subsidiary and 30% of the A level.

A LEVEL

Unit 3 – The aim of this unit is to enable the student to study how psychology can be applied to the real world. Each of the applications within this unit, for example Criminological Psychology and Child Psychology, are related to a vocational context in which a psychology graduate may operate. The Unit, therefore, is intended to take the general theoretical approaches studied at AS beyond the academic, whilst also including research, methods and other issues. There is greater focus on evaluation, assessment, application and comment than on knowledge with understanding.

The unit constitutes 20% of the A Level.

Progression after the course

Psychology provides a useful qualification for those intending to enter a range of professions. It is also well respected for entry onto degree courses and into employment.

Entry requirements

GCSE grade C or above in English and Mathematics

Course assessment

AS

Unit 1 1 hr 20 mins
Unit 2 1 hr 40 mins

A2

Unit 3 1 hr 20 mins
Unit 4 2 hours

Additional information

Please contact Mrs McIlroy.

PHILOSOPHY AND ETHICS

Introduction

The Philosophy and Ethics A Level course is very stimulating and rewarding. It covers the big questions such as, 'Does God exist?', 'Why is there evil?' and 'How should we live?' as objects of academic investigation which are also dynamically relevant to real life.

Students draw on and respond to the work of the greatest philosophers and Christian theologians, using skills of enquiry, evaluation and empathy.

Course outline

The AS course comprises two modules:

Module 1: Philosophy of Religion

Module 2: Ethics

Some of the topics covered in Ethics are new to students others will have been studied at GCSE level, for example Abortion and Euthanasia, but these will now be covered in much more depth. Students will be taught about Ethical Theories and will relate these to the Practical Ethics topics. The Philosophy of Religion will be like taking a new subject, as none of it is covered at GCSE.

Course Assessment

Each module is assessed by an examination. There is no coursework.

Progression after the Course

One of the benefits of studying Philosophy at this level is that it teaches high level thinking skills, and is good training for anyone considering taking a degree in any discipline. 'A' Level Philosophy and Ethics is becoming increasingly popular nationally with more students than ever applying to read Philosophy or Theology at University. This course also combines very well with other Arts disciplines and is of particular benefit for students considering reading Law, History, English, Psychology and other courses. The academic skills required will be beneficial for a multitude of educational pursuits and the course caters for a wide variety of interests. Philosophy and Ethics provides a general preparation in skills suitable for many areas of employment.

Entry Requirements

Religious Studies and English GCSE grade C or above.

Additional Information

For further information contact Miss Matthew.

SCIENCES AT GCE ADVANCED LEVEL

Introduction

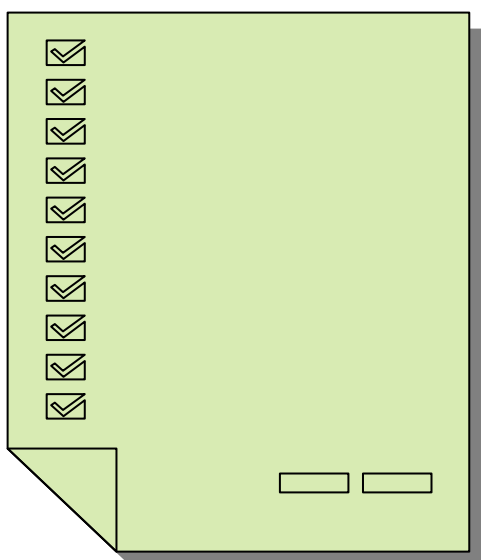
Science in the sixth form is divided into the three individual subjects of Chemistry, Biology and Physics. Applied Science and Environmental Science are also offered as a more vocational pathway. The courses are designed to provide a smooth transition from GCSE to A Level. Students may choose to study only one subject or two or all three.

Whatever combination is chosen, students can expect a stimulating, challenging and rewarding course, enabling a fuller understanding of the world in which we live as well as opening up many opportunities for post sixth form education and work.

All the courses follow a modular assessment structure, which allows setting of short term targets, regular monitoring and feedback on progress. The first year of study is at AS level. This may be converted into a full A Level in the second year of study.

Entry requirements

The normal entry requirement for studying an A Level is Grade B at GCSE level Science. It is also recommended that those students intending to study A Level Physics and Chemistry and Biology should have at least a grade B in GCSE Mathematics and students intending to study Applied Science or Environmental Science should have at least a grade C in GCSE Mathematics.



APPLIED SCIENCE

Introduction

This new broad based qualification in Applied Science may be used to give a general vocational introduction to science at an advanced level.

The flexible structure allows for a variety of vocational pathways, for example in analysis and detection, the environment, manufacturing, health and communications. There are many opportunities for candidates to actively experience links with local employers, case studies and research.

The qualification provides appropriate progress from GCSE Science for candidates wishing to follow a vocational pathway. The Advanced Subsidiary qualification may be used to compliment other vocational courses or provide a work related experience for candidates taking non-vocational subjects.

Course outline

The course comprises of three mandatory units in year 12 for the AS qualification, followed by a further 3 units in year 13 to complete the full A level qualification.

Course assessment

In year 12 and 13, two of the units are assessed by portfolio evidence and one by external examination. There is no final examination. The students grade is arrived at by a combination of portfolio grades and module examination results.

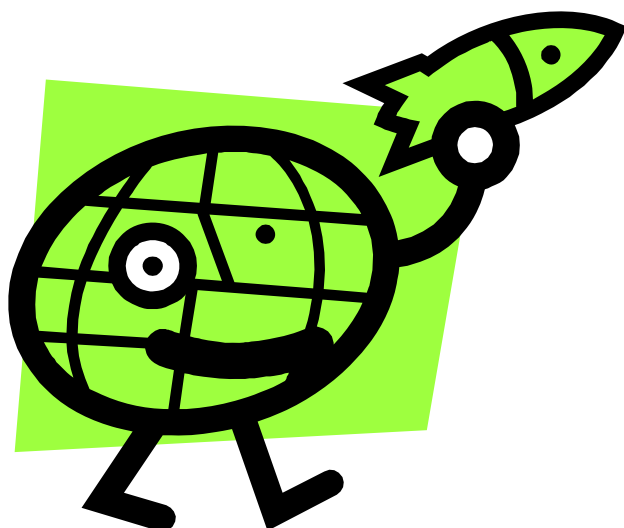
The essential skills of Communication, Application of Number and ICT are covered in the course.

Entry requirements

GCSE passes in at least five subjects at C grade or above. The passes should include C or above grades in Science, Mathematics and English.

Additional information

Please see Mr Pattinson.



BIOLOGY

Introduction

The field of Biological Science saw some of the most exciting developments of the 20th Century and promises continuing advances in the 21st century. An understanding of the way that humans interact with their environment has become essential for our long-term survival. At the same time, medical advances require even greater insight into the way that the human body functions.

The OCR GCE in Biology engages and inspires students by showing how an understanding of many contemporary issues require a grasp of fundamental biological ideas.

The GCE course covers a broad range of topics, many of which were studied at a simpler level at GCSE. These include cell structure, biochemistry, anatomy and physiology as well as heredity and ecology. The course provides a seamless progression from the GCSE programme of study and enables students to sustain and develop an enjoyment of, and interest in, biology and its applications.

Throughout the course, there is considerable emphasis on the practical applications of biology and its topics involve practical work in the laboratory. It is expected that students will attend a three day residential fieldtrip in year 13 as part of their A2 coursework. The cost will be approximately £160.

Course content

The OCR Advanced GCE in Biology comprises of:

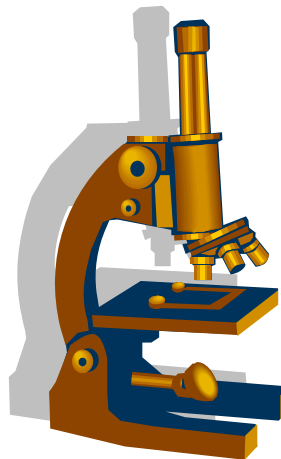
Unit

AS

1. Cells, exchange and transport
2. Molecules, biodiversity, food and health
- 3a. Practical skills in Biology

A2

4. Communication, Homeostatic and Energy
5. Control, genomes and Environment
- 6a. Practical skills in Biology 2



Course assessment

Unit	AS / A2 weighting	GCE weighting
1 External assessment – 60 mins	Unit 1 40% of AS	30%]
2 External assessment – 105 mins	Unit 2 50 % of AS	50%] 25% of A2
3a Internal assessment	Unit 3a 20% of AS	20% _]
4 External assessment – 60 mins	Unit 4 40% of A2	
5 External assessment – 105 mins	Unit 5 40% of A2	
6a Internal assessment	Unit 6 20% of A2	

Progression after the course

A biology student may consider a career in industry, research or the service sector. The following list provides only a sample of opportunities available: Marine Biology, Biochemistry, Brewing, Microbiology, Psychology, Pharmacology, Veterinary Science, Medicine, Food Science, Horticulture, Agriculture and Conservation. A Level Biology will complement a wide range of subjects including Chemistry, Physics, Mathematics or Geography

Entry requirements

We require grades BB in Double Award Science at GCSE. In addition, a minimum grade C in Mathematics is required at GCSE.

Additional information

If you would like to discuss any aspect of the course or your suitability for A Level Biology please speak to Dr Thackray & Mrs Roberts or Mrs Wright.

CHEMISTRY

Introduction

The work of Chemists surrounds us – the materials we build with, the clothes we wear, the medicines we rely on, the paints and pigments which brighten our lives. Some of the solutions to the environmental problems of the World lie in the hands of chemists.

Chemistry at AS Level and A2 Level is a stimulating mix of theory and practical work about the substances which make up our World and ourselves.

Course outline

We will follow the Edexcel AS and A2 courses. The AS course consists of 3 modules which cover a wide variety of chemical topics and build on GCSE work. This could then be followed by the A2 course which contains 3 further modules. One module in AS and one module in A2 covers the assessment of practical skills.

Course assessment

AS and A2 modules will be examined in externally set examinations. Practical work will be assessed in school during the course of the year.

AS Units

Unit 1 Core Principles of Chemistry
Unit 2 Application of Core Principles of Chemistry
Unit 3 Chemistry Laboratory Skills 1

A2 Units

Unit 4 General Principles of Chemistry 1 (Rates, Equilibria and Organic Chemistry)
Unit 5 General Principles of Chemistry II (Transition Metal and Organic Nitrogen Chemistry)
Unit 6 Chemistry Lab Skill II

Each theory unit will cover three Assessment Objectives

- Knowledge and understanding of Science and how Science works
- Application of knowledge and understanding of Science and How Science works
- How Science works

Progression after the course

The majority of students are likely to proceed to higher education. Chemistry degree courses are widely available. These may be in Chemistry alone or in combination with many other subjects. Chemistry at least to AS Level is essential for Medicine and for many medical related courses. Chemistry at AS level provides an interesting and challenging extra subject for students doing mainly Arts or Social Science as their main subjects.

Chemistry is an acceptable A Level for most degree course applications.

Entry Requirements

We expect students to have achieved at least grades BB in Double Award Science or in Chemistry. We also require a pass at least at grade B in Mathematics.

Additional Information

Please see Mrs Gerry or Mr Brumfitt

ENVIRONMENTAL STUDIES

This course is taught at both St Alban's and Copleston High Schools on Tuesday and Thursdays from 2 – 4:30pm.

Introduction

The study of environmental science introduces the idea that life on Planet Earth depends on a range of interacting systems, focusing on the importance of the atmosphere and the hydrosphere. The study and understanding of the need for energy and water by humans is limited to possible environmental consequences, for example, the enhanced 'Greenhouse Effect', global climate change and resource depletion.

The A level course enables students to gain a deep and well informed insight into the environment and the scientific processes that control and affect it.

The course covers a broad range of topics, some you may have met in GCSE Science or Geography. These include the interaction between the Atmosphere, Lithosphere and Biosphere. Students will be introduced to the key areas of study such as wildlife conservation, pollution, global climate changes and sustainability.

It is expected that students will attend a residential field course in order to appreciate the conflict between human activity and biodiversity. At this stage the estimated cost for the trip is £150.

Course outline

AS

Unit 1: The Living Environment

Unit 2: The Physical Environment

A2

Unit 3: Energy Resources and Environmental pollution

Unit 4: Biological Resources and Sustainability

Course assessment

AS: Unit 1 assessed by 1x1hour paper (60 marks)

40% total AS, 20% total A level

AS Unit 2 assessed by 1x1hour 30 minutes paper (90marks)

60% total AS, 30% total A level

A2: Unit 3 assessed by 1x1hour 30 minutes paper (80 marks)

25% total A level

Unit 4 assessed by 1x2hours paper 80 marks)

25% total A level marks

Progression after the course

Environmental science links to many subjects including other sciences, but also geography, business studies, politics, theology and philosophy. It is accepted by Universities as a science. Careers may include environmental management / monitoring, conservation, engineering and resource management.

Entry requirements

Minimum 5 A* - C at GCSE, CC in Science or CCC if separate science studied, and C in Mathematics, as well as an interest and commitment to the environment.

Additional information

This course is taught at both St Alban's and Copleston High schools: 2 x two and a half hour lessons a week, one lesson at each school.

Please discuss any aspect of the course or your suitability for A Level Environmental Science with Mrs Roberts.

PHYSICS

Introduction

Are you interested in space travel or the search for extra terrestrial life? Do Einstein and black holes have a relative fascination? Have you ever wanted to understand the technology we all take for granted and have you ever wondered what marvels the future holds?

Studying physics at A level will give you opportunities to explore these questions and many others. Find out for yourself that science fact is often stranger than fiction.

Course outline

We will be following an exciting new course called "Advancing Physics" This course has been designed by the Institute of Physics in conjunction with OCR. The course is thoroughly up to date in both content and modes of delivery, making full use of ICT. The physics is made accessible to a wide variety of students, encouraging them to develop their own interests. The course sets the physics in context, making it relevant to everyday life.

The course is supported by a specially written text book and CD-Rom with a vast database of information, questions, interactive software and other resources.

Course assessment

Each module is assessed by externally set examinations except for the coursework modules which are internally set and assessed.

Each module examination will be sat in the June series of examinations. Students have the option of re-sitting each module once in order to improve grades. Re-sits can be done in January or June.

Unit	% weighting	
	AS	A2
Physics in Action	30	15
Understanding and experimentation Processes and Data Handling	50	25
Physics in Practice	20	10
Rise and Fall of the Clockwork Universe		15
Field and Particle Pictures and Advances in Physics		25
Researching Physics		10

Progression after the course

The majority of students are likely to proceed to Higher Education. Physics based degrees open a multitude of doors for both work and higher degree courses. The wide range of careers in physics includes:-

Medical physics, audiology, structural engineering, mechanic engineering, electronic engineering, biomedical engineering, acoustics, systems analysis, meteorology, optometry, geophysics, oceanography, materials science, teaching, biophysics, radiography, metallurgy, medicine, astronomy, information technology. Students may also choose to access a career in physics by leaving school at 18 and training as a technician. For students intending to follow a physics based course at University, Suffolk offers the opportunity of getting a £1000 bursary per year.

Additional information

Please see Mr Pattinson or Dr Askew.

SPORT AND PHYSICAL EDUCATION

Introduction

Whilst the majority of the course is theoretical and classroom based, every opportunity is taken to bring the theory to life through group work, practical demonstration and experimentation. Students will need to be able to play a full part in these more practical learning activities and undertake a compulsory personal exercise programme. Due to the breadth and diversity of topics studied, this course combines well with both Science and Humanities courses. The most successful Sport and PE student is a true all rounder!

You will:

Develop and apply knowledge, skills and understanding of factors which influence the quality and performance;
Develop an understanding of social, cultural, historical, moral, global and contemporary factors in physical education which affect participation and provision of sport and physical activity;
Examine physiological, psychological and biomechanical factors that optimise elite level performance.

Course outline

The course comprises of two mandatory units in year 12 for the AS qualification, followed by a further two units in year 13 to complete the full A level qualification.

Course assessment

Each year, one unit studied will lead to written exams in the summer term (worth 50%). The remaining unit will be assessed through coursework. The coursework offers some opportunity to be active, but the assessment pathway followed is not based on your personal performance ability. The process of you carrying out a personal exercise programme and your ability to understand and analyse advanced techniques in an activity of your choosing, is assessed.

Progression after the course

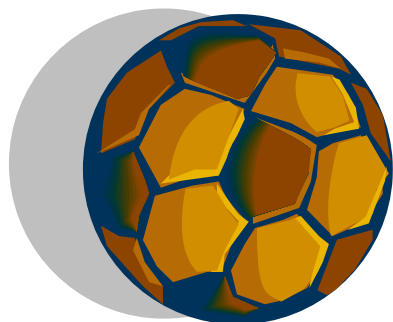
This course provides an excellent base for higher education study and future careers in many fields. Previous students have gone on to study physical education, sports science, physics, biology, psychology, medicine, leisure and recreational management, mathematics, history and sociology.

Entry Requirements

To meet the academic demands of the course, students should have achieved at least grade C in mathematics, English and science. It is not necessary to have studied GCSE PE.

Additional Information

Contact Mr Horne.



COMMUNITY SPORTS LEADER AWARD (Sports Leaders UK)

Introduction

The Sports Leaders UK Trust 2 Community Sports Leaders Award is designed for people over the age of sixteen years who wish to acquire confidence and ability in organising groups in games and physical recreation.

Course outline

The C.S.L Award is divided into seven units of work and ten hours of voluntary sports leadership experience. The seven units and the leadership experience must be completed to the satisfaction of the course director in order to qualify for the award. The units include organisational skills, fitness sessions for sport, organisation of leagues and competitions, improvisation, minor games, potted sports and skill circuit games and activity, the essentials of First Aid and know your friends.

Course assessment

Internal assessment during the course will be by a combination of observation of performance, performance at specially set tasks, questioning and prior achievement. At the end of the course external moderation takes place.

Progression after the course

The course is useful preparation for teaching or sport and recreation courses which involve organisation or leadership.

Additional Information

Please see Mr Horne.



The Diploma – NICE Opportunities

The NICE Partnership (**N**orth **I**pswich and **C**oastal **E**stuaries) has been set up to provide young people in our area with new opportunities to be even more successful. By working together the

- 8 High Schools - Copleston, Deben, Farlingaye, Holywells, Kesgrave, Northgate, Orwell and St Albans
- 2 Colleges - Otley College, Suffolk New College
- and Inspire Training

have been able to set up this new provision for September 2010.

What is different about these programmes?

The Diploma is a new National qualification that offers an innovative mix of both theoretical and practical learning. The Diploma will appeal to students of all abilities and aspirations who will benefit from a course that helps them develop a range of practical and intellectual skills in a broad work-related context.

Which Diplomas are available?

- From 2010 five will be on offer through the NICE Partnership:-
 - **Business Administration and Finance**
 - **Construction and the Built Environment**
 - **Environment and Landbased Studies**
 - **IT**
 - **Society, Health and Development**
- Eventually there will be 17 different diplomas on offer to all young people;
- The Foundation and Higher Diploma are available for students in Years 10 and 11.

What qualifications will I obtain?

The Diploma is a qualification in its own right and will open up a number of progression opportunities. It is sometimes helpful, however, to know what it is equivalent to.

- **Foundation Diploma**, broadly equivalent to 5 GCSEs (grades D-G)
- **Higher Diploma**, broadly equivalent to 7 GCSEs (grades A*-C)

You will also carry on with the core subjects of English, Maths, Science, RE, PE, PSHE and Citizenship and may gain GCSEs in most of these subjects.

What will I be learning in a Diploma Programme?

There are three main types of learning;

- **Principal learning** - this part is subject specific to the Diploma you choose and will enable you to learn through theory and practice. So as well as finding out about things from books and people, you will get to apply this knowledge by doing things in a practical environment. This means that you will have a strong interest in the Diploma subject as you will be spending a lot of time studying that area.
- **Generic learning** - this part of the programme is common to all Diplomas. This will help you to develop and gain confidence in the functional skills of English, maths and ICT. These are important skills needed for success in life. You will also be working on your personal, learning and thinking skills. You will be able to do a project of your choice and spend at least ten days working with an employer.
- **Additional/Specialist learning** - this part of the Diploma allows you to choose another qualification from your school's options. These subjects could be directly related to your main Diploma subject, or simply one that reflects your other interests and ambitions. This could include a GCSE or a wide range of other qualifications.

What can I do next with these qualifications?

- **Foundation Diploma** – you might want to carry on with another Diploma at a higher level in the same or a different subject; you might want to do more GCSEs, a BTEC First or other level 2 qualification, an Apprenticeship or employment with training.
- **Higher Diploma** – you might want to carry on with another Diploma at Advanced level in the same or a different subject; you might want to do A/AS levels, BTEC National, Apprenticeship, NVQ, International Baccalaureate or go into employment with training.
- Choosing a Diploma in one subject, does not mean that you have to follow a career path in that area only. Diplomas give you a broad understanding of a particular area, rather than preparing you for a specific job.
- Following a Diploma programme will also prepare you for further study post 18 at university, college or in employment with training.

How can I find out more?

- Go onto the NICE website – www.niceopportunities.co.uk
- Contact Youth & Connexions via the website www.thesource.me.uk or your adviser in school
- Contact your careers co-ordinator in school
- Pick up a NICE Diploma information pack from your school
- Look on the national Diploma website www.yp.direct.gov.uk/diplomas

ONE YEAR CONSOLIDATION COURSE

This is a course for those students who have achieved a good range of GCSE results including at least three grade C's, who wish to consolidate upon their qualifications but are not yet ready for a full A level course. This course can be tailored to meet the needs of an individual student within the existing course structure offered in the Sixth Form. It offers students the opportunity to acquire vocational and academic qualifications at AS level at the same time as building up a range of GCSE and key skills qualifications.

All students follow the core programme of Key Skills and supported study. Students can then design their own programme of study in negotiation with Sixth Form Tutors to ensure that their individual needs are met.

A typical Consolidation Course would look something like this:

Unit 1: Level 2 Key skills / Functional Skills in Number, ICT, Communication or Functional Skills

Unit 2: Applied AS Science, Health and Social Care or Business

Unit 3: Second applied AS (eg double AS Business) OR an academic AS (eg history, media studies etc)

Unit 4: GCSE studies – resit mathematics, Science, English

Unit 5: Additional GCSE

Unit 6: Foundation studies, Citizenship GCSE

Work related learning units to achieve a level 2 qualification

On successful completion of this course, students can progress to year 1 of a two year Advanced level course.

Please see Ms Sullivan for further details.



GCSE RESITS

We offer opportunities for students to resit GCSEs in English, Mathematics and Science.

ENGLISH

The AQA Specification A syllabus will be offered. Students will normally be encouraged to resit the examination in the first term of Year 12. This opportunity will normally be available to those students who achieved a Grade D in Year 11.

MATHEMATICS

Those students who achieved a Grade D in Year 11 are welcome to join the one year GCSE course. Students will be entered for the Foundation tier which offers up to a Grade C.

SCIENCE

This will be available to students who achieved a grade D in "Additional Science" GCSE in year 11. Modules may be re taken in January or June. Certification will be in the June session of year 12.



In addition, GCSE re-sits are available in the core subjects above delivered by and at Suffolk New College via attendance at Evening classes.

LIFE IN THE SIXTH FORM

On joining the Sixth Form you will move from being a pupil to becoming a student: you will be treated as a young adult with more freedom and more responsibilities. The arrangements and guidelines in this section are designed to help you succeed in your studies and benefit from the many opportunities which await you in the Sixth Form.

Tutorial support and guidance

The student-tutor relationship is a vital part of sixth form life. At St Alban's there is a strong guidance and support system where students are encouraged to discuss any problems, whether academic or social, with their tutors.

At the beginning of your course you will be assigned a personal tutor who will monitor your academic progress and guide you through your applications for a place in higher education or employment. Tutor groups will meet daily and a period will be set aside each week for individual student / tutor consultations. On at least two occasions each term you will have an extended discussion with your tutor to review progress in each of your subjects, and a more formal review of your progress will take place once each term. This should enable you to recognise your own strengths and to devise strategies to overcome any difficulties at an early stage. A summary of your progress in each subject will be issued termly in addition to your annual school report.

The Head of Sixth Form, Ms Sullivan, and Mrs Knight the Student Support Manager are based in the Sixth Form Centre with a team of friendly and approachable tutors who will know you well. Shared facilities and small tutor groups help enhance student-teacher relationships as we strive for high academic and personal standards. The presence of the school chaplain is of special value at this level.

Accommodation and facilities

Post 16 students are based in the sixth form teaching block which has eight classrooms, a study zone, specialist computer room, and resource areas equipped with study spaces and computers. There is also a new arts and humanities block comprising new art and drama accommodation, as well as specialist music rooms. There is also a recently built science building and the school's existing accommodation has been remodelled extensively to the benefit of students in all year groups. Up to date IT facilities are a particular feature of the new facilities and are available to all sixth form students.

Careers guidance and higher education

Careers guidance is a particularly important part of the preparation St Albans Sixth Form will give students for later life. There will be a lot of emphasis on careers education within the tutorial programme. Small tutorial groups give good opportunities for students to discuss career plans with their personal tutors. The Sixth Form Tutors will work closely with you individually to provide you with the up to date information that you will need. You will also be given information on open days at Universities and Colleges plus details of local careers conventions. The school will organise visits to selected open days and careers presentations, especially towards the end of Year 12. Throughout your time in the sixth form you will also benefit from the school's extensive links with local industry and commerce. These will enable you to take part in a variety of work related activities including job shadowing and work based projects. You will meet with our Connexions personal advisor and also have access throughout the year to excellent careers reference material in the Library and in the Careers Library.

Having made a decision on your post Sixth Form destination, you will be guided carefully in the completion of your UCAS (University and Colleges Admissions Service) forms, other College and job applications plus your curriculum vitae. Support will be given throughout this application period and advisers will be on hand after public examination results are published in August.

Private Study

As a sixth form student you will find that you have some times in the school week when you are not required to attend lessons or tutorials. These times are for your own individual or private study. In these private study periods you will be increasingly responsible for yourself but we will help you with this, especially in year 12. The time should be used for preparing and completing assignments, research, reading, collating notes or revising work studied recently in class. You will be expected to show a self-disciplined approach to this work. Private study does not replace homework but it is an important addition and support to it.

The Library, private study rooms and sixth form resource areas are venues for private study. Your tutor and subject teachers will help you to improve your study skills to assist you in using your study time effectively. The librarian and technicians will help you to make the best use of printed and technical resources for your study. As you progress through the sixth form you will become increasingly responsible for your own work and study. This is essential for your examination success and for any further study you may undertake upon leaving St Alban's. It is also important to success in adult working life.

Attendance, registration and absence

Sixth form students are expected to be present and on time for all registration and timetabled lessons, activities and other responsibilities. A system of signing out and back in will operate to allow students to leave the premises during lunchbreak without seeking permission. At other times the Head of Sixth Form or another member of the Senior Management Team may give you permission to leave during the school day for an agreed specific purpose.

Sport , leisure and community service

All sixth form students at St Alban's will be given the opportunity to participate in one session per week of sports activities and/or work in the community. A variety of sport and leisure activities are available both on and off site. This includes competitive fixtures against other sixth forms. There is a Community Sports Leadership course available.

There is also a wide range of opportunities to undertake some form of community service, including work with the elderly, the young, the disabled and the under-privileged. It will also be possible for sixth form students to help younger pupils in the school and work alongside staff in lessons and extra curricular activities. You will be encouraged to arrange your own placements. Not only will this be of help to others, but you also find this type of experience extremely valuable.

Extra curricular activities

Extra-curricular activities are an integral part of sixth form life. They allow you to develop your skills by continuing with familiar areas of interest as well as to try something new. Activities will be available in sport, music, drama, technology, sixth form publications and Young Enterprise activities. There will also be several charity and social events. There will be trips and visits arranged for sixth form students. Some of these will be linked to the curriculum while others will be for general interest.

If your interest is not already catered for, you would be able to fill the gap by suggesting a new venture. Alternatively, you could take the initiative yourself by organising an activity with other students who share your interest.

Rights and responsibilities

As a sixth form student at St Alban's you will continue to develop a close working partnership with your teachers. This will be an increasingly adult relationship built upon a mutual commitment to high standards. Your role in this will therefore need to show commitment to your work and progress, punctuality to lessons and meeting deadlines for study assignments.

The sixth form will offer you many opportunities to exercise responsibility, leadership and initiative throughout the school and within the local community. These will develop personal skills and qualities which will be important to you throughout your life. You will be able to participate in, and help arrange, various social, cultural and sporting activities. You may also wish to serve on the sixth form council. You should take the initiative and take advantage of the many beneficial opportunities that sixth form life has to offer. At all times your conduct should reflect your senior position in the school.

The Sixth Form council

The Sixth Form council is elected by the sixth form students themselves. It meets regularly to discuss issues relevant to sixth formers and is therefore a significant voice of the student body. It meets with staff to facilitate an effective and positive relationship in the day to day life of the school. The Council is responsible for ensuring that the Sixth Form Study Zone is well maintained in the interests of all sixth form students. It also organises social and fund-raising events.

The library

The school library is open from Monday to Friday, 8:50am – 3:30pm. For members of the Sixth Form the library is available for research and study throughout the day. The full-time professional librarian is on hand to assist in the location of relevant information.

The library is well stocked with works that relate directly to sixth form courses as well as providing books that allow the students to read around their subjects thus broadening their understanding. In addition, students are encouraged to widen their research parameters by using the CD-ROMS and the Internet which is also available.

Dress code

As a member of St Alban's Sixth Form you will have a certain amount of freedom over your dress. There is no 'uniform' as such but we will expect you to dress in a smart casual way. This will help create a professional and business-like working environment and will also set a positive example to younger pupils. Extremes of fashion will be viewed as inappropriate. Given the increasingly adult partnership between sixth form students and staff, we would not anticipate any problems in relation to our dress code. In the unlikely event of a difficulty, and in the spirit of this relationship, the Head of Sixth Form will be the final arbiter of what is reasonable and in keeping with the agreed standards expected of senior students at St Alban's.

Education maintenance allowance

Students may be entitled to EMA if they undertake post 16 study depending on household circumstances. Students should apply for EMA in their last year 11 term at school to ensure that they receive the necessary paperwork prior to their start in the 6th form.

Application forms can be obtained from www.ema.dfes.gov.uk or the EMA Helpline (Freephone) 0800 121 8989.

Charging policy

Where subject details for courses indicate an involvement in fieldwork and trips, the St Alban's Charging Policy approved by the Governing Body will apply. A copy of this can be obtained from the school.

Further information

If you require any further general information about the Sixth Form at St Alban's Catholic High School please contact Ms Sullivan, Head of Sixth Form.



Application Form 2010 entry

Personal Details

First Name Family Name

Parent / Guardian full name

Address Date of Birth __ / __ / ____

..... Telephone Number

..... Mobile Number

..... Denomination

Post Code Parish

Further Information

Health Problems

Special Needs

Career Plans

Extra-curricular Activities in which you are actively involved

.....

Please outline the reasons why you are applying to St Albans Sixth Form

.....

Qualifications / Examinations to be taken in 2009-2010

Subjects Available	
AS and A2 Level:	
Applied Science	Art and Design
Biology	*Business
Chemistry	Critical Thinking
Design and Technology	Drama and Theatre Studies
English Language	English Literature
Environmental Studies	Food Technology
French	General Studies
Geography	Geology
German	Health and Social Care*
History	ICT
Mathematics	Further Mathematics
Use of Mathematics	Media Studies
Music AS	Philosophy and Ethics
Physics	Psychology
Sport and Physical Education	
* AS, A2, 2x A2	
Others:	
Key Skills (Communication, ICT and Application of Number)	
Sports Leaders Award	
The Diploma – NICE Opportunities	
One Year Consolidation course	
GCSE Resits	

Course Choices	
1.	
2.	
3.	
4.	
Reserve 1	Critical Thinking Yes / No
Reserve 2	I am interested in the AQA Baccalaureate Yes / No

Further Information

- Before choosing a course you need to check that your estimated grades fulfil the general sixth form entry requirements. If this presents a problem, please discuss your choices with Ms. Sullivan before submitting your application.
- You should discuss your choices with your parents and teachers before you apply.
- Your choices should reflect your ability and enjoyment of a subject and be suitable for any career plan you may have.
- You may choose **one** of the following options:
 1. the One Year Consolidation course;
 2. four AS Level courses (five if including Critical Thinking);
 3. two AS courses combined with a double AS course.
- Although we cannot guarantee to provide every combination of courses we will do our best to ensure that every student's needs are catered for within the sixth form. We recommend students select a reserve AS level choice.

Declaration

I understand that the combination of subjects I have listed may not be possible owing to staffing and timetabling constraints, in which case I will be given the chance to amend my choices. I understand that if I join the Sixth Form I shall be expected to conform to the dress regulations and conventions, act in a responsible and mature way and demonstrate commitment to my studies and life within the Sixth Form.

I understand that if I am offered a Sixth Form place, it will be subject to achieving the necessary entry requirements.

Signed..... Date_ / _ / _
 (student)

Signed..... Date_ / _ / _
 (parent/guardian)

Important dates

Sixth Form Open Evening 02/12/09 Sixth Form Open Afternoon 19/01/10 Applications Close: 01/02/10
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