



Contents

Welcome	1
Exam Results	3
Support	4
Ofsted Inspection 2016	6
Your Qualifications	10
Your Study Programme	12
Enrichment Offering	15
Your Future...Your Career	16
Extra-curricular	17
Performing Arts Academy	18
Science Academy	19
Sports Academies	20
Your Application	21
Course Guide	22
Course Entry Requirements	78
Staff Details	88
Travelling to College	89

Welcome to Worcester Sixth Form College

We are committed to ensuring that every single one of our students is successful.

This summer, our students achieved over 600 A*, A and B grades at A Level. Students and parents are overwhelmingly complimentary about us – recently, 87% of students said they would recommend their course to others.

Nationally, students at sixth form colleges are highly successful in their studies and Worcester is no exception. The Government's Performance Tables indicate that students at Worcester Sixth Form College perform well in comparison to the Worcestershire County average, and recent government data showed that Worcester Sixth Form College students on AS Level, A Level and Vocational Level 3 had made better than expected progress.

The reason for this success is that we are specialists in the education of 16-19 year olds and this means that we offer many advantages to students in this age group >>>

Open Evenings

Thursday 20th October &
Tuesday 15th November 2016
5.30pm - 8.30pm

Open Events

Thursday 9th March &
Thursday 25th May 2017
4.30pm - 6.30pm

- The widest choice of A Level subjects in Worcestershire
- A range of well-resourced vocational courses, which can be taken on their own or alongside A Levels
- A highly flexible timetable, through which any subject can be mixed with almost any other subject
- Staff who are experts in 16-19 education
- Excellent teaching with outstanding results
- First rate pastoral support
- Consistently highly rated careers and Higher Education guidance, including courses specifically aimed at those seeking university places in some of the most competitive degree subjects, such as Medicine
- Many opportunities for gifted and talented students to extend their programmes and develop their talents further
- A huge range of extra-curricular activities, including sports, performing arts and the Duke of Edinburgh Award scheme
- A long track record of supporting students with learning needs in achieving their full potential
- A college environment, not a school

Safeguarding

The College is committed to safeguarding and promoting the welfare of all of our students. It has taken an active role in multi-agency work where child or vulnerable adult protection concerns arise.

The following principles underpin decisions and actions: our approach aims to achieve the best outcome for students; all of our staff have a responsibility and receive regular training; our personnel procedures aim for best practice in relation to safer recruitment; work with other agencies is valued and matters surrounding information sharing and confidentiality are informed by the Worcestershire Safeguarding Children Board (WSCB).

The College Mission

Worcester Sixth Form College is an open access college which will provide a wide range of high quality courses to support individual students in achieving their full potential in learning. In particular, the College will meet the needs of learners from Worcestershire and adjacent areas aged 16-19, 14-16 year olds in partnership with local schools, and adults returning to education.



Whatever you think you would like to do after GCSEs, Worcester Sixth Form College has something to offer you.

Come and see us at one of our Open Evenings in October and November. You will be able to meet teaching staff and see the facilities the College has to offer.

Michael Kitcatt
Principal

WORCESTER SIXTH FORM COLLEGE

STUDENT RECEPTION



I'm ready to try new things, explore new ideas and make new friends."



- The College’s August 2016 A Level pass rate of 99.2% (grades A*-E) is higher than the national average (98.1%).
- This is the fourteenth consecutive year that the pass rate at Worcester Sixth Form College has been above 99%.
- 57 A* grades were achieved by 40 students.
- 42 subjects out of the 48 taken (87.5%) had a 100% pass rate.

“I am delighted with the excellent results that our students have achieved again this year. This is the fourteenth consecutive year that our A Level pass rate has been above national average and this is a tribute to the hard work of our students and the dedication and expertise of our staff.”

Principal Michael Kitcatt

	Worcester Sixth Form College	Worcestershire Local Authority Average
Average points score per A Level entry	214.6	206.6
Percentage achieving 2 or more A Levels	94%	91.5%
Percentage achieving 3 or more A Levels	82%	74%

Extract from Department for Education performance tables based on 2015 results.



Caring for you, the individual

The College is committed to safeguarding and promoting the welfare of all of our students. It has taken an active role in multi-agency work where child, or vulnerable adult, protection concerns arise. The following principles underpin decisions and actions: our approach aims to achieve the best outcome for students; all our staff have a responsibility and receive regular training; our personnel procedures aim for best practice in relation to safer recruitment; work with other agencies is valued and matters surrounding information sharing and confidentiality are informed by the Worcestershire Safeguarding Children Board (WSCB).

Learning Support

Our role is to ensure that every student has the opportunity to be offered support to enable them to access the courses they wish to study. The Learning Support Manager has to be aware of students who may require special support, therefore, we ask that online applications state clearly what support students may require. Support is offered in a number of ways:

- Assessments - initial electronic overview to full diagnostic to ascertain if any student may have a learning need
- An assessment to define the learning difficulty and a JCQ Form 8 produced, to obtain special examination dispensation, eg extra time
- Exam support - we have a wide selection of support for exams - including: extra time, reader, scribe, use of laptop and separate room. All exam support has to be agreed with examination boards by producing medical or assessment evidence
- One to one support is offered to assist students with their specific learning needs, and can incorporate the prioritising and organisation of their work, proof reading and revision
- Study skills support on a one-to-one basis or in a group, to focus on specific area of need
- Learning Support Specialists and Assistants to aid complex needs, support in the classroom and in individual support lessons, plus examination support
- Learning Support staff are available to support students in the Learning Resources Centre with their research, assignments etc.
- Specialist equipment to aid access to lessons, eg Electronic digital recorder

Please contact the Learning Support Manager for further details.



Personal help when you need it

The College is dedicated to supporting students in their studies in a variety of ways.

A Strong Pastoral System

All students are allocated to a tutor who is the first link between the College and home. Tutors are supported by two Heads of Year and they are jointly responsible for advising students about their programmes of study and other College related matters.

Financial Support for Students

Many students successfully apply for financial help from the College's Financial Support Fund if they have a low household income or need help with their travel costs. Funds are available to help pay for College trips, study-related equipment and to subsidise lunches.

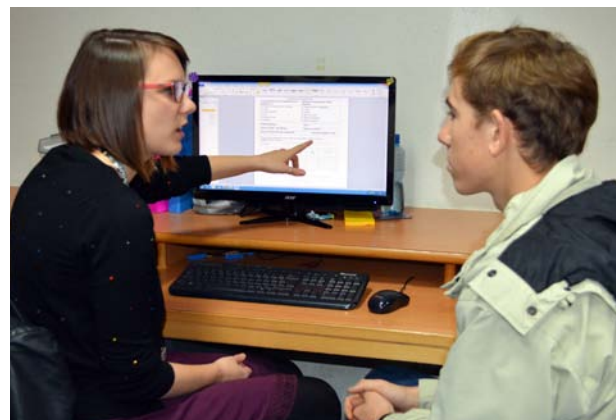
A government guaranteed bursary is available to students in care, or in receipt of Income Support. Further information on how to apply is available from the College website.

Support for Young Adult Carers

The College is involved in the 'Young Carers in School' programme and achieved the Silver Award - the only post-16 provider in Worcestershire to do so. The College offers a wide range of support to identify young adult carers. This can include:

- a more flexible timetable
- a flexibility with coursework deadlines and homework
- permission to have your mobile phone on in lessons
- a place to meet other young carers/support group in College
- financial support
- subsidised meals
- a designated person to talk to
- access to counselling
- referral to Worcestershire Young Carers
- signposting to other support/agencies outside of College
- access to the Worcestershire school nurse team for young carers
- work placements that fit around your caring duties
- careers advice for post-16 and information about bursaries at university
- links with the University of Worcester

Please contact your tutor or your Head of Year for further details.



General Advice

The Student Services department offers advice and guidance to students on progression opportunities, and has a very well stocked resource centre with up-to-date information on careers, Higher Education, gap years, health, volunteering etc. Tutors and subject staff can also offer advice and are often willing to meet with students on a one-to-one basis.

Careers Advice

Specialist advisors provide information on students' options when they leave College (via the tutorial programme). Individual careers appointments can also be booked with a qualified careers advisor and students can drop in with quick queries to Student Services reception. Our Professional Programmes are optional specialist courses designed to help students access careers in medicine, the law, healthcare, education, media, science and business.

Counselling Students

The College employs fully qualified counsellors who are available every day. The service is completely free and counsellors offer confidential support to students who need help in dealing with personal problems.

Faith Support

The College welcomes students of any faith and a prayer room is available upon request.

Ofsted Inspection 2016

A short inspection took place in February 2016.

I am delighted that Ofsted has found that we continue to be a good College at a time when the inspection regime has become ever more challenging. The inspectors have recognised that the quality of education at Worcester Sixth Form College has improved further since the last inspection and that the large majority of our students achieve grades at or above expectations. I am particularly proud that our students' behaviour was described as 'exemplary' and am very pleased with the inspector's finding that all staff promote a positive, friendly and tolerant culture.

Michael Kitcatt
Principal

Short inspection of Worcester Sixth Form College

Dear Mr Kitcatt

Following the short inspection on 3 and 4 February 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the provider was judged to be good in October 2012. **This provider continues to be good.**

"You and your team understand what makes good teaching and learning."

Your leadership team has maintained the good quality of education and training in the college since the previous inspection. You and your team understand what makes good teaching and learning. You have continued to have a strong focus on sustaining the quality of teaching, learning and assessment; as a result, most learners are making good or excellent progress. Lesson observations, in most cases, accurately identify strengths and areas for improvement. A rigorous and accurate self-assessment process and robust action plans ensure that underperforming courses are improved rapidly.

"Most learners are making good or excellent progress."

You, senior leaders and governors have set a clear strategic direction. You work successfully with the local authority, local employers and a not in education, employment or training (NEET) prevention group to ensure that provision is responsive to local and regional priorities. This partnership work results in a high proportion of your learners progressing to further study, higher education, apprenticeships and employment.

"Good advice and guidance prepare learners well for their next steps."

The implementation of study programmes is effective. Clear routes are in place enabling learners to progress between courses and levels, with a range of academic or vocational programmes. Good advice and guidance prepare learners well for their next steps. The design of programmes includes an appropriate focus on improving learners' English and mathematical skills, with more learners now studying these subjects than previously.

Governors support and challenge you, senior leaders and managers to work together well in their drive to improve the quality of teaching and learning. Student governors provide leaders with a valuable insight into the 'life of a student', which is well received and used to inform decision making. Governors interrogate the information they receive on learners' outcomes. They provide managers with critical feedback on how to improve the information presented and its impact on their understanding and on learners. As a result, governors are very well informed about the improvements needed to the provision.

"Learners recently won two regional awards for effective team working."

Learners on study programmes develop their vocational skills well through relevant work experience, work-related projects and competitions. Links with local and national employers provide learners with wide-ranging opportunities to make informed judgements about their next steps, including information regarding apprenticeship opportunities, job search, mock interviews and job counselling. The college Young Enterprise Company provides learners with the opportunity to develop their entrepreneurial skills; learners recently won two regional awards for effective team working.

Senior leaders and managers have accurately identified that further improvement is required in the retention rates of learners on the children's play, learning and development (CPLD) two-year course, on BTEC level 2 and foundation mathematics, and in the monitoring of progress and the quality of support for a small number of learners. You have appropriate strategies in place to improve these concerns.

“Inspectors commended you and your team for being committed to a high standard of education.”

At the previous inspection, inspectors commended you and your team for being committed to a high standard of education and providing learners with good teaching, learning and assessment throughout the college. Inspectors also identified a number of areas for improvement, including: the amount of outstanding teaching; the planning of teaching to meet the needs of all learners; low retention rates on two-year courses; inconsistencies in success rates, particularly for male learners; and the standard of the virtual learning environment (VLE) and its impact on the ability of learners to work independently.

The leadership team has taken decisive action to improve these areas, and has moved the college forward. The impact is clear:

- The planning and the quality of teaching, learning and assessment have improved, including in English and Mathematics.
- Outcomes for learners have improved in line with the national rate and remain good. The variability in success rates on the large majority of underperforming courses has improved, particularly on BTEC level 3 courses and for adult learners. Success rates have improved on two-year courses, but are still too low due to the retention of learners on courses. In-year attendance rates and the number of learners completing their programmes are high. The differences in achievement between male and female learners have reduced considerably, as male learners' achievements

“Outcomes for learners have improved in line with the national rate and remain good.”

have improved; and success rates for Pakistani learners have significantly increased and are now well above the college rate.

- The very good progress made by AS-level learners has been maintained; the progress made by A-level and BTEC level 3 learners has improved, and they now make better than expected progress.
- Teaching, learning and assessment have improved, as a result of: the re-introduction of peer observation by teachers; the appointment of effective teaching and learning mentors to support staff; the use of dedicated time set aside for staff meetings and for visits to other providers to share best practice; and staff training in the use of the VLE, leading to a dramatic increase in its use by staff and learners, with many learners taking advantage of the opportunity to work independently outside of the classroom.

Safeguarding is effective

The leadership team has ensured that safeguarding arrangements are fit for purpose, legal responsibilities are met and effective action is taken to safeguard learners. Staff are aware of their new responsibilities and have taken appropriate steps to protect learners from radicalisation and extremism. Fundamental British values are promoted well through tutorials and, where appropriate, in lessons.

“All staff promote a positive, friendly and tolerant culture.”

All staff promote a positive, friendly and tolerant culture. Learners' behaviour in lessons and in college communal areas is exemplary; they respect each other and college staff. Managers work effectively with a range of agencies to ensure that the most vulnerable learners are identified and kept safe while learning.

Managers are working particularly well with external agencies to identify and support young carers; they recently received a recognition award for this work.

“Learners' behaviour in lessons and in college communal areas is exemplary.”

Inspection findings

Teaching, learning and assessment are consistently good, enabling the very large majority of learners to achieve their qualifications and progress to employment and further study. Most teachers use creative teaching strategies to ensure that learners participate well in lessons, make good progress and develop their knowledge and skills effectively, including in the correct use of technical language.

“Teaching, learning and assessment are consistently good.”

Learning and progress are checked regularly in the majority of lessons. However, in a minority of lessons teachers do not measure the progress or learning that each learner has made. Teachers' marking of assignment work includes good checking of spelling and grammar, and often has clear information on how a learner can improve their performance.

Most learners receive good feedback from teachers regarding their progress; the best teachers pose additional questions which extend learners' knowledge. Most subject teachers agree and set targets that are clear and helpful, and as a result, learners know their strengths and areas for improvement. However, teachers do not set sufficiently detailed learning targets for those learners who are not on target to achieve their qualifications. As a result, these learners do not understand how to make better progress.

A minority of all subject teachers do not identify targets that provide learners with the opportunity to develop further their literacy and numeracy skills.

The large majority of learners achieve grades at or above those expected from their qualifications when they start college. Vocational advanced-level learners make excellent progress. Learners' rates of progression to further study, higher education, apprenticeships or employment are high.

“Learners' rates of progression to further study, higher education, apprenticeships or employment are high.”

The teaching of English and mathematics is good. In mathematics, learners make rapid progress, using calculations well to apply and solve mathematical problems. In English, the standard of learners' writing is improving, and they are able to write confidently for different purposes and styles. In 2014/15 the proportion of learners achieving grades A* to C in their English GCSE increased and was well above the low national rate.

“The teaching of English and mathematics is good.”

The college has implemented a robust strategy to improve literacy across all subjects. Inspectors observed many lessons where subject teachers skilfully exploited naturally occurring opportunities to develop further learners' literacy skills, in, for example, BTEC level 3 sports and public services and in A-level physics.

“The College has implemented a robust strategy to improve literacy across all subjects.”



A comprehensive enrichment programme has been implemented effectively as part of the study programme requirements. Learners attend weekly group and one-to-one tutorials with specialist tutors. They take part in a good range of sports, educational visits, work experience and other enrichment activities.

“Learners benefit by being better prepared for further study or employment.”

The number of learners attending non-compulsory work experience has increased. Many learners engage in the college’s professional programme to help prepare them for careers in science, technology, engineering and mathematics (STEM), medicine, healthcare, law and business. As a result, learners benefit by being better prepared for further study or employment.

Managers have responded positively to requests from learners to provide them with opportunities to meet and to support each other. As a result, regular meetings take place for young carers, transgender learners and for learners who suffer from examination anxiety, using art therapy.

“Learners with high needs receive effective support both in and outside of lessons.”



Leaders and managers have developed an effective strategy to increase the numbers of learners on science and technology programmes to meet the priorities of the Local Enterprise Partnership (LEP) priorities. The college has worked effectively with local employers to develop courses and learners’ skills to meet their specific needs, for example, a new science centre and the addition of applied science A level to the curriculum. As a result, a small number of learners have gained local employment in cyber security.

Learners with high needs receive effective support both in and outside of lessons. They are making good progress and understand their strengths and areas for improvement on each subject. They feel safe and are well supported at college. They are clear about their next step and longer-term goals.

Learners aged 14 to 16 are on target to achieve their qualifications. They feel safe and know whom to go to for help or advice. Staff carefully monitor the learners’ progress and well-being and provide good levels of support.

Next steps for the provider

Leaders and governors should ensure that:

- teachers share best practice in the planning for assessment activities in lessons, so that they are able to measure the progress and learning that each learner has made
- teachers improve the quality and detail of target-setting for the minority of learners who are not on target to complete their qualifications, so that they understand how to make better progress; and also provide targets to help learners to improve further their literacy and numeracy skills within their subjects
- managers, teachers and tutors monitor closely the retention and progress made by a small number of learners, particularly on BTEC level 2 courses, to ensure that they achieve their qualifications.

Yours sincerely

Denise Olander
Her Majesty’s Inspector

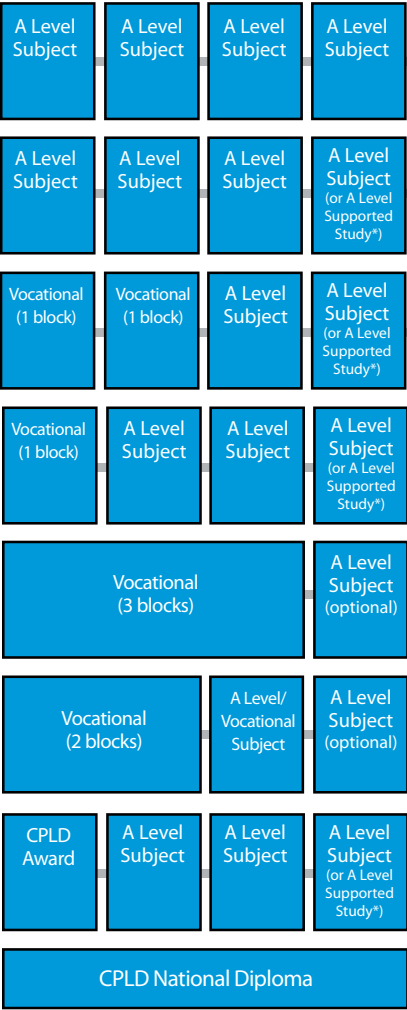
10 Your Qualifications

You will have the opportunity to access different types of qualifications. A mixture of them is possible, as are various subject combinations. See the examples below.

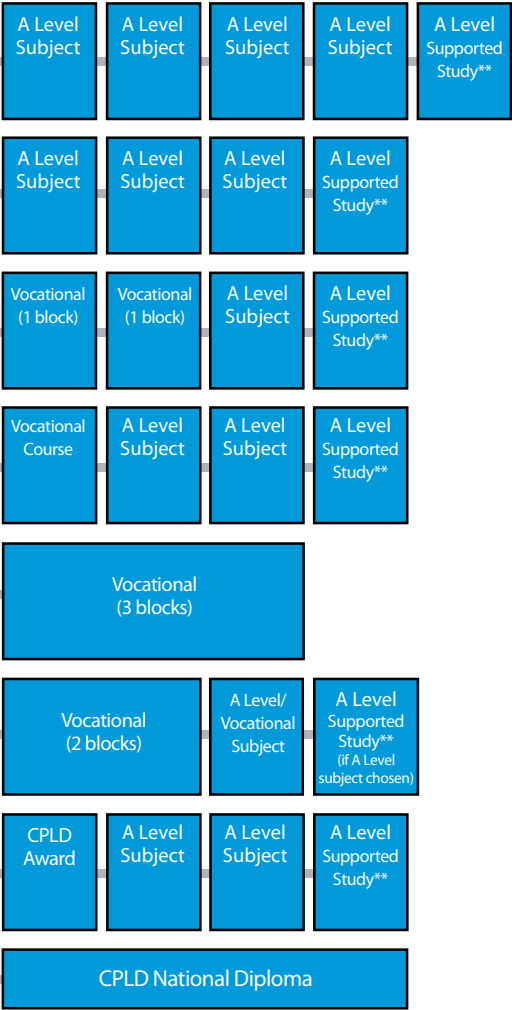
A Full Programme: Level 3

(You must have at least 4 GCSEs at grade C/4 or above to start a Level 3 programme)

Year 1



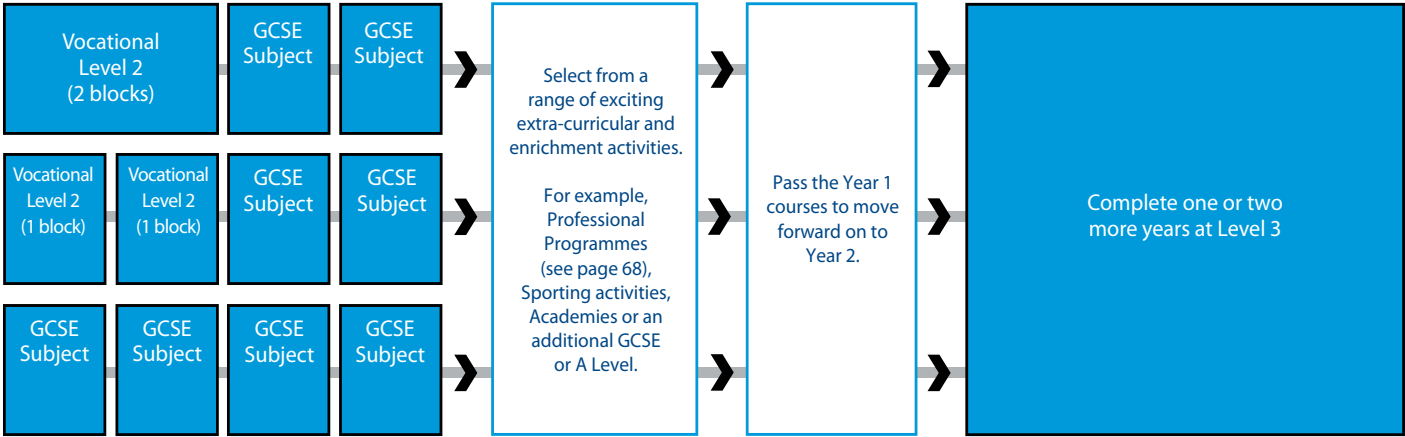
Year 2



* in exceptional cases ** time in study centres with support to complete work set to develop your study skills

A Full Programme: Level 2

Year 1



Year 2

GCSEs	
English Language	Students who have not obtained a grade 4 in English or Mathematics at school will have to enrol on GCSE English or Mathematics at College.
Humanities	
Italian	
Mathematics	
Science	
Sociology	

Vocational Level 2 Courses	
Business	These are the equivalent of 2 GCSEs and are recommended if you wish to progress to Level 3 vocational courses.
Children's Play, Learning and Development	
Health & Social Care	
Public Services	
Sport	



I'm ready to be more independent and be treated as an adult."

12 Your Study Programme

Your Study Programme

Your study programme will be individually designed and negotiated with you to ensure that you make the most of your time at College and have a wide variety of fulfilling progression opportunities available to you when you leave College.

In addition to qualifications, it will contain other elements such as tutorial support, careers guidance, work experience and appropriate extra-curricular activities to ensure that you develop skills and experience which will stand you in good stead in your future life and work.

College staff will encourage you to be ambitious about your study programme by choosing a wide variety of challenging elements. The following pages give more information about how your study programme will be designed, bearing in mind both your existing qualifications and your ambitions about further study and your future career.

How many years will I spend at College?

Level 3 programmes last for two years. At the end of that time you should expect to achieve a full Level 3 qualification consisting of at least three full A Levels or the vocational equivalent.

Level 2 programmes last for one year. At the end of that time you should expect to achieve a full Level 2 qualification consisting of at least 3 GCSEs or the vocational equivalent. Many students stay at the College after successfully completing a Level 2 programme in order to take a Level 3 programme. In this case, you would spend three years in total at the College.



If you start a Mixed Level programme, you may want to start some additional Level 3 qualifications at the beginning of the second year. If this is the case and you will want to stay at the College for a third year, you must ensure that you are taking at least four blocks of subjects in your second year so that you can take at least two second year A Level subjects in your final year.

Progression Routes

Successful completion of a Level 2 programme will enable you to progress to a Level 3 programme, either at the College or elsewhere.

Successful completion of a Level 3 programme will enable you to progress to a wide range of employment and higher education opportunities.

You will enhance your chances of success considerably by showing evidence of the following:

- Wider reading and extension work, including Extended Projects
- Subject commitment, eg, attending lecture visits, theatre/museum visits, university tasters/summer schools
- Participation in extra-curricular activities, including Academies, Duke of Edinburgh Award Scheme, Young Enterprise, Student Council, Student Ambassador scheme and sports teams

Particular careers or higher education courses may involve the need to have studied particular subjects. If you have clear ideas about a chosen progression route, you should check whether you need to study specific subjects and whether there is a relevant Professional Programme. Student Services in College is able to offer lots of advice during Open Evenings, Open Events, Induction and Course Confirmation, as well as on a drop-in and booked appointment basis once you are at College.

Different subjects will develop particular skills which may be especially suitable for certain progression routes. On our website you will find information sheets for every subject indicating skills developed, and particular employment and higher education options available with that subject, including ones that would involve use of the subject.

It is worth remembering, though, that many progression routes do not require particular subjects to have been studied – the important thing is to do well at whatever you do. See our leaflet “Choosing the Right Course” for more information about this, including the role of the so-called “Facilitating Subjects”.

General Requirements

The table below outlines the general entrance requirements for different programmes. Please also refer to page 78-87 for specific requirements for individual subjects.

Vocational Level 2 Qualifications

Whilst these qualifications will be taken into consideration when guiding students about appropriate programmes, they do not equate to full GCSEs in the table below.

	Full GCSE Entrance Qualifications*	Expected Qualifications Year 1	Expected Qualifications Year 2
Level 3 Extended Programme	8 or 9 A*/A grades	5 A Level subjects	4 A Level subjects plus Extended Project Qualification
	5 or more A*/A grades	4 A Level subjects	3 A Level subjects plus Extended Project Qualification
Level 3 Programme	7 or more C grades (including Maths and English Language) 5 or 6 GCSEs at grade C or above (including Maths and/or English) with an average GCSE grade at or above a B (average GCSE Score = 6 or above)	4 A Levels Or 3 A Levels plus GCSE Maths or English Or Combination of 4 A Levels and Vocational (1 block) courses	3 A Level subjects plus possible Extended Project Qualification
		Or Vocational (3 block) course Or Vocational (3 block) course plus 1 AS level (Optional)	Vocational (3 block) course plus possible Extended Project Qualification
Level 3 Modified Programme	5 or 6 GCSEs at grade C or above (including Maths and/or English) with an average GCSE grade below a B (average GCSE score below 6)	Combination of 2 or 3 A Levels and 1 or 2 GCSEs plus Supported Study Or 3 A Levels plus Supported Study	3 A Level subjects plus possible Extended Project Qualification
		Or Vocational (3 block) course	Vocational (3 block) course plus possible Extended Project Qualification
	4 GCSEs at B or above including Maths and English Language (with B grades in relevant subjects)	3 A Levels/Vocational (1 block) courses Or 2 A Levels/Vocational (1 block) course plus GCSE plus Supported Study	3 A Levels Or 2 A Levels plus AS or one-year A Level or GCSE or Vocational (1 block) course Or 2 A Levels plus 2 AS (if wishing to return for a third year)
		Or Vocational (3 block) course	Vocational (3 block) course
Mixed Level Programme	4 GCSEs at C or above (including Maths or English at grade 4 or above)	Combination of 2 A Levels and 1 or 2 GCSEs /Vocational Level 2 plus Supported Study	2 A Levels plus AS or one-year A Level or GCSE or Vocational (1 block) course Or 2 A Levels plus 2 AS (if wishing to return for a third year)
		Or Vocational (3 block) course	Vocational (3 block) course

Continued on next page.

*Where GCSE subjects are graded on numerical scale, the equivalent number will be used

14 Your Study Programme

	Full GCSE Entrance Qualifications	Expected Qualifications Year 1	Expected Qualifications Year 2
Level 2 Programme	4 C grades but neither Maths or English Language or fewer than 4 Cs (but no lower than D and E grades) or exceptional circumstances e.g. home educated	One-year Level 2 vocational programme (at least 4 blocks) to include Maths and/or English GCSE as needed	Vocational (3 block) course Or Vocational (3 block) course plus 1 AS level (Optional)
		4 GCSEs to include Maths and/or English as needed	Combination of 2 or 3 AS levels and 1 or 2 GCSEs plus Supported Study Or 3 AS plus Supported Study Or Vocational (3 block) course

Additional Elements

Additional elements of your Study Programme will be negotiated with your tutor and reviewed at set points during your programme. The table below shows which elements you should choose from depending on your intended progression route.

	University - General	University – specified subject or career path	Employment	Undecided
Tutorial	Compulsory	Compulsory	Compulsory	Compulsory
Work Experience	Optional	Compulsory/Strongly encouraged	Compulsory/Strongly encouraged	Optional
Careers/Higher Education guidance through Tutorial	Compulsory	Compulsory	Compulsory	Compulsory
Higher Education/ Employment Evening	Compulsory/Strongly encouraged	Compulsory/Strongly encouraged	Compulsory/Strongly encouraged	Compulsory/Strongly encouraged
Professional Programme (Medicine, Healthcare, Law, Business & Finance, Teaching, Media and STEM)	Optional	Compulsory/Strongly encouraged	Compulsory/Strongly encouraged	Optional
Academy – Sports, Maths, Performing Arts, Science	Optional	Optional	Optional	Optional
Voluntary work	Optional	Optional	Optional	Optional

Trips and visits

Eg:

- Geology & Geography Field Trips
- Science lectures at Birmingham University
- Theatre visits
- Language exchanges
- English conference
- Poetry readings (linked with University of Worcester)
- The Hive – use of resources and archaeological resources
- Oxbridge Conference
- UCAS Convention
- University Open Day visits
- Film Screenings

Discussion groups

Eg:

- Medical Ethics course
- Applying to competitive universities session
- English Literature reading and discussion group

Additional qualifications

Eg:

- Extended Project
- Latin Certificate
- Greek Certificate

Physical activities

Eg:

- Sports teams
- Sports Academies
- Rugby AASE
- Duke of Edinburgh
- NCFE Certificate in Fitness Instruction

Careers related

Eg:

- Work experience
- Work shadowing
- Young Enterprise
- Medical Ethics course
- Mock interviews

Professional Programmes/Careers Activities

Eg:

- Medicine
- Healthcare
- Law
- Business & Finance
- Teaching
- Media
- STEM
- Visiting university speakers, professionals, employers and training providers
- 'You're Hired' course

Arts/Performing Arts

Eg:

- Performing Arts Academy
- Performing Arts Showcase
- Annual Exhibition of Art & Design work
- Poetry by Heart national competition
- Visits of practising artists/designers
- Workshops

Service

Eg:

- Student Council
- Charity Action
- Equality and Diversity
- Voluntary work
- Student Ambassador

Gifted and talented activities within subjects

Eg:

- Maths Academy
- Science Academy
- Social Sciences debating groups
- Theatre visits
- Language exchanges
- Literature Study Group
- Competitive universities group
- Girls in Geosciences
- GA Future Geographers
- CREST Award

Today's world is very competitive. Student Services is a team of specialists offering you support with careers advice and guidance on higher education, employment, voluntary work, training and apprenticeships, available throughout the College week.

Helping you to become more employable

Professional Programmes are specialised careers courses enabling you to improve your knowledge, insight and skills and so increase your opportunities in some of the most competitive professions. Professional Programmes are available in Business, Media, Healthcare, Law, Medicine, STEM (Science, Technology, Engineering and Maths), and Teaching.

Work experience is strongly encouraged and supported during your time at College, whether it is a compulsory element of your course or simply something you want to do to enhance your employability. We have excellent links with local business and industry and Student Services Officers will help you to meet your individual needs.

Student Services offers short courses, CV advice and 'mock' interviews for students looking for employment.

Volunteering is also an excellent way to enhance your employability that Students Services can help you with, along with advice and guidance about Apprenticeships, Internships and working or studying abroad. Whatever it is that you are looking to do to become more employable, we have specialist staff to help.

Helping you to gain a place on competitive courses

A large majority of our students go on to Higher Education, and many of these are applying for competitive courses at the top universities. It is vital that you make the most of your talents, skills and experiences to secure your place. Student Services offers individual help with all aspects of UCAS applications, including researching the best course for you and providing opportunities for a 'mock' interview. We can also offer advice and guidance on aspects of university life such as student loans.

The Extension Programme

The Extension Programme will interest you if you have gained A or A* (or equivalent) grades at GCSE and are likely to achieve A*, A or B grades at A Level.

Subject Extension takes place within your lessons through the materials you use and tasks that are set, as well as through activities such as lecture visits. In some subjects, such as Maths, you will have the opportunity to attend an extra study session per week to study material that is beyond your A Level syllabus.

Extended Projects Qualification

In addition to the above you may also decide to complete an Extended Projects Qualification (EPQ). This leads to an exciting new qualification, equivalent to half an A Level. Further details can be found on Page 45.

An Extended Project gives you the opportunity to research a topic of your own choice, and present it as a dissertation, investigation, or for the more creative, as a performance or artefact.

The Extended Project provides you with the opportunity to develop and demonstrate your skills of independent research and is particularly well regarded by Oxford, Cambridge and the Russell Group universities. An increasing number of universities now include the EPQ in their offers to students.

Extra-Curricular Activities

Employers are increasingly looking for skills and abilities that are built outside academic qualifications. In addition to excellent teaching and high academic standards, Worcester Sixth Form College offers a wide range of extra-curricular activities. Owing to the large number of students at the College, we can offer a wider range of activities than many smaller colleges or school sixth forms.



Student Council

The Student Council represents the voice of all students in the College and plays a significant role in consulting with senior management helping to make active changes in College.

Student Council is open to all students in the College including adult students. Not only do you get to influence the way the College is run, you also gain invaluable experience and skills for your CV and/or UCAS application.

The Council supports and funds a wide range of exciting student-led activities such as charity fund raising events for local, national and international charities. Supporting student-organised events and clubs, providing funding for groups in College such as Performing Arts and Travel and Tourism and having a significant presence at College Open Evenings and other promotional events.

In addition to non-executive roles, there are executive roles that students may wish to apply for, including:

Chair, Vice-Chair, Secretary, Treasurer, Chair of Charity Action Group, Student Governor (two posts), Press Officer, Equality Liaison Officer, Health and Safety Liaison Officer, LRC Liaison Officer, Cafeteria Liaison Officer and College Environment Officer.

Student Ambassadors

Ambassadors are students who volunteer their free time to support College events. From Induction Days to Open Evenings, from Freshers' Fair to welcoming Year10 students, they have many opportunities to get involved! Student Ambassador hours can be added to build up a significant profile of voluntary work as part of the College enrichment programme. Student Ambassadors are valued by staff and enjoy making new friends in this key role.

Foreign Trips

There are plenty of opportunities for you to go abroad to further your studies. Many departments such as English, Languages and Media Arts, Humanities and Science organise exchanges and field trips. In recent years the Performing Arts department has organised trips to Broadway, New York, and the PE department has organised ski and snowboard trips which are open to all students. Geography and Geology students visit volcanoes in Sicily or Iceland each year. Student Services will also help you find volunteering opportunities abroad.

Duke of Edinburgh Award Scheme

The Award can be accessed at College by joining the Duke of Edinburgh Award group. Students new to the Award start at the Bronze level whilst those who have already achieved this can progress to Silver level. Those who have achieved Silver can progress to Gold. Selection criteria exist and will be available online (this will involve the attendance of a Saturday Selection Day).

Young Enterprise

The ultimate enterprise experience. Students are mentored by a Young Enterprise Business Adviser and Business teacher to set up and run their own real company over a year. Students get to learn about business in a very real way outside of the classroom situation from initial business ideas, marketing, sales, managing the finance and human resources.

Students will participate in Young Enterprise fairs and competitions and mix with students from other colleges and schools, sell their products and hopefully make a profit. The local Young Enterprise group also provides numerous cash prizes e.g. The Best Company, the most innovative Product, Best Sales and Marketing and Best Report.

You will be interviewed and selected to become a member of the Young Enterprise Company as it requires not just attendance at the enrichment lesson, but the commitment to complete tasks between meetings and participate in training events, trade fairs and competition fairs that are held in the evenings and at weekends (normally 3 or 4 throughout the year).



18 Performing Arts Academy

Performing Arts Academy

You don't have to be taking a Performing Arts course to join. Many students have found that being part of the group has been vital in securing a position at university to study subjects as diverse as Law and Veterinary Science. It can really improve your confidence and social skills as well as your ability to perform in front of an audience. It is also tremendous fun and helps you to get to know a lot of other students.

We put on a performance in the second week of December. In recent years we have performed: Sweeney Todd, Rent, We Will Rock You, Miss Saigon, Lord of the Flies and Doctor Faustus. Later in the year we also stage concerts and showcases. In addition there is the opportunity to go on theatre trips as well as the opportunity to take part in workshops with professionals.

Activities

In the first term you will be involved in the Theatre Company putting on a production to be performed in December as either a dancer, singer, actor or musician.

The rehearsals are in C Block of the timetable. A detailed rehearsal schedule is given out in September when casting takes place.

How does this fit in with my academic programme?

Academy time will fit alongside your academic subjects to form your programme of study. As a large Sixth Form College with several sets in most subjects, we have the advantage of being able to offer you not only a wide range of subjects, but also combinations not available elsewhere.

Entrance Requirements

- Ideally you should have some previous experience of performing
- Preliminary auditions for first year students are held in June/July as part of the Induction process. This is designed to give us a clear idea of who will be joining us in September so we can select an appropriate production
- Casting auditions will take place in September

For the auditions, you will be asked to:

1. Prepare a monologue or duologue
2. Sing a short song of your own choice, which can be either unaccompanied or accompanied if you bring an accompaniment CD with you
3. Learn a few dance steps

Musicians will be asked to meet with the Director of Music and may be asked to play, so you should bring your instrument with you if possible.



Science Academy Selection

Whether you are interested in applying for a place at a highly competitive university, or simply wish to broaden your science background, the Science Academy can offer you a number of options. Select this as one of your enrichment choices on your application and this will form part of the discussions with you at interview.

The Science department can provide further guidance at course confirmation in September if you wish.

Science Academy Information

We offer separate Academy lessons in Biology, Chemistry and Physics which include:

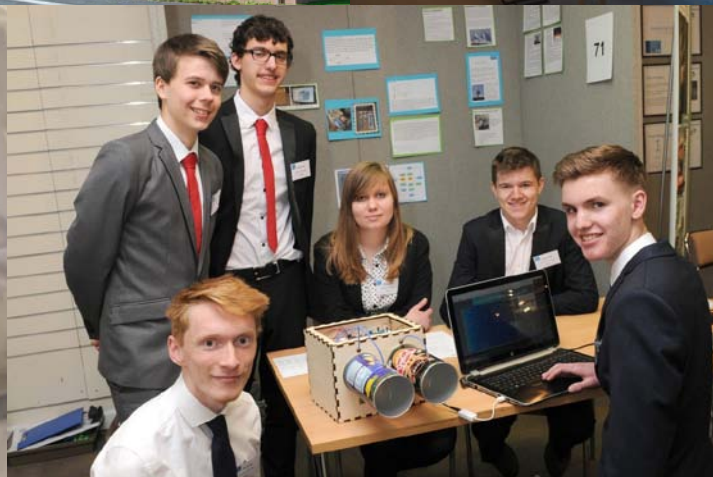
- Support for "Stretch and Challenge" questions at A Level (including A* grades)
- Preparatory work for Oxford and Cambridge admissions interviews and exams such as the Oxford Physics Aptitude Test
- Extension work beyond A Level for interview preparation
- Support for Science extended projects
- Participation in national competitions such as the Chemistry Olympiad
- Enhancement of practical skills

Activities may vary from year to year as particular opportunities arise e.g. last year a group participated in the Engineering Education Scheme in collaboration with QinetiQ. Some students who wish to study multi-disciplinary subjects at university may choose more than one academy option e.g. Medicine - Biology and Chemistry; Engineering - Physics and Chemistry.

For students on the medical professional programme (Medicine, Dentistry or Veterinary science) support is provided for admission examinations such as the Biomedical Admissions Test (BMAT) and the UK Clinical Aptitude Test (UKCAT) which are used by medical, dental and veterinary schools to select candidates.

Science Centre

The Science Centre opened in August 2014. This state of the art facility has provided the College with four additional Science laboratories, as well as dedicated computer facilities for science courses.



Combine Sport and Study

Opportunities for students to study, practise and compete in sport have grown considerably in recent years, but there has been a missing component. Although there are now many courses in PE and Sports Science and opportunities to play in school and club teams, it has not been possible to combine study for qualifications with high quality daytime coaching fully integrated into a student's programme of study. Our Sports Academies now provide this as they:

- Combine full-time academic study with sporting development
- Provide regular high quality daytime coaching for individuals and teams
- Bring together like-minded, motivated and talented young sportsmen and women
- Integrate sporting development with fitness, dietary, health and technical guidance
- Provide all-year support in a coherent programme
- Enable participation in regular challenging fixtures and regional and national competitions
- Provide use of specialist sports facilities and equipment
- Provide opportunities to take national governing body awards in the respective sport

Sporting Success

The College excels not only in the sports facilities it offers - such as all-weather provision for football, hockey and athletics - but in the achievements of its sporting students, who regularly reach regional, national and international standards, particularly so following the introduction of Sports Academies and the AASE (Achieving Academic and Sporting Excellence) scheme.

Nunnery Wood Sports Centre adjoins the College site and offers squash, fitness training and other sports.

How Sports Academies work

As subject and course choices at Worcester Sixth Form College are so broad and flexible, it has been possible to create a Sports Academy coaching programme in one of the timetable option blocks. This enables students to choose A Level, Vocational, GCSE or other courses in the other option blocks, each containing many other subject choices. Students can therefore follow a full programme including their sport. Academy students meet four times a week for over four hours in total to train, practise and compete in fixtures. The coaching programme is provided by Club, District or Regional coaches of national bodies and also by College staff and, where appropriate, there is a close connection with a local sports club committed to youth development.

Partnership with Worcester Warriors: the AASE programme

In partnership with Worcester Warriors, the College identifies and develops talented rugby players who aspire to make professional sport a career. In addition to their chosen academic or vocational course, players will participate in a demanding daily training schedule.

Sports Academies for 2017

Our Sports Academy structure is well-established and selection trials are held for Football and Rugby in June prior to Induction. Further information will be available on our website. Sports Academies are available in:

- | | | |
|-------------|--------------|------------|
| • Athletics | • Basketball | • Football |
| • Hockey | • Netball | • Rugby |

“ The AASE programme and Rugby Academy have allowed me to complete my Level 3 Sport and Exercise Science course, whilst allowing me to participate in regular training and high quality rugby fixtures.”

How do I decide whether to apply?

- Teachers and careers staff, if available, in your present school can help you.
- A College representative will visit Worcester City and Martley High schools to talk to you.
- Ask the advice of relatives and friends.
- Come to one of our Open Evenings.
- If you are unable to attend our Open Evenings, attend one of our Open Events later in the year.

Will I be treated equally?

Yes, you will. The College has an Equality Policy which means freedom from discrimination on grounds of age, gender, religion and belief, social or economic background, ethnic origin, disability, sexuality or family situation. We promote an active awareness of equality throughout the College.

How do I apply?

- Apply online via our website – www.wsf.ac.uk
- General course entry requirements can be found on pages 78-79. The entry requirements for each subject are on pages 80-87
- The recommended deadline for application is 31st March 2017 to ensure you are able to attend both Induction and Course Confirmation
- Your school is asked to complete and return a report form before your interview takes place
- Detailed information about each stage of the application process can be found on the 'How to Apply' page on our website

Will my application be successful?

There is no specific catchment area for admission to the College. Being open-access, we seek to provide you with courses to match your interests and aspirations. Your application should be successful if you meet the entrance requirements for your chosen programme of study, as indicated on pages 78-87; however some courses may be full by July. Guidance and support is offered at all stages of the application process.

We welcome overseas students

Every year we have a number of overseas students, particularly from other European countries. Where possible, we prefer to meet non-UK applicants in person, prior to admission. A language assessment test may be carried out to establish suitability for entry to College. Students wishing to apply from outside the UK should submit their application before the end of March 2017. You will need to make your own arrangements for host family accommodation. Remember to allow enough time for your visa application to be processed if you will need one.

What happens at my interview?

This is an informal occasion when you meet with a member of staff during which:

- You will have the chance to discuss your choice of subjects
- There will be an opportunity to discuss arrangements for Induction when you will attend subject sessions, meet staff and students and plan your course of study
- You will arrange to attend Course Confirmation to finally confirm your course of study
- You will be encouraged to let us know about any learning needs or particular circumstances that we need to take account of in planning your programme.

Travelling to College

Cycling to College is popular and some students use motor bikes.

Limited parking is available on-site but additional parking is available at Nunnery Wood Sports Centre.

Most students arrive by bus, using either First or contract services. These vehicles drop off and pick up on the College site. More information is available about this on page 89.



**I'm ready to study and
learn in a more mature way
and do the best I can."**

Course Guide

Adult Courses	23	Geology A Level	51
Accounting A Level	24	German A Level	52
Applied Science Level 3 Vocational	25	Health and Social Care Level 2 Vocational	53
Archaeology A Level	26	Health and Social Care Level 3 Vocational	54
Art and Design: Fine Art A Level	27	History: Modern or Early Modern A Level	55
Art and Design: Graphic Design A Level	28	IT Level 3 Vocational	56
Art and Design: Photography A Level	29	Italian GCSE	57
Art and Design: Textiles A Level	30	Law A Level	58
Biology A Level	31	Law Level 3 Vocational	58
Business Studies A Level	32	Mathematics A Level	59
Business Level 2 Vocational	33	Media Studies A Level	60
Business Level 3 Vocational	34	Music A Level	61
Chemistry A Level	35	Music Technology Level 3 Vocational	62
Children's Play, Learning and Development L3 Vocational	36	Performing Arts Level 3 Vocational	63
Classical Civilisation A Level	37	Philosophy (Pure) A Level	64
Computer Science A Level	38	Physical Education A Level	65
Dance A Level	39	Physics A Level	66
Drama and Theatre Studies A Level	40	Politics A Level	67
Economics A Level	41	Professional Programmes	68
English Language A Level	42	Psychology A Level	69
English Literature A Level	43	Public Services Level 2 and 3 Vocational	70
English Language and Literature A Level	44	Religion (Philosophy and Ethics) A Level	71
Extended Projects Qualification	45	Sociology A Level	72
Film Studies A Level	46	Spanish A Level	73
Food Science and Nutrition Level 3 Vocational	47	Sport Level 2 Vocational	74
French A Level	48	Sport and Exercise Science Level 3 Vocational	75
Further Mathematics A Level	49	Sports Studies Level 3 Vocational	76
Geography A Level	50	Travel and Tourism A Level	77

Access to HE Diploma Course for Adults

The Access to Higher Education (HE) Diploma is a qualification for individuals (19+) who want to go to university but do not have the formal qualifications needed. It is also for those who wish to change careers or for those who want to improve their qualifications, skills and confidence. Many students go on to study degree level programmes, such as psychology and business, or professional qualifications in nursing, midwifery, paramedics and teaching.

It is expected that those wishing to complete an Access to HE Diploma will have substantial experience of life outside of formal education, gained since completing compulsory schooling. The Access to HE Diploma is nationally recognised and widely accepted by universities, with many encouraging applications from Access to HE students.

We offer the Access to HE Diploma (Social Science and Health). Students will study Psychology, Sociology, Human Biology, Anatomy & Physiology, Chemistry and Health Studies. Students will also study ICT, Progressing to HE and Study Techniques. All Access to HE lessons will be taught in dedicated classes for Access students only.

The diploma is studied over one year from September to June. The course is full time and most students have lessons four or five days per week. To accommodate the varying needs of those studying the Access to HE course, the College day for Access students is 9.15am to 2.45pm.

There are no formal entry requirements for the Access to HE Diploma at Worcester Sixth Form College. It is expected, however, that students will demonstrate Level 2 Literacy to meet the demands of the course. Furthermore, students should show aptitude and suitability for the course in their application and during the interview process.

Students who do not have GCSE A* - C in English and Maths may be able to study these alongside the Access to HE course, depending on initial assessment. Access students studying GCSE Maths and/or English will not have to pay the GCSE course and exam fees.

A Pre-Access Level 2 course is available for students who need to develop their literacy skills, complete multiple GCSE subjects, and where the pace and level of the Access course is too challenging.

“The subjects worked perfectly together and the teachers made the course thoroughly enjoyable.”

Student Profile



Kara Lees
Access to Higher Education

After spending 10 years being a stay at home mum, I decided now was the right time to pursue a career. I had heard good reviews about Worcester Sixth Form College and knew that was where I wanted to study. The subjects worked perfectly together and the teachers made the course thoroughly enjoyable. I met some amazing people on the course and I found the work load easily fitted in with being a mum. The next step on my journey is university.

After completing the Access course, I plan to go to the University of Wolverhampton to study Animal Behaviour and Wildlife Conservation.

Why choose Accounting?

Whatever your chosen career, you will come across accounting, whether you decide to run your own business or work as part of a large organisation. Accounting forms the backbone of any business and you may wish to combine your study of accounting with a business course, although this is not a requirement. You do not need to be an expert mathematician, but you do need to feel confident with figures and enjoy working with numbers to find solutions to problems.

Resources and Facilities

- Access to computer room with Internet facilities and interactive ICT resources
- You will be provided with your own copy of the course textbook and workbook
- A range of books is available in the Learning Resources Centre

Student Profile



Ali Waliat
Nunnery Wood High School

Accounting is a lovely subject. It gives an insight into how finance is recorded in a business, allowing success to be judged. I joined Worcester Sixth Form College wanting

to study Accounting and have found that it fits in well with my other subjects especially with Level 3 Business, where I can see how Accounting touches all aspects of Business.

My future aspiration is to become an Accountant and I intend to study Accounting and Finance at Aston University.

Teaching and Learning Styles

- Highly practical lessons tackling accounting problems
- We have close business links with PriceWaterhouseCoopers and have taken part in Open Days at their offices in Birmingham where students had the opportunity to participate in business games and find out about career opportunities
- Students are encouraged to participate in competitions and business simulations, and have previously been finalists in The Student Investor Challenge (a national competition run by IFS School of Finance)

Assessment

Assessment is all exam-based, containing a mix of numerical and written questions.

Progression Opportunities

A number of students have decided to continue this subject by studying accounting, financial or business related degrees. Some have also progressed to work in banks or other financial institutions or have taken jobs in organisations where they will have the opportunity to gain further accountancy qualifications.

Past students have recently secured training posts with KPMG, Grant Thornton, Deloitte and Ernst and Young, successfully securing places on highly competitive apprenticeship schemes straight after A Level study.



I have enjoyed the subject throughout because it is interesting, relates to the real world and is well taught."

Why choose Applied Science?

The qualification is intended for students who wish to continue their studies in Science and enjoy Biology, Chemistry and Physics. It will combine experimental skills, and theoretical ideas to examine and how Science is used in a range of contexts. It is particularly suitable for students who wish to progress to science-based courses at HE including nursing, environmental health etc.

Resources and Facilities

The course will be taught in dedicated science laboratories since much of the work will be practical in nature. Students will also make extensive use of IT both in purpose built rooms and in conjunction with computer controlled instrumentation.

Teaching and Learning Styles

Students will be involved in a range of activities including problem solving, independent research, practical investigations and examining case studies. Students will develop a full range of transferrable skills which will prepare them for higher education and employment. This is reflected in the balance of internally and externally marked assessment described below.

Extra-curricular Activities

The course is designed to relate to the working of science in the real world and may include visits both from external speakers, and to companies and organisations. Students may choose to take up work experience to complement their formal studies.

Assessment

Year 1 (Certificate): This includes one portfolio unit and two examination units.

Year 2 (equivalent to one A Level): This includes two portfolio units and an examination, with an emphasis on Biology.

Progression Opportunities

This course has been developed in collaboration with universities. It will allow students to progress directly into laboratory or technical employment or into higher education to study courses with a high content of science in areas such as environmental monitoring, sports, health and care.

“Applied Science is designed to relate to the working of science in the real world.”

Student Profile



Lauren Gabriel
Nunnery Wood High School

I chose to study Applied Science as I enjoyed Triple Science at high school and Applied Science was a good opportunity to carry on with this. I like Applied Science as it is a mix of all three sciences and fits in well with doing Mathematics which I am also studying at A Level along with Accounting.

After College I will be going on to do a degree apprenticeship in Engineering with Jaguar Land Rover.

Why choose Archaeology?

Archaeology gives you the opportunity to explore the study of material culture and the earliest civilisations of the world. The processes used by field archaeologists to record data and the interpretation of the material will allow you to develop your own understanding of ancient Egyptian burial customs and religion. Whether you are curious about the life of the Egyptian Pharaoh, Tutankhamun, or if you get excited by Time Team, then Archaeology is the subject for you.

Teaching and Learning Styles

Archaeology draws on both physical and written sources. It allows you to acquire a host of transferable skills, including: conducting independent and group exercises, evaluating sources and interpreting archaeological materials. There are some basic scientific elements to the course. Lessons will include:

- Practical sessions
- Whole class discussions
- Lectures, small group and independent presentations

Fieldwork/Visits

- Museum visits, for example, to the British Museum and Pitt-Rivers in Oxford to explore the Egyptian artefacts on display.
- Local field excursions to investigate the archaeology of the region, especially Roman Worcester.
- An optional field visit to the Bay of Naples and/or Iceland is planned for the second year, in association with Geology and Geography students.

Assessment

The structure of the course is currently under review by Ofqual, however the A Level will comprise of an exam and a 4000 word individual project. The project will be worth 20% of the overall A Level grade.

Progression Opportunities

Due to the nature of Archaeology this subject develops skills that are beneficial to people considering degrees in both the sciences and humanities. Archaeology is relevant to anyone considering a career in heritage, journalism, museum management and field archaeology, as well as field sciences such as geology, geophysics and environmental science.

Student Profile



Dmitri Parker
South Bromsgrove High

I've always had an interest in past cultures, especially ancient Egypt, and the chance to study the full process of discovering everything we know about the past from start to finish seemed

like an excellent opportunity. The chance to study the progression of human evolution in the second year was also a huge draw for me. I also wanted an essay-based subject to give me a well-rounded set of A Levels at the end of the second year, and Archaeology was an excellent choice for this. It fits well with Biology and Chemistry as it is very fact-based and has some scientific elements.

In the future, I am hoping to attend university to study Biological Sciences, and following that I would like to go into either post-graduate Medicine or Biological Archaeology.



Why choose Art and Design: Fine Art?

Fine Art is about ...

Making - Looking at - Thinking about - Feeling about -

Knowing about - Responding to

Resources and Facilities

We believe in a broad approach to creativity and expect you to be inventive. Look at the work of previous students to see what use they made of our facilities.

Teaching and Learning Styles

We offer projects from a bank of themes and we provide you with the means whereby you can respond individually, develop observational and recording skills, manipulate materials, and relate to the work of others. All these skills will allow your personal art language to develop.

Extra-curricular Activities

Students are required to participate in museum/gallery visits and any site visits related to practical work.

Assessment

Year 1

Externally Set Task – A period of preparatory study based on a starting point set by the exam board followed by a 10 hour period of sustained focused work completed under exam conditions.

Year 2

Unit 1: Personal Investigation – 60% of A Level grade: Consists of two integrated parts:

- i. A major in-depth critical, practical and theoretical investigative project/portfolio and outcome(s) based on themes and subject matter that have personal significance.
- ii. A related study: an external response of a guided minimum of 1000 words.

Progression Opportunities

Many students go on to study a Foundation course in Art and Design and then a degree in a related field.



Student Profile



Alice Clements
Evesham High School
(The De Montfort School)

I initially chose to study Fine Art at A Level because I have always had a passion for the subject. I am studying A Level French and Modern History alongside Fine Art. As you are free to explore different art movements, you come across many cultural aspects which relate to History, as well as countries such as France.

I love having freedom to choose what I would like to investigate in my projects. I prefer drawing and painting so I focused my projects on those aspects, but there are many other mediums and techniques to experiment with.

I have really enjoyed the Fine Art course and feel like I have developed my craft, as well as becoming more confident in the process. I am going to do a Contemporary Arts Practice Degree at Bath Spa University.

Why choose Art and Design: Graphic Design?

Graphic Design is concerned with producing images and arranging written and visual information for print. Students learn to experiment with image-making and using images with text. Typography, illustration, packaging and printmaking are taught and used in combination. Drawing from first hand sources is an important element of the course, as is the design process, charted through work books.

This is an Art and Design course, and students should have GCSE Art and Design at grade A* - C, or produce a portfolio of work that demonstrates an enthusiasm and understanding of graphical applications. GCSE Graphic Products is not sufficient without Art GCSE.

Resources and Facilities

We have facilities for drawing, printmaking and photography. We also have industry standard software and access to colour printing.

Teaching and Learning Styles

Work is project based and in Year 1 the acquisition of skills is part of each project. The design process is taught through observation, recording, experimentation, selection and presentation of images. Research projects give students the opportunity to investigate the history and practice of graphic design. The computers are used as tools to assist in producing images, but all design work starts on paper.

Extra-curricular Activities

Students are required to participate in museum/gallery visits and any site visits related to practical work.

Assessment

Year 1

Externally Set Task: A period of preparatory study based on a starting point set by the exam board followed by a 10 hour period of sustained focused work completed under exam conditions.

Year 2

Unit 1: Personal Investigation – 60% of A Level grade: Consists of two integrated parts:

1. A major in-depth critical, practical and theoretical investigative project/portfolio and outcome(s) based on themes and subject matter that have personal significance.
2. A related study: an external response of a guided minimum of 1000 words.

Progression Opportunities

Many students continue on to art-related courses, usually Foundation courses which may be followed by a Graphic Design or Visual Communication degree.



Student Profile



Steve Garnett
Bishop Perowne CE College

Before starting College I had not taken a graphic design subject before, only Art GCSE, so choosing to take the subject at A Level was a new experience for me. I also choose to study Level 3

IT alongside my A Level in Graphics. I choose to take these subjects together as they were both somewhat creative and not exam-based which I liked. I feel like these subjects go well together as I can use Graphics in IT and software is a big part of graphic design. By studying these subjects it has helped me broaden my existing knowledge in both areas extremely. I've loved taking Graphics as it has given me a chance to produce and create my own graphical artwork as well as learning new things about the online graphical world.

I currently hold an unconditional offer at Stourbridge College for a Graphic Design Foundation Degree.

Why choose Art and Design: Photography?

This course offers an opportunity to explore creative and experimental approaches towards the medium alongside more established techniques. The course is aimed at those students who have an interest in art and design and wish to explore photography within this context. If you do not have GCSE Art and Design you will need to produce a portfolio of work that demonstrates a serious interest in creative photography.

Further selection criteria may need to be applied if the course is heavily subscribed.

Teaching and Learning Styles

- Instruction in the use of equipment and a range of techniques
- An introduction to the history of photography and contemporary practice
- Students are encouraged to develop a personal approach towards picture-making through practical projects

Resources and Facilities

A well-equipped black and white darkroom, studio and digital processing facilities.

Extra-curricular Activities

Students are required to participate in museum/gallery visits and any site visits related to practical work.

Assessment

Year 1

Externally Set Task: A period of preparatory study based on a starting point set by the exam board followed by a 10 hour period of sustained focused work completed under exam conditions.

Year 2

Unit 1: Personal Investigation – 60% of A Level grade: Consists of two integrated parts:

1. A major in-depth critical, practical and theoretical investigative project/portfolio and outcome(s) based on themes and subject matter that have personal significance.
2. A related study: an external response of a guided minimum of 1000 words.

Student Profile



Alice Marple-Horvat
The River School

Whilst at high school, I developed a love of Photography. I watched my older sister create beautiful images with the camera, and felt inspired to study this

artistic subject at A Level too. It combined well with Performing Arts and Music Technology Level 3, where creative marketing is important. During the course, I was given the opportunity to express my creativity with no limits and I thoroughly enjoyed it!

Last year I joined my sister's Wedding Photography Business and in my gap year I plan to build this business whilst also singing locally.

Progression Opportunities

Whilst some students go on to study a Foundation course in Art and Design, a number of students each year progress directly to university to study Photography.



Why choose Art and Design: Textile Design?

We live in a colourful and decorated environment. This course gives you the opportunity to explore colour, pattern and texture through printed, dyed and constructed textiles. This course is Art Textiles without fashion.

Resources and Facilities

A well-equipped art room with facilities for dyeing, printing and machine sewing as well as painting and drawing.

Teaching and Learning Styles

Practical projects involve recording from direct experience, developing ideas, making connections with the work of others, experimenting with materials and techniques, and focused planning for textile outcomes. All of the projects encourage an individual and creative response.

Extra-curricular Activities

Students are required to participate in museum/gallery visits and any site visits related to practical work.

Student Profile



Phillipa Capewell
Earls High School, Halesowen

I've had a passion for creativity for as long as I can remember. The Textiles course at Worcester Sixth Form College gave me a chance to pursue this passion and not only allowed me to broaden my knowledge within the textile field

but to also discover and explore new techniques. Throughout my time on the course I have gained skills which have allowed me to create intricate pieces; from free machining to felt pod making. The course gives you the freedom to express your individuality.

After College, I plan to study Fashion Media and Marketing at University of Winchester.

Assessment

Year 1

Externally Set Task: A period of preparatory study based on a starting point set by the exam board followed by a 10 hour period of sustained focused work completed under exam conditions.

Year 2

Unit 1: Personal Investigation – 60% of overall grade: Consists of two integrated parts:

1. A major in-depth critical, practical and theoretical investigative project/portfolio and outcome(s) based on themes and subject matter that have personal significance.
2. A related study: an external response of a guided minimum of 1000 words.

Progression Opportunities

Many students progress go on to a Foundation course in Art and Design and then a degree in a related field. Some students go directly on to a degree in Textiles or a Fashion-related course.



Why choose Biology?

This course is vital to many careers such as medicine, dentistry, science and veterinary science, but also opens up great opportunities in diverse fields. The search for plentiful, healthy foods, new medicines, and sustainable agriculture always requires the versatile, investigative and analytical skills of biologists, which are also valued in many non-scientific industry sectors.

The course is suitable for progression to biological and some medical courses. Biology is required for courses such as medicine, dentistry or veterinary medicine. The course requires competency in Maths and involves use of biochemistry.

Biology

The units studied provide the foundation knowledge of cells, tissues and organs, and biochemistry, leading on, via a 'How Science Works' approach, to Biodiversity, Populations and Environment, and Control in Cells and Organisms.

Resources and Facilities

This popular department operates in well-equipped laboratories with a full-time technician to support practical work. Easy access to Nunnery Wood and the surrounding area provides a useful resource for ecological and statistical studies.

Teaching and Learning Styles

Modules are divided into manageable units which encompass a wide range of teaching activities to suit all learning styles. Each is followed by an assessment using exam questions and giving feedback, providing a supportive and structured approach to the course.

Extra-curricular Activities

A variety of opportunities are available to have lectures from outside speakers. This year, we have had lectures from the Cardiff Gene Park. Sixth form lectures are also offered at Birmingham University, including some run by the Society of Biology. Additional fieldwork may also be arranged.

Student Profile



Matt Atkinson
Nunnery Wood High School

When I started College, I didn't know the direction of my future career. I had great interest in science but couldn't pick a discipline so I chose a range of subjects that developed a variety of skills. From the outset, the diversity of topics covered in Biology fascinated me: some stemmed from GCSE knowledge, whereas others were entirely new areas. Over the two years, some units were challenging but the attentive and enthusiastic nature of the staff meant that help was always at hand.

My other subjects were complementary to Biology. Use of Maths contained analysis of data and population modelling whereas Modern History allowed the refining of literary skills and analysis of viewpoints.

Studying this course confirmed the direction of my future. I plan to study Biological Sciences at Wolverhampton University.

Assessment

Assessment is 100% exam based. Practical skills are assessed throughout the two years and at the end of the course, students can be given practical verification if they obtain the board's stated practical competencies.

Progression Opportunities

Many students go on to study vocational courses such as medicine, radiology and physiotherapy but the skills which biologists develop prepare them for a wide range of scientific and non-scientific careers. These could be as diverse as analytical research, marine biology, bio-informatics, anthropology, conservation and forensic science. They can also involve integrated industrial placements giving additional skills so valued by employers.

Why choose Business Studies?

Business Studies is an exciting, dynamic and ever changing subject. It is relevant to everyone whether you are running your own business empire or a consumer wishing to know your rights. Any student who has an interest in current affairs and the world of work should find the course enjoyable and satisfying.

Resources and Facilities

We offer a range of excellent facilities and high-quality teaching to anyone interested in Business Studies. These facilities include: two modern computing rooms with Internet access, course workbook, on-line resources and an extensive range of materials available in the Learning Resources Centre.

Teaching and Learning Styles

A variety of activities will be used with an emphasis on applying theoretical knowledge and developing business skills. These include:

- analysis and evaluation - a critical understanding is essential, requiring you to assess information from a variety of sources and then make a judgement about it.
- creative skills - problem solving is important as you look for solutions and propose strategies.
- numeracy skills - these are particularly important.

Extra-curricular Activities

In the past a number of trips have been organised, for example to companies such as Cadbury World, Bristol Zoo and Alton Towers, revision conferences and overnight trips to Rome and London. We have also successfully competed in a number of local and national business competitions.



I have had lots of support from my Business Studies teachers, offering help and advice whenever it's needed."

Assessment

The A Level is assessed by external exams.

Progression Opportunities

Successful completion of the Business Studies A Level has seen students progress to a wide variety of destinations including Higher Education, particularly business-related courses or those combined with subjects such as IT or a language. Alternatively there are many opportunities in employment, often with additional training.

Student Profile



Kathleen Wright
Dulwich College, Shanghai

I came to Worcester Sixth Form College not having any experience or knowledge of this country, but I knew that I wanted to do Business. I've always had an interest in it since I was a young child, where I was surrounded by the constantly changing business environment in Shanghai, helping me to see the difference commerce can make to individuals and a country. I have had lots of support from my Business Studies teachers, offering help and advice whenever it's needed.

I'm not sure of which part of business I enjoy the most, and have therefore chosen to do a Business and Management degree at Aston University which I hope will lead onto a career within the business sector.

Why choose Business Level 2?

The Level 2 Vocational Certificate is a course with the emphasis very much on developing your employability skills such as teamworking, customer awareness, problem-solving, communication, basic literacy and numeracy. It may be studied in conjunction with any of our other GCSEs. The award is assessed via coursework and examinations.

Teaching and Learning Styles

A variety of styles are used and throughout the course, there is ample opportunity for students to take increased responsibility for their own learning. Students must acquire the ability to organise themselves in order to meet assignment deadlines. Qualities of self-motivation, independent information seeking and planning are also key to success on the course.

Typically students will demonstrate what they have learned through case studies, reports, role-plays, presentations and guest speakers.

Enrichment Activities

Putting theory into practice is an important part of the course. Recent visits to local businesses include Cadbury World, Malvern Theatre and Aztec Activity Centre. The College has close links with some of the major employers in the area, and students will spend time in the companies, meeting with senior management to find out how the business works.

Each student must pay £15 at the start of the year to cover one of the assignment-related trips.



A course with the emphasis very much on developing your employability skills.”

Assessment

Assessment includes two externally assessed units (one on-screen test and one coursework unit), together with a number of internally assessed coursework units. Work is graded Pass, Merit, Distinction, or Distinction * (star). The overall grade is determined by an accumulation of points gained from all work assessed on the course.

Progression Opportunities

This qualification can allow you to move on to Level 3 Vocational courses or to begin a career in a business related area.

All career opportunities open to GCSE students are also open to Level 2 Vocational students.



Why choose Business Level 3?

The course is specially designed to allow students to study vocationally. This means it is work related where ever possible, but provides the same value as conventional A Level qualifications. It places heavy emphasis on skills which are required by employers, such as time management and team working. It is, therefore, aimed equally at students who wish to move into a career after further education, and those who wish to study at a higher level.

Resources and Facilities

- Internet access, interactive ICT resources and DVDs
- Business visits
- Extensive student support

Teaching and Learning Styles

Teachers on the course are interested in your ability to seek out information from the real world and analyse and present it. A variety of teaching styles are used and there is ample opportunity for students to take increased responsibility for their own learning. Students will develop their time management skills as they will need to meet assignment deadlines. Qualities of self-motivation, independent research and planning are also key to success on the course. Students will demonstrate what they have learnt through case studies, role plays, reports, presentations, guest speakers and visits to local businesses.

Enrichment Activities

Putting theory into practice is an important part of the course. Recent visits to local businesses are Cadbury World, Westons Cider, Worcester Bosch, Aztec Waterpark and Silverstone Race Circuit. The College has close links with some of the major employers in the area and students will spend time on company premises meeting managers to find out how the business works.

Assessment

There are be a variety of different assessment styles:

- Practical and written assignments which are internally assessed
- Written task set and marked by the awarding body
- Written exam set and marked by the awarding body

The National Certificate can be studied in the first year and is the equivalent to 0.5 of an A Level. Students can then progress to the National Extended Certificate which is the equivalent of 1 A Level.

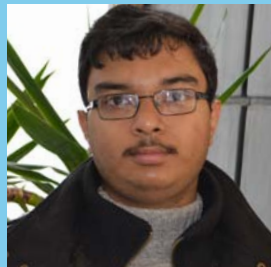
First year students who want to study Business at a more in depth level can study the National Foundation Diploma which is equivalent to 1.5 A Levels. In the second year students can progress to the National Extended Diploma which is equivalent to 3 A Levels.

Awards are graded Pass, Merit, Distinction or Distinction* (star) which are determined by an accumulation of points gained from all the assessed work.

Progression Opportunities

The qualification can be used for admission to degree level courses or to begin a career in a business related career. All of the career opportunities open to A Level students are also available to Level 3 Vocational students.

Student Profile



Amritash Lahiri
Bowbrook House School

I came to Worcester Sixth Form College from Bowbrook House School and pursued the BTEC Level 2 Extended Certificate in Business in which I achieved Distinction*. This boosted my confidence and I chose to pursue the subject at Level 3 as well. I particularly chose this course as I enjoy reading and learning about current affairs and the business world. The teachers are very helpful and provide useful resources.

I hope to study Business Management at University.

Why choose Chemistry?

Are you interested in how we develop new, high-technology materials, fuels and medicines for the future? Chemistry at A Level is required for a range of careers including medicine, veterinary science, food science, agriculture and chemistry courses including forensic and pharmaceutical science. It is an essential support for any higher level study of Biology and gives extended options to enter chemical engineering with Physics and Maths. The skills learned in Chemistry are valued for entry into many other professions such as business, law and ICT.

Resources and Facilities

Lessons take place in well-equipped laboratories. Most practical work is carried out in pairs whilst learning the skills. Students can then apply these in individual practical assessment activities.

Teaching and Learning Styles

The course is based on aspects of chemistry important to everyday life and modern contexts are used to deliver chemical principles. There is extensive practical work alongside a diverse range of interactive learning activities. Emphasis is placed on then transferring knowledge to tackle unfamiliar problems by practising questions.

Extra-curricular Activities

Students regularly attend the sixth form lectures at Birmingham University and have the chance to take part in Masterclasses to find out more about specialist areas. In the past, students have extended their knowledge on industrial visits, science visits and chances to take part in chemical competitions.

Assessment

The A Level assessment is through three written examinations covering the two year course. It will have separate endorsement of practical skills. A qualification is available by separate assessment of the first year work, not counting towards the A Level grade. This comprises two written exam papers.

Progression Opportunities

Most students go on to study a science at university. Many Higher Education courses value the subject for entry. Some choose Chemistry but many go on to study Medicine or Biological Sciences.

Student Profile



William Hodges
Bishop Perowne CE College

I chose to take Chemistry because I enjoyed studying it at GCSE and I also needed to study the subject to allow me to apply for Medicine at university. The Chemistry course introduced

many practicals that tied into the theory we learnt which helped me to understand a lot of the concepts we explored. It also combined well with other subjects I studied, particularly Biology in regards to the structure of biological molecules.

Studying Chemistry has been great and has developed a wide range of my scientific and investigative skills which will be invaluable in the future.



Why choose Children's Play, Learning and Development Level 3?

This is a well-recognised qualification for working with children. Students have the opportunity to train in a wide variety of work settings and follow up this practice with theory in the classroom. The Level 3 Extended Diploma is a full-time two-year course which, including the work experience, is equivalent to three A Levels. The Extended Certificate is also available and is equivalent to 1 A Level. Additional training includes a Paediatric First Aid certificate.

Teaching and Learning Styles

Lessons are varied and full of practical activities. We have specialists in Child Development, Early Years Education, Nursing, Sociology and Special Needs. Work training is also a vital part of your course and you will be visited regularly and assessed in each placement.

Student Profile



Georgia Allan
Nunnery Wood High School

The Children's Play, Learning and Development (CPLD) course has enhanced my understanding of the different roles and responsibilities of professionals that promote children's development, learning and welfare. Staff members are supportive, enthusiastic and have valuable experiences that are shared with students.

In September, I will be studying BA (Hons) Social Work at the University of Worcester. I feel this course has prepared me for the degree, due to units covered such as safeguarding, reflective practice and research skills.

Resources and Facilities

- Baby care equipment for feeding and sterilising, new virtual reality babies as well as resusci-babies
- Educational toys for learning through play
- Early Years Curriculum Resources - Early Years, Foundation Stage Curriculum and National Curriculum
- DVDs related to childcare practice
- A wide selection of books can be found within the department and the Learning Resources Centre
- Guest speakers and children in College

Extra-curricular Activities

You will be taken on many visits including the Snoezelen Centre, and the Toy Library, Acorns Hospice and other playwork settings.

Assessment

All units are assessed and graded and an overall grade for the qualification is awarded. Three units are externally assessed.

Progression Opportunities

This course will prepare you for careers such as paediatric nursing, nursery and primary teaching, professional nannying and nursery nursing.



Why choose Classical Civilisation?

Students enjoy the variety of topics covered and the way in which Classical Civilisation explores the world of the Ancient Greeks and Romans through their achievements in art and literature. From ancient times right through to the present day artists, poets and dramatists have derived inspiration from the mythology and literature of Greece and Rome. Our political and legal systems are modelled on those of Ancient Greece and Rome. Western Theatre was born in Athens in the 5th Century BC.

Resources and Facilities

- A large selection of books in the department
- A collection of images and artefacts for the study of mythology and history
- DVDs of mythology, plays and archaeological sites

Teaching and Learning Styles

This course is taught through discussion, group work, individual research, presentations, skills sessions, lectures, reading and role-play.

Variety is found in three quite different areas of study:

- Epic Poetry (Greek Epic in Year 1 and Roman Epic in Year 2)
- Tragedy and Comedy in the theatre
- Greek and Roman history and politics
- Mythology is an important component in all areas. All literature is studied in English translation

Extra-curricular Activities

A Tragedy workshop in collaboration with the Drama department. An optional visit to Rome is planned for second year students.

Assessment

The A Level is assessed by external exams.

Progression Opportunities

Many of our students study Classical Civilisation or related subjects such as Ancient History or Archaeology at university and some combine Classics with English or Theatre Studies. Other students have found that the literature elements of the subject are an excellent foundation for a degree in English Literature and the study of Greek and Roman Comic Drama and Epic adds an extra dimension for Politics and History students.



Student Profile



Caitlin Jolly
King Edward VI Sixth Form
College, Stourbridge

I chose Classical Civilisations out of curiosity and accidentally discovered my new favourite subject! It fits in well with my Philosophy, Archaeology and

English lessons as the writers we study inspire many modern Western writers and philosophers. Classics is the perfect mix of mythology and history, and I 100% recommend this course.

I will study Classical Studies and Spanish at Liverpool thanks to this subject which was totally new to me.

Why choose Computer Science?

Computer Science is a practical and yet intensely creative subject where learners can apply the academic principles learned in class to real world systems. Students will develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence. This course provides an excellent grounding for students wanting to study Computer Science or other technical subjects at university. It combines well with Maths or any of the three sciences.

Resources and Facilities

- Two teaching rooms equipped with modern hardware and software
- Drop-in study areas equipped with computers are also available to Computer Science students

Teaching and Learning Styles

- A mix of practical and theory lessons.
- Practical lessons include programming basics, creating software solutions and coursework.
- Theory lessons include topics such as systems analysis, programming languages, computer hardware, networks and data transmission.

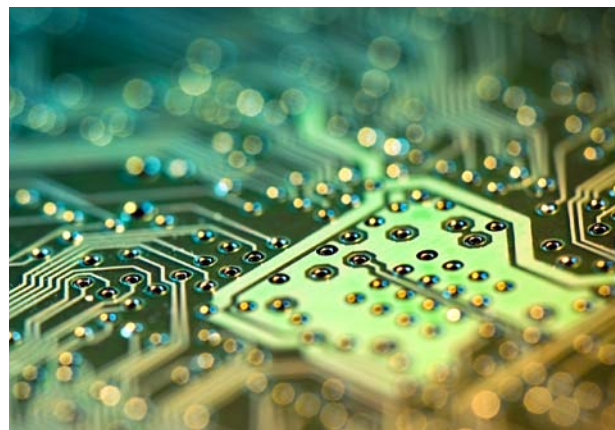
Assessment

There will be two equally weighted units assessed by two written papers of 1 hour and 15 minutes each: Computing Principles and Algorithms and problem solving.

Progression Opportunities

Most of our students will go on to study either Computer Science or a related subject at university.

“Computer Science is a practical and yet intensely creative subject.”



Student Profile



Matthew Bourne
Blessed Edward Oldcorne
Catholic College

I am studying Computer Science alongside Maths and Physics. I chose this subject as I have a keen interest in technology and problem solving. It also helps me apply my mathematical knowledge in a realistic situation.

The best thing about Computer Science is how practical the subject is. You learn new skills whilst carrying out practical tasks. From knowing nothing about programming to designing and implementing my own scenarios, I have found that the course has really helped me to learn and develop new skills.

After College, I plan to go on to university to study Media and Communication.

Why choose Dance?

This course offers you the chance to develop your skills in choreography, performance and analysis. Energy and commitment are the main requirements for this physically and mentally demanding course.

Resources and Facilities

- Large dance studio with sprung floor
- Extensive Learning Resources Centre provision
- Video and sound recording equipment
- Workshops with visiting professionals
- Close links with the County Youth Dance Company

Teaching and Learning Styles

- On average, two practical lessons per week
- The many aspects of the course mean that activities vary considerably

Course Demands

Rehearsal time outside of lessons.

Extra-curricular Activities

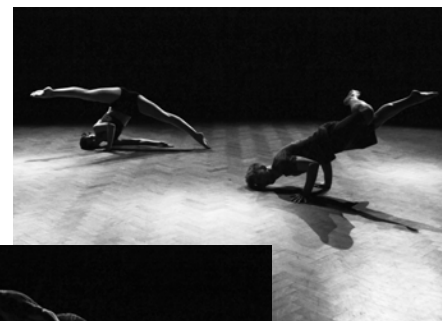
- There are many opportunities open to students to perform and to see performances
- **The Performing Arts Academy** puts on two public productions a year including a large scale musical and an end of year showcase
- Workshops with visiting practitioners

Assessment

Practical and written examinations.

Progression Opportunities

Many students go on to study Dance at degree level, focusing on performance, choreography or analysis, whilst others combine it with another Arts subject for a joint degree. Each year some students seek employment in the industry. However, many prefer to look on their Dance A Level as having been an enjoyable way to gain a qualification which has also provided them with transferable skills for other employment/careers such as team work, problem solving, management and motivation of others, communication and expression.



Student Profile



Keely Taylor-Hall
St Mary's, Worcester Girls School

I chose A Level Dance as I wish to become a professional performer. The course allowed me to increase my knowledge of dance history as well as improve technically through practical classes in Contemporary, Ballet and Kathak.

Thanks to the continuous support from my A Level dance teacher, I have been able to successfully gain a place at Laine Theatre Arts where I will begin full time training in Professional Dance and Musical Theatre in September 2016.

Why choose Drama and Theatre Studies?

This course offers a practical exploration of all aspects of theatre. You will study play texts; participate in performances; create and perform new work.

Resources and Facilities

- Most lessons take place in the College Drama Studio
- Public performances of your work take place in the well-equipped College Theatre or in the College Drama Studio
- Excellent lighting, sound and projection facilities
- Video and sound recording equipment
- Workshops with visiting professionals
- Close links with the University of Worcester

Teaching and Learning Styles

Much of the work is a practical exploration of ideas and theories as well as performances.

Course Demands

- Rehearsal time outside of lessons
- Visits to live theatre

Extra-curricular Activities

- There are a wide range of trips and workshops for you to take part in including visits to RSC, London and professional theatre companies nationwide
- As part of your course you will take part in a public performance of an extract of a published play
- **The Performing Arts Academy** puts on two public productions a year including a large scale musical and an end of year showcase

Assessment

Through coursework, performances and written examinations.

Progression Opportunities

Many students go on to study Drama and Theatre at degree level either as single honours or in combination with another subject. Other progression routes are careers in Public Relations, Personnel or any public facing career. Drama and Theatre Studies teaches you many of the skills employers are looking for such as independence, communication and team-working.

Student Profile



Paige Taylor
Nunnery Wood High School

I've always enjoyed Drama, and studying here has allowed me to broaden my understanding and skills by devising fun and extraordinary pieces. I

wanted to become more confident in my creative abilities and work with people who had the same passions. The excellent teachers at College have allowed me to do so. The subject complements my others as you develop critical thinking and study a range of texts.

In September, I hope to study Theatre and Performance at University of Bristol.



Why choose Economics?

Economics is a highly regarded academic subject which is highly valued by both employers and universities. It develops skills which compliment science, social science and arts subjects. Students often go on to study economics, accountancy or other courses relating to business management. Economics involves the study of individuals, firms and the Government. The course is split into two separate yet linked sections, micro economics and macro-economics. Macro Economics is the study of Government and how the government influences and manipulates the level of economic activity. Micro Economics is the study of individuals and firms and aims to establish models which can be used to describe and explain the behaviour patterns of individuals and firms. Economics graduates are amongst the most highly paid and the subject is useful for many careers including finance, banking and retail. The emphasis of this course is on the UK economy, including topics such as economic growth, inflation, unemployment and the labour market. You will also study the international perspectives including the European Union, globalisation, poverty, international trade and the environment.

You will learn how to apply economic theory to the analysis of "real world" economic issues such as:

- How are prices determined?
- Why have energy prices risen?
- What effect does economic downturn or recovery in Europe have on the UK economy?
- What economic policies can be followed to help create jobs or reduce inflation?
- How can we control the negative aspects of economic growth such as rising inequality or increased pollution?
- How does the interest rate affect the housing market

Resources and Facilities

- Internet, interactive ICT resources and computer simulations
- Course textbook
- An extensive range of materials available in the Learning Resources Centre

Teaching and Learning Styles

A variety of teaching and learning strategies are employed including lectures, discussion, debates, role-play activities, computer games and simulations.

Extra-curricular Activities

We offer trips including Economics conferences, the opportunity to compete in national competitions and revision conferences.

Assessment

There are three written exams at the end of Year 2. These have a mixture of short questions to test your analytical skills and essay questions which ask you to discuss economic issues in greater depth. The three papers are:

- Markets and market failure
- National and international economy
- Economic principles and issues

Progression Opportunities

Many students decide to study Economics at university either alone or combined with other subjects such as Maths/Statistics, Languages and Social Sciences. Economics A Level is also highly valued by many employers particularly the banks, insurance and accountancy firms.

Student Profile



Lisette Hickman
King Edward VI Five Ways
School, Birmingham

I had no prior knowledge of Economics before studying it at A Level at College. I enjoy studying Economics because of how it relates to the real world. It has helped me to

understand what politicians mean when they talk about the economy and has meant that I can now develop my own opinions about their policies.

After College, I plan to go to University of London to study Religions.

Why choose English Language?

There are very few, if any, areas of our lives that do not involve using language. Studying English Language at A Level will enable you to use language effectively, to learn about the structures and functions of the language we use, and to become aware of the social, historical and psychological issues which shape the ways we think, speak and write. English Language underpins much of what we do in education and employment. Expect something very different from GCSE!

Course Content

You will learn how to analyse spoken and written language; discuss and analyse how conversation works; investigate the mysterious processes through which children learn to talk; and learn about the relationship between the language we use and our social values. You will engage with debates about English Language and learn about how and why the English Language has changed over centuries. You will discuss questions such as: why do many people dislike the Brummie accent, but love to hear a Geordie speak? Could the English Language die out in the next few hundred years? How has the internet changed language use? Do men and women speak the same language? You will also have the opportunity to investigate aspects of language independently in your coursework.

Teaching and Learning Styles

Teaching is active; we make much use of discussion and group work which students use to explore their own views about language as well as those of others. Active research through investigative project work is also an important part of language study. Students are encouraged to take advantage of the work experience programme in language related areas, and to explore the links between English Language and their other academic subjects.

Assessment

The A Level is assessed by external exams which will require you to analyse unseen texts, test your knowledge of spoken and written language, evaluate theories and debates and write a piece on attitudes to study. There is also a coursework component.

Progression Opportunities

Many students go on to study English Language related courses such as Linguistics or Communication Studies at university. English Language is also a very useful qualification for anybody wishing to go into primary teaching, speech therapy or journalism.

“English Language underpins much of what we do in education and employment. Expect something very different from GCSE!”

Student Profile



Eleanor Whyte
Blessed Edward Oldcorne
Catholic College

The English language is always changing and developing, which makes the study of it ever more interesting. I am also studying Politics and Psychology which have worked well with English, as they are essay-based and rely on a good understanding of English Language. Although the course is very different at A Level compared to GCSE, you do gain the skills you need, which are developed and broadened during the A Level course. I have particularly enjoyed learning about the history of English and how it has developed to be the language we use today.

This course has given me a firm foundation for me to build on when I study English Language at Aston University, where I hope to strengthen my interest and broaden my knowledge of the subject.

Why choose English Literature?

This course invites you to explore human experience and to discover different worlds through engaging with a wide range of literature: novels, short stories, poetry and drama. As part of the course, you will learn about the lives of writers, the historical and social contexts that affected their writing, and consider critical reactions to the texts whilst forming your own opinions. You will also develop skills in written and oral communication, interpretation and analysis.

Teaching and Learning Styles

A key approach will be learning through group work and discussion but there will also be a wide range of other strategies, including: essay writing workshops; individual and group student presentations; multimedia resources; individual student/teacher consultations, and joint activities with the Learning and Resources Department.

Extra-curricular Activities

- Theatre visits
- Lecture days
- Visiting speakers
- Workshops focusing on set texts and theatre productions

Assessment

The first year focuses on your study of two novels (Charlotte Brontë's *Jane Eyre* and Kazuo Ishiguro's *The Remains of the Day*) and the second focuses on poetry and drama (Ted Hughes and Tennessee Williams' *A Streetcar Named Desire*). The second year will include study of, among others, Shakespeare, Milton, and Sylvia Plath.

Progression Opportunities

You may choose to go on to study English Literature as a single honours subject or in combination with a related subject such as Media, Journalism or Theatre Studies. Even if this is not the case, you will find that the English Literature course equips you with interpersonal and communication skills that are highly valued by other university courses and career paths.

Student Profile



Nuala Flynn
Tenbury High School

The exciting thing about English Literature at Worcester Sixth Form College is the fact that, not only will it evolve your appreciation for the themes, genres and styles of literature, it will aid in other essay-based subjects as well. Studying Philosophy & Ethics and Psychology, I have benefited exceedingly from the analytic and descriptive skills developed throughout this course.

After College I will be going on to study English and Philosophy at the University of Nottingham, and I strongly believe this decision stemmed from this brilliant English course.



The course's intriguing content covers a wide variety of themes, time periods, and doubtlessly became my favourite subject during my studies at College."

Why choose Combined English Language & Literature?

This combined course is for anyone who loves reading and discussing texts of all different kinds. The difference from the single Literature course is that as well as novels, poetry and drama, we also study a range of non-fiction materials: travel writing, news articles, memoirs, speeches, blogs and reviews, to name just some of the genres studied. As with the single English Language course, there is a strong emphasis on learning linguistic terms to describe and analyse how language is used.

Trying out different types of creative and professional writing is part of the course, so you need to be prepared to experiment and to learn from the writers we study!

Teaching and Learning styles.

Independent reading and research is a key aspect of the course and lessons will often centre on discussions of material you will have prepared in advance. You will develop a detailed knowledge of English grammar and linguistic and literary terms and will be encouraged to become confident at using these in discussions and in your analytical writing. We like to encourage lively debates! For the creative writing part of the course, we will often take a workshop approach: you need to be willing to show your drafts to others in the group and be open to feedback other readers give you to help you improve.

Extra-curricular Activities

- Visiting speakers
- Creative writing sessions
- Theatre trips and poetry readings
- Visits to literary festivals and conferences

Assessment

The A Level assessment is two exams at end of the second year (texts covered in the first year with an additional drama or poetry text) plus a coursework module (worth 20%) made up of two creative writing pieces and a commentary based on the study of a novel, a non-fiction text and wider reading and research.

Progression Opportunities

This course enables you to go on to study English or related subjects at university and is useful for all sorts of careers such as journalism, advertising, marketing, education, business, law and a very wide range of other possibilities. It is a well-respected course that combines well with other qualifications.

Please note that you cannot combine this joint course with the single Language or Literature A Levels, though you can choose to do both of those courses with each other.

Student Profile



Nusrath Haque
Blessed Edward Oldcorne
Catholic College

I chose to study English Language and Literature as I have a passion for creative writing and this subject enabled me to explore my skills and develop my knowledge.

The coursework side especially appealed to me as there is a large amount of choice and freedom; allowing me to write about topics that interest me. The texts I have studied throughout the course provided inspiring insights into language and different theories important in English.

I am going to study Biomedical Science at Aston University, where I will apply the analytical skills I have acquired from this A Level.

What is the Extended Projects Qualification (EPQ)?

Extended Projects involves Year 2 students identifying, designing, planning and then completing an individual project on a topic of their choosing. To do this they obtain and select information from a range of sources and then:

1. Write a dissertation or investigation; create an artefact or performance using appropriate skills and technology
2. Evaluate the project including reviewing their own performance and presenting their findings to an audience

Why choose an Extended Project?

Students will have the opportunity to carry out some genuine research on a topic of their choosing that equips them with the skills of investigation, analysis and synthesis which universities and employers want. Universities regard the EPQ highly and recognise the UCAS points from it. Many universities now make offers including the EPQ, with an increasing number of universities giving lower offers if a student has done one. Some take the EPQ into account if their offer has not been met. The project also provides a focus for interview should the student be offered one.

It carries UCAS tariff points as follows:

A* 70 points	C 40 points
A 60 points	D 30 points
B 50 points	E 20 points

Teaching and Learning Styles

Each student is allocated a supervisor who will meet regularly with them to help them throughout all stages of the project. Alongside this there will be some lessons in which the skills required for a successful EPQ will be taught.

Resources and Facilities

The students have a well-resourced Learning Resources Centre to use. They can also use the resources at the Hive. EPQ students visit the Hive to learn about using its catalogue, online resources and how to reference their work.

The Extended Project is open to second year students only.

“Students will have the opportunity to carry out some genuine research on a topic of their choosing that equips them with the skills of investigation, analysis and synthesis which universities and employers want.”

Student Profile



Kayleigh Barker
Blessed Edward Oldcorne
Catholic College

I chose to take on an EPQ alongside my other subjects as I wanted to develop new skills and interests. For my project, I chose to write a dissertation based on the effects that internet streaming services, such as Netflix, are having on the film and television industry. I chose this topic specifically as I am hoping to go on to study Film and Television at university. Not only does an EPQ provide you with practical skills to be applied at university or in the workplace, but it is also an opportunity to undertake in-depth research into a subject area that is of personal interest to you.

Why choose Film Studies?

This course is for anyone who loves the experience of cinema and endlessly discussing the films they've seen. Film Studies provides an opportunity to learn about production, distribution and exhibition in a wide range of contexts. Topics include: British and American Film, World Cinema, Spectatorship, Exploring Film Form, Film Research and Creative Projects. There is an opportunity to make a short film during the second year. Students need to have an open mind and be prepared to discuss films from different eras and countries. The course includes the study of '18' certificate films. This is permitted for under-18 year olds under BBFC guidelines.

Resources and Facilities

- There is a data projector and cinema surround sound in the teaching room
- There is a wide range of DVDs and background books in the Learning Resources Centre
- There are a number of digital video HD cameras within the Department and the latest Adobe editing software

Teaching and Learning Styles

The data projector and cinema surround sound in the teaching room provides an exciting and engaging learning experience. Much of the learning takes place through group discussion and creative activities that should stretch your imagination. You will need to read background and critical books available in the Learning Resources Centre.

Extra-curricular Activities

- There are trips to a variety of different cinemas

Assessment

The A Level will be assessed by external exams and coursework.

Progression Opportunities

You may go on to study a media/film related course or progress to a wide range of humanities and social science subjects. Film Studies combines well with a wide range of other courses. Past students have gone on to work in film, television, theatre, video games and academia.

“ This course is for anyone who loves the experience of cinema and endlessly discussing the films they’ve seen.”

Student Profile



Chloe Pickstock
Blessed Edward Oldcorne
Catholic College

I have always been fascinated with film and cinema. My decision to take Film Studies was because of this and that I wanted to learn something different. Film Studies developed my interest and I have been able to closely analyse film and discuss a range of topics with other members of the class. In this course, I have composed original ideas into creative projects; especially with year 2 coursework which allowed me to write a film noir screenplay that developed my technical writing. It has improved my skills in research, organisation and working independently and in groups. My favourite sections of the course have been creating a photo storyboard and closely studying critical debates of the film Fight Club.

Throughout my time at Worcester Sixth Form College, I have loved Film Studies and hope to continue my study of film at university.

Why choose Food Science and Nutrition?

Food Science and Nutrition is an exciting subject that is suitable for any student who is interested in developing their knowledge in:

- The Science of Food and Food Safety
- Nutritional Needs of Specific Groups
- Food Preparation, Cooking and Presentation
- Current Food Initiatives and Healthy Eating Guidelines

An understanding of food science and nutrition is relevant to many industries and job roles such as manufacturing, product design, food stylist, food journalism, health promotion, dietician/nutritionist, sports coaching, etc. There will be a large amount of practical work so this should be an area that you particularly enjoy.

Resources and Facilities

Food Science and Nutrition is taught in the department of Sport, Health & Psychology. The department consists of 12 teaching rooms and a well-equipped practical food room. There are a wide range of relevant books and periodicals within the department and students have access to computers in class every week.

Teaching and Learning Styles

A variety of teaching and learning styles are used including question and answer sessions, discussions, researching and note taking. Students will be able to develop skills in investigation and experimental work, taste testing and practical techniques.

Extra-curricular Activities

Students have the opportunity to visit food businesses and exhibitions, such as the Good Food Show at the NEC.



Assessment

This Level 3 Diploma is assessed through a combination of a written exam, centre marked assignments and an assignment set and marked by the exam board.

Progression Opportunities

Together with other Level 3 courses such as A Levels in Biology, Science, Sociology, Business, etc. this course gives you the opportunity to progress onto degree courses such as: Food and Nutrition, Human Nutrition, Public Health Nutrition, Food Science and Technology, Product Development, Food Marketing, etc.

The food business is one of the most successful industries in the UK. Demand is approximately four times higher than the number of graduates leaving university, therefore career prospects are excellent.

Student Profile



Chloe Mann
Baxter College

As I enjoyed the course so much I decided to study Food at Level 3. I have loved learning about the functions of nutrients found in foods, nutritional needs of specific groups, food production methods and food safety. I have found the coursework challenging, but a good opportunity to develop my practical food skills. There is a good mix of coursework and examination assessment.

I hope to take up an offer at University College Birmingham next year to study Food Nutrition.

Why choose French?

French is the most widely taught modern language both nationally and also at the College. Its importance is reflected locally, with an increasing number of business partnerships involving French companies. Some students take French and another language at A Level, but an increasing number combine it with subjects such as Business Studies or Sciences, reflecting the wide range of opportunities in commerce for travel abroad and use of French. Most students, however, choose to continue their French studies because of a good GCSE grade, a successful exchange, family holidays to France or simply because they enjoy speaking the language.

Resources and Facilities

- 18 place Sanako language centre with audio, IT and video facilities
- Computers with Internet links
- Data projectors in all rooms
- Interactive Whiteboard
- Comprehensive Modern Languages website

Teaching and Learning Styles

- Extensive use of French in the lesson
- A wide variety of subjects including aspects of contemporary society
- Weekly lesson with French native speaker



Assessment

The A Level will be assessed by external exams, in reading, listening, speaking and writing skills. Both the first and second year include options in Cultural Studies.

Progression Opportunities

Many students go on to study a French degree, either single honours or in combination with another language. An increasing number of students study French with another subject, such as Law, Business Studies or History. Almost any combination is possible! Fluency in a foreign language will increase your employment opportunities in Britain, as well as in French-speaking countries.

Exchanges

We have annual exchanges to Nice, Montpellier and Mâcon. Students are encouraged to participate in at least one visit in both years.

Student Profile



Charlotte Hutchinson
Blessed Edward Oldcorne
Catholic College

I chose to study French A Level because studying languages can really make you stand out. I really enjoyed the individual speaking practice we had each week and they helped me improve really quickly. This year we had the chance to go to Montpellier for an exchange and it was such a good week! Our French definitely improved and we made some great memories together.

Next year, I hope to go to the University of Nottingham to study French and Portuguese and, hopefully, work abroad after university.

Why choose Further Mathematics?

Further Mathematics gives students a deeper and broader knowledge of Mathematics, both Pure and Applied. It is particularly useful for students preparing for courses at university in Mathematics, Engineering, Physics and Computing. It is looked on very favourably by the top universities. All Further Mathematics students also have the opportunity to follow a course, in their second year, in either Advanced Extension Award or STEP. These are required for Oxbridge entrance and by several other top universities.

Who should consider Further Mathematics?

Students must be strong mathematicians and have achieved a grade 7 (or grade A) at GCSE. They must also enjoy the challenge of Mathematics since it will account for two of their subject choices.

Teaching and Learning Styles

Students are taught by well qualified teachers in a variety of ways including; example-led whole class teaching, individual work on exercises from text books or worksheets, paired or group work on matching activities or problem solving, watching video clips using online teaching resources, graphical calculators and computer software. A substantial amount of individual work is expected outside of lessons which should match the amount of contact time in class.

Resources and Facilities

- Suite of teaching rooms equipped with data projectors and interactive boards
- Specialist Maths software including access to MyMaths and Integral web-based resources

A Level Further Mathematics

This qualification broadens and reinforces the content of A Level Mathematics. It introduces complex numbers and matrices and gives students opportunity to extend their knowledge in Applied Mathematics and logical reasoning.

AS level Further Mathematics

Building on AS Further Mathematics, this A Level will also cover differential equations, further calculus and vectors as well as a variety of areas of Applied Mathematics related to engineering, physical sciences and computing.

Enrichment - The Mathematics Academy

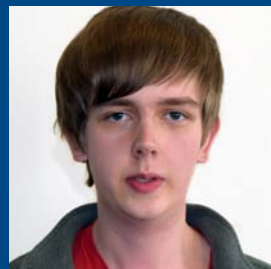
Extension activities are available to all Maths students by enrolling in the Maths Academy. Anyone wishing to pursue a Higher Education course in Mathematics, Engineering, Computer Science or similar would benefit from attending the Maths Academy in addition to Mathematics lessons. The activities include:

- Participation in the Senior Mathematics Challenge/Maths Olympiad
- An introduction to specialist Maths software (Matlab)
- Exploration of various enrichment topics such as Infinity, Group Theory, Probability Simulation and Fitting Curves to Data
- AEA and STEP preparation in the second year

Progression Opportunities

Further Mathematics students tend to go on to university to study Mathematics as a single/joint honours or to study Physics, Engineering, Computing, Business or Technology.

Student Profile



Peter Lewin-Jones
Christopher Whitehead
Language College

One of my reasons for choosing Worcester Sixth Form College was I wanted to study Further Maths, and I was impressed by the support they provided for the subject. The College has support

classes for the various university entrance exams in Maths, specifically the MAT and STEP for Oxford and Cambridge universities. I also had the chance to compete in the individual and team Maths challenges. I get on well with all my teachers. The teaching style in my subjects is very friendly, and I like the independence of being at College.

I am looking forward to studying Maths at university next year, and currently hold a conditional offer from Mansfield College, Oxford.

Why choose Geography?

Where is the most hazardous place on earth? Why do children starve in a world of plenty? What will the outline of Britain look like if sea levels rise due to global warming? Why are the tropical rainforests so species rich? Where are the hottest, driest, coldest and wettest places on earth and why? Which people live the longest and why? If any of these questions interest you then you should consider doing Geography! Geography is all about studying the interactions that occur between people and their environments. As such, it deals with many contemporary issues of global importance and is underpinned by a concern with finding ways to develop sustainably.

Teaching and Learning Styles

We encourage enquiry-based learning with an emphasis on fieldwork. The first year of the course has recently involved rivers fieldwork in Shropshire and urban fieldwork in and around Worcester. An optional residential trip studying volcanic landscapes and hazard management in Iceland, is currently offered in the second year. Students will require suitable fieldwork gear (walking boots and waterproofs).

Assessment

There will be a balance of physical and human geography themes and an emphasis on people-environment interaction. Practical fieldwork is included in this course (Year 1 2 days and Year 2 4 days). An independent field work investigation is required for the A Level qualification (20% of final grade).

Progression Opportunities

Many of our students go on to study Geography or related subjects at university. Geography combines well with most other subjects especially Geology. Employment in the use of geographical information systems (GIS) continues to be a big growth area and we have had a number of recent students go on to research and work in this field.

“ Geography is all about studying the interactions that occur between people and their environments.”

Student Profile



Catherine Regan
Nunnery Wood High School

Geography covers a wide range of topics, and even though I want to focus more on the physical topics such as Meteorology, studying the social side in addition really complements and adds to the subject. I have also taken Maths, Physics and Geology, which have allowed me to apply knowledge, especially scientific knowledge, to some of the subject areas.

The topics we have covered and the constant help and advice received from the Geography department have helped me decide to go on to study a Master of Science in Environmental Geophysics at university.



Why choose Geology?

You may choose to study Geology because you are interested in earthquakes and volcanoes and want to know why they occur in some places and not others. You may like dinosaurs and fossils and want to know more about past life on Earth. You may be fascinated by crystals, minerals and rocks and would like to learn to identify your specimens. Whatever your reason, you will be choosing a subject that is new and very different from the others you will be studying.

Teaching and Learning Styles

- Conventional lessons, often group and whole class practical sessions, using the department's extensive collection of rocks, minerals and fossils
- Presentations and field-based classes/coursework
- Lab-based coursework in the second year

Recent Fieldwork/Visits

- The Natural History Museum in London to see the Dinosaur displays and the Earth Galleries, complete with earthquake simulator
- Local field excursions to investigate the geology of the Malvern Hills and South Wales coast
- An essential week-long field trip to the Isle of Arran for second year coursework
- Optional expedition/field visits to Iceland and the Bay of Naples, in association with Geography students

Assessment

The structure of the course is currently under review by the exam boards and Ofqual. As a science subject, Geology will have no practical assessment during the first year, but exam questions will relate directly to experiments and fieldwork undertaken throughout the year. The A Level will be examined and will also involve an experimental Geology endorsement which will be in addition to the grade gained on the examination papers.

Progression Opportunities

As a science A Level, Geology is useful for anyone considering a degree course in the Geosciences (including Oceanography), as well as Archaeological, Biological, Chemical, Environmental and Physical Science disciplines. Traditional careers for geologists are in the oil and mining industries. More recently, opportunities have broadened to include civil engineering and tunnelling, environmental conservation and climate change, hazard management for volcanoes and earthquakes.



Student Profile



Connor King
Bishop Perowne CE College

I chose Geology because it meant I could study Palaeontology and parts of Astronomy such as planet formation. Geology has combined well with my

other two subjects, Biology and Chemistry, as areas like Palaeontology feature heavily and this has helped me to explain how the composition of rocks has been affected by their weathering. A lot of fieldwork is required, which means we go to all sorts of exotic places, like the trip to the Isle of Arran! There is also lots of practical work in lessons, such as modelling lava flows or fault movements.

After College, I hope to study for a Master of Science Degree in Geology at the University of Birmingham.

Why choose German?

The ability to speak a language is a vital skill in today's international world. As Germany is our biggest trading partner, there is a need for fluent speakers of the language to promote our industry abroad. You may also simply be interested to know more about Germany, Austria and Switzerland, to find out for yourself about their history, literature, art and films.

Resources and Facilities

- 18 place Sanako language centre with audio, IT and video facilities
- Computers with Internet links
- Data projectors in all rooms
- Interactive Whiteboards
- Comprehensive Modern Languages website and forum

Exchanges

Students are encouraged to take part in both exchanges to Berlin and Munich which are offered during their two-year course.

Teaching and Learning Styles

- Extensive use of German in the lesson
- A wide variety of subjects and aspects of contemporary society
- Weekly oral lesson



Assessment

The A Level will be assessed by external exams, in reading, listening, speaking and writing skills. Both the first and second year include options in Cultural Studies.

Progression Opportunities

Many students go on to study a German degree, either single honours or in combination with another language. Also very popular is studying it alongside another subject such as Law, Business Studies or History. Almost any combination is possible! Fluency in a foreign language will increase your opportunities of working in one of the German-speaking countries and Eastern Europe.

Student Profile



James Hegerty
Nunnery Wood High School

My interest in studying the German language started at high school, so I decided to take German A Level at College. The German course is really varied and there are lots of different teaching methods and activities to make the subject fun. It was a nice balance with my other more linear subjects, Economics and Maths. I went on two great exchanges to Berlin and Munich, in which I made new friends and got to practise my language skills. The buzz of being able to speak to other people in their own language is amazing.

I plan to study German alongside Economics at university, in the hope of being able to have a more European and international career in trading and finance in the future.

Why choose Health and Social Care Level 2?

This is a practical, work-related course. It introduces students to the employment area of health and social care and provides a good basis for them to go onto a more advanced work-related qualification. The course is equivalent to two GCSEs, grades A*-C and may be studied in conjunction with any of the other Level 2 Certificates, eg Children's Play, Learning and Development, and GCSEs. Specialist units enable them to study a particular area in depth. The units are Communication; Vocational Experience in a Health or Social Care Setting; Ensuring safe environments in Health and Social Care and The Impact of Diet on Health. Students are required to complete two periods of work experience in two different health and social care settings as part of this course.

Resources and Facilities

The Level 2 Extended Certificate is taught in the department of Sport, Health and Psychology. There are four teaching rooms, all of which contain up-to-date teaching resources. The learning environment is designed to allow students to participate in both theoretical and practical activities. There is a wide range of suitable books and periodicals within the department and the Learning Resources Centre to aid learning.

Teaching and Learning Styles

Students will be taught by very well-qualified and experienced teachers. The teaching will include a variety of modern styles. The lessons are further brought to life by exciting activities including group discussions, debates and student presentations. There is an enthusiastic and caring atmosphere in the department and individual tutorials are regularly available to all students as part of their studies. There are close links with the local community and outside speakers who are specialists in a particular area are frequent visitors into lessons.

Assessment

All units are assignment based and are assessed and graded. One overall grade for the qualification is awarded.

Progression Opportunities

With further training or study, students go on to careers such as nursing, social work, teaching and residential care management. Students could get a job straight away in registered care homes, hospitals and primary care trusts, nursing homes and health centres.

Student Profile



Rebecca Tyrer
Nunnery Wood High School

I chose to study Health and Social Care as I've always been interested in a career within the health care profession. I wanted to expand my skills

and personal qualities in a variety of ways for future experiences so thought that this was subject would be an ideal choice. Alongside this, I chose to study Law and Children's Play, Learning and Development. The skills I have learned in these subjects have helped me to gain an understanding of behaviour and how to improve practice as a professional in a childcare setting or in a legal perspective. What I have enjoyed the most about Health and Social Care are the everyday skills I have picked up such as communication skills and basic anatomical knowledge.

I am currently applying for Apprenticeships in Administration, with a view to working in a healthcare setting.



Students could get a job straight away in registered care homes, hospitals and primary care trusts, nursing homes and health centres."

Why choose Health and Social Care Level 3?

There are variety of ways of studying Health and Social Care at the College and you can chose which course is best for you. You can study Health and Social Care Level 3 with A Levels or complete the larger qualification and this will be all you study alongside completing week long placements in Health and Social Care sectors across the course.

Learners will develop a better understanding of the demands of this sector to demonstrate their commitment and interest in the sector when applying for further study. Learners are required to undertake work experience as part of the course. This will provide you with a vocational context in which you can develop the knowledge and skills required for your chosen career path.

Resources and Facilities

Students will be taught by very well-qualified and experienced teachers. Many of the staff have had previous working experience in the area of care or health. There are four teaching rooms, all of which contain up-to-date teaching resources. The learning environment is designed to allow students to participate in both practical and theoretical activities. There is a wide range of relevant books and periodicals within the department and the Learning Resources Centre.

Teaching and Learning Styles

The teaching will include a variety of learning styles: the lessons are further brought to life by exciting activities including role-plays, group discussions, debates and student presentations. There is an enthusiastic and caring atmosphere in the department and individual tutorials are regularly available to all students as part of their studies. Students are regularly visited whilst on work training and there is close liaison with training placement supervisors.

Assessment

Learners taking this qualification will study eight mandatory units and five optional units which are either internally or externally assessed. The eight mandatory units include:

1. Anatomy and Physiology for Health and Social Care
2. Human Lifespan Development
3. Working in Health and Social Care
4. Meeting Individual Care And Support Needs
5. Principles of Safe Practice in Health and Social Care
6. Enquiries into Current Research in Health and Social Care

7. Promoting Public Health
8. Work Experience in Health and Social Care

Progression Opportunities

This qualification is recognised by higher education providers as meeting admission requirements for many relevant courses, eg. Nursing, Social Work, Physiotherapy, Occupational Therapy, Speech Therapy etc.

This course will provide you with transferable knowledge and skills that prepare you for progression to university. The transferable skills that universities value include: the ability to learn independently the ability to research actively and methodically to be able to give presentations and be active group members.

This course will enable you to benefit from opportunities for deep learning where you are able to make connections among units and select areas of interest for detailed study.

Student Profile



Jess Jenkins
Christopher Whitehead
Language College

I chose to study Health and Social Care to gain an understanding of many different subjects. The course has allowed me to learn about different professions and to gain experience in a variety of settings. I like the course because we learn in a variety of styles and the whole class is able to get on well with each other as well as the teachers. There is never a boring moment in lessons!

This course has given me a good insight into my chosen career path of Paediatric Nursing.

Why choose History?

'Not to know what took place before you were born is to remain a child forever'

The study of what happened in the past is vital to our understanding of the present.

The two A Level History courses provide an opportunity to study either:

- i) Aspects of British and European History from within the years c. 1780-1991: including Britain 1780-1885; Russia 1917-53; and coursework on Germany c. 1870-1991 (Modern History)
- or**
- ii) Aspects of British and European History from within the years c. 1469-1873: including Spain c. 1469-1598; Britain 1625-1660; and coursework on France in the 17th century (Early Modern History)

Teaching And Learning Styles

Lectures, group work, individual research, document work, use of audio visual sources, use of IT and the Internet, essay writing, presentations, field trips, exam practice, skills sessions.

Resources and Facilities

- TV, DVD players, computer, data projector and OHP in every classroom
- Well-resourced Learning Resources Centre
- Extensive collection of DVDs on history topics

Assessment

- The A Level is assessed by external exams and coursework
- The exams involve writing essays and answering document-based questions

Extra-curricular Activities

Past field trips have included visits to Prague, Berlin, Austria and France as well as visits to sites of local interest, eg. the Commandery, and attendance at lectures and conferences relating to exam topics, eg. a visit to the Holocaust Centre to hear testimonies of Holocaust survivors.

Student Profile



Alice Kinghorn
Blessed Edward Oldcorne
Catholic College

After finding a passion for History at school, I chose to study Early Modern History at A Level. Although challenging, the material of the course is both stimulating

and rewarding, enabling me to develop my understanding of periods that I had not previously had the chance to cover, such as the English Civil War.

The course has equipped me with transferable skills such as the ability to understand issues and events to a high level of competence whilst developing analytical and evaluative skills, making it clear why History is such a credited and well-valued subject.

Next year, I plan to read History at the University of York.

Progression Opportunities

A Level History is a well-respected qualification and is particularly useful to those who wish to follow a career in the Law, the Civil Service, Local Government and Politics or the Social Services. Many students go on to pursue the subject at degree level and beyond.



**Not to know what took place
before you were born is to
remain a child forever."**

Why choose IT Level 3?

Does your interest in technology extend beyond just using your smartphone to text or shop online? Are you curious about how digital information is spread? Do you want to know more about computers and how, when and why people use them? If so, this course may be for you. This vocational course is for students who prefer to study IT in a context that allows them to learn and be assessed in ways that are practical and relevant to the IT sector. You will develop your knowledge and understanding of the principles of IT and global information systems and learn to use IT to communicate effectively. You will also make yourself attractive to employers looking for people who are able to help them develop their systems or the systems for their customers and to use IT as a tool to analyse data and develop applications.

Resources and Facilities

- Enthusiastic and highly experienced teachers
- Industry standard software
- Well-equipped teaching rooms suitable for both teaching and individual research
- Visits to relevant local organisations e.g. Resource Group

Teaching and Learning Styles

Learning activities will reflect the structure of the units and allow you to gain a real feel of what it is like to work as an IT professional. They will include:

- Discussion
- Presentation
- Practical work
- Individual research group projects



The course tutors are brilliant and very helpful in all aspects of the course.”

Assessment

The Certificate in IT (equivalent of 0.5 A Level) is assessed by 2 mandatory examined units. The Certificate in IT can be followed in the second year by the Extended Certificate which gives you the equivalent of a one A Level.

The Foundation Diploma in IT (equivalent of 1.5 A Levels) is assessed by two mandatory examined units and a further mandatory coursework unit which is internally assessed, plus 5 additional units. Successful completion of the Foundation Diploma in IT could lead to the Extended Diploma in the second year, a full time qualification which is the equivalent of three A Levels.

Progression Opportunities

Many of the students who study with us progress to a career in business or the IT industry or enter work-based training such as Higher Level Apprenticeships. A large number also opt to go on to study for a degree or HND in ICT, Computer Science, Information Systems or other related subjects.

Student Profile



Toby Coleman
Bowbrook House School

I have always had a great passion towards computers and computer systems and wanted to expand on my knowledge. Computers are used in every line of work and being able to understand them will help any future career as the IT course covers a wide range of topics, and as the Level 3 course is coursework-based, there are no exams to be taken.

After College, I will be going to the University of Derby to study Computer Games Programming.

Why choose Italian?

Italian is increasingly popular for both recreational and business use, and it can be combined with a number of subjects at A Level and degree level. A knowledge of Italian increases the opportunities for work and travel abroad.

It is possible to do Italian GCSE in a year with no previous knowledge, either in your first or second year. It is taught for a full block (ie 4 hours 15 minutes), and the pass rate has been 100% for the last few years. It is an ideal subject to complement your studies of other languages, Travel and Tourism, or just to add a more unusual GCSE to your CV.

Resources and Facilities

- 18 place Sanako language centre with audio, IT and video facilities
- Computers with Internet links
- Data projectors in all rooms
- Interactive whiteboards
- Comprehensive Modern Languages website and forum

Teaching and Learning Styles

- Extensive use of Italian in the lesson
- A wide variety of subjects including transport and travel, health, leisure activities, the world of work, the environment and Europe



Assessment

- 60% controlled assessments in speaking and writing and 40% exams in listening and reading

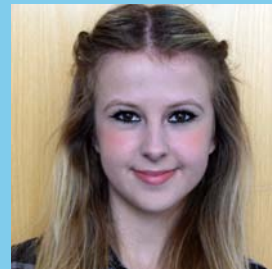
Foreign Visits

There is a visit to Rome open to everyone studying Italian.

Progression Opportunities

An increasing number of students go on to study a degree including Italian as a major or minor component. Fluency in the language increases the opportunities of work abroad, and the ability to appreciate the rich culture of Italy through its music, art and cuisine.

Student Profile



Eva Skaljak
The River School

I decided to study Italian as I did not get the chance to study a language during my GCSE year, and Italian appealed to me as I thought it would be a different language to study. The course gives you a wide and interesting range of vocabulary to learn, and mixing with other members of the class and doing group work together is fun.

I am also studying Drama at College and wish to pursue a career in this in the future. I feel that Italian will only help me to progress with this career.

Why choose Law?

Law is an exciting and challenging subject that would benefit any student aiming to pursue a legal career or simply holding a general interest. A Level Law is a wide-ranging course that introduces the English legal system, criminal and areas of Civil Law.

We assume no previous knowledge of the subject, and the main qualities needed to succeed are enthusiasm and determination.

Resources and Facilities

All students are provided with a range of key texts, which can be supplemented from the well stocked legal section of the Learning Resources Centre. The Department of Social Science has networked computer rooms with Internet access which are available to Law students.

Teaching and Learning Styles

A variety of methods including practical activities and debates are employed to develop the skills necessary to succeed on the course and to prepare you for further study or employment. There is a heavy emphasis on the discussion of legal rules, such as murder, and their application to resolve legal problems. Students have to develop their own arguments regarding legal liability using real cases to support their points, and individual research and presentation skills are developed in order to aid understanding and evaluation of legal institutions.

We will encourage you to take more responsibility for your own learning and set your sights on achieving the highest standards, supported and guided by your Law teachers.

Extra-curricular Activities

There are opportunities to visit the Crown Court at Worcester and the Royal Courts of Justice and Parliament in London. Some second year students will also have the opportunity to visit Birmingham courts.

Assessment

Typically A Level assessment involves a combination of essay writing and analysis of legal problems. The latter involves applying legal rules to case studies to determine liability for a range of offences including murder and manslaughter.

Student Profile



Samantha Envine
South Bromsgrove High
School

I chose Worcester Sixth Form as it has a brilliant range of subjects to choose from with the support from subject teachers and independence which other sixth forms do not offer. I chose to study Sociology, Law, Philosophy and Ethics, and Fine Art as they all link and support my career choice in becoming a lawyer. I particularly enjoyed studying Law as you can explore different aspects of the subject and really get stuck into the way the lawyers think through problem solving.

After thoroughly enjoying my A Levels, I plan to go to university and study towards a degree in Law.

Progression Opportunities

Many students decide to study Law at university, or choose related subjects such as Criminology. A degree in Law provides a route to a legal career, as well as being a qualification that is highly regarded by employers in areas such as business. Others have taken advantage of employment with opportunities for further training, for example working as Legal Executives or joining the Police.



**Law is an exciting and
challenging subject."**

Why choose Mathematics?

Mathematics complements a whole range of other subjects and prepares students for further study and employment in many disciplines involving the use of Mathematics. You will gain knowledge of mathematical techniques that build on GCSE knowledge and develop problem solving and analytical thinking, skills which are desirable in numerous careers. If you have enjoyed your GCSE Mathematics, especially the algebra, trigonometry and problem-solving aspects, then you should consider Mathematics at A Level.

Resources and Facilities

- Suite of teaching rooms equipped with data projectors and interactive whiteboards
- Specialist maths software including access to MyMaths and Integral web-based resources

Teaching and Learning Styles

Students are taught by well qualified teachers in a variety of ways including; example-led whole class teaching, individual work on exercises from text books or worksheets, paired or group work on matching activities or problem solving, watching video clips using online teaching resources, graphical calculators and computer software. A substantial amount of individual work is expected outside of lessons which should match the amount of contact time in class.

Extra-curricular Activities

Extension activities are available to all Maths students by enrolling in the Maths Academy. Anyone wishing to pursue a Higher Education course in Mathematics, Engineering, Computer Science or similar would benefit from attending the Maths Academy in addition to Mathematics lessons.

The activities include:

- Participation in the Senior Mathematics Challenge/Maths Olympiad
- An introduction to specialist Maths software (Matlab)
- Exploration of various enrichment topics such as Infinity, Group Theory, Probability Simulation and Fitting Curves to Data

Assessment

The A Level Mathematics course will cover Pure Mathematics, Statistics and Mechanics in first year.

All three areas are continued in the second year, building on knowledge from the first year and the A Level examinations will cover all of the material learnt at the end of the second year.

Progression Opportunities

A Level Mathematics provides a basis for subsequent quantitative work in a wide range of higher education courses and in employment. Some students go on to university to study Mathematics either as a single honours degree or in combination with another subject, for example business, science, engineering, computing, technology or humanities. Others seek employment or apprenticeships where an A Level Mathematics qualification is valued.

Student Profile



Martha Dunster
Bishop Perowne CE College

I chose to study Mathematics as I thought it would provide a good partner subject for Physics. However, over the past two years, I have found that Mathematics

is a challenging and fascinating subject in its own right. I have developed a range of knowledge which supports my science study but also gives me tools to analyse statistics and economics within my humanity subjects.

The Mathematics teachers at College provide excellent support to students of all levels. Their support and teaching has given me the confidence to develop my knowledge and skills and, most importantly, enabled me to enjoy studying Mathematics.

Why study Media Studies?

Many students study this subject to develop their understanding of a society dominated by mediated images and information. Some take it to develop their practical and creative skills, others combine it with other subjects to enter into vocational areas such as journalism, marketing, television and advertising. However, students who make the best of the course already have a significant interest in the media before they start studying this subject.

The subject combines a study of academic research about the media and a practical involvement in making media products. Therefore, you do need to be prepared to write thoughtful, coherent academic essays about the media and to creatively develop original ideas in order to produce practical work.

The course explores a wide range of media including TV Drama and the Music Industry.

Resources and Facilities

- Over thirty workstations with professional media production software installed for both print and video production. Students have full access to these facilities in and out of lessons.
- Digital SLR cameras
- Full HD video cameras
- Video Production equipment, including boom microphones, backdrops and lighting kits, all available for student use.

Teaching and Learning Styles

50% of the lessons are classroom based and focus on discussing contemporary issues and exploring the media industries. You will need to be prepared to write coherent, thoughtful academic essays about the media. 50% of the first year is practical and, therefore, requires you to be creative and develop your IT skills.

Teamwork, problem solving, working to deadlines, communication and IT skills will all be developed through the study of media forms and practical production work.

Extra-curricular Activities.

A specialised media professional programme is available to those students who are determined to work in the media industry after an appropriate degree.

Student Profile



Taha Barka
Doha College (Qatar)

I chose Media Studies as one of my A Level courses because the prospect of learning more about the secrets of the media industry was an exciting one.

It enabled me to enhance my analytical skills, which helped during my English Language course. This course really brings the best out of you in terms of creative, group and observational skills.

I intend to use these skills to become a versatile journalist in the future, after completing a media course at university.

Assessment

The A Level is assessed by exams and coursework. The exams at the end of the second year will test your ability to write essays under timed conditions.

Progression Opportunities.

Many students who study Media Studies at A Level go on to study a Media Production course at a university. For example, TV production, Multimedia Journalism, Film Production, and Advertising. You may want to combine the subject with Graphics, Business Studies, English or Law to eventually move into vocational areas such as marketing, events management, public relations or journalism.

Why choose Music?

The course is aimed at those with a serious interest in music, and well developed practical skills. It involves written, theory and aural work, in addition to composition and performance. If you are interested in exploring the techniques behind the music of composers as diverse as Bach, Mozart and Stravinsky, then this is the course for you. Your skill as a performer contributes 40% of your overall marks.

Resources and Facilities

- Free peripatetic lessons for A Level Music students on most instruments
- Sixteen PCs running Cubase and Muse Score
- A purpose-built practice, rehearsal and recording suite
- Time is available for rehearsing of individual and group pieces
- A recently restored Steinway Concert Grand Piano

Teaching and Learning Styles

- Analysis of a wide range of scores and recordings
- Variety of tasks to complete, including stylistic composition using the musical language of Mozart and Haydn and instrumental composition
- Assessment of practical music skills
- Opportunity of entry for Associated Board Practical and Theory exams

Extra-curricular Activities

- Annual musical production with a College band
- Opportunities for ensemble performance and recording
- **The Performing Arts Academy** which puts on two productions a year including a large scale musical with a band drawn from College students and an end of year showcase

Assessment

- Music History - Listening and writing will be examined
- Composition - Coursework
- Performance - Practical examination assessed by an external moderator

Special Course Requirements

Students must be able to read treble and bass clef fluently and know their key signatures up to 4 sharps and 4 flats. Grade 5 theory highly desirable.

Progression Opportunities

Many universities offer degrees in Music with a wide variety of specialisms including composition, historical studies and performance. The specialist Music colleges also offer great opportunities for outstanding performers. Many institutions now offer courses in popular and commercial music, including television and film.

Student Profile



Jessica White
Nunnery Wood High School

I chose Music because I have always had a great interest in the subject, and wanted to explore it in greater depth, particularly aspects I had never encountered before.

My choice of Music did not directly relate to my other subject choice (History and Biology), despite this, it has helped me with my creative ability, as well as improving my confidence with logical thinking, which I have applied to my other subjects. I particularly enjoyed the performance side of the exam, and I have found it interesting and challenging to explore the works of a wide range of composers throughout the course.

Next year I am taking a year out to focus on my violin and piano grades, while I decide the direction I would like to take in the future.

Why choose Music Technology Level 3?

This course is for you if you are interested in learning how a recording studio works, creating and recording music using computer technology, engineering the sound at live events, designing a sound scape to a specific brief or any other aspect of working in the recorded and live sound industry. This Level 3 course is equivalent in value to 2 A Levels, that combined with the fact that the teaching is provided by a current industry professional means that you will complete the course with a high level of competence and a broad and varied knowledge of the industry, preparing you for further study or a job in the music sector.

Resources and Facilities

- Free peripatetic lessons for all Music Technology students in most instruments
- Purpose built newly refurbished recording studio
- 3 x Rehearsal studios for Music Technology student use, also double as mini recording studios
- Music Technology computer suite containing 21 up to date PCs running the latest version of Cubase along with M-Audio midi keyboards
- Close links with local commercial recording studio

Teaching and Learning Styles

Students will find themselves engaged in a variety of activities from formal classes covering theory work to small practical workshops in the studio. As much of the course as possible is taught through hands on experience by a tutor with current industry experience. Students will engage in a lot of group work for the practical elements of the course where they will be recording each other or acting as performers for others to record.

Extra-curricular Activities

During the course the aim is to go on at least one visit per term. These include; day long visits to a local recording studio, a guided tour of Symphony Hall where we look at the acoustics of the building, annual trip to Plasa (sound & lighting trade show) and there is also the chance of attending 'Music Technology Live' which happens in a different European city each year.

You also get the opportunity to get involved with the Performing Arts Academy. If you're not much of a performer you can get involved with the technical aspects of the productions such as sound, lighting, pyrotechnics etc.

Assessment

A third of the course will be externally assessed and the remainder takes the form of coursework assignments, again incorporating as many practical elements as possible. Assignments will consist of a mixture of recordings, observations, and written assignments.

Special Course Requirements

Although students do not need to hold a specific grade in an instrument to be successful at Music Technology they do need to be competent in an instrument or at singing. Students also need to be able to read music to a basic level and also be able to play a simple melody on a piano keyboard. A good level of IT competence is also necessary as many of the course components are based around tasks using IT.

Progression Opportunities

This course is perfect for anyone looking to embark on a career in the music industry including further study in Higher Education or an advanced apprenticeship.

Student Profile



Alex Knight
Christopher Whitehead
Language College

I previously studied Music GCSE at school which led on to me choosing Music Technology at the College. This fits in with my other courses - Fine Art and Film Studies - as a comprehensive study of various arts.

As soon as I started the course, I was inspired. I found it hugely enjoyable and fascinating, as well as practical. As a result of this, I now want to work in the audio engineering field after College.

Why Choose Performing Arts Level 3?

This course offers you the chance to develop your skills as a performer in music, dance and drama, to create your own work and perform to large audiences. You will also learn about the performing arts industry and professional practice and is an excellent grounding for anyone who is interested in making performance a career.

Resources and Facilities

- Well-equipped College Theatre
- Large dance studio with sprung floor
- Drama studio with excellent lighting, sound and projection facilities
- Recording studio and practice rooms
- Workshops with visiting professionals
- Close links with the University of Worcester

Teaching and Learning Styles

- Most of the class work is practical
- Involves group work and solo work
- Lots of opportunity to perform
- Study of a wide range of music, dance and drama

Course Demands

Rehearsal time outside of lessons.

Extra-curricular Activities

- A wide range of trips and workshops for you to take part in including visits to London and professional companies.
- **The Performing Arts Academy** which puts on two public productions a year including a large scale musical and an end-of-year showcase

Assessment

100% coursework in the form of logbooks and reports.

Progression Opportunities

Many students go on to study Performing Arts at degree level or attend a Drama School. Other openings are careers in PR and Personnel as well as in the performing arts industry itself.

Performing Arts teaches you many of the skills employers are looking for such as team-working, communication and independence.

Student Profile



Daniel Thomas

Blessed Edward Oldcorne
Catholic College

A Level Performing Arts is an incredibly enjoyable subject for anyone interested in performing. Choosing to study the course has improved my confidence as a person, whilst allowing me to develop and perfect my ability as an actor. It has also allowed me to work effectively as part of a team.

When I leave Worcester Sixth Form College, I plan to study English Language and Linguistics at university, and I believe studying Performing Arts has given me the necessary skills to succeed.



Why choose Philosophy (Pure)?

Philosophy (Pure) is all about thinking clearly and critically and working out your own arguments on the biggest issues of our lives. How do we gain knowledge? Where does our knowledge come from? What do we mean when we say something is “morally wrong?” The Philosophy (Pure) course provides an opportunity to address these and many other questions in a reasoned way whilst being introduced to the writing of the great philosophers.

Course Content

Epistemology (the theory of knowledge)
Philosophy of Religion
Ethics (moral philosophy)
Philosophy of Mind

Each course is supported by an on-line anthology (provided by the exam board) to enable you to examine these arguments in their original contexts.

Teaching and Learning Styles

We will use a whole host of cooperative and independent methods to assist your learning. All your learning experiences will be designed to enable you to fully understand the material and move swiftly from assimilating new information to applying it. One of the key skills you will be developing is the ability to evaluate arguments and communicate your response effectively. Each unit is accompanied by a bank of resources which are easily accessed.

Assessment

The A Level will consist of external exams at the end of the second year.

Progression Opportunities

You can go on to do a degree course in Philosophy, but Philosophy (Pure) A Level is also highly regarded by university selectors for other subjects as evidence of thinking skills. In this respect, Philosophy (Pure) is a subject that complements many other areas of study including Law, Politics, History, Sociology, English, Biology, Chemistry, Physics, Maths and Music. It is a highly regarded and rigorous academic subject that will be of use to a wide range of careers including Journalism, Law, Medicine, Veterinary Science, Police work, Teaching and Public Relations.

Philosophy (Pure) can be taken alongside Religion (Philosophy & Ethics).

“Philosophy gives you more than just knowledge of the world; it gives you a deep understanding of how the world works, or even how it should work.”

Student Profile



Verity Styles
Christopher Whitehead
Language College

I originally chose to take Philosophy due to my enjoyment of the ethical components of RE at GCSE, while also being fascinated by the deeper, philosophical complexities of the world – questions such as ‘what makes you, you’, and ‘why does evil exist?’ I have found the course extremely engaging, particularly when learning about the ancient philosophers and their intriguing theories, and believe it has enabled me to gain a wider perspective of the world.

I believe the critical, creative and analytical skills acquired through my study of Philosophy and Ethics will prove beneficial to my future English Literature studies at university. I hope to take some of my first year optional modules in Philosophy, as I am keen to expand my knowledge of the subject even further.

If you’re someone with a philosophical mind and a passion for debate, then Philosophy is the course for you!

Why choose Physical Education?

Within the UK, sports-related occupations are growing in number as the industry expands and diversifies. To reflect this, the Physical Education course is wide-ranging in its subject matter and offers students the chance to develop skills and knowledge of areas relating to sport such as the body, fitness, psychology and physical performance.

Resources and Facilities

As a department we pride ourselves on the facilities and quality of teaching we offer. There are four dedicated teaching rooms with two student workrooms containing Internet-ready computers. Used within Physical Education lessons are the College's sports hall, tartan athletics track, astroturf, tennis courts, netball courts and numerous football and rugby pitches, and the College has access to a swimming pool within walking distance.

Teaching and Learning Styles

In this course most of the work is done through formal lectures and PowerPoint presentations although practical work is used when appropriate and one lesson per week is set aside for students to practice their own sports in which they are to be assessed.

Extra-curricular Activities

Throughout the winter there is a comprehensive fixture calendar for basketball, football, rugby, netball and hockey and the summer term sees this fixture calendar change to athletics, cricket and tennis. The College is a member of British Colleges Sport and enters individuals and teams in numerous local, regional and national competitions.

Assessment

During the first year the content will include anatomy and physiology, acquiring movement skills and socio-cultural studies. The second year will cover exercise and sport physiology, sports psychology and sports history. Your ability to perform, coach or officiate in two sports is assessed as is your ability to evaluate and suggest ways to improve a performance.

Assessment is a mixture of external exams, coursework and practical assessment.

Student Profile



JJ Kealy

Blessed Edward Oldcorne
Catholic College

Being heavily involved in sport throughout high school, I was interested in how my body and mind worked together in overcoming sporting challenges. This led me to study Physical Education at A Level. Whilst challenging, the content of the course is fascinating and has helped me understand the history of sport, and aspects of both my physical and mental performance, which previously I was unaware of.

The course has equipped me with transferable skills, such as the ability to apply my knowledge to different situations, whilst developing analytical and evaluation skills which have proved useful in my other subjects, Economics and History.

I plan to read Economics at Loughborough University, and beyond that, to promote the importance of sporting events on different economies worldwide.

Progression Opportunities

Students may go on to study a degree in Physical Education or Sports Science or into sport-related employment. For many occupations including the various forces, Physical Education is a well-recognised and respected course.

Previous students now include a qualified doctor and several physiotherapist doctors and several physiotherapists.

Why choose Physics?

Physicists are involved in an immense range of activities from developing materials for artificial hip joints to designing fusion reactors that emulate the sun. They need to be able to solve problems, think logically and adapt their ideas to new situations. A Physics qualification is highly valued by many employers and Higher Education institutions. There is a tremendous demand from universities for students with some Physics background.

Resources and Facilities

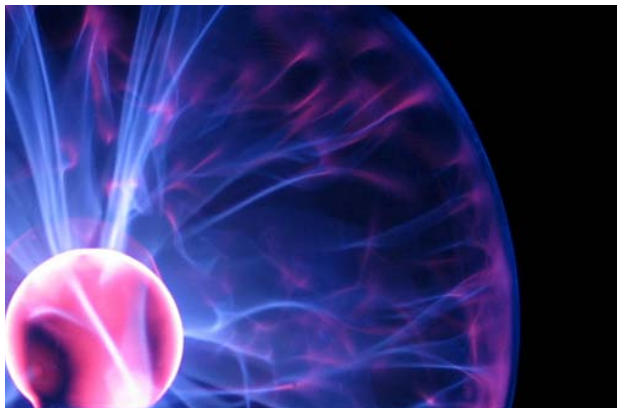
- All teaching is in modern well-equipped laboratories
- State of the art Science Centre
- Computer facilities in the laboratories and ICT is used in a range of experiments

Teaching and Learning Styles

- Significant amount of practical work (mostly in pairs)
- Practical work integrated with course
- Emphasis on applications of Physics

Extra-curricular Activities

These include Masterclasses at Birmingham University and activities organised in conjunction with the College's Science Academy programme such as lectures given by physicists at the forefront of their field of research. We have a computer controlled 150mm reflecting telescope which students can borrow to capture images of the heavens.



Student Profile



Daniel Scotson

Nunnery Wood High School

I really enjoyed studying the sciences at high school and I've built upon these skills at College. Physics has complemented my other subjects of Maths and

Chemistry really well and has given me the opportunity to apply the topics I've studied in Maths and gain valuable practical skills. My Physics knowledge also played a big part in my Extended Projects presentation on Nuclear Fusion.

I look forward to using these skills in my further studies of Materials Science at university.

Assessment

The A Level will be assessed by external exams. There is no practical assessment, but some exam questions will relate directly to experiments carried out during the course. Students are able to achieve an experimental Physics endorsement which is in addition to the grade gained on the examination papers. This requires students to keep some record of their experimental work during the two years of the course.

Progression Opportunities

A high percentage of students will go on to university to study Physics or closely associated subjects, such as Mathematics or branches of Engineering, for which A Level Physics is often a prerequisite.

Why choose Politics?

“Politics is too important to be left solely in the hands of politicians”

“Politics is the gentle art of getting votes from the poor and campaigning funds from the rich, by promising to protect each from the other”

Studying Politics will give you a greater awareness of contemporary issues and an understanding of the decisions that affect our lives and how and why they are taken. Politics also helps you develop critical, analytical and oral skills, and gives an insight into issues of power and influence, where these lie and who has these in the UK and the world at large.

Politics links well with many other subjects, particularly History, Law, Sociology and Economics.

Resources and Facilities

- A wide-ranging selection of books and journals in the Learning Resources Centre
- Many audio and visual materials
- TV and IT facilities in each room

Teaching and Learning Styles

- Discussion and debates
- Students are expected to read newspaper articles and watch relevant TV programmes to develop their political awareness

Extra-curricular Activities

- Visit to the Houses of Parliament
- Politics conferences featuring leading politicians
- Visits from guest speakers

“Politics allows you to develop a more open-minded and attentive judgement when formulating an opinion.”

Assessment

The course will focus on British politics and on various ideologies and their impact on the world we live in.

The A Level will be assessed by external exams.

Progression Opportunities

Many students go on to study Politics at degree level, either as single honours or in conjunction with related subjects such as History, Law, Philosophy, Economics or Sociology. European Studies is also a popular option, combining Politics with one or more European Languages.

A Level Politics is a well-respected qualification and is particularly useful to those who wish to follow a career in the Law, Journalism and Media, the Civil Service and Social Services.

Student Profile



Rebecca Kerridge
Nunnery Wood High School

As a contemporary subject that I hadn't had the opportunity to study before, choosing Politics was a good decision, as it is now my favourite subject. Politics

lessons are brilliant platforms for debate, delivering an awareness of how the world works. I especially enjoy exploring political ideologies; discovering others' views on topical subjects, which in turn broadens my own perspective.

After College, I hope to attend the University of Birmingham to study International Law and Globalisation.

What are the Professional Programmes?

If you have a specific career in mind you may benefit from the College's suite of Professional Programmes. Professional Programmes at the College are an exciting opportunity to take part in an extended, voluntary careers course which is additional to your studies and will help you to prepare for specific Higher Education/ Further Education courses and careers.

Each of the following programmes will be followed for between one and three lessons per week for up to 16 weeks, depending upon your requirements.

What vocational areas are covered?

- Medical - doctors, dentists, veterinary scientists
- Healthcare - physiotherapists, midwives and related professions
- Law - solicitors, barristers
- Business
- Education - teaching and related professions
- Media and journalism
- STEM - science, technology, engineering and maths

What are the benefits?

All students who follow a Professional Programme will benefit from specific careers guidance, a programme of visiting speakers and the opportunity to gain first-hand experience of a specific career area through visits and work experience placements. Where appropriate, you will be helped to prepare for Higher Education courses and a variety of additional tests that are used to select between able candidates in these increasingly competitive fields eg. the Bio-Medical Admissions Test (BMAT).

“ If you have a specific career in mind you may benefit from the College's suite of Professional Programmes.”



Student Profile



Jake Styler
Bishop Perowne CE College

I chose to do the Healthcare Professional Programme as it was relevant to my Health and Social Care Level 3 Diploma and I felt like this would be a great opportunity to explore different aspects of the healthcare sector as I am aspiring to do Adult Nursing at university. From the start of the year I knew minimal amounts about certain job types and what you had to do in order to get into university and also the grades I was looking at. As I attended the programme it opened up so many opportunities and great advice to get me started into my career.

Why choose Psychology?

Psychology is the scientific study of mind and behaviour. If you are interested in understanding why people behave in particular ways, then this may be the subject for you.

Teaching and Learning Styles

We use a variety of teaching methods and activities to deliver the theoretical concepts and research studies that comprise this subject. You will be involved in discussions, presentations, group tasks and individual work. You will also undertake mini-practicals and flipped learning tasks to provide you with a working knowledge of this fascinating subject. Throughout the course you will learn how psychologists conduct research, analyse data and generate explanations for behaviour. Topics covered in the first year include social influence, memory, attachment, approaches, psychopathology and research methods. Additional topics covered in the second year include gender, eating behaviour and aggression.

Assessment

Assessment is through external exams.

Progression Opportunities

Psychology A Level is useful for those wishing to pursue a career in areas such as medicine, social work, law, business, advertising, the probation service and teaching.

If you wish to continue with Psychology beyond degree level, career options include Educational Psychology, Forensic Psychology and Clinical Psychology.



Student Profile



Jess Bishop
Christopher Whitehead
Language College

Studying Psychology at College was such a good choice as it relates well to my other subjects, especially Sociology and English Language. I've

always been interested in Psychology and this course includes a range of different areas so it is guaranteed that there will be an aspect which you'll enjoy whether it's why we conform or how human memory works amongst a variety of others.

The teachers are always there to help and support you, and I hope to go on to study Psychology further at the University of Exeter.



Psychology is the scientific study of mind and behaviour. If you are interested in understanding why people behave in particular ways, then this may be the subject for you."

Why choose Public Services?

This is a vocational course that focuses on the uniformed public services such as the police, armed forces and the fire service, and a range of topics such as Psychology, Sociology, PE and Outdoor Education. It is useful both in terms of moving on to Higher Education or employment, with increasing opportunities existing within the public services.

Resources and Facilities

- Gym and Sports Centre
- Course textbook, interactive ICT resources, VLE (Virtual Learning Environment) and DVDs
- An extensive range of materials available in the Learning Resources Centre and in course base room

Teaching and Learning Styles

A variety of activities will be used to reflect the structure of the units and to enable you to get a real feel for the public services, for example:

- Discussions
- Guest speakers
- Practical activities

In the past a number of trips have been organised to a variety of locations, for example:

- Aztec Water Park and Go Ape
- Expeditions to the Forest of Dean
- West Mercia Police Headquarters at Hindlip to help the police train
- Gloucester Police Riot Training
- RAF Brize Norton
- County Council Planning Department

In addition to this there are numerous visiting speakers, demonstrations and activities provided by a range of uniformed public services, and voluntary sector organisations.

Student Profile



Matthew Watkins
Bishop Perowne CE College

I chose to study Public services as I was interested in how each public service operates, and also about learning about the leadership and government policies linked to them. There

are a number of trips throughout both years and a variety of speakers from all public services which is extremely useful at helping to understand each service greater.

I have applied for the British Army as an Armoured Engineer and I will be starting in October 2016.

Assessment

The Level 2 and Level 3 courses will have a variety of assessment activities, most of which is coursework.

Coursework includes presentations, reports, practical observations and peer assessments.

External assessment could include tests, examinations and controlled assessments.

Level 3 assessment is by the submission of coursework for each unit.

Progression Opportunities

While many students progress to a career within the public service of their choice Level 3 Public Services also provides a recognised progression route to university.

Why choose Religion (Philosophy and Ethics)?

Religion, Philosophy and Ethics is about people and their questions. The subject gets to grips with people's real lives, what they believe and what makes them act as they do. It is also about societies and cultures, often very different from your own, and how these have evolved over time.

Religion, Philosophy and Ethics will appeal to you if you are enthusiastic and thoughtful enough to want to understand the deeply held convictions of others and to examine your own prejudices, assumptions and beliefs. You will be able to study what different thinkers have said on these questions, as well as studying a world faith in depth.

Teaching and Learning Styles

We will use a whole host of cooperative and independent learning methods to assist your learning. There is a good deal of discussion together, with plenty of resources available to support this course.

Course Content

WJEC's A Level Religion, Philosophy and Ethics consists of three externally examined papers. Topics covered over the two year course include:

Philosophy of Religion

- Philosophical issues and questions
- The nature and influence of religious experience
- Problems of evil and suffering
- Philosophical language

Religion and Ethics

- A study of three ethical theories
- Application of ethical theories to issues of importance
- Ethical language
- Medical ethics: beginning and end of life issues.

Study of One World Religion

- Religious beliefs, values and
- Sources of wisdom and authority
- Practices that shape and express religious identity
- Social and historical developments
- Works of scholars
- Religion and society

Assessment

The A Level is assessed by external exams.

Progression Opportunities

You can go on to do degree courses in Religious Studies, Theology, Philosophy, or Oriental Studies which make direct use of the subject content. The thinking skills it encourages are easily transferable to other subjects and a qualification in this subject is valuable in teaching, journalism, medicine and any other area where you come across people and their ideas.

It is possible to take Religion (Philosophy and Ethics) alongside Philosophy (Pure).

Student Profile



Peter Brown Junior
Bishop Perowne CE College

I previously attended Bishop Perowne CE College and chose Religious Studies as I am interested in religion and philosophy and its answers to issues in society. I also study

Law and Politics and I feel that in doing so I have gained a broad understanding of morality, law and politics and how they all link and work together. I feel the topics in Religious Studies are engaging and interesting as they not only teach you of others opinions and ideas about morality but also encourage you to question and develop your own.

After College, I plan on going to university to study Law.

Why choose Sociology?

Sociology is the study of human social life, groups and societies. Sociology attempts to describe and explain people's social behaviour. In so doing, it asks questions such as why is it that people join gangs? What causes crime? Why are some people rich and others poor? Why do girls get better exam results than boys? Why do 50,000 people in the world die of poverty every day? Sociology can help you to understand the social structures that shape us and prepare us for our place in the world, such as the family and education. It can also shed light on hidden aspects of society such as criminal gangs and youth subcultures.

Resources and Facilities

- Detailed course handbooks
- Interactive ICT resources and DVDs
- Well-equipped Learning Resources Centre containing all the major texts and research papers

Teaching and Learning Styles

A wide variety of teaching methods are employed along with downloads, guest speakers and student debates, student-centred and whole group activities. Your own experience and knowledge is the basis for you to further develop your skills of research, analysis and evaluation with the support of your teacher. Independent study is also encouraged.

Extra-curricular Activities

Sociology conferences, with advice from chief examiners and contributions from major sociologists on topical issues.

Assessment

The A Level is assessed by external exams.

Progression Opportunities

Many students go on to study Sociology at degree level choosing a single honours degree or a combined degree with other academic disciplines such as Law and Psychology. There are also close links to fields such as marketing, criminology, research, teaching, and social work. However, the social awareness and evaluative skills that you develop will be useful in whatever field you specialise in.

Student Profile



Meg Lovell
Christopher Whitehead
Language College

After school, I spent 7 months living in Northern Thailand before joining Worcester Sixth Form College. Having the opportunity to experience life with a fresh and challenging perspective, I wanted to channel this into my A Levels. Sociology has challenged me to not just look at the belief but also the individual. Studying Religious Studies alongside this has enabled me to broaden my understanding of diverse theories and beliefs around some of life's greatest questions.

Along with my other subject, Photography, I feel these subjects have enabled me to broaden and use an empathetic approach to the study of individuals and will benefit me greatly as I go on to read Theology at the University of Exeter.



Sociology is the study of human social life, groups and societies.”

Why choose Spanish?

Spanish, the first language of 22 nations and 300 million people, is developing rapidly as a language of increasing importance here in Britain, not only because of the many links through tourism but also because of the development of Spain as an important trading nation and improved relations with Spanish-speaking countries in South America.

Resources and Facilities

- 18 place Sanako language centre with audio, IT and DVD facilities
- Computers with Internet links
- Data projectors in all rooms
- Interactive whiteboard
- Comprehensive Modern Languages website and forum

Teaching and Learning Styles

- Extensive use of Spanish in the lesson
- A wide variety of subjects including aspects of contemporary society
- Weekly oral lesson

Exchanges

Students have the opportunity to participate in an exchange with Santiago in Spain in order to improve their fluency and listening skills. Some of the exchange activities directly aim to support the syllabus.

Assessment

The A Level will be assessed by external exams in reading, listening, speaking and writing skills. The course includes options in Cultural Studies.

Progression Opportunities

Many students go on to study a degree in which Spanish is a major or minor component. Combinations such as Law, Business Studies or History are excellent both at A Level and university. Fluency in the language will increase the opportunities of working in one of the Spanish-speaking countries.



Student Profile



Paul Barclay
Blessed Edward Oldcorne
Catholic College

I chose to study Spanish as I had always been interested in languages at high school and wanted to further that interest at A Level. Spanish at Worcester

Sixth Form College has allowed me to improve both my grasp of grammar and vocabulary as well as to develop my knowledge of Hispanic culture, be it in Spain, Argentina or Colombia.

I have both enjoyed and been challenged by the course and the study of Spanish has encouraged me to pursue languages further and I hope to study French and Spanish at the University of Liverpool next year.

Why choose Sport Level 2?

This course will develop both your practical skills and theoretical knowledge. It introduces students to the employment area of the health and fitness industry and provides a basis for students to progress to more advanced vocational qualifications. The course is ideal for students who do not initially gain qualifications for entry onto Level 3 courses but who wish to focus their learning on an area of particular interest. This course will be studied in combination with other GCSEs or Level 2 courses.

Course Content

The course runs for one academic year and contains four units that must be completed. The units include:

- Fitness Testing and Training (exam)
- Practical Sport
- Sports Performer in Action
- Anatomy and Physiology for Sport (exam)
- Sports Injuries
- Lifestyle and Wellbeing
- Sport and Active Leisure
- Promotion and Sponsorship

Resources and Facilities

The excellent on-site facilities include a gymnasium, weight training/conditioning room, two tennis courts, two netball courts, a multi-purpose grass area and dedicated teaching rooms with computers. Attached to the College, Nunnery Wood Sports Centre provides the College with use of a sports hall, multi-fitness room and two glass-backed squash courts.

The College also shares extensive playing fields including an all-weather synthetic turf hockey pitch and an international standard eight-lane tartan running track with stands and floodlights.

Teaching and Learning Styles

As a vocational course the emphasis is on student-based learning. Delivery methods include lessons with active learning, tutorials, research tasks, peer presentations, experiments, testing and practical assessment.

Student Profile



Joe Weaver
Dyson Perrins CE Academy

I chose to study the Sport BTEC course alongside the AASE Rugby Academy Scheme and English GCSE. I thought the course would benefit me the most and it is flexible with my rugby. I have enjoyed making

new friends and learning new things. One of the units I most enjoyed the most was the Nutrition. This was a totally new topic to me and I found it very interesting and informative.

Next year, I am going on to study the Level 3 Sport course, and then, I plan to either join the RAF, go to university in Wales or get a scholarship in America for rugby.

Assessment

Assessment is mostly internal through assignments, presentations and practical's. Two units are assessed through external online exams. Students gain a grade for each unit and a final qualification grade is awarded.

Progression Opportunities

Where all criteria are met, Level 2 students will have the opportunity to progress to a Level 3 course or may choose to enter the leisure industry where in many cases they will have access to further training.



**I have enjoyed making
new friends and learning
new things."**

Why choose Sport and Exercise Science Level 3?

The Level 3 in Sport and Exercise Science course has been formulated to meet the changing requirements of employers and higher education. Designed by experts spanning different aspects of the sector, the Sport and Exercise Science Level 3 focuses on the skills, knowledge and understanding that will allow students to take the next step.

This science based course is designed for people who wish to work in a sports-related occupation, and who want to develop practical skills and theoretical knowledge. The course allows students to enhance areas such as time management, IT, communication and presentation skills. The first year Foundation Diploma is followed in year two by the Extended Diploma and is equivalent to three A Levels.

Course Content - Sport and Exercise Science

Year 1 units to be covered:

- Body systems and the effects of physical activity
- Sports coaching and activity leadership
- Sports organisation and development
- Working safely in sport, exercise, health and leisure
- Group exercise to music
- Physical activity for specific groups
- Health and fitness testing for sport and exercise
- Sports injuries and rehabilitation

Year 2 units to be covered:

- Nutrition and diet for sport and exercise
- Sports research project
- Biomechanics and movement analysis
- Sport and exercise psychology
- Sport and exercise sociology
- Sport as a business
- Performance analysis in sport and exercise
- Improving fitness for sport and physical activity

Teaching and Learning Styles

A student centred approach to learning is emphasised on this vocational course. Delivery methods will include experiments, coaching sessions, tutorials, research tasks, peer presentations, fitness testing, practicals and some lectures. Students will also be offered a range of day trips and talks from visiting speakers to enhance their knowledge and experience.

Assessment

Your grade is mainly determined through internally assessed assignments but some units have external assessments.

Progression Opportunities

Students may go on to study a degree in sport or some aspect of sports science or alternatively into sport-related employment and training. This course is a recognised and respected qualification for entry into many occupations including the various forces.

Student Profile



Adam Christie
Nunnery Wood High School

I have been studying the Sport and Exercise Science Level 3 alongside A Level Physical Education. By completing the A Level course and the vocational course together, it has helped me understand the importance of preparing for exams and completing assignments up to a high standard, all whilst keeping to a tight time schedule. The positive aspects of completing sport-related subjects are that they help you to get an insight into the physical, physiological, historical and the legal side of sport.

The vocational course has also helped me build confidence in constructing fitness and diet plans, as well as instructing sports sessions myself.

My future plans are to continue to study Sport and Exercise Science at the University of Birmingham.

Why choose Sports Studies Level 3?

The Sports Studies Level 3 course has been developed to meet the changing needs of the sector, and prepare students for the challenges they'll face in Higher Education or employment. Designed in collaboration with experts spanning the breadth of the sector, the course focuses on the skills, knowledge and understanding that today's universities and employers demand.

The Sport Studies course is designed for people who wish to work in the sport and leisure industry and who want to develop practical skills and theoretical knowledge. The course allows students to enhance areas such as time management, IT, communication and presentation skills.

The first year Foundation Diploma is followed in year two by the Extended Diploma and is equivalent to three A Levels.

Student Profile



Gemma Wilks
Christopher Whitehead
Language College

I chose this course because I love to play sport and I am interested in the way the human body works. I also liked the section on Sports Coaching because I regularly

coach football and Jujutsu to children and wanted to improve my skills. The things I have enjoyed most about the course are meeting new people that play the same sports as me, the good sports facilities on offer, the fun and enjoyable lessons and the good teaching support the College offers.

I plan to take sport coaching further after completing my College course and am currently considering continuing on to University of Worcester to study Sports Science.

Course Content

Year 1 units to be covered:

- Body systems and the effects of physical activity
- Sports coaching and activity leadership
- Sports organisation and development
- Working safely in sport, exercise, health and leisure
- Physical activity for specific groups
- Organisation of sports events
- Sports injuries and rehabilitation
- Practical skills in sport and physical activities

Year 2 units to be covered:

- Nutrition and diet for sport and exercise
- Performance analysis in sport and exercise
- Sports research project
- Improving fitness for sport and physical activity
- Working in active leisure facilities
- Sport as a business
- Sport and exercise psychology
- Health and fitness testing for sport and exercise

Teaching and Learning Styles

As a vocational course the emphasis is on student-based learning. Delivery methods will include lectures, coaching sessions, tutorials, research tasks, peer presentations, experiments, fitness testing and practicals. Students will also be offered a range of day trips and talks from visiting speakers to enhance their knowledge and experience.

Assessment

Your grade is mainly determined through internally assessed assignments but there are five units that have external assessments over the two years.

Progression Opportunities

Students may go on to study a degree in Sport or Sports Science or into sport-related employment and further training. This course is a well-recognised and respected qualification for entry to many occupations including the various forces.

Why choose Travel and Tourism?

This is a sought-after employment sector. There are opportunities to run your own business, work for a multinational organisation, work abroad or in Worcester High Street if you prefer. You will learn a variety of transferable skills that universities and employers are looking for such as communication skills, independent research, working with a team and meeting deadlines. Travel and Tourism combines well with a range of A Levels especially languages and Business Studies. Travel and Tourism is a varied and interesting course. If you like holidays and travel it's about you!

Teaching and Learning Styles

Emphasis is on independent learning, research skills, and your ability to work as part of a team. Formal teaching for each unit will prepare you for assignments and exams.

Work Experience

Work experience placements can be arranged with local Travel and Tourism organisations.

Extra-curricular Activities

These include:

- Visits to national tourist attractions
- Visits to employers and Higher Education institutions
- An optional Travel and Tourism residential visit is offered



Assessment

The course consists of two units (one coursework unit and one exam) during the first year. The WJEC syllabus is followed. Event Management is studied as an option in Year 2 of this course. It is a coursework unit and students have the opportunity to work in a team to run a travel and tourism event.

Progression Opportunities

Many students go on to do degree courses in Tourism Management or Event Management. Others opt for employer training schemes such as those run by major travel agencies, airlines and leisure companies, or do specialist qualifications such as ABTA or airline ticketing.

NB: Please be aware that this A Level is currently under review by Ofqual. If the A Level is no longer available in this subject, the College will look to offer an alternative Level 3 qualification.

Student Profile



Yasamin Kalani
Nunnery Wood High School

I chose Travel and Tourism because I was very interested in how the tourism industry worked and how it develops year on year. The course is good mixture of exams and coursework, and has helped me develop my team working skills. I have found that my confidence levels have really grown since joining this course, especially during the second year where we had to organise an event talking to other members of College staff, outside companies and members of the public. I also study Law, Drama and Sociology.

After College, I intend to study LLB Law at Aston Business School.

78 General Course Entry Requirements

Introduction and Principles

The Admissions and Programmes of Study Policy, which can be viewed in full on our website, states that students will be admitted when it is established that:

- they meet the residential and legal requirements for free education in the UK or that they will pay fees
- a suitable programme of study is available
- their admission is judged to be in their own interests and that of the College as a whole.

The College will enrol students on appropriate courses after consultation and guidance, taking account of factors such as career and educational progression plans, academic achievement, attitude and enthusiasm and references. In determining the course choices for any student the following principles will be followed:

- the College reserves the right to apply entrance requirements to all courses.
- a student has the right to have their course preferences reviewed by a senior member of staff.

GCSE Maths and English Language

If a student does not have either GCSE Maths and/or English Language this must form part of their programme. Where a student has a high average GCSE score but needs to take both GCSE Maths and GCSE English Language then they will do this in combination with 2 or 3 A Levels or vocational Certificates, or a 3 block vocational course.

AS Supported Study

Students who are taking an A Level programme with a relatively low number of GCSEs at C or above or a relatively low average grade in their GCSEs will receive additional Study Skills Support. The exact nature of the programme in these cases will vary according to the student's specific needs. In some cases it may be advised that a student complete their programme over 3 years. Vocational courses have study support integrated into the general programme.

Specific Requirements

On pages 80 to 87 there is detailed information on essential and desirable qualifications, skills, attitudes and commitments to gain entry to and, more importantly, be successful on College courses. These should be considered carefully before choices are made and courses agreed. They will be used as the main criteria for staff when advising students.

The College reserves the right to make changes to its Course Entry Requirements.

Vocational Courses which involve preparation for work in particular occupational groups may require particular qualities and skills as indicated below.

Qualities and Skills for Vocational Courses

- A willingness to attend trips, visits and presentations essential to the completion of the course
- Good time management and the ability to meet deadlines
- Ability to work independently in College and when unsupervised at home
- Awareness of and interest in the relevant vocational area
- Commitment to complete work training appropriate to the course
- Effective group work
- A willingness to make oral presentations
- Confidence with ICT

It will normally be regarded as essential for students to have achieved GCSE grade C/4 or above in either English or Mathematics to study the subjects listed below at Advanced Level.

English Language and Mathematics	
<div>Accounting (Grade 6 in Maths and English at GCSE)</div> <div>Archaeology</div> <div>Biology (Grade 6 in Maths and grade 5 in English at GCSE)</div> <div>Business Studies</div> <div>Chemistry (Grade 6 in Maths and grade 5 in English at GCSE)</div> <div>Computer Science (Grade 6 in Maths at GCSE)</div> <div>Economics (Grade 6 in Maths and English at GCSE)</div> <div>Physics (Grade 6 in Maths at GCSE)</div> <div>Psychology (Grade 5 in Maths and English at GCSE)</div>	
English Language	Mathematics
<div>Classical Civilisation</div> <div>Children's Play, Learning and Development</div> <div>Dance</div> <div>Drama & Theatre Studies</div> <div>English Language</div> <div>English Literature</div> <div>English Language and Literature</div> <div>Film Studies</div> <div>French</div> <div>Geography</div> <div>German</div> <div>History</div> <div>Law (Grade 5 in English at GCSE)</div> <div>Media Studies</div> <div>Philosophy: Pure (Grade 5 in Maths at GCSE)</div> <div>Physical Education</div> <div>Politics</div> <div>Religion: Philosophy & Ethics</div> <div>Sociology</div> <div>Spanish</div>	<div>Accounting</div> <div>Geology (Grade 5 in Maths at GCSE)</div> <div>Mathematics (Grade 6 in Maths at GCSE)</div> <div>Further Mathematics (Grade 7 in Maths at GCSE)</div>

80 Detailed Course Entry Requirements

SUBJECT	ESSENTIAL QUALIFICATIONS (Grade C/4 or above)			Other Desirable Subject Qualifications/ Combinations	Skills and Attitudes Required for Success	Guidance on Costs or Commitments
	Maths	English	Other			
Accounting	6	6	5 GCSE grade Bs/5s or above		Confidence with figures. Attention to detail.	Yr 1/ 2, optional trip - £5-6
Archaeology	4	4	GCSE Science at grade 4 or above.	GCSE English at grade 5 or History at grade B.		
Biology	Higher 6	5	6 GCSE grade Bs/6s or above to include: Grade B in Higher Tier GCSE. Additional Science, or Biology and Chemistry, at grade B or above.	Maths/Biology for Maths	Willingness to participate in practical work.	Optional field day – approx £15
Business Studies	4	4			Interest in current affairs. Confidence with figures.	Yr 1: optional trip £20-25 Yr 2: optional trip £20-25
Chemistry	Higher 6	5	6 GCSE grade Bs/6s or above to include: Grade B in Higher Tier GCSE. Additional Science or Chemistry at grade B or above. Maths/Use of Maths studied as well (exception only by agreement with Department).		Willingness to participate in practical work and lecture visits.	Visits to industrial site £10
Classical Civilisation		4		GCSE English at grade 5. A Humanities GCSE subject at grade C or above.	Interest in Literature and Mythology. Prepared to read outside lessons.	Optional trip to British Museum - £30
Computer Science	Higher 6	4	Computer Science GCSE or evidence of programming. 5 GCSE grade Bs/5s or above.	A Level Maths	Experience of most common computer applications.	

SUBJECT	ESSENTIAL QUALIFICATIONS (Grade C/4 or above)			Other Desirable Subject Qualifications/ Combinations	Skills and Attitudes Required for Success	Guidance on Costs or Commitments
	Maths	English	Other			
Dance		4	GCSE Dance at grade C or above or equivalent level of experience.		Commitment to rehearsal and good attendance.	Optional visits/ workshops approx £30. Participation in timetabled rehearsals and on Thursday afternoons.
Drama and Theatre Studies		4	GCSE Drama or Expressive Arts at grade C or above or equivalent level of experience.		Commitment to rehearsal and good attendance.	Three essential production visits plus other optional visits/ workshops – approx. £45. Participation in timetabled rehearsals and on Thursday afternoons.
Economics	6	6			Interpret data through graphs.	Optional revision conferences approx. £20
English Language		4		GCSE English at grade 5 or above.	Interest in linguistics and language.	Optional visits approx. £30
English Literature		4	GCSE English Literature at grade 4. Refer to department if not taken.	GCSE English at grade 5 or above.	Commitment to read and research widely. Willingness to participate in group discussions.	Theatre visits optional but highly recommended. Optional purchase of set texts (approx. £30 per year).
English Language and Literature (combined)		4		GCSE English at grade 5 or above.	Strong interest in creative writing.	Optional Theatre trips and other visits. Optional purchase of set texts (approx £20 per year).
Film Studies		4		GCSE English at grade 5 or above.	A real interest in film (not just Hollywood).	A number of visits to cinemas – approx £20 per year.
Fine Art			GCSE Art and Design at grade C or above, or portfolio.		Experience in observational skills and development.	Art materials: £35. At least two visits: £30

82 Detailed Course Entry Requirements

SUBJECT	ESSENTIAL QUALIFICATIONS (Grade C/4 or above)			Other Desirable Subject Qualifications/ Combinations	Skills and Attitudes Required for Success	Guidance on Costs or Commitments
	Maths	English	Other			
French		4	GCSE French at grade B or above.	GCSE English at grade 5 or above.	Willingness to talk freely in the target language. Desire to spend time in a country where target language is spoken.	French Exchanges every year. Not compulsory but students should take part (£300-£350 for 8 – 11 days).
Geography		4	Refer to department if not taken at GCSE.	GCSE Geography at grade B or above in the Higher level paper.	Interest in both physical and human geography and in current affairs.	AS – local trips: approx £15-20. AS trip to North Wales (£100) and other optional field e.g. Iceland £800
Geology	5		GCSE in a Science at Grade B or above.	GCSE Core or additional Science at grade C or above.	Interest in 'the great outdoors'.	Compulsory residential trip to Arran: approx £450 in Year 2
German		4	GCSE German at grade B or above.	GCSE English Language at grade 6.	Willingness to talk freely in the target language. Desire to spend time in a country where target language is spoken.	German Exchanges every year. Not compulsory but students should take part (£290-£350 for 8-11 days).
Graphics			GCSE Art & Design (not Graphic Products) at grade C or above, or portfolio.		Experience in observational skills and development.	Art materials: £30-£45. At least two visits: £30
Health and Social Care				GCSE English Language at grade 4 or above.	Undertake and complete individual research.	Minimum of two days' work experience (£20 charge to cover checking of placement(s) by external agency). Optional trips: approx. £30
History		4		GCSE History, if taken, at grade C or above.	Ability to meet deadlines and to think critically.	Optional trip to France, Germany or Russia may be offered (approx. £200 - £600)
Law		5	5 GCSE grade Bs/5s or above	If below this please discuss the Law Level 3 vocational course with the department.	Reason logically and apply evidence to principles. Developed writing skills.	Optional trips: London – approx. £80
Mathematics: Further	Higher 7					Requires two timetable blocks of study. Minimum of scientific calculator required: approx. £8

SUBJECT	ESSENTIAL QUALIFICATIONS (Grade C/4 or above)			Other Desirable Subject Qualifications/ Combinations	Skills and Attitudes Required for Success	Guidance on Costs or Commitments
	Maths	English	Other			
Mathematics	Higher 6			GCSE Mathematics at grade 7 or above.		Students need a scientific calculator: approx. £8
Media Studies		4		GCSE English at grade 5 or above.	Good level of creativity and willingness to develop new IT skills. Willingness to work as member of team. Good organisational skills.	Attendance at extra sessions for additional skills training. Print and/or video production - £5. Optional visits to film showings/conferences.
Music			GCSE Music at grade C or above or equivalent. Grade 4 or above on instrument or voice.	Grade 5 theory.	Essential to read treble and bass clef. Essential to recognise keys up to four sharps and four flats.	Optional visits/workshops – approx. £30
Performing Arts			GCSE Dance/ Drama/Music/ Expressive Arts at grade C or above or equivalent level of experience. Enrol onto Performing Arts Academy.	GCSE English at grade 4 or above.	Performance skills in two of the Performing Arts (Dance or Drama or Music). Commitment to rehearsals and good attendance.	Optional visits/ workshops – approx. £30. Participation in timetabled rehearsals (C block) and Thursday afternoons.
Philosophy (Pure)		5			Ability to think abstractly and critically. Interest in Philosophical issues.	Optional trip to Rome may be offered (approx. £400)
Photography			GCSE Art & Design at grade C or above, or portfolio.			Use of SLR camera. Essentials pack of materials: AS - £45, A2 - £60. At least two visits: £30
Physical Education		4		GCSE Science at grade C or above. GCSE Physical Education (if taken) at grade C or above.	Essential to have above average ability in two different sports (from different families of sport e.g. team/individual).	Willingness to participate in practices and competitive sport essential. Commitment to playing sport for College, particularly on Wednesday afternoons. Appropriate kit needed for practice sessions.

84 Detailed Course Entry Requirements

SUBJECT	ESSENTIAL QUALIFICATIONS (Grade C/4 or above)			Other Desirable Subject Qualifications/ Combinations	Skills and Attitudes Required for Success	Guidance on Costs or Commitments
	Maths	English	Other			
Physics	Higher 6	4	5 GCSE grade Bs/6s or above. Higher Tier in GCSE Additional Science or Physics at grade B or above. Must take Maths (exception by agreement with Department).	Maths (Mechanics) is the preferred option.	Commitment to practical experiment. Willingness to apply IT.	
Politics		4			Willingness to develop and maintain knowledge of current affairs. Ability to think critically about personal political opinions and those of others.	Optional trip to Houses of Parliament – approx. £20.
Psychology	5	5	GCSE Science at grade C or above.	GCSE Maths & English at grade 6. Science at grade B.	Ability to think critically and to evaluate information.	
Religion (Philosophy & Ethics)		4		GCSE Religious Studies (or short course) at grade C or above.	Open-minded interest in religion. Interest in moral issues. Willingness to contribute to discussion.	Trip(s) to places of worship. Transport costs only plus optional donations.
Sociology		4			Interest in contemporary issues. Willingness to participate in discussion. Willingness to be open-minded.	Year 1: optional trip: approx. £10-£15. Year 2: optional trip: approx. £10-£15
Spanish		4	GCSE Spanish at grade B or above.	GCSE English at grade 6 or above.	Willingness to talk freely in the target language. Desire to spend time in a country where target language is spoken.	Spanish Exchanges every year. Not compulsory but students should take part (£300-£370 for 8-11 days).
Textiles			GCSE Art and Design at grade C or above, or portfolio.		Experience in observational skills and development.	Materials: £30
Travel and Tourism				GCSE English or Maths at Grade 4 or above.	Commitment to work in a group. Willingness to complete independent research.	Residential trip eg to Paris £300 approx. (optional). Local trips approx. £15 each.

Subject	Qualification Name	A Level Equivalence	Duration	Awarding Body	Essential Qualifications	Other Desirable Qualifications/Combinations	Skills & Attitudes Required for Success	Guidance on Costs or Commitments
VOCATIONAL COURSES								
Applied Science	Certificate	½ A Level (1 Block)	1 year	AQA	GCSE Maths at grade 4 or above, GCSE Science Grade C or above, Level 2 course at Merit/ Distinction level.	GCSE English at grade 4 or above. Would fit with Sports or Health based vocational careers.	Portfolio and exam assessment. Interest in Science, IT use.	Visit to a company.
	Extended Certificate	1 A Level (1 Block)	1 year (to be studied in 2nd year after successful completion of Certificate)	AQA				
Business	Foundation Diploma	1½ A Levels (3 Blocks)	1 year	Pearson BTEC	Please see 'General Course Entry Requirements' on page 78	GCSE Maths and English at grade 4 or above, otherwise will be added to your programme of study.	Willingness to participate in business visits. Willingness to participate in Young Enterprise. Ability to meet deadlines. Basic IT skills.	Compulsory attendance at business visits as required: £35
	Extended Diploma	3 A Levels (3 Blocks)	1 year (to be studied in 2nd year after successful completion of Foundation Diploma)	Pearson BTEC				
	Certificate	½ A Level (1 Block)	1 year	Pearson BTEC				
	Extended Certificate	1 A Level (1 Block)	1 year (to be studied in 2nd year after successful completion of Certificate)	Pearson BTEC				
CPLD	National Extended Certificate	1 A Level (3 Blocks)	2 years	Pearson BTEC	Please see 'General Course Entry Requirements' on page 78 GCSE English at grade 4 or above.	GCSE Maths at grade 4 or above. Those with a grade 3 will need to undertake Maths at a twilight evening class.	Basic IT Skills. Communication Skills. Work independently. Organisational Skills. Ability to meet deadlines.	DBS £44 Placement Insurance Check £20 Polo Shirts £10 Trips - variable.
	National Extended Diploma EYE	3 A Levels (3 Blocks)	2 years	Pearson BTEC				
Food Science and Nutrition	Certificate	½ A Level (1 Block)	1 year	WJEC	Please see 'General Course Entry Requirements' on page 78	GCSE Maths and English at grade 4 or above, otherwise will be added to your programme of study. GCSE in any food course is desirable but not essential.	It is essential to have a real interest in practical food work. Students should be able to work independently, meet deadlines and be happy to share views/opinions.	Cost of ingredients for regular practical work.
	Diploma	1 A Level (1 Block)	1 year (to be studied after successful completion of Certificate)	WJEC				
Health & Social Care (continued on next page)	National Certificate	½ A Level (1 Block)	1 year	Pearson BTEC	Please see 'General Course Entry Requirements' on page 78	GCSE Maths and English at grade 4 or above, otherwise will be added to your programme of study.	Basic IT Skills. Communication Skills. Work independently. Organisational Skills. Ability to meet deadlines.	Trips
	National Extended Certificate	1 A Level (1 Block)	1 year (studied after successful completion of Certificate)	Pearson BTEC				

86 Detailed Course Entry Requirements

Subject	Qualification Name	A Level Equivalence	Duration	Awarding Body	Essential Qualifications	Other Desirable Qualifications/Combinations	Skills & Attitudes Required for Success	Guidance on Costs or Commitments
VOCATIONAL COURSES								
Health & Social Care (continued)	National Foundation Diploma	1½ A Levels (3 Blocks)	1 year	Pearson BTEC	Please see 'General Course Entry Requirements' on page 78	GCSE Maths and English at grade 4 or above, otherwise will be added to your programme of study.	Basic IT Skills. Communication Skills. Work independently. Organisational Skills. Ability to meet deadlines.	DBS £44 Placement Insurance Check £20 Polo Shirts £10 Trips - variable
	National Extended Diploma	3 A Levels (3 Blocks)	1 year (studied after successful completion of Foundation Diploma)	Pearson BTEC				
IT	Certificate	½ A Level (1 Block)	1 year	OCR Cambridge Technicals	Please see 'General Course Entry Requirements' on page 78	GCSE Maths and English at grade 4 or above, otherwise will be added to your programme of study.	Good awareness of IT applications. A desire to gain an insight into the fast moving IT industry, encompassing data use, programing, business, web and security issues.	Students will be required to back-up their work.
	Extended Certificate	1 A Level (1 Block)	1 year (to be studied after successful completion of Certificate)					All students will be required to back-up their work. A MicroSoft Account will be required for this course.
	Foundation Diploma	1½ A Levels (3 Blocks)	1 year					
	Extended Diploma	3 A Levels (3 Blocks)	1 year (to be studied after successful completion of Foundation Diploma)					
Law (Applied)	Certificate	½ A Level (1 Block)	1 year	Pearson BTEC	Please see 'General Course Entry Requirements' on page 78	GCSE English Language at grade 4 or above.	General interest in the subject. Excellent attendance and punctuality. The ability to meet strict deadlines. To work as an individual or part of a team.	Optional Trip to London approx. cost £70
	Subsidiary Diploma	1 A Level (1 Block)	1 year (to be studied after successful completion of Certificate)	Pearson BTEC				Optional Trip to Birmingham Courts approx. cost £10
Music Technology	National Diploma	2 A Levels (2 Blocks)	2 years	Pearson BTEC	Please see 'General Course Entry Requirements' on page 78	GCSE Music or IT	Excellent attendance and punctuality. The ability to meet strict deadlines. To work as an individual or part of a team. A good understanding of music and competence in at least one musical instrument and/or singing. A willingness to perform in front of staff and other students is essential.	A course fee of £79 is payable upon starting the course. This pays for basic equipment for each student which they then get to keep upon completion of the course.

Subject	Qualification Name	A Level Equivalence	Duration	Awarding Body	Essential Qualifications	Other Desirable Qualifications/Combinations	Skills & Attitudes Required for Success	Guidance on Costs or Commitments
VOCATIONAL COURSES								
Public Services	Certificate	½ A Level (1 Block)	1 year	Pearson BTEC	Please see 'General Course Entry Requirements' on page 78	GCSE Maths and English at grade 4 or above, otherwise will be added to your programme of study.	Excellent attendance and punctuality. The ability to meet strict deadlines. To work as an individual or part of a team.	Potential visit cost of £20-£30 for the year.
	Subsidiary Diploma	1 A Level (1 Block)	1 year (to be studied after successful completion of Certificate)	Pearson BTEC			As above including the: ability to lead groups of students during tasks.	Potential visit cost of £20-£30 for the year.
	90-credit Diploma	1½ A Levels (3 Blocks)	1 year	Pearson BTEC		GCSE Maths and English at grade 4 or above, otherwise will be added to your programme of study. DoFE.	As above including: Good levels of fitness Ability to participate in physical activity and expeditions, An interest in joining a Public Service.	£90 for the visits and residential element.
	Extended Diploma	3 A Levels (3 Blocks)	1 year (to be studied after successful completion of Certificate)	Pearson BTEC			As above including: the ability to participate in land and water based outdoor activities.	£90 for the visits and outdoor activities elements.
Sport	Foundation Diploma	1½ A Levels (3 Blocks)	1 year	Pearson BTEC	Please see 'General Course Entry Requirements' on page 78			N/A
	Extended Diploma	3 A Levels (3 Blocks)	1 year (to be studied in Year 2 after successful completion of Foundation Diploma)	Pearson BTEC				
	Extended Certificate	1 A Level (2 Blocks)	1 year	Pearson BTEC				
Sport and Exercise Science	Extended Diploma	3 A Levels (3 Blocks)	2 years	Pearson BTEC	Please see 'General Course Entry Requirements' on page 78			N/A

Senior Management Team

Mr Michael Kitcatt
Mr Edward Senior
Mr Ian Birth
Mrs Ruth Scotson

Principal
Deputy Principal
Assistant Principal (Student Support and Progression)
Assistant Principal (Staff Support and Development)

Heads of Year

Miss Julie Ferman
Mr Graham Williams

Heads of Department

Mr Paul Morris
Dr Matt Hall
Mrs Fiona Ziegler
Mr Duncan McLellan
Mr Mark Snow
Mr Carl Rusby
Ms Helen Waldram
Ms Jules Steed

English, Languages and Media Arts
Humanities
Mathematics and Computing
Science
Social Sciences
Sport, Health and Psychology
Student Services
Visual and Performing Arts

Learning Support

Mrs Sara Payne

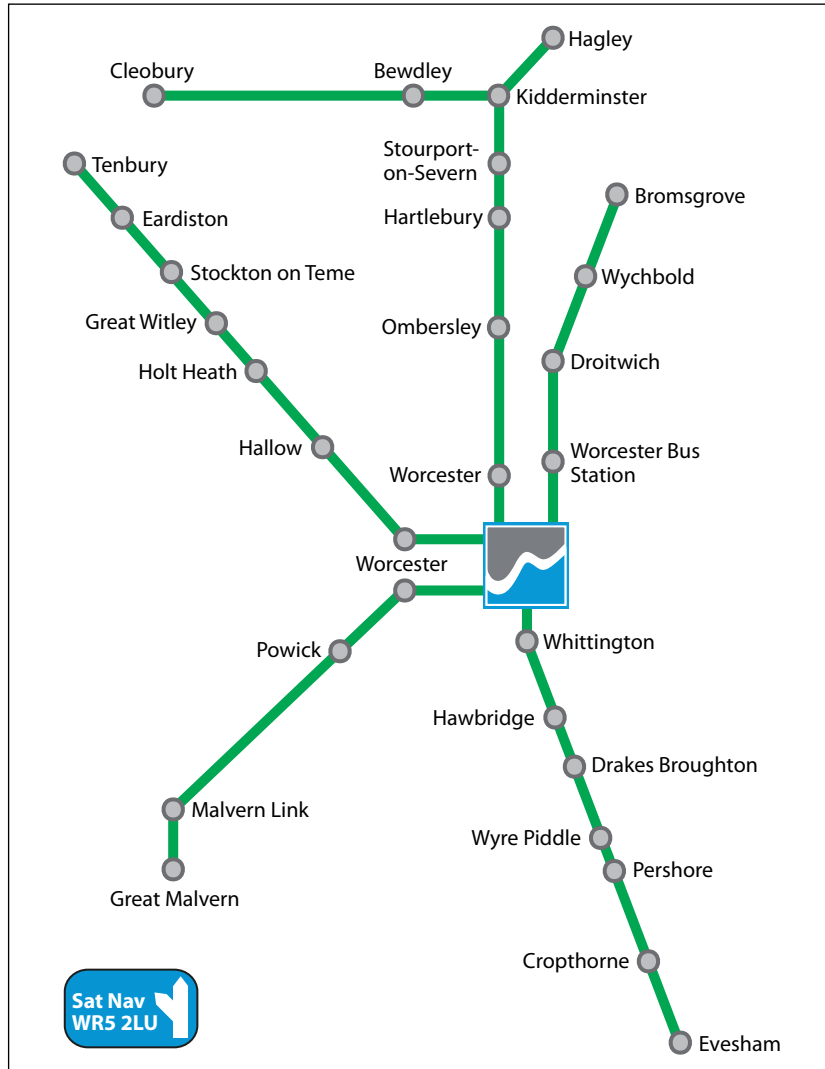
Learning Support Manager

Worcester Sixth Form College
Spetchley Road, Worcester
WR5 2LU

Telephone: 01905 362600
Email: enquiries@wsfc.ac.uk
Website: www.wsfc.ac.uk

Travelling to College has never been easier. Direct bus services exist from several parts of the city, including Warndon and St Peters as well as many towns in Worcestershire. For journeys to and from the City Centre students can use the FIRST 44 service.

Details of other bus services are available at: www.worcestershire.gov.uk/bustimetables. From the bus timetables and journey planning options select 'Plan your journey' and enter the College postcode WR5 2LU in the destination field.



“ My journey to College from Fernhill Heath is quick and easy. I catch the S23 which then goes through Blackpole and Warndon Villages before going directly to College.”



“ I catch the 309 bus from St John’s directly to College every day.”

“ I get the 44 bus from town each day. The buses are quick and frequent and run every 20 minutes.”

“ I catch the 758 bus from Great Witley directly to College.”

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