



PUDSEY GRAMMAR
SIXTH FORM

PROSPECTUS

PUDSEY GRAMMAR SCHOOL

★ RESPECT ★ RESILIENCE ★ INTEGRITY ★ COMPASSION ★ AMBITION

PUDSEY GRAMMAR SIXTH FORM

WELCOME FROM THE HEADTEACHER



An Enrichment Coordinator ensures that students are educated beyond the classroom. Our enrichment falls into two categories: academic enrichment and pastoral enrichment. Academic enrichment provides students with inspirational talks from experts in a wide variety of roles. Our pastoral enrichment programme provides students with a range of activities such as cooking skills and involvement in sports. Our Sixth Formers also play a key role in our House system which gives them further opportunities to develop their leadership skills.

Our Sixth Form is the only large school-based Sixth Form in the west of Leeds with over 250 students studying a wide range of courses. We have invested heavily in our Sixth Form in recent years and this allows us to provide an excellent education to all of our Post 16 students.

We have increased the teaching time allocated to each student by 20%. In addition, we provide a dedicated study space for all of our Post 16 students with support available beyond the end of the school day. Our Pastoral Leader provides careers advice and guidance to the students while a Director of Studies is devoted to overseeing the academic progress of all students.

I am also pleased to announce that we have won a grant from the Department for Education worth £4m for a new building which will be dedicated to the Sixth Form. It will bring us increased teaching, study, social and office space to accommodate our increasingly popular and expanding offer to the local community.

WELCOME FROM THE DIRECTOR OF SIXTH FORM



We create a broad and balanced experience for our students through supporting our school values in everything we do; from studying, to volunteering, to helping others within our successful school community. All students at Pudsey Grammar Sixth Form will continue to embody the values of integrity, resilience, ambition, compassion and respect. Whether you are one of our Year 11 students or an external applicant we will ensure that you are welcomed into our community. By the time you leave in Year 13, we will have helped you to lay the foundation stones for a full and rewarding life.

At Pudsey Grammar Sixth Form, we aim to provide a rigorous and transformational education that enables our students to be successful whatever their chosen career path. Our vision is that after two years of Post 16 study with us, students will have excellent academic qualifications which enable them to access some of the best universities and careers in the country.

While academic excellence and fantastic teaching and learning are central to our Sixth Form, we know that to achieve our vision we need to provide much more.

EXPANSION

Pudsey Grammar School has recently been awarded a £4m grant from the Department for Education which will allow us to expand our Sixth Form. We will build a dedicated Sixth Form block comprising classrooms, social space, offices and a study area which is scheduled to open in the 2024/25 academic year. It will bring direct benefits to those applying to start in Year 12 in September 2024.

Opposite are the initial impressions of the interior and exterior of the building. We are immensely proud to be the recipient of this investment and all staff are excited about the opportunities it brings to expand and improve our provision.



PUDSEY GRAMMAR SIXTH FORM

'STRONG LEADERSHIP, AT ALL LEVELS, IS AT THE HEART OF THIS SCHOOL'S SUCCESS. THE PRINCIPAL IS VERY ABLY SUPPORTED BY AN EFFECTIVE TEAM OF SENIOR LEADERS. THE PRINCIPAL DESCRIBES THE MIDDLE LEADERS AS THE 'ENGINE ROOM OF THE SCHOOL' AND THEY ARE INDEED A REAL STRENGTH.'

– OFSTED 2019



A UNIQUE PLACE

A CULTURE OF EXCELLENCE

We are highly ambitious and we aim to be a centre of excellence within a short period of time.

STAFF

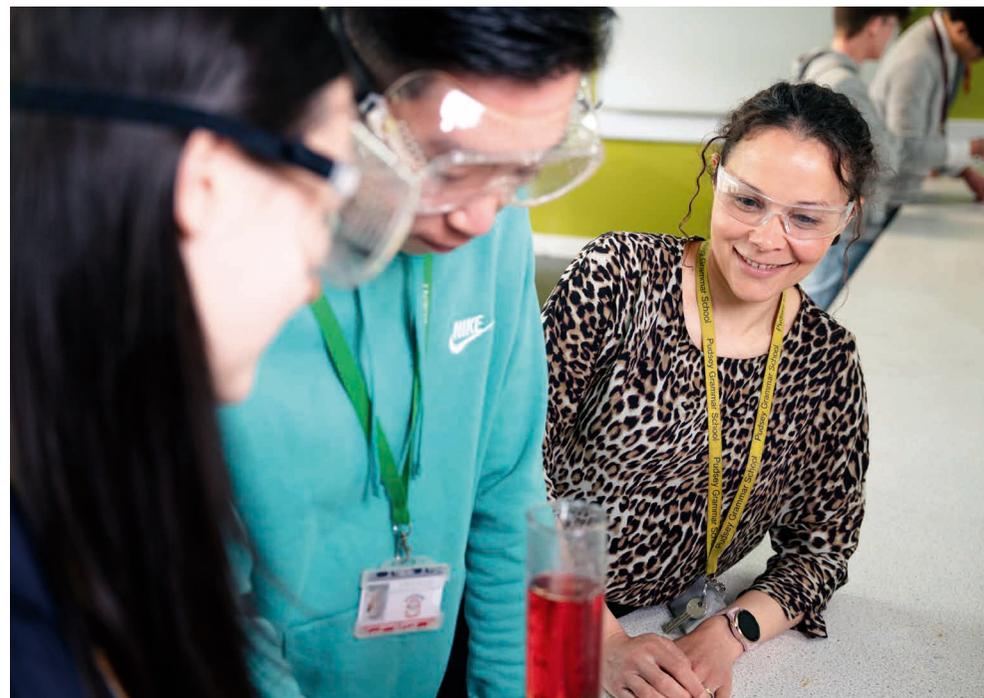
Our staff are highly trained with many graduates from the best universities in the country including Oxford and Cambridge. This level of expertise, combined with excellent teaching is leading to all of our students making excellent progress.

PATHWAYS

Pudsey Grammar Sixth Form is a unique organisation which is small enough to be able to know and support our students as individuals but large enough to offer them a full range of subjects. In addition, our students go on to fantastic career paths once they leave.

The following is a list of some of the universities that our students have gone on to attend: Oxford, Cambridge, Leeds University, Durham, Birmingham, York, Stirling, Manchester, Newcastle and Sheffield to name but a few.

Some students wish to go into employment and the support we offer to gain them college placements or apprenticeships is second to none. The following are a list of some of the colleges and employers that our students have gone to: HSBC bank, British Gas, Leeds NHS Teaching Hospitals, Lloyds Bank, Leeds Bradford Airport, Boots, M & S, Leeds College of Building, Askham Bryan College and Leeds City Council.





PUDSEY GRAMMAR SIXTH FORM

'LEADERS, INCLUDING GOVERNORS, ARE AMBITIOUS FOR THE PUPILS IN THE SCHOOL. THEIR STRONG LEADERSHIP HAS LED TO BETTER TEACHING, IMPROVED BEHAVIOUR AND MORE RAPID PROGRESS FOR PUPILS.'

– OFSTED 2019



OUR VALUES

★ RESPECT

We show respect for ourselves, others and for people who are different from us. We show respect for the building, our local and wider environments. We are mutually respectful, treating others the way we want to be treated ourselves.

★ RESILIENCE

We have a clear self belief, determination and understand that making mistakes is a key part of learning. We know that the more effort we put in, the better we will become.

★ INTEGRITY

We are trustworthy and honest, true to our word and take responsibility for our actions.

★ COMPASSION

We care and are considerate towards others. We value kindness, empathy and understanding and have a strong desire to make the world a better place.

★ AMBITION

We value educational achievement, have high expectations of ourselves and aim to be the best person we can. No matter how good we are, we always strive for improvement.





PUDSEY GRAMMAR SIXTH FORM

**'STAFF MORALE IS HIGH.
STAFF, AT ALL LEVELS,
HAVE EMBRACED THE
CHANGES AND ARE
PROUD TO BE PART OF A
SUCCESSFUL SCHOOL.'**

– OFSTED 2019



THE TEAM

In recent years, our Sixth Form has grown significantly and, as a result, we have been able to expand our support team. We have a dedicated team of professionals committed to ensuring that students are happy and successful at Pudsey Grammar school.

Having specific roles for enrichment and supervised study enables us to enhance our offer even further. There is a genuine sense of excitement about what this team can achieve in terms of student well being, academic performance and participation in the wider life of the Sixth Form.



Lorna Smith
Director of Studies. Academic achievement and progress



Helen Evans
Sixth Form Pastoral Leader



Kiran Nota
Sixth Form Pastoral and Attendance Support Officer



Paula Scott
Supervised Study Coordinator



Katie Hart
Year Leader for Y12 and 13, principal point of contact for students and Attendance Lead



PUDSEY GRAMMAR SIXTH FORM



SUPPORT AND GUIDANCE

Our teaching staff and pastoral team work hard to ensure that students are able to achieve their full potential. Our constant attention to the welfare and progress of our students means we will:

- communicate relevant information regarding student wellbeing and academic progress to parents and carers
- build positive relationships based on mutual respect, clear boundaries and a keen sense of personal responsibility
- provide effective university and careers guidance through the dedicated tutorial programme, supplementary meetings and extra-curricular events
- be welcoming, approachable and encourage all students to make the most of extra-curricular opportunities on offer

ACADEMIC PROGRESS TUTORS

Each student will be allocated a Progress Tutor who will take the weekly tutorial session. This session will focus on personal organisation, study skills, goal setting and support with planning their next career steps. Progress Tutors will also focus on each students' academic performance and attitude to learning whilst supporting high standards through monitoring and discussing current performance and implementing intervention strategies. These members of staff are the first point of contact for parents, staff and students wishing to discuss progress, behaviour or achievement.

THE TUTORIAL PROGRAMME

All of our Sixth Form students benefit from a tutorial period a week. These sessions, run by their Progress Tutor, support students in meeting the demands of A-Level study, through tracking of attendance and conduct whilst also celebrating progress and achievement. The Tutorial Programme ensures that all students receive information, advice and guidance on study skills and elements of the PSHEE curriculum.





PUDSEY GRAMMAR SIXTH FORM

**‘VERY EFFECTIVE
TEACHING IN THE
SIXTH FORM WHERE
STUDENTS BENEFIT
FROM TEACHERS’
STRONG SUBJECT
KNOWLEDGE AND
APPROPRIATE
CHALLENGE.’**

– OFSTED 2019

ONE TO ONE TUTORIAL MEETINGS

In addition to the Sixth Form Management and Administration team, a team of Form Tutors are dedicated to Year 12 and Year 13. This means that tutorial sizes are small and students are able to get the one to one support they need to feel secure and make progress.

As well as tutorial time where students will study aspects of personal, social, health and economic education whilst keeping abreast of pathways into University, careers and apprenticeships, Sixth Form students will also see their tutor for a 25 minute one-to-one meeting every half term to discuss their academic progress. These meetings will be based on the previous half term's data capture information and provide valuable opportunities to discuss the actions needed to make progress over the coming half term.

CLASS CHARTS

At Pudsey Grammar Sixth Form, we believe that the student/ teacher/ parent relationship works best when communication is simple and effective. We ensure that every student and parent will have access to our online homework diary and rewards system through the website and mobile app. Class Charts provides the opportunity to:

- receive homework and guidance supported by attachments and weblinks
- keep a clear record of when work is due and deadlines are approaching
- involve parents in the conversation about revision and independent study
- allow parents and students to receive notifications indicating when there is outstanding work to complete and when deadlines have been missed

All our teachers use the Class Charts system with rigour and regularity. We are proud that students are clear about the independent work that they need to do and that we keep parents informed about this essential aspect too.

FINANCIAL SUPPORT

We recognise that some students may be concerned about the cost of studying subjects beyond GCSE. The 16 to 19 Bursary Fund provides financial support to help students overcome specific barriers to participation so they can remain in education. This funding can be directed to buy resources that support students in their studies.

There are two types of 16 to 19: discretionary bursaries, which institutions award to meet individual needs, and bursaries for defined vulnerable groups. Students are required to submit an application form to the Sixth Form Office who will then process the form and ensure students receive the funds they are entitled to.

Funding may be used to cover transport costs, purchase equipment, attend open days or support the uptake of enrichment activities. Should parents or carers need any support in applying for bursary, they should contact Helen Evans at h.evans@pudseygrammar.co.uk

ENRICHMENT

Whilst we are firmly focussed on student achievement, we also ensure that our students maintain a healthy balance during their time at Pudsey Grammar Sixth Form.

The House System. Students are able to develop their leadership skills in a number of ways. Modelled on the best practice from independent schools, our Year 12 students are one of the driving forces behind the House system. All students are allocated a House that allows them to maintain a connection with the rest of the school.

Year 12 students can apply for House leadership positions where they will organise, support and motivate students of all year groups across their House to succeed in the various competitions we run. We host 30 high profile events across the year giving opportunities to lead assemblies, work closely with staff and encourage participation across the school.

Extra-curricular clubs. In addition, we offer a variety of opportunities for our students and the chance to lead specific clubs that they may be interested in. Staff volunteer to coordinate a variety of enrichment clubs including:

DEBATING SOCIETY	RUNNING CLUB	COOKING ON A BUDGET	CAMERA CLUB
FILM CLUB	NETBALL	5 A SIDE LEAGUE	CLIMBING CLUB
THE GUILTY FEMINIST DISCUSSION GROUP	CURRENT AFFAIRS CLUB	BOOK GROUP	BASKETBALL
DUKE OF EDINBURGH TEAM	CRAFT JEWELLERY GROUP	MEDIA PRODUCTION TEAM	TYCOON ENTERPRISE COMPETITION

Subject Support. We also offer students the opportunity to contribute to supporting younger year groups – a student who is studying in our Sixth Form can support younger students in their studies. There is also the opportunity to participate in debating competitions – these are particularly valuable for those students who are considering a career in the legal profession.



Duke of Edinburgh. There is also a long standing commitment to offering our Sixth Form students the opportunity to undertake the Duke of Edinburgh Gold Award that is valued so highly by employers.

Work Placement. We have excellent links with employers both local, national and international and we can offer our students a variety of work placements which will provide them with a significant insight into their chosen career path.

Pudsey Grammar School Speakers programme. Following the introduction of the Pudsey Grammar School speakers programme, We have welcomed top professionals from a range of industries to speak to students. We have been extremely fortunate to have had a number of high profile speakers including Panorama presenter Richard Bilton, television scriptwriter Lisa Holdsworth and Stuart Murphy CEO of the English National Opera and former controller of Sky One.

We have also hosted Judge Saffer, an Immigration and Asylum specialist, Andrew Greenall, Mercedes Formula 1 Engineer and representatives from PwC. We will continue to expand our network of guest speakers this year, aiming to provide students with the confidence and ambition they need to be successful in the future.

Celebration events. To celebrate your time at Pudsey Grammar Sixth Form, you will have the opportunity to attend a number of celebration events including a Year 13 Prom, an outdoor inflatable obstacle course and a celebration assembly. We want to acknowledge the hard work, dedication and achievements you will have shown throughout your time with us.

RESIDENTIALS

As part of our enrichment programme in the Sixth Form, students are offered the opportunity to attend a four day residential to Paris and a five day residential to New York.

Paris

- Explore the city, visiting the iconic Eiffel Tower, Champs Elysee and the Louvre Museum.
- Spend the day at Disneyland Paris.

New York

- Meals at landmark restaurants such as Hard Rock Cafe and Planet Hollywood.
- Visit iconic locations - Empire State Building, Statue of Liberty and Ellis Island
- Tour the United Nations.
- See a fantastic Broadway Show.



PUDSEY GRAMMAR SIXTH FORM

**'LEARNERS ALSO
RECEIVE GOOD ADVICE
IN THE SIXTH FORM AND
TAKE PART IN A RANGE
OF OTHER ACTIVITIES,
IN ADDITION TO WORK
EXPERIENCE, TO
PREPARE THEM FOR LIFE
AFTER THE SIXTH FORM.'**

– OFSTED 2019



EXTENDED PROJECT QUALIFICATION

Students at Pudsey Grammar Sixth Form will be offered the Extended Project Qualification (EPQ). This AS level qualification is designed to develop key academic skills, attitudes and habits. Completion of the course prepares students for universities, employment and apprenticeship providers as they are able to demonstrate the ability to complete a high quality research project. The qualification is the equivalent of half an A-level.

Students will choose a topic which develops their knowledge of an area which they have a significant interest in pursuing. This may be linked to their current learning or a subject they wish to study at university or a career they wish to pursue.

During the project pupils will:

- Independently devise and plan their project
- Conduct extensive research using university level resources
- Synthesise, analyse and evaluate the information they gather
- Write a 5000 word report which answers the question they have devised

- Give a presentation on their project to an invited audience
- Evaluate how they managed and realised their project
- Complete a project log to record each step of the process

Students will be supported through a taught programme of skills, delivered in fortnightly sessions with their EPQ supervisor. In these small group sessions supervisors will also work 1 to 1 with pupils to ensure they have the guidance necessary to successfully complete the project.

PREVIOUSLY SUCCESSFUL TITLES

The list below will give a flavour of the breadth of topics that students can research as part of their EPQ. The topic is one of the students' choosing which makes the EPQ such an interesting course for students to undertake.

- Are the Queen Elizabeth II class aircraft carriers the right choice for the UK?
- Could flooding of the River Aire in 2015 have been prevented?



- Are agents good for the game of football?
- Is it better to treat dementia patients in a care home or their own home?
- Is the UK becoming more politically radical?
- Are KS2 SATS damaging children's education?



PUDSEY GRAMMAR SIXTH FORM

**'LEARNERS KNOW
HOW TO KEEP
THEMSELVES SAFE AND
FEEL WELL SUPPORTED
BY STAFF. THEY ARE
POSITIVE ABOUT THEIR
EXPERIENCES IN THE
SIXTH FORM.'**

– OFSTED 2019



OXFORD AND CAMBRIDGE PROGRAMME

Both Oxford and Cambridge have unique application processes which can sometimes be a barrier for students to apply. We offer our Oxbridge programme that is designed to explore the benefits of attendance at Oxbridge, utilise the outreach activities of the colleges themselves and offer extensive support and guidance to those who wish to apply.

We are fortunate to employ several staff who attended these institutions and will therefore be able to provide valuable support through this process.

We will:

- ▶ Provide subject specific training for application
- ▶ Coach toward entrance examinations
- ▶ Prepare students with mock interview experiences
- ▶ Arrange university visits

We maintain regular contact with Dr Joseph Stanley, the University of Cambridge Schools Liaison officer for West Yorkshire. Joseph visits us each term to discuss aspects of access to Cambridge, including an introduction in September and workshops throughout the year on supercurricular activity and the application process.

We also run a Cambridge residential in the summer where students get the chance to stay in halls and attend taster lectures to give prospective applicants an insight into student life and the opportunity to explore the university campuses and colleges.





PUDSEY GRAMMAR SIXTH FORM



UNIVERSITY LINKS

We are extremely fortunate to have a number of universities in Leeds and the surrounding areas. We have developed a close working relationship with universities across the city and have formed strong partnerships that enable us to engage with campus visits and higher education fairs. Universities also attend our annual careers fair in school.

The University of Leeds, the only Russell Group University in the city, offers our students membership to their university library. This is a fantastic opportunity for students to access its collection of books and periodicals both physically and online. It also provides students with a taste of university life.

The University of Huddersfield, who oversee the Progression Module, attend our annual Higher Education evening for both students and parents/carers. They offer our students support with their personal statements as well as providing guidance on student finance and university life.



UNIVERSITY OF LEEDS

CAREERS

UNIFROG

At Pudsey Grammar Sixth Form all students are provided with access to the award winning Unifrog, an online platform where they can compare every university course, apprenticeship and FE course in the UK.

There is a wealth of information designed to guide students as they make the crucial decisions about their future. They can also sign up to free online learning courses that develop their skills and qualifications, as well as accessing current labour market information and careers advice.

Crucially, the platform offers students a step by step guide to accessing university courses. It contains video tutorials, informative blogs and examples of completed personal statements that students can use to create an impactful application. The platform allows students to receive online feedback from their form tutor on their application and updates us on how far they are through the process, helping all parties to manage the process in a timely fashion.

WORK EXPERIENCE

All students are given the opportunity to complete a work experience placement during their time at Pudsey Grammar Sixth Form. Students will have access to a placement database as well as being able to use the employer links already in place through school. For many courses, such as Social Work and Dentistry, it is vital that students complete a work placement. Our students have attended placements in every kind of working environment, encompassing everything from local retail and engineering businesses to multinational corporations.

Pudsey Grammar Sixth Form is committed to supporting all students to secure a placement and we have links with several local and national employers such as; HSBC, Appris and Leeds Teaching Hospitals. Our range of providers are expanding all the time and we look forward to offering challenging and enriching posts to all students at the end of Year 12.

PROGRESSION

We begin work on university applications in Year 12 and all students are given the opportunity to attend a Higher Education UCAS Exhibition as well as our annual information evening. Students gain further insight by attending seminars and campus visits, such as Selwyn College at the University of Cambridge. We also welcome university ambassadors and alumni to speak to students about their experience of university life.

In addition to this, we support applications to well-established entry routes such as; Reach for Excellence with University of Leeds and the Partners programme at Newcastle University.

Our annual careers fair enables students to gain relevant information regarding employment, college and university information from local and national businesses and universities.



**PUDSEY GRAMMAR
SIXTH FORM**

INDEPENDENT STUDY

We support all of our students to become self disciplined and effective independent learners so that they are prepared for the next steps. Our concept of the 'working week' and the use of supported study helps our students to develop good working routines whilst leaving plenty of time for rest and relaxation outside a busy and fulfilling school life.

THE WORKING WEEK

Students are expected to commit to a 40 hour week which mirrors the expectations of universities and employers. We encourage students to use as much of the time during the day to complete the necessary study and therefore achieve a healthy work/life balance. This may be approximately:

- ▶ 16 hours a week of taught lessons or tutor time
- ▶ 16 hours of homework
- ▶ 5 hours of supervised study

▶ 2 hours of careers/UCAS/
Apprenticeship application work

▶ 1 hour of enrichment activity

SUPERVISED STUDY

Recent changes to the A Level specifications emphasise how important independent study skills have become. A Level assessment frequently asks students to apply their subject knowledge to unfamiliar contexts and it is difficult to do this if students have not taken the time to extend their understanding independently.

At Pudsey Grammar Sixth Form, we want to prepare our students to become resilient, independently confident learners when away from the classroom. By providing supervised study, we hope to help Y12 students effectively bridge the gap between study at KS4 and the greater autonomy and self discipline required at KS5.



The creation of a supervised study centre has been central to the changes we have made. We have created a modern and flexible space at the heart of the school where Sixth Form students will work for at least an hour a day, bridging the gaps between lessons. We are dedicated to providing an environment where students can get a head start on homework and revision in school and therefore entrench good habits that will be essential both in employment and at university.

The centre is also furnished with 90 chromebooks so no student will ever be without access to IT facilities. In addition to spending on technology, we have also ensured that the space is provided with textbooks, journals and wider reading materials that will both support students in their studies and in accessing the wider reading necessary to impress at university interviews.

FACILITIES

We have invested heavily in our facilities for Sixth Form. Just some of the changes we have made include:

- A dedicated supervised study centre that seats 90 students
- 90 Chromebooks in the study centre
- Tea, coffee and vending machines for the Sixth Form social area
- New and improved furniture for the Sixth Form social area
- Improved kitchen facilities to allow more students to make drinks and prepare lunch
- Expansion of the Sixth Form team and office space has allowed even more opportunities for one-to-one guidance and support



We are proud of our building. It reflects well on our community that our students attend a school that is as well presented and pristine as it was on the day of opening. All our classrooms are equipped with interactive whiteboards which are used to enhance the learning experience. Our excellent sports facilities are made available to all Sixth Form students.



**PUDSEY GRAMMAR
SIXTH FORM**

OUR COURSES

APPLIED SCIENCE BTEC NATIONAL LEVEL 3 EXTENDED CERTIFICATE	22
ART (FINE ART) A LEVEL (AQA)	22
BIOLOGY A LEVEL (AQA)	22
BUSINESS A LEVEL (EDEXCEL)	23
BUSINESS LEVEL 3 BTEC EXTENDED CERTIFICATE	23
CHEMISTRY A LEVEL (OCR)	23
COMPUTER SCIENCE A LEVEL (OCR)	23
CORE MATHS AS (AQA)	24
CRIMINOLOGY (WJEC)	24
DIGITAL MEDIA LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/EXTENDED CERTIFICATE (OCR)	24
DRAMA AND THEATRE A LEVEL (OCR)	25
ENGLISH LANGUAGE A LEVEL (AQA)	25
ENGLISH LITERATURE A LEVEL (OCR)	25
FRENCH A LEVEL (AQA)	26
A-LEVEL FURTHER MATHEMATICS (EDEXCEL)	26
GEOGRAPHY A LEVEL (AQA)	26
GOVERNMENT AND POLITICS A LEVEL (AQA)	27
HEALTH AND SOCIAL CARE BTEC LEVEL 3 EXTENDED CERTIFICATE/ DIPLOMA (EDEXCEL)	27
HISTORY A LEVEL (AQA)	28
INFORMATION TECHNOLOGY LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/ INTRODUCTORY DIPLOMA (OCR)	28
MATHEMATICS A LEVEL (EDEXCEL)	28
PHILOSOPHY A-LEVEL (AQA)	29
PHOTOGRAPHY A LEVEL (AQA)	29
PHYSICS A LEVEL (AQA)	30
PSYCHOLOGY A LEVEL (AQA)	30
SPANISH A LEVEL (AQA)	30
SPORT AND PHYSICAL ACTIVITY LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/ EXTENDED CERTIFICATE (OCR)	31

Applied Science Btec National Level 3 Extended Certificate

Applied Science offers students the chance to concentrate on some of the vocational aspects of science.

This course also gives post 16 learners a more practical study of science at a higher level. Topics in biology, chemistry and physics address science in the modern world developing experimental techniques through scientific investigation. In year 1 students complete the following units: 1 - Principles and Applications of Science, 2 - Practical Scientific Procedures and Techniques. Unit 1 is an examined unit consisting of Biology, Chemistry and Physics content and assessed in three separated exams.

Unit 2 is coursework and introduces quantitative laboratory techniques, calibration, chromatography, calorimetry and laboratory safety, which are relevant to the chemical and life science industries. In year 2 students complete a further coursework unit, of which there is a choice of subjects to study, and Unit 3 - Science Investigation skills. In this unit learners cover the stages involved and the skills needed in planning a scientific investigation, how to record, interpret, draw scientific conclusions and evaluate. Applied Science is a good choice for students considering higher education

in any science based course, examples could include: Biochemical Sciences, Chemistry, Food Technology, Human Physiology, Nursing, Sports Science, Materials Science and Medical Physics. Career opportunities for students who study Applied Science include: the chemical industries, healthcare, medical and laboratory-based science, sports and leisure sectors and food and catering industries. For further information on this course, speak with a member of the science department.

Art (Fine Art) A Level (AQA)

Students study two components for Year 1: Component 1; Coursework Portfolio (worth 60 % of AS Level) and Component 2; Externally Set Assignment (worth 40% of AS Level). Year 2, students study the following components: Component 1; Personal Investigation (worth 60% of A level) and Component 2; Externally Set Assignment (worth 40% of A Level).

Usually students who want to progress through art will complete an Art Foundation course following on from A Level and then progress onto a degree course. Art courses lead to employment within many areas of art and design, ie Interior Design, Product Design, Architecture, Fashion, Textiles, Graphics, Furniture and Computer

Aided Design. Creative industry is one of the fastest growing employment sectors in the UK. In 2014 2.8 million jobs were in the creative sector, accounting for 1 in 11 jobs in the UK.

Biology A Level (AQA)

Students will study a broad range of biological topics, developing their understanding of scientific ideas and techniques. Topics include biological molecules cells, exchanging substances with the environment, genetic variation, photosynthesis and respiration, nervous system and homeostasis, populations and ecosystems, evolution. Students will also be required to carry out a minimum of six practical activities in the first year and a further six during the second year of the A level.

In addition, students will have many opportunities to learn and use practical skills to link theory with practice, deepening their knowledge and understanding. A-level Biology is a great choice for people who want a career in health and clinical professions, including medicine, dentistry, veterinary science, physiotherapy, nursing and forensic science. For further information on this course, speak with a member of the Science Department at school, or check the A Level specification on the AQA website.



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Business A Level (Edexcel)

The course is taught through four themes. Theme 1: Marketing and people, Theme 2: Managing business activities, Theme 3: Business decisions and strategy and Theme 4: Global business. Students can go on to study a wide variety of academic and vocational courses in HE with this qualification, and/or go into a wide variety of careers in a range of industries including finance, management, marketing and human resources. For further information on this course, speak with a member of the Business Department at school.

Business Level 3 BTEC Extended Certificate

This is a very popular choice at Post-16. Students study a wide range of business theory with a focus on vocational contexts. The course is an excellent choice regardless of future education or career choice, however is especially useful for students who are considering careers in business or studying business at university e.g. finance, marketing or management. In year 1 students studying for the Extended Certificate (one A Level equivalent) study two units: Exploring Business, which is internally assessed and Developing a Marketing Campaign which is externally assessed

through a controlled assessment task. In year 2 to complete the qualification further units in Personal and Business Finance, which is externally assessed through an examination and an optional unit are added.

Chemistry A Level (OCR)

A level chemistry will give you an exciting insight into the contemporary world of chemistry. It covers the key concepts of chemistry and practical skills are integrated throughout the course. You will learn about chemistry in a range of different contexts and the impact it has on industry and many aspects of everyday life.

You will learn to investigate and solve problems using a range of concepts. Topics studied in the programme are: atoms, compounds, molecules and equations; amount of substance; acid-base and redox reactions; electrons, bonding and structure; the periodic table and periodicity; group 2 and the halogens; reaction rates and equilibrium; pH and buffers; enthalpy, entropy and free energy; redox and electrode potentials; transition elements; organic chemistry; polymers; organic synthesis and analytical techniques. A Level Chemistry is a good choice for students considering careers in

the health and clinical professions, including medicine, veterinary science, nursing, dentistry and forensic science. Studying chemistry will also prepare students for industry careers, such as those within the pharmaceutical or petrochemical sectors. For further information on this course, speak with a member of the Science Department at school, or check the A Level specification on the OCR website.

Computer Science A Level (OCR)

Year 1 course covers the characteristics of contemporary systems architecture and other areas, as well as algorithms and problem-solving. In Year 2, students complete Component 03: Programming Project. Students and/or the school select their own user-driven problem of an appropriate size and complexity to solve. Students will need to analyse the problem, design a solution, implement the solution and give a thorough evaluation.

This qualification is suitable for students intending to pursue a career in which an understanding of technology is needed. The qualification is also suitable for any further study as part of a computer science degree. It will provide students with a range of transferable skills which will facilitate personal growth and

OUR COURSES

foster cross curriculum links in areas such as maths, science and design and technology. Computer science is a very creative subject and skills such as problem solving and analytical thinking will all be refined and explored as students progress through the learning and assessment programme. For further information on this course, speak with a member of the Computer Science Department at school, or check the A Level specification on the OCR website.

Core Maths AS (AQA)

Core maths is an excellent new course for students who want to continue their study of maths to AS Level, in order to support study of other A Level subjects which require a high degree of competency in maths. Content includes: analysis of data; maths for personal finance; estimation; critical analysis of given data and models (including spreadsheets and tabular data); critical path analysis; expectation; cost benefit analysis.

The course is designed to give examples of where mathematical skills are used in the 'real world'. This will be useful in applying for jobs or an apprenticeship, or the qualification can be used as UCAS points towards a university place. Please note this course is only available to AS

Level and therefore should be added as a fourth option to a Year 12 study programme. For further information on this course, speak with a member of the Mathematics Department at school, or specification on the AQA website.

Criminology (WJEC)

Criminology is the scientific study of the nature, extent and causes of crime. In Year 1 students will study:

Unit 1 Changing Awareness of Crime This unit is for students to plan campaigns for change relating to crime. Learners will have gained skills to differentiate between myth and reality when it comes to crime and to recognise that common representations may be misleading and inaccurate. They will understand the importance of changing public perceptions of crime. This will then be used to plan a media campaign for change in relation to crime. For example the campaign might raise awareness, change attitudes or change reporting behaviour.

Unit 2 Criminological Theories This unit is for students to apply their understanding of the public perceptions of crime and campaigns for change studied in Unit 1 with criminological theories to examine how both are used

to set policy. Learners will think about what behaviour is criminal? What is the difference between criminal behaviour and deviance? How do we explain why people commit crime? What makes someone a serial killer, or abusive to their own families? Criminologists have produced theoretical explanations of why people commit crime, but which is the most useful?

In Year 2 students will study: Unit 3 Crime Scene to Courtroom Students will review criminal cases, evaluate the evidence in the cases to determine whether the verdict is safe and just. Learners will look at the criminal trial process and the many different people and agencies it involves. There are strict rules as to how evidence is collected from a crime scene and also strict rules governing the giving of evidence in court; learning about these rules will allow the learner to review the trial process and assess whether the aims of the criminal justice system have been met.

Unit 4 Crime and Punishment This unit will allow students to think about the criminal justice system in England and Wales and how it operates to achieve social control. Learners will look at the organisations which are part of our system of social control and their effectiveness in achieving their

objectives. As such, they will be able to evaluate the effectiveness of the process of social control in delivering policy in different contexts. Students will be assessed through external exams and controlled assessment: Assessment Unit 2 and unit 4 are external exams that can be taken in June of each year. Each exam is 90 minutes long and has a mix of short and extended answer questions. Units 1 and 3 are controlled assessments where learners have to work through an assignment using their knowledge and evaluation skills.

Digital Media Level 3 Cambridge Technical Certificate/ Extended Certificate (OCR)

Students in year 1 study three units. The Media Products and Audiences unit is externally assessed through an examination, the aim of this unit is to develop a strong understanding of the media industry. The two other internally assessed units are based around creating a media product (video production) and script writing for a media product. In year 2 students study the units: Pre-production and Planning (assessed through an external examination), advertising media (multi media production) and pitching an idea for a media product, which are internally assessed.



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Students can go on to study a wide variety of academic and vocational courses in Higher Education with this qualification, and/or go into a wide variety of careers in which digital media and communication skills are important, for example media production, journalism, photography, digital marketing, social media content creator and business management. For further information on this course, speak with a member of the Media Department at school, or check the specification on the OCR website.

Drama and Theatre A Level (OCR)

Students study four units: Practitioners in Practice, Exploring and Performing Texts, Analysing Performance and Deconstructing Text for Performance. Students are assessed through a combination of written examination, practical performance and portfolio work. In unit 1 students create a devised performance based on research and practical exploration, they explore two theatre practitioners and work on a text extract.

A further unit requires students to study and explore a whole text and to then choose an extract to perform to a visiting examiner. In unit 3 students analyse two dramatic texts chosen

by the teacher and are required to attend live theatre and write about the performance seen. The final unit involves the study of a whole script of a set text which is explored from the director's viewpoint. Students can go on to study a wide variety of academic and vocational courses in Higher Education with this qualification, and/or go into a wide variety of careers in which communication skills are important, for example business, management, media, law and education. For further information on this course, speak with a member of the Drama Department at school, or check the specification on the OCR website.

English Language A Level (AQA)

In Year 1, students learn the key concepts and main methods of language analysis and apply these to a range of texts. Students also investigate and discuss examples of and issues concerning language diversity, and also investigate attitudes to language. In Year 2, in addition to a deeper and broader study of the course content for Year 1, students learn about children's language development from 0-11 years. Students explore the process of language change, and complete a course work portfolio comprising a language investigation and a piece of

original writing with commentary (3500 words altogether). Students can go on to study a wide variety of academic and vocational courses in Higher Education with this qualification, and/or go into a wide variety of careers where communication skills are important, for example business, management, media, law and education. For further information on this course, speak with a member of the English Department at school, or check the A Level specification on the AQA website.

English Literature A Level (OCR)

During the first year of the two-year course, students study a Shakespeare play and a pre-1900 poetry cluster. Students also begin their study of the Gothic genre (which is explored in greater depth and detail in their second year), and start their coursework module which is worth 20% of the whole A Level.

Students' second year of study includes a comparative module on the Gothic genre across two Gothic texts and a close reading of a variety of Gothic fiction, as well as the study of a pre-1900 drama text. Students also complete their second piece of coursework. For coursework, students complete a 3000 word folder of two essays covering 20th Century poetry, drama and prose.

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As a facilitating subject, students can go on to study a wide variety of academic and vocational courses in HE with this qualification, and/or branch out into a wide variety of careers where communication skills are important, for example business, management, media, law and education. Study of literature encourages and develops understanding of the world and empathy for the human condition. For further information on this course, speak with a member of the English Department at school, or check the A Level specification on the OCR website.

French A Level (AQA)

In Year 1, students will study the broad themes of aspects of French speaking society- current trends, which includes the changing role of the family in Francophone countries across the world as well as the role and influence of technology on modern life. Students will then begin to analyse a Francophone film, exploring characterisation and the role of the director.

In the second year, students will continue to develop their understanding of the Francophone world, through analysis of some of the politics governing France and other French speaking countries.

Assessment in A Level French is through reading, listening, writing and speaking examinations and these four skill areas are firmly embedded into the teaching and learning of this subject. Students will begin to explore French literature and also to develop their understanding of an area of French culture that interests them through a research project that will form the basis of the A Level speaking examination.

Students can go on to study a wide variety of academic and vocational courses in Higher Education with this qualification, and/or go into a wide variety of careers in which communication and foreign language skills are important, for example, translating and interpreting, business, management, media, law and education. For further information on this course, speak with a member of the MFL Department at school, or check the A Level specification on the AQA website.

A-Level Further Mathematics (Edexcel)

Further Mathematics is a course designed to be taken by students also taking A Level Mathematics. Students should have achieved Grade 7 or higher at GCSE Mathematics. All students will study for the Pearson Edexcel Level 3 Advanced GCE in

Further Mathematics (9FM0). The Pure Mathematics content represents half of the course, and will cover the following topics: Proof, Complex Numbers, Matrices, Further algebra and functions, Further calculus, Further vectors, Polar coordinates, Hyperbolic functions, Differential equations. The other half of the course covers Option material related to Pure Mathematics, Statistics, Mechanics and Decision Mathematics.

At the end of the two-year course students will sit four externally assessed written examination papers, each lasting for 1 hour and 30 minutes.

The key aims and objectives of this qualification are similar to the A-level Mathematics course. Further Mathematics qualifications are highly regarded and are warmly welcomed by universities. Students who take Further Mathematics are really demonstrating a strong commitment to their studies, as well as learning mathematics that is very useful for any mathematically rich degree.

Some prestigious university courses may adjust their grade requirements more favourably to students with Further Mathematics. If you are not planning to study for mathematically rich degrees but are keen on mathematics you will find Further

Mathematics a very enjoyable course and having a Further Mathematics qualification identifies you as having excellent analytical skills, whatever area you are considering for a career.

For further information on this course, speak with a member of the Mathematics Department at school, or check the A Level specification on the Edexcel website.

Geography A level (AQA)

Geography offers an exciting and wide-ranging experience. A Level Geography aims to give pupils an understanding of the physical and human processes which affect people and their environment along with an understanding of the vital issues facing society such as sustainability, economic development, and cultural awareness.

The subject draws together aspects from both sciences and humanities. It develops intellectual abilities in a wide range of areas including data analysis, literacy and statistics.

Students develop skills of enquiry such as analysing, evaluating and interpreting data to reach justified conclusions. The enquiry process uses scientific, statistical, satellite, mapping and computer



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techniques to analyse geographical phenomena and to process data via hypothesis testing. These transferable skills are much sought after by employers.

In Year 1, students follow two compulsory modules in human and physical geography: Changing Places and Water and Carbon Cycles.

In Year 2, students will complete their NEA (non-examined assessment) alongside studying Resource Security in human geography and Hazards within physical geography.

Within the course, you will explore cultural approaches to representation of place and take a more scientific approach to investigating key systems in nature. For the NEA fieldwork, a four-day residential course takes place at the Cranedale Centre at the edge of the North York Moors where these two core modules are explored in more detail using primary data collection methods.

Certificate in Financial studies (CeFs)

This 1-year course runs in Year 13 for students who have studied Core Maths in year 12. The course offered by the London Institute of Banking and Finance (LIBF) covers the core disciplines of financial education.

The course encourages students to become responsible borrowers and sensible savers, and to appreciate the need for financial planning throughout their life. It prepares them for further study by developing the core skills of critical analysis and evaluation, verbal communication (through classroom discussion) and written communication.

This greater understanding of financial planning can support entry to university on finance and banking courses and a wide range of other disciplines. It also supports progress to a wide range of entry level occupations within finance, ensuring that learners understand the sector and have a range of transferable skills and knowledge.

Within the course, students will study two overarching units, the first looking at financial capability in the immediate and short term and the second looking at medium and long term planning.

The assessment of the course will be a combination of multiple choice questioning and essay based responses looking at a pre-release case study.

Government and Politics A Level (AQA)

We are excited to offer Government and Politics at Pudsey Grammar. This course will examine British Politics, American Politics, and Political thought in Year 13. The kind of questions we will be looking at will be:

How democratic are the systems of the two countries? How do Socialism and Conservatism differ in their beliefs around organising a country's political system? How successful are the governments of the two countries at helping their people? Why don't enough people vote? What did Trump say about outsiders in American Politics? Who makes the major decisions on war, education, and healthcare? What does the Grenfell Tower tell us about inequality? Did anyone really expect Brexit to happen and should referendums be used at all?

Politics is interesting, and it is aimed at interesting and interested students. We are looking for clued-up, engaged students who raise their head to look critically at the world around them, and who listen to or watch current affairs programmes. We want you to have confidence in your own opinions, and yet be willing to learn that there are complex political ideas behind any



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opinion and you may change your mind as the course progresses. This course will be best suited to those looking to combine it with other subjects such as History, English, Geography, Philosophy or Psychology. Ideally you will need a grade 6 in a Humanities subject, and a grade 5 in English language to be successful in this subject. You will complete an A level at the end of the two years. This course will open many doors. It is well respected at all Universities and could ultimately lead to a career in Law, journalism, Social Work, teaching, academic research, or local government. The skills in analysis and evaluation that you will gain will give you the edge in Higher Education.

Health and Social Care BTEC Level 3 Extended Certificate/ Diploma (Edexcel)

This popular vocational qualification prepares students to go on to study a wide variety of academic and vocational courses in Higher Education, and/or go into a wide variety of careers in which good communication skills are essential, including nursing, education, social work and a variety of opportunities within health care providers such as the NHS. It develops knowledge and skills in the vocational context of the caring industries.

In year 1 students study a unit in Human Lifespan Development, which is assessed by an examination and Meeting Individual Care and Support Needs which is assessed internally. In year 2 a further two units, Working in Health and Social Care (exam) and Sociological Perspectives in Health and Social Care (internally assessed) complete the programme of study.

Students taking the diploma course (equivalent to two A levels) study a further four units. This include one further exam on Enquiries into Current Research in Health and Social Care plus three further coursework units; Meeting Individual Care and Support Needs, Principles of Safe Practice in Health and Social Care, Promoting Public Health and Supporting Individuals with Additional Needs.

History A Level (AQA)

Year 1 course allows the students to study breadth and depth topics which cover issues of change, continuity, cause and consequences. It includes the following study topics: Consolidation of the Tudor Dynasty 1485 – 1603; and the first section of Democracy and Nazism: Germany 1918 – 1945 (The Weimar Republic 1918 – 1933).

Year 2 History builds on the skills and knowledge gained at AS and consists of two components: The Tudors, England 1485 – 1603 (England: Turmoil and Triumph 1547 – 1603); and Democracy and Nazism; Germany 1918 – 1945 (Nazi Germany, 1939 – 1945). For course work, students will also complete an independent historical investigation which will focus on a university-style referenced essay on an aspect of Civil Rights in the USA.

Students can go on to study a wide range of academic courses in higher education with this qualification. Students can go into a wide range of careers where written communication, research, and analytical skills are important. Examples include education, journalism and law, to name but a few. For further information on this course please speak to members of the History Department, or check the A Level specification on the AQA website.

Information Technology Level 3 Cambridge Technical Certificate/ Introductory Diploma (OCR)

This qualification aims to develop your knowledge and understanding of the principles of IT and Global Information Systems. You will gain an insight into the IT sector as you investigate the pace of

technological change, IT infrastructure, and the flow of information on a global scale and the importance of legal and security considerations.

You will also develop professional, personal and social skills through interaction with peers, stakeholders and clients, as well as theoretical knowledge and understanding to underpin these skills. These support the transferable skills required by universities and employers such as communication, problem solving, time management, research and analytical skills. You will take two mandatory units to achieve this qualification, Fundamentals of IT and Global information, both of which are externally assessed. You will then study three further units which are internally-assessed and moderated by the exam board.

The optional units include Project management, Product development, Systems analysis and design, the Internet of Everything, Application Design, Mobile technology, Social media and digital marketing, Software engineering for business, Games design and prototyping, Web design and prototyping and Big data analytics. For further information on this course, speak with a member of the Computer Science Department at school, or check the OCR Technical (2016) specification on the OCR website.



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Mathematics A Level (Edexcel)

All students will study for the Pearson Edexcel Level 3 Advanced GCE in Mathematics (9MA0). The Pure Mathematics content represents two-thirds of the course, and will cover the following topics: Proof, Algebra and functions, Coordinate geometry, Sequences and series, Trigonometry, Exponentials and logarithms, Calculus (Differentiation & Integration), Numerical methods, Vectors. The remaining one-third of the course covers material related to Statistics and Mechanics.

At the end of the two-year course students will sit three externally assessed written examination papers, each lasting for 2 hours.

The key aims and objectives of this qualification are to enable students to:

- understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study
- understand how different areas of mathematics are connected and how to apply mathematics in other fields of study
- use their mathematical knowledge to make logical and reasoned decisions in solving challenging problems, and represent situations mathematically, understanding the relationship

between problems in context and mathematical models that may be applied to solve them

- make deductions and inferences and draw conclusions by using mathematical reasoning, communicating their understanding
- use technology such as calculators and computers effectively and recognise when their use may be inappropriate.

The modern world needs mathematicians. Maths and science are required for the continued development of our increasingly technological lives. The UK's knowledge economy needs more mathematical skills for the financial, communication, transportation sectors and areas like genome modelling etc. Therefore there are a wide range of career options and degrees open to students who have A Level Mathematics, including software professionals, Information and communication technology managers, IT strategy and planning professionals, teachers, management consultants, actuaries, economists and statisticians.

There are a huge range of degree courses at UK universities for which you would benefit from the study of A-level Mathematics. For further information on this course, speak with a member of the Mathematics Department at school, or check the A Level specification on the Edexcel website.

Philosophy A-Level (AQA)

Philosophy is the study of the fundamental questions which underpin human existence and experience. Throughout the programme of learning students will be challenged to consider questions such as: What can we know? Can the existence of God be proved? How do we make moral decisions? Are my mind and body separate? Students will learn historical and contemporary answers to these questions and will develop core philosophical skills - reason, argument, accuracy, precision and succinctness in presenting other's views and the

ability to construct and evaluate their own arguments. Students can gain access to a wide range of degree level courses following successful completion of their studies.

Year 12 Units

- ▶ Epistemology
- ▶ Moral Philosophy

Year 13 Units

- ▶ Metaphysics of Mind
- ▶ Metaphysics of God

Students with a qualification in Philosophy may consider the following careers: law, marketing and PR, education, civil service, business and media.

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Photography A Level (AQA)

Students study two components for A Level Photography. In Component 1, students develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words which supports the practical work.

In Component 2, students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.

Usually students who want to progress through Photography will complete an Art Foundation course following on from A Level and then progress onto a degree course. Photography courses at A Level and then Degree can lead to employment within many areas of the creative industry, for example Photography, Photojournalism, Fashion/

Studio Photography, Film & Television, Interior Design, Product Design, Architecture, Fashion, Textiles, Graphics, Furniture and Computer Aided Design. Photography students can also access employment through securing an apprenticeship. Creative industry is one of the fastest growing employment sectors in the UK. In 2019 2.8 million jobs were in the creative sector, accounting for 1 in 11 jobs in the UK.

A Level Photography students will need access to a DSLR camera both during and outside of lesson time. We run a payment scheme to enable students to buy a suitable camera, students may be able to apply for financial support through the Bursary scheme. Students should be willing to venture out into the environment within their own time to complete specific assignments.

Physics A Level (AQA)

Physics has no limits; everything in the universe and beyond is part of the remit. All the gadgets we take for granted, like laptops and mobile phones, would not be here without Physics. The World Wide Web was invented by a physicist. As well as constantly discovering and inventing new things, physicists deal with the big questions, from parallel

universes and time travel, to why the smallest bits of cereal are always found at the bottom of the packet. This is a course that will stretch your imagination, as well as test your powers of analysis. The specification has been developed to ensure that the subject content is relevant to real world experiences and is interesting to teach and learn. It is presented in a straightforward way, giving students the freedom to learn in the way that works for them.

Physics is a stepping stone to future study; the specification allows students to develop the skills that universities want to see. The specification will support and inspire students, nurture a passion for Physics and lay the groundwork for further study in science or engineering.

Physics is a solid choice for students considering a career in Medicine, Veterinary Science, Dentistry, Computing, Chemistry, Biology, Mathematics and Environmental Science. Physics will also prepare students for careers in industry, such as those within the engineering or electronics sectors. For further information on this course, speak with a member of the Science Department, or check the A Level specification on the AQA website.

Psychology A Level (AQA)

In year 1 students will study core topics in psychology, including social influence, memory and attachment. In addition, they will study psychology in context. Students will demonstrate knowledge, understanding and the ability to evaluate theoretical concepts, research studies, methods and the effectiveness of treatments in relation to Approaches, Psychopathology and Research methods.

In year 2 students will study core topics in psychology in greater breadth and depth, including social influence, memory, attachment and psychopathology. They will also build on their year 1 study of psychology in context, focusing on further approaches and methods of study. An additional module, Issues and Options in Psychology, is also studied. Major issues and debates within the discipline are considered in the context of subject matter introduced across the course.

The three chosen topic areas for this module are schizophrenia, relationships and forensic psychology. Psychology is a valuable A Level or any career progression which involves working with people. For example, A Level Psychology is welcomed for the study of medicine, nursing, radiography, and physiotherapy.

Studying psychology to graduate level affords the opportunity to specialise in areas such as clinical psychology, forensic psychology, educational psychology, sports psychology and many more. For further information on this course, speak with Miss Skitt at school, or check the A Level specification on the AQA website.

Spanish A Level (AQA)

Advanced level Spanish is designed to build on the skills developed at GCSE. Students cover four topic areas through the skills of listening, reading, writing and speaking with a focus on authentic materials from the target language country. Students will be expected to complete translation exercises as part of the course. In the first year aspects of social context are studied, together with aspects of the artistic life of Spanish speaking countries. This is done using authentic resources and teaching in the target language with exploration of key grammatical structures as well as specialist vocabulary. In the second year further aspects of the social background are studied, this time focusing on matters associated with multiculturalism and the political landscape of Spain and young people's involvement in politics.

Assessment in the subject is through reading, listening, writing and speaking examinations. For A level, students will conduct an individual research project, which will relate to a country or countries where Spanish is spoken. This will be presented and discussed during the speaking examination.

This course will provide a foundation that will enable students to progress to higher education study in Spanish or Spanish Studies. In addition, the variety of analytical, communication and research skills that are developed throughout the course are valuable for a variety of nonlinguistic higher education courses. Job opportunities exist in the tourism industry as well as bilingual sales and within the education sector. For further information on this course please see the online specification or speak to one of the languages staff at school.

Sport and Physical Activity Level 3 Cambridge Technical Certificate/ Extended Certificate (OCR)

Learners will study five units made up of mandatory and optional units. Mandatory units: Body systems and the effects of physical activity (examination), Sports coaching and activity leadership (Coursework) and Sports organisation and development (examination). Optional units: Sports injuries and rehabilitation (Coursework), and Organisation of Sports Events (Coursework).

The OCR Cambridge Technical qualification is a great choice for people who want to continue into academic and vocational courses in Higher Education, and/ or go into a wide variety of careers in sport, teaching, coaching, health and fitness, performance, public services and armed forces.

The course develops key leadership, organisation and communication skills. For further information on this course speak to a member of the PE Department at school, or check the specification on the OCR website.



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