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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. Our students are also extremely successful in progressing to further study and employment.

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 Events 2017

Thursday 12th October, 5.00pm - 8.00pm

Saturday 4th November, 10.00am - 1.30pm

Open Events 2018

Thursday 15th February, 4.30pm - 6.30pm

Thursday 24th May, 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 and 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



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 Events 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



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



- The College's August 2017 A Level pass rate of 98.3% (grades A*-E) is higher than the national average (97.9%) for the fifteenth year running.
- 60 A* grades were achieved by 41 students.
- 436 (87% of the College's students who have applied through UCAS) have successfully obtained university places (the national figure for 2016 was 74.5%).

"I am delighted to see that all the hard work of the students and the staff has again led to such excellent results, particularly in the first year of the new style linear A Levels in many subjects"

Principal Michael Kitcatt



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.

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:

- 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 smaller 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
- Drop in support to allow students to access support when required
- 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.



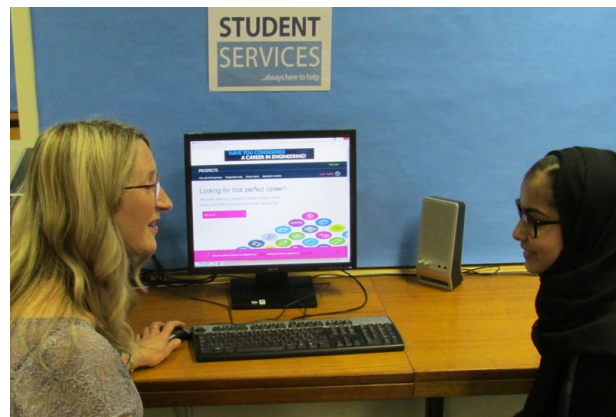
The College is committed to safeguarding and promoting the welfare of all of our students.”

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
- 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, apprenticeships, 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 in Student Services 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, business and teaching.

Counselling Students

The College employs fully qualified Counsellors who are available five days per week. 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.

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

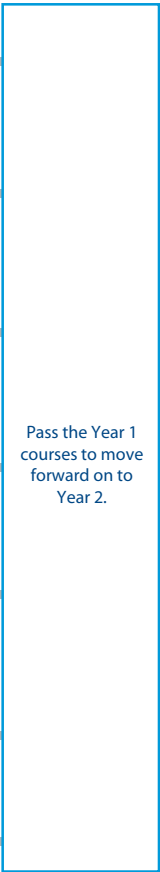
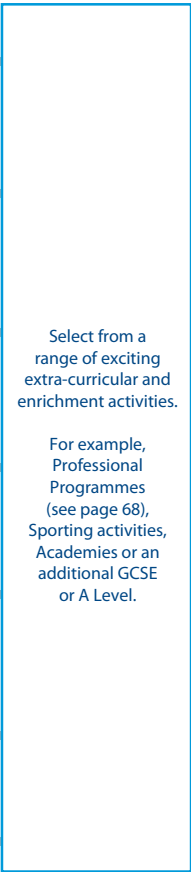
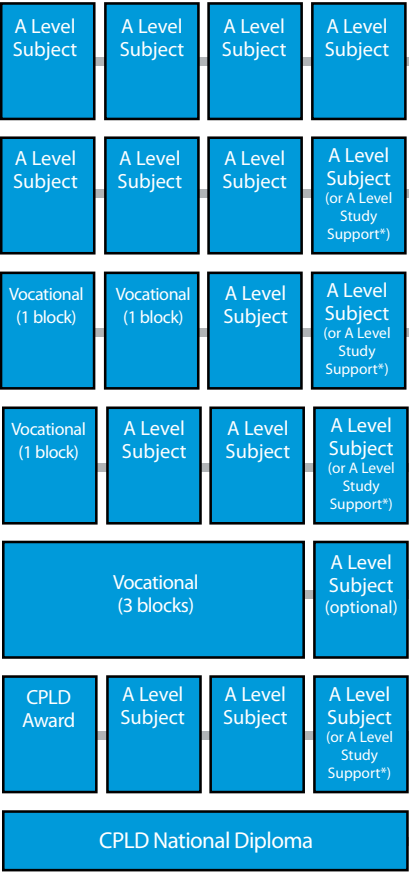
10 Your Qualifications

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.

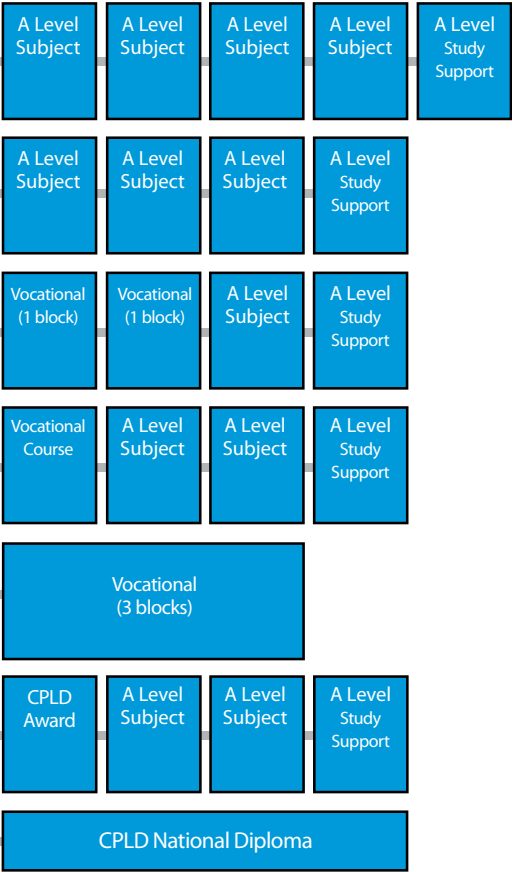
A Full Programme: Level 3

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

Year 1



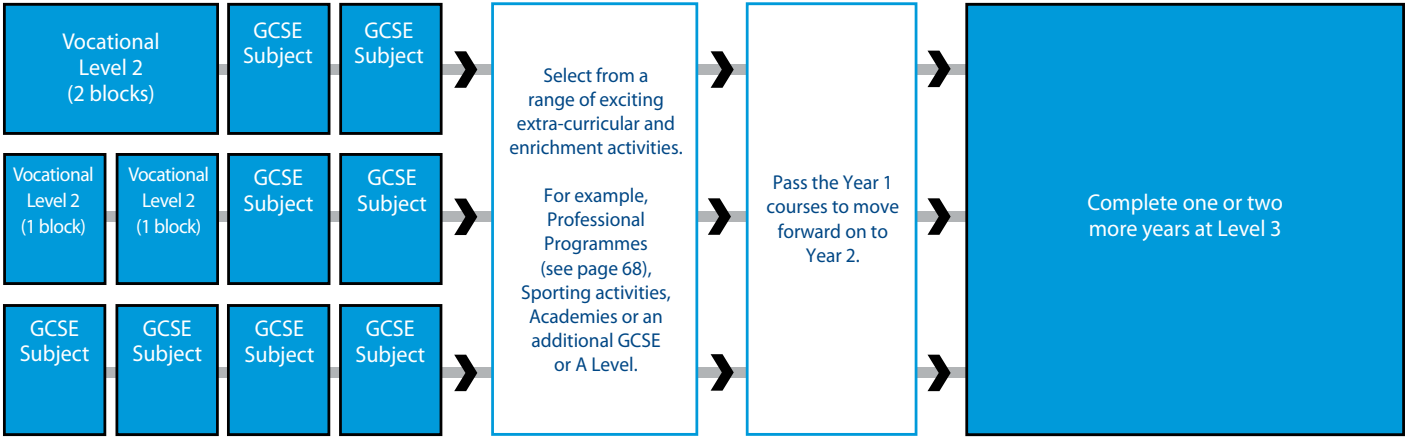
Year 2



* in exceptional cases

A Full Programme: Level 2

Year 1



Year 2

GCSEs	
Biology	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.
English Language	
History	
Italian	
Mathematics	
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.

GCSE Maths and English Language

If you do not have either GCSE Maths and/or English Language this must form part of your programme.

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 is able to offer lots of advice during 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 79-87 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 GCSEs at grades 7, 8 or 9	5 AS subjects	4 A Level subjects plus Extended Project Qualification
	5 or more GCSEs at grade 7, 8 or 9	4 AS subjects	3 A Level subjects plus Extended Project Qualification
Level 3 Programme (4 AS Level equivalent)	7 or more GCSEs at grade 4 or above (including Maths and/or English Language GCSE at grade 4 or above)	4 AS Levels Or 3 AS Levels plus GCSE Maths or English Or Combination of 4 AS Levels and 1 block vocational qualifications	3 A Level subjects plus possible Extended Project Qualification
	5 or 6 GCSEs predominantly at grade 5 or above	Or 3 block vocational qualification Or 3 block vocational qualification plus 1 AS Level (Optional)	3 block vocational qualification plus possible Extended Project Qualification
Level 3 Modified Programme (3 AS Level equivalent)	5 or 6 GCSEs predominantly at grade 4 or above	Combination of 2 or 3 AS Levels and 1 or 2 GCSEs plus AS Supported Study Or 3 AS Levels plus AS Supported Study	3 A Level subjects plus possible Extended Project Qualification
		Or 3 block vocational course	3 block vocational qualification Plus possible Extended Project Qualification
	4 GCSEs at 5 or above including Maths and English GCSE at grade 4 or above (with GCSE grade 5's in relevant subjects)	3 AS Levels/1 block vocational qualifications Or 2 AS Levels/ 1 block vocational qualifications plus GCSE Plus Study Support	3 A Levels Or 2 A Levels plus AS or one-year A Level or GCSE or 1 block vocational qualification Or 2 A Levels plus 2 AS (if wishing to return for a third year)
		Or 3 block vocational qualification	3 block vocational qualification
Mixed Level Programme	4 GCSEs at grade 4 or above (including Maths or English)	Combination of 2 AS levels and 1 or 2 GCSEs/Vocational Level 2 plus Study Support	2 A Levels plus AS or one-year A Level or GCSE or 1 block vocational qualification Or 2 A Levels plus 2 AS (if wishing to return for a third year)
		Or 3 block vocational qualification	3 block vocational qualification

Continued on next page.

AS Study Support

Students who are taking an A Level programme with a relatively low number of GCSEs at 4 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.

14 Your Study Programme

	Full GCSE Entrance Qualifications	Expected Qualifications Year 1	Expected Qualifications Year 2
Level 2 Programme	4 GCSEs at grade 4 or above but not Maths and English Language or fewer than 4 GCSE's at grade 4 (but no lower than grade 3 and 2)	One-year Level 2 programme (at least 4 blocks) to include Maths and/or English GCSE as needed	3 block vocational qualification Or 3 block vocational qualification plus 1 AS Level (Optional)
	2 GCSEs at grade 4 or above or exceptional circumstances e.g. home educated	4 GCSEs to include Maths and/or English as needed Or One-year Level 2 programme as above	Combination of 2 or 3 AS levels and 1 or 2 GCSEs plus Study Support Or 3 AS plus Study Support Or 3 block vocational qualification

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 Programmes (Medicine, Nursing & Midwifery, Law, Business & Finance, Teaching and Journalism & Broadcasting)	Optional	Compulsory/Strongly encouraged	Compulsory/Strongly encouraged	Optional
Academy – Sports, Maths, Performing Arts, Science and Engineering	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
- Nursing & Midwifery
- Law
- Business & Finance
- Teaching
- Journalism & Broadcasting
- Science and Engineering Academy
- 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 and Engineering 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 Medicine, Nursing & Midwifery, Law, Business & Finance, Teaching and Journalism & Broadcasting.

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 grades 7, 8 or 9 (or equivalent) 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. This year the council have been working to raise money and awareness for a number of charities including planting 500 crocus bulbs as part of the 'End Polio Now' campaign, raising money for Comic Relief and providing refreshments at college events to raise money for charities such as the Royal British Legion and the Poppy Appeal.

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 Events, from New Student Events to welcoming Year 10 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, Miss Saigon, Lord of the Flies, Doctor Faustus and Oh, What A Lovely War. Later in the year we also stage concerts and showcases of the best work throughout the year. In addition there is the opportunity to go on theatre trips as well as the opportunity to take part in workshops with industry professionals.

Activities

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

The rehearsals are in cream 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 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 Enrichment Options

Whether you are interested in applying for a place at a highly competitive university, or simply wish to broaden your science background, the Science and Engineering 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 and Engineering Academy Information

We offer separate Academy lessons in BMAT and UKCAT, science based extended project qualification and Engineering education scheme. In some of these lessons guest speakers will talk to students about a range of topics, such as, science based careers, current areas of academic research and life at university.

BMAT and UKCAT

For students on the medical professional programme (medicine, dentistry or veterinary science) support is provided for 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 Extended Project Qualification (EPQ)

Students will use the academy sessions to complete individual practical projects in an area of interest which might relate to their chosen career path. Past investigations have included:

- Aspirin synthesis
- Fluoride content of toothpaste
- The effectiveness of sun block
- Oscillations in tall buildings
- Prevention of damage to buildings in earthquakes
- Investigating vitamin C content in different foods
- Ecological survey of local nature reserve

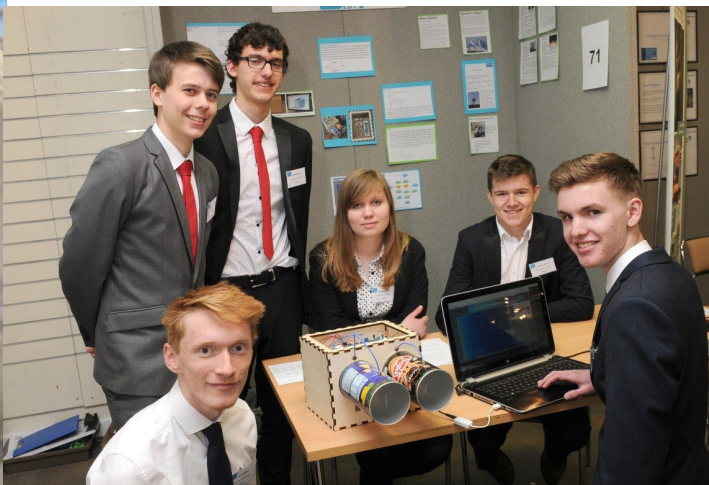
They will choose a hypothesis to investigate, plan an investigation, collect results and in their second year will complete a report that will be used to gain an EPQ, which is an AS level equivalent qualification.

Engineering Education Scheme

Students will work alongside a local engineering company on a project that has been set form them. In previous years students have worked with QinetiQ and have designed and built a prototype laptop based radar system and a sonic laser system.

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 computing facilities.



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 2018

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.”

The Ambition Programme

The Ambition Programme is aimed at high achieving students who might want to apply to competitive universities. These include Oxford and Cambridge and the other so-called Russell Group universities. Students who apply to these will usually have a good range of GCSE's at levels 8/9 (or equivalent).

We have an excellent reputation at WSFC for helping students get places at top universities through careers and HE advice, the tutorial programme and subject-based guidance. The Ambition Programme enhances this support.

This is an enrichment course and because it is not subject-specific is open to students doing any course combination.

The Ambition Programme will help you:

- Become more informed about university choices
- Make yourself an attractive applicant to a competitive university

We aim to inspire you to achieve your very best, to guide you in your research into university options and to help you develop confidence and flair in academic discussion..

How will Ambition help me research my university options?

The course enhances the support you will be given by tutors, Student Services and subject teachers with:

- Talks on how to research competitive university places
- Contact with admissions advisers at competitive universities
- Information about masterclasses and subject days offered by top universities and help with applying for these
- Open Day visits to Oxford and Cambridge
- Advice on Oxbridge colleges from staff who know these universities well and from former WSFC students
- Guidance on planning your independent research into university
- Psychological and emotional support from staff and from other students in the group

How will Ambition help me make myself an attractive applicant to a competitive university?

- Practice at developing your thinking skills - you CAN learn techniques to improve your ability to think and argue more effectively

- Debates and discussions with enthusiastic students and staff
- Presentations on a wide range of topics
- Learning from and talking with visiting speakers
- Inspiration to extend your subject knowledge
- Advice on writing a top quality UCAS personal statement
- Preparing for university interviews
- Mock interview practice

The Ambition Course

Year 1 – September to December

In this term you will be introduced to different thinking styles and a range of techniques to help you enhance your ability to argue a case effectively. Because students on the course will be doing all sorts of different subjects, the debates, discussions and presentations will cover a wide range of topics. We usually have a lot of fun in our discussions and you will be challenged to new heights of thinking.

Year 1 – January to July

The activities from the first term continue. We now add some practical sessions on researching universities, finding out what study at a top university is like and planning how to explore your Higher Education options.

We will publicise masterclasses and other study experiences offered by competitive universities and help you apply if you wish to. We will offer trips to the Oxford and Cambridge open days and organise opportunities for you to meet admissions advisers and university students.

Year 2 – September to December

We will help you finalise your HE applications and give support writing your personal statement. Those of you applying to universities which interview applicants (such as Oxford and Cambridge and some other Russell Group universities) will follow a programme to help you develop your skills and confidence at interview. The psychological and emotional support from other students in the group going through the same experience is invaluable at this stage too.

22 Your Application

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 autumn term Open Events.
- If you are unable to attend our autumn term Events, 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 page 79. The entry requirements for each subject are on pages 80-87
- The recommended deadline for application is 31st March 2018 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 79-87; 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 2018. 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

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Access to HE Diploma Course for Adults

The Access to Higher Education (HE) Diploma is a course for individuals 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.

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), which is suited to students wishing to go on to study degree level professional qualifications in nursing, midwifery, paramedics and teaching, or subjects such as psychology and business.

Students will study Psychology, Sociology, Human Biology, Anatomy & Physiology, Chemistry and Health Studies. Students will also study ICT, Progressing to HE and Study Techniques.

We also offer the Access to HE Diploma (Medicine and Health Care Professions), which is for students looking to study medicine, dentistry, veterinary science or other medical and science related fields at university. Students on this diploma will study mainly Biology, Chemistry and Physics.

All Access to HE lessons will be taught in dedicated classes for Access students only.

The diplomas are studied over one year from September to June. The course is full time and most students have lessons three or four 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.

The entry requirements for the Access to HE Diploma (Social Science and Health) is GCSE English and/or GCSE Maths at grade C or above and to demonstrate suitability for study during pre-offer assessment.

Students who do not have GCSE A* - C in English or Maths may be able to study one of 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.

The entry requirements for the Access to HE Diploma (Medicine and Health Care Professions) is 5 GCSEs at grade C or above, including English and Maths.

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.

Student Profile



Georgina Morley
Access to Higher Education

After spending the last 14 years being a Mum I decided I wanted to pursue a career to become an Operation Department Practitioner (Theatre nurse). I didn't reach the requirements to go straight to university to study, but Worcester Sixth Form College offered the Access Course as a stepping stone.

Having been out of education for 21 years I thought going back to College would be terribly hard and I wouldn't fit in due to my age. How wrong was I? The workload was manageable and slotted in around my family life and I've met some truly amazing people. I would highly recommend studying at Worcester Sixth Form College. I have since been offered a place at Birmingham City University.

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

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.

Student Profile



Tom Davies
Christopher Whitehead
Language College

I gained an interest in Accounting after studying towards a BTEC in Business Studies at my previous school. I chose Accounting because I really enjoyed the finance unit on my BTEC course and it mixed well with my other A Levels: Economics and Business. Accounting interests me because of how important and central it is to all businesses.

I am hoping to get an AAT Accounting apprenticeship after finishing my exams.

“Accounting interests me because of how important and central it is to all businesses.”



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 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 assessments 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.

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.



“Students will develop a full range of transferrable skills which will prepare them for higher education and employment.”

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. 100% of AS grade.

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.

Externally Set Task - A period of preparatory study based on a starting point set by the exam board followed by a 15 hour period of sustained focused work completed under exam conditions.

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



Lizzie Raine

Blessed Edward Oldcorne
Catholic College

I chose to study Fine Art at A Level because I have been passionate about the subject from an early age. I also study Psychology and Law. Aspects of Psychology came into my

Personal Investigation project, for which I chose to base it around emotions and mental health. I really liked having the freedom to choose what I wanted to do during my Fine Art course, as well as the experimentation with processes other than painting and drawing. Through the course, I have definitely grown in my artistic ability.

After College, I will go on to Hereford College of Arts to do a Foundation Diploma in Art and Design.

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 4 or above, 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. 100% of AS grade.

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.

Externally Set Task - A period of preparatory study based on a starting point set by the exam board followed by a 15 hour period of sustained focused work completed under exam conditions.

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



Andreas Solomou
The Chantry High School

The reason why I chose to study Graphic Design at Worcester Sixth Form College was mainly due to the great experience I had with teachers on open days and induction days. I also have a great passion for this subject and would like my career to involve graphic design. Graphic Design is a subject where you can express your thoughts in a much more developed and open way and it is also a platform in which you can spread a message in a visually pleasing way. I also study Photography and Sociology. These subjects fit very well with Graphic Design as Photography is a factor to consider in Graphic Design whether it be photography, your products or for research. Sociology also fits well as it helps develop your knowledge of society and what is going on in society, which could influence how you design a certain product. After College, I hope to go to university and study Graphic Design further.

This course is a great way to develop your knowledge of many skills for example, Photoshop, drawing, time management and much more! I recommend this course very much.

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

Student Profile



Milena Kierzkowska
Blessed Edward Oldcorne
Catholic College

My interest in Photography began four years ago while studying at high school. Creative and challenging activities were always a part of my life, allowing me to explore

and be open minded. It motivates me and I really enjoy it. There are no limitations as to what can be done in Photography and that is what I find so beautiful about it. Its breadth enables me to explore the world in a much wider context.

I am now looking forward to continue my development in the photographic area at Plymouth University and hopefully accomplish my goal to be a fashion photographer.

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. 100% of AS grade.

Year 2

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

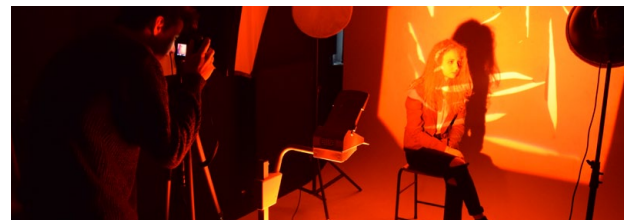
i. A major in-depth critical, practical and theoretical investigative project/portfolio and outcome(s) based on themes and subject matter that have personal significance.

ii. A related study: an external response of a guided minimum of 1000 words.

Externally Set Task - A period of preparatory study based on a starting point set by the exam board followed by a 15 hour period of sustained focused work completed under exam conditions.

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.

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. 100% of AS grade.

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.

Externally Set Task - A period of preparatory study based on a starting point set by the exam board followed by a 15 hour period of sustained focused work completed under exam conditions.

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.

Student Profile



Fiona Cheung

Droitwich Spa High School

I had previously studied Textiles in high school and I wanted to explore it further since I enjoyed it, so I decided to study it at College. The course allows you to develop a broad skill set by experimenting with a wide range of techniques and methods that can branch out into interior designing or fashion. One of the reasons why I love doing Textiles is because I have the ability to create things that can represent me and my individuality. Additionally, I am able to choose what I can explore in my investigations, which make things much more interesting and inspiring.

In September, I plan to study Fashion Design at De Montfort University.

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.

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. Sixth form lectures are also offered at Birmingham University, including some run by the Society of Biology. Additional fieldwork may also be arranged.

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.

Student Profile



Tasha Pavey

Blessed Edward Oldcorne
Catholic College

I chose Biology because I am fascinated by human anatomy; how millions of cells come together, perform different functions and create an organism; and how there is always room for new discoveries. I'm also studying Chemistry and Maths, which heavily relate to Biology in the form of calculations, practicals and a greater understanding of biochemical molecules. I love Biology because we are learning something different every day and also due the way we can expand our minds to look at potential future discoveries. I have carried out work experience at Worcester Royal Hospital for Aspiring Medical Scientists, which allowed me to see diagrams from the textbook in real life.

I plan to go to Cardiff University to study Biochemistry and then go into either research for rare diseases to make my own new discoveries or forensic sciences.

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 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.

Resources and Facilities

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

Teaching and Learning Styles

This course consists of a mixture of practical and classroom activities. It offers a broad understanding of Business, with a focus on Enterprise and Marketing. It will allow students to develop business knowledge and enterprising skills.

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, Worcester Bosch 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.



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

Assessment

The course consists of a number of units, one of which is assessed by an external examination. 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 one year course is suitable for learners wishing to gain skills and knowledge to apply for a variety of jobs or apprenticeships in Business: such as Sales, Marketing and Retail to mention a few. All career opportunities open to GCSE students are also open to Level 2 Vocational students. You can also progress to a Vocational Level 3 course, which in turn could lead to higher education. It will equip you with skills to help you with setting up your own business.



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 and speakers
- 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 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 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



Anna Krieger

Gimnazjum nr 10, Lublin,
Poland

I started studying at Worcester Sixth Form College a month after I moved to England. I decided to choose Business because I have always known that this is what I wanted

to do in the future. Studying Business at College allows me to develop my skills and knowledge that I will need later on in my life. Teachers are really helpful and all units are very interesting. I would definitely recommend this course.

I plan to continue with Business Studies at Cardiff 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. You will follow a programme of experiments linked to your practical work. You will gain many practical skills whilst doing this course. We encourage the use of our visual learning environment to support your studies outside the classroom. Lessons will often include a range of activities to encourage student participation and understanding.

Student Profile



Lewis Styles
Bishop Perowne CE College

Chemistry is a subject that I've always found fascinating and enjoyed learning about. The staff and resources available at Worcester Sixth Form College, including the chemistry enrichment programme I took in my first year, have assisted in furthering my interest to the point where I will be studying for a degree in the subject and then hopefully taking my interest further still, into the world of work. Alongside Chemistry, I study Physics and Mathematics, all of which link together perfectly and any parallels drawn between the subjects only aids my understanding of the sciences and their place in the real world.

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

There will be visits from external speakers that will allow students the opportunity to experience different aspects of chemistry. We also intend to run the 'spectroscopy in a suitcase' event where students become analytical chemists and identify unknown substances. We encourage students to take part in the chemistry Olympiad run by the Royal Society of Chemistry.

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.



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.

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. There is one written exam and two externally marked controlled assessments.

Progression Opportunities

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

Student Profile



Eleanor Rose
Bowbrook House School

From a young age, I have been fascinated with how children learn and develop, and whilst at school, used to help out in the nursery during my free time. As part of my Level 3 in

Children's Play, Learning and Development, I have undertaken over 750 hours of placement within a variety of settings. I have developed my skills in observation and planning of activities in line with the appropriate curriculum. I have undertaken units such as play, numeracy and literacy, physical care needs and safeguarding as well as development. All of these have given me the theory that underpins my practice and gives me a greater understanding of how to work with and support children. One aspect of my course which I really enjoy is the practical skills which I have gained in placement. These help you to understand about working in a work place as a team and shows you how you can put the theory to practice.

All the teachers on my course have given me support throughout. The level of teaching has been outstanding, they will always go over any work with me one to one if I have not quite grasped a concept.

I am currently working part-time at Clifton-Upon-Teme's Early Years Centre until September when I am going to study an Early Years degree at Norland College, Bath, to train to become a Norland Nanny.

Why choose Classical Civilisation?

The study of ancient civilisations opens a window to a world thousands of years old and yet completely relevant to our lives today. Classical Civilisation gives you an opportunity to discover the foundations of western civilisation and all its disciplines. 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. If you are interested in the nature of people and what motivates their actions, look no further than the tragedies of Ancient Greece and the scandals of Rome.

Resources and Facilities

- A large selection of books in the department
- A collection of images and ancient 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 and reading. The focus is on interactive and collaborative learning. Variety is found in three quite different areas of study:

- Greek and Roman Epic (the stories of the heroes Odysseus, Achilles and Aeneas)
- Tragedy and Comedy in the theatre (5th century BC Athens and Roman Republic)
- Greek and Roman history, philosophy, poetry and politics (Sappho, Ovid, Seneca)
- 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.

Combination with other subjects and Progression Opportunities

A significant number of students choose Latin / Greek Certificate as an enrichment option. 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



Natalie Gilbert
Bishop Perowne CE College

I chose to study Classical Civilisation as I thought it would provide a good partner subject for History. However, over the past two years I have found that Classics is a challenging and fascinating subject in its own right. I have developed a range of knowledge which supports my historical study but also provides useful tools to make links between different sources for my study of Geography. The Classics teacher at College provides excellent support and teaching and has given me the confidence and ability to pursue the study of Classics to university level.

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.

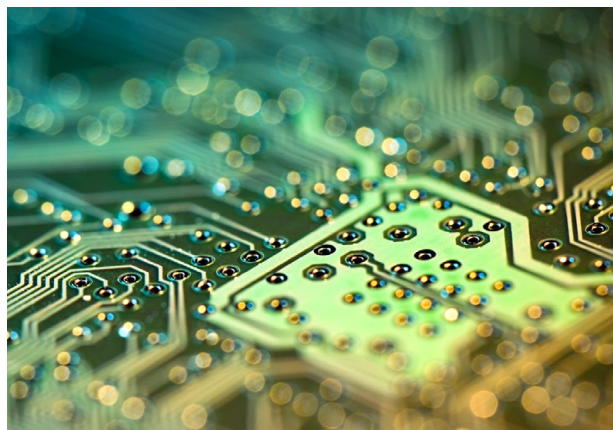
Assessment

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



Hassan Ishfaq
Blessed Edward Oldcorne
Catholic College

I chose to study Computer Science because I've always been passionate in this area of study. The best thing about Computer Science is how practical the subject is. Everything you learn can be put into practice and this allows you to see how computers actually work. The aspect I enjoyed most was the programming, from turning algorithms into programs, to creating our own software systems for the computing project. It really is an interesting subject.

After College, I plan to go to university to study Computer Science.

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 Dancefest, the dance agency for Herefordshire and Worcestershire

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



Chloé Harris
Baxter College

After completing my GCSE's at high school, I decided to choose Dance as an A Level because my chosen career is suited around this subject. I also take English Literature and Language, Media Studies and Performing Arts. These subjects relate to dance through essay writing skills, analysis and acting; skills needed for the Arts. I enjoy studying Dance as a subject because I can choreograph solos, duets and groups, study professional repertoire and analyse choreography. My future plans are to go to university, a Performing Arts Institution, to specialise in Dance and then hopefully gain a career on Cruise Ships.

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



Dalila Monteiro

Nunnery Wood High School

Since the age of 10, I have had a strong desire to perform and did this as often as I could in high school. I really enjoy acting and the way in which you make new friends in the process, so I decided to

take Drama and Theatre Studies at College.

I also study Performing Arts and English Language and Literature, both of which are also creative subjects. Drama and Theatre Studies has made me learn about how to be positive and confident in the way that I write creatively in English and in the way that I perform for Performing Arts. I have also been involved in the Performing Arts Academy over the past two years and have enjoyed being part of such amazing productions with great people.

After College, I plan to study Korean Studies at the University of Sheffield.



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 International trade, globalisation, poverty, 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 Brexit 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



Sharon Mai
Barnfield South Academy,
Bedfordshire

I chose to study Economics as it is a broad and well-respected subject and related to my other areas of interest such as business and finance. The subject allows me to combine

both quantitative and qualitative skills. It has linked well with my other subjects, Mathematics and Biology, through interpretation of graphs and the manipulation of equations and principles of analysing data and research.

After College, I plan to study Economics and Politics at the University of Birmingham.

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



Megan Bennett
Blessed Edward Oldcorne
Catholic College

I have always enjoyed studying English at high school. However, English Language is different at A Level as you begin to learn how language is used in different varieties such as gender, social class and many more. I study Politics and Sociology alongside which has also helped me in English as they are all essay-based and rely on a good understanding of the English Language.

What I've particularly enjoyed about the subject is finding out about how children learn language and the stages they go through.

What I hope to do next year is to study English Language at Cardiff University.

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 Resources Centre.

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



Emma Keeley
Bishop Perowne CE College

I chose to study English Literature at College after my Year 11 English teacher encouraged me to continue to study this subject. English Literature has encouraged me to be intuitive, creative and independent. The teachers truly have their students best interests in mind and offer support whenever it is needed. The texts we study cover a wide period of history and introduce you to different literary theories. I have thoroughly enjoyed this course.

In September, I plan to go to the University of Southampton to study English.



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.



Trying out different types of creative and professional writing is part of the course.”

Student Profile



Glyn Reilly-Harrison
Bishop Perowne CE College

I chose English Literature and Language A Level almost the moment I saw it in the prospectus. The course attracted me because of my love for creative writing, whilst also providing the skills required to analyse texts in detail. This helped me in my other A Level subjects of Classics and History. The staff are knowledgeable and approachable, making an excellent course on paper even better to study.

I plan to go on to study English Literature and History at Cardiff University.

Why choose Environmental Science?

In the UK there is a wealth of developing careers in this field, with the Environment Agency and large companies all looking for well-trained individuals. Degrees and Higher Apprenticeships routes are available.

Environmental Science enables you to study a range of topics that include how energy resources and pollution affect the environment and the economy, and how we can become more sustainable. Using a variety of local and international case studies you will get the chance to think about how biodiversity is changing, the conditions needed for life and the importance of conservation.

Environmental Science is both a practical and theoretical science that will allow you to acquire a host of transferable skills that will be invaluable in your future studies or career, including how to evaluate sources of information, interpret written and physical resources, use scientific techniques and develop an understanding of the link between theory and experiment.

The course will include, how the biodiversity of Earth is measured, managed and controlled, how the physical environment has changed over time and affected climate, how minerals and resources are extracted and used, the role of recycling, the effect of resource use (such as fishing and timber), and the causes and effects of pollution.

You will also learn how to interpret the environment, looking at examples such as soil samples, climate change data and pollution information. Finally, you will also undertake fieldwork and laboratory tasks to develop your understanding further.

Extra-curricular Activities

You will be expected to undertake at least four days of fieldwork over the two years. You will also be invited to guest lectures by experienced scientists in the college.

Optional trips to Iceland are also planned for second years.

Assessment

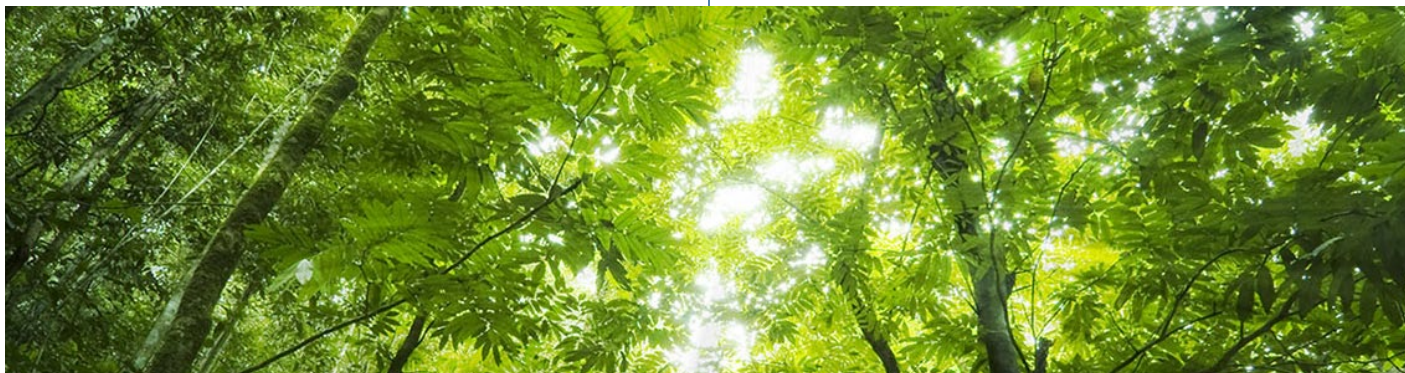
The Environmental Science A Level is through external examinations at the end of the second year. As a science subject, you will be expected to develop a range of scientific skills and these will be assessed within the exams and in class.

Progression Opportunities

As a science A Level, Environmental Science is useful for anyone considering a degree course in the Environmental industries as well as Geography and the Geosciences (including Oceanography). Students also progress onto Archaeological, Biological, Chemical, and Physical Science disciplines.

Traditional careers for environmental students are with conservation and climate change organisations but hazard management for landslides volcanoes and earthquakes has become an important field as well as engineering and land management.

Higher Apprenticeships have also started to be advertised in this area so university does not have to be the only route into the field.



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



Emma Brereton
Nunnery Wood High School

I chose to do an EPQ as it stands out on university applications, showing a willingness to put in extra effort and dedication to see it through to completion. The

EPQ has allowed me to explore my own topic, which makes the whole process personally interesting.

Undertaking an EPQ has taught me skills, such as analysing and evaluating, that I can easily transfer to subjects that require coursework and will prove useful in university and beyond.

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



Sofia Thorpe
Bishop Perowne CE College

I have had an interest in film for a long time and, looking deeper into them, Film Studies helped to show me there's more to film than just face value. I chose Film Studies due to my passion for film, as well as it linking to my other subjects really well, Media Studies and English Literature (and Classical Civilisation in the first year).

Film Studies has allowed me to work on my written skills, analytical skills and given me a greater appreciation for films, like those from La Nouvelle Vague. I have enjoyed the whole course, yet a favourite section would be the French New Wave due to its sheer sense of rebellion. I was also able to create my own short film inspired from the Noir genre.

I enjoyed Film Studies so much that I am going on to do Film Production at Gloucestershire 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



Ellie Chambers
Nunnery Wood High School

I moved to Worcester Sixth Form College from Nunnery Wood High School and alongside Food Science, I chose to study Psychology and Further Maths. I decided to study Food Science as it is something that really interests me and is something I'd like to look into progressing as a career in the future. I have loved both the theory and practical side of the subject. I am still undecided on what to do after sixth form but I am definitely considering an apprenticeship in Food Science and development.

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

- Large computer room
- Computers with internet links and listening facilities
- Various Language learning software
- 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 History, Politics or even Music and Sciences. Almost any combination is possible!

Fluency in a foreign language will open doors to top universities in the UK and will increase your employment opportunities in Britain, as well as in French-speaking countries.

Student Profile



Georgia Elliott
Nunnery Wood High School

I chose to study French since I fully enjoyed it at GCSE and I knew the A Level would help me progress to a good level. The topics studied linked with my other A Levels that helped me develop more understanding into worldly issues, in another language. Every French lesson is interactive and fun due to the group work and games. The best things I got out of doing French were the cultural exchanges to Montpellier, where I have made amazing memories with my class and the French students. Secondly, learning another language will prove to be an invaluable skill that has many benefits.

After College, I plan to go to the University of Warwick to do French Studies.

Exchanges

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



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. Students should be strong mathematicians and have achieved a grade 7 (or grade A) or above at GCSE. Students must also enjoy the challenge of Mathematics as the new specification has placed emphasis upon developing problem solving skills.

Resources and Facilities

Students will have access to:

- approved text books and Moodle resources.
- suite of teaching rooms equipped with data projectors and interactive boards
- 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 - 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
- Preparation for specialist mathematics examinations, required by some universities, in the second year

Assessment

The Further Mathematics course will cover both Applied and Pure content at A Level. The A Level is assessed by examinations at the end of the second year. The A Level course assesses the knowledge from the first year and develops and extends many topics 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 or a course with a substantial mathematical content.

Student Profile



Bob Scott
Nunnery Wood High School

Mathematics has always been a passion of mine, so I chose to take Further Mathematics to explore the subject in more depth. It has been a challenging two years, but has offered me a fantastic insight into many aspects of Mathematics that I wouldn't have covered in the single A Level. Maths and Physics are ideal companions and I have found that the two interlink and complement one another throughout both years. In addition, attending the Maths Academy has pushed me further, giving me the opportunity to go above and beyond the syllabus. I would heartily recommend taking Further Mathematics if you have a real passion for Maths.

After College, I am hoping to go to Oxford University to study Mathematics.

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 three days studying glaciated landscapes and changing urban places in the Snowdonia area 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



Logan Hollins
Bishop Perowne CE College

I decided to study Geography at A Level as I enjoyed the subject at GCSE. Geography has a wide range of interesting and insightful topics within a single subject. You can study

human Impacts on the environment to the formation of glacial valleys. I also study Business Studies and Applied Science. Applied Science compliments my geography skills as both subjects require analytical skills and data interpretation.

Due to studying Geography at A Level, I plan to go on to study the subject 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 A Level is assessed by three written examinations. 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 course. Students are also required to develop a range of geological techniques and skills for their practical endorsement. This 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



Beth Cambridge
Royal Grammar School,
Worcester

I chose Geology as, when studying for my GCSE Geography, I realised that my interest lay mainly in the physical section. I wanted to increase my knowledge and understanding about the Earth and processes which occur. My other subjects, Maths and Physics, have complemented my studies by the use of data analysis and interpretation of specific concepts such as plate tectonics. There are lots of opportunities for fieldwork so you can see the real life application of what you have learnt.

In September, I will be going to Leicester University to study Geology.

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

- Large computer room
- Computers with internet links and listening facilities
- Various Language learning software
- Data projectors in all rooms
- Interactive Whiteboard
- Comprehensive Modern Languages website

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. An increasing number of students study German with another subject, such as Law, Business Studies, History, Politics or even Music and Sciences. Almost any combination is possible!

Fluency in a foreign language will open doors to top universities in the UK and will increase your employment opportunities in Britain, as well as in German-speaking countries.

Student Profile



Emma Batchelor
Nunnery Wood High School

My interest in studying German began in high school when I started studying the language and it was something that really interested me, so I decided to continue studying it at College.

My other subjects are more linear so German was a nice balance and the course offers opportunities outside of lessons as well as different activities to make the subject fun. The highlight was completing an exchange to Munich, during which I experienced a different culture, made new friends and was able to develop my language skills.

Next year I plan to study Law at Oxford University, in the hope of being able to have a European career in Law afterwards.

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, grade 4 or above 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



Tia-Sue Hatcher
Bromsgrove School

I chose to take Health and Social Care Vocational Level 2 as I did not achieve a 4/C grade in Maths for the course I had originally planned to do. I have really enjoyed health and

social care this year. I have learned a lot and have made many friends on the course. What I enjoy about the course the most is the fact that it is about everyday life and real situations. I liked the teaching style of the course and thought that the assignments were explained clearly and there was always help at hand. I feel that my teachers were really helpful and always answered any questions I had.

When I first came to College, I planned on taking a childcare course but I have really enjoyed health and social care this year and plan to do Health and Social Care Level 3 next year which I am really looking forward to.



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:

- Equality, diversity and rights
- Anatomy and physiology
- Psychology
- Safeguarding
- Physiological conditions

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



Sophie Potter
Royal Grammar School,
Worcester

After things not going as expected at a different sixth form, I chose to re-start at Worcester Sixth Form College to study a vocational qualification in Health and

Social Care. This was one of the best decisions I have ever made as it has set me up for my future career - children's nursing. Lessons are always so interesting and I am constantly learning something new. So much support is offered by teachers when writing assignments, which encourages you to do the best you can. This course has built my confidence through work experience in a variety of different settings.

This course has set me up to study children's nursing at the University of Worcester.

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) Germany and West Germany, 1918-89; The Rise and Fall of Fascism in Italy, c1911-46; Protest, Agitation and Parliamentary Reform in Britain c1780-1928; Historical Interpretations: Bolshevik Russia 1917-1941 or the Origins of the First World War (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



Samuel Taylor
Bishop Perowne CE College

My interest in History began at a young age and has been broadened by Worcester Sixth Form College's history course and teachers. The History course covers a wide range of fascinating history and it fitted in well with my other A Level subjects, English Literature and Politics, due to their analytical nature and overlapping ideas within the subjects. The skills I developed from these subjects were extremely useful towards my Extended Project about the Eastern Front during the Second World War.

I plan to continue studying History next year at the University of Birmingham.

Progression Opportunities

A Level History is a 'facilitating subject' and well regarded by all universities. It 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

“ This subject covers a whole range of interesting topics, so there is something for everyone.”

Assessment

The Certificate in IT (equivalent of 0.5 A Level) is assessed by 2 mandatory units. One of these is externally assessed. 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 six units of which four are mandatory and two of those are externally assessed.

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



Natalia Wieczorek
Pershore High School

I am studying IT alongside Graphic Design and English Language. I chose this subject, since I have a keen interest in technology and I thought it was relevant to my other

subjects, which also fit in with my future career plans.

The best thing about IT is that it's useful around the world as everything is based upon technology. This subject covers a whole range of interesting topics, so there is something for everyone.

After College, I am planning to go on to university to study Graphic Design and Multimedia.

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 (i.e. 4 hours 15 minutes), and there is a very high pass rate. 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

- Language Department computer room
- Data projectors in all rooms
- Interactive whiteboards

Teaching and Learning Styles

- Extensive use of Italian in the lesson giving students the opportunity in each lesson to practise the four skills, reading, writing, listening and speaking
- A wide variety of topics, allowing students to learn about identity and culture, local, national, international and global areas of interest and current and future study and employment

Assessment

- The new 9-1 grading system has replaced A*-G, and there will no longer be any controlled assessment
- Papers will be tiered, with 25% assessment weightings per skill (listening, speaking, reading, writing)

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



Eirini Barbu

Tudor Grange Academy

After previously completing GCSEs in French, Romanian, German and English, and as I come from a country which borders Italy and hearing how beautiful the language sounds, I decided that I wanted to study Italian at GCSE. It was the first course I chose to take at College because it was an opportunity to expand my linguistic skills and to explore a language that fascinated me. Along with Italian, I study Classical Civilisation, Physical Education and Travel & Tourism. I also studied Latin as an enrichment subject, which is the root of any Latin-based language including Italian. I find the learning activities, such as card matching, word linking and memory methods in my Italian lessons make the learning easier and fun. Also, the fact that there are many Italian words similar to my other languages is extremely helpful.

In the future, I would like to become either a teacher of PE or Languages or become a travel guide.



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



Jodie Hughes
Nunnery Wood High School

I chose Law because I wanted to challenge myself when I first started College. I really enjoy how detailed and intriguing the subject is, and it soon became my favourite. I found

that, while studying Law, I've improved my application skills when looking at case studies and scenarios, as well as my ability to argue my opinion in exam questions.

Choosing to study Law here has given me an interest in a subject completely new to me and I'm looking forward to studying it further at university. I feel I have had a brilliant head start towards a future career.

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.

All three areas are continued in the second year, building on knowledge from the first year and the A Level examination will cover all of the material studied in both years at the end of the second year. An AS mathematics qualification is available with examinations after the first 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



George Peach
Nunnery Wood High School

I chose to study Maths as I enjoyed it at GCSE and the opportunity to study A Level Maths really appealed to me. Despite being a step up from GCSE, being able to understand the new concepts has been very rewarding. Studying Maths has also helped me in my other two A Levels, Physics and Geography. This has especially been the case for Physics, but has also been a great help in the statistical side of Geography.

I plan to study a Geography degree at university and will use the skills I have gained from Maths in studying both human and physical aspects of Geography.

Why study Media Studies?

Are you a Netflix binge watcher, a vlogger, a gamer, a social networker, or simply a casual consumer of media products? Whatever your relationship with the mass media, you will benefit from the insight, knowledge and skills that a course in Media Studies can offer.

You will explore how media products make meaning and represent 'reality'. You will study the companies that make them and the audiences that consume them. Does the media influence politics and social change? How do creative ideas get produced and distributed? What role does it play in our lives? What is the future of the news media?

The economic importance of the media is unquestionable. The creative industries are now worth £84.1 billion per year to the UK economy and the sector is now growing at almost twice the rate of the wider UK economy (source: Gov.uk). The industry now accounts for 1 in 11 jobs (source: Guardian 01/01/2017). Studying an A level in Media Studies is excellent preparation if you want to continue and train to work in the creative industries at higher education or in a vocational context.

Resources and Facilities

We have professional Adobe software installed on all of our 25 desktop PCs. We use Full HD video cameras and Digital SLR cameras for print 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.

Teaching and Learning Styles

70% 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. 30% 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.

Assessment

The A Level is assessed by exams (70%) and coursework (30%). The exams at the end of the second year will test your ability to write essays under timed conditions.

Student Profile



Nina Sobierajska
Blessed Edward Oldcorne
Catholic College

I am so glad I made the decision to take Media Studies. I feel this course brings out the best of you in terms of developing practical and creative skills whilst still enhancing analytical

and evaluative skills. This subject has allowed me to surpass my previous limitations and I have noticed a continual development of my understanding of contemporary media industries with the help of my supportive teachers.

Media Studies created a nice balance alongside another one of my subjects, Graphic Design, in terms of mastering my IT skills and giving me confidence in bringing my creative side to life.

The course has equipped me with transferable skills such as filmmaking strategies and this enabled me to enter, and subsequently win, the College's website video competition, which filled me with a great sense of accomplishment.

I currently hold an offer at Hereford College of Arts for an Art & Design Foundation Diploma and I am hoping to continue on to university.

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 Mozart, Berlioz and Stravinsky, then this is the course for you. Your skill as a performer can contribute 35% of your overall marks.

Resources and Facilities

- Free peripatetic lessons for A Level Music students on most instruments
- Sixteen PCs running Cubase and Sibelius
- 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

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



Elroi Vargas
Nunnery Wood High School

I chose to study Music at A Level as I have had a passion for learning the art from an early age. The course covers various musical aspects, such as Programmatic music and Jazz, which piqued my interests and kept me wanting more out of it. Though some areas were difficult, it showed me different sides of music that I probably would not have noticed before, sometimes leading towards new favourite styles. The course has helped to train my ear and mind to pick out important information that is valuable, a transferrable skill that focuses on paying attention to detail and in-depth analysis. This has helped with my essay writing and evaluation in my other subjects, Biology and Psychology.

After College, I plan to take a gap year to teach music abroad and then will go to the University of Bristol to study Music in 2018.

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



Nick Skett

Royal Grammar School,
Worcester/Royal Army

I previously went to RGS Worcester leaving in 2014 to join the army at 16. I am currently on a sabbatical in order to gain A Levels to gain a promotion. I have natural passion for music production

and mixing so Music Technology has been a good opportunity for me to study the technology side and produce my own projects using professional facilities. This subject has worked well with Media Studies as they both study the music industry.

After College, I will be returning to the army to carry on my career.

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



Millie Johnson

Droitwich Spa High School
and Sixth Form

Performing Arts has given me the opportunity to develop my confidence and abilities in drama, dance and music. The department is excellent for student support and extracurricular activities. Alongside the course I also took part in the Performing Arts Academy which helped me make friends, and to work as a team. I highly recommend this subject to people who are not quite so sure of the career path they want to go down; this course allows you to explore each area of the industry.

When I leave Worcester Sixth Form College, I plan to study Neuroscience at Aston University. Although this is career path is unrelated to the performing arts industry, I believe that it has helped shape me into a more confident and able student over my two years at College.



Why choose Physical Education?

This course is aimed at broadening learners understanding of the science behind sports performance. It looks at Physical Education from both a theoretical and practical perspective and there is a strong focus on the academic aspects of the course.

Resources and Facilities

Apart from dedicated teaching rooms, the College has its own gym, sports hall, netball courts, grass pitches, astro-turf and athletics track. All facilities are available throughout the year.

Teaching and Learning Styles

Many lessons will include a podcast which students are required to make notes from prior to the lesson. Lessons will focus on embedding and applying information from the podcasts to real life sporting performance. All lessons will be based around active learning to ensure students can make outstanding progress.

Extra-curricular Activities

It is expected that you will be actively involved in a competitive sport and you will have the chance to develop your practical skills outside of lessons, possibly as part of one of our sports academies.

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 and tennis. The College is a member of Association of Colleges Sport and enters individuals and teams in numerous local, regional and national competitions.

Assessment

This course provides you with an informed scientific and human understanding of the key issues in Physical Education today. There are three main theory units:

- Applied Anatomy and Physiology
- Psychological Factors Affecting Performance
- Socio-Cultural Issues

The course has a strong academic focus. The Physiology unit has the heaviest weighting and therefore this course includes a substantial science element.

Student Profile



Caoimhe Heath
Nunnery Wood High School

On arrival at College, I wasn't completely sure on my career path. However, studying Physical Education confirmed my passion for the subject and helped shaped my future plans. Although at times challenging, the course is made extremely enjoyable by the teachers and developed my love for the topic further looking into the processes behind sports, which I had not previously considered. The course provided me with many transferable skills which I applied to other subjects (Sociology and Health and Social Care) including the crossover of theories, analytical skills and the ability to apply my knowledge to the course content.

After College, I intend to study Physical Education at Cardiff Metropolitan University to further pursue my goal of becoming a PE teacher.

You will have three lessons each week and be expected to supplement your classroom learning with independent study.

Additionally, it is essential that you are a competent practical performer. The practical assessment contains performance within a competitive environment and a verbal evaluation and analysis of performance. The practical element makes up 30% of the final grade.

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 includes a qualified doctor, physiotherapists, teachers, physical therapists and sports coaches.

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 150 mm reflecting telescope which students can borrow to capture images of the heavens. We also participate in the Educating Engineers Scheme, where a local engineering firm sets small groups of students a project which they work on throughout the year.



Student Profile



Ben Hunt
The River School

I chose to study at Worcester Sixth Form College because of the excellent Maths and Physics departments as well as the number of enrichment activities available. As well as

studying Physics, Chemistry, Maths and Further Maths at A Level and Critical Thinking at AS Level, I also took part in the Science Academy, Maths Academy, an engineering scheme and worked towards my Silver Duke of Edinburgh Award.

I have really enjoyed my time at College and feel that it has prepared me well for Higher Education. My current ambition is to earn a doctorate in Physics and become a lecturer and researcher for a 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



Tom Maiden
Bishop Perowne CE College

I chose to study Politics because I felt that it was a subject that was relevant to everything that goes on in the world and would help me to understand how and why events in the world happen. Politics lessons give the opportunity to discuss contemporary issues and learn the opinions of others and gain new perspectives.

Politics links to both my other subjects, Economics and History well, as Politics is at the foundation of world events and the impact of them.

After College, I hope to go to the Royal Military Academy, Sandhurst to begin training to become an Officer in the British Army.

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?

- Business – accountancy, human resources, marketing and related professions
- Education - teaching and related professions
- Healthcare - midwives, paramedics, physiotherapists and related professions
- Law - solicitors, barristers
- Media and Journalism
- Medical - doctors, dentists, veterinary science
- Science and Engineering Academy

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 specific career areas 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 e.g. the Bio- Medical Admissions Test (BMAT), or the Law National Aptitude Test (LNAT).



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



Student Profile



Hannah Veccepure
Blessed Edward Oldcorne
Catholic College

I chose the Health Care Professional Programme to gain a greater insight into the different opportunities available. I currently study Health and Social Care Level 3 Vocational qualification alongside Sociology. The Health Care Professional Programme links perfectly to my subjects and all the sessions have been interactive and engaging. Prior to College, I attended Blessed Edwards, where I focused on Triple Science and Sociology in preparation for a future health related career.

My future aspirations are to study Occupational Therapy at university.

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



Kaitlin Rodney
The Chantry High School

I chose Psychology because I have always been interested in human behaviour and the subject seemed so exciting to me. I enjoy Psychology because

of the variety of topics we cover, for example attachment, memory, phobias and many more. I also study Law and Health and Social Care. These A Levels work well alongside Psychology as they also look at human behaviour in society.

After College, I will be going to the University of Worcester to study 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.”

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
- Personal study to prepare for each lesson

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.

Assessment

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

Student Profile



Declan Wyke
Pershore High School

I chose Public Services as I want a career in the Police Force. Public Services has helped me to not only understand the public services and different types of legislation, but has also allowed

me to grow as an individual, to gain confidence in front of groups of people through taking the leading role in many different ways from leading your own team building tasks to presenting in front of people. Another thing I enjoy about my course is that you're not always based in a class room. We have undertaken various activities such as a 3-day exploration walk to Riot Training with the Riot Police.

My future plans are to join the Police and become an armed officer. It has recently been announced that a degree is now needed in order to become an officer, so my future plans have now changed. Student Services at College have offered me help and support with this change, even if it means returning to College after completing my course. This shows that the College really is there for you and wants you to succeed in whatever you choose to do.

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. This course 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 and plenty of resources are available to support this course, which can be easily accessed through Moodle.

Course Content

The course consists of three externally examined papers. Topics covered include the following:

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 examination at the end of the second year.

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 Religious Studies alongside Philosophy.

Student Profile



Georgia Elliott
Bowbrook House School

When deciding what subjects I should study I was drawn to Religion, as it allowed me to put myself in other people's shoes. Due to its nature, Religion is the perfect subject to take as it combines with any other A Level, and can be linked to any university application or profession in the future.

The course will challenge your way of thinking and your perceptions, and will not just equip you with knowledge, but also with skill. I used to find essay writing daunting, but my essay writing skills have vastly improved, and this is one of the many reasons why I am so glad I took Religion.

As enrichment, I took part in the Teaching professional programme and this really prepared me for my primary school teaching university application and interviews. I would recommend this programme for anyone who would like to become a teacher.

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



Ollie Randall

Blessed Edward Oldcorne
Catholic College

I chose to study Sociology because I have an interest in how society functions. The best aspect of Sociology is that you learn to see society from

different points of view. This often leads to interesting debates being held in the classroom.

Sociology has helped me with my other courses, especially Psychology, as I have been able to expand my knowledge of topics shared by the two subjects. This will help me with my revision.

Sociology has helped me to achieve the grades I need to study Psychology at Birmingham City University, which I plan to start in September.



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

- Large computer room
- Computers with internet links and listening facilities
- Various Language learning software
- Data projectors in all rooms
- Interactive Whiteboard
- Comprehensive Modern Languages website

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 Spanish degree, either single honours or in combination with another language. An increasing number of students study Spanish with another subject, such as Law, Business Studies History, Politics or even Music and Sciences. Almost any combination is possible!

Fluency in a foreign language will open doors to top universities in the UK and will increase your employment opportunities in Britain, as well as in Spanish-speaking countries.

Student Profile



Isabelle Taitt

Blessed Edward Oldcorne
Catholic College

As the second most spoken language in the world, Spanish brings my future an abundance of opportunities. The topics are relevant to everyday life, such as the environment, media, health and immigration, even linking to my other classes, Biology and Psychology. Spanish classes are enjoyable with varied activities, fast feedback and weekly conversation classes. Now that I have finished this course I have gained an extensive Spanish vocabulary and knowledge of Hispanic cultures.

After College, I intend to study Spanish and European Studies at Nottingham Trent University.

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



Amy Nicholls

The Bewdley School and
Sixth Form Centre

I chose to study the Sport Level 2 Vocational course alongside Mathematics and Science GCSE, as it fitted in well with my timetable. This course has helped to develop

my knowledge in sport and I would now like to study the subject further. The topics I have most enjoyed have been the Injury and the Sports Performer. I have also made a lot of new friends during the course.

Next year, I plan to study A Levels in Applied Science, Physical Education and Psychology so that I can go to university to study for a degree in Sport.

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:

- Functional Anatomy
- Applied Sport and Exercise Psychology
- Applied Research Methods in Sport and Exercise Science
- Coaching for Performance and Fitness
- Specialised Fitness Training
- Sociocultural Issues in Sport and Exercise

Year 2 units to be covered:

- Sport and Exercise Physiology
- Field and Laboratory-based fitness testing
- Biomechanics in Sport and Exercise Science
- Physical Activity for Individual and Group-based Exercises
- Nutrition for Sport and Exercise Performance
- Technology in Sport and Exercise Science
- Sports Injury and Assessment

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, practical's 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.

“This science based course is designed for people who wish to work in a sports-related occupation.”

Student Profile



Luke Ford
Bishop Perowne CE College

I decided to choose to do a Level 3 qualification in Sports and Exercise Science as I wanted to further develop my knowledge of sport and has helped me to extend the vast range of subjects in sport I now know about. I have enjoyed studying this course as it has allowed me to develop my knowledge of the human body and how science links into the sports environment.

My future plans is to study BSc Sports Therapy at University of Worcester and then I hope to study a Masters in Physiotherapy.

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:

- Anatomy and Physiology
- Fitness Training and Programming for Health, Sport and Well-being
- Professional Development in the Sports Industry
- Sports Leadership
- Application of Fitness Testing
- Practical Sports Performance
- Coaching for Performance

Year 2 units to be covered:

- Research Methods in Sport
- Development and Provision of Sport and Physical Activity
- Business for Sport
- Skill Acquisition
- Rules, Regulations and Officiating in Sport
- Sports Performance Analysis
- Technical and Tactical Demands of Sport

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 Statistics?

Statistics is the science of learning how to effectively collect, analyse and interpret data, and it is the branch of Mathematics which can be used in situations where we cannot be certain of the outcomes. For example, when we test whether a new drug is making a significant difference in the treatment of patients. The course builds on the statistics you studied within GCSE mathematics, such as averages and probability.

Statistics lies at the heart of the type of reasoning necessary for making important advances in the sciences, such as medicine and genetics, and for making important decisions in business and public policy.

You may find the skills you learn on this course will support you in your other subjects such as Biology, Psychology and Business Studies, to name a few!

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
- You will need use of a statistical calculator, more information about which can be provided at the start of the course. Financial help for this may be available through the College's bursary scheme

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.

Assessment

The A Level is assessed by external examination at the end of the second year.

Progression Opportunities

Having knowledge of statistical techniques is highly regarded by employers and universities. Skills learnt during this course would be invaluable for those thinking of going into areas such as Finance, Psychology, Business Studies, Geography, Geology, Sociology, Biology and Anthropology amongst others. You develop the ability to follow complicated formulae and instructions accurately, and this is a very transferable skill in a wide range of mathematical and non-mathematical contexts. However, if you wish to study Statistics at Higher Education you will need to study A Level Mathematics.



Having knowledge of statistical techniques is highly regarded by employers and universities."



Why choose 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. Tourism combines well with a range of A Levels especially languages and Business Studies. 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 project based research, development & presentation skills. 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 during the first year. The United Kingdom Tourism Project & Worldwide Tourism Destinations is studied in Year 2 of this course students have the opportunity to study the Dynamics of Tourism and Planning Tourism Services.

Assessment is through external examinations and coursework.

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.

Student Profile



Grace Blackmore
Hanley Castle High School

I chose Tourism as I am interested in Events. We planned an event in teams during the second year which I really enjoyed. This helped build my teamwork skills and my confidence as it included preparing and giving presentations to students and staff from other subjects. I enjoyed seeing the event come together as well as learning about the tourism industry. I also liked the balance between coursework and exams.

This course has given me the skills I need to study Events Management at Coventry University next year.



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

English Language and Mathematics	
Accounting (Grade 6 in Maths at GCSE and grade 5 in English) Biology (Grade 5 in Maths and English at GCSE) Business Studies Chemistry (Grade 6 in Maths at GCSE) Computer Science (Grade 6 in Maths at GCSE) Economics (Grade 5 in Maths and English at GCSE) Physics (Grade 6 in Maths at GCSE) Psychology (Grade 5 in Maths and English at GCSE) Statistics (Grade 5 in Maths at GCSE)	
English Language	Mathematics
Classical Civilisation CPLD Dance Drama & Theatre Studies English Language English Literature English Language & Literature Film Studies French Geography German History Law (Grade 5 in English at GCSE) Media Studies Physical Education Politics Religion: Philosophy & Ethics Sociology Spanish	Applied Science Geology (Grade 5 in Maths at GCSE) Mathematics (Grade 7 in Maths at GCSE) Further Mathematics (Grade 8 in Maths at GCSE)

80 Detailed Course Entry Requirements

A LEVELS						
SUBJECT	ESSENTIAL QUALIFICATIONS (Grade 4 or above)			Other Desirable Qualifications/ Combinations	Skills and Attitudes Required for Success	Guidance on Costs or Commitments
	Maths	English	Other			
Accounting	6	5	Students must have a good range of GCSE's at grade 5 or above.		Confidence with figures. Attention to detail.	Yr 1/ 2, optional trip - £5-6
Biology	5	5	Grade 6 or above in Combined Science or grade 6 or above in GCSE Biology and another science.	Maths/Mathematics for Science support session. Average GCSE score of 5.5	Willingness to participate in practical work.	
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	4	Grade 6 or above in Combined Science or grade 6 or above in GCSE Chemistry and another science.	Chemistry students not studying AS Mathematics will normally be expected to attend a weekly Mathematics for Science support course. Average GCSE score of 5.5	Willingness to participate in practical work and lecture visits.	
Classical Civilisation		4		GCSE English at grade 5. A Humanities GCSE subject at grade 4 or above.	Interest in Literature and Mythology. Prepared to read outside lessons.	Optional trip to British Museum - £30
Computer Science	6	4	Computer Science GCSE grade 6 or above or other evidence of programming.	A Level Maths Average GCSE grade of 5.5	Experience of most common computer applications.	
Dance		4	GCSE Dance at grade 4 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 4 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	5	5	5 GCSE's at grade 5 or above.		Interpret data through graphs.	Optional revision conferences approx. £20

A LEVELS						
SUBJECT	ESSENTIAL QUALIFICATIONS (Grade 4 or above)			Other Desirable Qualifications/ Combinations	Skills and Attitudes Required for Success	Guidance on Costs or Commitments
	Maths	English	Other			
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 or above. 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).
Environmental Science	4	4	GCSE 4 combined Science award or Chemistry, Biology or Physics.	GCSE Geography at grade 5 or above. Refer to the department if not.	Interest in environmental issues.	
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 4 or above, or portfolio.		Experience in observational skills and development.	Art materials: £35. At least two visits: £30
French		4	GCSE French at grade 6 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 6 or above is desirable. If not, refer to department for advice.	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 6 or above.		Interest in 'the great outdoors'.	Compulsory residential trip to Arran: approx £450 in Year 2
German		4	GCSE German at grade 6 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 4 or above, or portfolio.		Experience in observational skills and development.	Art materials: £30-£45. At least two visits: £30

82 Detailed Course Entry Requirements

A LEVELS						
SUBJECT	ESSENTIAL QUALIFICATIONS (Grade 4 or above)			Other Desirable Qualifications/ Combinations	Skills and Attitudes Required for Success	Guidance on Costs or Commitments
	Maths	English	Other			
History		4		GCSE History, if taken, at grade 4 or above. Refer to department if History not taken.	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 5s or above		Reason logically and apply evidence to principles. Developed writing skills.	Optional trips: London – approx. £80
Mathematics: Further	8		If you have a grade 7 you will be advised on an individual basis.			Minimum of scientific calculator with statistical distribution function required: approx. £25
Mathematics	7		If you have a grade 6 you will be advised on an individual basis.			Minimum of scientific calculator with statistical distribution function required: approx. £25
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 4 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
Photography			GCSE Art & Design at grade 4 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 4 or above. GCSE Physical Education (if taken) at grade 4 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.
Physics	Higher 6	4	Grade 6 or above in Combined Science or grade 6 or above in GCSE Physics and another science. Students should take A Level Maths (exception only by agreement with department).	Average GCSE score of 5.5	Commitment to practical experiment. Willingness to apply IT.	

A LEVELS						
SUBJECT	ESSENTIAL QUALIFICATIONS (Grade 4 or above)			Other Desirable Qualifications/ Combinations	Skills and Attitudes Required for Success	Guidance on Costs or Commitments
	Maths	English	Other			
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 4 or above.	GCSE Maths, English and Science at grade 6.	Ability to think critically and to evaluate information.	
Religion (Philosophy & Ethics)		4		GCSE Religious Studies (or short course) at grade 4 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 6 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).
Statistics	5	4		Any A Level which involves some statistical research eg Psychology, Biology, Geography.		Minimum of scientific calculator with statistical distribution function required: approx. £25.
Textiles			GCSE Art and Design at grade 4 or above, or portfolio.		Experience in observational skills and development.	Materials: £30

GCSEs	
SUBJECT	Skills & Attitudes Required for Success
Biology	If you have already studied Science at GCSE you are most likely to be successful if you have already achieved a grade D.
English	Ability to meet course deadlines.
History	
Italian	
Mathematics	
Sociology	

84 Detailed Course Entry Requirements

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

VOCATIONAL COURSES								
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
Applied Science	Certificate	½ A Level (1 Block)	1 year	AQA	GCSE Maths at grade 4 or above, GCSE Science Grade 4 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, use of IT for data handling. Ability to meet deadlines.	
	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 79	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 79 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 79	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				

VOCATIONAL COURSES								
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
Health & Social Care	National Certificate	½ A Level (1 Block)	1 year	Pearson BTEC	Please see 'General Course Entry Requirements' on page 79	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				
	National Foundation Diploma	1½ A Levels (3 Blocks)	1 year	Pearson BTEC				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	Pearson BTEC Nationals	Please see 'General Course Entry Requirements' on page 79	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 79	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

86 Detailed Course Entry Requirements

VOCATIONAL COURSES								
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
Performing Arts	Certificate	1 A Levels (1 Block)			GCSE Dance/ Drama/Music/ Expressive Arts at grade 4 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.	
Music Technology	National Diploma	2 A Levels (2 Blocks)	2 years	Pearson BTEC	Please see 'General Course Entry Requirements' on page 79	GCSE Music or IT at grade 4 or above.	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.
Public Services	Certificate	½ A Level (1 Block)	1 year	Pearson BTEC	Please see 'General Course Entry Requirements' on page 79	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.

VOCATIONAL COURSES								
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
Sport Level 3	Foundation Diploma	1½ A Levels (3 Blocks)	1 year	Pearson BTEC	Please see 'General Course Entry Requirements' on page 79			N/A
	Extended Diploma (Sport Development and Coaching)	3 A Levels (3 Blocks)	1 year (to be studied in Year 2 after successful completion of Foundation Diploma)	Pearson BTEC				
	Certificate	½ A Level (1 Block)	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 79			N/A
Tourism	Certificate	½ A Level (1 Block)	1 year	Eduqas	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.
	Diploma	1 A Level (1 Block)	1 year (to be studied in Year 2 after successful completion of Certificate)	Eduqas				

VOCATIONAL COURSES: LEVEL 2				
Subject	Essential Qualifications	Other Desirable Qualifications/Combinations	Skills & Attitudes Required for Success	Guidance on Costs or Commitments
Business	Please see 'General Course Entry Requirements' on page 79		Ability to manage time and meet coursework deadlines.	Compulsory attendance to one business visit as required: £15.
CPLD			Ability to meet course deadlines.	Two separate weeks of work experience+. Students must be police checked through DBS: approx. £44.
Health and Social Care			Ability to meet course deadlines.	
Public Services				
Sport			Good time management skills and ability to meet assigned deadlines.	Two separate weeks of work experience+. Students must be police checked through DBS: approx. £44.

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
Mr Tom Carron
Mr Edward Franklin
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

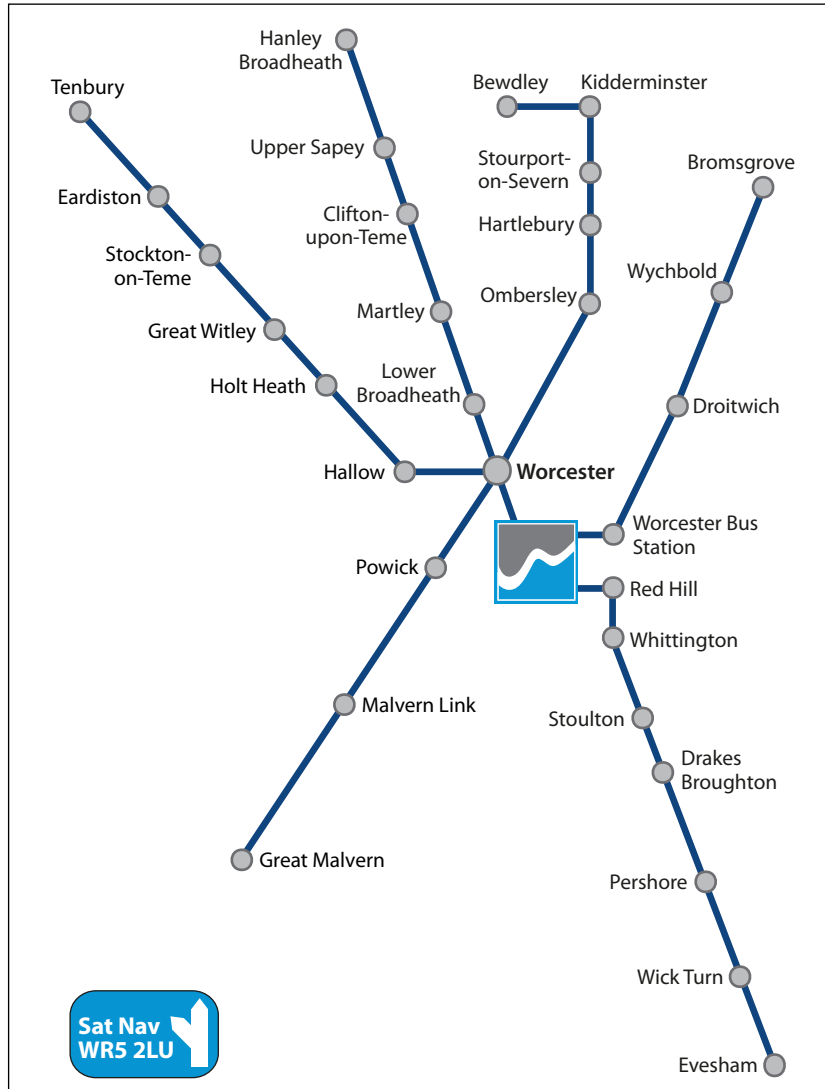
Learning Support Manager

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 10 minutes.”

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

Worcester Sixth Form College
Spetchley Road
Worcester WR5 2LU

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