

The background features a grid of colored circles in shades of red, purple, blue, teal, green, yellow, and orange. A yellow swoosh graphic curves across the top right, transitioning into a multi-colored line (green, orange, red, purple) that underlines the school name.

Ferndown
Upper School

Sixth Form

2017 Prospectus

Introduction

Welcome to Ferndown Upper School Sixth Form. We are so pleased that you are considering becoming part of our community.

If you are looking to join an excellent Sixth Form where you will achieve good results and have a great time too, Ferndown Upper School is the place for you!

In 2016, we are very proud to have achieved 49% A*-B grades (almost half the cohort got the very top A Level grades!). 70% of Year 13 successfully applied to university. Fourteen students applied to Russell Group universities such as Southampton, Kings College, Cardiff and Warwick. Our vocational courses performed in the top 10% of all schools nationally last year showing that our Sixth Form caters well for all types of students.

At FUS we believe that all Sixth Formers are entitled to a full range of activities that include the opportunity to:

- Participate in main school life and run their own 'Student Voice' which organises social events, parties, charity fundraising and improvements to the college block.
- Enjoy music and sports.



Andy Jones - Head of Sixth Form

- Receive clear and quality guidance on future work options and applications to university.

Every student's future is important to us, therefore we organise dedicated sessions to provide detailed information on all option choices after Sixth Form. Our Head of Year 13 is also the UCAS co-ordinator at FUS and arranges workshops for students to guide them through the application process to gain entry to university, apprenticeships or employment.

Furthermore, to ensure that we are offering the best educational and pastoral support, each student is linked to a tutor who will guide them through Sixth Form and will monitor their progress through regular academic mentoring sessions. The tutor is the first contact for students and parents for information and guidance. Tutors can arrange career appointments in school, set in motion information requests to subjects and check academic progress as well as organising meetings between students, subject staff and parents.

The Sixth Form is very much a social community and relations between students and teachers are relaxed and friendly. No two experiences of the Sixth Form are the same, but everyone has much to gain and much to contribute.

We welcome committed students with ambition. Our most gifted and talented students often progress to the country's top universities and training establishments, and to promote this students are encouraged to take part in mock interviews with local dignitaries. Our emphasis on taking control and becoming independent learners and thinkers promotes personal growth in all our students. The student community that results is distinctly colourful and energetic.

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Course Outline

Below is an outline of the courses we can offer at Ferndown Upper School Sixth Form, based on starting points upon entry. This should be used as an outline only, but can give you a good idea as to how you will progress within your time in Sixth Form.

Course Path	Starting Point	Year 12	Year 13	Your Next Steps
Level 3 Academic	5 GCSEs at A*-C Or Grade 4 incl. English and Maths	3 (or 4) linear A Level courses	3 (or 4) linear A Level courses	Universities, Apprenticeships or Employment
Level 3 Applied	5 GCSEs at A*-C Or Grade 4 incl. English and Maths	3 courses which can be a mix of A Level and BTEC	3 courses which can be a mix of A Level and BTEC	Universities, Apprenticeships or Employment
Level 2 Access	At least 4 GCSEs at D or Grade 3	Core Subjects - English, Maths, Work Skills + 3 optional subjects	Start A Level courses, Apprenticeships or Employment	A Level Courses, Apprenticeships or Employment

Level 3 Courses:

To study Level 3 courses, students must first achieve a minimum of 5 'C' grade GCSEs, including 'C' grades in the subjects they wish to take. Some courses will require a minimum of a 'B' grade pass at GCSE in their subject; the individual course guides will help you to identify these. All students without GCSE English or maths will be required to resit these subjects as part of their A level programme.

Please be aware that almost all subjects this year have moved to a 'new style' linear A Level which means that the AS grade is no longer part of the A2 grade, it is a standalone qualification. We have decided to enter all students for terminal examinations at the end of Year 13. The AS Level pathway is no longer available and all courses should now be viewed as a two year commitment. This change should cause students to consider their choices carefully as they do not have the option to drop or switch courses after a year, as was previously the case.

Please note, if courses are under-subscribed, they will not run next year.

Level 2 Courses:

The FUS Access Programme is a one year Level 2 course. Level 2 is the equivalent of GCSEs. It is designed to allow students to access employment, apprenticeships and Level 3 courses. Students need to achieve 4 'D' grades (or their equivalent) at GCSE to be accepted onto the Level 2 programme.

For some students it will involve just one year, after which they will leave to go into employment, modern apprenticeships or college courses. However, other students stay with us for a second and third year to begin Level 3 courses now they have gained the necessary entrance qualifications.

Most students will do just Level 2 courses; however in certain instances, some may combine these with one or two A Level courses. There are also other optional courses, such as a qualification in Volunteer Work and another in Coaching, which students may wish to follow in order to broaden their qualifications and experience.

Life in Sixth Form

Sixth Form Community

All our Sixth Form students are encouraged to become active members of the school community. This takes many forms and includes:

- Leading charity events within the school
- Becoming members of the Sixth Form Student Voice
- Speaking at and supporting school open evenings and information evenings
- Leading assemblies
- Generally acting as role models for the younger students

Some recent charity events organised by our Sixth Formers include a British Tea Party, a Brazilian themed end of exam celebration and (of course) a bouncy velcro wall and tug of war.

Extra-curricular activities are very popular with our students; many have achieved awards and acclaim for their sporting achievements, musical contributions and theatrical performances.

In Year 13, a small group of students are selected to become Principal Students. They lead the following Senior Student groups:

- The Student Mentor Team
- The Subject Team
- Student Voice Team

- International Student Buddy Team

Enrichment Programme

Students will be asked to take up enrichment activities to enhance their applications to university or employment.

Our in-school programme changes annually, but we typically offer options such as work experience, a short online course (MOOCS), sports leadership qualifications and the Extended Project Qualification (EPQ).

World Challenge

This summer 8 of our students embarked on an expedition to Ecuador with World Challenge, where they trekked through beauty spots and hiked up volcanoes. They also undertook a local community project where they helped with some structural renovation. This year we have launched our 2018 expedition to Swaziland and Mozambique where students will take part in a marine conservation project (including photographing and snorkelling with whale sharks) as well as some building work at a local school. Furthermore, this expedition will include a safari, zip lining over tree canopies and some R&R at a beach resort. Our Sixth Form is always proud to support our students with their World Challenge expeditions which give them skills and experiences which will stay with them for life.

HEXIS

Hexis is a programme that helps students to become 'work ready' by bridging the skills gap between school and employment. They have to go through a series of gruelling interviews to define their professional strengths and weaknesses. Following this they are set business tasks to complete in their study time. These tasks help them develop their professional weaknesses. HEXIS is closely linked to businesses on the Ferndown Industrial Estate. Students who complete the HEXIS course are more confident and ultimately more employable.



Life in Sixth Form



Study Centres

We have two study centres for Sixth Form students. We have the JTSC reserved exclusively for Year 12 use. Students have ten hours a fortnight timetabled in for quiet study. This is so they can build good study habits and make good progress in their A Levels. The room is supervised by our study centre manager, who is also the Head of Year 12, and ensures a purposeful working environment. Year 13s have an exclusive study centre (B8) in the middle of the quad. This room is also supervised.

Both centres have 40 computers for students to work on. If a computer is not available, students can use their own computer, tablet or phone to access the Internet through the school Wi-Fi.

Overseas Students

We are proud of our overseas students at FUS. Each year we have groups of students from overseas—Germany, Italy, Hong-Kong, Columbia (to name a few countries). FUS Sixth Form is a popular destination for overseas students as our students make them feel so welcome. Some students stay for a short period whereas others are part of the community for the full two years and leave with excellent A-level grades (despite studying in a second language). Having overseas students allows us to run

workshops to develop students understanding of different cultures and languages.

Common Rooms and 'Flexitime'

Students in Sixth Form have exclusive use of two common rooms, featuring a kitchen, comfortable chairs, and a pool table. Students are able to use some of their 'independent study time' to socialise. Students are also entitled to 'flexitime' – the ability to sign in and out of school when they do not have lesson. This arrangement will normally begin in the second half of the autumn term. This freedom is only given to students who meet the measure of the 4Ps—Participation, Punctuality, Planning and Progress. Simply put, if students are not succeeding on their courses we will remove flexitime or ban them from the common rooms. Whilst this is not always popular, we believe it is essential for success; our number one priority in Sixth Form is academic excellence.

Open Access Wi-Fi

Every Sixth Form student at FUS can bring their own device from home and connect to the dedicated Sixth Form Wi-Fi in school. This not only allows them to use email and browse educational Internet when not in an ICT suite, but also allows them to print to any printer in school from their own device.





Level 3 Courses

(A Level, BTEC
and OCR Technicals)

Why study Applied Science?

This qualification will provide you with a broad understanding of vocationally-related sciences to support progress to higher education. It is suitable for studying alongside substantial academic science qualifications, such as A Level sciences or other Level 3 vocational qualifications. This qualification can also prepare you to take up employment in the applied science sector, either directly after achieving the qualification or via higher education.

Studying this qualification will enable you to develop your knowledge and understanding of scientific principles, as well as those scientific practical skills recognised by higher education institutions and employers to be most important. The qualification also offers an opportunity to develop transferable skills such as problem solving, research and communication as part of your applied learning.



What could I do next?

This qualification is supported by a range of universities, and taken alongside other qualifications it can fulfil the entry requirements for a number of science-related higher education courses, including biomedical, forensic and sports science, as well as nursing. In addition, the qualification is eligible for UCAS points.

Applied Science is continued on the next page.

Unit Titles	Weighting	Nature of Assessment	Unit Content
Unit 1 – Key Concepts in Science	16.7%	Written exam	Scientific principles associated with Biology, Chemistry and Physics. You will study some aspects of the A Level Biology, Chemistry and Physics courses.
Unit 2 – Applied Experimental Techniques	16.7%	Portfolio	Experimental and practical techniques associated with applied science. You will perform a range of guided scientific experiments and write them up as scientific reports.
Unit 3 – Science in the Modern World	16.7%	Written exam with pre-release material	The roles and skills of scientists, and the public and media perception of science. You will analyse and evaluate how science is reported in the media.
Unit 4 – The Human Body	16.7%	Written exam	The biology studied will link to new situations in vocational contexts, such as the work of sports scientists, nurses, dieticians, etc.
Unit 5 – Investigating Science	16.7%	Portfolio	Similar to the work studied in Unit 2 but this time you will choose one scientific investigation and write about it in detail.
Unit 6a – Microbiology	16.7%	Portfolio	The aim of this unit is to develop learners' knowledge and understanding of key microbiological concepts and techniques used when working in biotechnological industries.

Why study Fine Art?

The structure of the course is designed to build on previously learnt knowledge from GCSE level, extending it into the broad spectrum that is the world



of contemporary Art. With a grounding in traditional and historical art practice and theory, students are encouraged to respond to themes with a personal

exploration of ideas, in a range of materials, from observational drawing and painting, printmaking, 3D work, to animation, photography, installation and film making. Whether you are considering a future in the creative arts or not, the ability to formulate and produce a unique piece of art is incredibly empowering and gives the student the universal skill and confidence to think differently.

What could I do next?

The world of Fine Art is incredibly broad, but is centred on the key concept of an individuals ability to think differently from others and to visualise it. Many students progress onto a range of Creative Arts degree courses via our BTEC Diploma in Foundation Studies – Art & Design. Pathways of progression have included illustration, animation, graphic design, architecture as well as fine art painting, printmaking and sculpture.

Unit Titles	Weighting	Nature of Assessment	Unit Content
Component 1 - Personal Investigation	60%	Extended coursework project. 75% Practical work. 25% written research and analysis.	Students will explore a set project theme, developing practical, analytical and conceptual skills as they progress. Culminating in a personal response to the theme in a range of materials.
Component 2 - Externally Set Assignment	40%	Externally set project. 75% Practical work. 25% written research and analysis. Final practical exam.	Personal interpretation of an externally set project brief covering the same elements as the coursework portfolio but in a shorter time span.

Why study Biology?

From 2016 the way A Level Biology is examined will change. The course will still be taught by two Biology specialists and will aim to deliver a combination of content and skills that will prepare students for further study in areas such as Biology, Medicine, Environmental Science, Zoology, Marine Biology and Biomedical Science.

What could I do next?

A Biology A Level at grade B or better will compliment any combination mixed set of A Levels; it will demonstrate the ability for critical thinking and problem solving. We will be keen to show you, in context, the variety of careers that you can follow up on the back of a Biology degree such as: Biology, Zoology, Entomology, Parasitology, Veterinary Science and Medicine. The list is endless. A Biology A Level and degree will develop lifelong learning and leadership.

Is there an additional entry requirement?

The students joining the course will have a high GCSE points score (46+) with at least a B grade at GCSE Biology, Maths and English Language. They will be inquisitive and keen to read about science



and technology as well as having an enthusiastic approach to natural sciences.

Unit Content

Biological molecules

Cells

Organism exchange substances and their environment

Genetic information, variation and relationship with organisms

Energy transfers in and between organisms

Organisms respond to changes in their internal and external environments

Genetics, populations, evolution and eco-systems

The control of gene expression

Why study Business?

Every person will work with Business constantly through their life, both in work and as a consumer. The Business Studies course will inform any student about the business environment, but is also an introduction to Business Management for students with aspirations to work at higher levels within their job. The structure of the course is designed to start with issues relating to small businesses and then expand knowledge so that students can understand issues in firms of any size. The structure means that no specific business understanding is required. There is a mathematical element to some parts of the course, but a grade C or above in Mathematics is adequate for this aspect.

What could I do next?

This qualification is like a gateway, leading to specific further courses, or helping students with skills across any discipline. The course is specifically designed to give

any student an insight into the role of managers in work, and the types of decision making processes involved. Therefore a student will benefit from sitting the course, even if they do not wish to take their study of business subjects further. However the course is a foundation for further study and can be used with other courses to access a wide range of business related qualifications.



Emma; Business Studies, Fine Art and Media Studies

Business Studies has helped me gain knowledge of the business industry and inspired me to become an entrepreneur in the future. I have learnt the skills I need to move into higher education and even start my own business.

Unit Titles	Weighting	Nature of Assessment	Unit Content
Component 1	33.3% of A Level	Examination	Business Opportunities and Functions: Enterprise, business plans, markets, marketing, business structure, location, finance, people in organisations, operations management.
Component 2	33.3% of A Level	Examination	Business Analysis and Strategy: Data analysis, market analysis, sales forecasting, analysing financial performance, analysing non-financial performance, aims and objectives, strategy and implementation, decision making models, investment appraisal.
Component 3	33.3% of A Level	Examination	Business in a Changing World: Change, risk management, PEST factors, International trade, Globalisation, the European Union.

Why study Computing?

The BTEC in Computing offers an engaging programme for those interested in pursuing a computing based career path. Whilst being broadly equivalent to one A Level, it is also recognised in industry. This makes it ideal for those who are clear about the area of employment they wish to enter. This qualification would also be suitable for those wishing to explore the apprenticeship route and many students are now choosing this as an alternative to university once they have completed the course.

What could I do next?

The Pearson BTEC Level 3 National Extended Certificate in Computing is accepted as an A Level equivalent at



university, especially if you are planning to choose a Computing or IT related degree. It is also recognised and favoured by employees in the Computing & IT industry, with apprenticeships becoming increasingly available.



Alice; English Language, Photography & IT BTEC

I have been interested in computers since I was young, the IT BTEC has furthered my knowledge of computers to an extent that will help with higher education. In the course we learn different skills, from networking, through to software and hardware. We work as a class to explore these subjects, with the help from our teachers and BTEC assistants.

Unit Title	Nature of Assessment	Unit Content
Unit 1 Principles of Computer Science	Externally set written examination	Explore the logical and structured ways that computer systems process data to develop programs. Analyse, develop and evaluate algorithms and computer code. Develop the computational-thinking skills to effectively analyse a problem and design solutions.
Unit 2 Computer Systems	Externally set written examination	Explore the relationship between hardware and software as part of a computer system. Examine the way computer components work both individually and together to store and process data, and the way in which data is transmitted and used in computer systems.
Unit 7 IT Systems' Security and Encryption	Internally set and written examination	Investigate the many different types of security attack, the vulnerabilities that exist and techniques that can be used to defend the IT systems of organisations. Explore how encryption can be used to protect data. Plan and apply suitable protection to an IT system.

As a BTEC this is a two year course and cannot be dropped at the end of year one.

Why study Chemistry?

Chemistry is the study of matter and the changes it undergoes at the atomic and molecular level. The course we follow is AQA Chemistry. It has been designed to introduce learners to chemistry by revising and building on the basics of the atom. This gives the foundation which enables the harder concepts to be understood much more quickly and easily. Practical chemistry is an essential feature of study at A Level and lots of new techniques will be encountered and perfected. Learners who enjoy making sense of abstract concepts will find the study of chemistry stimulating. The real joy of chemistry is in applying your understanding of scientific models to lots of new situations and in linking up ideas in what is, essentially a huge puzzle.

What could I do next?

Chemistry is one of the most highly regarded qualifications available and will equip students with a

host of transferable skills, including analytical abilities, applied mathematics, report writing and presentation and fine motor skills from the practical elements. Many students with chemistry A Level go on to study a pure science (Chemistry, Physics or Biology) at degree level or associated courses such as biochemistry and medicine (for which it is a required A Level). The excellent range of transferable skills mean that many chemists end up in further education studying law, mathematics and accountancy. Above all an A Level in Chemistry indicates to a university/employer that a student is very able and hard-working.

Is there an additional entry requirement?

A minimum of 5 GCSEs at Grade B with at least Grade B in Additional Science or Triple Science, and preferably a Grade B in Mathematics.

Unit Titles	Weighting	Nature of Assessment	Unit Content
Paper 1	50% of AS	Both written exams: 1 hour 30 minutes 80 marks	Physical chemistry topics - Atomic structure, bonding, energetics, equilibria and redox reactions. Inorganic topics - Periodicity, group 2 and group 7 chemistry. Relevant practical skills (assessed in written exam).
Paper 2	50% of AS	65 marks of long and short answer questions 15 marks of multiple choice	Physical chemistry topics - Amount of substance, bonding, energetics, kinetics, equilibria. Organic chemistry topics - Alkanes, haloalkanes, alkenes, alcohols, organic analysis. Relevant practical skills (assessed in written exam).
A Level Paper 1 and Paper 2	35% of A Level	2 hour written exams 105 marks each	All topics, plus: thermodynamics, rate equations, acids and bases, transition metals, further organic compounds, NMR spectroscopy. Relevant practical skills (assessed in written exam).
A Level Paper 3	30% of A Level	2 hour written exam 90 marks 40 marks practical skills 20 marks any content 30 marks multiple choice	Any content. Any practical skill.

Why study Media?

This course provides opportunities for learners to develop skills, knowledge and understanding relevant to the media industries in an applied learning context and give learners the opportunity to develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life. The Extended Certificate is the equivalent to one A level and is studied over two years. It is made up of 50% coursework and 50% external assessment – so students who take this course will need to be motivated and committed to the subject as well as able to work in a team, independently and to deadlines. It is a practical course developing production skills, and also has a written element where students are required to analyse and evaluate media theory, their own work and that of the industry.

What could I do next?

The Extended Certificate in Creative Digital Media Production leads on to the full diploma or further education. It also prepares students for work in the

media industry and is highly regarded by that industry. It prepares students well for life after school as most careers nowadays have links with the media and a detailed knowledge of the industry will inform a student's application. Students will also develop transferrable skills of independent research, working in a team, presenting work to a group and taking on a professional approach to project work by accepting responsibility for the roles they have been given.



Unit Titles	Weighting	Nature of Assessment	Unit Content
Unit 1 - Media Representations	25%	Exam 90 Guided Learning Hrs	Analysis of the representation of these topics as found in a variety of media texts: Gender, Age, Ethnicity, Regional and National Identity, Issues and Events.
Unit 4 - Pre-Production	25%	Coursework 90 Guided Learning Hrs	Research, plan, produce and evaluate the opening to a new thriller film.
Unit 8 - Responding to a Commission	25%	External assessment 120 Guided Learning Hrs	Research, plan, produce and evaluate a music video to a song of your choice.
Unit 10 - Fictional Film Production	25%	Coursework 90 Guided Learning Hrs	Study three case study texts for each of the named industries focusing on the relationship between text, industry and audience. TV, Film and Newspapers.

As a BTEC this is a two year course and cannot be dropped at the end of year one.

Why study Childcare?

The CACHE level 3 Diploma in Childcare and Education (Early Years Educator) is equivalent to 3 A Levels. The course is intended for learners who wish to access higher education or enter a profession as Early Years Educators working with children or young people. The course consists of 3 days a week spent in formal lessons and the other 2 days a week in work placement. Students are required to gain experience working with children from 0-5 years in a range of settings, these include a Reception class, a Pre-school and a Nursery. Students are able to build their knowledge, understanding and skills in childcare and education through the 15 mandatory units, which are internally assessed assignments (detailed below). Furthermore there are 2 externally set and marked assignments, which are an Effective Practice Study and an Extended Assessment. Students also learn to analyse, evaluate, reflect, discuss and develop the ability to link theory, current legislation and current frameworks to practice.

What could I do next?

A number of our students go on to university to train as teachers, nurses, or in social care such as social work. Other students choose to continue their studies in related subjects such as Child Development at degree

level. Some of the students go on to work in schools as Teaching Assistants or 1:1 Support Workers, whilst others choose a career in Pre-schools, Nurseries, or with children with special educational needs.



Is there an additional entry requirement?

Students will need to have at least 5 GCSEs at Grade C or above, including English and Maths. Good communication skills and some experience of working with children is beneficial but not essential. Depending on a student's grades achieved, and their level of enthusiasm to work with children, there may be a level of discretion to the entry requirements. Please contact the Sixth Form office to arrange a meeting with the Childcare and Education tutor to discuss this.

Mandatory Units

Child development from conception to seven years	Children's health and well-being
Providing safe environments for children	Child health
Play and learning	Understanding children's additional needs
Observation, assessment and planning	Professional Practice Portfolio 1
Supporting emergent literacy	Supporting emergent mathematics
Preparing for school readiness	International perspectives
Reflective practice for professional development	Professional partnerships in early years
Professional Practice Portfolio 2	

This is a full time course worth three A Levels. Students studying this course do not need to pick any other subjects.

Why study English Language?

This course is for anyone who is fascinated by the way our language works, how it evolved and how we learn it as infants. The course examines how language is affected by purpose, audience and reception and explores three contextual topics: Power, Gender and Technology.



Much of the work is analytical; students also have the opportunity to write creatively for their coursework

portfolio as well as working independently on language investigations. English Language goes with all A Level subjects and is a very popular course. It couples well with Sociology A Level and Psychology A Level as it covers social and political themes as well as child language acquisition. Employers are looking for people with excellent communication skills. A Level English Language will provide this necessary evidence and also show that the individual is able to work independently and think creatively.

What could I do next?

English Language A Level prepares students for a wide range of future careers and is a welcome qualification for university courses. Careers include speech therapy, advertising, media, marketing, writing and journalism, academia, linguistics, foreign languages and design.

Unit Titles	Weighting	Nature of Assessment	Unit Content
Language, the Individual and Society	40%	One 2 hour and 30 minute examination	Section A: Three questions examining textual variations in two texts, one contemporary the other older. Section B: A discursive essay on children's language development.
Language Diversity and Change	40%	One 2 hour and 30 minute examination	Section A: One question from a choice of two on language diversity or change. Section B: One question requiring analysis of how two texts present ideas, attitudes and opinions and a directed writing task linked to the same topic.
Unit 3 (Coursework)	20%	Teacher assessed coursework	A portfolio of two pieces of writing (no more than 3,500 words), includes a language investigation of students own choice and a piece of original writing and commentary.

Why study English Literature?

Students enjoy reading a range of texts from modern novels to Shakespeare. The department plans regular theatre trips; the experience is invaluable and very enjoyable too. English Literature is a popular yet prestigious subject that leads to brilliant careers because students can show, through their studies, skills in analysing, researching and planning, as well as being able to cope with a lot of reading!

Students need to be self-motivated to work independently as they will be expected to read around each subject. They become innovative thinkers and develop their ability to communicate effectively, both in writing and through presentations.

English Literature A Level goes with most other subjects; a love of history is an advantage but not essential—students need to understand the contexts in which the texts they are reading were written and received.

What could I do next?

Many of our students go on to study English at degree level. The Russell Group (of universities) further recommends English Literature for: English; Classical Studies; Teacher Training; History; History of Art; Politics; Religious Studies; Law; Medicine.



Unit Titles	Weighting	Nature of Assessment	Unit Content
Unit 1 - Poetry & Drama pre and post 1900	40%	Closed book exam - 2 hours and 30 minutes	Students will answer three questions on their set texts. Sample texts: Hamlet, Poetry of Christina Rossetti, An Ideal Husband (Wilde).
Unit 2 - Comparative & Contextual Study	40%	Closed book exam - 2 hours and 30 minutes	Students answer questions from their chosen topic areas. Sample areas: American Literature, Dystopias, Women in Literature.
Unit 3	20%	Written essays	Students are required to study three further texts and write two essays - One comparative and one close reading or a re-creative piece plus a commentary.

Why study Ethics & Philosophy?

Philosophy literally means 'the love of wisdom', so it is concerned with the study of knowledge. The aim of philosophy is to search for the truth by asking the right questions and by formulating logical arguments. As there are no simple answers, it is an intellectually challenging subject. Ethics is the study of how humans make moral decisions and the reasons we give for our decisions. It examines whether morality is relative and so changes according to time, place or culture or whether it is absolute and certain actions are intrinsically good or bad. Development in religious thought helps us to analyse and evaluate religious beliefs, values and teachings in the contemporary world. This subject develops the skills of reasoning and logical thought, analysis and evaluation and literacy.

What could I do next?

Many graduates of philosophy who are asked 'What can you do with a philosophy degree?' respond with 'What can't I do with a philosophy degree?'

Philosophy is an acceptable A Level for most degrees. Students who go on to read Theology, Religious Studies or Philosophy at degree level often enter careers like teaching, the police, and the armed forces. Not surprisingly, many of our students pursue caring professions in medicine.

Is there an additional entry requirement?

Ideally a GCSE grade B in English Language and C in English Literature.



Moya; Ethics & Philosophy, History and English Literature

Ethics and philosophy has helped me develop my thinking skills as well as my English and my ability to debate and voice my opinions. It is a great subject as it opens a large number of career paths for the future. You will analyse arguments, debate key issues and develop empathy for the world around you.

Unit Titles	Weighting	Nature of Assessment	Unit Content
Philosophy of religion	33.3% of A Level	120 marks 2 hour written paper	<ul style="list-style-type: none"> - Ancient philosophical influences - Arguments about the existence or non-existence of God - The nature and impact of religious experience - The problem of evil - The nature of the soul, mind and body - The possibility of life after death - Ideas about the nature of God - Issues in religious language
Religion & Ethics	33.3% of A Level	120 marks 2 hour written paper	<ul style="list-style-type: none"> - The application of ethical theory to two contemporary issues - Ethical language and thought - Debates surrounding the conscience and free will
Development in religious thought	33.3% of A Level	120 marks 2 hour written paper	<ul style="list-style-type: none"> - Sources of religious wisdom and authority - Practices which shape & express religious identity - Social & historical developments in theology and religious thought - The relationship between religion and society

Why study Fashion and Textiles?

The aims of the course are to enable students to build on the broad range of skills and techniques acquired in GCSE Fashion & Textiles. We encourage independent personal research and self expression. Students develop their



own ideas based around exciting themes. Our course allows students to develop awareness of the Fashion and Textiles Industry and how prominent designers are inspired by the world around us. We will visit prominent exhibitions to inspire coursework and give students the

opportunity to experience garments first hand.

Practical skills underpin all aspects of the subject and the ability to make critical judgements are important. Visiting artists and practical workshops, both on and off site are a regular feature of the course. Students also have the opportunity to model and/or showcase their work in a local annual fashion show and to enter their work in the Clothes Show Live competition. Strong networks with local and national artists, designers and makers support students in their work related learning and potential career aspirations.

What could I do next?

Fashion and Textiles has many applications in the world of employment while creative and inventive thinkers and practitioners are highly regarded. A popular choice by FUS students and those from surrounding schools after this A Level, is our Diploma in Foundation Studies in Art & Design.

Unit Titles	Weighting	Nature of Assessment	Unit Content
Component 1 - Personal Investigation	60%	Extended coursework project. 75% Practical work. 25% written research and analysis.	Students will explore a set project theme, developing practical, analytical and conceptual skills as they progress. Culminating in a personal response to the theme in a range of materials.
Component 2 - Externally set assignment	40%	Externally set project. 75% practical work. 25% written research and analysis. 15 hour final practical exam.	Personal interpretation of a choice of externally set project briefs covering the same elements as the coursework portfolio but in a shorter time span.

Why study French?

French gives keen linguists the opportunity to develop their interest and enthusiasm for language learning. You will learn how to express yourself clearly, confidently and effectively in French for a range of different purposes and on numerous different topics relating to French-speaking society. You will build an understanding of the culture and heritage of the countries and communities where French is spoken. Some of the ways in which this is done is through opportunities to watch and discuss films in French, read literary works and listen to the music of French musicians. Listening work is no longer done as a whole class activity, but instead in the Language Lab enabling students to work at their own pace independently. Students can also access virtual learning resources on the Internet to extend and support their learning. One of the most exciting aspects of the

course is that students will undertake an individual research project on a topic of their choice relating to the French-speaking world.

What could I do next?

French is a foundation for the further study of languages at degree level or equivalent. Former students have gone on to become translators, interpreters and teachers. It also prepares students to take their place in a multilingual global society and can be studied alongside other subjects such as Law, Media Studies, Events Management and Business Studies to maximise your career prospects and earning potential in the future. A long term aim of some students is to improve their communication skills in order to prepare themselves for living or working in France or other French-speaking countries.



Amy; French, Spanish, English Literature and Media Studies

Studying French at Ferndown Upper School has improved my cultural knowledge as well as helping me to become more fluent in the language in a fun and interesting way. Our teachers have a great knowledge and are very supportive. We regularly practice our speaking in class and rarely speak English at all!

Unit Titles	Weighting	Nature of Assessment	Unit Content
Paper 1 Listening, Reading and Writing	40%	Written Exam - 2 hour 30 minutes	Topics include: The changing nature of family, the "cyber-society", positive features of a diverse society, contemporary francophone music, cinema, politics and immigration.
Paper 2 Writing	30%	Written Exam - 2 hours	Critical appreciation of either 2 set texts OR 1 set text and 1 film.
Paper 3 Speaking	30%	Speaking exam - 21-23 minutes (including 5 minutes preparation time)	Discussion of a sub-theme based on a stimulus card. Presentation and discussion of individual research project.

Why study Geography?

It has been stated that Geography is the subject that holds the key to the future and with the current political focus on environmental management and sustainability it has never been more relevant. Geography is the study of a changing and interconnected world. There are many themes within this subject and because of this it is a varied and highly exciting field of study. Geography acts as a bridge between the Humanities and Science subjects equipping students with highly desirable transferable skills. It tackles global issues and allows people to develop a greater understanding of the world around them. A Geographer will develop numeracy, literacy, communication, graphical and investigative skills.



number of former Ferndown Geographers have gone on to study the subject itself at degree level. They have then embarked upon careers in an array of industry sectors, including; Information Services, Business & Finance, Scientific Services, Environmental Management, Administration and Education.

What could I do next?

Geography is highly valued by Universities with many A Level geographers gaining places on degree courses such as Law, Economics and Geology. However a large

Unit Titles	Weighting	Nature of Assessment	Unit Content
Paper 1	30%	Written exam - 2 hours 15 minutes	Dynamic Landscapes Physical Systems Sustainability
Paper 2	30%	Written exam - 2 hours 15 minutes	Dynamic Places Human Systems Geopolitics
Paper 3	20%	Written exam - 2 hours 15 minutes	Synoptic Paper
Paper 4	20%	Individual investigation marked by teachers	Investigation based on a geographical question relating to any area of the specification

Why study Health and Social Care?

This course is a vocationally focused qualification. It is structured flexibly to give you plenty of choice so that the qualification you achieve will be highly individual according to your personal aptitudes, interests and ambitions. This course is designed to provide vocational enhancement to Biology, Psychology, Sport and Sociology. During the 2 year course you will have the opportunity to Study 3 mandatory units and 1 optional unit. This course suits students who enjoy studying through independent coursework assignments. Throughout the course you will have the opportunity to interact with the health, social care and early years sectors allowing you the opportunity to experience the work environment through learning. Examples include work experience and work shadowing, links with local

employers, visits and case studies.

What could I do next?

This course is ideal for those students who want a broad background in Health and Social Care which will allow them to progress into higher Education, training or employment and it will provide valuable preparation for careers in any area of health care, social care, children and young people. By choosing this subject a student would be in a very strong position when applying for career routes and Higher Education courses including Nursing, Midwifery, Physiotherapy, Occupational Therapy, teaching, pre-school roles and Social Work. This course promotes effective communication skills, caring skills, leadership and team work qualities.

Unit Titles	Weighting	Assessment	Unit Content
Unit 1 Core Values and Services	25%	External Examination	Students will learn about the Care Value Base, service provision and meeting individual needs throughout the life stages. This includes national policy and provision and the impact of financial issues on service provision – to include statistics and data analysis.
Unit 2 Employment within Sectors	25%	Internal Coursework	This unit will enable students to gain a greater understanding of practitioner roles within the health and social care and early years sectors, including the main employment sectors, the demographic, political and technological factors that influence employment. In addition students will learn about the principles of care and caring skills, qualities and attributes required to work within these sectors.
Unit 3 Disease, Illness and Disability	25%	External Examination	This unit provides students with knowledge and understanding of common illnesses and diseases, in addition to a range of disability conditions and impairments. Content will cover – the basic concepts, cause and effect, care management process, legislation and barriers to care, risk reduction strategies and the burden of disability and disease.
Unit 4 The Aging Demographic	25%	Internal Coursework	This is based on demographic changes to include life expectancy, the impact on the provision of health and social care services and the impact of the management of long term conditions. This unit will also include the physical and cognitive effects of ageing in addition to the rights and responsibilities of older individuals.

Why study History?

History is often likened to a detective story; an attempt to understand and explain what happened in the past. There is a large part of the study of history that is exactly that; the search for the motivations and reasons for the actions of people in the past. When did Hitler order the deaths of millions of Jews in the Holocaust? Why did a revolution in Russia in 1917, promising power, food and land to the people, end up producing one of the most ruthless dictators of all? However, history is also a subject in which you have to feel empathy for people in the past. It's not just the great events of time, but also the thoughts and feelings of people who have gone before us, from 13 year-old soldiers in the Trenches to leaders of nations. History is also the search for some structure to our present, by understanding what went before us, we can make more sense of the present – why the world works the way it

does, why one country has power but another does not. It also helps us understand our more personal origins, as products of our times. It is true that history is a written subject, and students of history will find their writing skills developing so that they can present a sensible and coherent argument, both in debate and on paper.

What could I do next?

Throughout the course students will learn the skill of enquiry and will learn to present well argued and analytical answers. They will be encouraged to critically examine their own views and the views of others. History is highly respected by universities and employers. Specifically students intent on careers in law, journalism and education are encouraged to study the subject but the skills developed are transferable and relevant to a huge variety of jobs.

Unit Titles	Weighting	Nature of Assessment	Unit Content
Breadth Study (1L) The Quest for Political Stability: Germany 1871–1991	40% of A Level	Examination – 2 hours 30 minutes Three questions (one compulsory (80 marks)	German Empire in 1871, Emperors & Chancellors, Struggle between Autocracy and Democracy, Development of the Economy, Condition of Germany in 1914, Impact of World War One, 1918 Revolution, Post-War Political & Economic problems, Social & Cultural changes in Germany in the 1920s. The Nazi experiment, 1929–1949. Division to unity: the Federal Republic of Germany, 1949–1991.
Depth Study (2M) Wars and Welfare: Britain in Transition 1906–1957	40% of A Level	Examination – 2 hours 30 minutes Three questions (one compulsory (80 marks)	Liberal Reforms, Political, Economic and Social impact of the First World War, the search for stability in the 1920s, First Labour Government, Social & Cultural changes. The 'Hungry Thirties', 1929–1939. The People's War and Peace, 1939–1951. 'Never had it so good'? 1951–1957.
Historical Investigation (Personal Study) of a topic which pre-dates 1791	20% of A Level	Marked by teachers Moderated by AQA 3000–3500 words (40 marks)	A personal study based on a topic of student's choice. This should take the form of a question in the context of approximately 100 years. It must not duplicate the content of options chosen for Components 1 and 2. Through the topics studied in Components 1, 2 and 3 (Historical Investigation), A Level students must cover a chronological range of at least 200 years.

Why study Mathematics?

Mathematics is a rich and fascinating subject in its own right. However, it also provides an important background to the study of many other subjects. Mathematics helps you to make sense of the world that we inhabit and enables you to explore and analyse a variety of problems and apply powerful mathematical and statistical techniques to solve them. The determination and creativity required to solve problems in mathematics are clearly highly regarded, transferable skills and adults with an A Level in this subject earn on average, £1000 a year more than their less enlightened peers.

What could I do next?

An A Level in Mathematics would support students in their further studies of, or a career in, Physics, Chemistry, Biology, Geography, Sociology, Psychology, Business, Accountancy, Economics, Engineering, Ethics and Philosophy. Anybody wishing to study Mathematics at university should also be taking Further Mathematics

and a quick search of the UCAS website will reveal that Mathematics can be studied with subjects as diverse as Gaelic and History.

Is there an additional entry requirement?

A minimum of a B grade in GCSE Mathematics is required.



Unit Titles	Weighting	Nature of Assessment	Unit Content
Pure Maths	66.7%	Examinations	Topics include: calculus, quadratics, curve sketching and co-ordinate geometry, applications of calculus, sequences and series, logarithms and trig.
Statistics and Mechanics	33.3%	Examinations	Statistics: analysing different data distributions and probability Mechanics: motion of particles, friction, momentum and vectors.

Mathematics (Further)

A Level Courses

Why study Further Mathematics?

Further Mathematics is an A Level for students whose favourite subject is Mathematics. Certainly for anyone considering doing a Mathematics degree, Further Mathematics A Level is a must. It enables students to cover the full spectrum of Mathematical topics, including the mysterious areas of imaginary numbers, matrices and proof by induction.

What could I do next?

An A Level in Further Mathematics would support students in their further studies of, or a career in, Mathematics, Physics or Computer Science.

Is there an additional entry requirement?

Please note, Further Mathematics must be studied alongside A Level Mathematics.

A minimum of an A* or A grade in GCSE Mathematics is required.



Zak; Further Maths, Maths, Physics & Chemistry

I've enjoyed maths ever since I was young, and Further Maths gives me the opportunity to explore maths in real life situations and beyond the standard curriculum. It has given me a strong head-start, ready for beginning my degree in Maths and Computer Science.

Unit Titles	Weighting	Nature of Assessment	Unit Content
Further Pure	33.3%	Examinations	Topics may include: imaginary numbers, matrices and proof by induction
Other Applied Modules	66.7%	Examinations	Statistics: analysing different data distributions and probability

Why study Media?

Students of media will learn how to analyse existing media texts, ranging from TV, Film and the Internet, to newspapers, magazines, advertising and promotional material. They will focus on how different topics are



represented in those texts, and how social, cultural, historical and the industry influence those texts. They will learn the skills required to create an individual cross-media production in two different forms for an intended audience, as well as use skills needed to work in a team and independently. Students will be expected to study the theoretical frameworks of media language,

representation, audiences and media industries in relation to TV, Magazines and the Internet. This course suits students who are interested in the media and who consume it themselves (eg watch films, TV, read the newspapers or interact on-line). Students need to be self-motivated, be willing to give new things a go, be able to work independently and in a team, as well as be able to produce a high level of written analysis.

What could I do next?

Media Studies A level stands students in good stead for any Media related course at University – from journalism to film production. It prepares students well for life after school particularly for those who have aspirations to work within the Media and creative industries. Students will also develop transferrable skills of independent research, working in a team, presenting work to a group, taking on a professional approach to project work by accepting responsibility for the roles they have been given and being able to write at length about a given topic.

Unit Titles	Weighting	Nature of Assessment	Unit Content
Component 1 - Meanings and Representations in the Media	30%	Written exam - 2 hours	Three sections based on media language, representations and a contextual study covering music video, video games, advertising, film marketing, newspapers and radio news/current affairs programmes
Component 2 - Media Forms and Products in Depth	40%	Written exam - 3 hours	Three sections assessing knowledge and understanding of media language, representation, industry and audience in A. Television in the Global Age, B. Magazines: Mainstream and Alternative Media and C. Media in the Online Age
Component 3 - Cross-Media Production	30%	Coursework	A production involving two forms of media in response to a choice of brief set by WJEC

Music A Level builds firmly on the three areas of discipline studied at GCSE:

Performing- 30% of A Level

On the A Level course candidates perform a short recital of pieces (minimum of 8 minutes) which can be in any style and for any instrument or voice. Pieces performed can be either notated or improvised, and candidates can play as part of an ensemble if they prefer. The standard required is approximately Grade 6, although performance grades will be scaled up for more difficult pieces.

Composition- 30% of A Level

Candidates must complete two original compositions on the course. One of these compositions can be either chosen from a list of briefs related to the areas of study, or a free composition. The other will be a composition which assesses compositional technique in a given style (to a brief set by Edexcel) and can be either a four part chorale, two-part counterpoint, arrangement or remix. There will be the opportunity to compose in a variety of different styles, depending on the preferences of the candidate. The total minimum composition time must be at least 6 minutes.

Listening, History and Analysis- 40% of A Level

Students on the A Level course explore set works across a range of areas of study:

- Vocal Music
- Instrumental Music

- Music for Film
- Popular Music and Jazz
- Fusions
- New Directions

A level students study three set works per Area of Study. Listening skills are also tested in an exam in a variety of ways including recognition of styles and structures, and analysing short melodies and chord progressions by ear. Candidates are encouraged to listen to a wide range of unfamiliar music in order to help them in an exam.

Is A Level Music for me?

If you enjoyed GCSE Music, most definitely! Some knowledge of notation will be helpful, but if you play confidently by ear, or you can improvise well, then you will enjoy the course. You will also be stretched, and you will learn to do some things you never thought possible. The successful A Level Musician is enthusiastic, has initiative and imagination, and enjoys a challenge. However, the most important quality is that he or she loves music.

A Level Music can be studied with almost any other combination of subjects. The qualification is highly regarded by university admissions tutors as it demonstrates the student possesses a wide variety of skills, both academic and practical.

Why study Photography?

Students will learn how to develop and extend their existing GCSE photographic skills and techniques in both dark room practice and in the use of Photoshop. They will be encouraged to become more experimental in their approach to practical photography, building upon their strengths to further extend and enhance their expertise. They will be encouraged to develop a more enquiring and personal approach to their interpretation of project briefs – whether leaning towards Fine Art Photography or towards the more commercial graphic production aspects of the medium. At this level originality, creativity and commitment are the keys to success.

What could I do next?

A Level Photography is beneficial for those who wish to follow a career in Photography. Students will also be well placed to progress to higher education in any visual arts field such as film making, animation, fine art, illustration, graphic design and web design. We have an excellent record of Photography students progressing onto a

range of creative degree courses via our BTEC Diploma in Foundation studies. Photography itself is a useful life skill that students will be able to draw upon throughout their lives, whether they are recording future memories or pursuing their interests as a creative pastime.

Is there an additional entry requirement?

If Photography has not been studied at GCSE, then students will be expected to familiarise themselves with the free 30 day trial of Adobe Photoshop over the summer holidays before starting the course. Students must have access to their own 35mm film camera and a digital camera throughout this course. (Smart phone cameras are not sufficient at this advanced level).



Emma; Photography, Art, Travel and Tourism & Media BTEC

Photography at Ferndown is really creative and practical. We get lots of opportunities to express ourselves in our work with help from our tutors. We also experiment with different aspects of photography through the wide range of topics using digital and 35mm film cameras.

Unit Titles	Weighting	Nature of Assessment	Unit Content
Component 1 - Personal Investigation	60%	Extended coursework project. 75% practical work, 25% written research and analysis	Students will explore a set project theme. Developing practical, analytical and conceptual skills as they progress, culminating in a personal response to the theme in a range of materials.
Component 2 - Externally Set Assignment	40%	Externally set project. 75% practical work, 25% written research and analysis. 15 hour final practical exam	Personal interpretation of an externally set project brief covering the same elements as the coursework portfolio but in a shorter time span.

Why study Physics?

This course is for students who have an interest in, and enjoy Physics, want to find out about how things work, enjoy applying their mind to solving problems, enjoy carrying out investigations by the application of imaginative and logical thinking and want to use Physics to support other qualifications or progress onto further studies or employment. The course is taught by two Physics specialists and will deliver a combination of content and skills that will prepare students for further education or training in a Science, Technology, Engineering and Mathematics (STEM) degree course or apprenticeship.

What could I do next?

Physics is a corner stone of natural sciences and drives the technological progress of our times. A Physics A-Level at grade B or better will compliment any combination

of Pure Science, Mathematics or broad set of A-Levels, it will demonstrate the ability in critical thinking and problem solving. This course will help prepare students for the employment market as Physics A level is held in very high regard by most industries especially ones where there is a specific need to be logical and rigorous either in testing or reporting – Finance, Law and Management, the Armed Forces, Astronomy/Space Industries, Computer Science, Dentistry, Electronics, Engineering of all disciplines, Materials Science, Medicine, Medical Physics, Pharmacy, Product Design, Physiotherapy.

Is there an additional entry requirement?

The students joining the course will have a high GCSE points score (46+) with at least a B grade at GCSE Mathematics and Physics. They will be inquisitive and keen to read about science and technology.

Unit Titles	Weighting	Nature of Assessment	Unit Content
Core	100% of year one	<p>Written Paper One - 1 hour 30 minutes: 70 marks short and long answer questions split by topic.</p> <p>Written paper Two - 1 hour 30 minutes: 20 marks on practical skills and data analysis questions. 20 marks on questions across all areas of the core content. 30 marks from multiple choice questions.</p>	Measurements & their errors. Particles and radiation. Waves. Mechanics and Materials. Electricity.
A Level	100% of year two	<p>Written Paper One - 2 hours: 60 marks on short and long answer questions. 25 marks for multiple choice questions on content. 34% of the A level</p> <p>Written paper Two - 2 hours: 60 marks on short and long answer questions. 25 marks for multiple choice questions on content. 34% of the A level</p> <p>Written paper Three - 2 hours: 45 marks of short and long answer questions on practical experiments and data analysis. 35 marks on short and long answer question on the option topic. 32% of A level</p>	Further Mechanics and thermal physics. Fields and their consequences. Nuclear Physics. Options; Astrophysics Medical Physics Engineering Physics Turning Points in Physics

Why study Product Design?

"After the idea, there is plenty of time to learn the technology" Sir James Dyson

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers - especially those in the creative industries. They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing products of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

What could I do next?

The broad nature of this qualification supports many different career choices in the following areas:

Product design

CAD design

Furniture design

Engineering

Architecture

Transport industries

Industrial design

Construction industry



Is there an additional entry requirement?

A minimum of 5 grade A*-Cs at GCSE.

A minimum C grade in GCSE Product Design, Resistant Materials, Engineering or equivalent GCSE technology subject (i.e. Graphics, Systems and Control Tech etc.).

Students who haven't studied a technology subject at GCSE are welcome to apply but may be asked to commit to additional practical sessions in order to learn and develop key skills in year 12.

Unit Title	Weighting	Nature of Assessment	Unit Content
Unit 1	50%	Non-Exam Assessment	Practical application of technical principles, designing and making principles and specialist knowledge.
Unit 2	25%	Examination 2 hours	Core technical principles and core designing and making principles.
Unit 3	25%	Examination 2 hours	Mixture of short answer, multiple choice and extended response questions.

Why study Psychology?

Psychology is the scientific study of the mind and behaviour. It aims to describe different behaviours and to identify possible explanations for them. This is a new field of study for the majority of students but the course is taught in such a way as to require no previous knowledge of the subject. It provides a broad introduction to psychology, allowing students an insight into some fascinating topics ranging from obedience to offender profiling.

Psychology develops students' analytical and discussion skills, introduces students to statistical analysis and provides a background in scientific methodology.

What could I do next?

Many of our students go on to take the subject at degree level and beyond, going into the work place

as, for example, clinical or occupational psychologists. Psychology is becoming increasingly important in a wide range of fields, for example, the police force, nursing, teaching careers, the prison service and social work. It is also used extensively in such fields as advertising and the retail industries. Many other areas draw heavily on psychological theories; for example, management techniques are based on ideas developed by psychologists.

Is there an additional entry requirement?

GCSE Psychology is not required; however, a minimum C grade in English Language, Science (Biology) and Maths is.



Lauren; Psychology, Sociology, Health and Social Care.

I chose Psychology because I hoped to discover the answers to the many questions I had regarding 'why we do the things we do'. However, once starting the course, I realised it had so much more to offer. From learning about the theories of attachment to abnormalities and phobias to different eating behaviours, there is always something to interest you in psychology.

Unit Titles	Weighting	Nature of Assessment	Unit Content
Introductory Topics	33.3% of A Level	Written exam- 2 hours 96 marks in total Multiple choice, short answer, and extended writing.	Social influence, Memory, Attachment, and Psychopathology.
Psychology in Context	33.3% of A Level	Written exam- 2 hours 96 marks in total Multiple choice, short answer, and extended writing.	Approaches, Biopsychology, and Research Methods.
Issues and Options in Psychology	33.3% of A Level	Written exam- 2 hours 96 marks in total Multiple choice, short answer, and extended writing.	Issues and Debates in Psychology Relationships, Stress and Aggression Psychology.

Why study Sociology?

Sociology is an exciting subject which explores human social behaviour and the societies in which human beings live. Human behaviour is very complex but much of it is 'patterned'; people do not generally act randomly. Sociology is interested in these patterns and what causes people to act in certain ways. It is also interested in how society influences people and how families, peers, television, etc. can all influence us and mould our thoughts and behaviour. Sociology scrutinises issues at the heart of society, such as the role of the police, the effectiveness of schools, the changing state of the family, the legal system, youth subcultures, religious sects and media violence. Sociology aims to help you to be more critical of the world around you. You are invited to challenge the way you think about the world you live in. Sociology shapes your thinking and gives you the skills to analyse social life in a mature and balanced fashion.

What could I do next?

Sociology is valuable for any career which deals with people and their behaviour. These can range from the more obvious careers such as social work, nursing and the police to the less obvious, market research, retail management and the legal profession. Sociology is also useful because of the skills that it develops such as in research, data analysis and the communication and presentation of ideas. Here, sociology is beneficial for people entering areas such as journalism, television production, government research agencies and social planning. In fact, the list is endless, where there are people involved, there is a use for sociology. Many sociological consultants are used by industry and government, and training in various occupations have a sociology element.

Unit Titles	Weighting	Nature of Assessment	Unit Content
Education with research methods	33.3% of A Level	Examination - 2 hours (80 marks)	To what extent does your home background impact upon your chances of success at school? Why do girls outperform boys? What is the role of education? How have government policies impacted upon education? How do sociologists research issues in society?
Families & Households Sociology of Beliefs	33.3% of A Level	Examination - 2 hours (80 marks)	What is the role of the family? To what extent has family life changed in recent years? Why has divorce increased? To what extent have our views about childhood changed in recent years? Is religion a force for good or bad? Why are some people more attracted to religion than others. What does the rise in religious fundamentalism mean for society?
Crime and deviance with theory and methods	33.3% of A Level	Examination - 2 hours (80 marks)	Why do we punish people? Why do people commit crime? Is the criminal justice system racist? What is 'green' crime? Does the media encourage more crime to take place? Why do men commit more crime than women? How can we prevent crime?

Why study Spanish?

Spanish gives keen linguists the opportunity to develop their interest in and enthusiasm for language learning. You will learn how to express yourself clearly, confidently and effectively in Spanish for a range of different purposes and on numerous different topics relating to Hispanic society. You will build an understanding of the culture and heritage of the countries and communities where Spanish is spoken. Some of the ways in which this is done is through opportunities to watch and discuss films in Spanish, read literary works and listen to the music of Spanish musicians. Listening work is no longer done as a whole class activity, but instead in the Language Lab enabling students to work at their own pace independently. Students can also access virtual learning resources on the Internet to extend and support their learning. One of the most exciting aspects of the

course is that students will undertake an individual research project on a topic of their choice relating to the Hispanic world.

What could I do next?

Spanish is a foundation for the further study of languages at degree level or equivalent. Former students have gone on to become translators, interpreters and teachers. It also prepares students to take their place in a multilingual global society and can be studied alongside other subjects such as Law, Media Studies, Events Management and Business Studies to maximise your career prospects and earning potential in the future. A long term aim of some students is to improve their communication skills in order to prepare themselves for living or working in Spain or South America.



Cristina; Spanish, Biology and Maths Statistics

Learning languages at A Level has opened my eyes to a wide range of different cultures. We have an opportunity to travel to Barcelona and visit many historic sites, such as Sagrada Familia. This helps us to practice our Spanish speaking in a real world situation.

Unit Title	Weighting	Nature of Assessment	Unit Content
Paper 1 Listening, Reading and Writing	40%	Written Exam - 2 hours 30 minutes	Cyberspace, Equal rights, immigration and integration, modern day idols, Spanish regional identity and cultural heritage.
Paper 2 Writing	30%	Written Exam - 2 hours	Critical appreciation of either 2 set texts OR 1 set text and 1 film.
Paper 3 Speaking	30%	Speaking Exam 21-23 minutes (including 5 minutes preparation time)	Discussion of a sub-theme based on a stimulus card. Presentation and discussion of individual research project.

Why study Double Award Sport?

This is equal to 2 A Levels in PE. This course consists of 12 units (five mandatory, three career pathway, and four optional). Students develop their knowledge and understanding of the range of activities and environments within the sports sector and have the opportunity to specialise in different aspects of sports performance and sport development. The focus of the course is to enhance students' employability, so all units are directly relevant to real-life work situations. Three units, (unit 1, unit 3 and unit 4) are marked externally with written examinations, and 9 units are assessed internally and externally moderated. All units are marked individually as Pass, Merit or Distinction and all have UCAS points attached to them for entry to university (Distinction* = 240 points to Pass = 80 points).

Why study Single Award Sport?

This is equal to an A Level in PE. This course consists of 5 units (two mandatory and three optional). Students develop their knowledge and understanding of the range of activities and environments within the sports sector and have the opportunity to specialise in different aspects of sports performance and sport development. The focus of the course is to enhance students' employability, so all units are directly relevant to real-life work situations. Two units, (unit 1 and unit 3) are marked externally with written examinations, and three units are assessed internally and externally moderated. All units are marked individually as Pass, Merit or Distinction and all have UCAS points attached to them for entry to university (Distinction* = 140 points to Pass = 40 points).

What could I do next?

This is an acceptable qualification for most sport and physical education related courses and is accepted as such by most institutions. A lot of our students go on to take the subject at degree level and beyond, going into the work place as, for example, PE teachers, outdoor education specialists or using it to gain employment in the sport and leisure industry such as personal training, sport, health and PE is becoming increasingly important in a wide range of fields and the practical skills taught on this course enables students to transfer their skills easily.

Is there an entry requirement?

It is an advantage to have studied GCSE PE, but not necessary. A keen interest in sport, health and PE is essential and willingness to do practical testing, work experience and coaching are vital.



Sport continued overleaf.

Unit Title	Nature of Assessment	Unit Content
Unit 1 Body Systems and the effects of Physical Activity (Mandatory unit)	Written external examination - 1 hour and 30 minutes	Skeletal system. Muscular system. Cardiovascular system. Respiratory system. Energy systems.
Unit 2 Sports Coaching and Leadership (Mandatory unit)	Internally assessed externally moderated	Roles and responsibilities of a coach/teacher/leader. Classification of skill. Principles of leadership. Group dynamics. Skill analysis. Goal setting. Risk assessment. Planning, and delivering sports sessions. Reviewing sports sessions.
Unit 3 Sports Organisation and Development (Mandatory unit)	Written external examination - 1 hour and 30 minutes	Organisation of sport in the UK. Sports development. How to measure the impact of sports development. Understand sports development in practice.
Unit 4** Working Safely in Sport (Mandatory unit)	Written external examination - 1 hour and 30 minutes	Possible emergencies in sport. Risk assessment. Emergency procedures in sport. First aid and emergency treatment. Safe guarding in sport.
Unit 5** Performance Analysis in Sport and Exercise (Mandatory unit)	Internally assessed externally moderated	Performance profiling. Skill analysis. Live performance analysis. Identifications of ways to develop performance. Feedback to a sports performer.
Unit 7** Improving Fitness for Sport and Physical Activity	Internally assessed externally moderated	-

Unit Title	Nature of Assessment	Unit Content
Unit 8 Organisation of Sports Events	Internally assessed externally moderated	Different types of sports events. Roles within a sports event. Plan, promote , deliver and review sports events.
Unit 11** Physical activity for specific groups	Internally assessed externally moderated	Target groups for provision in sport. Benefits and barriers for participation in sport. Planning activity for a specific group of people.
Unit 13** Health and fitness testing for sport and exercise	Internally assessed externally moderated	Know the range of fitness tests available. Be able to complete a client health consultation. Plan and administer fitness testing plans. Interpret the results of testing and recommend fitness programmes.
Unit 17 Sports injuries and rehabilitation	Internally assessed and externally moderated	How to recognise and treat common sports injuries both immediately and through long-term rehabilitation programmes, the psychological impacts of sports injuries and how to minimise the risk of sports injuries occurring in the first instance.
Unit 18 Practical skills in sport and Physical activities	Internally assessed externally moderated	Be able to apply skills, techniques and tactics in individual and team sports Be able to apply skills and knowledge in outdoor adventurous activities. Be able to officiate sports.
Unit 19 Sport and Exercise Psychology	Internally assessed externally moderated	Learn different motivations that people have for participating in sport and exercise and how performance can be managed through an understanding of attribution theory, stress and group dynamics. You will also learn the impacts that participation in sport and exercise can have on a person's mental health and well-being, whether an elite performer or a member of the general public.

** - Not Available in Single Award Sport

Why study Performing Arts?

It's a practical course which allows text and revolutionary theatre practitioners! You will be given the opportunity to investigate and even specialize in different acting methods, Directing, costume, make-up, stage design,



masks, lighting and or sound. Not only is it a fantastic start to a career in Acting, Directing, Stage management, Arts administration, Technical support, Design or even Teaching, it's great for building confidence and co-operation skills and can compliment a range of other subjects

You will devise or direct your own pieces of theatre for a public performance, where you can be involved as a performer or technical support (light, sound, costume etc). You will also investigate the production possibilities of a range of text which will require you to work with contrasting performance methods and explore the conditions of important moments in theatre history. The course also offers the opportunity to experience a range of live performance as we try to go to the theatre as

often as possible. You will be asked to keep a personal portfolio to log your journey as an actor/production support, then complete a written exam which requires you to reflect on the practical work you have done and performances you have seen

What could I do next?

This course is a fantastic introduction to further and higher education in Performing arts and start to a career in the performing arts industry as a performer, director/choreographer, administrator, technician and more. It is great for building confidence, communication and co-operation skills and can compliment a range of other subjects, including Media, Art, Fashion, Photography.

On a CV, Performing Arts tells an employer that you are:

- Creative, driven and dedicated to a passion
- Able to work as a team and adapt under pressure
- Confident in your communication skills with professionals and the Public
- Experienced in organizing, promoting and financing public events
- Prepared to give time, effort and energy to achieve collective success
- Practiced at evaluating your own contribution and that of others

Is there an additional entry requirement?

We recommend that you have studied either GCSE Drama or GCSE Music before starting the Performing Arts course.

Why study Travel and Tourism?

Tourism is one of the world's largest industries currently supporting 258 million jobs world wide. With technological developments such as the internet and improvements to transport infrastructure the list of tourist destinations grows everyday. Travel and Tourism equips students with the service skills needed to work in this sector of industry . In addition to this students study the appeal of a range of tourist destinations. There is a strong vocational element to the course and the chance to run a travel event in Year 13. 60% of the course is assessed through portfolio work and this helps students improve their ICT and time management skills.

What could I do next?

Travel and Tourism is a valuable qualification for a number of different university courses. The A level nurtures good organisation and develops independent research skills crucial for success in all degree courses. Typical degrees that former students have progressed on to include Event Management and Hospitality. The strong vocational nature of the course allows students to develop people skills highly desirable in service industries such as Hospitality, Transport and Retail.

Unit Title	Weighting	Nature of Assessment	Unit Content
Component 1	25%	External examination - 1 hour 30 minutes	Exploring UK Tourism
Component 2	25%	Teacher marked assignment	World-wide tourism destinations
Component 3	25%	External examination - 1 hour 30 minutes	The dynamic tourism industry
Component 4	25%	Teacher marker assignment	Event planning Itinerary planning

Level 2 Courses

(GCSE Equivalents)

The following pages contain information about our Level 2 Access Courses. These courses are perfect if you have not achieved the grades to allow you to start A Levels in Year 12.

Level 2 courses are taken over one year and consist of the following options:

- **Core Options:** Work Skills, English and Maths (you will only have to take English and Maths if you did not pass your GCSEs in these subjects)
- **Further Three Options:** Art, IT, Health and Social Care, Sport and Business Studies.

Once you have completed your Level 2 courses, you can begin your A Levels or move on to Apprenticeships or Employment.

Work Skills

English and Maths resit (if necessary)

Choose further three options

Excluding Work Skills





organisations. The I.C.T. element will ensure that all learners will have an effective level of I.C.T. skills that would be useful in the work place. Students will develop effective communication skills; both verbal and written. They will also develop independent learning skills.

What could I do next?

The skills students will develop on this course will be useful in a wide range of situations and it will enable them to move confidently into either employment or further education. BTECs provide a route to employment in many diverse areas of business: marketing, finance, customer service and human resources. They can also progress into A Level Business or any Level 3 qualification.

Are there entry qualifications?

If you have achieved a pass at GCSE Business you cannot pick this option.

Why study Business and Functional Skills I.C.T. ?

Students will learn the purpose of business and the context in which it operates. Students will also be able to understand the financial aspects of running a business. They will do this by looking at the range of organisations that exist locally, regionally and nationally. There will be a particular focus on local businesses that students are familiar with and it could include charities and voluntary

Unit Title	Weighting	Nature of Assessment	Unit Contents
Enterprise in the Business World	25%	Assignment - Internal	Plan an idea for a new business
Finance for Business	25%	Exam - External	Financial aspects of running a business
Promoting a Brand	25%	Assignment - Internal	How to promote your business
Recruitment	25%	Assignment - Internal	Employing staff

Why study Graphics and Art Communication?

This is an essential course to take if you are considering working or studying anything creative in the future. Graphic Communication students will undertake a variety of content that may include, music album promotional material, packaging design, product design, poster design, photography, stop-motion animation and handmade typography amongst others. There are many areas of Graphic Communication that we can explore and project themes can change depending on the interests of the group and topics set by the exam board.

What could I do next?

There are many careers that would benefit from you taking GCSE Graphics & Art Communication including: Graphic Designer, Illustrator, Web Designer, Product Designer, Teacher, Interior Designer, Architect, Artist, Animator, Photographer, Fashion Designer plus many more. Many employers outside of the creative industry like to see candidates with a CV that shows that they



are creative thinkers, able to generate ideas and solve problems in creative ways. After your GCSE, you can extend your potential by undertaking further study at A level in any Art & Design area.

Are there entry qualifications?

If you have achieved a pass in GCSE Art you cannot pick this option.

Unit Title	Weighting	Nature of Assessment	Unit Content
Coursework	60%	Internally assessed	Graphic Communication Project 1
Controlled Test	40%	Internally assessed	Graphic Communication Project 2

Why study I.T.

The Edexcel BTEC Level 1/Level 2 First Award in Information and Creative Technology is a vocationally related qualification, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. These skills include: teamwork, working from a prescribed brief, working to deadlines, presenting information effectively and accurately completing administrative tasks and processes. Learners must complete Unit 3, and either Unit 1 or Unit 2, all three being externally assessed, They also complete a third internally assessed unit.

What could I do next?

Completion of the course with a merit grade at level 2 will allow students to progress on to the BTEC Subsidiary Diploma in IT.



Unit Title	Nature of Assessment	Unit Content
The Online World	This unit is externally assessed under examination conditions using an on-screen test. Edexcel sets and marks the test.	This unit will help you understand the main technologies and processes behind the internet and investigate how they come together to let you view websites and send information across the world. You will explore a range of digital devices, such as smart phones and digital music players and consider the technology that enables these devices to share and exchange information.
A Digital Portfolio	This unit is your chance to show off! A digital portfolio to showcase your achievements to potential employers or when applying for a course.	It is all about: <ul style="list-style-type: none"> • The projects you have created and developed • Your use of communication and presentation skills • Your capabilities and potential.
Creating Digital Graphics	-	Investigate a range of applications and features of existing graphic products and consider their audience and purpose. You will design, create and test graphic products in a similar way to how it is done in industry and be introduced to the technology and techniques used by professionals.

Why study Health and Social Care?

Health and Social Care is all about exploring the way in which care is provided for all members of society. You will study all the different life stages from babies to older people and people with disabilities. You will look at the health and social care needs that they have and how these needs are best met by formal and informal carers. You will also study different health issues, factors which affect our health and well being and how our own life style choices affect us.

What could I do next?

Students gaining a Health and Social Care qualification will have access to a range of career and further education opportunities. You will learn a variety of skills throughout the course including collecting and interpreting data, communication and identifying and developing the links between different parts of the subject. These skills are in great demand and are highly valued by employers and colleges.

This qualification is a good starting point for jobs in

the care sector including working with children, older people and people with disabilities. Future courses could include Level 3 Health and Social Care, BTEC Level 3 courses or NVQs. The great thing about it is that it still gives you a choice of opportunities once you've completed it. The two choices open to you are:

- Employment - where you can put your new practical skills towards generating an income .
- Further Education - such as a further or higher-level qualification at school or college.

Unit Title	Unit Content	Weighting	Nature of Assessment
Unit 1	Communications in Health and Social Care	33%	Internal
Unit 3	Individual Needs in Health and Social Care	33%	Internal
Unit 4	Ensuring safe environments in Health and Social Care	33%	Internal

Why study OCR Sport?

This course would suit several types of students. It will develop students' knowledge of the sports industry and give them plenty of practical experience, but it will also develop important skills, including team working and communication required for a range of employment and education options. Students will have the opportunity to take part in a range of sport and fitness activities. It is a very practical course and will suit students who look to be active. This is a 30 credit course and students will gain an Extended Certificate on completion.

What could I do next?

This course will give learners the knowledge, understanding and skills required for success when

moving towards a career in the sports industry. It leads logically into the Level 3 OCR Sport course. It will also improve students' qualifications generally to allow them to move onto other A Level courses.



Unit Title	Unit Content	Weighting	Nature of Assessment
Practical Sport	This is a mandatory unit and allows learners to develop one team game and one individual sport. Students will be demonstrating their practical skills, describing the rules of an official and reviewing their own performance.	10 Credits	100% Coursework (No written exam) Portfolio evidence - These can be in a range of forms including: - Practical tasks - Verbal and written reports - Presentations - Leaflets - Participation in debates - Posters
Anatomy and Physiology for Sport	This is a mandatory unit and will enable the student to learn more about the anatomy of the human body. They will be learning about the skeletal, muscular, cardiovascular and respiratory systems.	5 Credits	
Fitness Testing and Training	This is an optional unit that will enable students to learn about the different components of fitness, actively engage in assessing their own fitness and identify their strengths and weaknesses. This will also involve looking at lifestyle choices and the effects of fitness and psychological factors in performance.	5 Credits	
Planning and Leading Sports Activities	This is an optional unit that will develop knowledge, understanding and practical skills to enable the students to plan, lead, deliver and review safe and effective sporting activities.	10 Credits	

Why study Work Skills?

This qualification is designed to provide:

- Education and training for students seeking to develop skills needed for employment whether immediately after the course or in the future.
- Opportunities for students who are seeking employment to achieve a nationally recognised vocational qualification and improve their qualifications profile.
- The knowledge, understanding and skills learners need to enter employment.

- Opportunities for students to focus on problem solving, team work and improving own performance in a range of learning and employment settings.

What could I do next?

Success with this qualification allows students either to progress into the workplace or to continue onto Level 3 courses e.g. A Levels or equivalent. It provides them with those vital transferable skills that can be used in a variety of settings and will inevitably set them apart from others whatever their future goals.

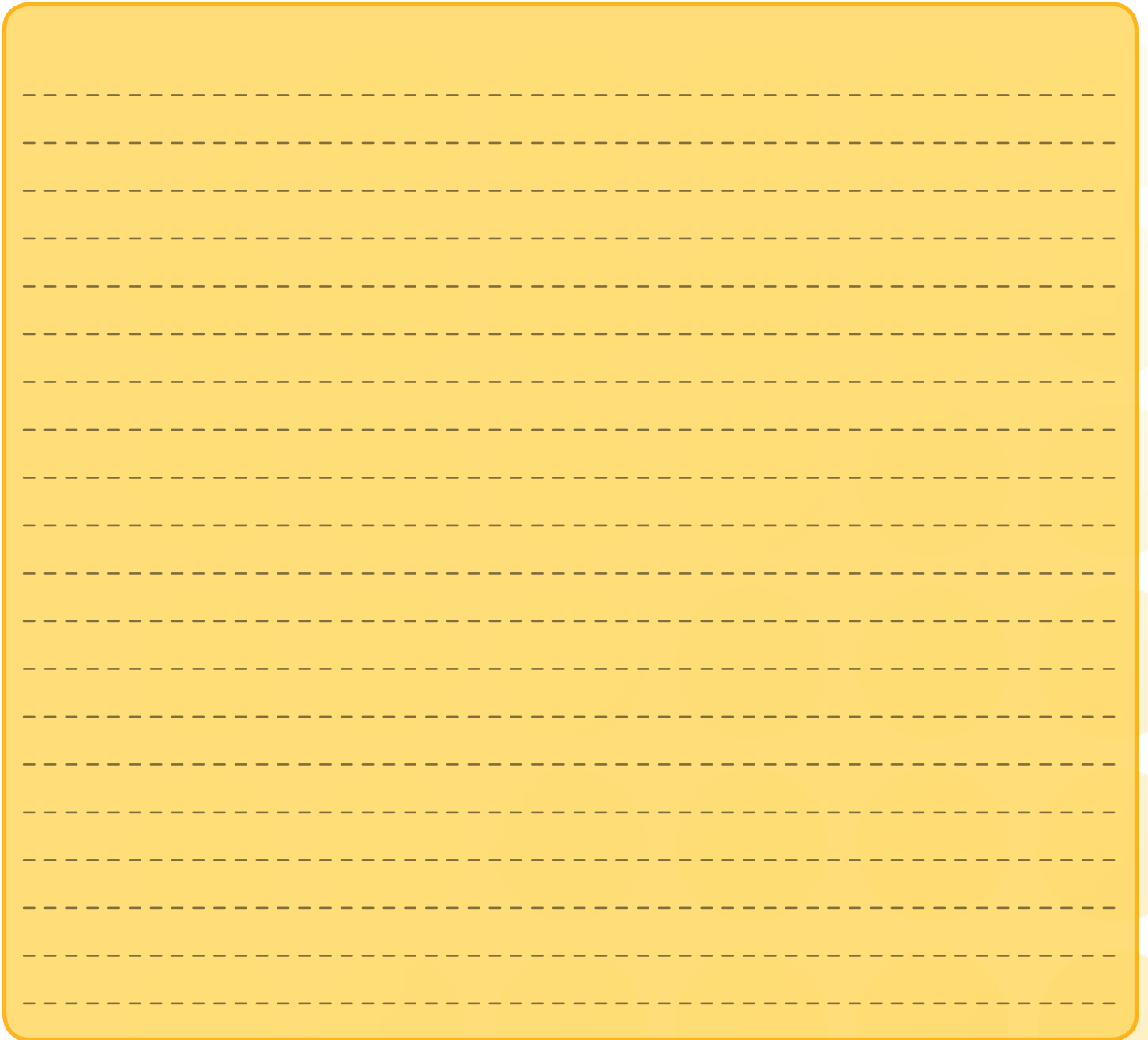


Ben; Work Skills, Business Studies & Public Services

I chose to study Work skills because I knew it would help me look for a job and get the skills to enable me to begin my career. You will be based with one teacher throughout the course which gives you loads of one to one time and support if you have any problems or issues which really helps you stay up-to-date with the work.

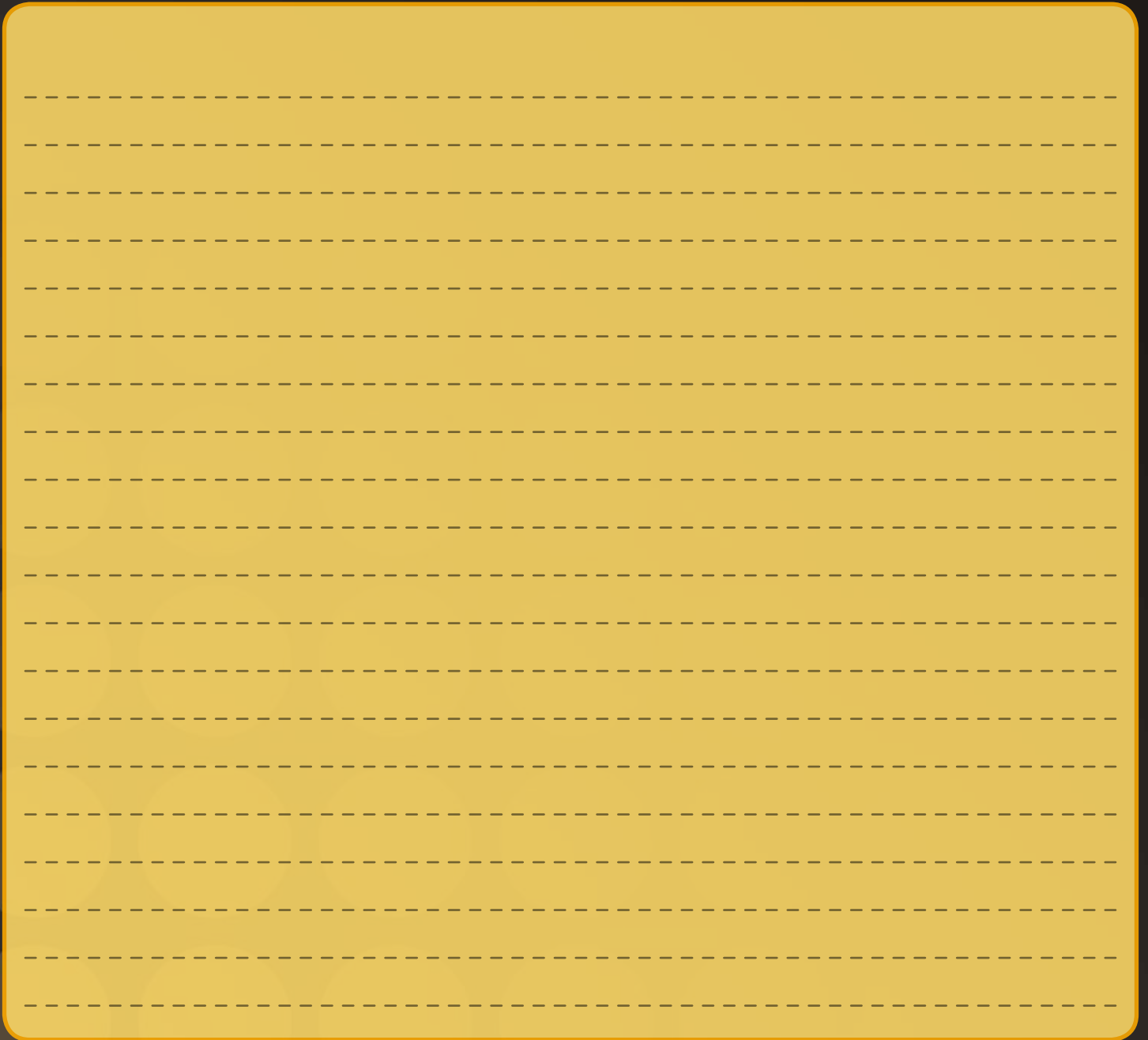
Unit Title	Unit Content
Managing your own money	Produce a personal budget and understand the use of credit to borrow money.
Searching for a job	Understand how to use sources of information about jobs and how to relate own skills, interests and achievements to potential job roles.
Applying for a job	Understand different methods of applying for a job and be able to prepare an application.
Preparing for an interview	Know information required when preparing for an interview.
Interview skills	Demonstrate readiness for an interview and be able to respond to interview questions.
Career progression	Know information about how to climb a career ladder.
Producing a product	Plan the manufacture of a product or item and make item using the skills needed.
Plan an Enterprise Activity	Know how to choose and plan a viable enterprise activity whilst considering the risks.
Run an Enterprise Activity	Provide a strategy for carrying out a successful Enterprise Activity.
Effectiveness at work	Understand how to maximise potential in the work place.
Managing your health at work	Understand how to maintain physical and mental well-being at work.

Notes



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