



*Mascalls School*



**6<sup>th</sup>**  
**form**

*furthering the way to success*

---

# Contents

2	<b>ABOUT THE SIXTH FORM</b>
3	<b>WHAT CAN I STUDY?</b>
3	<b>WHAT ELSE CAN I DO?</b>
4	<b>APPLIED ART AND DESIGN (DOUBLE AWARD)</b>
4	<b>ART – TEXTILES</b>
5	<b>APPLIED SCIENCE</b>
5	<b>BIOLOGY</b>
6	<b>BUSINESS AND ECONOMICS</b>
6	<b>CHEMISTRY</b>
7	<b>CITIZENSHIP</b>
7	<b>DANCE</b>
8	<b>DANCE</b>
9	<b>DRAMA</b>
10	<b>DRAMA AND THEATRE ARTS</b>
10	<b>ENGLISH LANGUAGE</b>
11	<b>ENGLISH LITERATURE</b>
11	<b>FILM STUDIES</b>
12	<b>FINE ART</b>
12	<b>FRENCH</b>
13	<b>GEOGRAPHY</b>
13	<b>GRAPHICS</b>
14	<b>HEALTH AND SOCIAL CARE</b>
14	<b>HISTORY</b>
15	<b>ICT (APPLIED SINGLE)</b>
16	<b>ICT (APPLIED DOUBLE)</b>
17	<b>MATHEMATICS AND FURTHER MATHEMATICS</b>
17	<b>MEDIA STUDIES</b>
18	<b>MUSIC</b>
18	<b>PHILOSOPHY AND ETHICS</b>
19	<b>PHOTOGRAPHY</b>
19	<b>PHYSICS</b>
20	<b>PRODUCT DESIGN</b>
20	<b>PSYCHOLOGY</b>
21	<b>SOCIOLOGY</b>
21	<b>SPANISH</b>
22	<b>SPORTS SCIENCE</b>
23	<b>ENTRANCE REQUIREMENTS AND ADMISSIONS POLICY</b>
23	<b>APPLICATION PROCESS</b>
24	<b>LIFE AFTER SIXTH FORM</b>



6<sup>th</sup>  
form

## Welcome from the Headteacher

*Mascalls is a dynamic and popular school that puts young people first and makes learning exciting, and this includes the Sixth Form. We have a great reputation for creating a stable and secure environment and for valuing academic achievement and personal qualities in equal measure.*

Mascalls' Sixth Form has high expectations and a great track record of developing confident, competent and successful young adults ready to take on the challenges ahead of them.

I hope you decide to join us.



**Mr Stuart Reeves**, Headteacher

  
**Mascalls School**  
*furthering the way to success*

## Welcome from the Director of Sixth Form

*‘Deciding where and what to study post 16 is a daunting but important decision.’*

*Mascalls' Sixth Form provides a friendly and supportive atmosphere and we welcome applications from students in other schools, as well as our own Year 11. We have high expectations for our students and the excellent standards of teaching ensure that our students are equipped with the best education so they achieve.*

We offer a wide choice of advanced level courses, which include not only the core curriculum subjects, but also popular and contemporary mediums such as Media, Film and The Arts. We also offer some BTEC National Diplomas and we have the ability to develop new courses to meet the needs of our students. We will support and guide you in planning your choices and help you reach or exceed your personal goals.

We provide specialist guidance for all our students to ensure that their future needs in terms of careers, further training and University applications are met.

The information in this prospectus will aid you in making the right choices at an important time in your education and all our staff are committed to providing the best life chances for all our students.



**Mr John Wastell**, Director of Sixth Form

# About the Sixth Form

*Sixth Form life and study is very different from your earlier years of education. The most distinct change is the relationship with teachers who can relate to you more as an individual and help to support and guide you in highly personalised ways. There is still a strong focus on tracking your achievement and monitoring your progress, with intervention as needed.*

In addition to your studies, there will be a number of opportunities for you, as a young adult, to develop personal interests, as well as undertake work experience and a well established programme of enrichment supports every individual. The Sixth Form are involved in a range of extra-curricular activities including games, leadership programmes, dance, musical and drama productions as well as the opportunity to visit our partner school in Bereko, Tanzania.

Sixth formers enjoy many privileges and are highly regarded by the staff and students in the school for their contributions to the school community. There is a distinct Sixth Form area with the common room at the heart of it, designed for rest, recuperation and socialising as well as a work space, designed and maintained by the Sixth Form themselves. There is a canteen run by the school catering company offering students the opportunity to purchase breakfast items in the morning, hot and cold drinks, sandwiches and hot meals throughout the day. There is also a silent study area, a Sixth Form ICT suite and small teaching and study rooms.



6<sup>th</sup>  
form

## What courses can I study?

The curriculum comprises a range of A Levels and Applied A Levels. Our courses offer students traditional academic and also more vocational advanced level qualifications. Many students choose a combination of the two with the slightly different approaches to work and assessment. Some of the courses are offered as double options, allowing students to gain two A Level passes through the study of one subject.

Students will, in the main, achieve four or five AS Level passes at the end of their first year before moving on to pursue three or four A2 (full A Level) passes after a further year of study. This offers greater flexibility in the choice of courses and the opportunity for breadth in Year 12.

We are constantly reviewing our course arrangements in order to personalise the curriculum to meet students needs wherever possible.

*‘Expectations are high for our Sixth Formers, they work hard to achieve for their futures, with a desire to learn.’*



## What else can I do?

Sixth Form students take on key roles in advisories, organising activities, running small groups and mentoring younger students. All students enjoy a Work Experience placement which many students organise themselves to support their university or career plans. A number of students have gone abroad to do this and others have worked at universities, law courts, national newspapers, the RSPCA, hospitals, the Police, doctors surgeries and design companies.

In a fully integrated Sixth Form, it is difficult not to become involved in a wide range of social and community activities. As well as working with advisories, Sixth Form students have the opportunity to take on extra responsibilities as a Prefect or Head Student organising whole school events, raise funds for a wide range of charities and act as ambassadors for the school on public occasions.

Mascalls' Sixth Form is a place where familiarity combines with a refreshing, mature outlook, in a relaxed but purposeful environment which offers opportunities to all, and our excellent results demonstrate our success.

*‘There are great opportunities for personal development.’*



## Course Content

This course involves pupils in their AS year producing 6 units of coursework (2 externally set units) and a further 6 units (1 external), which will develop the knowledge and skills gained in the AS year.

The units studied include:

### AS – Year 1

- Unit 1** – Investigation of 2D visual language
- Unit 2** – Investigation of 3D visual language
- Unit 3** – Working to a brief (external)
- Unit 4** – Historical and contemporary
- Unit 5** – Professional practise, communication and meaning (external)
- Unit 6** – (Optional) e.g. textiles, drawing, painting and graphics

### A2 – Year 2

- Unit 7** – Application and development of 2D visual language
- Unit 8** – Application and development of 3D visual language
- Unit 9** – Working to self-identified briefs (external)
- Unit 10** – Cultural and critical studies
- Unit 11** – Optional unit
- Unit 12** – Optional unit

### How will I be assessed?

Each unit is assessed against its individual assessment grid and marked out of 60 across three assessment objectives. All six units have equal weightings.

### What could I do next?

About the qualification – The AS and Advanced GCEs are designed for those pupils who want a broad background in Art and Design which will allow them to progress into Further or Higher Education, training or employment. It has been designed to form qualifications which provide knowledge and understanding of vocational areas.

### Entry Requirements

It is preferred if students achieve an A-B grade at GCSE in an art and design subject.



# ART – TEXTILES

## Course Content

Candidates will be introduced to a variety of experiences exploring a range of textile media, techniques and processes. Candidates will use sketchbooks and portfolios to underpin their work where appropriate. Students are required to work in one or more area(s) of textile design such as fashion, printed or dyed fabrics, constructed textiles and textile installation.

### AS – Year 1

**Unit 1** – Students will be introduced to a range of techniques and artists and asked to produce a portfolio of work in response to a common theme which they will develop in their own direction.

**Unit 2** – This is an externally set unit with the emphasis on the development of ideas and thorough experimenting using a variety of media and techniques. There is a mid-course 5 hour exam devoted to the development of ideas.



### A2 – Year 2

**Unit 3** – Personal investigation – this is a practical unit with written elements (1000-3000 words) in which students are given the opportunity to develop a personal investigation of their choice based on an issue, concept, theme or idea leading to a finished piece. The investigation will involve students researching other artists work both historic and contemporary.

**Unit 4** – Controlled test – students will be able to select a question from the exam paper and given 8 weeks preparation time which is concluded with a 15 hour exam held over three days in which to complete the final piece.

### How will I be assessed?

Assessment of AS will be in two parts, with units 1 and 2 worth 50% each of the AS qualification. It is the same for A2, with units 3 and 4 carrying 50% of the marks each. The final grade at the end of A2 is an accumulative based on AS and A2 units.

### What could I do next?

Many of our art students go onto Foundation Courses at local or London colleges with whom we have close contact and from there to university to specialise in the form of the arts most suited to their skills. The creative arts is one of the fastest growing employment sectors and art students can expect a range of job opportunities either establishing themselves as artists, designers and photographers in their own right or through working in a gallery, museum, in the theatre, in film, advertising, marketing, therapy, teaching, publishing or illustrating to mention just a few choices!

### Entry Requirements

Study of one of the art subjects at GCSE to A-B grade is preferable but not essential and can be discussed with the Heads of Department. An enthusiasm for exploring independent ideas, being receptive to other artists, photographers and designers work and honing a sound set of skills is essential.

## Course Content

The GCE Applied Science course will allow you to study how science is applied in many different professions and industries. The focus of the course is scientific usage, concentrating on how scientists and others use science in their work. During the course you will be given the opportunity to visit scientific workplaces and meet people who use science on a daily basis. You will also learn how science contributes to our lifestyle and the environment in which we live.

‘...study how science is applied in many different professions and industries...’



### AS – Year 1

You will study the human body and how different organs and systems work together to keep the body working and the internal environment constant. The course also allows you to study companies that use science in detail, considering how health and safety is a factor in employment and how practical work is used in the world of work. You will also look in detail at the laboratory work needed to analyse data in detail.

### A2 – Year 2

The A2 course is still being developed but you will be carrying out case studies on a number of different scenarios during this year.

### How will I be assessed?

In both years the assessment is 33% exam and 67% coursework. Your coursework will be in the form of reports about specified research tasks.

### What could I do next?

There is an extremely wide variety of employment opportunities for those interested in science. Career options range from a vast choice of medical opportunities through to employment in conservation and environmental projects. Those who study science can also, for example, go on to work as electronic or mechanical engineers, dieticians, technicians and research scientists. In fact science-based careers form one of the largest employment areas in the UK.

### Entry Requirements

Applied science is open to all candidates who achieve a C or higher in their GCSEs. A merit or distinction grade in a science BTEC will also prepare you well for this course. A GCSE in English at grade C or above is desirable.

# BIOLOGY

## Course Content

A wide range of topics are covered from finding out about how the human body works to understanding the natural environment. Biology is a challenging qualification which requires dedication. You will be expected to gain a sound knowledge of detailed mechanisms which support life within living cells and organisms.

### AS – Year 1

You will study cells, exchange and transport. This incorporates learning intricate detail of cell functioning, use of microscopes and how cells are specialised for their functions. You will also learn how animals and plants are adapted to have complex exchange and transport systems including the lungs, heart and blood. Later in the year you study biochemistry, enzymes, food, health and finally ecology.

### A2 – Year 2

Builds on key knowledge and skills from AS. You will learn how your body cells effectively communicate, processes of excretion, photosynthesis and respiration. Later in the year you learn how technology and biology collide with units looking at genetics and genetic modification. Again the year ends with a more in depth study of ecology.

### How will I be assessed?

Both years have a January exam which is worth 30% of each year. The June exam is worth 50% of each year. You will also have to complete practical skills exams which are worth 20% in each year. AS Biology is worth 50% of the final grade awarded.

### What could I do next?

Gaining an A Level in Biology is a passport to a diverse range of exciting careers including various research posts.

### Entry Requirements

2 Grade B's in GCSE science plus a minimum of a grade C in Maths.



## Course Content

The Business and Economics course aims to equip you for your future roles as a consumer, producer and citizen. The core units are centred on entrepreneurial skills at Advanced Subsidiary (AS) and on a global perspective at Advanced level (A2).

### AS – Year 1

The AS year starts by looking at enterprise and how business opportunities can be identified. You will study two units including:

**Unit 1** – Developing New Business Ideas progressing to **Unit 2b** – Business Economics. The second unit considers the market that a business may be operating in, how competition in the market and macroeconomic change is likely to affect it and how businesses can seek to minimise uncertainty through their actions.

### A2 – Year 2

In the second year the focus moves to international business where you will be introduced to what businesses need to consider if they were to trade internationally, such as which countries to sell their product in, and why some companies sell their products worldwide. The final unit (**Unit 4b** – The Wider Economic Environment) considers why

certain markets fail, how government decision making affects the economy and markets that companies operate in, and the income and welfare of private individuals. It should enable you to assess why Government economic policy can succeed or fail.

Throughout the course you will develop a clear and to-the-point style of writing, the type used in economics and business, enabling you to communicate effectively in a business setting. You will also learn how to analyse and interpret economic indicators, to work out how they may affect a business and what action should be taken to benefit from these, or minimise the damage.

### How will I be assessed?

A variety of assessment techniques will be used: supported multiple-choice questions, data-response questions, case studies and a decision-making report. Both the AS and A2 have a January exam followed by a June exam.

### What could I do next?

Studying Economics and Business helps you to develop your analytical thinking and teaches you skills such as how to interpret information of different kinds and from different sources. Business and Economics studies is a very popular subject choice for Higher Education and students can choose to follow the integrated route or indeed study the subjects independently. With its economics content, the Advanced GCE in Business and Economics will give students enhanced career choice and progression opportunities in fields such as economics, business studies, management, accountancy and human resources.

### Entry Requirements

Whilst study of Business Studies at GCSE is preferable it is not essential. Well developed writing techniques are however required for this demanding course. You must achieve at least a Grade C in both English and Maths.

# CHEMISTRY

## Course Content

Chemistry is a subject of global impact and as a fundamental science is involved in almost every aspect of daily life. Most technological changes and new discoveries have their foundation in chemistry. This popular Salters course conveys the excitement of contemporary chemistry, exploring the frontiers of research and applications of chemistry, and relating them to traditional concepts. A spiral modular approach is adopted with topics that include fuels, polymers, dyes, chemistry of the sea and atmosphere, medicines and biochemistry.

### AS – Year 1

The AS course has two exams (in January and June) and practical skills are assessed throughout the course. The January exam comprises 2 modules: Elements of Life and Developing Fuels. The June Exam comprises 3 modules: Elements from the Sea, The Atmosphere and Polymer Revolution.

### A2 – Year 2

The A2 course has two exams (in January and June) and an internally assessed individual practical investigation. Modules studied for the January exam are What's in a Medicine?, Materials Revolution, The Thread of Life and The Steel Story. The June exam comprises a further 4 modules: Agriculture and Industry, Colour by Design, The Oceans and Medicines by Design. There is also the opportunity to visit a chemical industry to see real chemistry in action.

### How will I be assessed?

**Assessment of Year 1** will be two examinations worth 30% and 50% and the assessment of practical skills is worth 20%.

**Assessment of Year 2** will be two examinations worth 30% and 40%. The remaining 30% is by internal assessment of an individual practical study.



### What could I do next?

Chemists are the key to influencing life and making the world a better place to live. Chemistry links Physics and Biology and provides the basis for a range of key areas such as medicine and chemical engineering. A chemistry qualification is like having an open flight ticket to anywhere in the world – it gives you many choices. It is not just an end in itself, but an exciting beginning. Chemistry is considered by many employers to be excellent training for almost any occupation or profession. Many of our students have gone on to study pure chemistry, pharmacology, environmental sciences, accountancy, biochemistry and forensic science.

### Entry Requirements

The minimum requirements are grade B in Double Science (or Chemistry), grade B in Maths and grade C in English GCSEs.

**NB:** This subject **MUST** be studied by students who wish to take Medicine, Veterinary Medicine/Science, Dentistry or Pharmacy at university

### Course Content

In this course, students are expected to communicate and articulate different views, ideas and perspectives of how the country is governed, with particular focus on government and politics and the criminal justice system. Underpinning the course of study is the requirement for students to be actively engaged in a range of citizenship activities.



#### AS – Year 1

Students study issues about what it means to be British in today's society. They also explore how politics have tried to bring about equal opportunities and the rights of individuals. We also study the law and look at issues surrounding the justice system in our country. During this first year, students have to complete active citizenship projects and keep a record of the impact of their active work.

#### A2 – Year 2

At A2, you will study the principles and characteristics of justice systems, the nature of representative democracy, the role of parliament in the UK and the ideologies of political parties as well as researching contemporary global citizenship issues.

#### How will I be assessed?

Assessment of Year 1 will be two written examinations. In Year 2 you will have another two written examinations.

#### What could I do next?

Citizenship is particularly important for students who are interested in studying Politics, Law, Sociology or Media Studies. It will lead to either university or the workplace. Due to the fact that students are expected to take part in active citizenship projects means that transferable skills are also developed on this course.

#### Entry Requirements

Students will need a B grade at Citizenship GCSE. Well developed writing techniques are required for this course and you must achieve at least a grade C in English.

## DANCE

Qualification: BTEC Level 3

### Course Content

The BTEC level 3 course can be taken on its own and is worth 2 A-Levels but it can also complement the Dance A-Level course. Many of our students like to take both as they look at different fields within Dance.



The course is made up of several units that are assessed through a practical assessment and a written portfolio. The units are chosen depending on the students on the course and their areas of interest or specialism. Units that can be studied are as follows:

**Dance Performance** – an analysis of a variety of dance styles such as the Jive, Lindy Hop, Contemporary, Quick Step and Physical Theatre.

**Choreographing Dance** – a chance to develop choreographic skills in a solo and group situation.

**Contemporary Dance** – an in-depth study into contemporary dance, a style we specialise in at the school.

**Physical Theatre** – a look at the athletic world of Physical Theatre where contact work as a beginning for choreography is explored.

**Contact Improvisation** – looking at the giving and taking of weight in an improvisational setting.

**Performance Workshop** – looking at the professional dance world and the skills needed to become a professional dancer.

**Other units include** – Ballet, Urban Dance, Dance Movement, Contemporary 2, Physical Theatre 2 and Musical Theatre

(These units are not compulsory, 11 units will be chosen through a discussion between student and teacher depending on the student's areas of interest).

#### What could I do next?

Dance is a popular subject and is used as a stepping stone to the next level of dance education be it at a university studying a Dance degree or at a Conservatoire studying for a performance degree. It can also be used to support other subject areas and has developed many skills which have enabled previous students to go on to achieve degrees in Architecture, Drama, English Literature and Journalism. Jobs that are available in the dance industry include dancer, choreographer, dance journalist, sports therapist and teacher.

#### Entry Requirements

Whilst GCSE in Dance is not essential, some dance training is needed. You must show an aptitude for this subject and an enthusiasm and commitment to your learning. You must achieve at least a grade C in English.

## Course Content

This course in Dance enables the learner to discover, explore, analyse and evaluate professional dance in relation to their own skills and skill development. It will improve technical and creative ability while being supported by written documents that evaluate skill levels, progression routes, and career opportunities in the dance industry.



### AS – Year 1

#### Unit 1 – Skill Development

This unit looks at your own skill level and allows you to choose a dance style in which to develop your skills. Students keep a diary of their skill development and the training programme that they have created in order to improve on these skills throughout this first unit. Students have the opportunity to develop their performance skills through opportunities in a variety of productions and festivals that they attend.

#### Unit 2 – The Performing Arts Industry

During this unit the students will have the opportunity to undertake a job role within the dance industry other than that of a dancer. They can become a choreographer, lighting designer, sound technician, stage manager, costume designer, finance manager and so on in a small scale dance show. The learner will develop a detailed action plan and report on the varying job roles within the dance production. The learner will be assessed against the success of their job role before, during and after the show with supporting written documents.

#### Unit 3 – Performance

This is a practical based unit with a working log book analysing skill development. The learner will perform in a half hour dance piece that is a collaboration between the dancers and the choreographer. This will be assessed by an outside examiner.

### A2 – Year 2

#### Unit 4 – Employment Opportunities

This unit analyses the employment opportunities in the performing arts industry looking at a variety of careers and the qualifications and training needed to get such jobs. A variety of progression routes will be analysed alongside a practical project where the learner has the opportunity to study one job role.

#### Unit 5 – Advanced Performance skills

The learner is expected to perform and choreograph for a piece that is performed in front of a live audience. The supporting written material will support the choreographic process and skill development in the creation of the piece. The learner will understand how to stick to a strict rehearsal schedule and the qualities needed to be in this profession.

#### Unit 6

This is an extension to Unit 3 and is a second half hour dance piece that has to be linked to a professional dance work. The learner will analyse the professional work and re-create their own version for a live audience. A supporting working log will keep an account of the skills developed alongside the choreographic process.

### How will I be assessed?

Each unit has a portfolio of written evidence to support the practical work. Units 3 and 7 are externally examined by an outside examiner who will moderate the portfolios at the same time.

### What could I do next?

Dance is a popular subject and is used as a stepping stone to the next level of dance education be it at a university studying a Dance degree or at a Conservatoire studying for a performance degree. It can also be used to support other subject areas and has developed many skills which have enabled previous students to go onto degrees in Architecture, Drama, English Literature and Journalism. Jobs that are available in the dance industry include dancer, choreographer, dance journalist, sports therapist and teacher.

### Entry Requirements

Whilst GCSE in Dance is not essential some dance training is needed. You must show an aptitude for this subject and an enthusiasm and commitment to your learning. You must achieve at least a grade C in English.

## Course Content

A vocational modular course that covers many different styles and genres within a practical context. The course is a two year rolling course and you will be taught six units over that period.

### Compulsory Units

#### Principles of Acting

Students explore different styles of theatre and acting techniques in a series of teacher led workshops. Through exploration and discussion two final ideas for performance are chosen. The unit culminates in a workshop performance of two contrasting pieces of drama.

#### Performing to an Audience

Students are regarded as a professional company for this unit as it requires the development and performance of a full scale theatrical production, including full set, costume, props, lighting, sound and audience.

### Options

#### Voice for the Actor

Students will learn how to warm up their voices properly in preparation for performances. They will experiment with using their voices to create different effects for an acting role.

#### Theatre in Education

Students research, plan, develop and rehearse a piece of theatre with an educational purpose. They then tour this in local primary schools and deliver an accompanying workshop to support the learning of the Year 6 pupils involved. In the past topics explored in this unit have been bullying, peer pressure, alcohol and drugs and internet safety.

#### Devising

Using a range of different stimuli students create their own piece of drama in whatever style and genre they choose. This final piece is performed in front of an audience with full lights, sounds and costume.

#### Acting Auditions

Students will prepare 3 contrasting monologues for use in auditions. This unit will fully prepare pupils for auditions for both university and professional work.



### How will I be assessed?

This is a two year course and as such no award is made after just one year. All six units must be completed over the two years for the award to be made. As the course is modular each module is marked individually through a mixture of performance or artefact, presentations, peer and teacher assessment and portfolio work. Each unit is marked at Pass, Merit or Distinction level and then at the end of all six units the overall grade is awarded.

**The Subsidiary Diploma is worth one A-Level.**

### What could I do next?

Drama is a popular subject for Higher Education and through its development of presentational skills, teamwork, creativity as well as subject specific knowledge and understanding, will enable you to pursue many potential career paths. Drama students have gone on to careers in journalism, teaching, acting, television production, directing, playwriting and design.

### Entry Requirements

Whilst study of Drama at GCSE is preferable it is not essential. However, a desire to act and take risks is!

Well-developed writing techniques are however required for this demanding course. You must achieve at least a Grade C in English.

*‘Theatre and acting techniques workshop.’*

## Course Content

An in-depth study of key practitioners, plays and genres from throughout the history of theatre.

### AS – Year 1

You will study one key play, 'Antigone' by Sophocles in great depth so that in the exam you will be able to write about how you would act, direct or design a given part of the play. You will also watch a variety of live theatre throughout the year which will then form the second part of the written exam where you will describe and analyse one play you have seen.

For the practical exam you will explore a theatre practitioner's work in great depth, going to see work in that style if possible. This will then form the basis of your rehearsal and development of a play in the style of the practitioner which will be performed in front of an outside examiner. Past examples include Bertolt Brecht and Max Stafford Clark.

### A2 – Year 2

You will study two further plays ('Our Country's Good' by Timberlake Wertenbaker and 'Lady Windermere's Fan' by Oscar Wilde) from an acting and directing point of view which will be examined through a written exam.

For the practical exam you will explore a genre and then devise a piece of theatre showing your understanding of the necessities of that style. Recent groups have used Total Theatre as their base and then created highly emotional, non-naturalistic, shocking pieces of interactive theatre.

### How will I be assessed?

Assessment of Year 1 will be through two examinations – the written one counting for 60% covering the set text and live theatre; the practical one worth the other 40% (25% on your acting or design, 7.5% on preparation and 7.5% on your supporting notes).

The same weighting applies in Year 2 with the written exam on the two set texts counting for 60% and the practical exam making up the last 40%.

### What could I do next?

Drama is a popular subject for Higher Education and through its development of presentational skills, teamwork, creativity as well as Drama specific knowledge and understanding, will enable you to pursue

many potential career paths. Drama students have gone on to careers in journalism, teaching, acting, television production, directing, playwriting and design.

### Entry Requirements

Whilst study of Drama at GCSE is preferable it is not essential. However, a desire to act and take risks is!

Well-developed writing techniques are however required for this demanding course. You must achieve at least a Grade C in English.



## Course Content

You will study two units in each year, developing your skills of textual analysis and creating original texts of your own.



### AS – Year 1

You will learn how to categorise texts using specialist linguistic terminology and look at controversial areas such as *language and gender* and *language and power*. You also get the opportunity to write creatively producing a coursework folder that targets specific audiences and purposes.

### A2 – Year 2

In the Developing Language unit, you will learn about the ways children acquire language in the first 11 years of their life, and how the English language has changed over time. The coursework investigation unit allows you to investigate a particular area of language in more detail and produce a media text that relates to your investigative project.

### How will I be assessed?

Assessment at AS is through the creation of a coursework folder worth 40% and an examination worth 60%. At A2, you will complete a Language Investigation and create a media text as part of your coursework folder, worth 40%, and an examination on Language Acquisition and Language Change is worth 60%.

### What could I do next?

English Language is a well regarded subject by Higher Education institutions. Having a sophisticated understanding of the English language could lead to a career in any number of professions for example teaching, journalism, speech therapy and even positions in the social science arena and business or design.

### Entry Requirements

You must achieve at least a grade B in English Language at GCSE to be accepted on the course.

**Course Content**

You will study two units in each year, developing the ability to become an independent autonomous critic of English Literature.

**AS – Year 1**

You will study poetry, prose and drama texts written in and about the Victorian era. We will explore the key concerns of writers of that time period and how topics such as poverty, crime, class, science, religion and industry influenced writers.

**A2 – Year 2**

At A2, you will study poetry, prose and drama across an 800 year period with a close focus on how love is presented in texts across the ages. You will learn how to group texts thematically and evaluate the influence of contextual factors.

**How will I be assessed?**

Assessment at AS is through the creation of a coursework folder worth 40% and an examination worth 60%. At A2, your coursework folder is worth 40% and you will compare and contrast three texts for the Shakespeare study and extended essay. The examination is worth 60% and you will tackle unseen texts and bring in your wider reading on the topic of Love through the Ages.

**What could I do next?**

English Literature is a well regarded subject by Higher Education institutions. Through studying this course you will become an informed, independent reader with excellent research skills and this will stand you in good stead for any course you might choose to study at degree level. Typically, students who study Literature move on to careers in teaching, journalism, law and the media.

**Entry Requirements**

You must achieve at least a grade B in English Literature at GCSE to be accepted on the course.

## FILM STUDIES

**Course Content**

Exploration of film form and its place in modern history both nationally and on a world platform. The theoretical aspect of the course is supported through practise.

**AS – Year 1**

You will study British and American film as well as the changing nature of the film industry in a new technological era. You will explore film form and its impact through close textual and contextual analytical case studies centred on the theme 'Living with Crime'. Your personal research and creative production coursework comprises of an analysis of film form, an extended step outline and an evaluative account of the process. The final element of the AS qualification is a comparative study of two films (chosen by the centre).

**A2 – Year 2**

You will complete a specialist study in Urban Stories – Power, Poverty and Conflict. This topic requires that you study two principal films both reflecting life in difficult urban environments. It is a world cinema topic. The second unit studied is with reference to issues of spectatorship: Popular Film and Emotional Response. You will look at the nature of the relationship between producer and audience as well as

the impact of specific filmic devices. The coursework component requires you to complete a small-scale research project chosen from a specific framework as well as realising a production (written or actually filmed/edited) from inception to exhibition. A reflective analysis is also required at the end of your project.

**How will I be assessed?**

Assessment of Year 1 will be one examination worth 60% , including the topics: Producers and Audiences, British and American Cinema and Comparative Study US Film and coursework worth 40% of the AS qualification. In Year 2 an examination on Power, Poverty and Conflict, Spectatorship and Emotional Response and Single Critical Study Film, will make up 50% of the A2 grade with the Small-Scale Research and Practical Production making up the remaining 50%.

**What could I do next?**

Film Studies is a popular subject for Higher Education. In a vastly developing world where media forms are pervading all

aspects of life, the study of the film text at this level often requires that students have interests beyond the realm of a single subject. Transferable skills are often acquired through acute awareness therefore in subjects such as History, Politics, Sociology, the Arts and English Literature to name a few. These skills are enabling and have permitted many Film Studies graduates to continue onto an equally wide-ranging career path including occupations such as screenwriters, journalists, producers, publishers, photographic journalists, directors, teachers, sound engineers, writers, radio producers, animators and film industry exhibition.

**Entry Requirements**

Study of Film or Media at GCSE is not essential. Skills in analysis and conceptual understanding are however required for this largely academic course. You must achieve at least a Grade C in English and it is preferable that you have at least a C in English Literature.

### Course Content

Students will be introduced to a wide variety of experiences exploring a range of fine art media, techniques and processes. Candidates will use sketchbooks and portfolios to underpin their work where appropriate and explore other artists' work both historic and contemporary. Students are required to work in one or more area(s) of fine art design such as, painting and drawing, mixed media including collage, sculpture, printmaking and installation.

#### AS – Year 1

**Unit 1** – Students will be introduced to a range of techniques and artists and asked to produce a portfolio of work in response to a common theme which they will develop in their own direction.

**Unit 2** – This is an externally set unit with the emphasis on the development of ideas and thorough experimenting using a variety of media and techniques. There is a mid-course 5 hour exam devoted to the development of ideas.

#### A2 – Year 2

**Unit 3** – Personal investigation – this is a practical unit with written elements (1000-3000 words) in which students are given the opportunity to develop a personal investigation of their choice based on an issue, concept, theme or idea leading to a finished piece. The investigation will involve students researching other artists' work both historic and contemporary.



**Unit 4** – Controlled test – students will be able to select a question from the exam paper and given 8 weeks preparation time which is concluded with a 15 hour exam held over three days, in which to complete the final piece.

#### How will I be assessed?

Assessment of AS will be in two parts, unit 1 and 2, worth 50% each of the AS qualification. It is the same for A2 with units 3 and 4 carrying 50% of the marks each. The final grade at the end of A2 is an accumulative based on AS and A2 units.

#### What could I do next?

Many of our art students go onto Foundation Courses at local or London colleges with whom we have close contact and from there to university to specialise in the form of the arts most suited to their skills. The creative arts is one of the fastest growing employment sectors and art students can expect a range of job opportunities either establishing themselves as artists, designers and photographers in their own right or through working in a gallery, museum, in the theatre, in film, advertising, marketing, therapy, teaching, publishing or illustrating, to mention just a few.

#### Entry Requirements

Study of one of the art subjects at GCSE to A-B grade is preferable but not essential and can be discussed with the Heads of Department. An enthusiasm for exploring independent ideas, being receptive to other artists, photographers and designers work and honing a sound set of skills is essential.

### Course Content

The course focuses on all four skills of listening, speaking, reading and writing. It is taught by topic, drawing on current affairs, social, moral and political issues.

#### AS – Year 1

You will study four topic areas: Youth Culture, Lifestyles, Education and the Future and the World Around Us. Lessons are taught in French using a variety of media such as websites, newspaper articles and television clips. As well as the time spent in lessons you will be allocated a time slot with the French assistant to practise spoken French. It is hoped that students will visit our partner school in France during the course on an exchange programme.



#### A2 – Year 2

You will study a further four topic areas: History, Art and Literature, Current Affairs, World Issues and Traditions and Beliefs. Lessons continue to be taught in French using a variety of media but the focus is on oral and written communication. Students have to develop debating skills where they take a clear stance on an issue and take on somebody else who will argue against them. In written work students are required to research topic areas and write about them in depth.

#### How will I be assessed?

Assessment of Year 1 will be two examinations: 30% for the oral exam and 70% for the listening, reading and written paper. Year 2 contains two further examinations, 35% for the oral exam and 65% for the research, understanding and written response in French paper.

#### What could I do next?

French is a subject in Higher Education which combines with many future career paths. Languages graduates have gone on to careers in journalism, ICT, teaching, law, the arts world, the civil service, politics, banking and business.

#### Entry Requirements

Study of French at GCSE is essential unless you have a parent who is a native speaker. Good literacy skills and some knowledge of current affairs are required. You must achieve at least a Grade B in French at GCSE.

### Course Content

*Contemporary Geography at Mascalls is a popular subject which engages students with the relationship of human populations to each other and their relationship with the physical environment.*

#### AS – Year 1

AS Geography content is divided into Physical and Human Geography. Within Physical Geography you will first look at rivers and flood management; the study of the central role of water in landscape development and its management for human welfare purposes. You will then go on to look at the formation of different coastal environments and how they are managed for human purposes.

In Human Geography the fundamentals of population are addressed with an emphasis on change and development and their geographical implications. You will then look at the global pattern of energy supply and the environmental impacts of energy production. This will involve looking at contrasting case studies of approaches to managing energy supply and demand. There is also a residential fieldtrip to Abergavenny in late September where you will collect the data necessary for January's exam.

#### A2 – Year 2

In Physical Geography you will study plate tectonics; this involves looking at variations in the type and frequency of volcanic activity and the causes and main characteristics of earthquakes. You will then go on to look at weather and climate where you will study the structure of the atmosphere and the climate of tropical regions. This part of the course also looks at the urban heat island effect and global climate change over the last 20,000 years.

In Human Geography we study a unit on World Cities and contemporary urbanisation processes in a range of case studies at different levels of development. We then look at how development is linked to globalisation through case studies from the poorest nations in the world through to the global superpowers. The final aspect of the course is an issue evaluation exercise where you will be required to interpret a range of data and resources provided for you in pre-release Advance Information Booklet.

#### How will I be assessed?

Assessment of Year 1 will be two examinations; in January the skills paper makes up 30% of the AS grade. The synoptic paper in June makes up the remaining 70% of the AS course. In Year 2 there is an examination in January for the issue evaluation paper which makes up 40% of the A2 year. The final exam in June covers the main physical and human content and makes up the final 60% of your A2 year.

#### What could I do next?

Geography graduates have gone onto careers in conservation, the environmental sector, accounting, teaching, journalism, politics, retail and business.

#### Entry Requirements

Whilst study of Geography at GCSE is preferable, strong candidates will be considered if they have no previous qualification. If Geography has been studied at GCSE then a grade C or above is required for entry onto the course.

## GRAPHICS

### Course Content

*Candidates will be introduced to a variety of experiences exploring a range of Graphic media, techniques and processes. Candidates will use sketchbooks and portfolios to underpin their work where appropriate. Students are required to work in one or more area(s) of graphic communication such as illustration, advertising, packaging design, communication and computer graphics.*



#### AS – Year 1

**Unit 1** – Students will be introduced to a range of techniques and artists and asked to produce a portfolio of work in response to a common theme which they will develop in their own direction.

**Unit 2** – This is an externally set unit with the emphasis on the development of ideas and thorough experimenting using a variety of media and techniques. There is a mid-course 5 hour exam devoted to the development of ideas.

#### A2 – Year 2

**Unit 3** – Personal investigation – this is a practical unit with written elements (1000-3000 words) in which students are given the opportunity to develop a personal investigation of their choice based on an issue, concept, theme or idea leading to a finished piece. The investigation will involve students researching other artists work both historic and contemporary.

**Unit 4** – Controlled test – students will be able to select a question from the exam paper and given 8 weeks preparation time which is concluded with a 15 hour exam held over three days in which to complete the final piece.

#### How will I be assessed?

Assessment of AS will be in two parts, unit 1 and 2, worth 50% each of the AS qualification. It is the same for A2 with Units 3 and 4 carrying 50% of the marks each. The final grade at the end of A2 is an accumulative based on AS and A2 units.

#### What could I do next?

Many of our art students go onto Foundation Courses at local or London colleges with whom we have close contact and from there to university to specialise in the form of the arts most suited to their skills. The creative arts is one of the fastest growing employment sectors and art students can expect a range of job opportunities either establishing themselves as artists, designers and photographers in their own right or through working in a gallery, museum, in the theatre, in film, advertising, marketing, therapy, teaching, publishing or illustrating, to mention just a few.

#### Entry Requirements

Study of one of the art subjects at GCSE to A-B grade is preferable but not essential and can be discussed with the Heads of Department. An enthusiasm for exploring independent ideas, being receptive to other artists, photographers and designers work and honing a sound set of skills is essential.

## Course Content

The BTEC National is made up of three stages of study:

- **National Certificate** – Equivalent to one AS and completed in first half of year one
- **Subsidiary Diploma** – Equivalent to one A Level and completed in year one
- **National Diploma** – Equivalent to two A Levels and completed over two years

### Year 1

#### **BTEC National Certificate/Subsidiary Diploma in Health and Social Care** –

You will study units covering Communication, Equality, Diversity and Rights, Health, Safety and Security, Development through the Life Stages, Anatomy and Physiology, Sociological Perspectives and Psychological Perspectives.

### Year 2

#### **BTEC National Diploma in Health and Social Care** –

You will be studying units covering Personal and Professional Development in Health and Social Care and a selection of optional units to be agreed with the teacher.

### How will I be assessed?

Assessment is carried out over two years through the production of written and practical evidence. You will be required to carry out some independent research, role plays, presentations and displays as part of the course. There are no exams and units are graded with Pass, Merit or Distinction. A combination of these grades (appropriate to the qualification) is gained through the successful achievement of individual units. The number of points available is dependent on the grade achieved and the credit size of the unit. You are also required to complete 100 hours work experience which includes a week residential. Work experience is an integral part of the course and students will have the opportunity to complete some of their hours in school time, however students will need to seek placements in their own time to ensure the relevant hours are completed.



### What could I do next?

The BTEC Nationals in Health and Social Care provide much of the underpinning knowledge for the National Occupational Standards in Health and Social Care/Health and consequently act as a robust introduction to both sectors. They prepare learners for employment in these sectors or for Higher Education.

### Entry Requirements

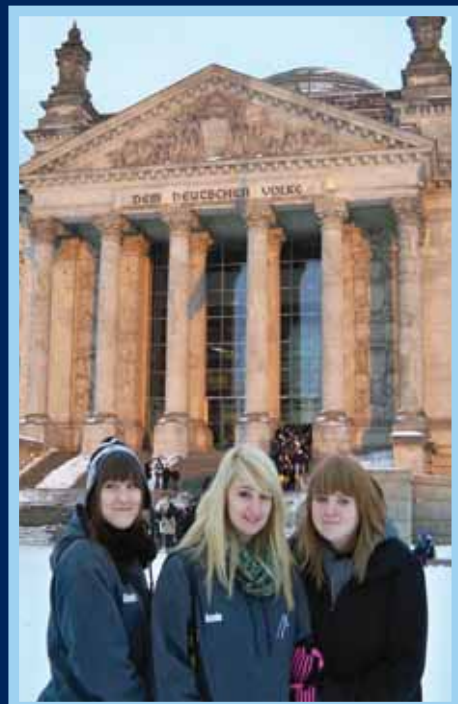
Whilst study of Health and Social Care at GCSE (OCR Health and Social Care) can be beneficial it is not essential. Well developed writing techniques, effective study skills and initiative are required for this course.

# HISTORY

Qualification: AS/A2

## Course Content

Some of the key events of Twentieth Century Europe constitute the framework for this popular Modern History course.



### AS – Year 1

You will study aspects of British History from 1906 – 1951. We will examine the political and economic change over this period and consider how the political landscape and balance of power between parties changed over this crucial time. As well as this breadth study, a depth study into Nazi Germany 1933-45 makes up the remainder of the AS level qualification. This will involve investigating the Nazis' rise to power and the aspects of totalitarian control.

### A2 – Year 2

You will study the Soviet Union from 1941 to its fall in 1991. Topics to examine will be how far the leaders of the Soviet Union changed the economic, social and political aspects of the USSR and how the growing opposition led to the ultimate collapse of the Communist regime in Eastern Europe. The Personal Study coursework option will cover the origins and development of Africa Imperialism over a 100 year period.

### How will I be assessed?

Assessment of Year 1 will be two examinations worth 50% each of the AS qualification. In Year 2 an examination for the Soviet Union module will make up 60% of the A2 grade with the Personal Study making up the remaining 40%.

### What could I do next?

History is a popular subject for Higher Education and through its development of transferable skills will enable you to pursue many potential career paths. History graduates have gone on to careers in journalism, teaching, the civil service, politics, banking and business.

### Entry Requirements

Whilst study of History at GCSE is preferable it is not essential. Well developed writing techniques are however required for this demanding course. You must achieve at least a Grade C in English.

## Course Content

*This course aims to ensure students develop a broad range of ICT skills and knowledge of the uses of ICT. In particular developing a knowledge and understanding of the components, functions and applications of information systems within a range of organisations, and develop an understanding of the main principles of solving problems using ICT and develop the skills necessary to apply this understanding.*



## How will I be assessed?

All units you complete have equal weighting. In Year 1 you have two coursework portfolios to complete, which will be assessed internally, and sent for external moderation in May. Unit 2 however is an examination unit, where you will be provided with a case study, and expected to complete case study notes, and produce tasks, which make up 30% of the unit. The remaining 70% of this unit will be calculated from the responses you provide in your exam paper.

In Year 2 you have three units, all of which are coursework portfolios; there is no examination in this year.

## What could I do next?

An ICT qualification will provide students with a range of valid skills which will be vital for success in both Higher Education and the workplace. It is common place for employers and universities to expect students to be competent ICT users. Students have gone on to study ICT and management, computer games development, music technology and more at university.

## Entry Requirements

We would expect students to have studied ICT at Key Stage 4 and achieved a C grade as a minimum. However, we would consider students who do not have this, on an individual basis.

### AS – Year 1

Students complete three units in this year, each with an equal weighting towards their final qualification.

The first of these is Unit 1, **Using ICT to Communicate**. Students will specifically learn about the information age, communication of information, accuracy and readability, styles of presentation and how organisations present information. Students have to evaluate a range of business documents, and create a range of business documents for their own organisation.

The second unit is **How Organisations Use ICT**. Students learn about types of organisations, functions within organisations, information and its use, ICT systems, the impact of ICT on working practices, the impact of ICT on methods of production and legislation.

The third unit is **ICT solutions for Individuals and Society**. Within this students complete a range of tasks, to develop their understanding of public-service websites, search engines, databases and the use of spreadsheet facilities.

### A2 – Year 2

This year is more practical than year 1. There are three portfolio units to complete.

The first of these, **Interactive Multimedia Products** involves students looking at interactive CD Roms, and using these to inform the planning and creation of their own CD Rom. They also have to create a detailed user guide and evaluate their product identifying strengths and areas for development.

The second of these is **Developing and Creating Websites**. Students have to evaluate existing websites, carry out detailed planning tasks, then create and test their own multiple page website.

The third and final unit is a group based task, where students work together to **Work to a Brief** which is published by the exam board. They need to carry out project planning and management tasks and complete an extensive diary documenting the unit.

## Course Content

This course contains the Applied ICT (Single) course, then has a further 6 units which students study over the two years. Similar to the single course, this aims to ensure students develop a broad range of ICT skills and knowledge of the uses of ICT. In particular developing a knowledge and understanding of the components, functions and applications of information systems within a range of organisations, and develop an understanding of the main principles of solving problems using ICT and develop the skills necessary to apply this.



### AS – Year 1

Alongside the three units from the single course, students will also study a further three.

The first is **Systems Specification and Configuration**. Students will study the following concepts: hardware, software, basics of software development and safety and security. This is a coursework unit.

The second unit is **Communicating using Computers**. This is a technical unit where students carry out tasks to develop their understanding of the internet and intranets, communications systems, web server requirements, internet tools, internet websites and setting up a computer system for use on the internet.

The third and final of these units is **Introduction to Programming**. Students develop their understanding of programming languages and their uses, as well as developing a number of simple programs using Visual Basic.

### A2 – Year 2

Three units will be completed in addition to the three single course units.

**Database Design** is the first of these, students learn about database concepts, logical data modelling, normalisation, relational database structures, relational database construction and testing. They have to create their own complex relational database, for a food and drink establishment. This is coursework based.

The second, which is also coursework based is **ICT Solutions for People with Individual Needs**. Students are given a scenario for a person who has specific needs. The student then needs to construct a proposal for a system which would suit their requirements. Things they need to take into account include: types of disability, types of need, ICT usage, equipment, software, customising software, and legislation.

The last of these three units is an examination unit, where students have to carry out tasks from a case study ready for their exam. Examination questions are based upon the case study, and also based upon the unit theory. Topics covered include computer networks, network design, network software and safety and security.

### How will I be assessed?

See single option for details of assessment procedures for the related units. The Networking unit in Year 2 is an external examination, and tasks have to be completed prior to this. All other units for this qualification are coursework based. They are internally assessed and sent for external moderation in May.

### What could I do next?

An ICT qualification will provide students with a range of valid skills which will be vital for success in both Higher Education and the workplace. It is common place for employers and universities to expect students to be competent ICT users. Students have gone on to study ICT and management, computer games development, music technology and more at university. Due to the technical aspects within this course, it may also be suitable to pursue a career in ICT support or networking.

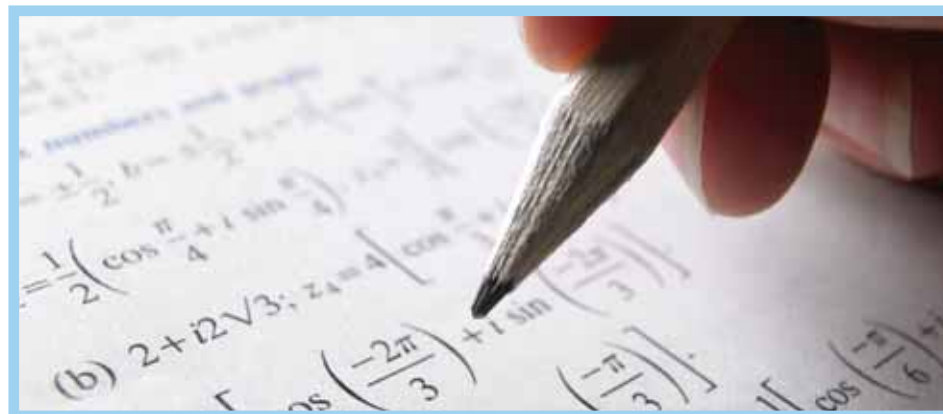
### Entry Requirements

Due to the complex technical elements of this course, we would expect students to have studied ICT at Key Stage 4 and achieved a B grade as a minimum.

*‘An ICT qualification provides students with a range of valid skills, for success in both Higher Education and the workplace.’*

## Course Content

Pure and Applied modules that will develop your skills in calculus, geometry, statistics, mechanics and many more areas – as well as the application of these skills in the wider environment.



### AS – Year 1

**Core 1** develops skills learned in GCSE and introduces several new areas such as circle geometry, further equations and surds.

**Core 2** delves into radian measure and exponential growth and decay whilst mechanics (1) is a fantastic mix of applied mathematics including kinematics, Newton's Laws of Motion and projectiles.

### A2 – Year 2

You will develop the skills you have learned in AS level and learn more in **Core 3** with trigonometry, logarithms and function transformations.

**Core 4** introduces vector geometry and proof whilst statistics (1) will look at probability, different types of distributions and correlation.

### How will I be assessed?

Assessment of Year 1 will be with one examination in January and two in June, the same for year 2. Each examination carries equal weighting in your qualification. There is no assessment coursework for this course.

### What could I do next?

Mathematics is a very popular subject to study. Once you have completed this course, you could go on to study Mathematics at university, the respect for the subject reaches far and wide. You will find that many courses in Higher Education have mathematical elements to them and A Level Mathematics will prepare you for this. Employers also favour Mathematics qualifications due to the analytical skills the holders of the qualification have.

### Entry Requirements

You must achieve at least a B grade from your GCSE in order to be accepted on to the course.

# MEDIA STUDIES

## Course Content

A critical exploration of the construction, mediation and explosive impact of media platforms within our society and those of other cultures.

### AS – Year 1

You will study how media texts are constructed and how audiences and users respond to and interpret them. Primary focus will be on the texts, representations and technical codes. You will analyse a range of representations, including gender, ethnicity, age, issues, events and regional and national identities. Specifically we will look at how these representations are constructed and audience response to them. For coursework you will be required to produce three closely linked pieces of work demonstrating both theoretical and practical skills.

### A2 – Year 2

You will study three different media industries in depth and focus on three texts within each industry. Focused study of each text and industry centres on genre, representation and narrative. Within this unit you will consider audience positioning, global implications, relevant historical background, critical debates, marketing issues and the proliferation of new media technologies and its impact.

For coursework you will be required to produce an in depth research paper that closely links to your practical production which must be centred on either narrative, representation or genre.

### How will I be assessed?

Assessment of Year 1 is one examination consisting of three compulsory questions relating to *Media Representations and Responses*, which is 50% of the AS Level and one coursework component: *Media Production Process* which completes the assessment for AS accounting for a further 50%. At A2 assessment is one examination with three questions in the paper: *Media, Industry and Audience* which constitutes 50% of the A2 year and one coursework component: *Media Investigation and Production*, which completes the A2 Level with a further 50%.

### What could I do next?

Media Studies allows students to widen career choices greatly. Graduates have found that considerable opportunities are greatly improved due to the

transferable skills required for the completion of a Media Studies course such as IT and specialised software knowledge, which are increasingly sought after in a new technologically-minded age. Business managers, software producers, advertising specialists, journalists, teachers and games software producers, are amongst some occupations that many graduates have gone into.

### Entry Requirements

Whilst study of Media at GCSE is preferable it is not essential. Skills in analysis are however required for this demanding course. You must achieve at least a Grade C in English.



### Course Content

The course enables students to develop their understanding of pop music through performance in bands and as a soloist.

#### Year 1

The students quickly establish themselves as bands and develop their knowledge of popular music since 1950.

They play various pieces in different styles to not only improve ensemble skills but also practically show their understanding. The students perform at the Christmas concert as part of their assessment and continually record and evaluate their progress. Alongside this the students also compose their own songs in any pop genre ensuring that they include stylistic elements.

The students keep practice diaries as part of their assessment and understanding of their own progress.

#### Year 2

The students continue to build on their understanding of ensemble playing and playing as a soloist. In this year they will be expected to perform a considerable repertoire on their chosen instrument at a public performance. The students will also be continuing to show their understanding through composing their own songs and writing comparative essays.



#### How will I be assessed?

The BTEC qualifications do not have any exams. The students are continually assessed throughout the course and portfolio work consists of recorded performances, essays, newspaper articles, evaluations and listening tests. The portfolios will be collected at the end of each unit.

#### What could I do next?

Continue study of popular music at university or college to gain a degree or similar qualification. Work in a music studio, work freelance as a performer, teach others how to play your instrument, work as a music promoter or in a theatre.

#### Entry Requirements

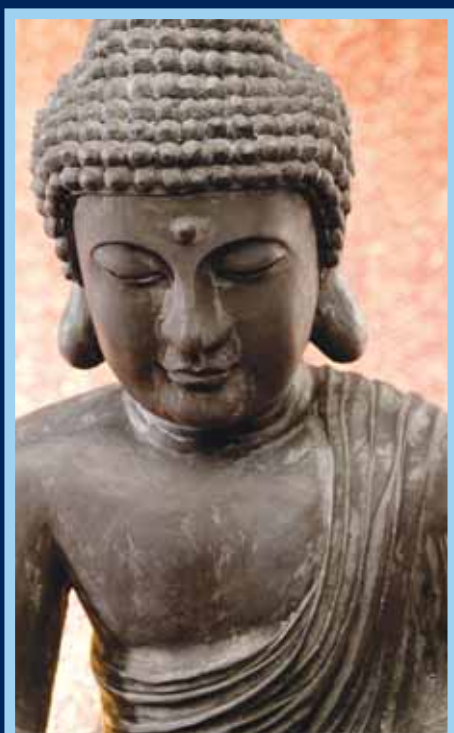
Study of Music at GCSE is preferable. Well developed musical skill, passion to improve as a player and the ability to open the mind to lots of different genres of music are required for this demanding course.

## PHILOSOPHY AND ETHICS

Qualification: AS/A2

### Course Content

Students will develop their interest in, and enthusiasm for, Philosophy and Ethics by relating issues to the wider world. They will adopt an enquiring, critical and reflective approach to philosophy and reflect on and develop their own values, opinions and attitudes in the light of their learning.



#### AS – Year 1

In the first year of study you will focus on Ancient Greek and Judaeo-Christian influences on philosophy of religion, traditional arguments for the existence of God and challenges to religious belief. As part of Ethics, you will look at Ethical theories and apply topical issues to these theories.

#### A2 – Year 2

In the second year of your course you will focus on religious language, experience and religion, the nature of God, issues of life and death and finally the concept of miracle. In Ethics you study ethical theory to a greater level, focusing on meta-ethics, free will and determinism, conscience and virtue ethics. As with all study of Ethics you will need to apply contemporary issues to the theories you discuss.

#### How will I be assessed?

Assessment of Year 1 will be two written examinations. In Year 2 you will have another two written examinations.

#### What could I do next?

This course could lead to further study of Philosophy, but is also suitable for a variety of degrees. This is an academic course and the academic skills required are evident for those wishing to use this to apply for university places.

#### Entry Requirements

Students will need a B grade at RE GCSE. Well developed writing techniques are required for this course and you must achieve Grade C in English.

## Course Content

Candidates will be introduced to a variety of experiences exploring a range of photographic media, techniques and processes. Candidates will use sketchbooks and portfolios to underpin their work where appropriate. Students are required to work in one or more area(s) of photography design such as portraiture, landscape photography, still-life photography, photo-journalism and experimental imagery.

### AS – Year 1

**Unit 1** – Students will be introduced to a range of techniques and artists and asked to produce a portfolio of work in response to a common theme which they will develop in their own direction.

**Unit 2** – This is an externally set unit with the emphasis on the development of ideas and thorough experimenting using a variety of media and techniques. There is a mid-course 5 hour exam devoted to the development of ideas.



### A2 – Year 2

**Unit 3** – Personal investigation – this is a practical unit with written elements (1000-3000 words) in which students are given the opportunity to develop a personal investigation of their choice based on an issue, concept, theme or idea leading to a finished piece. The investigation will involve students researching other artists work both historic and contemporary.

**Unit 4** – Controlled test – students will be able to select a question from the exam paper and given 8 weeks preparation time which is concluded with a 15 hour exam held over three days, in which to complete the final piece.

### How will I be assessed?

Assessment of AS will be in two parts, unit 1 and 2, worth 50% each of the AS qualification. It is the same for A2 with Units 3 and 4 carrying 50% of the marks each. The final grade at the end of A2 is an accumulative based on AS and A2 units.

### What could I do next?

Many of our art students go onto Foundation Courses at local or London colleges with whom we have close contact and from there to university to specialise in the form of the arts most suited to their skills. The creative arts is one of the fastest growing employment sectors and art students can expect a range of job opportunities either establishing themselves as artists, designers and photographers in their own right or through working in a gallery, museum, in the theatre, in film, advertising, marketing, therapy, teaching, publishing or illustrating, to mention just a few choices!

### Entry Requirements

Study of one of the art subjects at GCSE to A-B grade is preferable but not essential and can be discussed with the Heads of Department. An enthusiasm for exploring independent ideas, being receptive to other artists, photographers and designers work and honing a sound set of skills is essential.

# PHYSICS

## Course Content

Physics is an exciting and relevant subject, fascinating to study for its own sake, but also leading on to many careers from engineering, communications to medicine and cutting edge research. Physics is thought of as the most fundamental science, but not all scientists end up working in a laboratory: volcanologists, seismologists, structural and civil engineers, architects, nuclear scientists, pilots and astronauts... all started by studying Physics at A Level.

### AS – Year 1

You will study mechanics, electricity, waves and a touch of quantum physics as well. Mechanics involves learning about how and why different type of motions takes place in detail, how energy is involved in motions and how materials are classified for engineering purposes. In the electricity unit you will learn about basic electrical circuits and their applications, you will become familiar with wave motion and some wave phenomenon and how the quantum theory revolutionised physics and other sciences. During the year you will use a range of measuring instruments during practical investigations including completing a thorough analysis and evaluation of each.

### A2 – Year 2

Builds on key knowledge and skills from AS. You will study some more extended mechanics – thermal physics. Later in the year you learn about electric and magnetic fields, nuclear physics, medical imaging using radiation in hospitals and astronomy to model the universe. During this year as well as at AS, you will use a range of measuring instruments during practical investigations including completing a thorough analysis and evaluation of each.

### How will I be assessed?

Both years have a January exam which is worth 30% of each year. The June exam is worth 50% of each year. You will also have to complete practical skills exams which are worth 20% in each year. AS Physics is worth 50% of the final grade awarded.

### What could I do next?

Gaining an A Level in Physics is a passport to a diverse range of exciting careers including various research posts.

### Entry Requirements

2 grade Bs in GCSE Science plus a minimum of a grade B in Maths.



## Course Content

The product design course offers students the chance to explore ideas of originality, design products of value and to question and challenge. Product Design encompasses a wide range of disciplines but is firmly rooted in the skills required to design & make high quality products. Products that are fit for purpose, satisfy wants and needs and are vital to our world and economy. Students are given the opportunity to demonstrate design and look at technologies for the future. The pathway for product design is Resistant Materials biased.

### AS – Year 1

**Unit 1** – Portfolio of Creative Skills (internal assessment). Students produce one portfolio that contains evidence of product investigation, product design and product manufacture. The portfolio encompasses performance analysis, materials and components, product manufacture, design and development, production planning, product manufacture and testing.

**Unit 2** – Design and Technology in Practice (external assessment): 1 hour 30 minute examination.

### A2 – Year 2

**Unit 3** – Designing for the Future (external assessment). 2 hour examination.

**Unit 4** – Commercial Design (internal assessment). Students design and make a product for a client. This is produced as a 30 page A3 design folder which builds on the skills learnt at AS level.



### What could I do next?

Product Design is a popular subject for Higher Education and through its development of transferable skills will enable you to pursue many potential career paths. Product Design graduates have gone on to careers in engineering, teaching, architecture, CAD, design illustration and various aspects of industrial design.

### Entry Requirements

Whilst study of Resistant Materials at GCSE is preferable it is not essential. A creative and analytical thinker would be advantageous. Practical ability and documenting techniques are however required for this demanding course. You must achieve at least 5 GCSE A\*-C grades including English and/or Maths.

### How will I be assessed?

- The qualification consists of a four-unit structure over the 2 years.
- Two units are completed at AS level and the remaining units in A2.
- One of the units in each year is an examination which is assessed externally.
- The other units are conducted internally as coursework and are weighted at 60%.

# PSYCHOLOGY

## Course Content

Pupils will study the five core areas of psychology: Cognitive Psychology, Developmental Psychology, Physiological Psychology, Individual Differences and Social Psychology, as well as doing some research.



### AS – Year 1

**Unit 1** – Cognitive Psychology, Developmental Psychology and Research Methods (25%)

**Unit 2** – Physiological Psychology, Individual Differences and Social Psychology (25%)

This includes the following topics: memory, attachment, stress, abnormal behaviour, social influence and research methods.

### A2 – Year 2

**Unit 3** – Topic based questions. (Sleep, Aggression, Eating Disorders) (25%)

**Unit 4** – Psychopathology (Schizophrenia), Psychology in Action (Addictive Behaviour) and Psychological Research and Scientific Method. (25%)

### How will I be assessed?

The Advanced Level examination is in four parts:

- **Year 12 (AS)** – 50% of the total award.
- One exam in January (Unit 1 – 25%) and one exam in June (Unit 2 – 25%).
- **Year 13 (A2)** – 50% of the total award.
- One exam in January (Unit 3 – 25%) and one exam in June (Unit 4 – 25%).

### What could I do next?

Psychology is the science of mind, behaviour, and experience. By studying this course pupils will obtain an excellent introduction to the key areas of psychology. The A level in Psychology is an excellent course for pupils who may

consider studying at a higher level or for those simply wishing to study one of the most popular A level courses.

Psychology lies at the intersection of many other different disciplines, including biology, medicine, linguistics, philosophy, anthropology, and sociology.

For example, neuropsychology is allied with biology, since the aim is to map different areas of the brain and explain how each underpins different brain functions like memory or language. Other branches of psychology are more closely connected with medicine. Health psychologists help people manage disease and pain. Similarly, clinical psychologists help alleviate the suffering caused by mental disorders.

### Entry Requirements

No previous experience or knowledge is required in psychology except that a minimum grade C at GCSE in science is required with your other GCSE passes.

## Course Content

*Studying Sociology offers insights into social and cultural issues. It helps you develop a multi-perspective and critical approach to understanding issues around culture, religion, identity, crime, childhood and social power. More than once in this course you are bound to ask yourself the question 'Why have we developed like this?'*



### AS – Year 1

Year 12 – will have 2 main learning groups:

- **Families and Households**
- **Education and Sociological Methods**

### A2 – Year 2

Year 13 – will cover the following topics:

- **Mass Media and its Influences**
- **Crime and Deviance**

### How will I be assessed?

#### Year 12

- January exam (Families) – 1 hour (40% of AS grade)
- May/June exam (Education and Sociological Methods) – 2 hours (60% of AS grade)

#### Year 13

- January exam (Mass Media) – 90 mins (40% of A2 grade)
- June exam (Crime and Deviance and Research Methods) – 2 hours (60% of A2 grade)

### What could I do next?

Sociology is a great choice of subject for people who want a career in social work, teaching, nursing or medicine. It is also useful in a number of other careers, like marketing, advertising, public relations, journalism or law.

Sociology complements the study of Psychology, English and Media Studies.

### Entry Requirements

You must gain 5 A\* – C GCSE passes, preferably with at least a C grade for English as Sociology requires you to be able to write essays, using evaluative techniques.

# SPANISH

## Course Content

*The course focuses on all four skills of listening, speaking, reading and writing. It is taught by topic, drawing on current affairs, social, moral and political issues.*

### AS – Year 1

You will study four topic areas: Youth Culture, Lifestyles, Education and the Future and the World Around Us. Lessons are taught in Spanish using a variety of media such as websites, newspaper articles and television clips. As well as the time spent in lessons you will be allocated a time slot with the Spanish assistant to practise spoken Spanish. It is hoped that students will visit our partner school in Spain during the course on an exchange programme.

### A2 – Year 2

You will study a further four topic areas: History, Art and Literature, Current Affairs, World Issues and Traditions and Beliefs. Lessons continue to be taught in Spanish using a variety of media but the focus is on oral and written communication. Students have to develop debating skills where they take a clear stance on an issue and take on somebody else who will argue against them. In written work students are required to research topic areas and write about them in depth.

### How will I be assessed?

Assessment of Year 1 will be two examinations: 30% for the oral exam and 70% for the listening, reading and written paper.

Year 2 contains two further examinations, 35% for the oral exam and 65% for the research, understanding and written response in Spanish paper.

### What could I do next?

Spanish is a subject in Higher Education which combines with many future career paths. Languages graduates have gone on to careers in journalism, ICT, teaching, law, the arts world, the civil service, politics, banking and business.

### Entry Requirements

Study of Spanish at GCSE is essential unless you have a parent who is a native speaker. Good literacy skills and some knowledge of current affairs are required. You must achieve at least a Grade B in Spanish at GCSE.



## Course Content

Sports Science allows students to broaden their knowledge of the theoretical aspects of sport including the physiology of the performer, psychology and sociological terms used to describe and analyse performance. Students will study two sports, including either the performance or the role of the coach and the rules involved in officiating. There is a strong emphasis on what makes a balanced, active and healthy lifestyle.



## How will I be assessed?

AS is externally assessed by means of a written paper (2 hours). Candidates are assessed in two chosen activities from two different activity profiles and in a response to a live performance.

A2 is assessed through a written paper (2 hours 30 minutes). Candidates are assessed in one chosen activity and in a response to a live performance. Both assessments can include the Coaching and Officiating of an activity profile.

## Entry Requirements

GCSE Sports Science is not a compulsory requirement, but is an advantage. You will need A\*-B GCSE Sport and/or Double Science B B.

## AS – Year 1

### Anatomy and Physiology – (Section A)

- The skeletal and muscular systems
- Motion and movement
- The cardiovascular and respiratory systems in relation to the performance of physical activity

### Acquiring Movement Skills – (Section B)

- Classification of motor skills and abilities
- The development of motor skills
- Information processing
- Motor control of skills in physical activity
- Learning skills in physical activity

### Socio-Cultural Studies relating to participation in physical activity – (Section C)

- Physical activity
- Sport and culture
- Contemporary sporting issues

### Acquiring, developing and evaluating practical skills in Physical Education

- Performance
- Evaluating and planning for the improvement of performance

## A2 – Year 2

### Section A: Socio-Cultural Options – Historical Studies (Option A1)

- Popular recreation in pre-industrial Britain
- Rational recreation in post-industrial Britain
- 19th-century public schools and their impact on the development of physical activities and young people
- The development of athleticism in 19th-century public schools
- Case Studies
- Drill, physical training and Physical Education in state schools

### Section B: Scientific Options – Sports Psychology (Option B1)

- Individual aspects of performance
- Group dynamics of performance and audience effects
- Mental preparation for physical activity

### Exercise and Sport Physiology (Option B3)

- Energy
- Health components of physical fitness
- Application of the principles of training
- Performance enhancement

*‘There is a strong emphasis on what makes a balanced and healthy lifestyle.’*

# Entrance Requirements and Admissions Policy

*Students are invited to apply to the Sixth Form in their GCSE year. We welcome admissions from students from other schools. All Year 11 students at Mascalls are interviewed and, if suitable, will be offered a place dependent on GCSE results. Students from other schools will be invited to visit and are given the opportunity to shadow Sixth Form classes to experience life here. External students will be admitted subject to GCSE results and their school reference.*

Students wishing to enter the Sixth Form should hold at least five GCSEs at grades A\*-C. These should include English and/or Mathematics, where possible. For some subjects a student must hold a higher GCSE pass before entry is allowed and these are listed under each subject entry requirement.

Ultimately, the main criteria for entry is that the student will achieve success and benefit from the courses of study they have chosen.

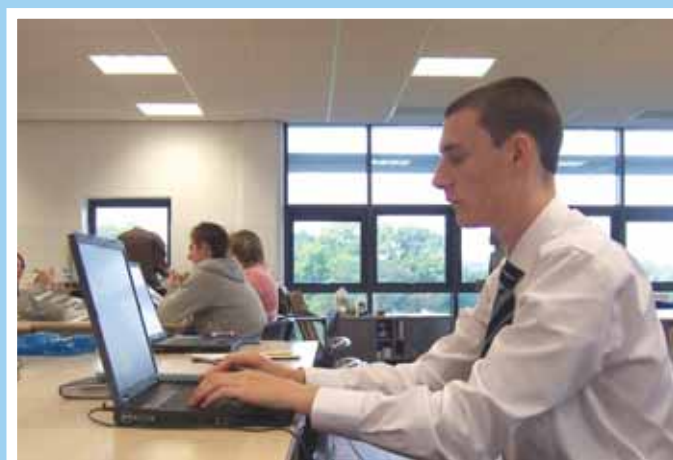
## Application Process

*Current Year 11 students at Mascalls will be required to complete an application pack.*

External applications to study at Mascalls Sixth Form are made online via the KentChoices4U website. If you have not received your personalised login, contact your school for more details.

All Sixth Form applicants will be interviewed by a senior member of staff prior to offer.

If you have any questions or queries regarding entry, admissions, applications or anything else, please do not hesitate to contact us. Otherwise we look forward to welcoming you as a Sixth Form student in the not too distant future.



## Life after Sixth Form

*We work extensively with Connexions and are highly knowledgeable about Higher Education and the UCAS process. The vast majority of students that make an application through UCAS are successful in receiving offers from a variety of universities including those within the Russell Group, Oxford and Cambridge. It is our aim to ensure that all students leave fully prepared for their next steps in life be it in Higher or Further Education, training or employment.*



*‘Most of our students proceed to university to study competitive courses or go on to pursue successful careers.’*

### Senior Presentation Evening





  
**Mascalls School**

*a specialist visual arts school*

Maidstone Road  
Paddock Wood  
Kent TN12 6LT

Tel 01892 835366

Fax 01892 835648

Headteacher Mr S Reeves B.Eng

Website [www.mascalls.kent.sch.uk](http://www.mascalls.kent.sch.uk)

Email [enquiries@mascalls.kent.sch.uk](mailto:enquiries@mascalls.kent.sch.uk)

