



# The Sixth Form College

at Ormskirk School



**PROSPECTUS**  
**2019**



# Welcome

On behalf of Ormskirk School, I would like to welcome you to the Sixth Form College. Our sixth form is built around a set of core values:

Meeting the needs of every student. Raising students' expectations of what they can achieve. Valuing tradition and innovation to provide the best we can for all students. Being inclusive and collaborative and providing a supportive environment where all students can flourish and reach their full potential.

Students are supported in their journey to higher education or training and apprenticeship with a systematic programme of taught sessions, talks and visits. We also have links with universities including Edge Hill, Liverpool and Cambridge.

Success in the College is all about partnership. You will also find that you get out exactly what you put in. Life is about more than just your choice of A-levels, though. All students take part in a wide range of extra-curricular enrichment activities – whether in sport, drama, art or music, or in service to the school or local community. Volunteering in these ways demonstrates a commitment to the school and often, younger pupils in the school community. Sixth Form students play a vital role as role models and benefit greatly from broadening their horizons and experiences in this way. In addition, competition for places on the best degree courses at university is extremely fierce at the moment and showing endeavour and commitment outside of your A-Level subjects is crucial for admissions tutors when considering whether to offer you a place or not.

Ms Hayes, Director of Sixth Form

## Sixth Form Overview



### Our Aims

We value achievement in its widest sense, academically, personally and socially. In the Sixth Form we are committed to providing a high quality, forward looking and caring educational experience which enables all our students to achieve their full potential. Our extensive range of enrichment activities helps all students develop new skills. We have high expectations of our students, studying at Ormskirk is demanding and advanced level work can be challenging but it is also exciting, rewarding and often fun.



### Support

High quality teaching ensures that each student receives the degree of support and challenge required to fulfil their potential. Staff have very high expectations of their students and work with them to improve performance since our group sizes are relatively small. Students are able to receive individual attention, discussing progress at regular intervals. All students have a personal tutor who will guide students from induction to decisions regarding university and employment. We have an extensive programme designed to support students as they make their higher education choices and we have well established links with Admissions Tutors in a wide variety of universities. We have a dedicated Careers Officer to support students who are considering alternatives to further study.



### Curriculum

The college offers a wide range of courses including a mix of traditional A-level disciplines and BTEC level 3 courses. All courses offer the same high quality of resources, teaching and support that ensures students are prepared for further study or employment. There is a programme of additional support for our Gifted and Talented students. They are encouraged to study AS level Critical Thinking, EPQ in Year 13 and apply for courses within their sphere of A-level specialism at Villiers Park Educational Trust, Cambridge.



### Achievements

It is testament to the hard work and commitment of our students and staff that this year's results build on the excellent outcomes achieved last year. 80% of entries achieved a C grade or above. Over 50% of our A Level students achieved 3 A\*-C grades, with a further increase in the proportion of A\* and A grades resulting in an average grade per entry of a 'B-'. Students following applied general and vocational courses also continued to achieve excellent outcomes, with an average grade per entry of a 'Distinction-'. It is also pleasing to note our 100% pass rate.



## Ready to join us...

### Enrolment 2019

**Thursday 22 August 10.00 - 14.00**  
**and Tuesday 27 August 10.00-12.00**

### How to Apply

Applications should be made via the online form [Click here](#)

**Open Evening 17th October**

**WE LOOK FORWARD TO SEEING YOU**

**Academic  
SUCCESS**  
WITH A REAL  
SENSE OF  
COMMUNITY

"SIXTH FORM COLLEGE  
HAS BEEN AMAZING!"

"COULDN'T IMAGINE BEING  
ANYWHERE ELSE FOR  
A-LEVELS"

**Excellent  
Support**

“ My first impressions  
of sixth form are good so  
far. I really like how small the  
classes are as I feel like I can  
benefit more from this in my  
lessons and get good  
feedback. The great food  
is also a bonus. ”

“ I'm really enjoying  
my time at sixth form  
so far. Even though it's such  
a big step away from what  
I'm used to, it excites me.

There's a much more relaxed  
feel here in college and I'm  
starting to gain a lot  
more independence. ”

**100%  
PASS  
RATE**

## Enrichment Opportunities

Of course, it is not just about exams. The vibrant sixth form encourages students to immerse themselves not only in their academic studies but also in the many enrichment opportunities on offer, helping them develop new skill, interests and friendships. These are just a few examples

- British sign language level 1
- Mentor training to support year 7 students
- Duke of Edinburgh Gold Award
- Sport
- Public speaking
- Volunteer work



CHARITY WORK



SPORTS



SIGN LANGUAGE



MEDICAL / FIRST AID



YOGA

## EVENTS





LUKE

I have just finished my second year at the University of Bristol Law School, and plan graduating with an LLB by July 2020. I also volunteer at the University's Law Clinic, offering pro bono legal advice and representing clients in the County Court. University can be extremely difficult and lonely at times, however it has also been one of the best times of my life with opportunities that otherwise would not be possible to attain. After my degree, I wish to pursue a career in the medical negligence sector, however I intend to work as a paralegal for a year after graduating before embarking on another year of study to qualify as a solicitor, this will enable me to find a firm to sponsor me and train under.

At sixth form, I studied history, politics, and literature at Alevel, along with an AS in theatre studies and critical thinking, and an EPQ. Whilst there I was also deputy head boy, and played an active role in the school community. I thoroughly enjoyed sixth form; the friendly atmosphere and microcosmic nature of the college made attending pleasurable. I continue to be in close contact with my alma mater and many of my fellow alumni, who I am sure I will remain friends with for many years to come.



DANIEL

At Ormskirk Sixth Form, I studied A Levels in Maths, Further Maths, Economics and Spanish. I am currently at the University of Leeds studying Mathematical Sciences and hope to do a year in Spain or South America as part of my degree next year. In the future, I am not exactly sure what I want to do but hopefully a job in the financial industry such as banking.



NICKI

I'm Nicki and I took A level Business, English Literature and History. I really enjoyed my time at sixth form and the support from all the teachers were amazing. I am now doing a Higher Apprenticeship for Barclays where I work full-time as well as studying for a business management degree. It's such an amazing opportunity and I love it, but I don't think I would have got the opportunity without the help of the teachers, they helped me and supported me all the way!

My plans for the future are to hopefully secure a place on the graduate scheme with Barclays.

I'm currently studying BSc Economics at LSE (The London School of Economics) after taking A-Level Maths, Economics, History and Fine Art at Ormskirk Sixth Form.

My teachers and the wider Ormskirk School community were fundamental for me to fulfil my potential. They offered unwavering personal and academic support throughout my seven years at the school.

I'm still unsure as to what I'd like to do after my degree but my spring internship within the Civil Service was an amazing opportunity and has encouraged me to learn more about public sector careers.



MADDIE

During sixth form I did A levels in Physics, Maths and Religious Studies. I also studied Critical Thinking and did an EPQ; one of the things I found particularly useful about studying here was the small class sizes, as it made it very rare to feel left behind. Additionally I really appreciated how all the teachers had a real passion for their subjects- it resonated in the lessons and made the learning experiences really enjoyable. Currently I am towards the end of my first year studying Physics at Lancaster, and I am looking forward to taking Astrophysics and Cosmology modules next year and hopefully steering into a path towards research in those fields- something which I really aspire to be able to do in the future.

NIAMH





GRACE

My name is Grace and I am the former head girl of Ormskirk School. I am currently studying Politics, Philosophy and Law (LLB) at King's College London after achieving 4A\*s in my A-levels in 2017. I studied Philosophy and Ethics, History, Government and Politics and the EPQ at Ormskirk Sixth Form. I am eternally thankful for all of the support from the teachers at Ormskirk in helping me succeed. The teaching at Ormskirk Sixth Form was second-to-none, with each teacher doing all they can to find innovative ways to teach and stay up-to-date with the marking criteria. They always went above and beyond for their students and I couldn't have achieved what I have achieved without their constant help and support. They pushed me to do my best and grasp every opportunity which came my way. My form tutor Mrs Blackhurst; the heads of years and head of sixth form, as well as individual teachers, helped me with my personal statement and interview practice. I was also offered the opportunity by Miss Hayes to attend the 'Cambridge Hub', and Mrs Stewart enlightened me to the Social Mobility Foundation; which I also promoted in my second year of sixth form to the lower sixth.

I keep in touch with the teachers at Ormskirk as I owe so much of my success to them. I always let them know what I'm up to at University and over the holidays. Ormskirk School encouraged me to apply for the Dickson Poon School of Law Scholarship. They constantly believed in me and this led me to believe in myself. This, alongside my commitment to my studies, meant that I was fortunate enough to be awarded the scholarship.

At University I have had endless opportunities which have stemmed from my scholarship. I am currently preparing for my trip to the University of Torino in Italy for the Global League Law Summer School. This is fully-funded by King's and I was able to secure a place on the summer school due to my hard-work and dedication. I will be able to explore current global legal issues with leading legal academics across the world in Turin. I have also just finished a legal internship with the legal department at King's College Hospital.

My degree is four years and I am going to be going into my third year in September. Upon graduating, I hope to secure a training contract at a leading law firm to qualify as a solicitor.

It is safe to say that without the support from Ormskirk School, coupled with hard-work and determination, I would not be where I am today.



## Next Steps

The majority of our students go on to Higher Education with some regularly gaining places at Oxford and Cambridge, whilst others successfully move on to apprenticeships or take up other exciting career offers. We have an extensive programme designed to support students as they make their higher education choices and we have well established links with Admissions Tutors in a wide variety of universities. We have a dedicated Careers Officer to support students who are considering alternatives to further study. All of our students attend a higher education and future careers convention.

We have several pathways to support students in the most competitive areas.

## HE+ Pathway

### For potential Oxbridge candidates

We work very closely with Sidney Sussex College, Cambridge. They support our students with application and personal statement workshops as well as hosting our students for two days in the spring term. Students are also taught higher-level skills and produce an academic paper. Students also benefit from attending the Oxbridge conference. All students on this programme have a mock interview and some attend a five-day Villiers' Park residential in Cambridge.

## Excelsior Programme

### For students aiming for very competitive courses

We work with students within college to ensure that they have the correct experiences to make them stand out in a competitive field. These include online courses, mock interviews and skills analysis. Some of these students attend a five-day Villiers' Park residential.

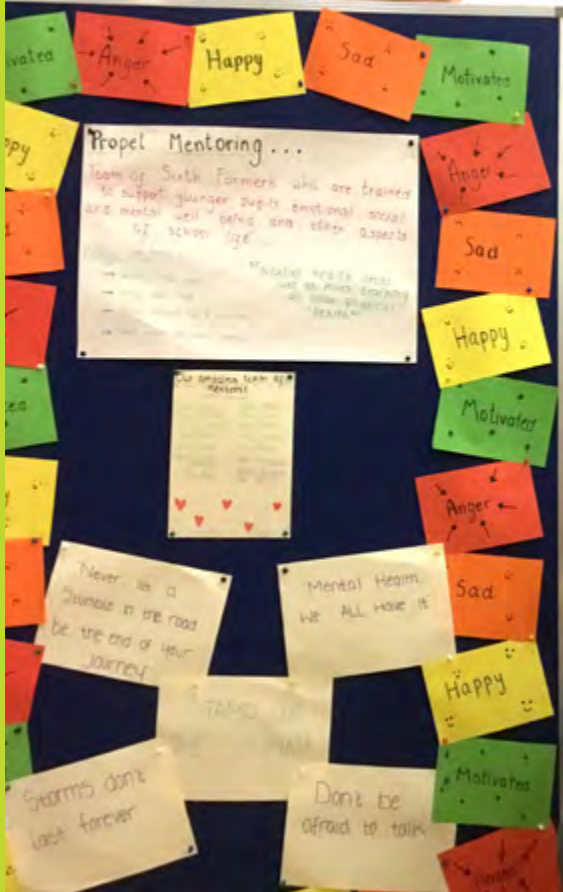
## First Generation Scholars

For students who are in the first generation of their family to go to university

## Future Medics

### For students considering a profession in healthcare

We work with staff from Southport and Ormskirk NHS Trust, to give our students an insight into the healthcare profession. Activities include guest speakers, hands on activities, debates and support with applications. We also work closely with the trust to secure work experience for our students. We also access a future doctor's course run by Edge Hill University, learning basic first aid skills. Mock interviews in the form of MMIs are also offered to our students.



“ The support I’ve had during my time at Ormskirk Sixth Form College has been amazing, the transition is definitely harder than I thought but I’ve always had someone to go to when I’ve been struggling. Can’t say I’ve ever felt like I’m on my own or have no one to go to.



## Careers Advice

### SUPPORTIVE STAFF

“ NOT ONLY ARE THEY BRILLIANT TEACHERS BUT THEY ARE VERY SUPPORTIVE AND ARE ALWAYS HAPPY TO HELP. ”



CHARITY HEAD SHAVE FOR MACMILLAN

## Charity within Sixth Form

Charity means a lot to all the staff and students at sixth form and is taken very seriously. Whenever a charity event is set up or discussed everyone is keen and very enthusiastic to get involved. Charity is really important to sixth form and this year our chosen charity is Macmillan. We all think it's so important to support a charity so close to many people within sixth form and one that's helped so many people and families.

We come up with so many different ideas to raise as much money as possible.

We have days where we dedicate breaks and lunch times to selling cakes that the students have made themselves. We set up tables and have money boxes on entry to the sixth form block for donations. We have students who volunteer to sit at the tables at break and lunch encouraging people to buy cakes and raise as much money as possible for charity.

Another way we have raised a lot of money for charity is with a sponsored head shave. This one event raised over £600 for MacMillan.



BEFORE

AFTER

Days where pupils come in dressed in one colour such as red for red nose day and fancy dress for Halloween are both ways we raise money.

We have had people in to deliver assemblies when they speak to the whole of sixth form about what happens with all the money we have raised and how much it helps the charity out. These assemblies are really moving and touch the hearts of all the students there as it shows everyone what we've achieved as a family and the difference we've made for people going through a tough time in their lives. This is one of the main reasons charity is so important to sixth form because the outcome is so amazing.



## Course Outline

Students should be introduced to a variety of experiences that explore a range of fine art media, processes and techniques. They should be made aware of both traditional and new media. Students should explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students may use sketchbooks/workbooks/journals to underpin their work where appropriate. Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions. Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented. They should be aware of the importance of process as well as product. Students are required to work in one or more area(s) of Fine art, such as those listed below.

They may explore overlapping areas and

combinations of areas:

- drawing and painting
- mixed-media, including collage and assemblage
- printmaking (relief, intaglio, screen processes and lithography)
- moving image and photography
- sculpture
- ceramics
- installation

## Assessment

Component 1 – 60% -Coursework portfolio, including 3,000 word essay

Component 2 – 40% - Exam project with a 15 hour final exam

## Entry Requirements

GCSE grade 5 or above in Fine Art

### Student Profile



I took art at the sixth form as I enjoyed art at GCSE and wanted to see what more the school could offer to me. The art department at ormskirk is inclusive and helps all the students to further themselves and improve on their skills.

## Career Opportunities

- Art Gallery Director
- Art Historian
- Freelance Artist
- Tattoo Artist
- Web Designer
- Video Game Designer
- Creative Director
- Makeup Artist
- Interior Designer
- Animator
- 3d Designer
- Architect
- Graphic Designer
- Stylist
- Theatre Set Designer
- Art Therapist
- Photographer
- Fashion Designer

FINE ART IS A STEP TOWARDS A HUGE RANGE OF CREATIVE CAREERS

100%  
PASS  
RATE

## Student Profiles

'I took Graphic Art at Sixth Form as I hope to go to a university and study the subject and go on to do graphic design in the future.'

'I enjoy Graphic Art and would like to go forward to do history of art or if not, graphic design and the A-level course will help towards that.'

'I took Graphic Art because in the future I would like to work in the film and media industry and the skills that I have learnt and developed will help when at university and the working industry.'

'I took Graphic Art because I would like to go into architecture and the skills I have learnt will be useful at University.'

## Course Outline

Students should be introduced to a variety of experiences that explore a range of graphic communication media, processes and techniques. They should be made aware of both traditional and new media.

Students should explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students may use sketchbooks/workbooks/journals to underpin their work where appropriate.

Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented. They should be aware of the importance of process as well as product. Students are required to work in one or more area(s) of Graphic communication, such as those listed below. They may explore overlapping areas and combinations of areas:

- interactive media (including web, app and game design)
- advertising
- packaging design
- design for print
- illustration
- communication graphics
- branding
- multimedia
- motion graphics
- design for film and television

## Assessment

Component 1 – 60% -Coursework portfolio, including 3,000 word essay  
Component 2 – 40% - Exam project with a 15 hour final exam

## Entry Requirements

GCSE grade 5 or above in Fine Art or Graphic Communication



GRAPHIC COMMUNICATION IS A STEP TOWARDS A HUGE RANGE OF CREATIVE CAREERS

100%  
PASS  
RATE

## Career Opportunities

- Art Gallery Director
- Art Historian
- Freelance Artist
- Tattoo Artist
- Web Designer
- Video Game Designer
- Creative Director
- Makeup Artist
- Interior Designer
- Animator
- 3d Designer
- Architect
- Graphic Designer
- Stylist
- Theatre Set Designer
- Art Therapist
- Photographer
- Fashion Designer



## Course Outline

The AQA Biology course covers a wide range of Biological principles, split in to 8 topics. During Year 12 fundamental principals are covered; these include cells, biological molecules, exchange systems and variation. During Year 13 more complex principles are covered; these include energy transfer, response to changes, genetics, ecosystems and gene expression.

## Assessment

A level Biology - Three exams at the end of Year 13. All are 2 hours long. Paper 1 covers topics 1-4 (AS topics) and is worth 35% of the A level grade. Paper 2 covers topics 5-8 (Year 13 topics) and is worth 35% of the A level grade. Paper 3 covers all 8 topics (including a 25 mark essay) and is worth 30% of the A level grade.

Students will also achieve a practical endorsement which is completed over the two years and involves undertaking twelve compulsory practical investigations. These cover a range of practical areas including microscopy, enzyme action, dissection, colorimetry, ecology and chromatography. The practical endorsement demonstrates an ability to investigate and analyse a range of problems, which further education establishments and employers are looking for.

## Entry Requirements

Grade 6 in Biology (for separate sciences) or a 6-6 in trilogy science



Student Profile

“Biology has always interested me. The reason I took biology A Level was because of how much I enjoyed it at GCSE, and wanted to challenge myself and pursue it further in Sixth Form. I would like continue to study biology at university, and potentially have a career down this path. The teachers are always friendly and helpful, and never fail to make us feel encouraged.”

100%  
PASS  
RATE

## Career Opportunities

Biology offers a wide range of career options, both through the topics themselves and also because of the practical and investigative nature of the subject. Career options include:

- Marine biology
- Zoology
- Medicine
- Pharmacy
- Physiotherapy
- Microbiology
- Scientific Journalist
- Biotechnologist
- Higher Education Lecturer
- Nanotechnologist
- Nature Conservation
- Pharmacologist
- Research Scientist
- Scientific Laboratory Technician
- Teacher
- Soil Scientist
- Dental Hygienist
- Dentist
- Physician Associate
- Science Writer
- Veterinary Science and many more.

## Student Profile

“ I chose Business in recognition of my entrepreneurial talents over the years, as well as through interest following a family business I helped operate. Not only can Business give you a better understanding of the corporate market, but it can also help you recognise how people should be treated within a job and you can apply that knowledge to any future career. In terms of next steps, Business is a respected subject when applying for University and apprenticeships. Topics range from management and leadership to human resources and how to plan and finance a business. Business is the perfect hands-on challenge which will help you develop and grow intellectually, whilst granting you a better understanding of the finance and corporate world. ”



## A-LEVEL BUSINESS STUDIES

### Course Outline

#### Topics include:

- 1 What is business
- 2 Managers, leadership and decision making
- 3 Decision making to improve marketing performance
- 4 Decision making to improve operational performance
- 5 Decision making to improve financial performance
- 6 Decision making to improve human resource performance
- 7 Analysing the strategic position of a business
- 8 Choosing strategic direction
- 9 Strategic methods: how to pursue strategies
- 10 Managing strategic change

### Assessment

The A-Level assessment takes place at the end of year 13 and includes 3 exam papers - 2 hours long and 33.3% each (topics 1-10 above). Assessments consist of a mixture of multiple choice questions (MCQs), short answer questions, 25 mark essays, 33 mark data response questions and case study based questions

### Lesson structure

Business lessons will take a number of different forms:

- Critical thinking
- Note making (rather than note taking)
- Problem based learning
- Group work
- Summarising articles
- Assessment for Learning – Self and peer assessment endorsement which is completed over the two years and involves undertaking twelve compulsory practical investigations.

## BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN BUSINESS

The majority of universities accept BTEC subjects and it is recognised as a valuable qualification by employers due to the vocational context of the work completed.

### Course Outline

Unit 1 – Exploring a Business (internal coursework)  
Unit 2 – Developing a Marketing campaign (external coursework)  
Unit 3 – Personal and Business Finance (external exam)  
Unit 8 – Recruitment and Selection Process (internal coursework)

### Assessment

The course is assessed through 3 units of coursework (one marked externally) and 1 exam. External assessment overall is 58% of the course.



100%  
PASS  
RATE

## Career Opportunities

**Business is a varied and useful subject and can provide a solid foundation for various careers.**

**A few of these include:**

- Market Research
- Advertising
- Sales
- Accountant
- Production Manager
- Quality Control Manager
- Hr Assistant/Manager
- Management Consultant
- Business Studies Teacher
- Self Employed

**...are you the next Alan Sugar?**



## Student Profile



“ For GCSEs I chose triple science and immediately fell in love with chemistry so I decided to carry it on and study it for A level. It’s a very hard subject but so rewarding when you get a long winded question right. It is logical, methodical and extremely interesting and the support from the teachers at Ormskirk Sixth Form is amazing, the science department definitely know their stuff, in addition to being on hand whenever you need them if you have a query. In lessons we haven’t just studied the course but taken part in the UK chemistry Olympiad, where we were able to broaden our horizons and get stuck into some very tricky questions, and learn beyond the syllabus. Chemistry is a fantastic subject to learn and enables you to look at many career options for the future, setting you up with many different opportunities. I for one have an offer for medicine at Exeter University and hopefully I’ll get the grades, but if it wasn’t for the support from the science department and for my initial love of chemistry I wouldn’t have even considered it.



## Topics covered

A-level Chemistry lasts two years, with exams at the end of the second year. The table below shows what you’ll learn in each year.

First year of A-level	Second year of A-level
<b>Physical chemistry</b> Including atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibria and Le Chatelier’s principle	<b>Physical chemistry</b> Including thermodynamics, rate equations, the equilibrium constant Kp, electrode potentials and electrochemical cells
<b>Inorganic chemistry</b> Including periodicity, Group 2 the alkaline earth metals, Group 7(17) the halogens	<b>Inorganic chemistry</b> Including properties of Period 3 elements and their oxides, transition metals, reactions of ions in aqueous solution
<b>Organic chemistry</b> Including introduction to organic chemistry, alkanes, halogenoalkanes, alkenes, alcohols, organic analysis	<b>Organic chemistry</b> Including optical isomerism, aldehydes and ketones, carboxylic acids and derivatives, aromatic chemistry, amines, polymers, amino acids, proteins and DNA, organic synthesis, NMR spectroscopy, chromatography

A-level Chemistry attempts to answer the big question ‘what is the world made of’ and it’s the search for this answer that makes this subject so fascinating. From investigating how one substance can be changed drastically into another, to researching a new wonder drug to save millions of lives, the opportunities that chemistry provides are endless.

## Exams

There is no coursework on this course. However, your performance during practicals will be assessed. There are three exams at the end of the two years for A-level, all of which are two hours long. At least 15% of the marks for A-level Chemistry are based on what you learned in your practicals.

## Practicals

Chemistry, like all sciences, is a practical subject. Throughout the course you will carry out practical activities including:

- measuring energy changes in chemical reactions
- tests for identifying different types of compound
- different methods for measuring rates of reaction
- studying electrochemical cells
- preparation of organic solids and liquids
- an advanced form of chromatography for more accurate results.

## Entry Requirements

A-level Chemistry builds on the work done in GCSE Science and Maths, so you’ll need good GCSE results from both. Written communication is also important and you’ll need to be a strong writer. The entry requirements are a 6 in GCSE Chemistry or 7,7 in Dual Award Science; and a 6 in Maths for all students. If you do not take A-level Maths you will also be expected to attend AS Maths lessons which help with the application of the Maths content of the A-level Chemistry course.

## Possible Degree Options

According to bestcourse4me.com, the top five degree courses taken by students who have an A-level in Chemistry are:

- Chemistry • Biology • Pre-clinical medicine • Mathematics • Pharmacology.

100%  
PASS  
RATE

## Career Opportunities

Studying an A-level Chemistry related degree at university gives you all sorts of exciting career options, including:

- Analytical Chemist
- Chemical Engineer
- Clinical Biochemist
- Pharmacologist
- Doctor
- Research Scientist (physical sciences)
- Toxicologist
- Chartered Certified Accountant
- Environmental Consultant
- Higher Education Lecturer
- Patent Attorney
- Science Writer
- Science Teacher



## Why choose A Level Computer Science?

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It's an intensely creative subject that combines invention and excitement, that can look at the natural world through a digital prism. In Computer Science we value computational thinking, helping students to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence.

- The qualification focuses on programming, building on the GCSE and focusing on computational thinking
- There is an expanded maths focus.
- The AS consists of two components, which are externally assessed and weighted at 50% each.
- The A Level consists of three components, two of which will be externally marked question papers making up 80% of the qualification.
- The other 20% is the coursework project allowing students to showcase their practical programming skills.

## Course Structure at a glance

### AS Computer Science

#### 01 Computing principles

This component will be traditionally marked and structured question paper with a mix of question types: short-answer, longer-answer and levels of response mark scheme-type-questions. It will cover the characteristics of contemporary systems architecture and other areas including the following:

- The characteristics of contemporary Processors, input, output and storage devices
- Software and software development
- Programming
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, ethical and cultural issues.

#### 02 Algorithms and problem solving

This componant will be traditionally marked and structured question paper and will include a mix of question types:short-answer, longer-answer and levels of response mark-scheme-type questions.

There'll be a short scenario/task contained in the paper, which could be an algorithm or a text page-based task, which will involve problem solving. Other areas covered include the following:

- Elements of computational thinking
- Problem solving and programming
- Algorithms

### A Level Computer Science

#### 01 Computing principles

This component will be traditionally marked and structured question paper with a mix of question types: short-answer, longer-answer and levels of response mark scheme-type-questions. It will cover the characteristics of contemporary systems architecture and other areas including the following:

- The characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, ethical and cultural issues.

#### 02 Algorithms and problem solving

This component will be traditionally marked and structured question paper with two sections, both of which will include a mix of question types:short-answer, longer-answer and levels of response mark-scheme-type questions.

#### SECTION A

Traditional questions concerning computational thinking

- Elements of computational thinking
- Programming and problem solving
- Pattern recognition, abstraction and decomposition
- Algorithm design and efficiency
- Standard algorithms.

#### SECTION B

There'll be a scenario/task contained in the paper, which could be an algorithm or a text page-based task, which will involve problem solving.

#### 03 Programming project

External postal moderation or repository. Students and/or centres select their own user-driven problem of an appropriate size and complexity to solve. This will enable them to demonstrate the skills and knowledge necessary to meet the Assessment Objectives. Students will need to analyse the problem, design a solution, implement the solution and give a thorough evaluation.

100%  
PASS  
RATE

## Career Opportunities

- Games Developer
- Cloud Architect
- Computer Forensic Investigator
- Health It Specialist
- Mobile Application Developer
- Web Developer
- Technical Support Specialist
- Information Technology
- Vendor Manager
- Data Modeller
- Teacher
- Software Engineer
- Database Program Designer
- Multimedia Programmer
- It Manager
- It Consultant

## Why choose BTEC Performing Arts?

Young people taking their first steps towards a new career need the right blend of technical and academic skills in order to become the highly skilled, work ready individuals employers and universities look for.

BTEC Level 3 Nationals are vocational qualifications designed to help young people succeed.

### Assessment:

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), near Pass (N) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH will contribute double that of a 60 GLH unit.

## How does the qualification provide employability skills?:

In the BTEC National units there are opportunities to give learner practice in developing employability skills.

- Cognitive and problem-solving skills, use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology.
- Intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self presentation.
- Interpersonal skills: communication, working collaboratively, negotiating and influencing self presentation. Interpersonal skills: self management, adaptability and resilience, self monitoring and development.

### Assessment:

**Mandatory 1:** Investigating Practitioners' Work - External  
- 60 marks

In this unit, you will develop skills that allow you to investigate the work of influential performing arts practitioners. You will identify the contextual factors that influence their work and critically analyse key information, such as creative intentions, performance, production and repertoire in order to develop and communicate independent judgements.

This mandatory unit will be assessed through a task and completed under supervised conditions. The task is formed of two parts, Part A and Part B. Part A will be issued to learners four weeks before the timetabled session for Part B. Part B is taken under supervised conditions in a single session of 3 hours timetabled by Pearson.

### Mandatory 2: Developing Performance Techniques - Internal

Learners explore technical performance skills with a focus on developing skills and techniques in at least two performance styles. This unit serves as an induction into the performing arts where you will develop the appropriate skills and techniques in one or more of the performance disciplines of acting, dance, musical theatre, physical theatre and variety/popular entertainment. You will participate in regular workshops, classes and exercises where you will acquire, practise and develop the necessary technical, practical and interpretative performance skills to help you succeed when performing live to an audience.

### Mandatory 3: Group Performance Workshop - External

Learners explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus. In the unit, you will learn how to respond to a given stimulus as part of a group, using research, discussion and practical exploration to develop performance material and later present an informal presentation of the work to an invited audience. As a member of a team, you will contribute to the creative development and rehearsal process, shaping and refining the work and applying performance and teamwork skills. Plus one other optional component:

- Improvisation
- Acting styles
- Musical Theatre Technique
- Storytelling
- Variety Performance

## Entry Requirements:

Students wishing to study this A level equivalent course must meet the School's standard entry requirement. It is also recommended that Performing Arts students have experience of Performing Arts outside of school.



## Why choose A Level Drama & Theatre Studies?

Students can pursue their interests and develop their skills in a range of practical and theoretical drama elements including acting, directing, costume and lighting. The requirements of the specification, with its 70% written paper and coursework elements enable students to gain a valuable qualification for courses in higher education. The content of the A level follows through from that of the AQA GCSE Drama and Performing Arts specification, enabling a smooth transition from one to the other. At the same time it must be emphasised that GCSE is not a requirement for students wishing to take the A level course.

## Course Outline

The subject content for A level Drama and Theatre Studies is divided into 3 components:

1. Drama and Theatre
2. Creating Original Drama
3. Making Theatre

## Assessment:

### Component 1 – Drama and Theatre:

3 hour exam with open books – 40% of A level. Knowledge and understanding of Drama and theatre is developed by studying 2 set texts. The exam also includes analysis and evaluation of the work of live theatre makers.

SECTION A – 1 Question about one set text (25/80)

SECTION B - 3 Questions about the other set text (25/80)

SECTION C - 1 Question on the work of theatre makers in a single live production seen (30/80)

### Component 2 – Creating original Drama:

Practical exam – 30% of A level.

The process of creating devised drama is assessed & students perform a devised performance which has been influenced by the work or methodologies of one practitioner.

Working notebook (40/60 marks)

Devised performance (20/60 marks)

### Component 3 –Making Theatre:

Practical exam – 30% of A level.

Students will practically explore and interpret 3 extracts each taken from a different play.

Methodologies of a practitioner must be applied to extract 3 (final assessed piece). A reflective report analysing and evaluating theatrical interpretation must be submitted to the exam board.

Performance of extract (40/60 marks)

Reflective report (20/60 marks)

## Entry requirements

Students wishing to study this A level must meet the school's standard entry requirement. It is also recommended that Theatre Studies students have at least a 6 in English literature at GCSE level.

100%  
PASS  
RATE

## Career Opportunities

Theatre Studies A level is regarded as a valued academic qualification in all British universities and may serve as a springboard to many varied careers such as:

- Actor
- Community Arts Worker
- Dancer
- Dramatherapist
- Music Therapist
- Theatre Director
- Broadcast presenter
- Film Director
- Teaching
- Theatre Stage Manager



## Course Outline

### Individuals, firms, markets and market failure

- 1 Economic methodology and the economic problem
- 2 Individual economic decision making
- 3 Price determination in a competitive market
- 4 Production, costs and revenue
- 5 Perfect competition, imperfectly competitive markets and monopoly
- 6 The labour market
- 7 The distribution of income and wealth: poverty and inequality
- 8 The market mechanism, market failure and government intervention in markets

### The national and international economy

- 9 The measurement of macroeconomic performance
- 10 How the macroeconomy works the circular flow of income, AD/AS analysis, and related concepts
- 11 Economic performance
- 12 Financial markets and monetary policy
- 13 Fiscal policy and supply-side policies
- 14 The international economy

## Assessments

The A-Level assessment takes place at the end of year 13 and includes 3 exam papers - 2 hours long and 33.3% each (topics 1-14 above)

Assessments consist of a mixture of multiple choice questions (MCQs), short answer questions, 40 mark essays, 40 mark data response questions and case study based questions

## Lesson structure

Economics lessons will take a number of different forms:

- Critical thinking
- Note making (rather than note taking)
- Problem based learning
- Group work
- Summarising articles
- Assessment for Learning – Self and peer assessment



Economics is an interesting A-level that is split up into 2 main sections: Macroeconomics and microeconomics. Over the course of the 2 years we study topics such as the economic problem, market failure and government policies which can be related to the wider world. It's considered a social science as it looks at the behaviour of humans during consumption and production of goods and services. We really enjoy economics as we get to develop our knowledge about economics in today's society regarding problems such as Brexit.



## Students Profile



**100%  
PASS  
RATE**

## Career Opportunities

**Economics is a varied and useful subject and can provide a solid foundation for various careers.**

**A few of these include careers in:**

- Politics
- Law
- Business
- Banking
- Civil Service
- Accountancy



## Course Outline

The Pearson BTEC Level 3 National Extended Certificate in Engineering is equivalent in size to 1 A Level. It allows you to learn about the sector alongside other fields of study with a view to progressing to a wide range of higher education courses.

## Entry Requirements

It is not necessary to have taken a prior level 2 course in Engineering to study this program. However, due to the high content and high level of maths and physics within the course it is recommended that students have attained at least a grade 4 in both maths and science.

## Course Outline

### YEAR 12

Unit 1 – Engineering Principles (externally assessed)

Unit 2 – Delivering of Engineering Processes Safely as a Team (internally assessed)

### YEAR 13

Unit 3 – Engineering Product Design and Manufacture (externally assessed)  
Option (internally assessed)

## Where could this qualification lead?

Higher Education

The obvious route to follow would be to study for a BENG(Hons) in an engineering discipline but the high content of maths, physics and design means that FE opportunities will also be possible in these areas too.

100%  
PASS  
RATE

## Career Opportunities

- Aerospace Engineer
- Automotive Engineer
- Cad Technician
- Contracting Civil Engineer
- Control and Instrumentation Engineer
- Maintenance Engineer
- Mechanical Engineer
- Nuclear Engineer
- Patent Attorney
- Production Manager
- Technical Sales Engineer
- Water Engineer
- Metallurgist
- Toxicologist
- Designer
- Nanotechnologist
- Construction



Student Profile

“After GCSE’s I was keen to stay on at ormskirk school because I felt I’d get the best learning experience, with teachers who already knew me. I’m studying A-level physics, A-level biology and B-tech engineering so that I can study engineering further either through university or an apprenticeship. The course is really diverse from fluid dynamics to electromagnetism. I really enjoy all aspects of the engineering course and would recommend it to anyone.”



## Course Outline

### Component 1: Language Variation

(2 hours 15 mins) (35%)

#### Two questions on:

- how language varies depending on mode, field, function and audience
- how language choices can create personal identities
- language variation in English from c1550 (the beginnings of Early Modern English) to the present day.

### Component 2: Child Language

(1 hour) (20%)

#### One question on:

- spoken language acquisition and how children learn to write between the ages of 0 and 8
- the relationship between spoken language acquisition and literacy skills that children are taught, including the beginnings of reading
- appropriate theories of children's language development

### Component 3: Language Investigation

(1 hour 45 mins) (25%)

#### Two questions: Students will:

- select a research focus from five topic areas
- develop their research and investigation skills
- undertake a focused investigation
- apply their knowledge of language levels and key language concepts developed through the whole course
- develop their personal language specialism. A subtopic will be pre-released in the January before the examination. The pre-released subtopic will provide a steer for students' research and investigation to enable them to prepare for the external assessment.

### Component 4: Coursework

(20%)

#### Students produce two written assignments:

- Assignment 1: two pieces of original writing from the same genre, differentiated by function and/or audience.
- Assignment 2: one commentary, reflecting on the two pieces of original writing produced and making connections with research undertaken.

Pearson Edexcel Level 3 Advanced GCE in English Language will enable students to:

- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language
- explore data and examples of language in use
- engage creatively and critically with a varied programme for the study of English
- develop their skills as producers and interpreters of language
- independently investigate language in use.

## Entry Requirements

Minimum requirement to study English Language at A Level is a 6 grade in English Language at GCSE. A 6 grade in English Literature GCSE is also preferable.

### Student Profile

“The reasons that I chose to do English Language is because I have always had an interest in the subject and wanted to have a further understanding of it. During the sixth form open day, I really enjoyed the English language taster lesson and decided that it was the right subject for me. Up to now, I have really enjoyed the lessons and the topics that we have been learning about. I have particularly enjoyed learning about how the English language has changed over time and I have also quite enjoyed doing the course work that comes with the subject, I am very glad that I chose it.”

100%  
PASS  
RATE

## Career Opportunities

English studies provide opportunities for students to develop the skills necessary for a wide range of careers, including those directly related to creative writing and media.



“ English has helped me understand the power of words and how the great writers use these words to create something incredible, a piece of art. English can open many doors in your future and is one of the most useful and versatile A-levels you can take. ”

## Course Outline

### Component 1: Drama (2 hours 15 mins) (30%)

one Shakespeare play and one other drama from either tragedy or comedy – both texts may be selected from one or both of these categories. critical essays related to their selected Shakespeare play

### Component 2: Prose (1 hour) (20%)

two prose texts from a chosen theme. At least one of the prose texts must be pre-1900.

### Component 3: Poetry (2 hours 15 mins) (30%)

Students study: poetic form, meaning and language (unseen) a selection of post-2000 specified poetry and a specified range of poetry from: either a literary period (either pre- or post-1900) or a named poet from within a literary period.

### Component 4: Coursework (20%)

Students have a free choice of two texts to study - must be complete texts and may be linked by theme, movement, author or period. Can be prose, poetry or drama.

“ The reasons that I chose to do English Language is because I have always had an interest in the subject and wanted to have a further understanding of it. During the sixth form open day, I really enjoyed the English language taster lesson and decided that it was the right subject for me. Up to now, I have really enjoyed the lessons and the topics that we have been learning about. I have particularly enjoyed learning about how the English language has changed over time and I have also quite enjoyed doing the course work that comes with the subject, I am very glad that I chose it. ”

## Pearson Edexcel Level 3 Advanced GCE in English Literature will enable students to:

- read widely and independently set texts and others that they have selected for themselves
- engage critically and creatively with a substantial body of texts and ways of responding to them
- develop and effectively apply their knowledge of literary analysis and evaluation
- explore the contexts of the texts they are reading and others' interpretations of them
- undertake independent and sustained studies to deepen their appreciation and understanding of English literature, including its changing traditions

## Entry Requirements

Minimum requirements to study English Literature at A Level are 6 grades in both English Literature and English Language at GCSE. A 6 grade or above in Literature is desirable, as it is a very demanding subject.

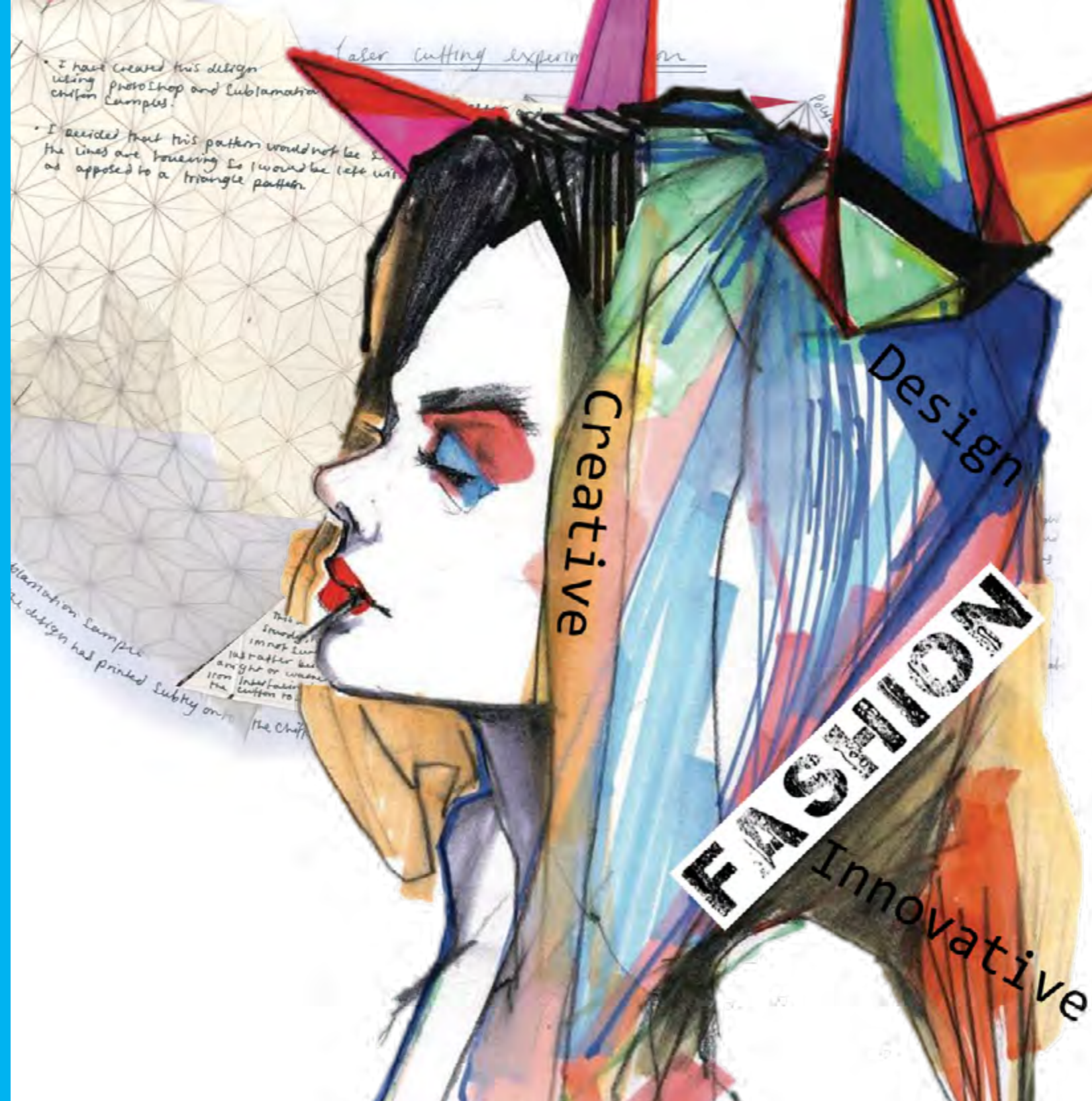
“ I chose English Literature because the poems and books that you study throughout the course educate you, not only on the literature itself, but social issues from the time period that are still highly relevant in present day. ”

“ I have enjoyed English Literature from a young age as I find that it allows you to experience life through so many different characters eyes in the novels and plays that you read. It's almost like an escape from the real world. I chose to do English Literature at A-level because it can lead you down so many pathways and open so many doors leading to various opportunities. English Literature is such a broad subject and can lead on to any degree. So I think that if you are somebody who is unsure of what they want to do after your A-levels, English Literature is a really strong subject to have. ”

100%  
PASS  
RATE

## Career Opportunities

English Literature is considered to be a facilitating subject and is largely respected by Universities when applying for many degree courses. English studies provide opportunities for students to develop the skills necessary for a wide range of careers.



## Course Outline

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 fashion design and textiles technology, whilst enjoying opportunities to put their learning in to practice by producing a prototype 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. Following this course you can progress onto a Foundation Diploma course or a degree in a range of art-based subjects, and careers in textile design, including fashion design, costume design and interior design.

## Assessment

Paper 1: Technical principles  
Written exam: 2.5 hours  
30% of A-level  
Paper 2: Designing and making principles  
Written exam: 1.5 hours  
20% of A-level  
Questions are a mixture of short answer and extended response.  
Non-Exam Assessment: Substantial design and make project  
50% of A-level

## Entry Requirements

Students wishing to study this A level must meet the school's standard entry requirement. It is also recommended that Fashion & Textiles students have at least a Grade 6 in DT Textiles at GCSE level.



100%  
PASS  
RATE

## Career Opportunities

- Fashion designer
- Textile designer
- Textile Artist
- Make-up artist
- Fashion photographer
- Clothing/textile technologist
- Stylist
- Visual merchandiser
- Colour technologist
- Interior and spatial designer
- Conservator
- Further education teacher
- Graphic designer
- Higher education lecturer
- Printmaker
- Product designer
- Retail buyer
- Secondary school teacher
- Retail manager
- Retail merchandiser



## Introduction

AQA Level 3 Applied Science is a general qualification for post-16 students wanting to continue their education through applied learning and who aim to progress to higher education. The course is widely accepted by universities and employers alike, and carries the same UCAS points' equivalent as an A level. This course will prepare you for working in the diverse and wide-ranging field of science, in areas such as, biomedical, forensic, physical and chemical sciences for example. In addition, the qualification will allow you to develop some of the transferable and higher-order skills such as laboratory skills, collaboration and team working which you will need when you progress to higher education or employment.

## Entry Requirements

Grade 4/4 in Double Award Science or a grade 4 in two sciences if you are studying Triple Science.

## Why study Applied General Science?

- You are interested in a career in science
- You prefer a coursework element of your chosen subject
- You enjoy the practical approach to science
- You would enjoy developing the skills required for you to further your study in the science sector

## Course Content

1. Key Concepts in Science
2. Applied experimental techniques
3. Science in the Modern World
4. The Human Body
5. Investigating Science
6. OPTION MODULE

## Course Assessment

Assessment will be through a combination of externally and internally assessed components. Externally assessed units will comprise of examinations and set tasks, where learners will take an assessment at a defined time in the course to demonstrate their understanding of practical tasks.



**100%  
PASS  
RATE**

## Career Opportunities

- Analytical Chemist
- Animal Technician
- Biomedical Engineer
- Biomedical Scientist
- Clinical Psychologist
- Pharmacist
- Crime Scene Investigator
- Environmental Health Practitioner
- Forensic Scientist
- Biochemistry
- Metallurgist
- Microbiologist
- Nanotechnologist
- Pharmacologist
- Research Scientist
- Laboratory Technician
- Toxicologist
- Water Quality Scientist
- Teaching and many more



“ During my time at Ormskirk 6th Form I studied BTEC ICT, Business Studies and, most importantly, Geography. I chose Geography as it was a subject I had enjoyed through my GCSE years. I had the foundation knowledge and I was eager to learn more. I knew the Geography department at Ormskirk School was excellent, therefore I got all the support I wanted throughout my Geographical studies at A Level. Geography provided me with lots of relevant, meaningful knowledge I could adapt through all my A Level subjects. I was able to apply my Geography knowledge to real world scenarios that occur around us everyday and how Geography can shape the future and innovate the way we live our lives. I think Geography is very important for everyone to have an understand of because Geography teaches reasons behind big world issues, like climate change, and how we can act to help prevent such issues. Geography has helped shape my knowledge of the rest of the world, teaching me how our actions as a key player on the world stage have led to impacts affecting billions of people, giving me the knowledge and understanding for reasons behind big global decisions.

In the future, my aim is to go to the University of Manchester and study Information Technology Management for Business, eventually aiming towards my dream job at Google. I know my Geography knowledge will help me through this course as businesses are dependant on geographical factors to ensure their success. This gives me the extra knowledge I need to be adaptable in an ever changing world and hopefully contribute to my success!



## Course Outline

The A-Level Geography course gives you a strong foundation for understanding the 2 main themes of the subject: human geography and physical geography. Between them, they're what makes our planet tick.

Human geography deals with how people and the environment interact and the way we both exist. It also looks at how people and groups move and live in the world around us. For example, you will learn about things you see in the papers and on the news everyday, including issues of sustainability. Physical geography on the other hand, is all about the scientific aspects of our world with an emphasis on how we can manage them.

The end result of studying human and physical geography is that you will have a better understanding of how people and the world work together.

## Why Geography?

- Geography tackles the big issues and finds solutions to today's problems.
- It combines well with a variety of other subjects.
- Geography graduates are the most employable because of the wide range of skills gained through geography.
- Transferable skills – map reading, data collection and analysis, GIS, problem solving, teamwork and communication.

## Assessment and Areas of Study

### Paper 1

2 hours 15 minutes

The assessment is out of 105 marks

The assessment consists of 3 sections.

#### Content Assessed:

- **Section A** assesses Area of study 1, Topic 1: Tectonic Processes and Hazards
- **Section B** assesses Area of study 1, Topic 2: Landscape Systems, Processes and Change. This includes two optional sub-topics from which students choose one:  
2A Glaciated Landscapes and Change or  
2B Coastal Landscapes and Change.

- **Section C** assesses Area of study 3, Topic 5: The Water Cycle and Water Insecurity and Topic 6: The Carbon Cycle and Energy Security.

### Paper 2

2 hours 15 minutes

The assessment is out of 105 marks

The assessment consists of 4 sections.

#### Content Assessed:

- **Section A** assesses Area of study 2, Topic 3: Globalisation
- **Section B** assesses Area of study 4, Topic 7: Superpowers
- **Section C** assesses Area of study 2, Topic 4: Shaping Places. This composes two optional sub-topics from which students choose one: 4A Regenerating Places or 4V Diverse Places.
- **Section D** assesses Area of study 4, Topic

8: Global Development and Connections. This comprises two optional sub-topics from which students choose one: 8A Health, Human Rights and Intervention or 8B Migration, Identity and Sovereignty.

### Paper 3

2 hours 15 minutes

The assessment is out of 70 marks

#### Content Assessed:

- Synoptic assessment of geographical skills, knowledge and understanding (within a place-based context) from compulsory content drawn from different parts of the course.

### Non-examination assessment: Independent Investigation

- The student undertakes an independent Investigation, producing a written report of 3000- 4000 words.
- The student defines a question or issue relating to the compulsory or optional content
- The student's investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data.
- The report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing.
- The report is internally assessed and externally moderated
- The independent investigation report must be submitted at the end of the course.

100%  
PASS  
RATE

## Career Opportunities

Anywhere on Earth!  
There are many careers that require geography including:

- Development Work
- Cartography
- Teaching
- International Aid
- Geochemist
- Ecologist
- Tree Surgeon
- Environmental Health Officer
- Research Scientist
- Town planner
- Landscape architect



“ I chose health and social care because I knew what career path I wanted to go down, but didn't have three options to choose. Health and social care has allowed me to widen my knowledge on communication skills and presenting my work professionally. ”

## Course Outline

The BTEC National in Health and Social Care is a vocational qualification that will help prepare you for a wide range of careers or for further study on a range of degree programmes.

There are many roles available in the Health and Social Care sector which provide varied opportunities to make a difference to people's lives in a positive way – and the demand for skilled people is growing. Working in the Health and Social Care professions can also take you to different parts of the country and overseas. Whether you are thinking of pursuing a career in nursing, healthcare science or social work, the BTEC National in Health and Social Care includes pathways that will help you to fulfil your ambition. Once you have completed your studies, whatever you choose to do you will be doing a job that is varied, rewarding and worthwhile. In your BTEC National in Health and Social Care, you will be studying a range of units, which will help you to gain skills that will be valuable in your chosen profession or future study. You will learn about the human body and how it changes over time. You will also learn about what it means to work in the sector and what skills and behaviours you will need to demonstrate, and the importance of respecting the individual differences and needs of service users.

## Skills needed in the Health and Social Care Sector

For virtually all careers in the health and social care sector, you will need to have the following skills:

- Good communication skills
- Good interpersonal skills
- The ability to work well as a member of a team
- Cognitive and problem-solving skills
- Presenting yourself professionally
- The ability to manage your time effectively.

Studying for the BTEC National in Health and Social Care allows you to practise all of these skills utilising different styles of learning. You will encounter and appreciate various methods to assess your understanding and knowledge of the different subject areas.

**For BTEC, you will develop thinking processes that require you to**

- Recall knowledge and information
- Understand, apply and analyse it so that you can judge how important or valuable something is, and
- Create new ideas.

These thinking processes will underpin your assignments and assessments.

## Other Information

Each of the components of the course are marked with a Pass, Merit, Distinction. These convert to points, on completion of the 4 components your score will be added up to give you your overall Level which again will be in a Pass, Merit, Distinction or distinction\*. For UCAS this will be converted into points.

### During year 12 & 13 you will study:

**Year 12:**

**Unit 1 – Human Lifespan Development, (Mandatory).**

This covers physical, intellectual, emotional and social development across the human lifespan, and the factors affecting development and the effects of ageing.

The unit of work will be assessed in the form of an external exam which you will sit in January.

The exam is 1 hour 30 minutes and is marked out of 90. The exam will be graded with a Pass, Merit, Distinction. You will be given the opportunity to re-sit this exam once in May. It is essential that you pass this element.

**Unit 5 – Meeting Individual care and Support Needs, (Mandatory).**

This unit focuses on the principles and practicalities that underpin meeting individuals care and support needs, which are the foundation of all care disciplines.

The unit is assessed in the form of a series of assignments. Prior to the assignments your class teacher will go through the subject knowledge needed to complete the assignment. You will be given lesson time and in addition to this you will be expected work on your assignment in your personal study time. During the assignment your tutor is unable to give you feedback on how your assignment progressing. You will be given a deadline which must be met or under the rules of BTEC you fail the assignment. You must attempt

all of the aims set out in the assignment. Your assignment will then be marked by two members of staff and you will be given up to 15 days to improve the assignment if needed. You only get one chance to resubmit work. The assignment will be graded with a Pass, Merit, Distinction.

**Year 13:**

**Unit 2 – Working in health and Social Care, (Mandatory).**

This unit explores what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations. The unit of work will be assessed in the form of an external exam which you will sit in January. The exam is 1 hour 30 minutes and is marked out of 80. The exam will be graded with a Pass, Merit, Distinction. You will be given the opportunity to re-sit this exam once in May. It is essential that you pass this element

**Unit 12 – Supporting Individuals with Additional Needs, (Optional).**

This unit explores the role of health and social care services in providing care and support to individuals with additional needs.

The unit is assessed in the form of a series of assignments. Prior to the assignments your class teacher will go through the subject knowledge needed to complete the assignment. You will be given lesson time and in addition to this you will be expected work on your assignment in your personal study time. During the assignment your tutor is unable to give you feedback on how your assignment is progressing. You will be given a deadline which must be met or under the rules of BTEC you fail the assignment. You must attempt all of the aims set out in the assignment. Your assignment will then be marked by two members of staff and you will be given 15 days to improve the assignment if needed. You only get one chance to resubmit your work. The assignment will be graded with a Pass, Merit, Distinction. This unit will then be moderated by the exam board.

**100%  
PASS  
RATE**

## Career Opportunities

**Health and Social Care is widely accepted by employers and universities. It can lead to:**

**Progression into employment, as it gives a broad introduction to working in this sector, although usually further training will be undertaken during this employment.**

**Progression to further qualifications such as HND or degree level courses in health and social care related subjects such as**

- Nursing
- Occupational Therapy
- Midwifery
- Medical Receptionist
- Primary School Teaching/Early Year's Education
- Social Work
- Radiography
- Physiotherapy
- Occupational Studies
- Health Studies

## Student Profile



“ I chose to come to sixth form because, compared to other colleges, the class sizes are much smaller, which personally, I think is really beneficial as the teachers are much more able to focus on you individually. Also, with the subjects that I chose (History, English literature and Philosophy and Ethics) class discussions are vital and having a smaller class size means that it’s much easier to interact with each other and share ideas.

From a young age history has always been something that I’ve been fascinated by, and as I progressed in to high school and began to understand the more complicated things behind it, I realised just how important and influential history is to the modern world. By studying history you are constantly learning and discovering something new and you are open to have your own opinion on events that happened in the past, you don’t have to just simply stick to a text book answer that you are told is right; you are free to create your own viewpoint.

In the future I would love to study history in university as there doesn’t seem like anything better than studying for a degree in something that I genuinely love learning about. And as history is such a broad subject, it can lead you down so many career paths. I would love to be a Historian, specifically one who studies the world wars and their impact on society, or somebody who studies historic crimes that are yet to be solved.



## Introduction

History is an exciting subject which allows those who study it to develop a deep understanding of the world in which they live as well as a range of skills which can be applied to a number of careers. Subject content and assessment

### Unit 1 – The British Empire, c1857-1967

The British Empire was the largest empire any nation has built in human history, at its peak it covered one quarter of the Earth’s surface and it was said that “the sun never set on the British Empire”. In your study you will examine the reasons a relatively small country such as Britain was able to reach the levels of dominance it achieved across the world. You will learn to understand the factors that encouraged the growth of empire such as bringing civilisation or hunting for economic resources. You will study the key individuals who led these developments and the legacy they have left behind such as Cecil Rhodes, Winston Churchill and Ghandi. Finally, you will examine the fate of the empire and reasons it begin to slowly decline as attitudes changed as well as the impact of two worlds wars. Perhaps most importantly you will be able to appreciate the roots of many issues that dominate life today and how these were shaped by empire. Throughout this topic you will study interpretations and the ways in which historians have formed opinions about the past. You will use your understanding to assess these interpretations and engage in thorough debate of their merits to other historians.

**1 exam sat in Year 13. 40% of grade**

### Unit 2 – The Cold War, c1945-1991

For nearly 50 years in the twentieth century, the Cold War dominated and shaped the world that many people today grow up in. With its origins in the first and second world wars you will study how the alliance of the USA and USSR, which was so successful in defeating Nazi Germany during World War Two, suddenly collapsed to become the most bitter, controversial and dangerous relationship of the twentieth century – the results of which are still being felt today. You will learn about the role of ideology

in bringing two superpowers into confrontation and then study how this directly affected the whole world with a focus on the division of Germany, the war in Vietnam and most significantly the continual escalation of a nuclear arms race. Finally, you will study the ways in which this conflict finally came to an end and the role of key individuals such as Mikael Gorbachev and Ronald Reagan, as well as the impact of ordinary people in leading to the overthrow of dictators and the fall of the Berlin Wall. Throughout the study you will examine a range of primary source material and use your understanding to assess their value to historians and make judgements about their value and limits.

**1 exam sat in Year 13. 40% of grade**

### Unit 3 – None Examined Assessment

In unit three you have your chance to investigate a period of history which covers 100 years and research your own interpretations and sources in order to complete an answer to a question agreed with your teacher. Topics included in this area the making of the United State of America, from its creation through to the Civil war, studying the role of key individuals such as George Washington, Thomas Jefferson and Abraham Lincoln.

**1 essay  
4,000-4,500 words.  
20% of grade.**



**100%  
PASS  
RATE**

## Career Opportunities

- Journalist
- Law
- Leadership and Management
- Politics
- Finance and Banking
- Business
- Media
- Intelligence Services
- Museum Researcher
- Media Researcher
- Genealogist
- Museum Curator
- Museum Education
- Officer
- Heritage Industry
- Archaeologist
- Archivist/Records
- Manager
- Historic Buildings
- Inspector/
- Conservation Officer
- Teaching
- Academic librarian
- Solicitor
- Civil Service



**95%**  
of universities and colleges in the UK now accept BTECs - including Oxford University.

(Source: UCAS, Meeting the Needs of Learners, Providers and Universities 2016)

The number and proportion of students entering university with a BTEC has doubled between 2008 and 2014 from 44K to 85K.

(Source: UCAS, Meeting the Needs of Learners, Providers and Universities 2016)

BTECs have the highest rates of learner progression, than any other vocational qualification to Higher Education.

(Source: Department for Business, Innovation & Skills report on 'Social Mobility: Contribution of Further Education and skills')

## Why choose a BTEC National?

Young people taking their first step into a new career need the right blend of technical and academic skills to support them. Employees and Higher Education are looking for highly skilled, job-ready individuals with strong work ethic. That's why we deliver the new BTEC IT that has been created in collaboration with over 5,000 universities, employers and professional bodies with employability at the heart so our learners can develop the skills and confidence they will need to step into a prosperous future.

### Unit 1 - Social Media in Business

Learners explore how businesses use social media to promote their products and services. Learners also implement social media activities in a business to meet requirements.

**Assessed - coursework submitted in December of year 12**

### Unit 2 - Using Databases to Manage Information

Learners study the design, creation, testing and evaluation of a relational database system to manage information.

**Assessed - Externally. 10 hours' database exam in May of year 12.**

### Unit 3 - Information Technology Systems

Learners study the role of computer systems and the implications of their use in personal and professional situations.

**Assessed - 2 hours written exam in January of year 13**

### Unit 4 - Data Modelling

Learners study how data modelling can be used to solve problems. They will design and implement a data model to meet client requirements.

**Assessed - Coursework submitted in April of year 13**

#### EXTENDED CERTIFICATE (360 GLH)

Equivalent in size to 1 A level. Applied General

**TOTAL: 4 UNITS**

**3 MANDATORY UNITS**

**1 OPTIONAL UNIT**

Broad introduction to study of the Information Technology sector.

**Supports progression to:**

- Higher Education (when taken as part of a programme of study that includes other level 3 qualifications)

#### Student Profile

BTEC IT is a level 3 certificate that covers four units over the two years: using social media in a business (coursework), creating systems to manage information (exam), information technology systems (exam), and website development (coursework). BTEC IT can be a challenging subject however; it is very enjoyable as you learn many IT skills that are beneficial in most professions. Pairing this BTEC with A-levels allows for a less stressful A-level exam period if you optimise your time spent on the coursework throughout the two years. This is because you are able to complete the coursework units before A-level exams begin allowing you to focus on your A-level subjects.

**100%  
PASS  
RATE**

## Career Opportunities

- Games Developer
- Cloud Architect
- Computer Forensic Investigator
- Health It Specialist
- Mobile Application Developer
- Web Developer
- Technical Support Specialist
- Information Technology
- Vendor Manager
- Data Modeller
- Teacher
- Software Engineer
- Database Program Designer
- Multimedia Programmer
- It Manager
- It Consultant

In 2014, a CBI (Confederation of British Industry) and Pearson survey, "Gateway to growth: educational and skills survey" revealed that almost two thirds (65%) of businesses value foreign language skills among their employees, particularly in helping build relations with clients.

Language skills can be applied in a vast range of roles - the ability to communicate effectively beyond national boundaries is valued for example in sales and marketing, logistics, finance, insurance, hospitality and tourism, and from work in international organisations to teaching in local schools.

## Why choose languages?

Spanish and French are wonderful languages, which genuinely have the power to change the entire course of your life, enriching it with new life experiences and knowledge of other cultures. GCSE will have already prepared you really well for the challenges of what is a much more exciting offer at A level. At Ormskirk, you will have a wealth of additional opportunities including work experience placements, exchanges, university visits and expeditions to far-flung corners of the world. This coupled with small class sizes means that classwork is tailored to your needs. You will always feel 100% supported studying languages at sixth form!

## Course Outline

1. Social issues and trends
2. Political and artistic culture
3. Grammar
4. Individual research project
5. Literature and film

### There are 3 components:

**Speaking:** 21-23 minute discussion with examiner including 5 minute preparation time.

**Listening, Reading and Translating:** Comprehension recordings and texts based on authentic material.

**Writing:** 2 essays in Spanish or French on a book and a film.

The course covers how Spanish and French-speaking societies have been shaped socially and culturally and how they continues to change.

In the first year, aspects of the social context are studied, together with aspects of the artistic life of Spanish and French-speaking countries. In the second year, further aspects of the social background are covered, this time focusing on matters associated with multiculturalism. You will also study aspects of the political landscape including the future of political life in the Hispanic and French speaking world by focusing on young people and their political engagement.

You will develop your knowledge and understanding of themes relating to the culture and society of countries where Spanish or French is spoken and your language skills. You will do this by using authentic spoken and written sources in Spanish and French. The choice of works (literary texts and films) offers opportunities to link with the themes so that, for example, the play *La casa de Bernarda Alba* could be linked to the sub-theme Modern and traditional values while the film *Pan's Labyrinth* could be connected to the sub-theme Monarchy and Dictatorship. The French book is "*L'Étranger*" by Albert Camus. This ties in well with philosophy and other French speaking countries (Algeria). The film is "*Au revoir les enfants*" which deals with the treatment of Jews during the war, friendship and loss of innocence.

You will take part in stimulating activities to develop your linguistic skills alongside your understanding of the culture and society of countries where Spanish and French are spoken. We select a broad area of study to prescribe certain aspects for closer examination. The core content includes social issues and trends, political and artistic culture, grammar, and options from literature and film.

## Assessment

Reading/Listening/Writing exam  
Written exam, Speaking exam

## Entry Requirements

Grade 7 at GCSE

100%  
PASS  
RATE

## Career Opportunities

Languages may be central to some occupations, such as the diplomatic service, interpreting, translating, journalism, sales, teaching and tourism. In today's global economy such opportunities are constantly expanding. Other openings may be in the media, the leisure industry, international organisations, business and customer care.

Languages graduates are found in a wide range of professions in the private and public sectors, including international agencies and government bodies (national and European).



### Student Profile

“ I decided to stay at Ormskirk Sixth Form because many of my favourite teachers from main school would continue teaching me in the subjects that i had chosen to take, including French and Spanish. I have always really enjoyed languages and still believe they are something that everyone should have a go at learning. Since starting French and Spanish, I knew it was something i'd want to continue with into the future, through GCSE and now A-level. I will hopefully be studying languages and Politics at university and will be able to take the skills i have gained throughout my time studying languages in school and the Sixth Form into a career in the future. ”

Maths A level is well respected by admission tutors for all degree subjects and future employers

## Maths Course Outline

Students will follow the Edexcel A Level Maths course. There are no optional topics; all students nationally are now expected to study two modules of Pure Maths (algebra) and one module of Applied Maths (a mixture of Statistics and Mechanics). Problem-solving, proof and modelling will now feature far more significantly and students will also be expected to analyse a large data set.

## Assessment

Assessment is based solely on exam performance. In Y12, students will sit an end of year exam, but this will not contribute to their final grade. In Y13 students will sit exams based on the whole two year's study. There will be three exam papers; two for the Pure Maths and the other for Applied Maths.

## Entry Requirements

The study of Mathematics at this level requires dedication, resilience and hard work. As the subject is academically challenging, students wishing to follow an A Level course in Mathematics must have obtained at least a grade 7 in GCSE Mathematics. Additionally, a pack of summer preparation work will be given to all Y11 students who have indicated that they are likely to be studying Maths when in Y12.

## Further Maths Course Outline

Students will follow the Edexcel A Level Further Maths course. This course is largely self-taught, with students attending one time-tabled support lesson each week. A Level Further Mathematics has a simple 50:50 split between the compulsory and optional elements:

- Compulsory - Pure Maths
- Optional elements - Statistics / Mechanics / Decision.

Problem-solving, proof and modelling will now feature far more significantly.

## Entry Requirements

The study of Further Mathematics requires dedication, resilience and hard work. To follow an A Level course in Further Mathematics students must also be studying A Level Mathematics. As the subject is academically challenging, and as the course is largely self-taught, students must have obtained at least a grade 8 in GCSE Mathematics.

## Assessment

Assessment is based solely on exam performance. In Y12, students will sit an end of year exam, but this will not contribute to their final grade. In Y13 students will sit exams based on the whole two year's study. There will be four exam papers; two for the Pure Maths and one each for the two Applied Maths topics.

## Student Profile



“I decided to join Sixth Form because it offered me flexibility and independence that you don't get at any other college. I also find that the smaller class sizes are a much better environment to learn than a crowded classroom. My favourite subject has to be maths because there are so many ways you can find the answer, it's not linear. I would definitely recommend it to anyone who enjoys problem solving and logical thinking. A level maths is certainly a step up from GCSE but with that comes new topics that are much more interesting.”

## AS Maths

For students not studying A level mathematics, we offer the opportunity to study AS Mathematics over two years as a 4th subject. This qualification (which is equivalent to ½ an A level) is of particular benefit to those students who plan to study a subject at university which has a significant maths content (for example: sciences; economics; psychology; electronics; computing).

100%  
PASS  
RATE

## Career Opportunities

Mathematics is a facilitating subject (i.e. one of the subjects most commonly required or preferred by universities to get on to a range of degree courses). It is a fascinating and exciting subject area, playing a major role in the modern world. It is essential for the advancement of modern technology, the sciences, medicine, economics and education. It is required in the fields of data processing, operational research, statistics and computing. Thus there is a need for mathematicians in industry, commerce, the public services, research establishments, administration and management.

## Music A Level Course Outline

The A-level syllabus provides students with a balanced course in music, whilst at the same time allowing scope for the development of individual interests and aptitudes. Students are encouraged to: study and develop critical listening; develop skills in composition; develop research skills through investigating set works; develop a life-long interest and enjoyment in listening to and making music; develop an ability to listen to, appreciate and analyse a wide range of classical music and read from full orchestral scores.

The A level Music course is a balance of coursework and examinations.

Coursework is worth 60% of the course: Performing (30%) and Composing (30%). Students are expected to supplement class lessons with individual instrument tuition, instrument practice, and independent study time on composition tasks.

The remaining 40% of the course is assessed in a written examination at the end of year 13.

## Assessment

All elements are externally assessed

## Entry Requirements

At least a 6 in GCSE music; basic keyboard skills and a good grounding in theory are desirable. Also, the potential to be able to perform to Grade 5 standard or above by the Autumn term of Year 13.

### Student Profile



I chose to attend the Sixth Form as I absolutely loved my time at Ormskirk School and couldn't imagine being anywhere else for A-Levels. Choosing music for A-Level was a no-brainer due to my passion for the subject and to lead to me accomplishing the dream I've had throughout high school - studying music at university.

## BTEC level 3 national extended certificate in music performance

**2-Year course equivalent to 1 A-level**

## Course description

This course is designed for students who play an instrument and/or sing. During the course, you will make significant contributions to group performances in a range of styles and disciplines. You will develop your teamwork skills and expand your knowledge and experience of musical genres. There will be opportunities to practise and develop your skills on the instrument you play and you will be taught music theory, to enhance your understanding of melody, harmony and rhythm. Lastly, you will develop a working knowledge of a range of freelance employment opportunities and the skills required to compete in this competitive field including health and safety and legal requirements.

## Skills and knowledge

On this course you will develop your skills as a musician. Instrumentalists and singers that play various instruments can develop all of those skills in this course. You will increase your versatility throughout the course, as well as understanding the context of the music you are playing. Performance skills such as interaction with the audience, knowledge of how to use your equipment, and how to deal with problems on stage professionally are explored regularly on this course.

## Future pathways

There are many life skills that you will develop from this course, such as problem solving, improvement in confidence, working as a team and taking yourself out of your comfort zone. Academically, there are a range of degree courses around the country that develop this course further, at universities and at specialist music colleges.

## Careers

Some examples: there are opportunities for sessions performing on tour, session recording, music composition, music composition for films and games, music composition for advertising and marketing, vocal and instrumental private coaching, and teaching and community workshop organisations.



## Music Technology Course Outline

You'll explore techniques for capturing, editing and manipulating sound to help you understand the impact of music technology on creative processes in the studio. You will then produce a completed mix. You'll develop ideas and turn them into completed technology-based compositions, develop in-depth knowledge and understanding of musical elements and musical language, and apply them.

You'll identify, analyse and evaluate creative music production techniques, as applied to the unfamiliar commercial recordings supplied in the exam. As well as identifying effects and their associated parameter settings, you will explain the principles behind the choice of the effects heard on each recording, and their sonic character, in a series of written responses.

## Why Music Technology?

Studying music technology will provide you with a gateway into the fascinating and evolving world of music technology. You will learn about recording, technology-based composition, listening, analysing and producing. You will be encouraged to engage with a wide range of music technology techniques and develop an understanding of the historical and cultural contexts of the use of music technology in the creation and production of music.

Our students have gone on to study music technology, sound production, sound engineering and other courses requiring a similar skill set at university level.

## Entry Requirements:

At least a 6 in GCSE music; basic keyboard skills and a good grounding in theory are desirable

**100%  
PASS  
RATE**

## Career Opportunities

Students completing the A-level in music have gone on to study a wide range of careers including: engineering, English and law. Those specifically interested in musical careers have taken opportunities in:

- Drama,
- Film Studies
- Journalism
- Administration
- Publishing
- Radio
- Television
- Recording Technology
- Speech and Music Therapy
- Performing
- Teaching
- Composing
- Arranging and Editing.

## Student Profile



“ In Philosophy and Ethics we study many fundamental questions regarding knowledge, reality and existence. Covering topics such as the problem of evil, arguments for the existence of God and the influences of Greek philosophers. The A-level also allows you to develop techniques in order to construct logical arguments, helping to improve your essay skills which are invaluable in helping with your other A-levels and the progression to university. At Sixth Form we benefit from small class sizes and I enjoy the many discussions we have in lessons which allow us to develop a greater understanding of the course content. ”

## Why Choose Philosophy & Ethics?

The A Level is designed to provide a coherent and thought-provoking programme of study, whilst also acting as a rigorous course which prepares learners for progression to Higher Education. This qualification is designed to nurture the development of critical and reflective thinking with the aim of developing a greater understanding and appreciation of religious beliefs and teachings, as well as the disciplines of ethics and philosophy of religion. Emphasis is placed on critical analysis and the construction of balanced, informed arguments within the context of a religious, philosophical and ethical awareness

There is no coursework, but students will have plenty of time to develop their written skills for the exams.

## Course Outline

The subject content for A level Philosophy & Ethics is divided into 3 components:

1. Philosophy of religion
2. Religion & Ethics
3. Development in religious thought

## Assessment:

There will be 3 exams. Each for 2 hours weighted 33.3% of total A Level.

### Philosophy of religion Learners will study:

- ancient philosophical influences
- arguments about the existence or non-existence of God
- the nature and impact of religious experience
- the challenge for religious belief of 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 and ethics Learners will study:

- normative ethical theories
- the application of ethical theory to two contemporary issues of importance
- ethical language and thought:
- debates surrounding the significant ideas of conscience and free will
- the influence on ethical thought of developments in religious beliefs and the philosophy of religion.

### Developments in religious thought Learners will study:

- religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- sources of religious wisdom and authority
- practices which shape and express religious identity, and how these vary within a tradition
- significant social and historical developments in theology and religious thought
- key themes related to the relationship between religion and society.

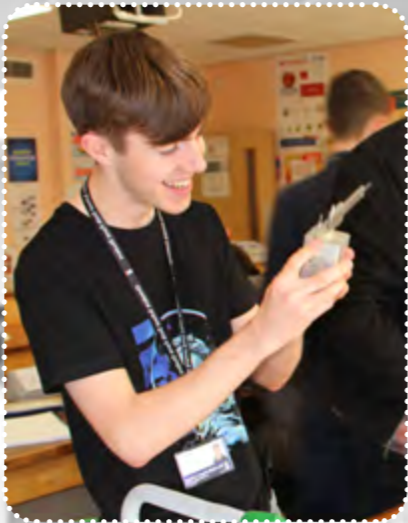
## Entry Requirements

Students wishing to study this A level must meet the school's standard entry requirement. It is also recommended that Philosophy & Ethics students have at least a Grade 6 in English literature/language at GCSE level.

**100%  
PASS  
RATE**

## Career Opportunities

Philosophy & Ethics A level is regarded as a valued academic qualification in most Russell Group universities and may serve as a springboard to various careers such as Medicine, Law, PPE or Journalism.



## What is Physics

Physicists explore the fundamental nature of almost everything we know of. They probe the furthest reaches of the earth to study the smallest pieces of matter. Join them to enter a world deep beneath the surface of normal human experience.

## Topics Covered

### First year of A-Level

- Measurements and their errors, Particles and radiation, Waves, Mechanics and energy, Electricity.

### Second year of A-level

- Further mechanics and thermal physics, Fields, Nuclear physics, Mechanics and energy, Electricity.

## Exams

There is no coursework on this course. However, your performance during practicals will be assessed. There are three exams at the end of the two years for A-level, all of which are two hours long. At least 15% of the marks for A-level Physics are based on what you learned in your practicals.

## Practicals

Physics, like all sciences, is a practical subject. Throughout the course you will carry out practical activities including:

- investigating interference and diffraction of laser light

- measuring acceleration due to gravity
- investigating systems that oscillate
- investigation of the links between temperature, volume and pressure
- safe use of ionising radiation
- investigating magnetic fields.

These practicals will give you the skills and confidence needed to investigate the way things behave and work. It will also ensure that if you choose to study a Physics-based subject at university, you'll have the practical skills needed to carry out successful experiments in your degree.

## Entry Requirements

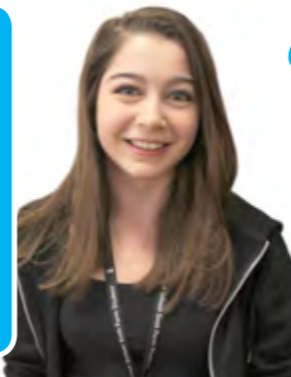
Grade 6 in Physics GCSE, Grade 7-7 In Combined Science, Maths GCSE Grade 6  
Students are highly recommended to also study A-Level Maths.

## Possible Degree Options

According to bestcourse4me.com, the top seven degree courses taken by students who have an A-level in Physics are:

- Mathematics
- Physics
- Mechanical Engineering
- Computer Science
- Civil Engineering
- Economics
- Business.

### Student Profile



“I chose to study Physics at A level simply because I've always found it incredibly interesting and I love how vast the field is, from looking into the smallest particles that make up the world to the grand scale of the universe and the laws that govern it. I just really enjoy learning about the subject and I think that's important when picking options and future career paths.

After Sixth Form I'm hoping to study Physics at university and ultimately get a career in engineering as I would love to make a difference to people's lives.

100%  
PASS  
RATE

## Career Opportunities

Studying A-level Physics offers an infinite number of amazing career opportunities including:

- Geophysicist/Field Seismologist
- Healthcare Scientist, Medical Physics
- Higher Education Lecturer
- Radiation Protection Practitioner
- Research Scientist (Physical Sciences)
- Scientific Laboratory Technician
- Secondary School Teacher
- Meteorologist
- Structural Engineer
- Acoustic Engineer
- Product/Process Development Scientist
- Systems Developer
- Technical Author.

You can also move into engineering, astrophysics, chemical physics, nanotechnology, renewable energy and more, the opportunities are endless.



## Course Outline and Assessment

OCR (H555)

### Component 01: Physiological Factors Affecting Performance

(2 hour examination- 90 marks) (30%)

- Applied Anatomy & Physiology
- Exercise Physiology
- Biomechanics

### Component 02: Psychological Factors Affecting Performance

(1 hour examination- 60 marks) (20%)

- Skill Acquisition
- Sports Psychology

### Component 03: Socio-Cultural Issues in Physical Activity & Sport

(1 hour examination -60 marks) (20%)

- Sport & Society
- Contemporary Issues in Physical Activity & Sport

### Component 04: Performance in Physical Education

(Non examination Assessment- 60 marks) (30%)

- Performance or Coaching in ONE ACTIVITY
- Evaluation & Analysis of Performance for Improvement (EAPI) – Oral Assessment

## Entry Requirements

Students wishing to study this A level must meet the school's standard entry requirement. It is also recommended that Physical Education students have at least a grade 6 in English Language at GCSE level. A-level PE builds on the work done in GCSE PE, so a good GCSE results from both practical and theory is important. Playing sport at a reasonable level (club/ county) in one area is also preferable.



### Student Profile

When it came to pick my A levels PE was a definite. I have always been sporty and represented the school in lots of extra curriculum teams, and play several sports outside of sixth form as well as really enjoying the theory side of the course. I knew I wanted to study PE at Ormskirk Sixth Form because I already knew the staff well and not only are they brilliant teachers but they are very supportive and are always happy to help. In the future I hope to study physiotherapy or something allied with medicine in the sports sector.

**100%  
PASS  
RATE**

A-level PE can also open up a range of career opportunities including: sports development, sports coach, professional sportsperson, physiotherapy, personal training, nutritionist or becoming the next generation of PE teachers!

## Career Opportunities

PE is regarded as a valued academic qualification, it provides an excellence basis for a university degree in sports science, sports management, healthcare or exercise and health, as well as any other academic degree. It can also complement further study in biology, human biology, physics, psychology, nutrition, sociology.

## Student Profile



“ I have always been interested in why people do the things they do. Psychology is a difficult subject but it is so interesting that you work hard by choice. Topics I have enjoyed this year are Attachment, Memory and Psychopathology. All the lessons are varied so it doesn't get boring, even on the least interesting topics. There is always somebody there to support you if you are stuck and the classes are small so you have more time with the teacher. ”

## Course Outline

Psychology is the scientific study of human behaviour and experience. It is about individual people, what they do and how they interact. During the A-level course students gain knowledge and understanding of some important ideas and concepts, have opportunities to develop a variety of skills and learn how to apply the scientific approach to this area of study. Psychology fits well with a wide range of A-levels.

### Year 1

Social Influence / Memory / Attachment / Psychopathology  
Approaches in Psychology / Biopsychology / Research Methods

### Year 2

Biopsychology (cont'd) / Research methods (cont'd)  
Relationships / Schizophrenia / Forensic Psychology  
Issues and debates in Psychology

## Entry Requirements

Experience suggests that to be successful in A-level Psychology students will need to have passed English and Maths GCSE at grade 5 or above and Science with a minimum of a 5 grade along with the usual sixth form entry requirements. In

addition, students should have:

- an ability to read and synthesise difficult material
- skills in gathering and organising data
- the ability to make notes and write extended answers
- genuine curiosity about how and why people think/behave the way they do

## What will I find out about?

- Are eyewitness testimonies to a crime or accident accurate & reliable?
- What is psychopathology?
- Why do people suffer from certain disorders?
- Why do people conform and obey?
- What affect does the media have on aggression?
- How does gender develop?

## Assessment

Assessment is based purely on examination performance. There are three exam papers which combine the various topics from the course and each is worth 33.3% of the total A-level grade. Each exam will be taken at the end of year 13 and they are 2 hours long.

## Applied Psychology BTEC

The Applied Psychology course allows students to investigate Psychology firstly by looking at different approaches to explaining behaviour. Students will then get the opportunity to complete their own piece of research and write it up as part of their assignment work. During the second year, students study both Health and Forensic Psychology and complete a mixture of exams and assignment based work.

The course consists of 4 units – 50% exam, 50% assignment.

Topics of study include Psychological Approaches, Psychological Research, Health Psychology and Forensic Psychology.

The BTEC is a full Level 3 qualification.

## Entry Requirements

a grade 4 is needed in Maths, English and Science.

100%  
PASS  
RATE

## Career Opportunities

- Clinical Psychology
- Forensic Psychology
- Educational Psychology
- Occupational Psychology
- Counselling Psychology
- Health Psychology
- Neuropsychology
- Teaching & Research
- Wellbeing Practitioner
- Advice Worker
- Careers Adviser
- Chaplain
- Counsellor
- Detective
- Education Consultant
- Life Coach
- Market Researcher
- Mediator
- Play Therapist
- Policy Officer
- Psychotherapist
- Social Worker
- Human Resource Manager
- Media Roles

The Choices Are Vast



## Why Choose Sociology?

Studying sociology offers insights into social and cultural issues. It helps you develop a multi-perspective and critical approach to understanding issues around culture, identity, religion, crime, families and social power. More than once during the course you're bound to ask yourself the question, "why has society developed like this? With poverty, ignorance, crime and injustice."

## Course Outline

1. Education and methods in context: You'll consider the role of education in society. For example as part of your studies you'll look into gender and ethnicity differences in school achievement. You'll also learn how to apply your own sociology research methods to the study of education.
2. Research methods: You'll learn how to conduct your own sociological research, from interviews to reviewing documents and official statistics.
3. Culture and identity
4. Crime and deviance with theory and methods: You'll learn about criminal and deviant behaviour, including factors that might lead a person to follow this path in life and how the media portrays them
5. Theory and methods: you'll expand on your knowledge of research methods and study theory and methods.
6. Beliefs in society

## Assessment:

At A-level there are three exams, each account for one third of your A-level grade. The three exams last 2 hours and are worth 80 marks each. The exams consist of a mixture of short answer and extended writing questions.

## Entry Requirements

Students wishing to study this A level must meet the school's standard entry requirement. It is also recommended that Sociology students have at least a Grade 6 in English literature/language at GCSE level.

## Career Opportunities

**Sociology is a great choice of subject for people who want a career in social work, nursing or medicine. But the subject is also useful in a number of other careers, like marketing, advertising, PR, journalism, law or teaching**  
Possible degree options  
According to [bestcourse4me.com](https://bestcourse4me.com), the top six degree courses taken by students who have an A-level in sociology are:

- Sociology
- Psychology
- English studies
- Business studies
- Law
- Teaching.