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VI FORM COURSE GUIDE | 2016/17



# WELCOME

## MESSAGE FROM HEAD OF VI FORM

It is my pleasure to welcome you to Carmel Sixth Form College.

As you will see in this course guide , we offer a wide range of courses and opportunities.

We are a community built on Academic Strength and Spiritual Depth; a collection of individuals from a wide variety of backgrounds who come together to work, play, reflect, compete, discover, analyse and ultimately succeed.

It is my firm belief that every young person wants to be part of something great. Therefore, whether you are already a Carmel student, or coming to us from another school, I am confident you will find Carmel VI Form to be a great place to grow and learn.

*Louise Burnett*  
*Sixth Form Head*



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# ART AS/A2

## THE PROGRAMME

Students are required to produce two coursework and exam units over the two year course. Candidates will develop a coursework portfolio based on given themes, such as “Music”, “Structures”, “Feast for the Eyes” and “Surfaces”. The GCSE Art course requires students to work in sketchbooks, researching and developing ideas, towards a final outcome. All units of work will include looking at the work of other artists and designers, supported by visits to galleries and museums.

Teaching is directed at the needs, strengths and interests of the individual student. All units of work are tailored to allow the individual to explore original and creative solutions in any or several of the following techniques: print making, sculpture, photography and ICT, painting and drawing, mixed media and collage relief techniques.

There is a balance of learning activities which include specific skill and technical instruction, self and peer assessment and one to one tutorials. Students choosing to do the full A2 course will be assessed on their personal investigation (50%) and an externally set unit (50%). This is internally marked and externally moderated. For students opting to only complete AS, the coursework portfolio (50%) and externally set unit (50%) is internally marked and externally moderated.

## WHY STUDY THIS SUBJECT?

Art enhances fine motor skills, hand-eye co-ordination, problem solving skills, lateral thinking, complex analysis and critical thinking skills. No matter what career you choose, those who can arrange, present and display material in a way that is aesthetically pleasing have an advantage. Art makes us look at things anew, appreciate beauty, embrace diversity, it broadens our cultural horizons and develops our personal resources. Communicating with colour and shape and form awakens the imagination, sharpens our senses and expresses our identity. If you love making art, you'll miss it when it's gone. And if you do choose to study Art, it is likely to be your favourite class of the day.



## CAREER POSSIBILITIES

There is a wide variety of careers that you could follow with an art qualification; graphic designer, packaging designer, milliner, photographer, stylist, advertising designer, architect, fashion designer, video editor, web design, film director, jeweller, animator, children's book illustrator, cartoonist, interior designer, stage/costume designer, fashion journalist, printmaker, fabric designer, camera operator, self-employed artist, or a teacher.

# BIOLOGY AS/A2



## CAREER POSSIBILITIES

Biology develops the skills of planning, evidence gathering, analysis and critical thinking. As well as the more obvious career links such as medicine, dentistry, nursing, ecology, veterinary medicine, etc. it is therefore looked favourably upon for a large number of non-science careers and higher education courses, including Law, Computing, Accountancy, Teaching and Sports Science. This list is by no means exhaustive, however and there is a huge number of other careers and degree courses which look favourably on A level Biology.

## THE PROGRAMME

In Year 12 (and AS) biology students will study: Cell structure and Microscopy; Biochemistry; Nucleotides and Nucleic Acids; Enzymes; Biological Membranes; Cell Division, Cell Diversity and Cellular Organisation; Exchange with the environment; Transport in animals; Transport in plants; The immune system and disease; Biodiversity; Classification and evolution. For the full A level, all of the above topics are studied, plus: Communication and homeostasis; Excretion; Nervous Communication; Hormonal Communication; Responses to change; Photosynthesis; Respiration; Genetics and Cellular control; Patterns of Inheritance; Manipulating Genomes; Cloning and Biotechnology; Ecosystems; Populations and Sustainability.

During Sixth Form lessons, you will experience various teaching methods and styles such as demonstrations, practical work, lectures, handouts/notes, ICT work and one-to-one support. You will be expected to work much more on your own than you did at GCSE and to take a greater responsibility for your own organisation and learning. There are five main areas that A level students need to be prepared for: organising time, coping with workload, note-taking, reading around the subject and self-motivation.

Students will sit the AS exams at the end of the first year of study. All exams will have questions covering the whole of the relevant subject content – there are no “module” exams and include a range of question styles: multiple choice, structured questions and longer answer essay questions.

## WHY STUDY THIS SUBJECT?

Biology is the study of life and is therefore a very wide-ranging subject, examining the functioning and inter-dependence of living organisms from the molecular level, through the microscopic and whole-organism levels, to global issues of ecology and sustainability. Biology is regarded as the youngest of the main sciences and every day there are new discoveries being made as more and more focus is given to biological research, which is a rapidly-expanding field.

# BUSINESS AS/A2

## THE PROGRAMME

The subject content enables learners to investigate different types and sizes of organisations in various business sectors and environments, drawing on local, national and global contexts. Students will develop an holistic understanding of business and enterprise and be aware of the opportunities and threats of operating in a global marketplace.

They will be expected to be familiar with current issues in business and be able to investigate, analyse and evaluate contemporary business opportunities and problems in a wide range of contexts, whilst recognising how businesses adapt to operate in a dynamic business environment.

Students will gain an understanding of the important role played by small businesses in the economy and the opportunities that exist for entrepreneurs, as well as the importance of established business and not-for-profit organisations in providing goods and services. They will also apply a number of analytical techniques, including decision-making models, investment appraisal tools and ratio analysis, to investigate business opportunities and problems to determine business strategy in a range of contexts.

The three components are all written exams at 33% each: Business Opportunities and Business Functions, Business Analysis and Strategy, and Business in a Changing World. The AS only option has two component exams, and the full A Level has three component exams at the end of the two year course.

Lessons offer a range of engagement and challenging teaching and learning styles, including student led mini-projects to allow development of team building, communication, leadership and many more. These will be a combination of teacher-led, student-led, independent enquiry, independent research projects and mini-enterprise challenges.

## WHY STUDY THIS SUBJECT?

This A level specification introduces learners to the dynamic business environment and the importance of entrepreneurial activity in creating business opportunities and sustaining business growth. Learners will have the opportunity to develop a wide range of essential skills required for higher education and employment.

The focus of the specification is to nurture an enthusiasm for studying business using contemporary contexts, allowing learners to develop an appreciation of the strategic, complex and inter-related nature of business issues from a local to a global perspective.

## CAREER POSSIBILITIES

This course provides a suitable foundation for the study of business or a related area through a range of higher education courses, progression to the next level of vocational qualifications or employment. Other subjects which match well with business studies are: Mathematics, Information Technology and Media Studies.



# CHEMISTRY AS/A2

## THE PROGRAMME

In Year 12 (and AS) chemistry students will study: Atomic structure; Bonding; Energetics; Kinetics; Chemical Equilibria; Redox Reactions and Equations; Periodicity; Groups 2 & 7 Elements; Alkanes; Halogenoalkanes; Alkenes; Alcohols; Organic analysis.

For the full A level, all of the above topics are studied, plus Thermodynamics; Rate Equations; Equilibrium Constants; Electrode Potentials and Electrochemical cells; Acids and bases; Period 3 elements and their oxides; Transition metals; reactions in Aqueous Solution; Optical isomerism; Aldehydes and ketones; Carboxylic acids; Aromatic Chemistry; Amines; Polymers; Amino Acids, Proteins and DNA; Organic Synthesis; NMR Spectroscopy; Chromatography.

During Sixth Form lessons, you will experience various teaching methods and styles such as demonstrations, practical work, lectures, handouts/notes, ICT work and one-to-one support. You will be expected to work much more on your own than you did at GCSE and to take a greater responsibility for your own organisation and learning. There are five main areas that A level students need to be prepared for: organising time, coping with workload, note-taking, reading around the subject and self-motivation.

Students will sit the AS exams at the end of the first year of study. At AS, Papers 1 & 2 are worth 50% each and cover different areas of the syllabus – there are no “module” exams. At A2 there are three papers. Each paper includes a range of question styles: multiple choice, structured questions and longer answer essay questions. Practical skills are now assessed separately and do not contribute marks to the overall A level grade but will be reported separately at the end of the full A level course as Pass/Fail on the “Practical Endorsement”.

## WHY STUDY THIS SUBJECT?

Chemistry is an incredibly fascinating field of study. Because it is so fundamental to our world, chemistry plays a role in everyone’s lives and touches almost every aspect of our existence in some way. Chemistry is essential for meeting our basic needs of food, clothing, shelter, health, energy, and clean air, water, and soil. Chemical technologies enrich our quality of life in numerous ways by providing new solutions to problems in health, materials and energy usage. Thus, studying chemistry is useful in preparing us for the real world.



## CAREER POSSIBILITIES

Chemistry is a very useful ‘general’ qualification as, like all of the sciences, it develops the skills of planning, evidence gathering, analysis and critical thinking. As well as the more obvious career links such as medicine, dentistry, pharmacy, chemical engineering, pharmaceuticals, etc. it is therefore looked favourably upon for a large number of non-science careers and higher education courses, including Law, Computing, Accountancy, Teaching and Sports Science. This list is by no means exhaustive, however and there is a huge number of other careers and degree courses which look favourably on A level Chemistry.

# COMPUTER SCIENCE AS/A2

## CAREER POSSIBILITIES

Web developer, software engineer, network management, systems analyst, roboticist, any engineering discipline, physics, medicine and medical related courses (such as optometry, pharmacy and orthoptics) and mathematics.



## THE PROGRAMME

**Computer Systems:** You will learn about the inner workings of the computer such as the CPU, the exchange of data, software development, data types and legal and ethical issues concerning computers.

**Algorithms and Programming:** You will develop your understanding of 'computational thinking' and apply your knowledge to solving a wide variety of problems. You will learn to use algorithms to describe problems and analyse those problems to their component parts.

**Programming Project:** In this non-exam unit you will analyse, design, develop, test, evaluate and document a program that solves a computationally solvable problem. You will use 'agile' development techniques to ensure that your project is completed successfully.

The teaching styles are lectures, presentations, practical lessons, coding/programming sessions, individual/paired/group reports, guided research and self-study. For the AS there are two exams over one year and the full A level (two years) has two exams at 80% and one coursework project at 20%.

## WHY STUDY THIS SUBJECT?

While it is true that we will all use computers in our professional and everyday life, not all of us need to be programmers. Computer Science is not simply about programming computers. Studying Computer Science allows us a deeper understanding of the way that computers work and gives us a fuller understanding of the nature of problems and the way that they can be solved successfully. In describing a problem fully, decomposing it to its component parts, we can ensure that a computer, whether electronic or human, can follow the instructions given and ensure that the problem is solved entirely. The computational methods and the thinking involved are applicable to many of the world's greatest problems. This is why the subject is held in such high regard by engineers, mathematicians, physicists, software developers and the medical profession.

In addition to the direct benefits of understanding computer systems and the way that they can be implemented it is important to note that you might well, in the future, be dealing with computer scientists who will be solving the problems that you face. In this context it is beneficial to be able to communicate using a common language understood by everyone involved. Understanding the processes involved and potential of the solution will be vital to the success of your involvement. The transferable skills gained by studying computer science are wide-ranging and useful in many disciplines beyond the computer suite.

# DESIGN AND TECHNOLOGY, PRODUCT DESIGN AS/A2

## THE PROGRAMME

This exciting course looks at how everyday products have been designed and made. You will use a wide variety of tools and equipment which may include work in CAD/CAM, graphics, resistant materials or electronics. It gives you the opportunity to develop skills in designing and making products of high quality. The course comprises 50% coursework and a 50% examination element. The styles of teaching include practical activities, creative design work, modelling, demonstration and practice exam questions.

### The units studied at AS are:

*Unit 1* – PROD1 Materials, Components and Application (two hour written paper): You will develop an understanding of the physical and mechanical properties of a broad range of materials and components. You will learn why these are used in specific applications, with particular emphasis on the life-cycle of products, manufacture, use and disposal.

*Unit 2* – PROD2 Learning through Designing and Making: You will design and make a range of high quality products. This may take a number of forms: a simple design-and-make project or two smaller projects.

### The units studied at A2 are:

*Unit 3* – PROD3 Design and Manufacture (two hour written paper): The content has been divided into three sections: Section A: Materials and Components, Section B: Design and Market Influences, Section C: Processes and Manufacture

*Unit 4* – PROD4 Design and Making Practice: Students are encouraged to select a problem to solve in which they are interested and which is considered achievable by their teacher. This will include a written design folder and a manufactured outcome of a high quality product.

## WHY STUDY THIS SUBJECT?

This engaging course is based on the design and manufacture of products for everyday use. You must have a real interest in how the things around us work as well as how and what they are made from. Product Design requires both dedication and hard work to achieve success. As the name suggests, the main focus is on the design of a variety of products. You will have the opportunity to work with a large range of materials and processes in order to produce your manufactured artefacts.

You will have the opportunity to work with a large range of materials and in the first year you will produce a number of scale models and working prototypes. In the second year you will produce one major project with a full sized, working product as the outcome. Product Design is equally rewarding and challenging. It is intended to follow on from Design Technology GCSE courses such as Product Design, Resistant Materials and Graphic Products and aims to teach the design process. You will have the opportunity to tailor the course around your other interests and needs.

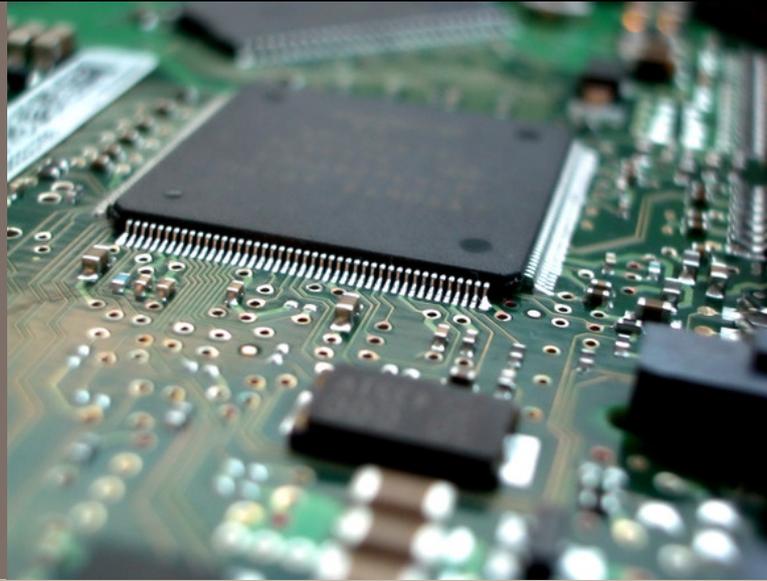
## CAREER POSSIBILITIES

The course is particularly useful to those wishing to go on to careers such as product design, architecture, automotive design, jewellery design, packaging design and some engineering courses.

# ELECTRONICS AS/A2

## CAREER POSSIBILITIES

This qualification will help you progress to degree or HND level in engineering-related courses. You will be able to choose from a wide range of courses at university including: Electronics, Electronic Engineering, Electronic Products Design and Technology, Electronic Instrumentation, Applied Electronics, Electronics Media and Communications and Robotics to name but a few. It will also provide an excellent basis if you wish to enter directly into employment and maybe further your career.



## THE PROGRAMME

We live in an 'electronic age' where electronics embraces every aspect of modern life from home entertainment to global communications and even space exploration. A host of fascinating careers is open to those with knowledge and skills in electronics, both technical and commercial. The pace of change of electronics' technology means that you will always be at the forefront of change and, as such, you will always be in demand. The course is delivered in the main by hands-on practical investigations and computer-aided simulation and design, with the development of practical skills and experimentation being equally as important as theoretical knowledge.

You will learn about all aspects of electronics including basic components and principles, digital electronics and robotics and analogue electronics, including amplifiers. You will also learn how to build and design these circuits making useful devices from them. All electronics staff have experience of working in industry, as well as being experienced teachers. They use a wide variety of activities including exciting demonstration experiments, computer simulations and group practical work.

## WHY STUDY THIS SUBJECT?

A Level Electronics is accepted by universities and complements subjects such as Physics, Mathematics, Information Technology and Design. It also establishes a good base if you are thinking of going into an industry where electronics is used, such as electrical/electronic engineering, communications, broadcasting and consumer electronics. By choosing to study A Level Electronics, you will be opening up a whole range of possible career opportunities in technology-based industries. Electronics is an area where there is a great shortage of qualified people to fill the available vacancies. A broad and detailed knowledge of electronics is an essential requirement for many engineering, research and computing jobs and will be seen as highly advantageous by employers and university admissions' tutors.

# ENGLISH LANGUAGE AS/A2

## THE PROGRAMME

A level English Language covers a broad range of topics which help pupils to develop their subject expertise by exploring key language concepts and engaging with a range of texts and discourses. The English language is constantly evolving and, while studying, we focus on language as a living thing, a constantly evolving process that provides a unique and insightful view of people and society. The course consists of three broad components: Language- the Individual and Society; Language- Diversity and Change and Language in Action. These areas cover a range of interesting topics such as: language and ethnicity; child language acquisition; language and occupation and many more. Pupils who study English Language learn to analyse the building blocks of language and investigate the situations that influence how we use it.

The timetabled allocation for English Language is five hours per week and you will have two teachers who deliver different aspects of the course. The course is designed to allow students to create texts and reflect critically on their own processes of production, while analysing the texts produced by their fellow students.

An emphasis is placed on the ability of students to pursue lines of enquiry, debate different views and work independently to research aspects of language in use. Pupils will draw on the linguistic experience of their teachers as well as pursue individual lines of enquiry. The duration of the AS course is one year, with two written examinations at the end of the course, in which pupils draw together their knowledge, skills and understanding from across the full course of study.

However, there is the opportunity to progress further and continue with English Language for the full two years, where you would sit two examinations alongside completing a coursework component.

## WHY STUDY THIS SUBJECT?

English Language offers students the ability to combine their interest in language and their own writing with the analysis of language in a variety of forms. How do children learn to read and write? How do different occupational groups use language? Can we define our own language use? How has language evolved over time? These questions are explored over the duration of the course. Students also enjoy the research and investigation aspect of the course, where students can become extremely knowledgeable about a specific area of language use.

## CAREER POSSIBILITIES

Students who study English Language at A level are able to study linguistics at university and go on to careers in speech therapy. The subject is also desirable for careers in journalism, advertising and teaching. English Language is perceived as a challenging and academic subject to study and it is an asset to any university application. Students who study English Language also enjoy Media, Modern foreign languages, History and English Literature.



# ENGLISH LITERATURE AS/A2

## THE PROGRAMME

The course has two specific areas of study. In Year 12 for AS we focus on the genre of tragedy, looking at Aristotle's ideas and then applying them to a range of texts. We look at classical, Shakespearian and contemporary tragedy and analyse throughout the year how specific texts conform to or subvert the accepted aspects of tragedy. This year the text choices are Shakespeare's 'Othello', Miller's 'Death of a Salesman', Hardy's 'Tess of the d'Urbervilles' and the selected poems of John Keats. There is no coursework component at AS. All students take the AS exam at the end of Year 12 and if students do not continue into Year 13, then these texts form their AS qualification.

In Year 13 students study either crime writing or writing with a political focus. There is a coursework component with an emphasis on independent study and students enjoy the autonomy of this module, as they can pursue their own interests. At the end of the A2 year students sit a paper on tragedy and a paper which is the culmination of their A2 year and these papers along with their coursework form their final grade.

Staff will utilise a range of approaches to texts. Students will hone their research skills in preparation for lessons. Discussion and debate is key to the study of literature so students will regularly be working in groups and leading presentations in class. Staff will work individually with students during coursework discussions and lead their research and studies in Year 13. All approaches keep the appreciation and exploration of the text as their focus.

## WHY STUDY THIS SUBJECT?

Literature can be studied and appreciated from a range of perspectives. The context of a text is key so students who are interested in History and current events enjoy looking at the influence of context on a text. Literary theory and analysis are also substantial elements of the course so students who appreciate the academic challenge of this thrive in this area. Students who enjoy studying the writer's methods and the implications of the choices of the author take their GCSE knowledge to the next level as part of their A level study.

## CAREER POSSIBILITIES

Students who study English Literature have pursued careers in Journalism, Law, Teaching and Advertising. Literature is regarded as an academic and valued subject by universities and it is a sound choice alongside subjects like Modern foreign languages and History. Some students have chosen the subject alongside scientific subjects to show another element to their abilities.



# GEOGRAPHY AS/A2

## CAREER POSSIBILITIES

Many careers value the skills from a geography A level, whether that be town planning, estate management, meteorology, environmental management or GIS. Subjects which go particularly well with Geography are Biology, Sociology, English or Maths. We are in the unusual position of being both an Arts and Scientific area of study.



## THE PROGRAMME

The AS and A level course can be taught concurrently. Both courses are an even division between physical and human geography. At A level the choice of physical topics to be taught are from water and the carbon cycle, hot deserts, coastal systems, hazards, eco systems under stress and cold environments. In the human paper the choice of topics to be assessed are from global systems and global governance, changing places, contemporary urban environments, population and the environment and resource management. As this is a brand new AS and A level course the final decisions as to which topics are to be taught in which order have yet to be finalised. The AS course covers the same material but only two from each area rather than three, which is the case for the full A level.

There is a range of teaching styles from seminars, presentations and lectures. There is an expectation that students will have an awareness of contemporary issues in the news and will read around the subject, using publications such as the geography review. Both AS and A level are linear exams. For the A level course there are two exams, one for the physical topics and one for the human topics, each of 2 hours 30mins. They will be a mixture of short multiple choice questions moving up to longer, 25 mark, extended prose questions. In addition, students must complete a piece of fieldwork consisting of a minimum of four days work in the field. This geographical investigation will be marked in school and should be between 3000-4000 words. The AS paper is also examined in a linear exam style with two exams each of 1hour 30mins. Paper two is on the physical topics and the environment. Paper two examines the human elements of the course, as well as testing geographical skills, which will have been acquired on two days of fieldwork.

## WHY STUDY THIS SUBJECT?

Studying geography allows students to have a much deeper and fuller understanding of the changing world in which they live. We teach students to question cause and effect, why issues happen and the implication on people and places and this can be as diverse as who owns Antarctica and how that wilderness can be managed to the role of water supply in the Israeli/Palestinian conflict. Geography is a highly respected academic A level and many students who have a science bent and who study geography have commented how valuable the written element of the course has been as they have progressed to degree level study. We aim to give our geography students the tools and curiosity to enquire and discover more about the places and spaces of this increasingly globalised world in which they live.

# HISTORY AS/A2

## THE PROGRAMME

A Level history at Carmel offers students the opportunity to study 3 topics in great detail over the course of 2 years. These include:

- The Tudors: England , 1485-1603
- France in Revolution, 1774-1815
- Personal Enquiry

In Year 12, students study Henry VII and Henry VIII, as well as the background to the French Revolution and the Revolution itself, while in Year 13, they continue to study Elizabeth's reign as well as Napoleon. In Year 13, students also undertake a personal enquiry of 3500-4000 words, covering 100 years of history from a choice of options.

Teaching at A Level takes on many forms including lectures, presentations, model making and project work. While the course is a 2-year programme of study, there is the opportunity to sit an AS exam at the end of Year 12 or continue to study for the full A Level. At the end of the 2 year course, students need to submit their personal enquiry as well as sit 2x2.5 hour examinations on the topics covered in the two years of study.

## CAREER POSSIBILITIES

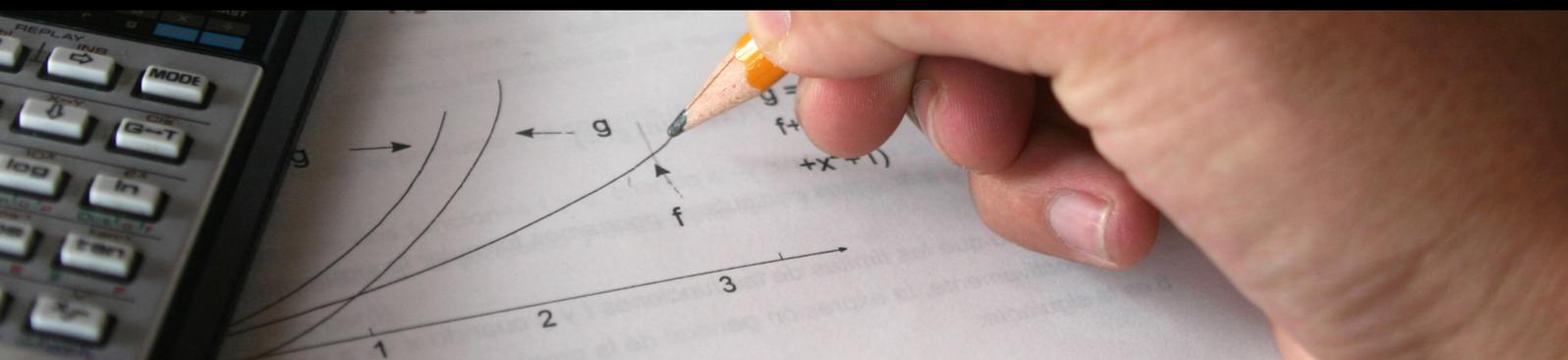
History helps with a number of career opportunities, some directly connected to the study of history and others where the skills can be transferred. These include: law, archaeology, museum work, teacher (primary and secondary), university lecturer, civil service, politics and journalism. History complements a number of other subjects including other written subjects such as English, Geography, Philosophy and Ethics. It is also a popular subject for students who are studying sciences and maths and wish to have a subject that contrasts with their options and allows the opportunity to study a subject that requires extensive written work.



## WHY STUDY THIS SUBJECT?

History is not only about the past. History is understanding where we are now, how we got here, understanding the mistakes and the successes that have been made and seeing how the past shapes our world today. It also offers the opportunity to study some fascinating and interesting areas of history, the individuals who shaped it and to see correlations between events from hundreds of years ago and their sometimes frightening similarity to today.

# MATHEMATICS AS/A2



## CAREER POSSIBILITIES

A level mathematics complements and supports many other subjects at A level including sciences, social sciences, geography and economics, or you may choose to study it simply because you enjoy it. Students at Carmel who have studied A level mathematics have gone on to study a wide variety of undergraduate courses ranging from fashion buying to illustration, as well as more traditional subjects such as engineering, medicine and law. Research has shown that students who have studied A level Mathematics have gone on to earn 10% more than those who didn't.

## THE PROGRAMME

The A level Mathematics course includes Pure and Applied Mathematics modules. The course has a focus on the abstract, linking algebra with geometry, rather than real world application. Pure Maths consists of algebra, trigonometry, graphs and calculus. Two of the three applied modules, Statistics, Mechanics and Decision, are studied over the course of the two years.

AS Mathematics is made up of three modules which are taken at the end of Year 12 and each module is examined by a 90 minute exam. If you decide to continue with mathematics in Year 13, three further modules are studied and these are examined at the end of Year 13. All six modules contribute to the final A2 grade.

You will find A level lessons similar to those at GCSE, with the teacher introducing a topic and demonstrating how to solve problems with students contributing to solutions. Regular homework is set to allow students to practise and consolidate their learning.

## WHY STUDY THIS SUBJECT?

If you enjoy Mathematics and are confident with the work you have met so far at GCSE, A level Mathematics could be the course for you. Students enjoy its challenge, its clarity and the fact that you know when you are right. The solution of a problem has an excitement and a satisfaction. Maths is good training for the mind, helping to develop logical thinking and problem-solving skills – the kind of analytical processes that have helped solve problems of all kinds for thousands of years. It is a demanding and challenging subject but it can be an extremely rewarding one if you are prepared to put in time and effort. Mathematics is classed by the Russell Group Universities as a facilitating subject for Maths and Science-based degree courses.

# MATHEMATICS(FURTHER) AS/A2

## THE PROGRAMME

Further Mathematics is a second A level in Mathematics which can only be studied if A level mathematics is also being studied. Further Mathematics both extends and deepens your knowledge and understanding beyond the standard A level Mathematics. Students gain two A levels one in Mathematics and one in Further Mathematics and consequently have twice as many maths lessons as A level maths students. Students will take six modules in Year 12 and six in Year 13. Students will study statistics and mechanics and generally a module in decision.

## WHY STUDY THIS SUBJECT?

Further Mathematics is an ideal subject for the most academic students who wish to immerse themselves in maths. Students who take Further Mathematics are generally students who can master the more demanding concepts in GCSE mathematics quickly and easily. Students who take Further Mathematics find that the additional time spent studying mathematics boosts their marks in A level Mathematics. It makes the transition from Sixth Form to university courses, which are mathematically rich, that much easier as much of the first year course content will be familiar.

If you are planning to take a degree such as Engineering, Sciences, Computing, Finance /Economics, etc., or perhaps Mathematics itself, at the more selective universities, you will benefit enormously from taking Further Mathematics, at least to AS level. AS Further Mathematics introduces new topics such as matrices and complex numbers that are vital in many STEM degrees. Students who have studied Further Mathematics find the transition to such degrees far more straightforward.



## CAREER POSSIBILITIES

University and future employers are able to distinguish students who have studied Further Mathematics as able mathematicians in their applications for courses and jobs. Students at Carmel who have studied A level Further Mathematics have gone on to study a wide variety of undergraduate courses ranging from medicine and music, to more typical subjects such as mathematics, physics and engineering. Students have also gone on to train as accountants in local firms.

# MEDIA STUDIES AS/A2

## THE PROGRAMME

Studying A-Level Media, you will enhance your knowledge of the influence the media and cultural industry has on people's lives. You will benefit from analysing a range of media platforms, including the rapidly developing digital media. You will explore issues of representation in the media and the influence this has upon wider society. You will also be given the opportunity to take an active part in planning and creating media, developing media production skills and using industry standard software. You will be able to take advantage of the opportunity to research topics of interest to you, researching contemporary subjects across TV, film, news and music.

The course is for two years, offering an AS and A2 option. Therefore, you will achieve a separate grade at AS and a grade at A2. The exam is both written as well as being creative as you are asked to produce a media text from a debate/ topic that interests you. At AS level, the exam is divided between; MEST1 (50%) written exam and MEST2 (50%) creating media coursework. When you progress to A2, 25% of MEST 1 accounts towards MEST3 (written exam); and 25% of MEST2 accounts towards MEST4, the research and production unit. There are many opportunities within the subject for you to develop your research and literacy skills, as well as engaging in practical work; producing media texts across the range of platforms. There is always an opportunity to create a product and promote; the real life Apprentice!

## WHY STUDY THIS SUBJECT?

Media is extremely interesting and fun with a hands on approach (production of media). The content is very relevant to today and the world in which you, the younger generation live. Therefore, you will no doubt find it fascinating to compare a range of cultures across the globe; specifically how technology influences us and our behaviours (e.g. representations of different social groups and how these stereotypes influence the way in which we think/act. Media studies is beneficial on a wider contextual basis. It will develop skills that will stand out in a UCAS application and when interviewing for career opportunities. You will be encouraged to examine media texts across the platforms, researching current news affairs and the negative/positive influences it has in shaping identities. Furthermore, it will also develop your persuasive arguing skills as you closely examine media texts and examples.

## CAREER POSSIBILITIES

There is a plethora of career opportunities with Media Studies, for example; Multimedia specialist, writer, market researcher, TV/Film producer, programme researcher, Public relations, Advertising account executive, magazine journalist, editorial assistant, broadcast journalist and many more!



## THE PROGRAMME

### Students will be exploring the following topics at AS:

Media (Television, Publicity and New Technologies), Popular Culture (Cinema, Music, Fashion and Image), Healthy Living (Sports, Holiday and Well-being), Family and Relationships (Family, Personal Relationships and Friendships), Students will be discussing issues such as the place of television in society, the benefits of physical exercise or the recent evolution of marriage.

### Students will be exploring the following topics at A2:

2 cultural topics. In previous years, cultural topics for Spanish have included the architect Gaudi, the film Mar Adentro, Spain under Franco's regime and the region of Valencia. Cultural topics for French have included the architect Le Corbusier, the film La Haine, the French-speaking country of Morocco and the book L'Etranger. They will also study Environment (Pollution, Energies and Protecting the Planet), Multicultural Society (Immigration, Integration and Racism) and Contemporary Social Issues (Law and Order, Wealth and Poverty, Science and Technology).

### The key skills covered are:

Reading, Writing, Listening and Speaking. Other skills will include Grammar (reinforcement of the grammar introduced at GCSE and introduction of new complex grammatical structures) and Translation (from English to the target language, from the target language to English and grammatical translation).

The course will include 5 x 1-hour lessons a week with a teacher. Lessons will be a mixture of teacher's input and student-led activities. Some activities will be based on their textbook, the dedicated online platform Kerboodle, a variety of high-quality material developed by the department or a range of other resources such as magazines, books, etc. Students will be asked to work individually, in pairs, groups or as a whole class. All learning styles will be catered for, with a range of engaging practical activities. Many activities will require students to develop higher-thinking skills, as well as research and communication skills. Students will also have a 30 min. weekly speaking practice with a native speaker to practice their pronunciation, develop the content of their speaking answers, familiarise themselves with the oral examination material and address any personal issues, such as grammar difficulties.

Students will be assessed at the end of AS. They will have; a 35-min. oral exam conducted around May by their class teacher or a visiting examiner and a 2-hour written exam, which will take place around May/June. The exam will assess their listening, reading and writing skills. Students continuing at A2 will have a 35-min. oral exam conducted around May by their class teacher or a visiting examiner and a 2-hour 30 min written exam, which will take place around June. The exam will assess their listening, reading and writing skills

## WHY STUDY THIS SUBJECT?

Learning Modern Foreign Languages is an amazing opportunity to discover new cultures and meet new people, while gaining a life-long skill which will boost their employability and make their university application stronger. Languages develop our sense of global citizenship, our international awareness and our understanding of others.



## CAREER POSSIBILITIES

The main career possibilities for language graduates are: Education, Interpreting and translating, Tourism and hospitality, Culture, Business services, Charity work Engineering, Media, Public administration, Fashion, Law, Transport and logistic (e.g. logistic and distribution manager).

# PHOTOGRAPHY AS/A2



## CAREER POSSIBILITIES

Entry to a Foundation course in Art and Design and / or Degree entry into specialised area. There is a wide variety of careers that you could follow with a photography qualification of which the following are a small selection. Wedding Photographer, Architectural Photographer, Cloudscape Photographer, Environmental Photographer, Documentary , Fashion, Food and many more.

## THE PROGRAMME

Like GCSE Art, this course requires students to work in sketchbooks researching and developing ideas towards a final outcome. All units of work will include looking at the work of other photographers, artists and designers. This is supported by photography field trips and visits to galleries.

Teaching is directed at the needs, strengths and interests of the individual student. All units of work are tailored to allow the individual to explore original and creative solutions in any or several of the following area(s) of Photography, such as: portraiture, documentary, photo-journalism, environmental photography, still life or experimental imagery. Students will be introduced to a variety of experiences exploring a range of photographic techniques including digital as well as traditional Black and White (silver halide) chemical techniques and by a combination of the two.

### **Students will develop skills in the following:**

- the ability to explore elements of visual language, line, form, colour, pattern and texture in the context of Photography.
- responding to an issue, theme, concept or idea or working to a brief.
- an appreciation of viewpoint, composition, depth of field and movement; time- based, through such techniques as sequence or frozen moment.
- the appropriate use of the camera, film, lenses, filters and lighting for work in their chosen area of Photography.
- an understanding of techniques related to the developing and printing of photographic images, presentation, layout and mounting.

The AS course is one year and then leads onto the A2 course, which is a two year course. Students have the option of studying only the AS or choosing to progress to A2. There is a balance of learning activities which include specific skill and technical instruction, self and peer assessment and one to one tutorials

Students choosing to do the full A2 course will be assessed on their personal investigation 50% and externally set unit 50 %. This is internally marked and externally moderated. For students opting to only complete AS, the coursework portfolio (50%) and externally set unit (50%) is internally marked and externally moderated.

## WHY STUDY THIS SUBJECT?

Through photography we learn to be perceptive, to observe and see interesting things in the world around us. We learn to find the extraordinary in ordinary places. Studying photography develops skills of creative thinking, critical analysis, perseverance, patience, reflection, independent enquiry, collaboration and self-motivation.

# PHYSICAL EDUCATION<sub>AS/A2</sub>

## THE PROGRAMME

Applied anatomy and physiology; Skill acquisition; Sport and society; Exercise physiology; Biomechanical movement; Sport psychology; Sport and society and the role of technology in physical activity and sport. Practical: performance in physical activity and sport, Students assessed as a performer or coach in the full-sided version of one activity and written/verbal analysis of performance. The style of teaching for this course is a teacher-centred approach through direct teacher instruction and student-centred approach through enquiry-based and cooperative learning.

### **The assessment process is the following:**

*Paper 1:-* Factors affecting participation in physical activity and sport (Written exam: 2 hours, 105 marks, 35% of A-level).

*Paper 2:-* Factors affecting optimal performance in physical activity and sport (Written exam: 2 hours, 105 marks, 35% of A-level).

*Non-exam assessment:* Practical performance in physical activity and sport:-Students assessed as a performer or coach in the full sided version of one activity.

*Plus:* Written/verbal analysis of performance. Through Internal assessment, external moderation (90 marks, 30% of A-level).

## WHY STUDY THIS SUBJECT?

This study will enhance your knowledge and experience of PE and Sport, as well as giving you a deeper understanding of health issues. This A Level offers a multi-disciplinary approach to the study of and participation in sport, play, leisure and recreation, allowing you to study movement, performance and behaviour in relation to PE. You should enjoy science and looking at how the human body and mind is affected by sport participation and performance and you should also be interested in the place of PE and sport in our society and how the subject has developed opportunities for participation. It goes without saying that you must also enjoy developing and acquiring skills and techniques in a variety of physical activities.

## CAREER POSSIBILITIES

Sport & fitness is a huge industry... and you can be part of it. If you're keen on sport, you can make a healthy living from your passion. Whether that's working for a football club, as a personal trainer at the local gym, or training to be a physiotherapist, there are lots of opportunities. From professional sport through to amateur teams and individuals who just want to get in shape, sport and fitness is a fast-growing business. Best of all, you could be in a career doing something that you love. PE goes well with other subjects. If you want a career in physical education, you might also consider Biology and Psychology. But no matter what your career ambition, if you are passionate about sport, this course is great to take alongside other subjects.



# PHYSICS AS/A2

## THE PROGRAMME

In Year 12 (and AS) physics students will study: Physical quantities and units; Making measurements and analysing data; Nature of quantities; Motion; Forces in action; Work, energy and power; Materials; Momentum; Charge and current; Energy, power and resistance; Electrical circuits; Waves; Quantum physics.

For the full A level, all of the above topics are studied, plus: Thermal physics; Circular motion; Oscillations; Gravitational fields; Astrophysics and cosmology; Capacitors; Electric fields; Electromagnetism; Nuclear and particle physics; Medical imaging.

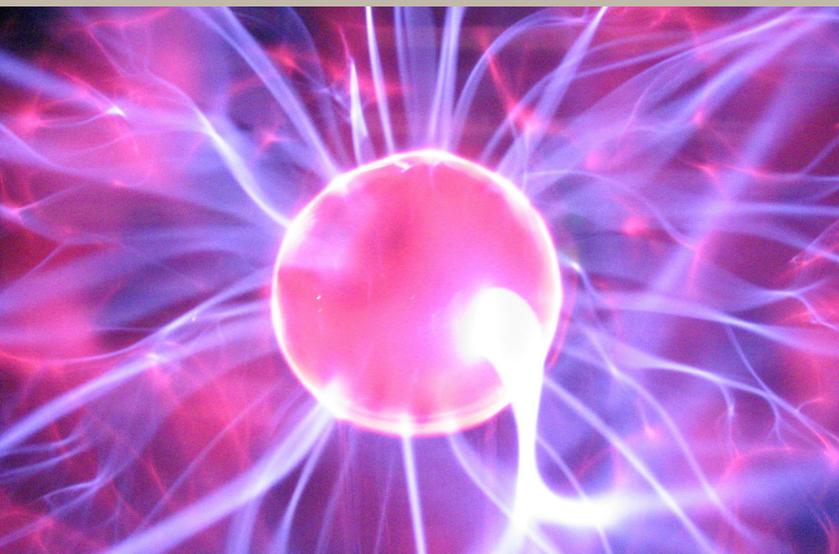
During Sixth Form lessons you will experience various teaching methods and styles such as demonstrations, practical work, lectures, handouts/notes, ICT work and one-to-one support. You will be expected to work much more on your own than you did at GCSE and to take a greater responsibility for your own organisation and learning. There are five main areas that A level students need to be prepared for: organising time, coping with workload, note-taking, reading around the subject and self-motivation.

Students will sit the AS exams at the end of the first year of study. At the end of the course, the exams for the full A level will include questions on the whole of the course i.e. including those topics already examined at AS. All exams will have questions covering the whole of the relevant subject content – there are no “module” exams – and include a range of question styles: multiple choice, structured questions and longer answer essay questions.

Practical skills are now assessed separately and do not contribute marks to the overall A level grade but will be reported separately at the end of the full A level course as Pass/Fail on the “Practical Endorsement”. There is no practical endorsement for AS. Practical skills and knowledge will also be assessed on the written exam papers for both AS and A level.

## WHY STUDY THIS SUBJECT?

Physics is crucial to understanding the world around us, the world inside us and the world beyond us. It is the most basic and fundamental science. Physics challenges our imaginations with concepts like relativity and string theory and it leads to great discoveries, like computers and lasers, that lead to technologies which change our lives - from healing joints, to curing cancer, to developing sustainable energy solutions.



## CAREER POSSIBILITIES

Physics brings a broad perspective to any problem. Because they learn how to consider any problem, physicists are not bound by context. This inventive thinking makes physicists desirable in any field. As well as the more obvious careers such as engineering and astronomy, physics' qualifications are a great foundation for careers in: Journalism, Law, Finance, Medicine and Computer Science.

# PSYCHOLOGY AS/A2

## THE PROGRAMME

Psychology is the scientific study of the mind and behaviour. The course covers key topics in Psychology including: social influence, memory, attachment, abnormality, relationships, schizophrenia and forensic psychology. In addition you will learn about the different approaches and methods used by psychologists to conduct their research, such as experiments and interviews.

The full course is two years, at the end of which there will be three written exams consisting of multiple choice, short question and extended writing questions. However, all students will sit 2 exams at the end of the first year of study to assess their progress in the subject. These exams will not count towards the grade achieved at the end of the two years. It is important to note that 25% of the course is mathematical. Additionally, since it is purely examination based, a willingness to write essays is essential.

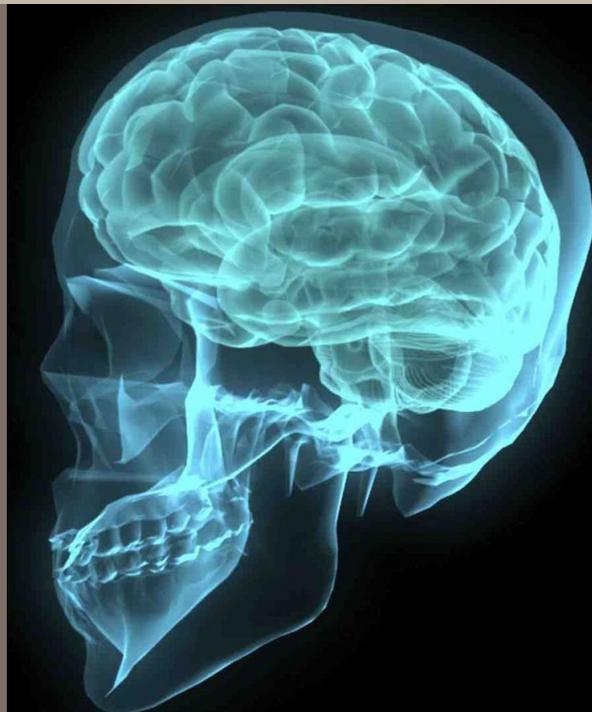
In lessons students are required to work in groups, discuss psychological theories and share their ideas. There is also the expectation that students engage in independent reading and practical research.

## WHY STUDY THIS SUBJECT?

Psychology is all around you and touches on every aspect of your life! Who you are now, how you will be in the future, how you interact with family, friends and strangers; these are all things that Psychology can help you better understand. Whatever career you pursue, a background in Psychology will enhance your employability. Studying Psychology can help you understand yourself and other people by learning about aspects of human behaviour that will help you in daily life, including your learning and memory performance, your ability to cope with pressure and your understanding of the causes of psychological disorders. From intriguing optical illusions that reveal the inner workings of the brain to shocking experiments that expose how far people will go to obey an authority figure, there is always something amazing and even astonishing to learn about the human mind and behaviour.

## CAREER POSSIBILITIES

The course will provide you with a solid foundation into the key topic areas as well as a range of skills that will be relevant to many different careers. A few possible careers include: Counsellor, Teaching, Police, Social Work, Health Care or Management. Since Psychology is a science, other science subjects, especially Biology, will combine well with the subject. The subject also involves extended writing and so any other subject that is assessed through essay writing will help to develop this skill.



# RELIGIOUS STUDIES AS/A2

## THE PROGRAMME

Students study a course in Religious Studies which includes: Philosophy; Ethics; Theology and Textual Studies. These modules can be studied at both AS and A level and are examined at the end of the course. Links are assessed across the topics in order to reinforce and critically think about the extensive nature of religious, theological, philosophical and moral issues.

The course is delivered utilising a variety of pedagogical methods including: lectures, seminars, workshops, thinking points, student-led presentations and debates.

If you have studied RE at GCSE, you must have at least achieved an A/B grade. Additionally, you must also have achieved an A/B grade in English.

## WHY STUDY THIS SUBJECT?

Religious Studies is incredibly challenging, hugely interesting and extremely rewarding. The course covers some of the most profound questions in the history of humanity, such as 'Does God exist?' 'Is killing always wrong?' 'Why do innocent people suffer?' and 'Are we really free?' Therein, students discover the intrinsic value in reflecting and contemplating, in order to develop and challenge their own ways of thinking.

## CAREER POSSIBILITIES

Religious Studies opens many different doors due to its skills being highly marketable, desirable and transferable to a range of academic disciplines, careers and endeavours. Recent students are undertaking further studies in Law, Media Studies, History, Theatre Studies, Medicine and many others, as well as the traditional routes of pure Philosophy, Theology and Biblical Studies. Graduates in Religious Studies gain employment in a wide range of areas, e.g. Teaching, Counselling, the Police, Law, the Service Industry and Medicine.



# SCIENCE (APPLIED) AS/A2

## CAREER POSSIBILITIES

The specification aims to maintain and support the recognised standards demanded for science education and training in order to meet the requirements of various science sectors: chemical industry, health care, leisure and associated industries, medical and laboratory-based science, food and catering industries.



## THE PROGRAMME

**Unit 1:** Key Concepts in Science – a theory unit (including practical work) covering fundamental principles in biology, chemistry and physics.

**Unit 2:** Applied Experimental Techniques – a portfolio unit designed to introduce learners to new experimental techniques, to reinforce methods met previously and to enable learners to apply these methods to new situations.

**Unit 3:** Science In The Modern World- topical scientific issues, discussing the ethical and social implications of scientific advances and how they are represented in the media. Exploring how scientists work and the many varied roles they carry out.

Extended Certificate: Contains all of the units from the Certificate as well as:

**Unit 4:** The Human Body – the anatomy and physiology of the digestive, musculoskeletal, circulatory and nervous systems.

**Unit 5:** Investigating Science – an own-choice practical research project.

Plus one option from: Unit 6a: Microbiology, Unit 6b: Medical Physics, Unit 6c: Organic Chemistry

The course is one year for the Level 3 Certificate in Applied Science (equivalent to AS) / Two-year for the Extended Certificate in Applied Science (equivalent to A level). During Sixth Form lessons you will experience various teaching methods and styles such as demonstrations, practical work, lectures, handouts and notes, ICT work and one-to-one support. Half of your work will be assessed by the production of portfolios; therefore you will be expected to work much more on your own than you did at GCSE and to take a greater responsibility for your own organisation and learning.

There are five main areas that A level students need to be prepared for: organising time, coping with workload, note-taking, reading around the subject and self-motivation.

## WHY STUDY THIS SUBJECT?

The new qualifications in Applied Science are intended to encourage candidates to; develop and sustain an interest in and enjoyment of science; appreciate how science develops and the impacts such developments may have in present day society; develop essential knowledge and understanding relating to science and, where appropriate, the applications of science and the skills needed for the use of this in new and changing situations; develop practical skills relevant to science; appreciate the importance of science as a human endeavour which interacts with social, philosophical, economic, environmental and industrial matters; encourage candidates to develop skills in communication, application of number and the use of ICT. You will gain an awareness of how industry applies science in a wide range of essential functions and be introduced to a range of career possibilities which use aspects of science as their base point.

# SOCIOLOGY AS/A2

## THE PROGRAMME

At AS students will study AS Education and methods in context, Research Methods and Family and Households. Then at A level they will study Education with Theory and Methods and Methods in Context, Families and Households, Beliefs in Society, Crime and Deviance with Theory and Methods. The course is one year for AS level and for A Level two years.

There is a complete range of teaching styles such as active learning, group work, consolidation activities, timed essay practice and group essay planning. All exams are at the end of the two years for those doing the A Level.

## WHY STUDY THIS SUBJECT?

Sociology is a fascinating subject which introduces students to many new concepts and theories. It encourages students to take an interest in society and how it works. We consider many factors which influence us and our behaviour – many of which have previously been taken for granted. Students often comment that they never look at society in quite the same way.



## CAREER POSSIBILITIES

Police work, social workers, education/teaching, lawyers, solicitors, healthcare, public relations, research, business management – the list is endless as sociology is a subject that shows you can debate, listen to others and show empathy – skills required for lots of areas of work. Other subjects that go well with sociology are English language and literature, history, geography, psychology, philosophy and ethics.

# TEXTILES AS/A2

## CAREER POSSIBILITIES

There is a wide variety of careers that you could follow with an art textile qualification. The following are a small selection: fashion graphics, fashion designer, packaging designer, milliner, photographer, stylist, advertising designer, jeweller, interior designer, stage/costume designer, fashion journalist, marketing manager, printmaker, fabric designer, buyer, merchandiser, fashion events' co-ordinator, freelance designer, fashion prediction, shoe and bag design, self-employed artist or teacher!



## THE PROGRAMME

Over the two year course, students will complete two coursework and two exam units. This course requires students to work in sketchbooks, researching and developing ideas towards a final outcome. In the AS course, candidates will develop a coursework portfolio based on 'Life's a beach' leading to the designing and making of a bodice. All units of work will include looking at the work of other textile artists and fashion designers, supported by visits to galleries and museums. In addition to this, they will complete a unit based on 5 themes set by the exam board. In Year 13 students will produce a personal, practical investigation of their own choice supported by a 3,000 word written reflection. This is followed by an externally-set exam unit, where students can choose from a range of themes that is developed into a final response in a 15 hour practical exam.

Students will be introduced to a wide range of new techniques and media, beginning with observational drawing and sampling in sketchbooks. They will explore and experiment with a range of textile techniques such as silk painting, appliqué, fabric transfer, machine embroidery, printmaking and batik before designing and making individual outcomes which can include fashion outcomes, accessories or wall hangings. Teaching is directed at the needs, strengths and interests of the individual student. All units of work are tailored to allow the individual to explore original and creative solutions in any or several of the techniques they have experienced. Teaching includes activities to demonstrate different skills and technical work, self and peer assessment and one to one tutorials.

Students choosing to do the full A2 course will be assessed on their personal investigation 50% and externally set unit 50%. This is internally marked and externally moderated. For students opting to only complete AS, the coursework portfolio (50%) and externally set unit (50%) is internally marked and externally moderated.

## WHY STUDY THIS SUBJECT?

Textiles embraces creativity and will give a grounding in a broad range of skills which play an important role in today's design world. Transferable skills such as complex analysis and critical thinking will help in any career you choose. This course will allow you to develop desirable skills that universities and employers would look for, such as being able to work towards deadlines, being organised, having a strong work ethic, good communication skills, IT literacy and flexibility. Textiles allows you to be creative and respond to the world around you through a variety of materials and techniques.

# APPLIED LEARNING QUALIFICATIONS

BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes, either on their own or in combination with A Levels.

## BTEC Level 3 Courses

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## Cambridge Technicals Level 3 Courses

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Information Technology (IT)	33
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# CHILDREN'S PLAY, LEARNING AND DEVELOPMENT NATIONAL AWARD BTEC LEVEL 3

## THE PROGRAMME

Students taking this qualification will study three mandatory units, which cover the following topics: children's development, communication and numeracy and play and learning. Students will complete 50 hours of work experience in the sector. We then select one option unit, which supports students' progression to specialised degree programmes within the sector and covers areas such as: safeguarding, the early years' foundation stage, physical development, care and health needs.

A two Year course, four hours a week plus additional home studies. Units are a mix of two mandatory external exams, two internal assessments. Pearson BTEC Level three National Extended Certificate in Children's Play, Learning and Development.

There are three main forms of assessment that you need to be aware of: external, internal and synoptic. Externally-assessed units - Each external assessment for a BTEC National is linked to a specific unit. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded.

The styles of external assessment used for qualifications in the Children's Play, Learning and Development suite are:

**Examinations** – all learners take the same assessment at the same time, normally with a written outcome;

**Set Tasks** – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task; Internally-assessed units - Most units in the sector are internally assessed and subject to external standards verification;

**Synoptic assessment** - Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task.

## WHY STUDY THIS SUBJECT?

Would you love a career surrounded by the boundless energy, enthusiasm and optimism that comes from working with children? The aim of the course is to equip you with both knowledge and skills to care for young children in a wide variety of settings (day nurseries, children's centres, reception class, infant class, nursery class, special school, child-minders and family refuge centres) so the content reflects the breadth of work opportunities and experiences to enable you to do so.

## CAREER POSSIBILITIES

The early years sector in England is made up of over 80,000 settings, with 1.3 million childcare places for children under five. This ranges from childminders and nannies, to nurseries, crèches and preschools. Alongside the care provision, the sector has further career paths for students interested in working with children. Degree courses in teaching Early Years, Primary or Secondary; speech therapy, social work, special education and playwork offer additional opportunities in the sector.



# HEALTH & SOCIAL CARE

## BTEC LEVEL 3

### THE PROGRAMME

Units delivered in the Certificate are both mandatory: Human lifespan development, Individual Care and Support Needs. For the extended certificate there is a 3rd unit, Working in Health and Social Care and 1 optional unit. The course is studied over two years – Year 1 enables students to achieve the BTEC Level 3 National Certificate and the second year the BTEC Level 3 National Extended Certificate in Health and Social Care.

There are three main forms of assessment that you need to be aware of: external, internal and synoptic. The styles of external assessment used for qualifications in the Health and Social Care suite are: examinations – all learners take the same assessment at the same time, normally with a written outcome. set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Most units in the sector are internally assessed and subject to external standards verification. Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task.

### WHY STUDY THIS SUBJECT?

This qualification will provide the opportunity for full-time learners to enter employment in the health and social care sector or to progress to vocational qualifications. It also gives the opportunity for learners to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.



### CAREER POSSIBILITIES

Students have the opportunity to consider a range of options within each vocational pathway- health, social care and early years' care and education. It provides an excellent basis for a wide range of higher education courses and careers.

# MUSIC

## A LEVEL AND BTEC LEVEL 3

### A LEVEL MUSIC: THE PROGRAMME

**Performing:** Non-examined assessment: externally assessed, 30% of the qualification. The content you will study is 'Approaches to performing'

**Composing:** Non-examined assessment: externally assessed. It is 30% of the qualification. The content you will study is 'Approaches to composing'

**Appraising:** Written examination: 2 hours, this is 40% of the qualification

You will gain knowledge and understanding of musical elements, contexts and language. Application of knowledge through the context of six areas of study, each with three set works; Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions, and New Directions. You will also learn the application of knowledge to unfamiliar works. We would normally expect a grade B or above at GCSE and a minimum performance standard of Grade 5 or equivalent on your main instrument/voice. The ability to read music is essential.

### BTEC LEVEL 3: THE PROGRAMME

The programme covers a broad basis of study for the music sector with a focus on performance, personal instrumental technique development, music theory and professional practice. We would expect any student wishing to take BTEC Level 3 to have a Merit or Distinction in BTEC Level 2 Music or a C or above in GCSE Music and be an active musician either in or out of school. The ability to read music is essential.

### WHY STUDY THIS SUBJECT?

Music offers academic rigour through the study of music theory, history and analysis of musical works, while through composition and performance, independent creativity is developed. Both A Level and BTEC Music prepare students for further musical study, should they wish to follow this pathway, or provide a solid foundation for musical participation and enjoyment outside of studies should a different career path be pursued. As a VI form musician you will be expected to play a full part in the musical life of the College, playing in ensembles and taking leadership roles where possible. There are many and varied opportunities for performance, both in and out of College and Carmel musicians are also encouraged to become part of the Durham Music Service ensembles.

### CAREER POSSIBILITIES

Studying Music opens the doors to all kinds of careers – and not just the obvious ones like performing, composing and teaching. 'The music industry' can mean anything from working for a record label; broadcasting; selling music for films, TV and advertising; venue or festival management; music journalism; copyright law; music therapy and countless other varied and exciting roles. Former music students find themselves thriving in roles in the business, legal, medical, academic and financial fields. Music is also a well-respected academic subject for those students wishing to pursue other degree courses at University level.



# PUBLIC UNIFORMED SERVICES NATIONAL AWARD

## BTEC LEVEL 3

### THE PROGRAMME

The BTEC National Award in Public Services is designed to equip learners with the knowledge, understanding and skills required for success when moving towards a career in the uniformed services, for example, Police, Emergency Fire Services, Prison Service, Security or Armed Services. Its main purpose is to allow learners to develop the core specialist knowledge, understanding and skills, including Government policies and leadership and teamwork required by the sector.

Units delivered are:

- Government, Policies and the Public Services
- Leadership and Teamwork in the Public Services
- Citizenship, Diversity and the Public Services
- Understand the Impact of War, Conflict and Terrorism on Public Services
- Police Powers in the Public Services
- Planning and Management of Major incidents

The course is studied over two years – Year one enables students to achieve the BTEC Level 3 Certificate and the second year the BTEC Subsidiary Diploma.

It is Portfolio based with a variety of assessment methods: practical, written, verbal, video witness statements. There will be an external Assessment but no formal examinations.

### WHY STUDY THIS SUBJECT?

This qualification will:

- Enable you to make an informed judgement of your suitability to a career in a public service organisation
- Prepare you for entry into a public service organisation
- Enable you to recognise and work towards acquiring the skills and abilities which enhance promotion and career prospects within the public services
- Enable you to acquire the skills for entry into higher education in a public service related field



### CAREER POSSIBILITIES

Public Services, provided by Government such as law enforcement, health, defence and central and local Government remain in demand and whilst growth has slowed, will continue to have a vital role in the economic and social welfare of the nation. By studying a BTEC National Award Course learners develop knowledge, understanding and skills required by the sector, including essential employability skills and apply them in real work contexts.

# SPORT CERTIFICATE/SUBSIDIARY DIPLOMA

## BTEC LEVEL 3

### CAREER POSSIBILITIES

Learners that successfully complete the course have been known to go into careers in Sports development, Sports coaching, Physiotherapy, The Armed Forces, PE Teaching, The Leisure Industry or Outdoor Education, to name a few.



### THE PROGRAMME

The BTEC is a 7-Unit qualification, all coursework, that consists of: BTEC Level 3 Certificate in Sport (equal to one A level).

#### **You study 4 Units in Year 1:**

Principles of Anatomy and Physiology in Sport  
The Physiology of Fitness  
Assessing Risk in Sport  
Fitness Testing for Sport and Exercise

To make this course up to BTEC Level 3 Subsidiary Diploma in Sport (equal to an A2):

#### **You study 3 additional units to those studied in Year 1:**

Technical and Tactical Skills in Sport  
Practical Individual Sport  
Leadership in Sport

You could also choose to take the Extended Diploma (equal to 3 A levels) by studying the following extra units:

- Fitness Training and Programming
- Sports Coaching
- Sports Development
- Practical Team Sports
- Sports Nutrition
- Current Issues in Sport
- Exercise, Health and Lifestyle
- Psychology for Sports Performance
- Sports Injuries
- Analysis of Sports Performance
- Organising Sports Events
- Work Experience in Sport

### WHY STUDY THIS SUBJECT?

BTEC Sport can help you take your first steps towards a career in sport and fitness. You'll learn essential skills such as training for personal fitness, encouraging sports participation and organising and leading events and activities. "What made me study BTEC Sport was that it involved more coursework than exams and I was good at coursework and practical work. You also interact more with your teachers and fellow students, so it was a more relaxed atmosphere. I'm really glad that I did BTEC rather than A-level."

# IT (INFORMATION TECHNOLOGY)

## CAMBRIDGE TECHNICALS LEVEL 3

### THE PROGRAMME

**Unit 1: Fundamentals of IT-** A sound understanding of IT technologies and practices is essential for IT professionals. Information learnt in this unit will provide a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how business uses IT.

**Unit 2: Global information-** The purpose of this unit is to demonstrate the uses of information in the public domain, globally, in the cloud and across the internet, by individuals and organisations. You will discover that good management of both data and information is essential and that it can give any organisation a competitive edge. This unit will help you to understand the legislation and regulation governing information that flows into and out of an organisation and the constraints and limitations that apply to it.

**Unit 3: Cyber Security** - The need for secure digital systems is crucial. We rely on computerised systems such as telecommunications and to control critical systems such as water and power supplies 24/7. However, for all the advantages that these systems offer us, some people have found ways to exploit them and this poses a threat to our safety and security in the real world, as much as in the cyber world.

**Unit 8: Project Management-** This unit will provide you with the opportunity to understand and use various project planning skills and techniques, enabling you to become more effective in the workplace. Project management skills are essential, transferable skills that can be used for all IT-related projects, whether it's traditional methodologies or more agile approaches within the IT development environment.

**Unit 9: Product Development-** Whether you are building a network, developing a website, developing a system for data analytics or creating an augmented or virtual reality resource, they are all products. It is therefore important that you understand the processes required for the development of products and that you can apply them to a variety of situations.

The teaching styles for this subject will be lectures, presentations, practical lessons, extended research and projects, individual/paired/group reports, guided research and self-study. There are two exams in the first year at 100% of your grade and in the two year certificate, there are three exams (66%) and two coursework units (33%).

### WHY STUDY THIS SUBJECT?

ICT systems are used in almost all areas of working and social life. The skills, knowledge and understanding that are gained through studying this engaging and complex subject are valuable in almost all aspects of modern life. Given that in the future, be you employed by an organisation or be you self-employed, you will most likely require the ability to either work directly with ICT systems or have the understanding and knowledge to deal with those people that do. Each of the units that have been chosen connect the dots between far-reaching aspects of a complex, 21st century working life.

### CAREER POSSIBILITIES

Web developer, software engineer, network management, systems analyst, roboticist, any engineering discipline, physics, medicine and medical related courses (such as optometry, pharmacy and orthoptics) and mathematics. Other subjects that link well with this course are Mathematics, Business, Media, Computer Science, Geography.

# APPLICATION PROCESS

Application forms are available from the College and an online version can be found on the College website. All applicants are invited to a short interview and successful candidates are given a provisional offer, based on a positive school reference and success at GCSE (at least 5 GCSEs at grades A\*-C, including English and Maths and any other subject based grades specified.)

Entrance to the VI Form is not based on religious affiliation. All applications are given equal consideration and places are offered on commitment and merit.

We pride ourselves on attracting the best students from many different schools and look forward to receiving your application.

For more information please contact Loraine Dodds, Sixth Form Administrator on [ldodds@carmel.org.uk](mailto:ldodds@carmel.org.uk) or call 01325 523421

[WWW.CARMEL6.ORG.UK/APPLY](http://WWW.CARMEL6.ORG.UK/APPLY)



ACADEMIC STRENGTH



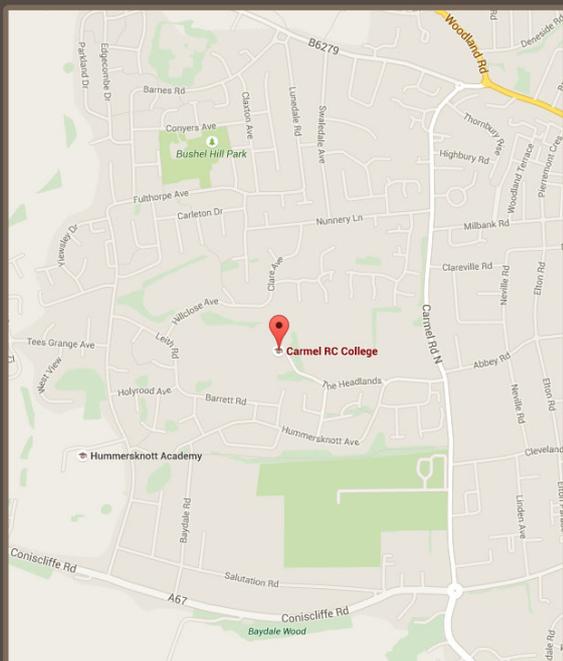
SPIRITUAL DEPTH

ROBUR MENTIS - ANIMI PROFUNDITATE  
SPIRITUAL STRENGTH - ACADEMIC DEPTH

CARMEL IS LOCATED IN THE WEST END  
OF DARLINGTON, THE COLLEGE IS  
SITUATED OFF THE HEADLANDS.

WE ARE APPROXIMATELY A 5-10  
MINUTE DRIVE FROM DARLINGTON  
TRAIN STATION WHICH IS ON THE  
EAST COAST MAINLINE,

10 MINUTES FROM THE A1 AND 15  
MINUTES FROM DURHAM TEES VALLEY  
AIRPORT.



THE HEADLANDS,  
DARLINGTON,  
CO. DURHAM  
DL3 8RW  
SATNAV POSTCODE:  
DL3 8RP

T: 01325 253421  
F: 01325 254335

W: WWW.CARMEL6.ORG.UK  
E: ENQUIRIES@CARMEL6.ORG.UK



WWW.CARMEL6.ORG.UK