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Stanbridge
Earls School

Sixth Form Handbook

2011 - 2012



Headmaster's Welcome

Thank you for considering Stanbridge Earls sixth form for your son or daughter. In the following pages we hope you will see that the school offers all you would expect from any independent school, but in addition a unique package of specialist help and support to enable pupils to reach their full potential.

The school enjoys an international reputation for helping students with specific learning difficulties to achieve extraordinary success and Stanbridge is in the top 5% of schools for value added.

Students with Dyslexia, Dyscalculia, Dyspraxia and other Specific Learning Difficulties are taught a full range of academic, practical and vocational courses from Entry Level GCSEs to Advanced Levels.

Curriculum Options

The school sixth form caters for both students who have succeeded at GCSE and wish to start advanced level study and also those for whom additional time on the intermediate bridge level studies is necessary to give them the skills and confidence to progress with their studies.

Because of the nature of student difficulties it is common for English and/or maths GCSE to be retaken alongside A level study.

We are able to offer a good range of subjects and class sizes range from around five students to individual tuition and every effort is made to meet students' course interests. The specialist support teachers work alongside subject teachers to ensure each student has the appropriate support for optimum success. Students develop a close relationship with staff.

Pastoral Care

I firmly believe that happiness lies at the root of all successful teaching and to this end pastoral care is an important part of the school's ethos. Throughout the sixth form tutors underpin and coordinate academic progress, career and higher education plans. They work closely with the Head of Sixth Form, Housemasters and the careers staff to ensure every students' needs are met.

Our sixth form students welcome the chance to demonstrate leadership and responsibility as Heads of School, Deputy Heads of School, Prefects and Monitors.

We also seek to stretch and challenge our students and offer them new opportunities through the extensive range of sporting, cultural and extra-curricular activities.

Academic achievement, alongside specialist learning support, the chance to stretch oneself, develop teamwork and leadership skills and make friendships that last a lifetime are all good reasons to study in the sixth form at Stanbridge Earls.

Progression

In 2010 all pupils leaving the sixth form entered Higher education, Further Education or the workplace.

Life in the sixth form provides a full range of opportunities, skills and experiences that lead to success and friendships that last a lifetime. We are proud of our record of developing each individual's interests and potential and helping them to make a successful transition into the wider community.

A handwritten signature in black ink that reads "Peter Trythall".

Mr P J A Trythall
Headmaster



Welcome from the Head of Sixth Form

Welcome to Stanbridge Earls School and particularly to the Sixth Form.

It is my belief, that education should be challenging, enriching and fun. This is very important in the sixth form where learning extends far beyond the confines of the classroom. The sixth form programme is designed to help students develop the widest possible range of skills to be able to enrich their own life and also the lives of others.

Students quickly become young adults and being part of a large community enables them to gain personal strengths and show support for others whilst preparing themselves to become valued members of society.

Enrichment Programme

A popular enrichment programme operates throughout the year with staff and students organising educational lectures and general life skills courses.

The year begins with an outdoor activity weekend aimed at assisting new students to settle quickly and forge new friendships.

Across the year the enrichment programme covers subjects including diary management, stress management, writing personal statements and building curriculum vitae. There are opportunities in cooking, finance and money management, medical matters and personal presentation skills. For social enrichment, students are encouraged to organise dinners, cinema nights and various other outings with the assistance of house staff. Social activities are encouraged within the house. Some of these events enable students to experience alcohol within a safe and social environment, supervised by house staff.

The school year ends with the Seniors' Ball.

Girls currently board in Goulds House in single study bedrooms wherever possible. Boys board in New House in single study bedrooms sharing en-suite facilities.



All sixth form students have the use of two sixth form common rooms and a study room within New House. Personal study periods may be spent working in study bedrooms, within the study room in New House, or in the Library or ICT suite. The timetable allows enough flexibility for sixth formers to pursue recreational interests including working out in the fitness suite, swimming in the pool and playing music in the practice rooms. Every effort is made to accommodate students who play sports or have other interests not currently available in school, usually organised locally.

Mrs Patricia Jones

Head of Sixth Form

Opened in September 2010, New House is a purpose built sixth form boarding block designed to provide relaxed and comfortable surroundings in which to live and study.



ASSISTIVE TECHNOLOGY FOR INDEPENDENT LEARNING (ATIL) PROJECT

Stanbridge Earls School was judged triple outstanding by the Independent Schools Inspectorate (ISI) for Educational Standards, Ofsted in every care category and the Council for the Registration of Schools Teaching Dyslexic Pupils (CReSTeD) who re-awarded the school Specialist Provision Status (SPS). The ISI report advised the school to make the following improvements:

1. To further investigate and develop the use of existing expertise amongst staff to provide training, in particular in working with pupils with SEN and the use of ICT for all staff.
2. To continue to research and stay abreast of the latest developments in technology to support pupils with SEN

The school was already seeking specialist guidance from renowned Educational Psychologist, Dr Alexakis-Lanigan, regarding ways to improve its specialist educational provision.

The result of this research is the launch of our ATIL project; a two year trial of improved learning resources for sixth form students at Stanbridge Earls in partnership with Kellogg College, Oxford University.

Ian Adams & Oliver Tolhurst preview text-to-speech software in the ATIL study room.



Richard Graham explains the benefits of assistive technology to a BBC South reporter.

The ATIL project includes:

- i Development of a dedicated study room within the new sixth form boarding house.
- i Individual lap tops for every sixth form student.
- i Personalised software and additional assistive technology; to best meet each individual's needs and facilitate the development of independent learning skills.
- i Specialist training to students and staff to transform the delivery of teaching and learning experiences.

The key objective of this project is to enable senior students the freedom to work independently using their own skills and strengths.

Dr Robin Gibbons representing Kellogg College, Oxford University has worked to establish a two year post-doctorate research fellowship; the aim being to validate the outcomes of this project.

We aim to place Stanbridge Earls, in association with Oxford University, at the forefront of pioneering research into the use of assistive technologies with students with specific learning difficulties.

SPECIALIST SUPPORT

At Stanbridge we pride ourselves on providing all that can be found in a normal independent school, but with a unique level of support that helps students to achieve whatever their difficulties.

ACCELERATED LEARNING CENTRE (ALC)

The ALC centre was established in 1963 and is now housed in a custom designed building at the heart of the school. It contains 14 teaching rooms leading off from a library and reading area. The library contains carefully chosen graded fiction, non-fiction, reference books and also taped books. All teaching rooms have PCs and CD players as standard equipment and a wide range of software packages to ensure that learning is an active and enjoyable experience.

Our ALC houses one-to-one literacy specialists for Dyslexics as well as Speech and Language therapists and English as a Second Language teachers. Occupational Therapy provides support for Dyspraxics. Staff in the ALC regularly attend conferences, seminars and in-service courses to ensure they are up to date in the latest developments in the field of dyslexia, including work with resources designed for computer use.

The centre offers individual multi-sensory, structured language programmes that have been developed within the framework of the head of department's scheme of work. This can incorporate the techniques of many experts including: Gillingham and Stillman, Hickey, Brand, Hornsby, Bramley and Coudrey. These varied schemes are designed to develop reading, writing and spelling skills to the full.

The teacher to pupil ratio is around 1 to 6, with an additional 25+ specialist trained teachers in the Learning Centres. Each student has a tailored package to suit their individual needs and help them to achieve and gain confidence in a safe, caring environment.

Ms Paula Little SENCo

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

For those pupils who do not have English as their first language, qualified EAL teachers are available to work with them on a one-to-one basis to ensure they gain the best results. Students are encouraged to take Cambridge ESOL exams including KET, PET, CFE and CAE. Advice is given on requirements for higher education.

Mrs Julie Wait

THE MATHEMATICS LEARNING CENTRE (MLC)

The MLC was established in 1980 to provide 1:1 specialist support for pupils with mathematics learning difficulties and dyscalculia. The department has grown over the years and now comprises of a professional team of 8 specialist mathematics teachers, with a wealth of experience and expertise, dedicated to enhancing pupils' mathematical skills, confidence and self esteem.

Individualised learning programmes, based on the results of initial and continuous assessments, are tailored to the needs of each pupil. The MLC department is well equipped with a wide range of multi-sensory resources, including the use of specialist computer programmes. There is close liaison between the Mathematics and Science departments to ensure a co-ordinated approach.

The MLC department provides 1:1 specialist support for pupils of all ages and abilities and has had proven success at enhancing GCSE and A level results, with pupils often exceeding expected levels of achievement.

Mrs Jo Neudegg

SPEECH AND LANGUAGE THERAPY (SPLAT)

The school has specialist SPLAT therapists who aim to develop students' skills for accessing the curriculum, independent living and successful social interaction. Students can be taught in various settings, 1:1 sessions, small groups and with classroom support.

The Communication Skills Centre works to develop speech (sound), language (words and sentences) and social interaction (conversation) skills.

Mrs Alexandra Archer

OCCUPATIONAL THERAPY (OT)

OT aims to increase an individual's independence and sense of self-worth by helping them to develop their co-ordination, personal, social and learning skills.

The use of physical and social interactivity as a treatment enables pupils to catch up on delayed skills and as they start to enjoy being in their body they feel more confident. Academic learning benefits with improved sitting tolerance, less fatigue, increased concentration and improved visual tracking and spatial awareness.

Mrs Gillian Coppock

ADVANCED LEVEL PROGRAMME ENTRY

ADVANCED LEVEL CURRICULUM OPTIONS

The sixth form offers a good range of GCE A level subjects including several GCE Applied A levels. The applied courses have a greater emphasis on course work and portfolios so may suit students who find the exams stressful, preferring to work steadily throughout the course. Applied A levels are graded in the same way as traditional A level courses and carry the same points value when applying for higher education.

Entry onto advanced level courses is conditional on students achieving 4 or more GCSEs at grade C or above.

Some subjects do not require the student to have studied it to GCSE standard so provide the opportunity to start a new area of study. **Most subjects do not insist on a grade C at either English or Maths and where necessary these can be retaken alongside advanced level study.**

Courses are divided into two one year options; AS and A2.

Year one:

Students are able to choose up to three (exceptionally four) AS subjects as well as lessons in English and/or Maths (if required). GCSE subjects can be retaken in November, January and June, dependant on subject to be taken.

Year two:

A2 courses are dependant upon gaining a pass grade in the AS course. Students can continue with the same subjects at A2 or alternatively drop subjects and start different AS level courses. Advice is available on subject choices and possible implications for career and higher education choices.

GCE A LEVEL COURSES

Art & Design
Biology
Chemistry
Design & Technology
English Language/Literature combined
Geography
History
Languages
Maths
Media Studies

Music
Music Technology
Performance Studies
Physical Education
Physics

APPLIED A LEVEL COURSES

Business Studies

OTHER COURSES

CCNA (CISCO)

CAREERS AND PROGRESSION

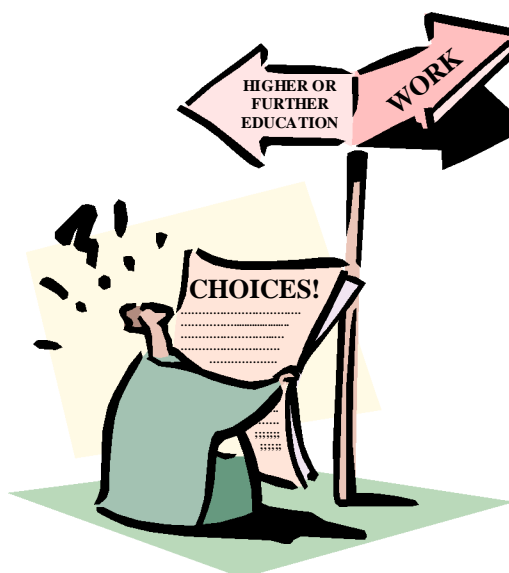
The school have a very active careers department with Mr Gary Pearce, the school careers coordinator, working closely with Mrs Jones, Head of Sixth Form. All students are offered individual careers interviews and given support to achieve their goals, whether it is to apply to university or enter employment.

Work experience can be arranged on an individual basis to help with applications for higher education, or give valuable skills and confidence for entering the workplace.

The dedicated careers room has a well stocked library including prospectuses from all the UK universities and colleges of Higher Education.

There are also specialist careers software packages to help those students who are less sure about their future direction. Internet access enables the careers staff to assist students with thorough research of their chosen option.

Students looking to enter higher education benefit from attending a large higher education fair run at a local 6th form college. The progression team help students with HE course choice, completion of the online application process and producing the personal statements necessary for application. Where students wish to attend university open days, help is given with online booking and arranging of transport.



Whatever the final destination of our students the progression team work closely together to ensure they have the information, guidance and support to make an informed decision.

Careers and Progression Team

Gary Pearce - Careers Coordinator
Pat Jones - Head of Sixth Form

The AS and A2 courses each comprise of two units; one coursework and one exam.

WHAT WILL I LEARN ON THE COURSE?

'AS' students complete the coursework in the Autumn term. This unit comprises drawing, painting, graphics and 3D construction. Research and evaluation is recorded in journals and sketch books. The exam is in the Spring Term.

Marks from the AS course are carried forward to the A2. The second coursework unit includes a 1,000 – 2,000 word research assignment, usually based on an interest developed during the AS course.

In the last two years, projects have included web site design, multi-media story telling; comic / magazine design, stage design, shop design, video game design, sculpture, digital photography, dress design, make-up, life-size sculptures, drawing using a variety of media, murals, signs and painting.

COURSE CONTENT AND METHOD OF ASSESSMENT

Unit number and title		assessment	% total marks	
AS			AS	A
1	Art and Design Coursework	coursework	60	30
2	Art and Design externally set assignment	exam	40	20
A2				
3	Art and Design Coursework	coursework		30
4	Art and Design externally set assignment	exam		20

ARE THERE ANY SPECIAL ENTRY REQUIREMENTS?

Previous experience (including a good GCSE pass) is desirable and a serious commitment is expected. Good drawing skills are an advantage but the ability to generate ideas and develop them is more important.

Every year students gain places on Foundation Art courses at leading universities throughout the country.

Course contact: Mr Lance Nicholson



3D construction, drawing and painting - student work in different stages of development.



BIOLOGY - AS/A2

exam board Edexcel

Biology will appeal to students who have an interest in the study of living organisms and enjoy carrying out investigations in the laboratory and fieldwork.

WHAT WILL I LEARN ON THE COURSE?

- i Gain a greater understanding of biological facts along with an appreciation of their significance in new and challenging situations.
- i Develop your skills in practical work and the link between theory and experimental work.
- i Develop an understanding of the connections between facts, principles and concepts from different areas of biology.
- i To recognize the value and responsible use of biology in society.

COURSE CONTENT AND METHOD OF ASSESSMENT

Unit number and title		assessment	% total marks	
AS			AS	A
1	Lifestyle, Transport, Genes and Health	examination	40	20
2	Development, Plants and The Environment	examination	40	20
3	Visit/Issue Report (produce a report 1500—2000 words)	internally assessed	20	10
A2				
4	The Natural Environment & Species Survival	examination		20
5	Energy, Exercise and Coordination	examination		20
6	Practical Biology and Investigative Skills (individual investigation & report)	internally assessed		10

ARE THERE ANY SPECIAL ENTRY REQUIREMENTS?

Students wishing to study Biology to AS or A level should have successfully completed either GCSE dual award science or GCSE biology and gained at least a B grade and preferably C in Maths and English.

Course contact: Dr. Carys Hughes

BUSINESS STUDIES - APPLIED AS/A2

exam board OCR

Applied Business is studied as a single award being equivalent to one A level. The applied course is predominantly course work based and tends to suit the learning styles of students.

WHAT WILL I LEARN ON THE COURSE?

All taught Business Studies courses prepare students for careers in business as well as helping them understand everyday financial matters and the mechanics of how businesses operate.

You will be encouraged to:

- i Become an independent learner as you develop knowledge and understanding in realistic business contexts.
- i Develop research skills to build your portfolios.
- i Develop key skills in numeracy, literacy and ICT.

Unit number and title		assessment	% total marks	
AS			AS	A
1	Creating a marketing proposal	Portfolio	33 ¹ / ₂	16 ³ / ₄
2	Recruitment in the workplace	Portfolio	33 ¹ / ₂	16 ³ / ₄
3	Understanding the business environment	External	33	16 ¹ / ₂
A2				
9	Strategic decision-making	External		16 ¹ / ₂
10	A business plan for the entrepreneur	Portfolio		16 ³ / ₄
	Optional unit	Portfolio		16 ³ / ₄

COURSE CONTENT AND METHOD OF ASSESSMENT

The above courses are mandatory. One additional unit will be selected from a range of options.

ARE THERE ANY SPECIAL ENTRY REQUIREMENTS?

Students must carry out more independent research for their 'A' level than for a GCSE and work in far greater depth and detail. **It is therefore not possible to attempt an AS without already having a GCSE.**

Course contact: Mr Gary Pearce

CHEMISTRY - AS/A2

exam board Edexcel

Chemistry is one of the core sciences and an essential subject for several careers in both science, engineering and the health sciences professions.

WHAT WILL I LEARN ON THE COURSE?

The course aims to stimulate and sustain students' interest in, and enjoyment of, chemistry and to:

- i Enable them to gain a knowledge and understanding of the subject.
- i Show the value of the subject to society and how it may be used responsibly.
- i Develop experimental skills in using laboratory procedures.

COURSE CONTENT AND METHOD OF ASSESSMENT

Unit number and title		assessment	% total marks	
AS			AS	A
1	The Core Principles of Chemistry	Exam	40	20
2	Application of Core Principles of Chemistry	Exam	40	20
3	Chemistry Laboratory Skills	Internal assessment	20	10
A2				
4	Rates, Equilibria, & Further Organic Chemistry	Exam		20
5	Transition Metals & Organic Nitrogen chemistry	Exam		20
6	Chemistry Laboratory Skills	Internal assessment		10

ARE THERE ANY SPECIAL ENTRY REQUIREMENTS?

This is the new specification from 2008 onwards. Students need to be well motivated and have gained a GCSE grade B in either double award science or chemistry. Some mathematical skills are necessary but students will be considered without C in GCSE mathematics, although they would be encouraged to retake the GCSE maths course.

Course contact: Mr Mike Roberts

Cisco Certified Network Associate (CCNA)

WHAT WILL I LEARN ON THE COURSE?

Students in the 6th Form can follow the Cisco Academy CCNA Discovery qualification. Cisco career certifications are highly respected by employers around the world and help validate the skills needed to enter networking and IT positions in a variety of industries.

COURSE CONTENT AND METHOD OF ASSESSMENT

The CCNA qualification consists of 4 units and is broken into two sections, the first is made up of the following units:

CCNA Discovery Unit 1: Networking for home and small businesses.

CCNA Discovery Unit 2: Working in a small to medium business or Internet Service Provider (ISP).

After completing these two units students will be encouraged to sit these Cisco Certified Entry Networking Technician Certification examinations (CCENT). This is an external examination and combines theoretical knowledge and practical skills in a trouble shooting environment.

Within these units students learn how to create a peer to peer network, how IP addressing schemes work and the role of internet service providers.

Depending on the progress made in following the CCNA 1 and 2 units, students will then have the opportunity to continue with:

CCNA Discovery Unit 3: Introducing routing and switching in the enterprise.

CCNA Discovery Unit 4: Designing and supporting computer networks.

These units continue the theme from CCNA units 1 & 2. Switches, routers and servers are introduced, leading to the creation of a full working network.

The Cisco Academy units do not carry a UCAS points tariff.

OPPORTUNITIES FOR PROGRESSION

You will have a wide choice of IT careers in the computer and communications industry including technical support, network design and network administration.

There may be an opportunity to apply for progression to the Cisco Certified Networking Professional (CCNP) qualification.

Course contact: Mr Pierre Neethling

DESIGN TECHNOLOGY - AS/A2

exam board Edexcel

Product Design (RMT) allows students to develop a range of skills and outcomes at Advanced Subsidiary (AS), demonstrating their creativity, and apply these to a design and make project at Advanced level (A2). The specification seeks to develop students' knowledge and understanding of, and skills and application in, designing products. They will also develop their research, analysis, product development, project planning and evaluation skills.

WHAT WILL I LEARN ON THE COURSE?

Students are required to demonstrate the understanding of:

- i Materials & components – industrial & commercial practice – quality – health & safety, systems & control – and products/outcomes & applications.
- i Communicate ideas & information – evaluate – design – plan – make.

COURSE CONTENT AND METHOD OF ASSESSMENT

All four units have two assessment criteria and these assessed within each unit to make up the overall unit weightings.

Unit number and title		assessment	% total marks	
AS			AS	A
1	Portfolio of Creative Skills	portfolio	60	30
2	Design and Technology in Practice	1 hr 30 min exam	40	20
A2				
3	Designing for the Future	2 hr. exam		20
4	Commercial Design	project internally set and marked		30

ARE THERE ANY SPECIAL ENTRY REQUIREMENTS?

It is preferable to have the GCSE in Design Technology but students entering sixth form with a proven practical ability and good standard of maths will be considered.

Course contact: Mr Reece Hancock

ENGLISH LANGUAGE & LIT - AS/A2

exam board AQA

English Language and Literature combines these two subjects to form a single award. It allows you to study literature and also develop creative writing skills used at GCSE level. This year we are in transition between two syllabuses: AS is the new syllabus, A2 is the old syllabus

WHAT WILL I LEARN ON THE COURSE?

The course offers a range of books, from Shakespeare to modern novels and poetry. It also allows you to write your own texts and analyse them using linguistic knowledge. You also get to study real life language.

You will be encouraged to:

- i Work independently on your own coursework, drawing on your own interests and skills.
- i Develop research skills.
- i Develop key skills in Literacy and ICT.

COURSE CONTENT AND METHOD OF ASSESSMENT

Unit number and title		assessment	% total marks	
AS			AS	A
1	Introduction to Language and Literature Study (the Anthology)	exam	60	30
2	The Changing Language of Literature	coursework	40	20
A2				
3	Talk in Life and Literature	exam		30
4	Text transformation	coursework		20

You have to take all of the above courses.

ARE THERE ANY SPECIAL ENTRY REQUIREMENTS?

You will be expected to have at least a grade 'C' in English at GCSE. It would be an advantage to have English Literature at grade 'C'.

Course contact: Dr. Frank Myszor

GEOGRAPHY - AS/A2

exam board AQA

As mankind expects more and more from the natural world, geography provides a vital understanding of the conflicts between the two and ways of overcoming them.

WHAT WILL I LEARN ON THE COURSE?

- i A knowledge of the processes & features of our natural & human environment.
- i An understanding of the problems facing both the developed & developing world.
- i An understanding of the role governments and organisations play in our world.
- i An appreciation of the importance of sustainable development.

COURSE CONTENT AND METHOD OF ASSESSMENT

At AS, candidates study core physical and human geography, as well as optional topics of their choice. In each area of study candidates will consider the values and attitudes of decision makers, consider their own values and attitudes and support their learning of ideas through the study of specific case studies. Candidates also develop a variety of geographical skills.

At A2, candidates continue to study a combination of human and physical geography. Candidates can choose whether to undertake preparatory investigative work in the field to be able to produce a fieldwork investigation, or undertake an issue evaluation exercise to extend the content within the specialised context of issue evaluation.

Unit number and title		assessment	% total marks	
AS			AS	A
1	Physical and Human Geography	Examination	70	35
2	Applied Geography	Examination	30	15
A2				
3	Contemporary Geographical Issues	Examination		30
4A	Geography Fieldwork Investigation	Examination		20
or 4B	Geographical Issue Evaluation	Examination		

ARE THERE ANY SPECIAL ENTRY REQUIREMENTS?

Prospective students must have at least grade C in GCSE English, Mathematics, Geography and Single Award Science as the course demands a wide range of knowledge and skills in both AS and A2 units. Progress from AS to A2 units will require a pass in the first AS paper worth two thirds of the AS course. Units 1, 2 and 4 can be taken twice, if necessary.

Course contact: Mr Paul Pellatt

HISTORY - AS/A2

exam board Edexcel

In changing times History is a crucial subject. It allows you to understand how the world has become what it is, and your place in it.

History develops your ability to think critically to evaluate sources, and reach conclusions based on evidence. It teaches you to identify and assess different interpretations and opinions about the past: all valuable skills for the present!

WHAT WILL I LEARN ON THE COURSE?

The study of history is more than just acquiring knowledge about past events. The subject will enable you to:

- i Communicate knowledge and understanding of the periods of history you study.
- i Develop your understanding of historical terms and concepts.
- i Understand the nature of historical evidence and the methods used to analyse and evaluate.
- i Learn how to make judgements based on available evidence and understand that views may change with new evidence.
- i Develop the ability to analyse.

COURSE CONTENT AND METHOD OF ASSESSMENT

Unit number and title		assessment	% total marks	
AS			AS	A
1	Historical Breadth Study - Russia 1881-1953	Examination	50	25
2	British History Depth Study - Britain and Ireland 1867-1922	Examination	50	25
A2				
3	From Kaiser to Fuhrer: Germany 1900-45	Examination		30
4	Twentieth Century International Relations, 1879-1980	Coursework		20

ARE THERE ANY SPECIAL ENTRY REQUIREMENTS?

You should have an enthusiasm for the subject and be interested in developing research skills and producing essays. You would normally have several GCSE passes at grade A* - C but you do not necessarily need to have studied history at GCSE.

Course contact: Mrs Ali Visser

LANGUAGES - GCSE & AS/A2

exam board OCR

Pupils in the 6th form are able to start French or Spanish for the first time by following oral-based courses, these courses comprise pupil workbooks and study guides, videos DVDs and CDs. The courses are designed to facilitate communication in France or Spain, depending on the language being studied. The courses can be approached at various levels and, for more talented beginners; the rudiments of grammar can be incorporated. The emphasis is on the spoken language, however, the practice of which is encouraged at all times.

In addition to French or Spanish for beginners, pupils in the 6th form may follow one of several other courses: - Retakes GCSE (one year) AS French / Spanish (one year) and A2 French/Spanish (two years)

WHAT WILL I LEARN ON THE COURSE?

The aims of these specifications are to encourage students to:

- i Develop an interest in, and enthusiasm for, language learning;
- i Develop understanding of the language in a variety of contexts and genres;
- i Communicate confidently & effectively in the language for a range of purposes;
- i Develop awareness & understanding of the contemporary society, cultural background & heritage of countries or communities where the language is spoken;
- i Consider their study of the language in a broader context.

COURSE CONTENT AND METHOD OF ASSESSMENT

OCR French and Spanish and German courses are divided into 4 modules; 2 at AS level and 2 at A2 level. Language Topics at AS level include; Aspects of Daily Life.- Education and Training Leisure & Entertainment. - Communication and Media; whilst at A2 topics include - Society - The Environment - Science and Technology, & Culture.

Module number and content	assessment	% total	
AS			
1 Oral - role-play and topic discussion	speaking test	30	15
2 Demonstrating listening, reading and writing tasks	written exam	70	35
A2			
3 Discussion of an article in the target language and topic discussion.	speaking test		15
4 Variety of tasks using comprehension & manipulation of language + extended essay	written exam		35

ARE THERE ANY SPECIAL ENTRY REQUIREMENTS?

Students wishing to commence AS level will need a GCSE pass, other courses only require an interest in learning the language.

Course contact: Miss Jean Hughes

MATHEMATICS - AS/A2

exam board Edexcel

The course aims to help you to develop your understanding of mathematical principles. You will acquire the foundation necessary for further study of mathematics and other disciplines and develop the ability to recognise real-life situations which can be modelled mathematically.

WHAT WILL I LEARN ON THE COURSE?

- i Extend your range of mathematical skills and techniques and use them to solve problems.
- i Gain the appropriate knowledge of procedures to be followed in order to produce useful results.
- i Develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected.
- i Use maths as an effective means of communication.
- i Develop an awareness of the relevance of maths to other areas of study and to the world of work and society in general.
- i Develop confidence and enthusiasm in your approach to the subject.

COURSE CONTENT AND METHOD OF ASSESSMENT

Unit number and title		assessment	% total marks	
AS			AS	A
1	Core mathematics - C1	Exam	33 ¹ / ₃	16 ² / ₃
2	Core mathematics - C2	Exam	33 ¹ / ₃	16 ² / ₃
3	Mechanics or statistics	Exam	33 ¹ / ₃	16 ² / ₃
A2				
4	Core mathematics - C3	Exam		16 ² / ₃
5	Core mathematics - C4	Exam		16 ² / ₃
6	Mechanics or statistics	Exam		16 ² / ₃

ARE THERE ANY SPECIAL ENTRY REQUIREMENTS?

Students are required to have studied mathematics at GCSE and have achieved a minimum of grade B from the higher tier paper.

Further Mathematics is available to the most able A level pupils.

Course contact: Dr. Mark Caplen

The influence of media is all around us, from radio and television, to newspapers and magazines, street advertising and the internet.

Media studies aims to encourage a critical knowledge of the key concepts of the media. You will look at the theories behind the media and how it impacts upon the lives of both individuals and groups.

WHAT WILL I LEARN ON THE COURSE?

You will be encouraged to study a variety of topic areas which will include film, broadcast fiction, documentary, advertising and marketing, British newspapers, the production and manufacture of news, representation, genres and radio. The study of these areas will enable you to:

- i Engage with theory, research and ideas relating to the media.
- i Develop research skills.
- i Show that you can work independently.
- i Communicate effectively in a written form and via a media technology.

COURSE CONTENT AND METHOD OF ASSESSMENT

The course is divided into 4 modules; 2 at AS level and 2 at A2 level.

Module number and title		assessment	% total marks	
			AS	A
AS				
MEST 1	Investigating Media	examination	50	25
MEST 2	Creating Media	coursework	50	25
A2				
MEST 3	topics set by the exam board	examination		50
MEST 4	Practical production	coursework		50

ARE THERE ANY SPECIAL ENTRY REQUIREMENTS?

You will normally be expected to have gained a C grade in English but you do not need to have studied media studies at GCSE.

Course contact: Mrs Alison Doherty



The technology in our state-of-the-art media suite is the envy of many local businesses. It enables a class of up to twelve students to work together on a project, using the latest i-Mac workstations. Software includes Adobe Creative Suite for graphic design; Photoshop to manipulate images; and Final Cut Express to edit moving image film footage.



This course aims to develop three main areas of musical experience: Performing, Composing and Analysing, as well as developing an understanding of the historical and contextual uses of music.

WHAT WILL I LEARN ON THE COURSE?

The course aims to enable students to:

- i Extend the skills, knowledge and understanding needed to communicate through music and take part in music making.
- i Engage in, and extend the appreciation of the diverse and dynamic heritage of music, promoting spiritual and cultural developments.
- i Develop particular strengths and interests encouraging life-long learning and providing access to music-related and other careers.
- i Understand the links between the activities of performing/realising, composing and appraising.

COURSE CONTENT AND METHOD OF ASSESSMENT

Unit number and title		assessment	% total marks	
AS			AS	A
1	Performing Music	internally assessed	30	15
2	Composing	externally assessed	30	15
3	Developing Musical Understanding	externally assessed	40	20
A2				
4	Extended Performance	internally assessed		15
5	Composition and Technical Study	externally assessed		15
6	Further Musical Understanding	externally assessed		20

ARE THERE ANY SPECIAL ENTRY REQUIREMENTS?

An interest in music and an ability to both perform and understand musical theory. Students without GCSE can commence the A level if they have evidence of other music assessments to the required standard.

Course contact: Miss Zoe Boyle

WHAT WILL I LEARN ON THE COURSE?

- i Introduction to the skills and knowledge needed to work in the music technology industry.
- i Develop practical skills and ability to listen analytically to music.
- i Be able to express oneself musically through creative use of technology and using the technology as a performance tool.
- i Trace the origins of popular music over the last century through aural perception and analysis.

COURSE CONTENT AND METHOD OF ASSESSMENT

Unit number and title		assessment	% total marks	
AS			AS	A
1	1x sequenced performance 1x multi-track recording 1x arrangement Logbook maintenance	externally assessed externally assessed externally assessed	70	35
2	Listening & Analysing paper	1hr 45 min exam	30	15
A2				
3	1x sequenced integrated performance 1x multi-track recording 1x composition Logbook maintenance	externally assessed externally assessed externally assessed		30
4	Analysing & producing	2 hr examination		20

ARE THERE ANY SPECIAL ENTRY REQUIREMENTS?

An interest in music technology and an ability to perform and understand music theory. GCSE Music grade C or above advantageous, however students without the GCSE can commence the A level if they have evidence of other music achievements to the required standard

Course contact: Miss Zoe Boyle

This course aims to establish an approach to performance which is multi-disciplinary and develops qualities of imagination, sensitivity and artistic knowledge/understanding. Performance Studies is about group performances, unlike its sister subject Theatre Studies, which is about plays.

WHAT WILL I LEARN ON THE COURSE?

You will:

- i Develop skills as a performer, understanding of the processes leading to performance, knowledge of performance contexts and the various possible relationships between performer and audience.
- i Develop knowledge and understanding of performance texts, genres and practitioners in the performing arts.
- i Use imagination, creativity and sensitivity in the performance contexts, together with the ability to work individually and in groups to the requirements of the performance situation.
- i Develop practical independence, self-management and improve performance over time.

COURSE CONTENT AND METHOD OF ASSESSMENT

Unit number and title		assessment	% total marks	
AS			AS	A
1	Creating performance (G401)	portfolio	70	35
2	Performance contexts 1 (G402)	examination	30	15
A2				
3	Performance contexts 2 (G403)	examination		15
4	Performance Project (G404)	performance		35

ARE THERE ANY SPECIAL ENTRY REQUIREMENTS?

This course is new for 2008. Some knowledge of Music and Dance as well as Drama is required for this subject

This has proved a positive and realistic course of study for pupils at Stanbridge, who are often creative and talented in performance areas.

Course contact: Mrs Kyria Richardson



Above: Scenes from My Fair Lady and The Bandstand.

Drama is a major part of life at Stanbridge Earls. Participation on stage in school plays is not just available to those studying the subject to exam level, rather as an activity open to the whole school community.

Below: A scene from An Inspector Calls.



WHAT WILL I LEARN ON THE COURSE?

The P.E. course takes a multi-disciplinary approach, encouraging the development of different methods of enquiry, with the focal point being the student having the opportunity to develop their performance in two chosen roles from three. The roles are either performer, official (referee / umpire) and/or leader (coach).

COURSE CONTENT AND METHOD OF ASSESSMENT

You will learn about the interaction between the theory and practice of P.E. In the AS, unit one is theoretical and examines the development of competitive sport, learning how a lifelong involvement with sport is encouraged. The second unit focuses upon the critical sports performer and sets four coursework tasks towards developing a portfolio.

At A2 the first unit examines 'preparation for optimum sports performance' developing knowledge and understanding of long and short term, physiological and psychological preparation made by elite athletes. The second unit encourages the student to select and specialise in one of the three performance roles and extend their knowledge and understanding from an international perspective via a portfolio of four selected tasks.

Unit number and title		assessment	% total marks	
AS			AS	A
1	Participation in Sport and Recreation	exam - 1 hr 30 min.	50	25
2	The Critical Sports Performer	Internally assessed with CD ROM Portfolio	50	25
A2				
4	Preparation for Optimum Sports Performance	exam - 2 hours		25
5	The Developing Sports Performer	Internally assessed with CD ROM Portfolio		25

ARE THERE ANY SPECIAL ENTRY REQUIREMENTS?

You will generally need to have several GCSEs at grades A* - C. Although it is not necessary to have studied the subject to GCSE a proven interest in sport is needed.

Course contact: Mr Grant Taylor

The course is designed to show the usefulness of physics and to illustrate the kind of impact that discoveries in physics have had on the way people live.

WHAT WILL I LEARN ON THE COURSE?

- i Develop essential knowledge and understanding in physics.
- i Develop an understanding of the link between theory and experiment.
- i Appreciate how physics has developed and is used in present day society.
- i Understand how physics links with social, philosophical, economic, industrial and environmental matters.
- i Maintain and develop an enjoyment of, and interest in, physics.

COURSE CONTENT AND METHOD OF ASSESSMENT

The course consists of 3 mandatory units at AS and three further mandatory units at A2. Two of the AS and two of the A2 units are externally assessed. The third AS units and third A2 unit are internally assessed and will include the assessment of practical skills.

Unit number and title		assessment	% total marks	
AS			AS	A
	Physics in Action	Written exam - 1 hr	30	15
	Understanding Processes	Written exam -1 hr 45 min.	50	25
	Coursework - physics in practice	Internally assessed	20	10
A2				
	The Rise and fall of the Clockwork Universe	Written exam -1 hr 15 min.		15
	Field and Particle Pictures	Written exam - 2 hrs.		25
	Coursework - researching physics	practical investigation to produce research briefing		10

ARE THERE ANY SPECIAL ENTRY REQUIREMENTS?

A range of GCSE subjects at grade A* - C to include maths and science. Additional science from the higher tier at grade B or higher is preferable.

Course contact: Mr Giles Vigar

BRIDGE LEVEL PROGRAMME ENTRY

INTERMEDIATE COURSES

One or two year intermediate level study options

Stanbridge is aware that some students need more time to achieve their potential and the Bridge Course provides a varied curriculum to enable them to achieve success at GCSE level.

The core subjects of English language and Maths are offered alongside a variety of new vocational subjects, and life and key skills topics.

GCSEs are offered in hospitality & catering and art & design. These courses have a high element of practical coursework assessment and reward consistent effort.

Further vocational courses are also offered in travel & tourism and motor vehicle engineering. Some students combine these with advanced level study.

One of the core goals of the school is to equip students to be able to participate fully in society and to succeed and achieve. To achieve this aim ASDAN courses are offered alongside academic studies.

The choices that are available within these courses are shown on the options form on page 21.

BRIDGE COURSES

GCSE single award

English
Maths
Art and Design - Textiles
Hospitality
Catering

OCR Nationals double award

Travel and Tourism level 2

ASDAN

Certificate of Personal Effectiveness levels 1 and 2
Personal and Social Development levels 1 and 2

GCSE double award

Hospitality and Catering

ABC - Motor Vehicle Engineering level 1

Subjects offered may vary depending on the pupil needs and timetabling constraints.

ART & DESIGN - TEXTILES GCSE

exam board - OCR

This GCSE course is for pupils with a genuine desire to make a garment of their own choice. Starting with mood-boards, pupils will learn how to design garments, select and cut fabrics and make at least one finished piece.

COURSE CONTENT AND METHOD OF ASSESSMENT

Pupils will keep a journal recording ideas, experiments and annotated pictures. In addition pupils may attend a taught, weekly life-drawing/painting class.

The coursework project is completed before the end of January. The six-week exam preparation period starts in February, with a 10 hour exam in mid-March.

You will learn how to:

- i Express and record personal ideas by developing skills in using two and/or three dimensional materials;
- i Investigate possibilities through observation, analysis and experimentation;
- i Understand the world of art, craft and design and relate it to your work;
- i Present your work to its best advantage.

component number and unit size	assessment	% of total marks
component 1 - 2 units	coursework	60
component 2 - 1 unit	examination	40

ARE THERE ANY SPECIAL ENTRY REQUIREMENTS?

The student would be expected to have an interest in fashion and textiles

Course contact: Ms Jane Johnston

Certificate of Personal Effectiveness (CoPE) Levels 1 and 2

The Certificate of Personal Effectiveness is a nationally recognised qualification outcome of the ASDAN programme. The qualification offers imaginative ways of accrediting young people's activities. It develops a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges.

This two year course enables students to develop and demonstrate a range of skills by undertaking a wide variety of challenges and tasks from modules covering:

- | | | | |
|---|------------------------------------|---|------------------------------------|
| i | Communication | i | Health and Fitness |
| i | Citizenship and Community | i | Work Related Learning & Enterprise |
| i | Sport and Leisure | i | Science and Technology |
| i | Independent Living | i | International Links |
| i | The Environment | i | Expressive Arts |
| i | Vocational and Diploma Preparation | i | Beliefs and Values |

Each student produces a portfolio of work, customised to target their strengths, that provides evidence of working with others, improving learning and performance, problem solving, planning and carrying out research, communicating through discussion and giving an oral presentation.

Students build a personalised portfolio based on their ability, which, on successful completion of sufficient tasks to gain 12 credits, leads to the award of a CoPE Level 1 or level 2 Certificate. The course will allow students to recognise their personal achievements, manage their own learning, broaden their experiences and develop employability skills.

Course contact: Mr Gary Pearce

Personal and Social Development (PSD) at Entry Levels 1 & 2

PSD is an ASDAN Qualification which supports young people and adults in:

- i Becoming confident individuals who are physically, emotionally & socially healthy
- i Being responsible citizens who make a positive contribution to society & embrace change
- i Managing risk together with their own wellbeing

Students select from a range of 'challenges' from the modules that make up PSD at Levels 1 and 2:

- | | | | |
|---|--------------------------------------|---|---------------------------------|
| i | Managing Social Relationships | i | Preparation for Work |
| i | Identity & Cultural Diversity | i | Managing Own Money |
| i | Individual Rights & Responsibilities | i | Your Money in the Future |
| i | Community Action | i | Making the Most of Leisure Time |
| i | Healthy Living | i | Environmental Awareness |
| i | Healthy Eating | i | Parenting Awareness |
| i | Food Safety in the Home & Community | | |

Students build a Portfolio of Evidence as they complete the various challenges, and develop their knowledge and abilities within the areas of personal and social development and provide evidence of meeting the Assessment Units for the chosen modules.

The Qualification offers Nationally recognised certification for Levels 1 and 2 and opportunities to include activities both inside and outside of school and in non-formal situations. Assessment is 100% coursework and postal moderation. The course will include opportunity to practice their independent living skills in real life situations **outside of school** for example by visiting and using restaurants and public transport.

Course contact: Mrs Marion Adams

HOSPITALITY & CATERING GCSE

exam board - WJEC

A course in Hospitality and Catering offers a unique opportunity for candidates to develop their knowledge and extend their skills within hospitality and catering in a vocational context. It will provide opportunities to develop candidates' interdisciplinary skills, a range of Key Skills and their capacity for imaginative, innovative thinking, creativity and independence. It is a suitable qualification for those who want a broad background in this area and for those who wish to progress to further education. It will offer valuable preparation for those entering the world of work.

Candidates can study any of the following:

- A Single Award in Catering (UNITS 1 & 2 - equal to 1 GCSE)
- A Single Award in Hospitality (UNITS 3 & 4 - equal to 1 GCSE)
- A Double Award in Hospitality and Catering (UNITS 1-4 - equal to 2 GCSEs)

The double award is anticipated as a two year course but in exceptional cases may be completed in one.

COURSE CONTENT AND METHOD OF ASSESSMENT

Unit number and title	assessment	single award % of marks	double award % of marks
1 Catering skills related to food preparation and service	Two practical tasks (controlled assessment)	60	30
2 Catering, food and the customer	Written exam paper	40	20
3 Hospitality skills related to events and functions	Event based task	60	30
4 Hospitality and the customer	Written exam paper	40	20

Catering units cover: health, safety & hygiene. Food preparation, cooking & presentation. Nutrition, menu planning, portion control & costing. Job roles in industry, employment & training. Specialist equipment, communications & record keeping. Environmental considerations.

Hospitality units cover: the industry, types of service & client groups. Job roles, employment & training. Planning for functions & events. Customer care, standards of service, communication & teamwork.

Course contact: Miss Pam Lake

MOTOR VEHICLE ENGINEERING

exam board - C & G - 3901

We are pleased to be offering the ABC Level 1 'double award' equivalent course.

WHAT WILL I LEARN ON THE COURSE?

The course will cover the basic principles of vehicle technology and will prepare students to understand the workings of vehicle systems and enable them to carry out the routine maintenance and repair of light vehicles.

Students will have the opportunity to complete the course by undertaking a series of learning tasks on vehicles and by multiple-choice question papers.

COURSE CONTENT AND METHOD OF ASSESSMENT

The course is comprised of a number of units, one of which is mandatory and the balance of which are optional. The Health & Safety unit is mandatory. In their first year students will also learn about the principles of engine and transmission operation. Additional units are then taught in the second year, for example, braking, suspension and steering systems.

Assessment is ongoing by means of assessing each student's ability to carry out practical tasks in the school's own motor vehicle workshop on real vehicles and vehicle components. Each student completes a series of learning tasks and question papers to demonstrate their learning.

PROGRESSION

The course is fully accredited as a 14 -16 vocational pathway. Further information can be found on the website www.accreditedqualifications.org.uk

The course provides a good foundation of knowledge and transferable skills for those students wishing to seek employment and training in the motor trade or in other engineering disciplines.

Course contact: Miss Monica Cassidy

TRAVEL & TOURISM

exam board - OCR

This is a one-year vocational course which will provide students with an introduction to the world of travel and tourism; its activities, environments and operations. It is the equivalent of 2 GCSE's at grades A* - C.

COURSE CONTENT

The course consists of 3 mandatory units completed over a year. They are:

- i **Unit 1: Exploring Travel and Tourism**
You will develop a knowledge and understanding of the development of the travel and tourism industries. You will also investigate a range of organisations and jobs within the industry.
- i **Unit 2: Dealing with Customers in Travel and Tourism**
You will investigate the importance of good customer service within the Travel and Tourism industry and demonstrate practical skills in two different situations.
- i **Unit 3: Investigating Visitor Attractions**
You will identify the range of visitor attractions and investigate in detail two different types of UK visitor attractions.

METHODS OF TEACHING AND ASSESSMENT

The course includes a variety of teaching methods; work is carried out both through individual exercises, case studies and also through group activities. IT facilities are made available so that students can develop their IT skills. Opportunities for learning will also come from visits to related areas whilst speakers are arranged to help you gather relevant material. The main emphasis during the course will be on developing your independent learning skills and carrying out your own research.

All units are assessed internally by your teachers and moderated by the examining board (OCR). There are no timetabled exams for this qualification. The full award and units from this qualification are graded as Pass, Merit and Distinction.

CAREER PROGRESSION

If you achieve at least a Merit grade and grade C in Maths and English Language, you may be able to progress to a Level 3 course or you may wish to enter employment in areas such as administration and retailing.

ARE THERE ANY SPECIAL ENTRY REQUIREMENTS?

You should have at least 2 grade D's at GCSE, preferably in Maths and English or at least a Merit in a Level 1 course.

Course contact: Mr Paul Pellatt

RECREATION, SPORT AND FITNESS

Students in the 6th form are encouraged to enjoy sport and exercise, whether as part of a school team or for personal fitness and relaxation. Our beautiful swimming pool, sports hall and fitness suite provide excellent facilities creating opportunity for all.

Sixth form students who are keen to join teams and play competitive sports have the opportunity to represent both their House and the School in a range of events and fixtures.

Competitive activities include:

- i Athletics
- i Cricket
- i Cross-Country
- i Football
- i Netball
- i Rugby
- i Swimming
- i Tennis
- i Volleyball
- i Fitness Training



Lower Sixth Form Choices for September 2011



Student's Name: _____

Bridge Course

Please select the most likely choices that your son/daughter will be taking from September 2011.

Retake GCSE English

Retake GCSE Maths

OCR National Travel & Tourism

OR

ABC Level 1 Motor Vehicle Engineering

GCSE Hospitality and/or Catering

OR

ASDAN Certificate of Personal Effectiveness

ASDAN Personal & Social Development

GCSE Art & Design - Textiles

AS Level Course

Please select the most likely choices that your son/daughter will be taking from September 2011.

You may choose Retake English and/or Mathematics.

A maximum of 3 subjects can be studied at AS Level. These choices are not binding but the 6th Form timetable will be constructed using these choices and some other combinations may not be possible.

Retake GCSE English

Retake GCSE Maths

Art & Design

Biology

Business Studies

Chemistry

CCNA

Design Technology

English

Geography

History

Languages

Mathematics

Media Studies

Music

Music Technology

Performance Studies

Physical Education

Physics

Upon acceptance of place, please return completed form to Mr Durnell, Stanbridge Earls School, Romsey, Hampshire, SO51 0ZS

For further information please contact Mrs Anne Spicer the School Registrar



Stanbridge
Earls School

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