

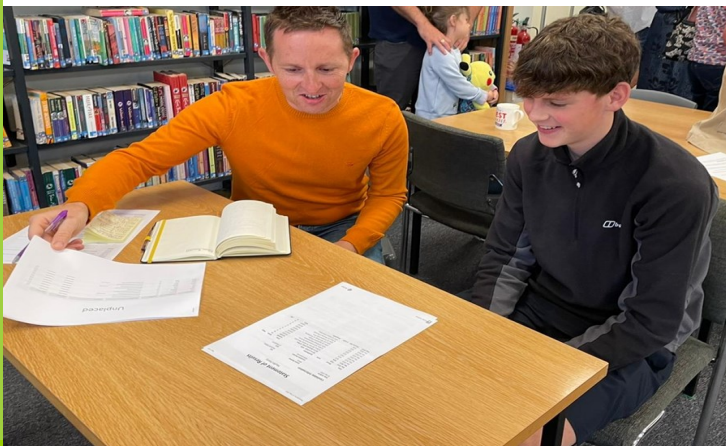


# SETTLE COLLEGE

“ Be the best you can be. ”



**Stay local, go far!**



## **SIXTH FORM PROSPECTUS**

### **2022/23**

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## SIXTH FORM TEAM

**Assistant Headteacher (Director of Sixth Form)  
Student Support, Careers and Work Experience**

Mr S. Murphy  
Mrs G. Walker

**Tutors**

Ms P Fisher  
Mrs F Tarbox  
Mrs V Lewis  
Mrs Whitaker  
Mrs Morphet



*Mr Murphy*

**Post-16 Attendance**

Mrs J. Isherwood

**Learning Mentor**

Mr T. Walker

## INTRODUCTION

Welcome to Settle College. I am delighted that you are considering Settle College as a potential place to spend the next two years of your education. It is a great place to be, as Ofsted observed in May 2019 when they commented that students were *'fulsome in their praise of their teachers and the time and effort staff put in to support, care and challenge them.'*

We seek to provide the highest quality of education and the highest standard of academic success for all students. At Settle College, young people are valued in a safe, happy, caring environment. We have very high expectations for all our students, within an environment of respect and one that promotes high aspirations, rigour and resilience. Our strong pastoral support system enables us to develop effective home-school relationships.

Education is about preparing young people for their future. Our students leave school to go to university, college or to start a career in their chosen field of employment. To assist in the preparation for that future, we have extensive curriculum provision covering a wide range of courses and career facilities, including excellent support to help our young people move forward. **In 2022, 75% of students gained their first choice university place with nearly 38% attending a Russell Group or top performing university (up 10% from 2021).** All students managed to find a career pathway suited to them.

I hope you enjoy reading this prospectus. May I take this opportunity, on behalf of Settle College, in wishing you every success with your GCSE examinations and future choices.

**Mr S. Murphy**

**Assistant Headteacher (Director of Sixth Form)**

This booklet has been written to help you to make an informed choice about your immediate future. It raises issues which you should think about and discuss with your parents before you make a final decision. It gives information about the courses offered at Post-16; it outlines the subjects available and it tells you something about being a sixth former by showing you life at Settle College.

Information and advice to supplement this booklet is widely available. Parents and friends can be helpful, although their views may not always be up-to-date. You should take your questions about Post-16 courses to Mr Murphy or the Subject Leader of the subject concerned. I attach some help on how to choose your A Levels overleaf.

**You can book an appointment with Mr Murphy. To arrange a meeting please contact us via phone (01729 822451) or by email: [s.murphy@settlecollege.n-yorks.sch.uk](mailto:s.murphy@settlecollege.n-yorks.sch.uk)**

The Careers section in the library is a good starting point for research into careers and courses - it is open at lunch times and after school. If you visit UCAS at [www.ucas.com](http://www.ucas.com), you can see the entry requirements for the thousands of courses on offer. A really good website is [www.university.which.co.uk](http://www.university.which.co.uk) which is packed full of information.

You can also address your careers questions to Mrs Walker who provides careers support in A13 on Wednesday lunchtimes. Remember that, in the end, the decision is yours and you owe it to yourself to become as well informed as possible. Education is a life-long process, but decisions at this stage may well have far-reaching effects.

# How to choose the right A-Levels: a guide

The aim of this page is to help you see things more clearly and get a good impression of possible options, whether you have your heart set on a particular career path or not. Below are some university courses not usually available in the local area for A-Level. It shows what you need to study at A Level to get onto a degree course.

<p><b><u>Keeping your options open</u></b></p> <p>Many people have absolutely no idea what they want to do at university or for their career. That's not a problem at all – it just means you need to keep your options open when it comes to your A-level choices. So what's the best thing to do if you really have no idea?</p> <p>1) Choose subjects you enjoy – you'll do better in your studies if you have an interest in the subject!</p> <p>2) Choose subjects in which you are predicted to get good GCSE grades – chances are you'll do well in these subjects at A-level, too, earning you better grades and therefore more university options.</p>	<p><b>Politics</b></p> <p>Politics degree courses don't usually carry any specific entrance requirements, and a mix of humanities and sciences will provide a solid foundation and good general knowledge.</p> <ul style="list-style-type: none"> <li>- History</li> <li>- Government and politics</li> <li>- Geography</li> <li>- Sociology</li> <li>- Psychology</li> <li>- Economics</li> <li>- English literature</li> <li>- Foreign language</li> <li>- Law</li> </ul> 	<p><b>Philosophy</b></p> <p>While there are usually no set requirements for studying Philosophy at university, a mix of arts and science subjects will prove useful – an arts-based subject will give you essay-writing skills, while science subjects help develop your logic and reason.</p> <ul style="list-style-type: none"> <li>- Philosophy</li> <li>- English literature</li> <li>- English language and literature</li> <li>- History</li> <li>- Mathematics</li> <li>- Physics</li> </ul> 
<p>3) Choose a range of subjects – both humanities and science subjects. This will give you the greatest choice when it comes to applying for university. It's also worth thinking about the transferrable skills demonstrated by different subject choices. For example:</p> <ul style="list-style-type: none"> <li>- Essay-based subjects such as English literature or history demonstrate analytical skills and critical thinking.</li> <li>- Science subjects such as physics or mathematics demonstrate logic and familiarity with scientific principles.</li> </ul> <p>Practical subjects such as art or music demonstrate self-discipline and creative thinking.</p> <p>If you pick a range of subjects across these fields, you'll have more than enough to show your capabilities in different areas.</p>	<p><b>Medicine</b></p> <p>Chemistry is normally considered essential for medicine, with at least one other science subject (normally biology or physics). In practice, the vast majority of applicants will have three or more science subjects, which will put them at an advantage over someone with only two sciences.</p> <ul style="list-style-type: none"> <li>- Chemistry</li> <li>- Biology/human biology</li> <li>- Physics</li> <li>- Mathematics</li> </ul> 	<p><b>Architecture</b></p> <p>Architecture doesn't necessarily require specific A-levels; what it does require is that you present a portfolio of your work, which is mostly easily achieved by taking an A-level that requires you produce that sort of coursework, such as art or art and design. A minority of architecture courses also require maths. Some architecture courses are more art-orientated and others are more maths or physics-orientated, so bear this in mind when choosing your A-levels if you prefer a particular course or a particular university.</p> <ul style="list-style-type: none"> <li>- Mathematics</li> <li>- Art</li> <li>- Design and Technology</li> <li>- Further mathematics</li> <li>- Physics</li> <li>- Chemistry</li> <li>- History of art</li> <li>- Geology</li> </ul> 

## POST-16 EXAMINATION RESULTS 2022

### Vocational Results 2022

Name	Number of students	D* %	D* - D %	D* - M %	D* - P %
Business BTEC	18	61.1	77.8	94.4	100
Engineering	4	0	75	100	100
IT CTEC	4	100	100	100	100

### EPQ Results 2022

Extended Project (Diploma)							
Name	Number of students	A* %	A* - A %	A* - B %	A* - C %	A* - D %	A* - E %
EPQ	4	0	50	100	100	100	100
Summary	4	0	50	100	100	100	100

### Subject A-Level Grades 2022

Name	Number of students	A* %	A* - A %	A* - B %	A* - C %	A* - D %	A* - E %
Art (Fine)	5	0	20	60	80	100	100
Art (Textiles)	1	0	0	100	100	100	100
Biology	5	0	20	20	20	80	100
Chemistry	2	50	100	100	100	100	100
DT	5	0	0	20	60	100	100
English Language	5	0	0	60	80	100	100
English Literature	1	0	0	0	100	100	100
Further Maths	3	0	66.7	66.7	100	100	100
Geography	14	7.1	21.4	64.3	92.9	100	100
History	10	0	30	60	100	100	100
Maths	8	25	37.5	37.5	62.5	87.5	100
PE	8	0	0	12.5	37.5	50	87.5
Philosophy & Ethics	2	0	0	0	0	50	100
Physics	5	0	40	60	100	100	100
Psychology	21	0	4.8	19	57.1	76.2	100
Spanish	2	0	0	0	0	0	100
Summary	97	4.1	18.6	40.2	69.1	85.6	99

A2 Level	2022 Actual	2019 Actual
% A*-A	26.8	22.4
%A*-B	48.7	43.4
%A*-C	74.8	80.4
%A*-E	99.1	99.1



## Sixth Form—What did Ofsted say?

May 2019



*The sixth-form provision is effective and well led.*

*Leaders ensure that the subjects, guidance and other experiences on offer to post-16 students focus on what these young adults need to be well prepared for their next steps in learning, training or employment.*

*The sixth-form team work imaginatively to make sure that, as far as is possible, sixth-form students follow the course combinations of their choice.*

*Sixth form students are given opportunities to take on responsibilities and further develop their independence.*

*The sixth-form learners with whom inspectors spoke were fulsome in their praise of their teachers and the time and effort staff put in to support, care for and challenge them.*

## Sixth Form—What do students say?

*'My advice to others is to work hard early as it all pays off and I want to thank the staff for their nurture and support which has been overwhelmingly positive.'*

**Adam Dunwell - Distinction\* in Business,  
A in Geography and C in Mathematics.  
Accountancy and Finance at Lancaster University**

*"Settle College has always supported me, I am thrilled with my results and can't wait to go to university. I am so glad I chose to study at Settle and I want to thank the teachers for the extra support and time they gave me".*

**Rebecca Dunwell - Psychology A, Geography A\* and A in History.  
Psychology - Durham University**

*'I have had so many opportunities at Settle College to become the best I can be. The staff are there to support and they will spend as much time as you need to help you with your work.'*

**Kieran Derrick - Business - Distinction\*, IT - Distinction\*,  
Psychology - B  
Applying for university in 2023**

## HEAD BOY AND HEAD GIRL TEAM






Head Girl –  
Beth Roberts



Head Boy –  
Billy Arber



Deputy Head Girl –  
Lucy Pettit



Deputy Head Girl –  
Tilly McKibben



Deputy Head Boy –  
Thomas Birkett Bentley



Deputy Head Boy –  
George Pilkington



Student Leadership –  
Louisa Hill



Mental Health Ambassador –  
Kayley Lynn



Mental Health Ambassador –  
Henry Moyns



Sport –  
Will Duncan



Community –  
Katie Wright



Treasurer –  
Jack Wright



Secretary –  
Daniel Craig



Arts –  
Annabelle Pettifer



Events –  
Isabel Martin,



Cecily Robson Gott



Eco/Sustainability –  
Tabitha Brown

### ***Billy Arber, Head Boy***

Having been at Settle for six years, the decision to stay on in Sixth Form was an easy one to make, safe in the knowledge that I would have the support of a dedicated body of staff throughout. The change from GCSE to A Level is not one to be taken lightly, but throughout my studies here each one of my teachers has gone out of their way to ensure that I have the greatest opportunity to learn and thrive as a student and an individual. The small size of our Sixth Form means that every student gets individual attention and inspiration to help them to achieve their potential.

As Head Boy, I have been involved with any number of projects organised by both the Sixth Form Committee and the School Council, as well as fundraising for our chosen charities. This is a great responsibility, but no less of an honour. I am immensely proud to have been chosen to represent such a wonderful school.

### ***Beth Roberts, Head Girl***

As Year 11 was drawing to a close, I was undecided on whether A Levels would be for me. After a rocky end to the summer holidays trying to figure out where next would be best for me, I decided to stick with Settle College. Settle College Sixth Form is great due to it being a smaller sixth form. Class sizes are perfect as the 1 to 1 with your teachers becomes much easier due to having more opportunities to discuss things. All the teachers are enthusiastic in helping you achieve the best possible grade and are there for you every step of the way.

The transition from Year 11 to Year 12 can be challenging. New skills must be developed quickly with independence being the most important skill. However, if you feel you are falling behind or are getting confused on some terminology, the teachers are always there to help. Don't be afraid to ask! The jump may seem scary, but the support here will definitely guide you through.

Sixth Form offers a range of events for you as a student such as the Winter and Summer Balls for 12 and 13. There are also interhouse sporting events which are designed for a little bit of fun and to give you a break from the workload. The Sixth Form committee are busy this year planning charity events to raise money for our chosen charities with a Year 7 and 8 disco being the first of many events.

## WHY SIXTH FORM?

### Why should I stay on?

If you fall into one of the following categories, you should think seriously about a Post-16 course at Settle College:

- You need advanced qualifications to lead you into your chosen career or a course at University;
- You want more time to consider your future whilst adding to your academic qualifications;
- You want to improve your chances whilst waiting until you are old enough to begin training for your career.

All students will be given the opportunity to receive some work experience and are required to improve their GCSE qualifications in English and mathematics, if they have not achieved a grade 5 at GCSE by the end of Year 11.

What all Post-16 students have in common is their realisation that the better qualified they are, the higher they are likely to climb in their career and the greater their earning potential. Once you have left school, it becomes more difficult to gain qualifications.

### What do Post-16 students do?

If you are thinking of continuing your full-time education at Settle College, you will no doubt see this as an opportunity to gain further examination qualifications. The pursuit of qualifications is an important part of student life, but there is more to it than that!

As well as studying in your chosen area you will follow an **Extended Studies Programme**, provided to ensure that all students follow a broad and balanced curriculum. You have the opportunity to choose from a wide variety of enrichment activities, including, film studies, Extended Project Qualification, football, basketball, badminton, fitness, college magazine, community enrichment/age concern/supporting local Primary schools, open university courses, listening to guest speakers and many more.

### Student Leadership

Students have a variety of opportunities to extend their leadership skills within the Sixth Form. We have a Year 13 Committee and a Head Boy and Girl team elected by their peers and main school students. They are involved in organising events, both in the Sixth Form and whole school; delivering assemblies, running charity events and gaining valuable leadership skills.

Students also lead some of the enrichment programmes, organising guardian groups and learning groups, where they represent the school in the wider community.

Positive involvement in a wide number of activities is highly regarded by University Admission Tutors.



*Raising money for the Climate Change*



Year 7 Disco organised and run by the Sixth Form Committee



### Tutoring

The tutoring system focuses on intervention and students achieving the highest standards academically. Each student is part of a tutor group and their personal tutor will monitor, review and advise on general progress. In addition to this, we have a programme of development through a careers and employability programme to assist students in making the right choices beyond the Sixth Form. Pastoral support is also a vital part of the tutoring system and we have many staff available for help.



## SIXTH FORM STUDIES

### The VESPA Programme

Over the last 15-20 years, much research into the psychology of success has been conducted and the findings are very interesting. Achieving the best grades possible in your A Levels is more than just learning the specification content. A particular set of skills and an advanced mindset is necessary. In other words, your attitude, self-beliefs about abilities and self-awareness of your own goals are essential to being an effective and successful A Level student. This is good news for you! Your mindset and skill set can be developed and enhanced throughout your studies and life in general. Students who achieve higher than their minimum target grades have developed these required skills and mindset to support their success.

Within tutor time, we look at the 'A Level Mindset' needed to be a successful A Level student and follow the VESPA programme.

The nature of post-16 study requires you to undertake more independent work than at GCSE. You must be willing to put in time over and above that required for lessons and you must begin to take some responsibility for your own knowledge and understanding.

**Generally, students should expect to do another hour of independent study per lesson they attend. In other words, Post-16 education should occupy as much time as a full-time job. You need to bear this in mind if considering taking on part-time work.**

Students are responsible for planning the use of private study time. This is further developed on the induction day for Year

12 in September and through additional learning days. Learning to work effectively without supervision is an integral part of post-16 life. You are also encouraged to take an interest in student affairs through the **Sixth Form Committee**, and to play a full part in the wider life of the school and the community. Although such activities are voluntary, you should try to make a positive contribution to the life of the whole community.

### Sixth Form Work Experience/Management Shadowing

We aim to provide Sixth Form students with the opportunity to take part in both block and extended work experience schemes. Post-16 work experience is usually more vocationally orientated. This means that your chosen placement will usually be directly linked to the work you intend to pursue as a career. Students are encouraged to be ambitious in their applications and the focus is on arranging a management shadowing placement. Work experience can be invaluable and allows students to contextualise their learning. For many careers and university courses, this type of work experience is an entry requirement.

Examples of work experience includes:

- Dalehead Veterinary practice
- Airedale General Hospital.
- RAF Leeming.
- North Yorkshire Police.
- Local Schools.
- National Parks.
- Lancaster Chamber of Commerce.
- Yorkshire County Council.
- Craven District Council.
- Skipton Building Society.



*Work Experience at Victoria Hall, Settle*



## WORK EXPERIENCE, CAREERS INFORMATION AND GUIDANCE

As mentioned, we do encourage all students to take some form of work experience during their two years with us. Some degree courses stress the need for this to happen and so we help students arrange placements. Currently, a lot of work experience is being held virtually and so students are provided with information on current availability. We have a very active programme of Careers Education and Guidance in our Sixth Form, which encourages students to look at all available options and supports them in making choices and decisions.

Our programme includes:

- Visiting speakers and admissions tutors from Universities;
- Opportunities to attend a Higher Education Convention;
- Careers Interviews;
- Regular information and presentations during tutor time;
- Events and support for applications to Russell Group Universities;
- Support for attending University summer schools in Year 12;
- Specialist Oxbridge support;
- Support with Personal Statements and CV preparation;
- Advice and guidance on gaining work experience;
- Support and advice on applications for Advance Apprenticeships;
- Mock interview skills practice.



*An assembly encouraging students to  
volunteer with NCS*

**Useful websites for students looking towards University:**

<http://www.ucas.com/>

<http://unistats.direct.gov.uk/>

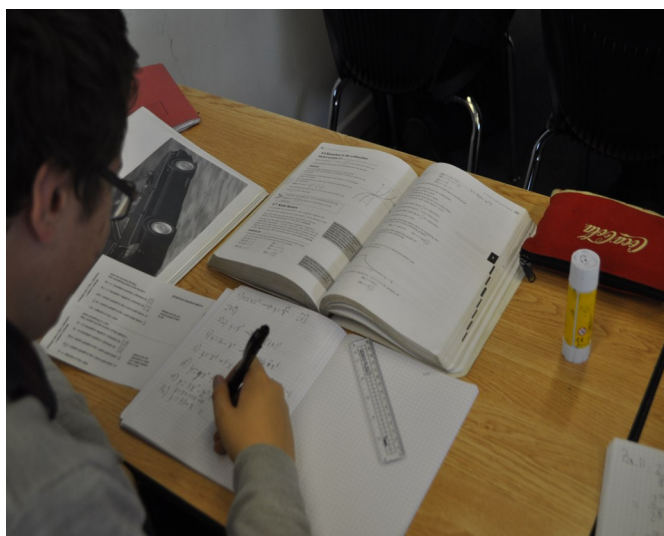
<http://www.russellgroup.org/informedchoices-latest.pdf>

## POST 16 CURRICULUM

The Post-16 Curriculum is becoming increasingly varied and flexible, and Settle College is pleased to be able to offer students the opportunity to study from a very wide range of different subjects. These include a range of A-Level and BTEC/Cambridge Technical courses to enable students to find a suitable combination and balance of curriculum. Assessment and examination varies from subject to subject and you will find more information about each subject in the Subject Course Information section of this prospectus. Use this, along with conversations with your teachers, to research your choices carefully.

All A-Levels have examinations at the end of two years. Most Post 16 students in the meantime, will only take mock examinations either in February or the June of Year 12. Where AS-Levels are taken, the following will apply: AS grades will be known to universities when students apply in the first term of Year 13 study.

Assessment is more exam orientated and, although there may be some element of coursework in some subjects, these tend to be for the more vocational subjects.



## SEN PROVISION AT SETTLE COLLEGE

### ***SEN Provision at Settle College sixth form***

Where a special educational need has been identified, the Head of Sixth form in conjunction with the SENCO, will liaise with the young person to ensure that suitable support can be offered and that continuity of learning can take place. These discussions generally will take place during the Spring term of year 11. CEIAG (Careers Education Information and Guidance) will also take place to ensure that the young person is fully informed of the choices available at Settle College and further afield. For students choosing to apply to Settle College from an alternative setting, information from the feeder school, external professionals/agencies involved with the young person will all be considered to ensure that Settle College is able to meet need and provide the appropriate course for the individual student.

### **Admission of students with an EHC Plan**

If Settle College 6<sup>th</sup> form is a preferred educational setting for a young person with an EHC Plan, the parents or young person (depending on age) must request the LA to consult with the school. Upon receipt, Settle College will consider the request and respond to the consult advising whether or not it is able to meet the needs of the person. If, following this, the sixth form is named on the EHC Plan further discussion will take place regarding personalised transition planning.

### **SEND Provision**

For students with an identified need at any stage during their time at Settle College the most appropriate team will:

- Use any information to shape the student's curriculum and pastoral provision
- Identify the student's skills and areas of weakness
- Provide regular feedback to student and parents
- Involve students in planning and creating their own targets

The main methods of provision offered are -

- Full time education in classes, with additional help and support by the subject teacher through differentiation and approaches to teaching and learning
- In class support from a TA where appropriate
- Input from an external agency/external professionals
- Pastoral support
- Support from Student Services

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for students with SEN and or a disability. The school will encourage and facilitate, where possible, collaboration between education and health and social care services to provide support. When it is considered necessary, colleagues from the following support services might be involved with SEN students;

- Educational Psychology
- Health professionals including the School Nurse and LA's designated Medical Officer
- CAMHS (Child and Adolescent Mental health Services)
- Speech and Language Therapy
- Physiotherapy/Occupational therapy
- SEN Hub support

## COURSES AVAILABLE FROM SEPTEMBER 2023

The courses available are as follows:

All subjects are offered on the understanding that they attract suitable demand. Otherwise, we reserve the right to decide that a subject will not run.

Applied Science (Vocational)

\*Art (A-Level) or Photography (A Level)

Biology (A-Level)

Chemistry (A-Level)

\*Business (A-Level) or (Vocational)

Engineering (Vocational)

English Literature (A-Level)

English Language (A-Level)

Extended Project Qualification (half an A Level. This is not an option choice but runs alongside your options)

French (A-Level)

Geography (A-Level)

History (A-Level)

IT (Vocational)

Mathematics (A-Level)

Music (A-Level)

Drama & Theatre (A-Level)

\*Physical Education (A-Level) or Sport (Vocational)

Physics (A-Level)

Product Design (A-Level)

Psychology (A-Level)

Spanish (A-Level)

**\* A decision will be made upon uptake as to which qualification will run.**



## SIXTH FORM CENTRE

Sixth Form students enjoy exclusive use of the Sixth Form Centre, complete with wireless networking and computer terminals. These facilities provide an excellent learning space for study periods and a social space for break and lunchtimes. The Sixth Form Centre also serves as a cinema, with projector and sound system for enrichment lessons. Students also have private study spaces for group/seminar sessions.



### Sixth Form Library

The College Library is another designated Sixth Form study area with a bank of twenty five computers for use by Sixth Form students. Students are expected to sign up for at least three independent study periods a week in the College Library once they have been issued with their timetables. Our learning mentor is based here.

### Sixth Form Bursary Fund

The 16-19 Bursary Fund is a scheme to help students facing financial hardship to continue in full-time education after Year 11. Eligible students will receive a package of support which could include transport to school, trips, text books, uniform, stationery and IT equipment.

To qualify, a student must be aged 16 and under 19 on 31 August at the start of the academic year in which he/she starts a programme of study; they must also be on a full-time programme of study. Eligibility is dependent on household status and income (further details can be found on the school website). The Bursary Fund is given to the school each year by the EFA (Education Funding Agency). Once these monies have been allocated the school will be unable to make further grants until the new academic year.

To be eligible for the bursary students agree to meet the standards expectations and approach that are required of a sixth form student at Settle College. More details can be found on our website.

### Other bursaries

It is worth investigating whether local parishes are offering bursaries to young people. These schemes can help with the cost of transport and studying.

**Bursaries**

## THE APPLICATION PROCESS 2022/23

<b>Thursday 3rd November from 6.00 pm</b>	Sixth Form Open Evening
<b>Week beginning 21st November</b>	Interviews for Year 11 students to discuss Post 16 choices **
<b>Friday 16th December</b>	Deadline for Application Forms
<b>Monday 12th December— Friday 16th December</b>	Sixth Form Taster sessions
<b>Monday 23rd January</b>	Post-16 Offers Published
<b>From Monday 30th January to Friday 3rd February</b>	Supplementary Interviews for students with option queries
<b>Monday 25th June</b>	Year 11 Taster sessions, induction tasks day
<b>Thursday 24th August</b>	GCSE Results Day
<b>Thursday 24th August</b>	Year 12 Enrolment Day

**\*\* External applicants will receive an appointment for their interview during this period.**

## SIXTH FORM TASTER DAY, RESULTS AND ENROLMENT

### Sixth Form Taster sessions - Monday 12th December—Friday 16th December

These sessions give Year 11 students an opportunity to sample Post-16 courses. Students will hear from current Post-16 students and the Sixth Form team about the life of a Sixth Form student and will be able to speak to staff about their choices. Students shall also have interviews in the build up to this and then sign up to sessions.



### Application Form - deadline Friday 16th December

When you have researched your choices you should complete an application form and return it by **Friday 16th December**.

This allows us to gauge the demand for courses as we plan the timetable for September 2023. There is space for reserve choices should you be undecided on your final combination of subjects. Whilst we can't guarantee that every student will be able to study their chosen combination, we have been very successful in the past in constructing a timetable that allows the vast majority of students to do so.

**All Year 11 will be interviewed and parents are invited to attend. After the interview process has been completed offers will be published from Monday 23rd January 2023**

### GCSE results - Thursday 24th August 2023

The College will be open on Thursday 24th August for GCSE results day. When you come in to collect your results, a member of staff from the Sixth Form team will be available to discuss possible courses. Sixth Form enrolment will take place on GCSE results day.

### Enrolment Day - Thursday 24th August 2023

All students need to enrol on Thursday 24th August. We are unable to guarantee places on specific courses if you do not enrol at this time. Please try to avoid being on holiday on this day. If this is unavoidable, you must discuss your enrolment and subject choices with Mr Murphy, Director of Sixth Form, before the end of the summer term.



## **Trips and Visits**

In recent years, we have been unable to undertake trips and visits due to the pandemic. However, in the academic year 2022/23, we are back to normal starting with a visit to Berlin in November 2022. One of the most enjoyable aspects of college life are the foreign and UK visits we regularly arrange. Alongside course trips and visits we have always organised an array of other exciting enrichment visits. Often, you do not have to study the subject in order to take part on the trip. Below are some of the recent major trips we have run in the past 3 years.

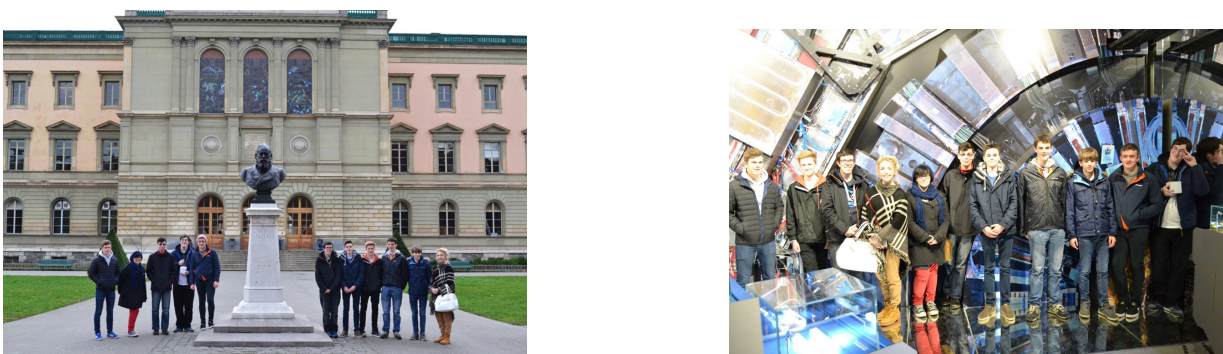
### ***Sixth Form History Trip to Berlin***



### ***Sixth Form Geography Expedition to Iceland***



### ***Sixth Form Physics trip to CERN, Geneva – Science, Sights and Symbolism***





## SETTLE COLLEGE SIXTH FORM DRESS CODE

**The dress code for sixth form was designed and agreed by all stakeholders of Settle College. The idea is that students come to Sixth Form in business dress.**

### **It is expected that this business dress contains:**

Smart trousers with a short or long sleeved shirt/blouse

Skirts and dresses should be of an appropriate length and the shirt/blouse has no exposed shoulders.

A jumper/cardigan can also be worn and a tie is optional

Leggings may be worn but with a tunic of an appropriate length.

Everyone should have a formal jacket to wear during formal occasions.

Natural make up should be applied.

### **The following items are not allowed:**

Extreme hair styles, including unnatural hair colours e.g. pink/blue/purple are not permitted.

There should be no facial piercings and tattoos should not be visible.

Polo shirts

Trainers, plimsolls and Ugg-style boots. Smart boots can be worn.

Shorts – unless tailored and just above the knee.

Hoodies – this includes wearing a hoodie around school instead of a coat.

Outdoor coats should not be worn inside the building.

Combat trousers and Jeans or Jeans-style trousers.

Tops with large logos or inappropriate signage.

Leggings with just a T-Shirt.

Denim clothing.

Caps or hats should not be worn in the school building.

Students will be expected to sign the uniform agreement when enrolling, which includes wearing an identity badges at all times whilst on the school site.

### **Final Thoughts**

Your personal enjoyment, previous successes and future aspirations will influence your choice of subjects. However, you should check that your choice is consistent with the qualifications required for your intended career or course in Higher Education. If your future is undecided, consider choosing a broad-based but coherent combination of subjects which enables you to keep your options open. Do not be unduly alarmed if your future is unclear; for many careers and courses the level of achievement and the intellectual training involved in your Post-16 courses are more important than the actual combination of subjects.

Although your final choice of subjects may be delayed until you know your GCSE examination results in August, you should think about possible combinations in which you may be interested. If you wish to talk about your choices, please contact a member of the Sixth Form Team.

Following the successful completion of your GCSEs, we aim to run Sixth Form skills days (in July) to give you an early preparation for Post 16 studies and provide you with some bridging work. Dates will be published and students will be notified via offer letters.

Useful website for 16+ careers.


<https://nationalcareers.service.gov.uk/careers-advice/career-choices-at-16>

# SETTLE COLLEGE SIXTH FORM


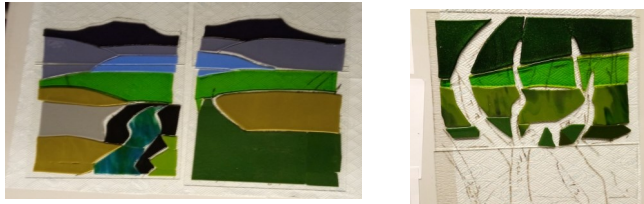


## COURSES 2022/2023

# Applied Science (OCR Cambridge Technical)

<p><b>Entry Requirements:</b></p> <p>Course Requirements – 5 GCSEs at grade 5 or above, which must include:</p> <p>GCSE Combined Science (Grade 5-5 or above) &amp; Maths (Grade 5 or above)</p> <p>OR Biology &amp; Chemistry &amp; Maths (all Grade 5 or above)</p> <p>OR Level 2 Cambridge Technical in Science</p>	<p><b>General Comments:</b></p> <p>“There has never been a more exciting time to be a Scientist.”</p> <p>Health, sport, medicine, conservation, forensics and the food industry are just a few areas that have seen advances through the contributions made by scientists.</p>
<p><b>Content:</b></p> <p>The CTEC in Applied Science is a new offering this year, and provides opportunities for those students who wish to study a Science post-16 qualification but do not opt for A-levels.</p> <p>The course provides good training and preparation for a career in scientific and linked industries, and develops good technical and data analysis skills.</p>	
<p><b>Assessment Procedure:</b></p> <p>Learners are required to complete 5 mandatory units across the 2 year course. The first 2 units are assessed by exam (bold) at the end of the course, with the remainder assessed internally via coursework that is then moderated externally.</p> <ul style="list-style-type: none"> <li>• <b>Science Fundamentals</b></li> <li>• <b>Laboratory Techniques</b></li> <li>• Control of Hazards in the Laboratory</li> <li>• Product Testing Techniques</li> <li>• Microbiology</li> </ul>	<p><b>Is this qualification right for me?</b></p> <p>Apart from applied science sector specific content, the requirements of the qualification will mean students develop the transferable and higher order skills that are highly regarded by both HE and employers.</p> <p>Other transferable skills are:</p> <ul style="list-style-type: none"> <li>* Working as part of team – this is used extensively in science since many heads are better than one.</li> <li>* Problem solving – you will be set several tasks that require you to analyse the question, find out what you need to do and who you need to consult in order to solve the problem.</li> <li>* Research skills – you will be expected to research a wide variety of sources including the internet, books and scientific journal articles.</li> <li>* Organisational skills – a key part of CTEC studies is meeting deadlines and organising your work</li> </ul>
<p><b>Progression:</b></p> <p>The majority of career opportunities in this sector are at degree level, and to gain employment you will mostly likely need to progress from this qualification into higher education or an apprenticeship programme.</p> <p>Once suitably qualified, you may progress into related jobs likely at more junior levels at first such as laboratory technician, food development technician, conservation wardens before undertaking further study to progress onto more senior roles such as water quality expert, environmental manager, microbiologist. Examples of employers who offer opportunities for suitably qualified individuals include: conservation organisations; the Environment Agency; water companies; waste management companies; DEFRA; food producers; pharmaceutical companies, the NHS and local authorities.</p>	

# Fine Art A-Level (Edexcel/Eduqas)

Entry Requirements	General Comment
<p>5 GCSE grades at 5 or above.</p> <p>Grade 6 or above in GCSE Art</p>	<p>A very challenging and rewarding course developing students creative practical skills and understanding of art elements and art principals. Art can challenge students to become independent thinkers, problem solvers and to look at the world with fresh eyes and thought. Practical coursework follows the Fine Art syllabus, consisting of drawing, painting, sculpture, digital photography and other mixed media. Art History is linked with coursework.</p>
<p><b>Content :</b></p> <p><b>In Year 12</b>, students will be introduced to A Level art with several workshops in the first half term to explore techniques, increase creativity and gain more problem-solving skills.</p> <p>Students will be introduced to the main coursework section of their course; they will be expected to build on observational, practical skills as well as developing understanding of materials through exploration. Also they will investigate the importance of referring to the work of others and reach several unique outcomes. Students will also start their critical work (essay) that links to their own investigations.</p>	 <p>A photograph of a young woman with long brown hair, wearing a dark patterned top, painting a portrait on a canvas. She is using a fine brush to work on the face of a figure. In the background, there are other art projects and a bulletin board with various papers and images pinned to it.</p>
<p><b>In Year 13</b>, students will continue to develop and investigate their coursework theme. They will get to explore with an intend and extend personal investigation leading to a final outcome. Students will continue to work on their critical investigation of up to 3000 words. They will then be introduced to the exam section of their work and sit a 15hrs examination over a period of time. Students will get the opportunity to visit museums and galleries.</p>	 <p>Two abstract art pieces. The one on the left is a landscape painting with bold, flat colors in shades of green, blue, and brown, suggesting a field and a sky. The one on the right is a white sculpture or drawing on a dark background, featuring curved, organic shapes that resemble a stylized figure or a natural form.</p>
<p><b>Assessment:</b></p> <p>Component 1 60%</p> <p>Portfolio of practical work and critical study</p> <p>Component 2 40%</p> <p>Externally set exam</p>	<p><b>Progression :</b></p> <p>There are a number of options that are available after studying A Level Art. A foundation course at a college or university, allows students time to develop before moving on to the next stage of their studies. They can also go straight into university where they can study several different courses. Employment in the creative industries of Art and Design: painter, sculpture, printer, architecture, graphic and illustration, fashion, photography, tattoo artist, special effects, digital media, curator, museum and galleries, teacher/ lecturer, art therapist, television and film industry and many more which can be seen outside C14.</p> <p><b>What students say:</b></p> <p>Just like in science, maths or English, the world around us is the way it is because of Art. Whether it be in a painting in a gallery, the design of a building, or even the logo of your favourite T-shirt, art is everywhere, enriching our lives, which is why it is such an important subject to explore. Taking A Level art not only changes the way you see the world, but also hones practical skills such as hand-eye coordination, making creative solutions and problem solving, all of which are vital in the world of work. With so many academic subjects following similar routines and stresses, art gives you an outlet for all your thoughts, ideas and opinions in whatever form you choose. <i>Ex year 13 now studying Art at university</i></p>

# Biology A-Level (EdExcel)

## Entry Requirements:

**Course Requirements – 5 GCSEs at grade 5 or above, which must include:**

**GCSE Combined Science (Grade 6-6 or above) & Maths (Grade 6 or above) OR**

**Biology & Chemistry & Maths (all Grade 6 or above)**

**Please Note:** This course is not suitable for students who have studied BTEC Level 2 Applied Science or GCSE Applied Science.

## General Comments:

“There has never been a more exciting time to be a biologist.”

Health, sport, medicine, conservation, forensics and the food industry are just a few areas that have seen advances through the contributions made by biologists.

## Content:

The Salters-Nuffield (SNAB) course uses a series of contexts to provide an engaging approach to Biology.

The topics covered at A level are:

1: lifestyle, health and risk, 2: genes and health, 3: voice of the genome, 4: biodiversity and natural resources, 5: on the wild side, 6: immunity, infection and forensics, 7: run for your life and 8: grey matter (*The first year Biology course consists of topics 5-4*).



## Assessment Procedure:

In the first half of the course there are two exams, each 90 minutes long. Both exams will have questions on the core practicals. There is no controlled assessment. However, practical competencies are assessed throughout the two years of the full Biology A-Level and reported alongside the A-Level grade. Mathematical skills will make up 10% of the assessment.

In the second half of the year there are three, two hour exams giving a total of six hours of examined time. These exams cover all eight topics listed above.



## Progression:

Biology can be used as an entry qualification for a wide range of Science and non-science courses at Colleges and Universities. Biology is clearly recommended for degree courses in Medicine, Sports Science, Genetics, Food Technology, Environmental Sciences, Biochemistry, Psychology, Biotechnology, Forensic Science and many other biological subjects.

## What students say:

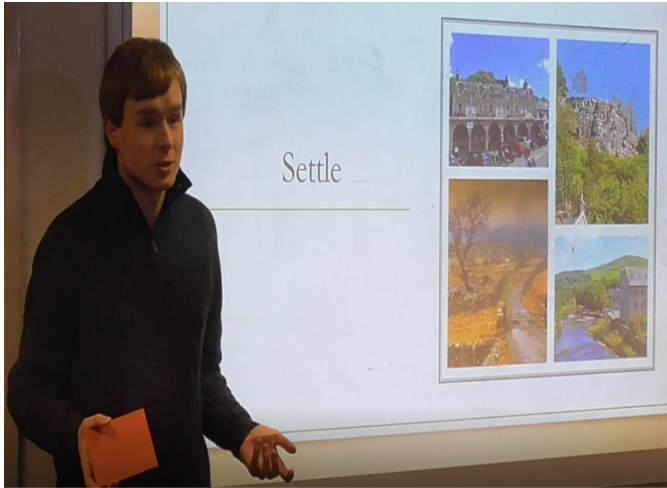


“Biology is an interesting, context led course that has allowed me to gain knowledge of a wide variety of scientific principles and is excellent preparation for University.”

“I have found A-Level Biology completely different from GCSE. It allows you to develop and pursue your own personal interests in independent projects and coursework.”

“A-Level Biology has allowed me to go into more depth and explore Biology more than ever before and I have found it fascinating.”

“Biology pushes you to become a more aware person.”

# Cambridge Technical Extended Certificate in Business (OCR)

<p><b>Entry Requirements</b></p> <p>4 GCSEs Grade 5 or above.</p> <p>You <b>do not</b> have to have studied Business at Key Stage 4.</p>	<p><b>General Comments:</b></p> <p>Business achieves excellent outcomes at Settle College with many students achieving Distinction* and Distinction grades. It is a mixture of exam and portfolio work and you are assessed over 2 years.</p>
<p><b>Content:</b></p> <p>5 units are covered over 2 years. <b>In Year 12:</b></p> <p>Unit 1 (exam) - The Business Environment</p> <p>Businesses operate in an environment which is dynamic, competitive, uncertain and frequently hostile. In this unit you will develop an understanding of how and why businesses operate in the way they do.</p> <p>Unit 4 - (Portfolio) Customers and Communication</p> <p>In this unit students will learn the purpose, methods and importance of communication in business and the appropriateness of different forms of communication for different situations.</p>	
<p><b>In Year 13:</b></p> <p>Unit 2 (Exam) —Business Resources</p> <p>This unit will cover the skills and understanding needed to work effectively within a business environment. This includes arranging meetings, working with business documents, making payments, prioritising business activities and communicating with stakeholders</p> <p>Unit 8 - (Portfolio) Human Resources</p> <p>In this unit students will gain an overview of the HR function within a business and learn about factors affecting human resources planning.</p> <p>Unit 19 (Portfolio) International Business</p> <p>In this unit students will gain an understanding of key decisions that businesses must make when deciding whether to operate internationally.</p> <p><b>Assessment Procedure:</b></p> <p>Students are graded Pass, Merit, Distinction or Distinction*. A Distinction* is equivalent to an A* in terms of UCAS points.</p>	 
<p><b>Progression:</b></p> <p>Many students have been successful in gaining a place at a Russell Group university to study a business related course. This course can help with pathways in accountancy, marketing, human resource management and other careers.</p>	<p><b>What students say:</b></p> <p>“I am enjoying how varied the lessons are. We work independently on some tasks but in groups on others. I am becoming more confident in expressing my ideas.”</p> <p>“I like the fact that I passed my exams early in the course and so there were less exams in the summer of Year 13. I could then concentrate on my other A Levels more”.</p>

# Business A-Level (EdExcel)

## Entry Requirements

5 GCSEs Grade 5 or above

Students **do not** need to have studied Business before.

## General Comments

The Advanced GCE in Business is structured into themes and consists of three externally examined papers. Students are introduced to business through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

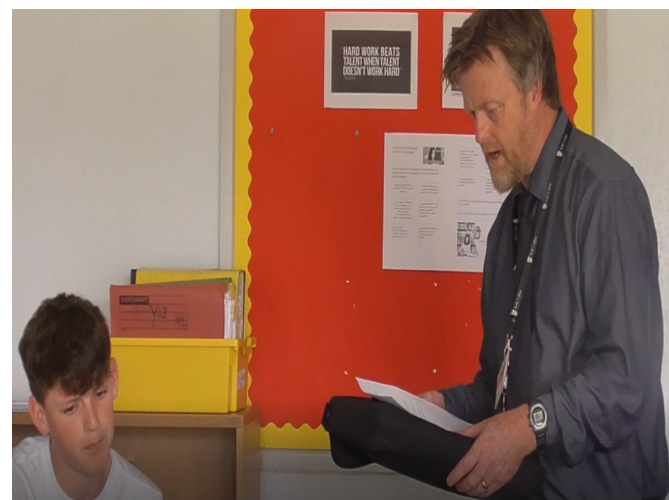
## Content

### In Year 12 students will study the following:

Year 12 students are introduced to Theme 1 and Theme 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work:

Theme 1 MARKETING AND PEOPLE: Meeting customer needs; the market; marketing mix and strategy; managing people; entrepreneurs and leaders.

Theme 2 MANAGING BUSINESS ACTIVITIES: Raising finance; financial planning; managing finance; resource



### In Year 13 students will study the following:

Year 13 students are introduced to Theme 3 and Theme 4 requiring them to take a more strategic view of business opportunities and issues with applications to a wider range of contexts and more complex business information:

Theme 3 BUSINESS DECISIONS AND STRATEGY: Business objectives and strategy; business growth; decision-making techniques; influences on business decisions; assessing competitiveness; managing change .

Theme 4 GLOBAL BUSINESS: Globalisation; global markets and business expansion; global marketing; global



## Progression

Students can progress from this qualification to go to Higher Education courses such as Business Management, Business Administration, Accountancy and Finance, Human Resource Management, Marketing, Retail Management, Tourism Management and International Business. Alternatively, there are a wide range of careers ranging from Banking, Sales, Product Management and General Management to working in Public Sector organisations or charities.

## What students say:

“We get to look at Business in more depth than GCSE, focusing on specific examples”.

“I am enjoying how varied the lessons are. We work independently on some tasks but in groups on others. I am becoming more confident in expressing my ideas.”

# Chemistry A-Level (OCR)

## Entry Requirements

**5 GCSEs at grade 5 or above, which must include:**

**GCSE Combined Science (Grade 6-6 or above) & Maths (Grade 6 or above) OR**

**Chemistry & Maths (both Grade 6 or above)**

A curiosity about the material world and the ability to express yourself clearly in writing.

**NOTE:** This course is not suitable for students who have studied BTEC Level 2 Applied Science or GCSE Applied Science.

## General Comments

This course is a content-led approach, with each section covering different key concepts of chemistry. As well as the A-Level, the course will include a non-exam assessed "Practical Endorsement in Chemistry", which is reported separately.

## Content

Chemistry looks at the material world around us. Almost everything that we touch or use is made by chemists, including fibres and dyes in clothes, medicines, agrochemicals, fuels, plastics and metals. Chemists also research new ways of minimising human impact on the environment. An A-Level chemistry course gives a good grounding in the ideas and models that underly all of these enterprises.

An A level chemistry course expands on the chemistry work covered in GCSE Science, but also introduces new ideas. A significant amount of the timetable is allocated to practical work, with many new skills to learn and refine. Progress in chemistry at this level requires good study skills, hard work and determination.

At A level there are two 135 minute exams and one 90 minute exam.



## Progression

A Post-16 qualification in chemistry is useful and sometimes essential for University courses in medicine, nursing, veterinary medicine, dentistry and physiotherapy. It is useful for Engineering, Food Technology, Geology and, of course, many science-based courses. All Universities look favourably on chemistry, when taken in combination with arts and humanities subjects, due to the skills it helps you to develop. There are many job opportunities for people with qualifications in chemistry. Chemists work in industries, Universities and in public services such as environmental health or monitoring.

## What students say:



"Chemistry is good as it broadens the mind and helps you develop an understanding of the world around you."

"Chemistry is good because it links to so many other subjects and is useful for Higher Education."



"I like Chemistry because it is challenging and you get to do practicals."



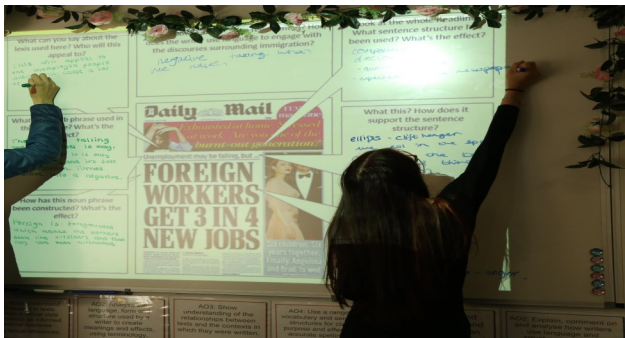
# Drama A-Level (AQA)

<p><b>Entry Requirements</b></p> <p>5 GCSEs at grade 5 or above, which must include: Grade 5 in English GCSE or Grade 5 in GCSE Drama</p> <p>(Dance, Art, Music or Performing Arts would be useful, but is not essential)</p>	<p><b>General Comments</b></p> <p>This qualification emphasises practical creativity alongside research and theoretical understanding.</p> <p>Students learn through experience, seeing theatre and making theatre for themselves. Students are introduced to a wide range of theatrical styles and contexts as they explore plays practically, devise and work on performances.</p> <p>Students choose to develop as a:</p> <ul style="list-style-type: none"> <li>- performer</li> <li>- designer (lighting, sound, set, costume, puppets)</li> <li>- director</li> </ul>
<p><b>Content:</b></p> <p>This course is for actors or drama technicians who wish to further their skills in their chosen area. The course is a mixture of performance, written coursework and preparation for a written exam. The course follows on from AQA GCSE drama.</p> <p><b>Unit 1- Written exam</b> Students will study and write in the exam: Two scripted texts A range of live theatre and/or recorded live theatre</p> <p><b>Unit 2 - Creative original theatre</b> Students will put together a devised piece of theatre and accompany this with a substantial piece of written coursework recording their stimulus and process. This section will be linked the works of Theatrical Practitioners.</p> <p><b>Unit 3 - Making theatre</b> Students will explore three scripted texts and write about this exploration in a piece of coursework. One of these texts will have a chosen extract linked to the theories of a Drama Practitioner, this extract is performed to and marked by a visiting an examiner.</p>	
<p><b>Assessment Procedure</b></p> <p>Students will be encouraged to demonstrate their skills and talents by being assessed in practical ways through performance and writing about performance. Students will be assessed partly through portfolio, partly through a written exam about performance and partly through practical work. Work is assessed by the teacher and moderated by a visiting moderator.</p>	
<p><b>Progression</b></p> <p>The A-Level in Drama and Theatre allows students to move on to study for a degree or BTEC Higher National Diploma in Drama, Theatre Studies or Performing Arts.</p>	<p><b>What students say:</b></p> <p>I chose Drama so I could develop my skills in several different aspects of Drama; I hope it will help me in my future career in musical theatre.</p>


# Level 3 National Extended Certificate in Engineering (Edexcel)

<p><b>Entry Requirements</b></p>	<p><b>General Comments</b></p>
<p>5 GCSEs at grade 5 or above. Must include GCSE Design &amp; Technology Grade 6, Level 2 Engineering Distinction, Maths and Physics at a 7 (in exceptional cases a 6 may be considered).</p>	<p>It must be stressed that the nature of Level 3 work is quite different from GCSE. Students need a flair for the subject and the ability to sketch ideas quickly. The pace of work is significantly greater than at GCSE and the depth and range of theory is much more comprehensive and demanding.</p>
<p><b>Content</b></p> <p>Edexcel has worked with employers and professional bodies in the design and content of this qualification to ensure that it covers all the knowledge and skills that are appropriate for a learner to gain the core underpinning knowledge, understanding and skills needed for progression into employment or further study.</p> <p>Students will cover topics such as:</p> <ul style="list-style-type: none"> <li>• the scientific principles used by engineers to identify the most suitable materials in a given engineering context</li> <li>• mechanical engineering systems and components</li> <li>• the process of engineering design</li> <li>• the relevance and role that manufacturing processes and systems have in the production of multiple components.</li> </ul>	 
<p><b>Assessment Procedure</b></p> <p>This qualification is made up of three mandatory units and one optional units. All units must be completed to achieve the full qualification.</p> <p>1 Engineering Principles (external examination)</p> <p>2 Delivery of Engineering processes safely</p> <p>4 Engineering Product design and manufacture (internally centre assessed)</p> <p>5 Computer Aided design in Engineering (internally centre assessed)</p>	<p><b>What students say:</b></p> <p>"Once a new technology rolls over you, you are either part of the steamroller or part of the road."</p> <p>"It brings the real world to life, Science, Technology, Engineering and Maths."</p> <p>"It's great, you get to make things and be creative."</p>
<p><b>Progression</b></p> <p>Students who achieve this qualification will have a range of options, as studying this qualification does not restrict future progression into one particular route.</p> <p>This qualification could be taken alongside complementary subjects, such as GCEs in Maths and/or Physics. It is a basis for application to a higher education (HE) course (degree, foundation degree, HNC/HND) in specific related higher education courses such as Electronic Engineering, Mechanical Engineering, Mechatronic Engineering or general engineering courses.</p>	

# English Language A-Level (AQA)

<p><b>Entry Requirements</b></p> <p>5 GCSEs at Grade 5 or above including Grade 6 in GCSE English Language and Grade 6 in English Literature</p> <p>Students taking this A-Level should have a lively interest in all forms of human language use in society. Students should be prepared to read and analyse many kinds of texts and to produce their own original writing for specific purposes and audiences.</p>	<p><b>General Comments</b></p> <p>To be successful in English Language at this level, students must be prepared to absorb and use confidently a range of technical terms relating to concepts in language analysis as well as being willing to learn about the grammar of the language. This is a challenge but it is also very rewarding for anyone who has keen interest in how language works in many different fields in our society.</p>
<p><b>Content</b></p> <p><b>Language, the individual and society</b></p> <p>The aim of this part of the subject content is to introduce students to language study, exploring textual variety and children’s language development. This area of study introduces students to methods of language analysis to explore concepts of audience, purpose, genre, mode and representation. It also introduces students to the study of children’s language development, exploring how children learn language and how they are able to understand and express themselves through language.</p> <p><b>Language diversity and change</b></p> <p>The aim of this area of study is to allow students to explore language diversity and change over time. Students will study the key concepts of audience, purpose, genre and mode and will explore language in its wider social, e.g graphical and temporal contexts. They will explore processes of language change. This part of the subject content also requires students to study social attitudes to, and debates about, language diversity and change.</p> <p><b>Language in action</b></p> <p>The aim of this area of study is to allow students to explore and analyse language data <b>independently</b> and develop and reflect upon their own writing expertise. It requires students to carry out <b>two</b> different kinds of <b>individual research</b>:</p> <ul style="list-style-type: none"> <li>• a language investigation (2,000 words excluding data);</li> <li>• a piece of original writing and commentary (750 words each).</li> </ul> <p>Students can choose to pursue a study of spoken, written or multimodal data, or a mixture of text types, demonstrating knowledge in areas of individual interest.</p>	<p><b>Assessment</b></p> <p>For A Level, there will be two exams both <b>two hours 30 minutes</b>. There will also be a <b>non-examined assessment</b> of a piece of original writing with commentary and one language investigation.</p> <p><b>Paper 1: Language, the individual and society:</b> The exam is worth <b>40%</b> of the <b>A-Level</b>. Students will answer <b>three questions</b> on two texts (one contemporary and one older). One question will be a comparison of the texts. Students will also answer an essay question on children’s language development.</p> <p><b>Paper 2: Diversity and change:</b> this paper is worth <b>40%</b> of the <b>A-Level</b>. Students will answer <b>one</b> question on <b>either</b> language diversity or language change. They will answer on two texts – one answer will be an essay and one a directed writing task.</p> <p><b>Non-exam assessment:</b> 20% of A-Level. One language investigation (word count 2,000 words). One piece of original writing with commentary (word count 1,500 words).</p> 
<p><b>Progression</b></p> <p>This course could lead to the further study of language at university level, but the analytical insights and practical writing skills developed would contribute equally well to the study of many other disciplines in the Arts and sciences. It would also be very useful in developing communication skills for those intending to seek employment in a wide range of fields where dealing with people is important.</p>	<p><b>What students say:</b></p> <p>“English at Settle College has helped develop my analytical skills, and I have had the opportunity to study many books.”</p> <p>“English at Settle College is fun and challenging. It has really helped me improve my analytical skills.”</p>

# English Literature A-Level (AQA)

<p><b>Entry Requirements</b></p> <p>GCSE English Language Grade 6 and English Literature Grade 6</p> <p>Students are expected to have an enthusiasm for reading.</p>	<p><b>General Comments</b></p> <p>In A-Level, students will need to know a lot about the texts they study, but they will also need to know about the contexts in which they were produced and explore different interpretations. They will need to develop an understanding of literary analysis and how to apply this so that they can discuss their own interpretations and judgements using the correct literary terminology. Students must be prepared to read outside of the set texts.</p>
<p><b>Content</b></p> <p><b>Literary genres:</b> aspects of tragedy or aspects of comedy. Students study <b>three</b> texts: <b>one</b> Shakespeare play, <b>a second</b> drama text and <b>one</b> further text. In addition to the compulsory Shakespeare play, one of the other two texts must be written pre-1900.</p> <p><b>Texts and genres:</b> Elements of crime writing or elements of political and social protest writing. Students study <b>three</b> texts: <b>one</b> post-2000 prose text, <b>one</b> poetry and <b>one</b> further text, <b>one</b> of which must be written pre 1900. They also respond to an <b>unseen passage</b> in the exam.</p> <p><b>Theory and independence:</b> coursework. In this component, students write about <b>two</b> different literary texts. <b>One</b> of the texts <b>must be a poetry text and the other must be prose</b>. Each text must be linked to a different section of the Critical Anthology. Students cannot choose texts from any of the A-Level exam set text lists. The Critical anthology has extracts from different literary theories which the students use to support their exploration of different meanings in literary texts. Students produce <b>two</b> essays of 1250– 500 words. There is opportunity for one response to be a re-creative one.</p> 	<p><b>Assessment</b></p> <p>For A Level there will be two exams: Paper 1 – two hours 30 minutes and Paper 2 – three hours. There will also be a non-examined assessment of two essays.</p> <ul style="list-style-type: none"> <li>• <b>Paper 1:</b> literary genres: aspects of tragedy or aspects of comedy. This is a <b>closed book</b> exam and is worth <b>40%</b> of the <b>A-Level</b>. Students will answer <b>one</b> passage based question on a set Shakespeare text (25 marks); <b>one</b> essay question on a set Shakespeare text (25 marks) and <b>one</b> essay question linking two texts together (25 marks).</li> <li>• <b>Paper 2:</b> Texts and genres: elements of crime writing or elements of political and social protest writing. This is an <b>open book</b> exam. Students are allowed clean copies of their set texts. It is worth <b>40%</b> of the <b>A-Level</b>. Students will answer <b>one</b> compulsory question on an unseen passage (25 marks); <b>One</b> essay question on a set text (25 marks) and <b>one</b> essay question which connects two texts (25 marks).</li> <li>• <b>Non-exam assessment:</b> Theory and independence. Students produce <b>two</b> essays of 1250–1500 words on different texts. One must be a poetry text and one must be prose. Students use the Critical anthology to support their explorations of the texts. Each essay is worth 25 marks. This component is worth <b>20%</b> of the A-Level.</li> </ul>
<p><b>Progression</b></p> <p>Students should find that the oral, writing and analytical skills that are developed in the course to be extremely useful in virtually any field of study or employment. The skills acquired will enable students to formulate informed discussions, enter debate and lead ideas using their own interpretations and judgements. Students who have studied English Literature have gone on to study a range of subjects from Literature, Geography, Law, Art, History to Astrophysics and Building Surveying.</p>	<p><b>What students say:</b></p> <p>“English Literature introduced me to lots of amazing texts, which I wouldn't have read otherwise, and I have really enjoyed studying them.”</p> <p>“The A-Level English Literature course is a truly interesting and challenging course which has allowed me to appreciate classic literature.”</p>

# Extended Project Qualification - EPQ (AQA)

## Entry Requirements

Students take this alongside A-Level subjects. The EPQ is studied in their own time. Students will work alongside a teacher who will act as their supervisor.

The EPQ is open as an optional course for students in Year 12 and Year 13; this is in addition to the other three or four A Level options taken.

## General Comments

Success amongst participants is strong. Past questions from students include:

Is global climate change caused by humans?

Is the death penalty effective?

Is our election process fair?

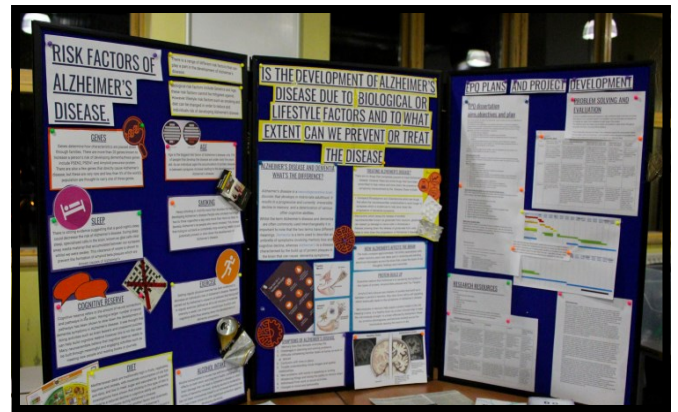
Is torture ever acceptable?

Should self inflicted illnesses be treated free of charge on the NHS?

## Content

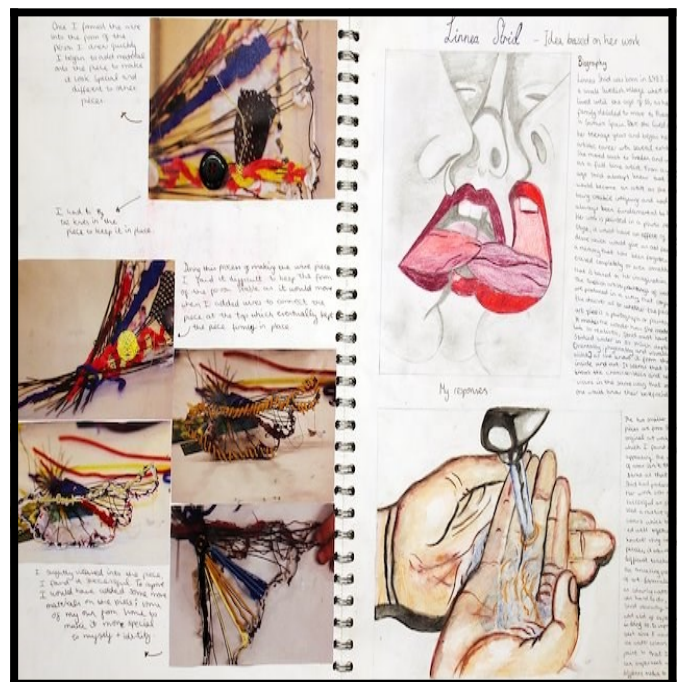
**The EPQ is worth half of an A-Level qualification.**

The EPQ is an opportunity to undertake a project in a subject area of interest to students. It provides a context for developing critical thinking and project management skills—these are widely transferable, and may be useful in other courses now or at university level. The EPQ assesses a student's ability to plan, carry out, report on and evaluate a project. It has been designed with university study in mind and is very highly valued by university Admission Tutors as a result.



## Assessment

This is an independent piece of work undertaken in an area entirely chosen by the student—it does not have to be in an area covered by the normal school curriculum. It can be a traditional essay, but it can also be a performance or artwork with supporting documentation. Students set the project title and produce a written report of around 5000 words or an artefact/performance and a shorter written report of over 1000 words. Students provide evidence of the stages of the project process and present their findings formally to an invited audience. Throughout this process, students will have the support of their EPQ Supervisor with whom they meet once a week to discuss progress. They will give feedback throughout the project and give it the final marks when it is completed. The project is marked to the same grading systems as A-Level but, much more important, is the way it helps students to develop the skills to succeed at university.



## Progression



The EPQ develops skills that universities are very keen to see in their students. It is highly sought after as a qualification and Settle College staff support students through the process. Students this year have also found that becoming an expert in one particular area has been invaluable at University interviews.

## What students say:

"The EPQ was an absolute inspiration to me, I loved the independent learning and the opportunity to research a topic area I hoped to go onto study at university."

"The independent thinking and the knowledge of being in charge of your own piece really inspired me to want to take the EPQ, I had to carefully manage my time and make sure I met my own deadlines."


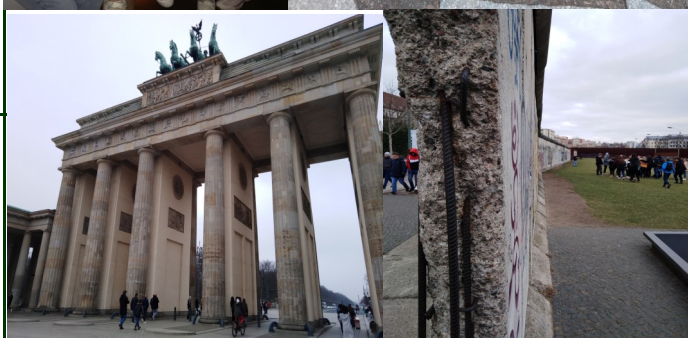
# French A-Level (AQA)

<p><b>Entry Requirements</b></p> <p>5 GCSEs at grade 5 or above, which must include:</p> <p>GCSE French Grade 6</p>	<p><b>General Comments</b></p> <p><b>Why choose French?</b></p> <ul style="list-style-type: none"> <li>To enable students to develop and build upon the skills acquired at GCSE.</li> <li>To provide students with a sound basis for further study.</li> <li>To provide an insight into another culture and society.</li> <li>To facilitate foreign travel.</li> <li>To enhance employment prospects.</li> </ul>
<p><b>Content</b></p> <p>Core content</p> <ul style="list-style-type: none"> <li>Social issues and trends</li> <li>Political and artistic culture</li> <li>Grammar</li> </ul> <p>Options</p> <ul style="list-style-type: none"> <li>Works: Literary texts and films</li> </ul>	
<p><b>Assessment</b></p> <p><b>Paper 1—Listening, reading and writing</b></p> <ul style="list-style-type: none"> <li>Aspects of French-speaking society: current trends</li> <li>Aspects of French-speaking society: current issues</li> <li>Artistic culture in the French-speaking world</li> <li>Aspects of political life in the French-speaking world</li> <li>Grammar</li> </ul> <p><b>Paper 2— Writing</b></p> <ul style="list-style-type: none"> <li>One text and one film or two texts from the list set.</li> <li>Grammar</li> </ul> <p><b>Paper 3—Speaking</b></p> <ul style="list-style-type: none"> <li>Individual research project</li> <li>One of four themes (Aspects of French-speaking society: current trends, Aspects of French-speaking society: current issues, Artistic culture in the French-speaking world, Aspects of political life in the French-speaking world)</li> </ul>	<p><b>What students say:</b></p> <p>“I am thoroughly enjoying the work in year 12. I’m treated with maturity and have more freedom and responsibility, the atmosphere between the teacher and students is better and more relaxed.”</p> 
<p><b>Progression</b></p> <p>French can be used as an entry qualification to a wide variety of courses at university or college, as a basis for a modern language course or as an element of a joint or combined course. Combinations have been as diverse as French and Linguistics, French and Psychology and French and Business Studies. You are invited to take a look on <a href="http://www.language.org.uk">www.language.org.uk</a> and view the possibilities.</p>	<p>“I hugely recommend French to those not only wanting to do French at University but to anyone, as it’s a great advantage in any field of work – even more so as the multicultural world is growing.”</p> <p>“You are much more independent and have to think for yourself but the support you receive is outstanding”</p>

# Geography A-Level (Edexcel )

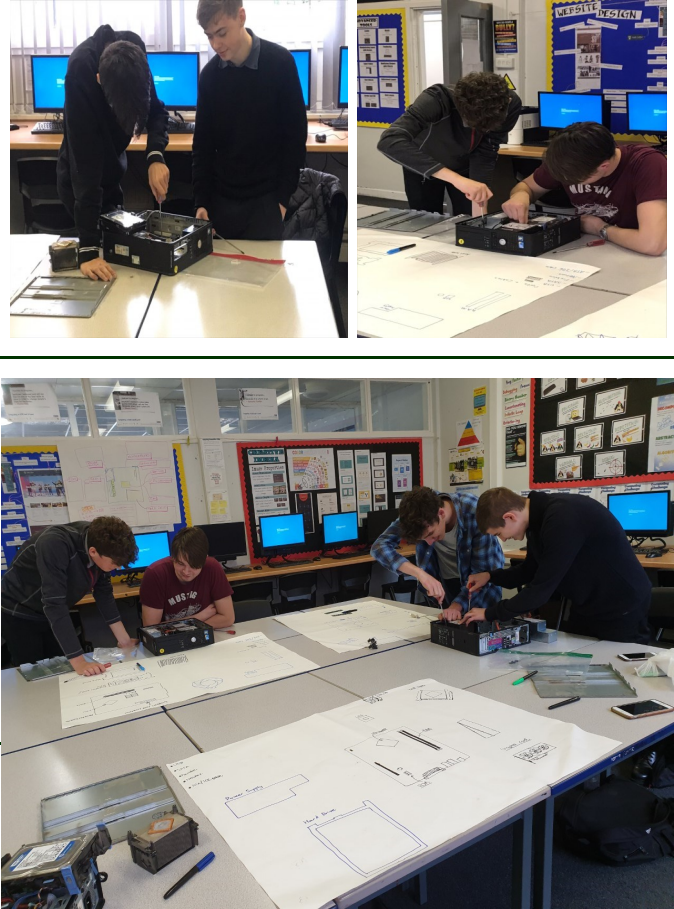
<p><b>Entry requirements:</b></p> <p>Minimum of 5 GCSE's at grade 5 or above including geography and maths and English.</p> <p>Where a student has not previously studied geography, each case would be looked at individually</p>	<p><b>General Comment:</b></p> <p>This two-year course offers an issues-based approach to studying Geography, enabling students to explore and evaluate contemporary geographical questions and issues such as the consequences of globalisation, responses to hazards, water insecurity and climate change. It gives students the opportunity to develop an in-depth understanding of physical and human geography, the complexity of people and environment questions and issues, and to become critical, reflective and independent learners.</p>
<p><b>Assessment Procedure</b></p> <p><u><a href="#">Paper 1</a></u></p> <p>Written examination: 2 hours and 15 minutes; 30% of the qualification; 105 marks</p> <p>Tectonic Processes and Hazards, Coastal Landscapes and Change, The Water Cycle and Water Insecurity and The Carbon Cycle and Energy Security</p> <p><u><a href="#">Paper 2</a></u></p> <p>Written examination: 2 hours and 15 minutes; 30% of the qualification; 105 marks</p> <p>Globalisation, Regenerating Places, Superpowers and Health, Human Rights and Intervention</p> <p><u><a href="#">Paper 3</a></u></p> <p>2hrs 15 minutes; 20% of the qualification ; 70 marks</p> <p>An externally assessed written examination comprising 3 sections. A resource booklet will contain information about the geographical issue.</p> <p><u><a href="#">Paper 4</a></u></p> <p>Independent Fieldwork investigation</p> <p>Non examined assessment; 20% of the qualification; 70 marks</p> <p>Internally marked, externally moderated. 3000-4000 words.</p>	 
<p><b>Progression:</b></p> <p>Many of our students continue to study geography at university. Jobs can range from Town Planner to Disaster Management.</p> <p>Geographers are among the most employable university graduates.</p>	<p><b>What the students say:</b></p> <p>"I really enjoy studying geography; all of the topics are interesting and well taught with lots of support from our teachers."</p> <p>"Geography makes me think outside of the classroom. The teaching is great and very supportive."</p>

# History A-Level (EdExcel)

<p><b>Entry Requirements</b></p> <p>5 GCSEs at grade 5 or above, which must include:</p> <p>GCSE History at Grade 5 or above</p>	<p><b>General Comments</b></p> <p>A Level History is a fantastic opportunity to learn about some of the most enthralling periods in time and acquire and develop essential and transferable skills. Students are taught by experienced and passionate teachers who encourage debate and discussion, as well as motivating students to think independently.</p> <p>Students will develop important skills such as evidence handling, analysis and presentation of ideas. History will also develop a consideration of the world we live in, and allow some understanding on modern day politics.</p>
<p><b>Content</b></p> <p>In Year 12, students will study the experiences of two European countries of the development of the political ideas of nationalism, dictatorship and democracy in the twentieth century:</p> <ul style="list-style-type: none"> <li>Germany and West Germany, 1918-89</li> <li>The rise and fall of fascism in Italy, c1911–46</li> </ul> <p>In Year 13, students will study the history of protest, agitation and parliamentary reform in Britain from c1780–1928. This option explores the relationship between authority and mass agitation in Britain, and the struggle for greater democracy. Issues covered include changes to the franchise (right to vote), the Chartist movement and the Suffragettes. Students will also complete an independently researched coursework essay on an aspect of Russian history c1850-1945.</p>	 
<p><b>Assessment:</b></p> <p>There will be three examinations at the end of Year 13, and an internally marked coursework essay.</p>	
<p><b>Progression</b></p> <p>History can be used as an entry qualification for a wide range of courses at University or College, including Law, Business and Humanities subjects. It is also a highly regarded qualification by employers in a wide range of areas.</p>	<p><b>What students say:</b></p> <p>“History is a really good subject to study as you learn about many important events which happened in the past, and it is really interesting to learn how these events affected different people.”</p> <p>“I thoroughly enjoy A-Level History because you get to learn how issues in the past have affected our lives today.”</p> <p>“Having enjoyed GCSE History, I decided to continue it to A-Level and I am glad I did!”</p> <p>“Studying A-Level History allows you to develop your knowledge about the world. The debates and discussions in class allow you to see other perspectives.”</p>



# Cambridge Technical Introductory Diploma in IT (OCR)

<p><b>Entry Requirements</b></p> <p>4 GCSEs Grade 4 or above including Grade 5 or above in English or Maths.</p> <p>Grade 5 or above in Computing or an ICT qualification is preferred but not conditional</p>	<p><b>General Comments</b></p> <p>The OCR Cambridge Technical Extended Certificate is a two-year vocational course that would normally be studied alongside a range of traditional A level subjects or other Cambridge Technical Courses.</p> <p>The full Cambridge Technical Extended Certificate in IT is equivalent to one A level and prepares students for a career in application development and enables them to develop deeper skills an understanding in IT systems preparing them for using IT in any career path.</p>
<p><b>Content</b></p> <p><b><u>Students will study the following:</u></b></p> <p>Unit 1 – Fundamentals of IT</p> <p>Unit 2 - Global Information</p> <p>Unit 6—Application Design</p> <p>Unit 9 - Product Development</p> <p>Unit 21 - Web Design and Prototyping</p> <p><b>How will I be assessed?</b></p> <p>There is a mixture of assessment. Units 1, 2 are exam units and worth 50% of the final mark. Units 6, 15 and 21 are practical coursework tasks and worth 50% of the final mark.</p> <p>Students’ work will be graded pass, Merit, Distinction or Distinction*. The full Cambridge Technical Introductory Diploma is equivalent to one A-Level and carries UCAS points.</p>	
<p><b>Progression</b></p> <p>The OCR Cambridge Technicals are vocationally related qualifications that take an engaging, practical and inspiring approach to learning and assessment.</p> <p>They are industry relevant, geared to key sector requirements and very popular with schools and colleges because they suit such a broad range of learning styles and abilities.</p> <p>The qualification is flexible, enabling students to choose to a range of Computer Science and IT related career paths via university or apprenticeship.</p>	<p><b>What students say</b></p> <p>“I like this course, in particular as I am able to complete a game design unit in CTEC. I am hoping to go to university to study Game Design.”</p> <p style="text-align: right;">Year 13 student</p> <p>“I have enjoyed learning about how computers and networks work. I would think that anyone would find it useful today.”</p> <p style="text-align: right;">Year 13 student</p>

# Mathematics A-Level (AQA)

## Entry Requirements

GCSE Grade 7 or better (only in exceptional cases a 6 may be considered) in Maths as well as an aptitude for the subject and a proven record of commitment.

All students will complete an induction task at the start of the course to familiarise themselves with assumed knowledge for AS level and the demands of the course (organisation, initiative, commitment).

## General Comments

This is a demanding course for keen and able students. It is highly regarded nationally.

The course expands on familiar topics from GCSE, taking them to a new level, but also includes new areas such as Calculus and Mechanics.

A good level of independence will be of benefit but support in and out of lessons is always available.

## Content

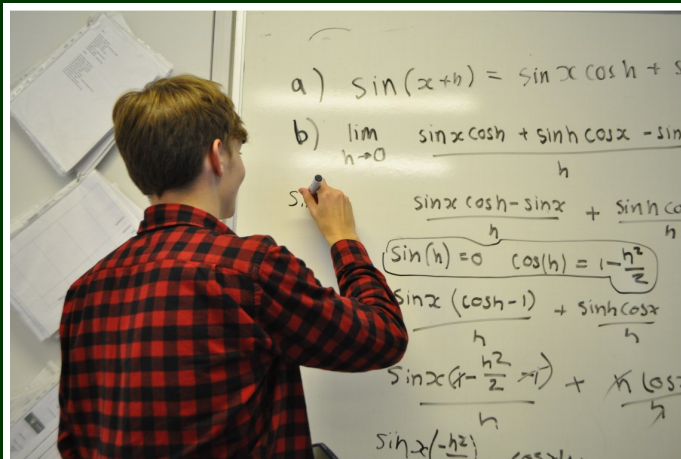
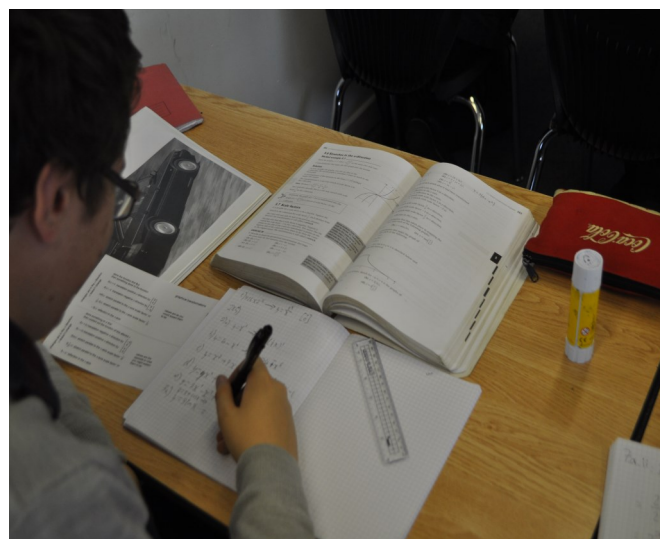
### Course Description;

Both AS and A2 contain similar elements. At AS, there are two examinations of 1 hour 30 minutes each, whilst A2 has three 2 hours examinations comprising:

**Pure Mathematics:** Algebra, Coordinate Geometry, Sequences, Trigonometry, Calculus, Exponentials and Logarithms, as well as Numerical Methods

**Mechanics:** Kinematics, Forces, Moments

**Statistics:** Sampling, Data, Probability, Statistical Distributions and Hypothesis testing.



## Progression


A qualification in Mathematics is useful for progression in virtually every Higher Education course, including 'unrelated' ones such as Law. It is also invaluable in seeking employment or higher level apprenticeships.

## What students say



"I find most topics hard to grasp at first, however there is a 'clicking point' in which you understand and that just comes with practise and asking for help"

Maths is quite challenging, so my problem solving skills are frequently tested, but there is always help available from the Maths department in and out of class"

# Music A-Level (Eduqas)

<p><b>Entry Requirements</b></p> <p>5 GCSE grades at 5 or above with Grade 6 or above in GCSE Music.</p> <p>Be able to perform at approximately grade 5 standard at the start of the course. (An audition may be required for students with a lower performance grade)</p>	<p><b>General Comments</b></p> <p>A Level Music is a course that gives you the opportunity to play, create and understand music to an advanced level. It is designed to reward students who love to perform, enjoy creating their own music, and who can appreciate different styles of music.</p> <p>It would be anticipated that A Level musicians would form the backbone of musical activities within the school.</p>
<p><b>Content</b></p> <p><b>Performing</b> (35%) - A 10–12 minute performance consisting of a minimum of three pieces. At least one of the pieces should be as a soloist. Two pieces must reflect the musical characteristics of different areas of study (including AoS A). You will have to perform in front of a visiting examiner around Easter time in Year 13,</p> <p><b>Composing</b> (25%) - Two compositions. One must reflect the musical techniques and conventions of the Western Classical Tradition, and be in response to a brief (choice of four) set by WJEC Eduqas. The second composition is a free composition.</p> <p>There is opportunity to make composition 35% and performance 25% if that suits the student.</p> <p><b>Appraising Music</b> (40%) 2hr 15minute written exam.</p>	<p><b>Music at Settle College</b></p> <p>There are many exciting opportunities to get involved in music at Settle College. Besides the extra-curricular groups, there's the bi-annual School Musical, Christmas and Summer concerts as well as trips to a variety of professional concerts. There is also the opportunity to work towards the Trinity Arts Awards.</p> 
<p><b>Area of study A:</b> The Western Classical Tradition covering The Development of the Symphony, 1750 – 1900. Set Works:</p> <ul style="list-style-type: none"> <li>• <i>Symphony No.104 in D major, 'London' by Haydn (detailed analysis)</i></li> <li>• <i>Symphony No.4 in A major, 'Italian' by Mendelssohn (general analysis)</i></li> </ul> <p><b>Area of study B:</b> Rock and Pop (1960—2000) or <b>Area of study C:</b> Musical Theatre <b>Area of study E:</b> Into the Twentieth Century</p> <ul style="list-style-type: none"> <li>• <i>Trio for Oboe, Bassoon and Piano, Movement II by Poulenc</i></li> <li>• <i>Three Nocturnes Number I Nuages by Debussy</i></li> </ul> <p><b>Assessment:</b></p> <p><b>Appraising Music</b> (40%) 2hr 15minute written exam.</p> <p><b>AoS A</b></p> <ul style="list-style-type: none"> <li>• A question on an unprepared extract with a skeleton score provided.</li> </ul>	<p><b>Assessment (continued)</b></p> <ul style="list-style-type: none"> <li>• A detailed analysis question on a choice of either Symphony No. 104 in D major, 'London' by Haydn</li> <li>• An essay-based question which assesses knowledge of the development of the symphony in relation to both set symphonies and to the wider social, cultural and historical context.</li> </ul> <p><b>AoS B or C</b></p> <ul style="list-style-type: none"> <li>• One question on an unprepared musical extract</li> <li>• A comparison question based on two unprepared extracts assessing wider understanding of the area of study.</li> </ul> <p><b>AoS E</b></p> <ul style="list-style-type: none"> <li>• An analysis question on one of the two set works</li> <li>• A question on an unprepared musical extract</li> </ul> <p><b>Performing</b> (35%) External visiting examiner <b>Composing</b> (25%) - Two compositions, internally marked, externally moderated</p>
<p><b>Progression</b></p> <p>A-Level Music is very desirable for prospective employers in all areas of work, not just the music industry. The transferable skills gained from learning an instrument can increase your value in further education and the job market.</p>	<p><b>What the students say:</b></p> <p>It is the ideal route for students wanting to do Music or Music Technology courses at university. It is also a fully recognised A Level that supports applications for other courses, especially if students are involved in extra-curricular activities.</p>

# Photography A-Level (Edexcel/Eduqas)

<p><b>Entry Requirements</b></p> <p>5 GCSE grades at 5 or above.</p> <p>Grade 6 or above in GCSE Art.</p>	<p><b>General Comments</b></p> <p>Photography is a very challenging and exciting subject that allows students to explore and push the limits of Photography. Turning images from being flat to 3D and even digital. Students can gain problem solving skills, computer editing techniques, independent work skills as well as be able to develop a personal response to a theme.</p>
<p><b>Content</b></p> <p><b>In Year 12</b>, students will be introduced to the course with several workshops in the first half term to explore techniques, increase creativity and develop problem-solving skills. Students will be introduced to the main coursework section of the course and be expected to build on practical skills as well as developing an understanding of materials through exploration. Students will also start their critical work (essay) that links to their own investigations.</p>	
<p><b>In Year 13</b>, students will continue to develop and investigate their coursework theme. They will get to explore with an intend and extend personal investigation leading to a final outcome. Students will continue to work on their critical investigation of up to 3000 words. They will then be introduced to the exam section of their work and sit an 15hrs examination. Pupils will get the opportunity to visit museums and galleries.</p> <p><b>Assessment</b></p> <p>Component 1- 60%</p> <p>Portfolio of practical work and critical study</p> <p>Component 2- 40%</p> <p>Externally Set Examination</p>	
<p><b>Progression</b></p> <p>With the increase of photography being used within different outlets, photography is a good subject to take if you want to go into any number of different career pathways.</p> <p>You can go on to study Media, Fine Art, Television and Film Industrial courses, Graphic Design, Advertisement, PR, Business, Education in both schools, colleges and universities and many more.</p> <p>Students who have previous been taught A Level Photography have gone on to study at universities in Graphic Design at Huddersfield, Public Relations and Media at Birmingham and Fine Art in Aberystwyth.</p>	<p><b>What the students say:</b></p> <p>This course has been introduced by our new Subject Leader for Art having taught this in her previous school. Here is what a former student said:</p> <p>Having studied photography at GCSE, I wasn't sure if I wanted to do photography at A Level but after some persuasion from Mrs Hawkins and my parents I chose it as a way to put my own ideas into work as I was also studying Maths and Science. I am really glad I did as it allowed me to explore my own interests and I have built up a number of skills including problem-solving, independent working skills, research skills, exploration and refining skills and interpersonal skills as well as improving my computer and writing skills. Because of this I have decided to go to university and look into medical science and photography.</p>

# Physical Education A Level

## Entry Requirements

5 GCSEs at grade 5 or above – a grade 6 or above in Science with a GCSE in PE at grade 6 or above or a Cambridge National at Distinction.

Students will also be expected to be practically able in at least two different sports. The PE staff will interview students to ensure they are suitable for the course. Students should be aware that they are required to commit to extra-curricular activities and develop their knowledge outside of the classroom.

## General Comments

Please note: the needs of our students will be assessed prior to them choosing their course and the course selection will be tailored to best suit the learners.

The content has been designed to allow learners to study Physical Education (PE) in an academic setting, enabling them to critically analyse and evaluate their physical performance and apply their experience of practical activity in developing their knowledge and understanding of the subject

## Content

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> <li>Applied anatomy and physiology</li> <li>Exercise physiology</li> <li>Biomechanics</li> </ul>	<b>Physiological factors affecting performance (01)*</b> 90 marks 2 hour written paper	<b>30%</b> of total A level
<ul style="list-style-type: none"> <li>Skill acquisition</li> <li>Sports psychology</li> </ul>	<b>Psychological factors affecting performance (02)*</b> 60 marks 1 hour written paper	<b>20%</b> Of total A level
<ul style="list-style-type: none"> <li>Sport and society</li> <li>Contemporary issues in physical activity and sport</li> </ul>	<b>Socio-cultural issues in physical activity and sport (03)*</b> 60 marks 1 hour written paper	<b>20%</b> of total A level
<ul style="list-style-type: none"> <li>Performance or Coaching</li> <li>Evaluation and Analysis of Performance for Improvement (EAPI)</li> </ul>	<b>Performance in physical education (04)*</b> 60 marks** Non-exam assessment (NEA)	<b>30%</b> of total A level



## Progression

Students may choose to go into Higher Education on one of the many degree courses in sports science/fitness, teaching PE, sports development or the more established areas of leisure management.

Other possible career paths may include employment in sporting facilities such as fitness gyms or football development centres, or as swimming instructors or sports and community development officers.

This is also an appropriate course for students wishing to join the public services or the Armed Forces.

## What the students say:


“It is an interesting and enjoyable subject for anyone who loves PE.”

“It is a fun subject to do and is a good subject for anyone who enjoys sport.”


# Cambridge Technical Extended Certificate Sport (OCR)

<p><b>Entry Requirements</b></p> <p>4 GCSEs Grade 5 or higher with a GCSE in PE (Grade 5) or Cambridge National (Merit)</p> <p>Students will be interviewed by the PE Department as part of the application process.</p>	<p><b>General Comments</b></p> <p>This qualification aims to develop students' knowledge, understanding and skills of the essentials of Sport and Physical Activity. Students will gain an insight into the Sport and Physical Activity industry. Designed in collaboration with industry experts the qualifications focus on the requirements that today's employers demand.</p>
<p><b>Content</b></p> <p><b>Certificate in Sport (180 GLH) Yr12</b></p> <p>Unit 1: Body systems and the effects of physical activity (Exam)</p> <p>Unit 2: Sports coaching and leadership (Assignment)</p> <p><b>Extended Certificate in Sport (360 GLH) Yr13-</b> these units build on those studied at Certificate level</p> <p>Unit 3: Sports organisation and development (Exam)</p> <p>Unit 11: Physical activity for specific groups (Assignment)</p> <p>Unit 12: Nutrition and diet for sport and exercise (Assignment)</p> <p>Unit 17: Sports injuries and rehabilitation (Assignment)</p> <p>This qualification will also give students the opportunity to gain an understanding of employment opportunities, job requirements and working practices in the sports and fitness industries. It will enable students to start to build the technical skills and knowledge relevant to the sports and fitness industries.</p>	
<p><b>Assessment:</b></p> <p>The programme is assessed through a variety of methods which will include written assignments, practical activities, interviews, presentations and portfolio building, which will test students' application of knowledge and understanding, development of practical and technical skills, and personal development for occupational roles.</p>	<p><b>Equipment and Additional Costs</b></p> <p>To meet the health and safety requirements and reflect the corporate image of the Physical Education Department, students will be required to purchase sport kit and to buy the student text book. There may be some additional costs for educational visits and other specialist personal equipment.</p>
<p><b>Progression</b></p> <p>Students may choose to go into Higher Education on one of the many degree courses now emerging in Sports Development, or the more established areas of Leisure Management, Sports Science/fitness and teaching PE. Other possible career paths may include employment in sporting facilities such as fitness gyms or football development centres, or as swimming instructors or Sports and Community Development Officers. This is also an appropriate course for students wishing to join public services or the Armed Forces.</p>	<p><b>What students say:</b></p> <p>"It is great to study sport at a more advanced level."</p> <p>"I enjoy CTEC Sport as it gives you a greater understanding of the human body and allows me to develop my coaching ability."</p>

# Physics A Level (AQA)

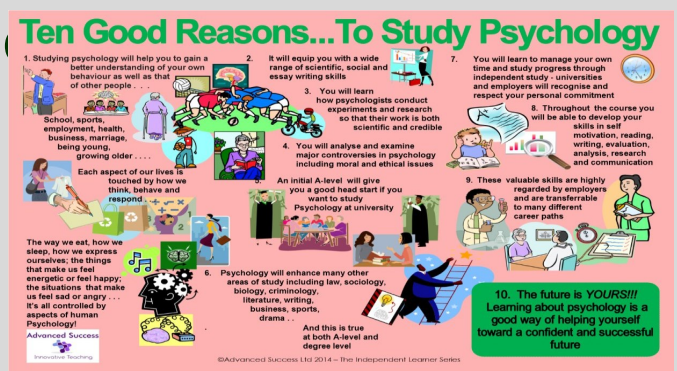
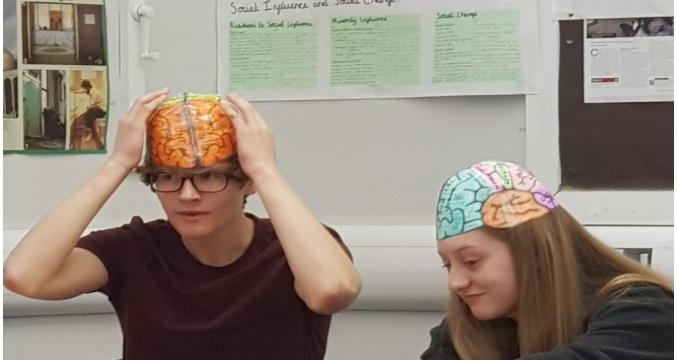

<p><b>Entry Requirements</b></p> <p>5 GCSEs at grade 5 or above, which must include:</p> <p>GCSE Combined Science (Grade 6-6 or above) &amp; Maths (Grade 6 or above) OR</p> <p>Physics &amp; Maths (both Grade 6 or above)</p> <p><b>NOTE:</b> This course is not suitable for students who have studied BTEC Level 2 Applied Science or GCSE Applied Science.</p>	<p><b>General Comments</b></p> <p>Physicists explore the fundamental nature of almost everything we know of. They probe the furthest reaches of the earth to study the smallest pieces of matter. Join us to enter a world deep beneath the surface of normal human experience</p> <p><i>"Time and space are finite in extent, but they don't have any boundary or edge. They would be like the surface of the earth, but with two more dimensions."</i></p> <p>Stephen Hawking, Theoretical Physicist, Cosmologist and Director of Research at University of Cambridge. Author of A Brief History of Time.</p>
<p><b>Content</b></p> <p><b>Year 12 Content</b></p> <p>Topic 1 Measurements and their errors</p> <p>Topic 2 Particles and Radiation</p> <p>Topic 3 Waves</p> <p>Topic 4 Mechanics and Energy</p>	<p><b>Year 13 Content</b></p> <p>Topic 6 Further mechanics and thermal physics</p> <p>Topic 7 Fields</p> <p>Topic 8 Nuclear Physics</p> <p>Optional Topic is decided by the class each year</p>
<p><b>Assessment:</b></p> <p>Paper 1 – Topics 1-5 and periodic motion 85 marks (34% of A-Level)</p> <p>Paper 2 – Topic 6 -8 85 marks (34% of A-Level)</p> <p>Paper 3 – Practical skills, data analysis and optional topic 80 mark (32% of A-Level)</p> <p>There are 12 essential practicals which must be undertaken throughout the two years and which form a practical skills assessment – this will be awarded as pass or fail and is by continuous assessment.</p>	
<p><b>Progression</b></p> <p>Physics can be used as an entry qualification for a wide range of Science and non-Science courses at Colleges and Universities. Physics is clearly a requirement for degree courses in Physics, and is strongly recommended for degree courses in Design and Engineering disciplines (including architecture) and certain Medical courses (such as Radiography). It is also a useful qualification for other Science and Mathematical degree courses. Physicists are highly sought after in a wide range of careers, including banking and marketing.</p>	<p><b>What students say:</b></p> <p>"With Physics A Level you have to apply what you have learnt a lot more than at GCSE. You also study some new topics like particle physics and quantum physics."</p> <p>"People are impressed when you say you are studying A Level Physics – and there are a lot of different things you can go on to study like engineering where physics is needed."</p>

# Product Design A Level (EdExcel)


<p><b>Entry Requirements</b></p> <p>5 GCSEs at grade 5 or above, which must include: GCSE Design &amp; Technology Grade 5, Level 2 Engineering at Merit or Art and Design Grade 6.</p> <p>It must be stressed that the nature of the work at A Level is quite different from GCSE. Students will need a flair for the subject and the ability to sketch ideas quickly. The pace of work is significantly greater than at GCSE and the depth and range of theory is much more comprehensive and demanding.</p>	<p><b>General Comments</b></p> <p>Students will be taken through a cycle of iterative design to put the theory they learn along the way into practice on a real design, make and evaluate project. In AS, this is a contextual challenge set by us, but at A level students are encouraged to independently identify a real world design problem to solve.</p> <p><i>"Design is not what it looks like. Design is how it works."</i> Steve Jobs former Co-founder, Chairman and CEO of Apple Inc.</p>
<p><b>Content</b></p> <p>The aims of this qualification are to allow students to:</p> <ul style="list-style-type: none"> <li>• Develop and sustain innovation, creativity and design and technology.</li> <li>• Develop the capability to recognise constraints and to produce high-quality products.</li> <li>• Develop critical understanding of the influences of the processes and products of design and technological activity, from a historical perspective, and in current practice.</li> <li>• Apply essential knowledge, understanding and skills of design production processes to arrange of technological activities, and develop an understanding of industrial practices.</li> <li>• Use Information and Communication Technology (ICT) to enhance their design and technological capability via the use of CAD/ CAM.</li> <li>• Recognise the social, moral, spiritual and cultural values inherent in design and technological activity and develop critical evaluation skills in technical, aesthetic, ethical, economic, environmental, social and cultural contexts.</li> <li>• Develop as discerning consumers able to make informed choices.</li> <li>• Develop positive attitudes of co-operation including working collaboratively.</li> </ul>	<p><b>Assessment:</b></p> <p>One internal and one external unit. coursework project in year 13 is a design and make and you take the exam at the end of Year 13. Year 12 is dedicated to a skills via a number of practical Design and Make exercises, a majority of the theory is also taught in Year 12. The Edexcel in Design and Technology has been designed to provide opportunities for students to develop their creativity, capability and entrepreneurial skills, to apply knowledge and understanding to a range of technological activities and to develop critical thinking and collaborative skills</p> 
<p><b>Progression</b></p> <p>Many students progress through to Art College and onto a Design Degree, some use Product Design as a stepping stone into all areas of Engineering and Graphic Design. This could include furniture, interior, product, graphic and theatre design, as well as the engineering sector.</p>	<p><b>What students say:</b></p> <p>"Once a new technology rolls over you, you are either part of the steamroller or part of the road."</p> <p>"It brings the real world to life, Science, Technology, Engineering and Maths."</p> <p>"It's great, you get to make things and be creative."</p>



# Psychology (AQA)

<p><b>Entry Requirements</b></p> <p>5 GCSEs at grade 5 or above, which must include GCSE grade 6 in English Language.</p> <p><i>No prior knowledge of Psychology is needed.</i></p>	 <p><b>Ten Good Reasons... To Study Psychology</b></p> <ol style="list-style-type: none"> <li>1. Studying psychology will help you to gain a better understanding of your own behaviour as well as that of other people.</li> <li>2. It will equip you with a wide range of scientific, social and essay writing skills.</li> <li>3. You will learn how psychologists conduct experiments and research so that their work is both scientific and credible.</li> <li>4. You will analyse and examine major controversies in psychology including moral and ethical issues.</li> <li>5. Psychology will enhance many other areas of study including law, sociology, biology, criminology, literature, writing, business, sports, drama.</li> <li>6. An initial A-level will give you a good head start if you want to study Psychology at university.</li> <li>7. You will learn to manage your own time and study progress through independent study - universities and employers will recognise and respect your personal commitment.</li> <li>8. Throughout the course you will be able to develop your skills in self-motivation, reading, writing, evaluation, analysis, research and communication.</li> <li>9. These valuable skills are highly regarded by employers and are transferrable to many different career paths.</li> <li>10. The future is YOURS!!! Learning about psychology is a good way of helping yourself toward a confident and successful future.</li> </ol> <p>©Advanced Success Ltd 2014 - The Independent Learner Series</p>
<p><b>Course Description</b></p> <p>Psychology is the scientific study of behaviour and mental processes. It examines how behaviour differs across cultures and gender using scientific methods to explain human behaviour. This qualification offers an engaging and effective introduction to Psychology. Students will learn the fundamentals of the subject and develop skills valued by HE and employers, including critical analysis, independent thinking, research and communication.</p>	
<p><b>Year 1 Content:</b></p> <ul style="list-style-type: none"> <li>• Research Methods</li> <li>• Social Influence</li> <li>• Memory</li> <li>• Attachment</li> <li>• Psychopathology</li> </ul>	<p>“Psychology has allowed me to understand human behaviour in a much more complex way than ever before, a skill that I have found useful both in my other studies and everyday life”</p> <p style="text-align: right;"><b>Year 13 student</b></p> <p>“I love Psychology, the course is so interesting and the teacher makes it enjoyable. I have chosen this subject for my degree”</p> <p style="text-align: right;"><b>Year 13 student</b></p>
<p><b>Year 2 Content</b></p> <ul style="list-style-type: none"> <li>• Issues Debates and Approaches</li> <li style="padding-left: 40px;">Optional topics</li> <li>• Relationships, Gender or Cognition</li> <li>• Schizophrenia, Eating Behaviour or Stress</li> <li>• Aggression, Forensics or Addiction</li> </ul>	
<p><b>Progression</b></p> <p>Psychology is one of the most popular undergraduate degree courses. In previous years, over a third of students taking this A-Level at Settle College have gone on to study Psychology or a Psychology related degree at university. It is an accepted qualification for many Higher Education courses. Psychology contributes to many fields including Education, Health and Social Care, Medicine, Sport, Law and some aspects of Business.</p>	<p><b>What students say:</b></p> <p>“Every lesson is different and I feel I learn something new each time”</p> <p>“Psychology is brilliant...this is not an opinion, it is fact!”</p> <p>“I find Psychology engaging and interesting, and though the content can be challenging, the teachers make it easy to understand”</p>

# Spanish A Level (AQA)

Entry Requirements	General Comments
<p>5 GCSEs at grade 5 or above, which must include:</p> <p>GCSE Spanish Grade 6</p>	<p>You will study technological and social change, looking at the multicultural nature of Hispanic society. You will study highlights of Hispanic artistic culture, including a focus on Spanish regional identity and the cultural heritage of past civilisations. You will learn about aspects of the diverse political landscape of the Hispanic world.</p> <p>Throughout your studies, you will learn the language in the context of Hispanic countries and issues and influences which have shaped them. You will study texts and film and will have the opportunity to carry out independent research on an area of their choice.</p>
<p><b>Content</b></p> <p>Core content</p> <ul style="list-style-type: none"> <li>• Social issues and trends</li> <li>• Political and artistic culture</li> <li>• Grammar</li> </ul> <p>Options</p> <ul style="list-style-type: none"> <li>• Works: Literary texts and films</li> </ul>	
<p><b>Assessment:</b></p> <p><b>Paper 1: Listening, reading and writing</b></p> <ul style="list-style-type: none"> <li>• Aspects of Hispanic society</li> <li>• Artistic culture in the Hispanic world</li> <li>• Multiculturalism in Hispanic society</li> <li>• Aspects of political life in Hispanic society</li> <li>• Grammar</li> </ul> <p><b>Paper 2: Writing</b></p> <ul style="list-style-type: none"> <li>• One text and one film or two texts from the list set in the specification</li> <li>• Grammar</li> </ul>	<p><b>Paper 3: Speaking</b></p> <ul style="list-style-type: none"> <li>• Individual research project</li> <li>• One of four themes (ie Aspects of Hispanic society or Artistic culture in the Hispanic world or Multiculturalism in Hispanic society or Aspects of political life in Hispanic society)</li> </ul>
<p><b>Progression</b></p> <p>Spanish can be used as an entry qualification to a wide variety of courses at University or College, as a basis for a Modern Language course or as an element of a Joint or Combined course. Combinations have been as diverse as Spanish and Linguistics, Spanish and Psychology and Spanish and Business Studies. You are invited to take a look on <a href="http://www.language.org.uk">www.language.org.uk</a> and view the possibilities.</p> <p>Language skills can take you a long way! Many Higher Education institutions now offer students the opportunity to continue their Modern Languages study regardless of degree choice. Students wishing to go into Primary Education or Medicine are strongly recommended to consider including foreign language study in their plans.</p>	<p><b>What students say:</b></p> <p>“It is fantastic to learn about Spanish culture and society, through literature and cinema, as well as increasing my language skills.”</p>

# SETTLE COLLEGE SIXTH FORM



## ENTRY CRITERIA 2022/23

## SUMMARY OF ENTRY CRITERIA

Settle College Sixth Form offers a broad range of courses to suit students of different abilities and aspirations. To ensure each student has the best opportunity to succeed in their chosen curriculum, we have developed curriculum pathways for students, with specific entry criteria for each subject. Students will also be expected to re-take Maths and English GCSEs in Year 12, if they have not achieved a grade 5 by the end of Year 11.

Overall Requirements For Sixth Form Entry	
<b>Academic Pathway</b>	<p>e.g. 3 A-Levels as part of a two year programme of study, in some instance also including the Extended Project. <i>Those that wish to select four A-Levels have an option to discuss this at their initial interview.</i></p> <p>Entry Criteria: 5 GCSEs grade 9-5 including English and Maths, plus entry criteria for each subject.</p>
<b>Mixed Pathway</b>	<p>e.g. 2A-Levels + 1 BTEC/CTECs or 2 BTEC/CTEC and 1 A level for a two year programme</p> <p>Entry criteria: 5 GCSEs grade 9-5 (preferably including English and Maths) plus entry criteria for each subject.</p>
<b>Vocational Pathway</b>	<p>e.g. 2 BTEC/CTECs and Work Experience.</p> <p>Entry Criteria: 4 GCSEs grade 9-5 including English and Maths, plus entry criteria for each subject. Re-sit English and Maths GCSE if not at a grade 5 or above by the end of Year 11.</p>



Subject	Equivalent Value	Minimum Grade for course	Additional Information
Applied Science	1 A-Level	Course Requirements – 5 GCSEs at grade 5 or above, which must include:  GCSE Combined Science (Grade 5 -5 or above) & Maths (Grade 5 or above)  OR Biology & Chemistry & Maths (all Grade 5 or above)  OR Level 2 Cambridge Technical in Science	This course will only run if numbers are low in either of the 3 Science A-Level courses.
Art A-Level	1 A-Level	5 GCSEs of Grade 5 or higher. Grade 6 or above in GCSE Art	Uptake will dictate which Art option runs from September 2023. Only <i>one option</i> will run either Fine Art or Photography
Biology A-Level	1 A-Level	5 GCSEs at grade 5 or above, which must include:  GCSE Combined Science (Grade 6 -6 or above) & Maths (Grade 6 or above) OR  Biology & Chemistry & Maths (all Grade 6 or above)	Not suitable for students who have studied Level 2 BTEC Applied Science or Applied Science GCSE
Business CTEC Extended Certificate	1 A-Level	4 GCSEs of Grade 5 or higher	You do not have to have studied Business at GCSE
Business A-Level	1 A-Level	5 GCSEs of Grade 5 or higher	Uptake will dictate which Business option runs from September 2023. Only <i>one option</i> will run either CTEC or A-Level Business
Chemistry A-Level	1 A-Level	5 GCSEs at grade 5 or above, which must include:  GCSE Combined Science (Grade 6 -6 or above) & Maths (Grade 6 or above) OR  Chemistry & Maths (both Grade 6 or above)	Not suitable for students who have studied Level 2 BTEC Applied Science or Applied Science GCSE
Drama and Theatre A-Level	1 A-Level	5 GCSEs which must include: grade 5 in GCSE Drama or Level 2 BTEC Performing Arts at Merit or above and Grade 5 in English Language.	
Engineering	1 A-Level	5 GCSEs at grade 5 or above. Must include GCSE Design & Technology Grade 6, Level 2 Engineering Distinction, Maths and Physics at a 7 (in exceptional cases a 6 may be considered).	
English Language A-Level	1 A-Level	5 GCSEs which must include: Grade 6 in GCSE English Language and Grade 6 in GCSE English Literature	

English Literature A-Level	1 A-Level	5 GCSEs which must include: Grade 6 in GCSE English Language and Grade 6 in GCSE English Literature.	
Extended Project Qualification	Half an A-Level qualification	All 'academic pathway' students will study for the Extended Project Qualification	This goes alongside your 3 or 4 A Level choices and is not a distinct A Level option choice.
French A-Level	1 A-Level	5 GCSEs which must include: Grade 6 in GCSE French	
Geography A-Level	1 A-Level	5 GCSEs which must include: Grade 5 in GCSE Geography	
History A-Level	1 A-Level	5 GCSEs which must include: Grade 5 in GCSE History	
IT Cambridge Technical	1 A-Level	4 GCSEs of Grade 5 or higher including Grade 5 English and Maths	
Mathematics A-Level	1 A-Level	5 GCSEs which must include: Grade 7 in GCSE Maths	Grade 6 taken into consideration.
Music	1 A-Level	5 GCSE grades a 5 or above. Grade 6 or above in GCSE Music. Be able to perform at approximately Grade 5 minimum at the start of the course. *	*A performance audition may be required for lower grades at the teacher's discretion.
Photography	1 A-Level	5 GCSE grades at 5 or above. Grade 6 or above in GCSE Art.	Uptake will dictate which Art option runs from September 2023. Only <i>one option</i> will run either Fine Art or Photography
Physical Education	1 A-Level	5 GCSEs which must include: Grade 6 in GCSE PE or BTEC Level 2 Sports at Distinction and Grade 6 in Science	
Physics A-Level	1 A-Level	5 GCSEs at grade 5 or above, which must include:  GCSE Combined Science (Grade 6-6 or above) & Maths (Grade 6 or above) OR Physics & Maths (both Grade 6 or above)	Not suitable for students who have studied Level 2 BTEC Applied Science or Applied Science GCSE
Product Design A Level	1 A-Level	5 GCSEs which must include: Grade 5 in GCSE Design and Technology or Grade 6 in Art and Design	
Psychology A-Level	1 A-Level	5 GCSEs which must include: Grade 6 in GCSE English Language	
Spanish A-Level	1 A-Level	5 GCSEs of Grade 5 or higher including a Grade 6 at GCSE Spanish	
Sport CTEC National Diploma	1 A-Level	4 GCSEs of Grade C or higher, with a Grade 5 GCSE in PE or Merit in BTEC Sport	Uptake will dictate which Sport option runs from September 2023. Only <i>one option</i> will run either CTEC or A-Level PE

# Six things you need to know before making your final A-level choices

*(source - the uniguide.co.uk)*

## **1. Certain A-level subjects may help with university course options**

For some university degree courses, you'll need to have studied specific subjects at A-level (or equivalent). If you've already got a specific university course in mind, you can check university websites for any required A-level subjects.

But if you're not yet sure about university plans, you can keep your options open by choosing a range of A-level subjects. Being broad with your choices can be helpful. Some universities discourage students from taking certain combinations of A-level subjects, particularly when subjects are very similar like business studies and economics – something to bear in mind when you're making A-level choices.

## **2. A-levels are a lot tougher than GCSEs**

The reason you take a particular subject at A-level will come down to one (or more) of these three scenarios (usually):

- you need it to pursue a particular career
- it's a subject you enjoy and are good at
- it's a subject you've not studied before but you think will suit you

Either way, be prepared for a big jump in the level of difficulty when you transition from GCSE to A-level (or any other Advanced level qualification for that matter).

You'll also see differences in the way you're taught and in what is expected of you

## **3. Certain uni courses will look for specific A-levels**

This is really important if you have a particular degree in mind. You won't be able to apply to some degree courses without having taken some specific A-levels (and scored the right grades in them too, of course).

Below are a few examples to give you an idea of what to expect (some are no-brainers)...

A pharmacy degree must have: chemistry, plus at least one from biology, maths and physics

An English literature or language degree must have: usually English literature, maybe English literature and language or English language

A geology or earth sciences degree must have: at least two from maths, physics, chemistry and biology

An economics degree will sometimes need: maths, very rarely do you need economics

# Six things you need to know before making your final A-level choices (cont.)

*(source - the uniguide.co.uk)*

## **4. Some courses and unis have lists of subjects they don't accept**

Particular courses – take, for instance, an architecture course at the University of Bath – will view certain A-levels as less effective preparation for university studies than others.

Similarly, some universities – such as the University of Sheffield – actually list which A-level subjects they prefer.

Others, like the London School of Economics and Political Science (LSE), have 'non-preferred' subject lists.

If your subject choices don't match up, you shouldn't necessarily discount the course, or be put off from taking a creative or vocational A-level subject you're really interested in. Just make sure you're satisfying an entry requirements with the other A-level subjects you're taking.

## **5. Know myth from reality**

Don't take everything you hear at face value or based on what a friend/older sibling/girlfriend's hairdresser says – the reality might be quite different. It's always worth investigating things yourself so you get the full picture.

While entry requirements are often a minimum set of criteria you have to meet, a university may view you differently from another candidate based on your personal statement or your portfolio if your predicted grades just miss the mark. Don't rely on preconceived assumptions or what you hear through someone else from their experience. Double-check your facts with the university or department themselves.

## **6. Many unis and courses will consider you whatever you choose**

Question: Accountancy, anthropology, archaeology, banking, business studies, classical civilisations, hospitality, information science, law, management, marketing, media studies, philosophy, politics, psychology, public relations, religious studies/theology, retail management, social work, sociology, surveying, television, travel and tourism...

What do these subjects have in common?

Answer: They will all consider a very wide range of A-level choices and do not normally have essential subject requirements! So don't get too bogged down in essential A-levels you have to take.



# My notes

# Questions



**Please indicate your Post-16 preferences by ticking one of the boxes below:**

- I am only applying to Settle College Sixth Form:
- As well as my application to Settle College Sixth Form I am submitting other application(s) to:  
.....

Please indicate below the courses you would like to apply for. We hope to be able to accommodate the vast majority of student choices within timetable limitations. **Please list subjects in preference order** and indicate reserve choices in case your combination of subjects is not possible.

**Proposed Post-16 Courses at Settle College Sixth Form -**

Choose 3 unless you want to study 4 and you are likely to achieve mostly Grade 8/9 at GCSE. Whether you choose 3 or 4 we need at least one reserve to be included.

**Staff Signature and Comment** (you will need to ask the subject teachers to sign and comment below.)

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4.</b>	
<b>Reserve 1</b>	
<b>Reserve 2</b>	

Are there any other courses that you would be interested in studying if they could be offered through Settle College Sixth Form? .....

**PERSONAL STATEMENT AND CAREER PLAN:** (Include the reasons for your subject/career choices Post-16, your interests, hobbies, part-time employment/work experience and career plans. You can continue on the back of the application form or attach a sheet if you need more space.)

**Referee Details**

**Please give details of a teacher who can complete a reference for you. (For example, this could be a Form Tutor or a Head of Year.)**

**Name:** ..... **Position:**.....

**Telephone Number:** ..... **Email Address:** .....

**Signature of applicant:** ..... **Date:** .....

**Signature of parent/carer:** ..... **Date:** .....

**Deadline for all forms: Friday 16th December 2022**

**To return to Mr Murphy, Director of Sixth Form, Settle College, Settle, BD24 0AU**