



Welcome to
Sandy Secondary School
Sixth Form
September 2022





Sandy Secondary School offers a diverse and stimulating curriculum to engage student interest and optimise academic achievement within the Sixth Form.

Whatever your child's academic interests, strengths and ambitions, Sandy Secondary School provides an exceptional springboard to future success:

- All subjects studied are qualification focused.
- Sixth Form students will have relevant SMSC (Social, Moral, Spiritual and Cultural education) via assemblies and in drop down sessions , to make them better informed regarding the world around them and to ensure they are work ready.
- All students will have an individual path to educational success mapped from the start of Year 12.
- All A level examinations will be taken at the end of Year 13. Year 12 end of year examinations will take place to ensure that it is appropriate for students to stay on their selected course(s).
- There is a focus on Information Advice and Guidance throughout Year 12 and 13, in order to support the next steps in their career.

We recommend most Level 3 students study an additional qualification, such as Core Maths, The Duke of Edinburgh Award or Extended Project Qualification during Year 12 and 13, so that they are well rounded individuals. Employers and universities like to see these qualifications as it shows students can research and analyse information, as well as have an understanding of the wider world around them.

Miss K Hayward
Executive Principal



High Aspirations and Outstanding Achievement

Our primary aim at Sandy Secondary School Sixth Form is to provide the best possible education for all our students and equip them with the skills and knowledge to move on to university, further education, apprenticeships or employment. We want all our students to succeed and, therefore, set aspirational targets to motivate and challenge them to aim for the highest results achievable.

Additional Qualifications

We offer additional qualifications for our students to study, to support and improve their portfolio of skills, knowledge and qualifications in order to give them the best possible chance of achieving their next steps. Level 3 students will be able to study from a range of options including EPQ (The Extended Project), Core Maths or Duke of Edinburgh Award.

EPQ is the Extended Project Qualification and is recognised by top universities and in some cases can be used as part of the points score needed to secure a place. EPQ develops the key skills of:

- Independent Study Skills
- Critical Thinking
- Time Management and Organisation
- Extended Writing
- Problem Solving

The EPQ course carries UCAS points, which can be used as part of the entry requirement for university.

Core Maths is recommended for students taking a Level 3 course which requires a high level of mathematical knowledge if they have not taken A Level Mathematics.

The Duke of Edinburgh Award is nationally recognised, developing the all-round skills of the students. There are additional costs involved with this which the students need to fund themselves.

Sixth Form Team

Miss K Hayward — Executive Principal.

Mr G Preston — Head of School.

Mrs T Hinson — Assistant Principal, with overview of pastoral care of students.

Mr W Levesley — Head of Sixth Form, with overview of student progress and attainment.

Miss A Chin — Head of Sociology, with overview of the UCAS process

Mr P Waller — Director of Alternative Provision, Head of EPQ, Criminology & Psychology

Entry Requirements

For Level 3 courses there is a minimum requirement of at least 6 GCSE qualifications at grade 4 to 9. In most subjects the entry requirement will be at least a grade 6 and in some cases students will need to achieve grade 7 to undertake the course. The individual entry requirement for each subject are listed on pages 9 & 10, and there are essential and desirable requirements for each course. If a student does not meet the entry requirements then the school will look at each student on an individual basis with an interview process to review the situation. Students must achieve at least a grade 4 in either English Language or English Literature in order to be able to access the high literacy content of the Level 3 courses.

Students will be able to select a combination of courses dependent on their achievements at the end of Year 11. The recommended number of courses is listed below but is discussed as part of the interview and enrolment process.

Grades	Course Selection
Mainly 7, 8 & 9	4 A Level or BTEC Level 3 Courses and EPQ Or 3 A Levels or BTEC L3s and 1 Additional Course
Mainly 6	3 A Levels or BTEC L3s and 1 Additional Course
Mainly 5	3 A Levels or BTEC Level 3s and possibly 1 Additional Course
Mainly 4s	3 A Levels or BTEC Level 3s



Application Process

Students need to complete the application form and return it by Friday 10^h December. This will be followed by interviews to review the choices made by each student and their suitability for the courses on offer.

Sixth Form Induction

Sixth Form Induction takes place towards the end of the summer term for students who are joining our Sixth Form in September, and is essential preparation for the start of new courses. During this process, lessons will be undertaken in the subjects selected, with summer homework issued, which is part of the bridging process, whilst allowing staff to assess the level of background knowledge the students will be bringing to the course.

The induction process gives students the opportunity to check that they have made the right choice of course(s) before they enrol in September.

Students are given the opportunity to undertake team building exercises and meet with students in Year 13 to start the process of creating the Sixth Form identity which greatly supports the progress and achievement of students at Sandy Secondary School Sixth Form.

Pastoral Care

Students as they enter our Sixth Form are provided with support by the Sixth Form team.

One-to-one meetings are used to help ensure that students fulfil their potential in all areas, equipping them for the next stage of education or employment.

The Sixth Form Team will help students through difficult situations, offering support and expert guidance. Our dedicated and experienced team will help you review the options for the future and eventually suitable employment.

We fully understand the importance of parental support and the impact this has on the students' learning. Regular progress sheets will be sent home throughout the year with Parents Evenings providing the opportunity to meet with subject staff. Additional Sixth Form evenings will take place throughout the year looking at supporting the students to apply for university and the funding arrangements.

Future Prospects

All of our former students were successful in obtaining offers from university, and those who wished to, were able to take up their places, both within the UK and abroad. We have regular careers sessions which help to guide students on to the best courses of action for them on leaving Sixth Form. All students leaving our Sixth Form in the past three years have gone onto either university, apprenticeship or employment. The Sixth Form Team support students to prepare for life after Sixth Form.

Specific University Courses

If you are interested in taking specific courses at university, some might prefer you to have, or study, certain qualifications. We have given some courses in the list below, but this is not definitive and some universities will be different from others.

Fundamentally, all universities will want good passes at GCSE in both English and Mathematics and some courses might have other requirements, such as a Humanity or a Language at GCSE, too. Lots of these courses also require a minimum amount of work experience in that sector so that applicants can demonstrate an understanding of what it is that they are undertaking.

Course	Compulsory or Preferable Subject(s)
Accountancy	You might need Mathematics, but you can join this industry at any stage with good qualifications
Architecture	Maths / Physics and Art or Design
Art + Design	Either Art or Design – it might be worth taking a Foundation Course in Art after the Sixth Form to develop a strong and broad portfolio of work
Engineering	Maths and Physics
Law	English, History or Philosophy preferable, with some universities recommending students do not study Law at A Level.
Medicine Dentistry Veterinary Science	Triple Science (GCSE) is preferable 2 of Maths, Biology, Chemistry (please check individual universities)
Nursing	A science at A level, or BTEC Health & Social Care
Physiotherapy	A science at A level
Social Work	None usually specified, but often Philosophy looks good on applications



Preparing for University

For students considering applying to university our Sixth Form team provide specialist support enabling students to apply for Oxbridge, Medicine, Veterinary Science and other highly competitive courses such as Psychology, Law and the Health and Social Care Sector (Nursing, Midwifery, Physiotherapy and Social Work are a few examples of where recent applications have been successful). This support includes writing of personal statements, interview techniques and preparation for courses with specific entry assessments such as Law or Teacher Training.

Extra-Curricular and Enrichment

Sandy Secondary School Sixth Form provides a number of opportunities that we feel benefit the students in the future. We offer all students the opportunity to attend the UCAS conference, which provides information for students applying to university, as well as key information from major employers regarding higher level apprenticeship schemes.

We offer mentoring opportunities of working with younger students to make the most of their studies. The reading scheme and maths support that the Sixth Form students offer to students in our younger years is hugely beneficial to both parties, supporting students to make progress and developing Sixth Formers' interpersonal skills.

Students have the opportunity to take part in mock legal trials and a "*University Challenge*" style competition against other schools. An integral part of the Sixth Form experience is the support for the local community, with various fundraising activities taking place throughout the year, including the Senior Citizens Christmas Party. Students are also encouraged to take a role in the Sixth Form Council, which has responsibility for the fundraising events and the Sixth Form social area.

All the additional activities that students are encouraged to take part in help to develop the whole person whilst being part of the Sixth Form, and sit very well on applications and CVs when looking to take the next steps.

Student Leadership

Sixth Form students play a key role in the work of the school and act as role models and leaders for our younger students. We want to encourage a wide range of students to take on leadership roles and develop them as individuals and enhance the progress and achievements of the whole community.

The leadership structure in the sixth form is:

Head Boy/Girl

Deputy Head Boy/Girl

Lead Student

Student Committee

Student Voice



Attendance and Dress Code

Our Sixth Form students are role models and young leaders, who contribute significantly to the whole school ethos. We believe that, for our students to gain the greatest benefits from their education, they need to aim for 100% attendance.

Students in the Sixth Form need only attend when they have taught sessions, they are able to study either in school at home when they have designated study periods. This arrangement is reviewed regularly and should there be a concern over the levels of achievement and engagement of a student this privilege will be removed.

We want to create a formal and positive working environment and expect all students to come to school in smart business wear. This is inline with the dress code that the staff are required to follow.

The dress code is outlined below:

Sixth form dress code

Clothing, for sixth form students, should be of a comfortable fit, and suitable to wear in a professional office environment.

- Smart trousers, not skinny-fit; smart knee length shorts in summer,
- Three-quarter length, or Capri trousers may be worn in summer. Leggings may only be worn under a skirt or dress.
- Collared shirt or Blouses or workwear smart top (strappy tops, vests, crop tops or transparent clothing are not permitted). Sleeveless dresses/tops are permitted.
- Skirts/dresses – knee length (maximum four fingers width above the knee)
- Smart shoes (no sandals, flip flops, plimsolls, or canvas shoes)
- Jumper/cardigan (no hoodies or sweatshirts)
- Jacket or suit (optional)
- Smart coat
- No denim material, logos or slogans
- Hats (e.g. baseball), are not to be worn
- Hair – only natural colours and no extreme hairstyles. No facial piercings
- Subtle jewellery and make-up
- Hair – only natural colours and no extreme hairstyles.

Clothing which does not adhere to this dress code, or is deemed inappropriate may result in the student

Level 3 Courses

Subject Options

This is a **provisional** list and subjects may change depending on numbers of applications for that subject. The entry requirements for each course are the guidelines used to assess the suitability of students to courses. Where students do not meet the entry requirements discussion will take place with subject leaders to decide on suitability for the course.

Course	Essential Entry Requirements	Desirable Entry Requirements
A Level Art	5 in Art	
A Level Biology	6 in 2 Sciences 5 in Maths	
A Level Chemistry	6 in 2 Sciences 6 in Maths	
A Level Computer Science	6 in Computer Science 6 in Maths	7 in Maths If Computer Science not previously studied 2 grade 6s in Science
A Level Dance	5 in Dance	
A Level Drama	5 in Drama 4 in English	
A Level English Literature	6 in Literature 5 in Language	6 in both Language & Literature Or 6 in essay based subject such as History
A Level Environmental Sciences	6 in 2 Sciences	
A Level French	6 in French	
A Level Further Maths	8 in Maths	
A Level Geography	5 in Geography or 6 in History 5 in English	5 in Maths
A Level History	5 in History 5 in English	
A Level Mathematics	7 in Maths	
A Level Media Studies	5 in English	
A Level Philosophy & Ethics	5 in English or History	6 in an essay based subject
A Level Photography		Studied Art at GCSE
A Level Politics	5 in Geography or History 5 in English	

Level 3 Courses (continued)



Course	Essential Entry Requirements	Desirable Entry Requirements
A Level Physical Education	Experience of a Sport course during year 11/10. Grade 4 or Level 2 Merit at BTEC. Grade 4 in 2 Sciences. Playing a sport outside of school OR Coach a sport outside of school.	GCSE PE Course. Grade 5 or Level 2 Distinction. Grade 5 in Biology and Chemistry/Physics. Playing competitively at club level. OR Coach competitively at club level/age group.
A Level Physics	6 in 2 Sciences 6 in Maths	
A Level Product Design	4 in Product Design	
A Level Psychology	5 in English, Maths & Science	
A Level Sociology	5 In English	
A Level Spanish	6 in Spanish	
BTEC Applied Science	4 in English, Maths & Science	
BTEC Creative Digital Media Production	4 in English	
BTEC Health & Social Care	4 in English	
BTEC ICT	4 in English	
RSL Music Performance	4 in English Grade 4 Practical or Audition	
BTEC Performing Arts	4 in English	
BTEC Sport	5 in English and Science	Level 2 Sport or GCSE PE
WJEC Criminology	5 in English, Maths & Science	
WJEC Food Science & Nutrition	4 in English Level 2 Pass in Hospitality	4 in Maths 4 in Science

You don't necessarily need to have studied a subject at GCSE or Level 2 BTEC in order to take it at Level 3.

For example, students who have not taken Geography at GCSE can take it at Level 3 provided they have done well in History and Science.



Subject:

A Level Art

Course Units and Content:

A level Art & Design

Component 1 – Personal Investigation

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s). 60% of total qualification.

Component 2 – Externally Set Assignment

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s) in response to an **externally set theme**. 40% of total qualification.

Assessment

AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. 25 %

AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. 25%

AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. 25%

AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. 25%

Examination Board:

Pearson: Edexcel

Types of jobs: Creative arts and design

Animator
Architect
Ceramics designer
Community arts worker
Exhibition designer / curator
Fashion designer
Fine artist
Film
Furniture designer
Graphic designer / web designer
Illustrator
Industrial/product designer
Interior and spatial designer
Jewellery designer
Make-up artist
Photographer
Product design
Printmaker
Teacher /Lecturer / technician
Theatre / set designer / costume designer
Textile designer
Web
Web designer

Student views:

"A level Art gives me the opportunity for self-expression and creative thinking."

"There are many positives to studying A level Art, for example, the classes are smaller so the tutors can work with you to develop your style with a wider range of equipment."

Where have students from Sandy Secondary School gone on to?

After A level Art those who wish to continue their art education normally undertake a Foundation Art course followed by Degree level at University.

Curriculum Leader:

Miss E Hart

Subject: A Level Biology



Course Units and Content:

In Year 12 students will study modules of work covering aspects of:

- ♦ Biological molecules
- ♦ Cells
- ♦ Organisms and the exchange of substances with the environment
- ♦ Genetic information; variation and relationships between organisms

To complete the A level in Year 13 students will also study aspects of:

- ♦ Responding to change; how organisms respond to changes in external and internal environment
- ♦ Energy transfers
- ♦ Genetics; populations, evolution and ecosystems
- ♦ The control of Gene expression

Assessment:

Paper 1

- 2 hour examination
- 91 marks 35% of A level
- Content taken from Year 12 programme of study including relevant practical skills
- 76 marks: short and long answers
- 15 marks: extended response questions

Paper 2

- 2 hour examination
- 91 marks 35% of A level
- Content from Year 13 programme of study, including relevant practical skills
- 76 marks: short and long answers
- 15 marks: comprehension questions

Paper 3

- 2 hour examination
- 78 marks 30% of A level
- Assessing any content
- 38 marks – structured questions including practical techniques
- 15 marks critical analysis of given experimental data
- 25 marks essay from a choice of two titles

Examination Board: AQA
Specification: A level 7402

Progression and Careers:

A level Biology is identified as a key subject by the Russell Group of Universities. Biology is a solid choice for students considering a career in Medicine, Biomedical Sciences, Microbiology, Veterinary Science, Dentistry, Environmental Science and Sport Science.

Student views:

"Biology A level incorporates many different topic areas from biochemistry to ecology, which provides a sound all-round knowledge of biological processes that can be applied in many different situations."

"The topics in Biology at A level are really interesting and you get to study them in much more detail than before, which clarifies some of those unanswered questions."

"The fieldtrip was fantastic! It was great to learn in a different environment and helped develop my practical and group work skills, which are vital for University."

"The support from teachers has been vital in my success in Biology and this along with varied and interesting lessons has made it an enjoyable subject to study at A level."

Where have students from Sandy Secondary School gone on to?

Most students studying Biology go on to complete degrees in Biosciences including:

Biomedical Science at Sheffield

Biochemistry at Bath

Ecology at Hull

Biomedical Science at Liverpool

Palaeontology at Portsmouth

Veterinary Science at Nottingham

Curriculum Leader:
Mr M Cuff

Subject: A Level Chemistry

Course Units and Content (Draft):

In Year 12 students will study modules of work covering aspects of:

- ♦ Physical Chemistry, an introduction to the foundations of chemistry, including atomic structure, bonding, kinetics, equilibria and quantitative chemistry
- ♦ Inorganic Chemistry, including study of periodicity, Group 2 and Group 7 elements.
- ♦ Organic Chemistry, including Hydrocarbon chemistry and organic analysis

To complete the A level in Year 13 students will also study aspects of:

- ♦ Physical Chemistry, including thermodynamics, acids and bases, rates of reaction and electrochemical processes
- ♦ Inorganic Chemistry, including period 3 elements and transition metals and the reactions of ions
- ♦ Organic Chemistry, including polymerisation, isomerism, aromatic chemistry, aldehydes and ketones, organic synthesis and analysis.

Assessment:

Paper 1

- 2 hour examination
- 105 marks 35% of A level
- Topics taken from Physical Chemistry and Inorganic Chemistry, with assessment of relevant practical skills.

Paper 2

- 2 hour examination
- 105 marks 35% of A level
- Topics taken from Physical Chemistry and Organic Chemistry, with assessment of relevant practical skills.

Paper 3

- 2 hour examination
- 90 marks 30% of A level
- 30 multiple choice, 40 marks on practical techniques.
- 20 marks testing across the specification

Examination Board:

AQA

Specification : A level 7405

Progression and Careers:

Although not always necessary, the majority of careers in Chemistry require further education to degree or masters level. They include:

Analytical Chemist
Chemical Engineer
Clinical Biochemist
Pharmacologist
Science Writer
Toxicologist

Student views:

"I enjoy practicals as they are a really good challenge."

"It's really interesting to take the GCSE knowledge further and find out the truth about Chemistry."



Where have students from Sandy Secondary School gone on to?

Most students studying Chemistry go on to complete degrees in Biosciences including:

Sheffield University—Biomedical Science
University of Bath—Biochemistry
University of Hull—Ecology

Curriculum Leader:

Mr M Cuff

Subject:

A Level Dance

Course Units and Content:

Performance and Choreography

- Solo performance linked to a specific practitioner within an area of study
- Performance in a quartet
- Group Choreography

Critical Engagement

- Students will study a compulsory set work (Rooster, Christopher Bruce) and understanding its location within a corresponding area of study (Rambert Dance Company).
- Students will study a second set work (Sutra by Sidi Larbi Cherkaoui) and understanding its location with its area of study— Independent Contemporary Dance scene in Britain (Akram Khan and Hofesh Shechter).

Assessment

Performance and Choreography

Practical examination

- 80 marks

50% of A level

Critical Engagement

- Written examination: 2 hours 30 minutes
- 100 marks

50% of A level



Types of jobs:

Dancer	Dance Therapist
Front of House Manager	Dance Scientist
Dance Teacher	Movement Director
Choreographer	Theatre Manager
Marketing Officer	Dance Critic/Journalist
Set Designer	Stage Manager
Lighting Designer	Events Organiser

Student views:

"Studying A level Dance has helped my confidence to grow. I am now developing into a mature and confident person and my passion for Dance grows everyday."

"I absolutely love A level Dance! I really enjoy developing my skills, not just as a performer, but as a choreographer. I am now going to pursue Dance as a career in the future— all thanks to A level Dance."

Where have students from Sandy Secondary School gone on to?

Northern School of Contemporary Dance
London Studio Centre
Royal Centre School of Speech and Drama
University of Chichester

Examination Board:

AQA

Curriculum Teacher:

Miss N Mosedale

Subject:

A Level Drama & Theatre Studies



Course Units and Content:

Drama continues to be a popular subject where students excel. Not only do students develop their skills as practitioners and performers in preparation for further study, but the cross-curricular links in regard to textual analysis enable and empower students to succeed in other areas of their school career, from both an understanding of politics and political and social structure, to their understanding of English literature.

Component 1: Devising

- Devise an original performance piece
- Use one key extract from a performance text and a theatre practitioner as stimuli
- Centre choice of text and practitioner
- Performer or designer routes available.

Component 2: Text in Performance

- A group performance/design realisation of one key extract from a performance text
- A monologue or duologue performance/design realisation from one key extract from a different performance text
- Centre choice of performance texts

Component 3: Theatre Makers in Practice Written examination: 2½ hours

- Live theatre evaluation – choice of performance
- Practical exploration and study of a complete performance text – focusing on how this can be realised for performance
- Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be reimagined for a contemporary audience
- Choice of eight practitioners
- Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 word and the performance text they have studied. They, as theatre makers, intend to realise the extract in performance
- Students answer from the perspective of a performer, director or designer.

Assessment:

Component 1: 40% of the qualification 80 marks
Component 2: 20% of the qualification 60 marks
Component 3: 40% of the qualification 80 marks

Progression and Careers:

Actor, Stage Manager, Arts Administrator, Drama Teacher, Drama Therapist, TV Production Assistant/Presenter/Producer, Radio Presenter, Director, Script Writer, Theatre Technician, Creative Designer.

Student views:

"Drama is the place where I can explore spiritual, moral, social and cultural issues and plays as a drama practitioner. Not only does it develop my understanding as a performer through the practical exploration of plays, it is the one place where I can be anyone I want to be. Whether you have desire to work within the performing arts industry one day, or whether you just love drama and practical work, it has something for everyone."

Where have students from Sandy Secondary School gone on to?

Many of our students go on to study a BA (HONS) course in Acting, Drama & Theatre Studies or Performing Arts. Several have been accepted into top drama schools such as the Central School of Speech and Drama. Drama is a subject that develops well rounded and creative students, a quality that is sought by many top universities in the country. As a result we have also had students leave to take university degrees in vocations varying from Midwifery to Natural Sciences. Some have then gone on to that Masters Degrees and Doctorates.

Examination Board: Edexcel

Curriculum Leader:

Mrs K Quinn



Subject:

A Level English Literature A

Course Units and Content:

Core content:

Love through the Ages

Texts in Shared Contexts

Independent Critical Study: Texts across Time

Assessment:

Paper 1: Love Through the Ages—Shakespeare and Poetry

Study of poetry anthology (pre-1900), unseen poetry, novel and one Shakespeare play (**Closed book examination**)

Paper 2: Love Through the Ages – Prose

Study of drama and novel, unseen prose texts and poetry collection. (**Open book examination**).

NEA (Non-examined Assessment): Independent Critical Study: Texts across Time.

This course is taken over two years with a skills based study in the first year based on the examination requirements.



Examination Board:

AQA

Contact

Miss Lally

Assessment Components:

Examination Board: A Level English Literature A (AQA)

Paper 1: Love Through the Ages

Study of three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play. (**Written examination: 2½ hour closed book/75 marks/40% of A level**)

Paper 2: Texts in Shared Contexts

Option 2B: Modern Times: Literature from 1945 to the Present Day. Study of two comparative texts (***A Streetcar Named Desire/The Help***) and Carol Ann Duffy poetry anthology ***Feminine Gospels***. (**Written examination: 2½ hour/open book/75 marks/40% of A level**).

Non-examination Assessment: Independent Critical Study: Texts across Time

Comparative critical study of two texts, at least one of which must have been written pre-1900/One extended essay (2500 words) and a bibliography (**50 marks/20% of A level/assessed by teachers/moderated by AQA**).

Progress into Careers / Sixth Form / Higher Education:

Students need a minimum of a Grade 6 to study English Literature in the Sixth Form at Sandy Secondary School.

This is a versatile qualification that is desirable to many universities and employers. It is often seen as a minimum standard for careers such as Law, Journalism, Public Relations, Marketing, and new technologies such as Blogging, Project Managing and IT careers, etc.

Golden Curriculum / Enrichment opportunities:

English Coursework Support/Examination Preparation takes place as required after school, Saturdays and during holidays.

Theatre trips to London and Milton Keynes to see such plays as: '*Blood Brothers*', '*A Midsummer Night's Dream*' '*An Inspector Calls*' and '*A View from a Bridge*'. Students are encouraged to attend external university visits to enhance their understanding of the subject.

We also participate in National Theatre screenings of set texts at Cineworld in Bedford or surrounding areas.

Subject: A Level Environmental Science

Course Units and Content:

Students will study 7 modules of work across two years, focussing on:

The living environment – the interaction of organisms with their environment

The physical environment – how anthropogenic activities are interconnected with physical processes

Energy resources – the importance of energy resources and impact of future energy supply problems

Pollution – how the properties of materials and energy forms interact to result in environmental change

Biological resources – the challenges posed by the need to provide food and resources for a growing human population without damaging the planet's life support systems

Sustainability – the interconnected nature of environmental problems and the solutions to these problems

Research Methods – methods used to investigate a wide range of environmental issues

Assessment:

Paper 1

3 hours

120 marks

50% of A-level

Content from:

The physical environment

Energy resources

Pollution

Research methods

Multiple choice, short answer and extended writing question

Paper 2

3 hours

120 marks

50% of A-level

Content from:

The living environment

Biological resources

Sustainability

Research methods

Multiple choice, short answer and extended writing question

Progression and Careers:

Environmental science is an increasingly popular subject at A-level, due to its wide ranging links to the current climate crisis, and ways in which the world needs to be shaped in the future to ensure the healthy survival of the planet. It is also one of the fastest growing areas of employment. Environmental science will support students interested in a wide range of careers, including environmental planning/research, environmental law, microbiology, ecology, horticulture, pollution control and conservation, as well as many others.



Where have students from Sandy Secondary School gone on to?

A Level Environmental Science is being offered for the first time in 2022/23 at Sandy Secondary School Sixth Form.

Examination Board: AQA

Specification: A Level 7447

Curriculum Leader:

Mr M Cuff

Subject: A Level French 7652



Course Units and Content:

The A level specification builds on the knowledge, understanding and skills gained at GCSE. The course is designed to be taken over two years.

Course content:

- Aspects of French-speaking society: social issues and trends
- Political and Artistic culture
- Works: Literary texts and Films

Grammar: A level students are required to use grammar and structures actively and accurately.

Assessment:

Paper 1: Listening, Reading and Writing:

Aspects of French-speaking society: current trends

Aspects of French-speaking society: current issues

Artistic culture in the French-speaking world

Aspects of political in the French-speaking world

- ♦ Written examination: 2 hours 30 minutes
- ♦ 100 marks in total (50% of A level)

Paper 2: Writing

- ♦ One text and one film or two texts from the list set in the specification
- ♦ Grammar—active and accurate use
- ♦ Written examination: 2 hours
- ♦ 80 marks in total
- ♦ 20% of A level

Paper 3: Speaking

- ♦ Oral examination: 21–23 minutes (including 5 minutes preparation time)
- ♦ 60 marks in total
- ♦ 30% of A level

Examination Board:

AQA

Progression and Careers:

IT, creative and media, central and local government, business, teacher, law, police and RAF, Army, Navy, tourism, hospitality, energies and utilities, construction, engineering, manufacturing, overseas (United Nations, Ngo, EEC), retail, computer games production, fashion design, sport development, lecturer.

A language will help you in any chosen career within our international community.

Student views:

"It's really interesting – you learn about current affairs and different cultures."

"It's fulfilling to use your language skills in the country where it is actually spoken."



Where have students from Sandy Secondary School gone on to?

Glasgow: Maths and Spanish

Cardiff: French and Spanish

Nottingham: Spanish and Portuguese

Nottingham Trent: Spanish and Mandarin

Curriculum Leader:

Mrs J Duell

Subject:

A Level Further Mathematics

Course Units and Content:

The aims and objectives of this qualification are to enable students to extend their range of mathematical skills and techniques whilst understanding the coherence and progression in mathematics and how different areas of mathematics are connected.

Pure Mathematics

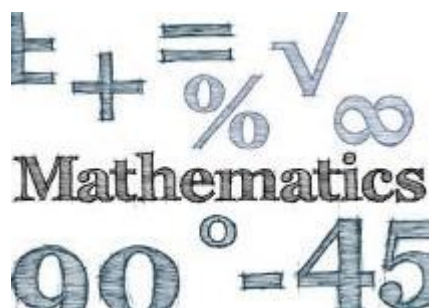
All students must study a course which covers the elements of Pure Mathematics at a deeper level than that met in A level Mathematics. These include matrix algebra, complex numbers, differential equations and different coordinate systems.

Optional Areas.

Students may choose to study a range of options that suit their particular interests and needs, for example further mechanics, statistics or pure mathematics, and also decision mathematics.

Assessment:

Four examinations: two in Pure Mathematics, and two based on the option choices made.



Examination Board:

Edexcel

Progression and Careers:

Further Mathematics better prepares a student for higher level study in Mathematics or a related physical science.

There are a wide range of careers available that rely on the skills developed in this subject. Numerate graduates are particularly in demand in the accountancy and financial services sector, research and development in science and engineering as well as education and the IT sector.

Student views:

"I chose to do Further Mathematics A level because it gives me a good foundation for other Sciences, such as Physics."

"I chose to study A level Further Mathematics because I enjoy a challenge and the subject is both interesting and useful."

"Being able to complete something that initially looks incomprehensible leaves me feeling excited and empowered."

Where have students from Sandy Secondary School gone on to?

Students have recently gone on to study Mathematics at the following universities:

Oxford
Nottingham
Warwick
Cardiff
Swansea

Curriculum Leader:

Mr G McAdam



Subject:

A Level Geography

Course Units and Content:

Unit 1: Physical Geography

Core Studies:

- Tectonic processes and hazards
- Water cycle and in security
- The carbon cycle and energy security

Option Studies:

- Coastal environments
- Glaciation

Unit 2: Human Geography

- Globalisation
- Superpowers

Option Studies:

- Regenerating places and diverse places
- Global development and connections

Unit 3: Synoptic Themes based upon a Geographical Issue

Unit 4: Coursework— an independent study based upon coursework

Please note that students will be required to attend a residential field trip in order to complete this course.

Assessment:

Unit 1:	2 hour examination 90 marks 30% of final grade
Unit 2:	2 hour written examination 90 marks 30% of A level
Unit 3:	1.45 hour 60 marks 20% of A level
Unit 4:	Coursework – 3000-4000 words 60 marks 20% of final grade

Examination Board:

Edexcel

Progression and Careers:

Geography is a broad based academic subject which is well respected by employers. Geography graduates have one of the highest rates of graduate employment.

Geography supports a number of career choices due to its diverse skill base and management approach to issues: finance, management, advertising, marketing, research, chartered surveyor, tourism, land and water management, housing and social welfare, conservation, volcanologist, geologist, palaeontologist, teacher, lawyer, medicine, journalist, MP, environmentalist, ecologist, engineer, pilot, armed forces, civil servant (to name a few!)

<https://www.rgs.org/geography/choose-geography/careers/>

<https://www.geography.org.uk/jobs-and-careers-in-geography>

Student views:

"It is preparing me for the world of work beyond school."

"An enjoyable course. It's hands on."

"Investigates world issues and their complexities."

"Helps to improve literacy skills when forming extended answers."

"It's challenging in a positive way."

"Varied topics and themes keeps it interesting."

Where have students from Sandy Secondary School gone on to?

Natural Sciences/Geological Science—Cambridge
Geography—Bangor
Geography—Keele
Physical Geography—Aberystwyth (scholarship)
Lincoln – International Relations and Politics

Curriculum Leader:

Ms C Saunders

Subject:

A Level History

Course Units and Content:

Year 12

Paper 1—Britain transformed , 1918-97 British social & political History.

Paper 2— The USA 1955-92: conformity and challenge. The Civil Rights Movement and political change.

Year 13

Paper 3—England 1485-1603: Rebellion and Disorder under the Tudors. Henry VII—Elizabeth I.

Coursework: - Russia in Revolution - Was the revolution of October 1917 a spontaneous uprising or a coup d'état?

Progression and Careers:

History is a strong academic subject, and is recognised as such by employers and universities. The skills you will acquire from History will allow you to analyse, critique and synthesise information and arguments; you will also develop the ability to look at a situation with an understanding and open mind.

Graduates from History degrees go into many professions: accountancy, administration, archaeology, architecture, archiving, the armed forces, business management, the Civil Service, conservation, human resources, information technology, journalism, law, local government, media and television, museums and galleries, national government, politics, teaching, university research, to name but a few.

Assessment:

Paper 1: Breadth Study with interpretations

30% of A level

Two essays and one interpretations question
(2 hours 15 minutes)

Paper 2: Depth Study

20% of A level

One source question, one depth essay
(1 hour 30 minutes)

Paper 3: Themes in breadth

30% of A level

Two essays and one source question
(2 hours 15 minutes)

Coursework

20% of A level

3000-4000 word independently produced essay

Student views:

"It is a challenging subject but really interesting. You get to learn about why the modern world is the way it is."

"It has helped me develop my analytical skills and it encourages interesting debate."

"I have a passion for History and my teachers have really encouraged me to develop my ideas and understanding of different areas of history."

"I love the interesting lessons."

Where have students from Sandy Secondary School gone on to?

Many students go on to read History at university. Many of our students apply to read History at Russell Group universities. Former Sandy Secondary School students have studied History at a number of top universities, including Kings College, London.



Examination Board:

Edexcel

Curriculum Leader:

Ms H Bacon

Subject:

A Level Mathematics

Course Units and Content:

The aims and objectives of this qualification are to enable students to understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study.

Pure Mathematics

Students will continue to study algebra to an advanced level, along with the topics of coordinate geometry, trigonometry, numerical methods for the solution of equations, vectors and they will be introduced to the techniques of integration and differentiation.

Mechanics and Statistics

Students will study Newton's laws of motion, kinematics, forces and moments, while in statistics they will continue to develop their skills in probability, sampling, representing data as well as being introduced to hypothesis testing.

Assessment:

Assessment is by three examination papers, of equal weighting, at the end of the 2 year course. Two examinations in Pure Mathematics, and one examination in Mechanics and Statistics.



Examination Board:

Edexcel

Progression and Careers:

Mathematics is one of the most popular A levels in the country, as it underpins many essential skills in the sciences, and the new statistical part of the syllabus ensures that students will further understand the use of mathematics in geography, psychology, economics and computing.

There are a wide range of careers available that rely on the skills developed in this subject. Numerate graduates are particularly in demand in the accountancy and financial services sector, research and development in science and engineering as well as education and the IT sector.

Student views:

"I chose to do Mathematics A level because it gives me a good foundation for other Sciences such as Physics."

"I chose to study A level Mathematics because I enjoy a challenge and the subject is both interesting and useful."

"Being able to complete something that initially looks incomprehensible leaves me feeling excited and empowered."

Where have students from Sandy Secondary School gone on to?

Students have recently gone on to study Mathematics at the following universities:

Nottingham

Warwick

Cardiff

Swansea

Engineering at Cambridge & Oxford

Curriculum Leader:

Mr G McAdam

Subject:

A Level Media Studies



Course Units and Content:

Students will study a theoretical framework comprising Media Language, Industries, Audiences and Representation through Close Study Products, provided by the examination board, in nine different media forms.

- Introduction to the framework four areas
- Advertising and Marketing
- Film
- Magazines
- Television, including one foreign language TV series
- Music videos
- Video games
- Non-examined assessment practical production
- Newspapers
- Radio
- Online social and participatory media

Assessment

Media Paper One —35% of A Level

Section A will focus on Media Language and Media Representations. Questions on:

- Advertising and marketing
- Music video

Section B will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms:

- Radio
- Newspapers
- Film (industries only)

Media Paper Two—35% of A Level

Questions will focus in-depth on:

- Television
- Magazines
- Online, social and participatory media/video games

Non-examined assessment — 30% of A Level

Creating a cross-media production

Application of knowledge and understanding of the theoretical framework in creating a media product. Students produce:

- A statement of intent
- A cross media production made for an intended audience

Progression and Careers:

The media is a growing, increasingly wide-ranging field. Journalism, public relations, advertising, communication studies, information management, broadcasting, TV and film are some of the many subjects that it includes. Communication in all its forms is becoming more sophisticated, and demanding a more educated workforce.

Student views:

"It is fun to complete the production portfolio. It's amazing to see what we have created."

"Team work is a big part of this course. I enjoy being part of a team. This is a skill I can carry forward into University."

"Media Studies has allowed me to get in touch with my creative side."

"I have developed my ICT skills supported by my teacher."

Where have students from Sandy Secondary School gone on to?

University of Westminster—Studies TV Production:
Thomas Brown

Film Editor for MMA UK—Jamie Penn

Examination Board:

AQA

Curriculum Leader:

Mrs D Harrison

Subject:

A Level Philosophy, Religion and Ethics

Course Units and Content:

Units and Content A Level

Philosophy of Religion:

- Ancient Philosophical Influences: Plato and Aristotle.
- Soul, Mind, Body
- Arguments based on observation: Teleological argument, cosmological argument and challenges to arguments from observation.
- Arguments based on reason: ontological argument.
- Religious Experience
- Problem of Evil

Religion and Ethics

- Ethical theories (Kant, Utilitarianism, Situation Ethics, Natural Law, Meta-Ethics, Conscience)
- Applied Ethics topics (Euthanasia, Business Ethics and Sexual Ethics)

Developments in Christian Thought

- Augustine's Teaching on Human Nature
- Death and the Afterlife
- Knowledge of God's Existence
- Jesus Christ
- Christian Moral Principles and Christian Moral Action
- Religious pluralism and theology and society
- Gender, theology and society
- The Challenge of Secularism
- Liberation Theology and Marx

Assessment:

Three examinations at the end of Year 13: 2 hours for each paper.

Philosophy of Religion, Religious Ethics and Development in Christian Thought.

Examination Board:

OCR Religious Studies (H573)

Progression and Careers:

A Level Philosophy, Religion and Ethics is highly regarded by both higher education institutions and employers. It can lead onto reading Philosophy, Theology, Law, Sociology, Politics, History, Psychology and Economics at higher education, and Broadcasting, Journalism, Education, Law, Counselling, Medicine, Social Work, and Business in employment.

A level Philosophy, Religion and Ethics will develop skills and qualities which are highly valued by universities and employers, such as skills of analysis, critiquing and evaluation. A successful 'A' level Philosophy & Ethics student will be an articulate and confident individual, someone who is able to read and make sense of complex issues and concepts, and form original ideas.

Student views:

"I chose to do Philosophy & Ethics at A level because it is an intellectually stimulating subject and I enjoyed it and did well in it at GCSE." Jessica

"The subject inspires deeper thinking and encourages you to question your own beliefs and values on topical issues." Ben

"You should take Philosophy and Ethics because you develop lots of skills, such as essay writing, presenting, how to structure an argument and how to successfully have a debate. This is quite challenging, but very enjoyable. The subjects are interesting and are concerned with current affairs which is really good for learning about what is happening in the world". Jess

"You get to discuss and argue relevant ethical issues." Shaun



Curriculum Leader:

Miss Lally



Subject:

A Level Photography

Course Units and Content:

A level Art & Design

Component 1 – Personal Investigation

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s).

60% of total qualification

Component 2 –Externally Set Assignment

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards

producing personal resolved outcome(s) in response to an **externally set theme**.

40% of total qualification

Types of jobs: Creative arts and design

Advertising Art Director
Digital designer / marketer
Exhibition curator
Film Director
Film / video editor
Media Planner
Multi media Specialist
Graphic Designer
Magazine features editor
Medical illustrator
Press Photographer
Photographic Journalist
Photographer
Television / Film Camera operator
Stylist
Teacher / lecturer / specialist technician
Visual merchandiser
Web content designer

Assessment

AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. 25 %

AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. 25%

AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. 25%

AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. 25%

Student views:

"I love it ! You usually spend at the start of your first year learning about technical elements such as shooting film, using a darkroom using Photoshop and Lightroom, and learning how to understand camera controls and setups on location and in a studio setting. You can start with your own projects under a certain theme, interpreting it in your own way and responding to it by researching into a range of practising photographers and artists to inform the style of your work."

"Photography has allowed me to develop my creative skills and my analytical research skills. "

Where have students from Sandy Secondary School gone on to?

There are a number of different pathways available for students who wish to pursue Photography after A level. This includes foundation courses and photographic or design based degrees. Students can also chose an apprenticeship route.

Examination Board:

Edexcel

Curriculum Leader:

Miss E Hart

Subject:

A Level Physical Education

Units and Content:

- Anatomy and Physiology
- Skill Acquisition
- Socio-Cultural Studies relating to participation in physical activity
- Sports Psychology
- Biomechanics
- Exercise and Sport Physiology

A practical assessment in one sport is also involved, whereby students can take on the role of a performer or a coach.

Component 1: theoretical aspect = 70%

- Paper 1 (Anatomy & Physiology & Biomechanics) = 2h 15m
- Paper 2 (Sports Psychology & Socio Cultural Aspects of performance) = 2h 15m

Component 2: practical assessment in 1 chosen sport 30% (via practical moderation) and written NEA task piece.

Additional Information:

Students are strongly recommended to be actively engaged in sports outside of school. All students will be required to compete in a chosen sport/activity, to a high standard.



Examination Board:

Edexcel

Progress into Careers and Higher Education:

Sports Psychologist
Professional Dancer
Professional/Semi-Professional performer
Lecturer (Via additional Masters or PhD)
Sport Scientist
Sports Therapist
Sports Management
Sports Analyst
Teacher
Fitness Instructor
Physiotherapist
Sports Development
Coach
Choreographer
Dance Therapist
Leisure Management

Student views:

"Positive learning environment."

"Supportive staff."

"Motivated me to go on and have a career in sport and opened my eyes to university options."

"It applies theoretical knowledge to physical situations. Meaning you learn how your body and mind works"

"Enjoyable subject to learn."

Destinations and Courses studied:

University of Bedfordshire—BA(Hons) Physical Education
Leeds Metropolitan—BSc Sports Science
Liverpool John Moores University—BA (Hons) Secondary Physical Education with QTS

Curriculum Leader:

Mr J Fuller + Mrs L Funge



Subject: A Level Physics

Course Units and Content:

In Year 12 students will study modules of work covering aspects of:

- ♦ Measurements and errors
- ♦ Particles and radiation
- ♦ Waves
- ♦ Mechanics and materials
- ♦ Electricity

To complete the A level in Year 13 students will also study aspects of:

- ♦ Further mechanics and thermal physics
- ♦ Fields and their consequences
- ♦ Nuclear physics

There will be an optional unit of work chosen from:

- ♦ Astrophysics
- ♦ Medical physics
- ♦ Engineering physics
- ♦ Turning points in physics electronics

Assessment:

Paper 1

- Two hour examination
- 85 marks including 25 multiple choice questions
- 34% of A level
- Examining Year 12 topics (see above) and periodic motion and relevant experiments

Paper 2

- Two hour examination
- 85 marks including 25 multiple choice questions
- 34% of A level
- Examining compulsory Year 13 topics and relevant experiments

Paper 3

- Two hour examination
- 80 marks including 45 marks of questions on practical experiments and data analysis and 35 marks on the optional topic.

Examination Board:

AQA Specification
A level 7408

Progression and Careers:

A level Physics is identified as a key subject by the Russell Group of Universities. Physics is a solid choice for students considering a career in Medicine, Veterinary Science, Dentistry, Computing, Chemistry, Biology, Mathematics and Environmental Science. Physics will also prepare students for industry careers, such as engineering or electronics.

Student views:

"Physics is an enjoyable subject in which you dive head first into genuinely interesting topics. This, along with the fantastic support from the teachers, means that it is an incredibly worthwhile subject to take."

"For any student looking to enhance their knowledge of the world around them whilst also learning skills that will be invaluable in the future in many walks of life, physics is a great A level choice."

"It answers the unknown, if you have a question about the universe, physics can answer it, in ways no other can, so along with enjoying it as a science, taking it at A level fulfils your questions as an individual."

Where have students from Sandy Secondary School gone on to?

Most Physics students will go on to study a science or mathematics related degree course. Students progressed to a range of further education courses, including:

Cambridge University—Engineering

Cardiff University—Physics

University of Hertfordshire —Astrophysics

University of Kent—Physics

Nottingham University—Theoretical Physics

Oxford University—Engineering

Curriculum Leader: Mr M Cuff

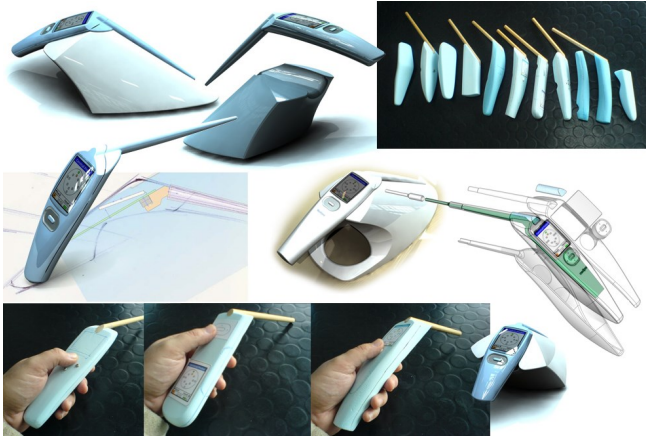
Subject: Design & Technology

Course: A-level Product Design



Course Content:

This Product Design course provides students with the opportunity to **create and manufacture** products using a wide range of **materials and technology** based manufacturing techniques.



Along side woodwork, metal and plastics, you will be encouraged to learn and use computer aided design and manufacturing techniques in your work, taking advantage of the departments excellent facilities.

Y12 will consist of mainly practical skills development through five individual projects. Theory and exam content will be taught through this 'applied' method. This allows for suitable depth and **expansion of design awareness** to progress and develop into a more user centred and context driven project work.

Where have students gone on to on successful completion?

Art Foundation course - pre University / college entry Degree / HND courses in Design and related courses. Work experience / apprenticeship placements.

Student view:

"The course is really creative and has allowed me to experiment with materials."

Examination Board: AQA

Contact: Mr D Matthews
Curriculum Leader

Mrs N Perrin - A-level Design Teacher

Assessment structure:

Paper 1: Technical principles

How it's assessed

- Written exam: 2 hours and 30 minutes
- 120 marks
- 30% of A-level

Questions

Mixture of short answer and extended response.

Paper 2:

How it's assessed

- Written exam: 1 hour and 30 minutes
- 80 marks
- 20% of A-level

Questions

Mixture of short / extended response questions.

Non-exam assessment (Coursework project)

What's assessed - Practical application of technical principles, designing and making principles.

- Substantial design and make project
- 100 marks

50% of A-level

Evidence

Written or digital design portfolio and photographic evidence of final prototype.

Entry Requirement's : To achieve Success

Desirable: Genuine interest in the subject, practical skills and good organisation.

Essential At least a grade 4 pass at GCSE Design & Technology in Product design. Independent working and good Maths and English skills.

Subject:

A Level Psychology

Course Units and Content:

In Year 12 students will consider aspects of:

- Social influence
- Memory
- Attachment
- Approaches in Psychology
- Psychopathology
- Research methods

To complete the A level, students will study aspects of:

- Biopsychology
- Further research methods
- Issues and debates in Psychology

Plus one of three optional topics, one from each block:

Option Block A

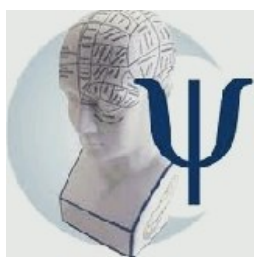
- Relationships
- Gender
- Cognition and development

Option Block B

- Schizophrenia
- Eating behaviour
- Stress

Option Block C

- Aggression
- Forensic psychology
- Addiction



Assessment:

Assessment Components

- Paper 1: Introductory Topics
Written exam: 2 hours
96 marks = 33% of Award
4 Compulsory structured Sections
- Paper 2: Psychology in Context
Written exam: 2 hours
96 marks = 33% of Award
3 Compulsory structured Sections
2 Worth 24 Marks & 1 Worth 48 Marks
- Paper 3: Issues / Debates & Options
Written exam: 2 hours
96 marks = 33% of Award
1 Compulsory structured Section, plus
3 Sections worth 24 Marks each.

Progress in Careers / Sixth Form/ Higher Education:

All areas of human behaviour have the potential to require psychological analysis or intervention.

For example, techniques such as cognitive behavioural therapy (CBT) and systematic desensitisation in the treatment of phobias and addictions.

Most Psychology students go on to study a degree in Psychology, Science or Social Sciences including Business and Management. Over the past few years' students progressed to Higher Education courses including:

Psychology (Surrey)
Psychology Criminology (Liverpool & Sunderland)
Psychology Neuroscience (Reading & Notts Trent)
Educational Psychology (Sunderland)

Student views:

"Studying Psychology has not only made me look at myself differently, it's also made me question the world I live in."

Examination Board:

AQA

Curriculum Leader:

Mr P Waller

A Level Sociology

Theories and Debates: Looks at the empirical theoretical questions such as how important are values, and how influential is sociology on society?

The majority of assessment within sociology is through essay writing, therefore having confidence with researching, planning and writing, especially within exam conditions, is essential.

AQA (7192)

- Allied Health professionals (such as Nursing & Midwifery)
- Business (Marketing, sales, and human resources)
- Charity work (aid work, campaigning)
- Government and Market Research Management), Law
- Journalism
- Police
- Teaching
- Social work and working within Social Services

"I enjoy the debates and some of the more controversial points of view."

All agree that it is an excellent foundation for further study, developing critical essay writing skills and for understanding research.



Miss A Chinn

Subject:

A Level Spanish (7692)



Course Units and Content:

The A level specification builds on the knowledge, understanding and skills gained at GCSE. The course is designed to be taken over two years.

Course content:

Social Issues and Trends:

Political and Artistic culture

Works: Literary texts and Films

Grammar: A level students are required to use grammar structures actively and accurately.

Progression and Careers:

IT, creative and media, central and local government, business, teacher, law, police and RAF, Army, Navy, tourism, hospitality, energies and utilities, construction, engineering, manufacturing, overseas (United Nations, Ngo, EEC), retail, computer games production, fashion design, sport development, lecturer.

A language will help you in any chosen career within our international community.

Assessment:

Paper 1: Listening, Reading and Writing:

What's assessed?

- Aspects of Hispanic society
- Artistic culture in the Hispanic world
- Multiculturalism in Hispanic society
- Aspects of political life in Hispanic society
- Grammar
- Written examination: 2½ hours

100 marks in total (50% of A level)

Paper 2: Writing

One text and one film or two texts from the list set in the specification and grammar.

- Written examination: 2 hours
- 80 marks in total

20% of A level

Paper 3: Speaking

Oral examination: 21–23 minutes (including 5 minutes preparation time)

- 60 marks in total

30% of A level

Student views:

"It's really interesting – you learn about current affairs and different cultures."

"It's fulfilling to use your language skills in the country where it is actually spoken."

Where have students from Sandy Secondary School gone on to?

Glasgow: Maths and Spanish

Cardiff: French and Spanish

Nottingham: Spanish and Portuguese

Nottingham Trent: Spanish and Mandarin



Examination Board:

AQA

Curriculum Leader:

Mrs J Duell

Subject:

BTEC L3 National Extended Certificate in Applied Science



Course Units and Content:

4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (58%)

Unit 1: Principles and Applications of Science I

This unit covers some of the key science concepts in biology, chemistry and physics .

Unit 2: Practical Scientific Procedures and Techniques

Learners will be introduced to quantitative laboratory techniques, calibration, chromatography, calorimetry and laboratory safety, which are relevant to the chemical and life science industries.

Unit 3: Science Investigation Skills

Learners will cover the stages involved and the skills needed in planning a scientific investigation: how to record, interpret, draw scientific conclusions and evaluate.

These three units are mandatory; they must be covered. The fourth unit is optional and chosen based on learner's and teacher's preference. The choice of units are:

Unit 8: Physiology of Human Body Systems

Unit 9: Human Regulation and Reproduction

Unit 10: Biological Molecules and Metabolic Pathways

Unit 12: Diseases and Infection

2 extra units in Laboratory Techniques and their

Progression and Careers:

Degree courses in : engineering, sport psychology, nursing, sport and exercise science, environmental science, laboratory science, chemistry, biology.

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses .



Assessment:

Mandatory units, which are externally examined, and optional units.

42% coursework based on set assignments to meet key criteria at Pass, Merit and Distinction levels

Examination Board:

Pearson BTEC Level 3 National Extended Certificate in Applied Science, equivalent to one A level and designed to support progression to higher education.

Curriculum Leader:

Mr M Cuff

Subject: BTEC Level 3 National Extended Certificate in Creative Digital Media Production

Course Outline

Over 2 years students develop their understanding of the media industry through analysing media representations and pitching and producing media projects

The qualification is equivalent to one A Level. The course structure is made up of four units of which three are mandatory and two are external. The mandatory content makes up 83% of the course and external assessment is 58%.

Assessment Components

For BTEC Level 3 National Extended Certificate in Creative Digital Media Production, students study four units:

Unit 1: 'Media Representations' is externally assessed through an on-screen examination. The unit focuses on the understanding of media production and consumption from across the qualification as the basis for an analysis of media products and their messages, meanings and values.

Unit 4: 'Pre Production Portfolio' is internally assessed. The unit deals with the tasks and procedures that ensure the successful planning of a media production.

Unit 8: 'Responding to a Commission' is externally assessed. The unit tests students' ability to respond to a given scenario using their understanding of the production process for creative digital media products as well as their creativity and problem solving skills.

Optional unit enable students to develop an understanding of one of the creative digital media sub-sectors. This unit is internally assessed.

Study Support / Home Learning

Homework is set on a regular basis to strengthen learning in the classroom.

Weekly intervention is offered to provide students with additional support with classwork and homework.

Additional Information / Contact Details

If you require further details, please speak to:

Mrs Moncrieff, Curriculum Leader Creative Media/ IT



Curriculum Leader: Mrs T Moncrieff

Examination Board: Pearson

Subject:

BTEC Level 3 National Extended Certificate in Health & Social Care



Course Units and Content:

Unit 1: Human Lifespan Development

The unit covers physical, intellectual, emotional and social development across the human lifespan. It also focuses on factors affecting development and the effects of ageing.

Unit 2: Working in Health & Social Care

This unit explores what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.

Unit 5: Meeting Individual Care and Support Needs

The unit focuses on the principles and practicalities that underpin meeting individual's care and support needs, which are the foundation of all care disciplines. There are four broad sections:

- A. Principles, values and skills which underpin meeting core and support needs.
- B. The ethical issues involved when providing care and support.
- C. Investigating principles that enable individuals to overcome challenges.
- D. Investigating the roles of professionals and how they work together to provide the support necessary to meet individual care needs.

These three units are mandatory; they must be covered. The fourth unit is optional and chosen based on resources and staffing. Only **one** of the four options will be chosen:

Examination Board:

Pearson BTEC Level 3 National Extended Certificate in Health and Social Care is equivalent to one A level and designed to support progression to higher education. Diploma,

Progression and Careers:

This course is an ideal platform for anyone considering a career an allied health care professionals (for example, health care assistants, nursing, midwifery, paramedical sciences occupational therapy), social work, primary teaching, or biomedical sciences



Student views:

"Health & Social Care is a very interesting course which gives you an insight into many different aspects of health and care. Over the period of the course you build up a broad knowledge base and develop key skills for the future."

"Health & Social Care develops your research skills and is 40% coursework based, so there is less pressure with exams. The exams are spread out and there is an opportunity to retake them."

"Health & Social Care is a good course that is interesting and opens a lot of doors for your future."

Assessment:

Unit 1 and 2 are exam based units, with an opportunity to resit

Unit 5 is an internal presentation made to the class

The optional unit consists of a written report

Where have students from Sandy Secondary School gone on to?

Students have either on onto further study such as college study (Access), apprenticeships in early years, or a degree. Students who have entered employment have taken on roles such as health care assistants or support workers

Curriculum Leader:

Miss A Chinn

Subject:

BTEC National Diploma in Information Technology

Course Units & Content:

The BTEC Level 3 Diploma is studied over two years and carries UCAS tariff points. It meets entry requirements in its own right for some courses in IT or related study such as an HNC or HND in Computing, Engineering or Business Management.

For progression to a degree course, learners should normally study this qualification alongside other qualifications, such as an A Level or BTEC Extended Certificate in a different or complementary subject area.

Year 1

Unit 2: Creating Systems to Manage Information **(M)** This unit is externally set and examined.

Unit 3: Using Social Media in Business **(M)** This unit is internally set and assessed.

Unit 8: Computer Game Development **(O)**. This unit is internally set and assessed.

Unit 12: IT Technical Support & Management. **(O)** This unit is internally set and assessed.

Year 2

Unit 1: Information Technology Systems **(M)** This unit is externally set and examined.

Unit 4: Programming **(M)** This unit is internally set and assessed.

Unit 9 Planning a Project **(M)** This unit is internally set and assessed.

Unit 11: Cyber Security and Incident Management **(M)** This unit is externally set and examined.

Assessment:

Learners study 8 units of which 6 are mandatory and 3 are external.

Mandatory assessment (83%)

External assessment (58%)

Progression and Careers:

- Software Engineer
- Teacher
- Game Developer
- Vast majority of Graduate jobs
- Network Manager

Where have students from Sandy Secondary School gone on to?

- IT Apprenticeships



Examination Board: Pearson

Curriculum Leader: Mrs T Moncrieff

Subject: Subsidiary Diploma for Music Practitioners



Overview:

Music has taken a huge leap forward here at Sandy Secondary School. The entire department facilities have undergone a complete transformation, and we are very excited to be offering the RSL Subsidiary Diploma for Music Practitioners.

Our department now boasts a fully functioning iMac suite, with all midi and recording equipment for each station, a well-equipped professional recording studio space and multiple practice rooms with various instruments. This qualification which is **equivalent to 1.5 A-Levels** gives a broad overview of the music sector, with a focus on music performance. Students taking this qualification will complete 5 units over the two years.

Unit 349 Planning for a Career in Music [15]

In this unit, you will plan effectively to develop a range of knowledge and skills to support future engagement with the music profession. You will assess your current knowledge and skills and apply this to a chosen career.

Unit 359 Live Music Performance [15]

In this unit, you will demonstrate the skills required to perform a set on your instrument in a live music event and identify strengths and areas requiring development. This unit culminates with a 25-minute performance to an audience on your chosen instrument/voice.

Unit 365 – Auditioning for Music [15]

This unit will explore the required skills for an audition. Many of the skills needed for attending an audition are very similar to the skills needed for being interviewed and rely heavily on presentation and communication. For a musician, possessing the skills to audition effectively and successfully is therefore vital. In this unit, you will undertake a music audition which includes a musical performance on your instrument/voice.

Unit 358 – Music Rehearsal Skills [15]

This unit will focus on developing rehearsal skills and demonstrating the skills to rehearse effectively for a specific music performance. For rehearsals to be effective, the artist should have clear aims for what they are trying to achieve in order to give the rehearsals structure and purpose. In this unit, you will undertake an effective rehearsal process for a music performance on your chosen instrument/voice and identify strengths and areas for development.

Unit 389 – Music Promotion & Event Management [30]

This unit involves planning and managing a live music event. The first task is about planning and promoting your event. Next, your event will actually take place and you need to manage it effectively. You will be working towards a brief and it is your responsibility to ensure the event runs smoothly. You will then evaluate the success of your event.

Progression and Careers:

Solo Artist
Session Musician
Promotion / Marketing
Sound engineer
Artist manager
Arts administrator
Music publishing
Music education

Assessment:

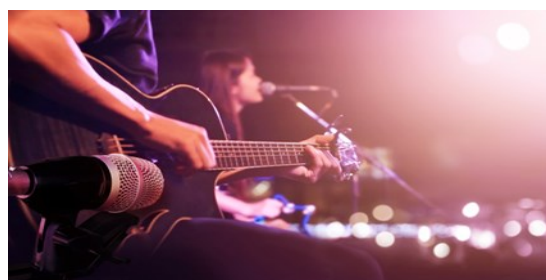
Unit 349, 359, 365 and 358 are internally assessed and moderated by RSL Awards. Unit 389 is externally assessed.

Notable Alumni:

Successful artists such as Ed Sheeran and Jess Glynne studied this course!

Is this course right for me?

To succeed in this course, you must have a keen interest in music and the music industry. You will be a capable performer with some experience performing to an audience.



Examination Board:



Contact:

Mr G Mullaly

Subject:

BTEC Performing Arts Level 3 National Diploma



Overview

Many students at Sandy Secondary School have a passion for the Expressive Arts. This is evident in participation at KS4 and KS5, as well as the number of students who attend extracurricular activities. The Sixth Form offers BTEC level 3 National Foundation Diploma in Performing Arts as well as A Level Dance and Drama as part of its Expressive Arts Provision. This course has an extremely high success rate (100% of last years students achieved a Pass—Distinction overall with the majority of students securing the highest grades). The BTEC in Performing Arts is flexible to support learners across a range of specialisms and students' who still want to ensure they take other subjects can opt to specialise in Dance or Acting for the duration of the course or can change their specialism unit to unit if they wish. This qualification is equivalent to 1.5 A levels.

Compulsory Units:

Unit 1: Investigating practitioners work (Controlled assessment, externally examined)

- Unit 2: Developing skills and techniques for live performance

- Unit 3: Group performance workshop (set task, externally examined)

- Unit 4: Performing Arts in the Community

- AND **two optional units** which can be within any of the learners chosen specialisms.

Assessment

Students will be assessed across the eight different units, which are tailored to their needs. They will be assessed in range of formats, such as performances, teacher observations, presentations and written reports. Three of the units are externally examined, one is a theoretical written examination (Unit 1), and the other two are practical performances (Unit 3 & 5).

Examination Board:

Pearson

Progression and Careers:

Creative Arts and Design, Dancer, Actor, Choreographer, Director, Script Writer, Movement Director, Theatre Manager, Marketing Officer, Theatre Critic/Journalist, Set Designer, Lighting Designer, Stage Manager, Front of House Manager, Dance Scientist, Teacher

Student views:

"I love studying Performing Arts. It is so interesting discovering how to market and promote our own performances."

"Studying the Healthy Performer unit has given me a greater understanding of how my body works, and how I can improve as a dancer. I now know that I would like to pursue a career in Dance Science."

Where have students from Sandy Secondary School gone on to?

Northern School of Contemporary Dance

London Studio Centre

The Royal Central School of Speech and Drama

LIPA (Liverpool Institute for the Performing Arts)

University of Northampton (BA (Hons) Acting)



Contact:

Mrs K Quinn

Subject:

WJEC Criminology Level 3 Applied Diploma

Course Outline

An understanding of criminology is relevant to many job roles within the criminal justice sector, social and probation work and sociology and psychology.

WJEC Level 3 Applied Diploma in Criminology is a qualification with elements of psychology, law and sociology that complements studies in both the Sciences and Humanities.

This is an Applied General qualification. This means it is designed primarily to support learners progressing to university; through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system.

Units of Study & Assessment

Learners must complete **ALL** units.

Unit 1: Changing Awareness of Crime
Assessed Internally

Unit 2: Criminological Theories
Assessed Externally

Unit 3: Crime Scene to Courtroom
Assessed Internally

Unit 4: Crime and Punishment
Assessed Externally

Each unit within the qualification has an applied purpose which acts as a focus for the learning in the unit. The applied purpose demands learning related to authentic case studies. The applied purpose will also allow learners to learn in such a way that they develop:

- skills required for independent learning and development
- a range of generic and transferable skills
- the ability to solve problems
- the skills of project based research, development and presentation
- the fundamental ability to work alongside other professionals, in a professional environment
- the ability to apply learning in vocational contexts

Examination Board:

WJEC

The ***externally assessed***: Unit 2 & 4 include:

90-minute examination (Total of 75 marks)

3 questions on each paper

Short and extended answer questions, based on stimulus material and applied contexts

Each question will have an applied problem-solving scenario

Each paper will assess all learning outcomes and assessment criteria will be sampled in each series

Learners are allowed one resit opportunity; the highest grade will contribute towards the overall grade for the qualification

Graded: on a scale of A to E

Progress into Careers

The WJEC Level 3 Applied Diploma in Criminology is to support access to higher education degree courses, such as:

BSc Criminology

BA Criminology

BA Criminology/Criminal Justice

BSc (Hons) Criminology/Psychology

LLB (Hons) Law with Criminology

BSc (Hons) Psychology

BSc Criminology with Law



Curriculum Leader:

Mr P Waller

Level 3—Food Science and Nutrition

Overview

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates.

The Course

The WJEC Level 3 Certificate in Food Science and Nutrition has been designed to provide learners with underpinning knowledge, understanding and skills to progress to further study and training. It offers exciting and interesting experiences that focus learning for 16-19 year-old learners and adult learners through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the food production industry.

Entry Requirements

Although there are no formal entry requirements, the qualification supports progression from Level 2 particularly GCSEs in Hospitality and Catering, Home Economics: Food and Nutrition, Design and Technology: Food Technology, Biology and Physical Education as well as vocational qualifications such as the WJEC Level 1/2 Award in Hospitality and Catering. The qualification is generally delivered over two years and is likely to be studied in schools or colleges alongside GCE AS and A Levels and other L3 vocational qualifications.

WJEC Level 3 Diploma in Food Science and Nutrition			
Unit	Unit Title	Assessment	Mandatory or Optional
1	Meeting the Nutritional Needs of Specific Groups	Internal and External	Mandatory

Examination Board: WJEC

Further Info at website: www.wjec.co.uk

Learning Experience

The WJEC Level 3 Certificate in Food Science and Nutrition is an Applied Qualification. This means that each unit has an **applied purpose** which provides a focus for the learning of that unit. The applied purpose uses authentic case studies. It requires learners to consider how the use and application of their learning impacts on themselves, other individuals, employers, society and the environment. The applied purpose will also allow learners to learn in such a way that they develop:

- skills required for independent learning and development
- a range of generic and transferable skills
- the ability to solve problems
- the skills of project based research, development and presentation
- the fundamental ability to work alongside other professionals, in a professional environment
- the ability to apply learning in vocational contexts.

The WJEC Level 3 Certificate in Food Science and Nutrition are vocationally relevant to the food industry.

Assessment: The WJEC Level 3 Certificate in Food Science and Nutrition is assessed through a combination of a written examination and an internal centre marked assignment.

Progress into Careers

Together with relevant Level 3 qualifications such as AS and A Levels in Biology, Chemistry, Sociology and Maths and/or Level 3 qualifications in Hospitality or Science, learners will gain the required knowledge to progress to higher education degree courses, such as:

- ◆ BSc Food and Nutrition
- ◆ BSc Human Nutrition
- ◆ BSc (Hons) Public Health Nutrition

Entry Requirement's:

Essential: Minimum of Level 2 Pass in Hospitality & Catering or equivalent.

Desirable: Level 2 passes in Science, Maths and English. Good organisation and motivation.

Contact: Mrs A. Beavor - Lead teacher

Curriculum Leader: Mr D Matthews

Subject:

BTEC Sport



Units and Content:

- Anatomy and Physiology
- Fitness Training and Programming for Health, Sport and Well-being
- Professional Development in the Sports Industry
- Sports Psychology

Students will complete the Pearson BTEC Level 3 Extended certificate in Sport—this is the equivalent to one full A-level, with the option of doubling up to two full A-levels if the unit one exam is passed first time.

The course comprises of one examined unit, one synoptic assessment unit and two coursework units.

This course will suit a student who is not playing a sport outside of school but still have a keen interest in physical activity and well-being.



Additional Information:

The A level and BTEC courses are regarded in the same light by universities and colleges. A student will still be selected for their course irrespective of the Physical Education route they have chosen previously.



Examination Board:

Pearson—Edexcel.

Progress into Careers and Higher Education:

Sports Psychologist
Professional Dancer
Professional/Semi-Professional performer
Lecturer (Via additional Masters or PhD)
Sport Scientist
Sports Therapist
Sports Management
Sports Analyst
Teacher
Fitness Instructor
Physiotherapist
Sports Development
Coach
Choreographer
Dance Therapist



Where have students from Sandy Secondary School gone on to?

Many BTEC Sport students will go on to study Sport Science, Sport Coaching or Physical Education at university. Students progressed to a range of further education courses, including:

University of Bedfordshire—BA (hons) Sport and PE
Cardiff Metropolitan University—BA Physical Education
University of Hertfordshire —BSc Sport Coaching
Liverpool John Moore's —BSc Sport Development
Nottingham Trent University—BSc Sport Management
Brunel University—Sport and PE

Curriculum Leader:

Mr J Fuller + Mrs L Funge



Additional Courses Level 3

Students on Level 3 courses have the opportunity to enrich their curriculum and extend their knowledge by completing one of the following courses:

Core Mathematics

EPQ—Extended Project Qualification

DofE—Duke of Edinburgh Gold Award

Subject:

Core Mathematics

Course Units and Content:

Core Mathematics is the qualification for those who want to keep up their valuable maths skills but are not planning to take AS or A level mathematics. At the end of the two-year course, students will come out with a Level 3 qualification – with equivalent UCAS points to an AS level.

The course is intended for those students who have achieved a grade 4, 5 or 6 in GCSE Mathematics.

Core Mathematics builds on GCSE Mathematics with a sharper focus on problem solving skills by considering and tackling mathematics in meaningful contexts. Familiar topics from number, graphs, statistics and probability, as well as financial mathematics are studied and applied to real situations.

Assessment:

Two external examinations at the end of the course.

Examination Board:

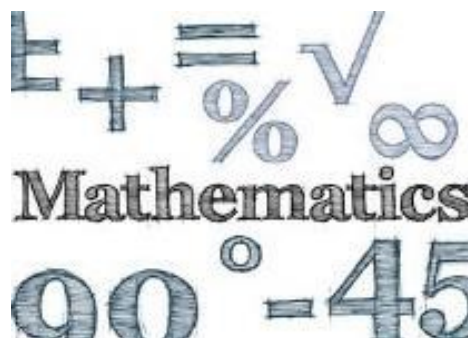
OCR

Progression and Careers:

There has been a tremendous amount of coverage in the Media recently about the UK's gap in basic mathematics skills. Only 20% of students study mathematics beyond GCSE in the UK – the lowest rate in leading developed countries in the world; in Japan, this figure is 85%. This puts young people in the UK at a major disadvantage in a global job market.

Core Mathematics aims to fill the gap for those who do not wish to pursue an A level in mathematics, yet wish to take their study of mathematics further to support other subject areas or their own interests. The large amount of statistical analysis met on the course will help those who wish to continue studying in the sciences, psychology, history, geography, business or economics.

The ICT element of the course places a strong emphasis on becoming competent in the use of spreadsheets such as Microsoft Excel, which is traditionally a weak area for a number of young people leaving school at age 18.



Curriculum Leader:

Mr G McAdaam

Subject:

Level 3 EPQ (Extended Project Qualification)

Course Outline

Our popular Extended Project Qualification (EPQ) allows students to extend their abilities beyond the A level syllabus and prepare for university or their future career.

The EPQ is a standalone qualification designed to extend and develop students' skills in independent research and project management.

It is worth half an A level (28 UCAS points) so can be used to earn extra UCAS points.

The EPQ requires students to carry out research on a topic that they have chosen and is not covered by their other qualifications. They then use this research to produce a written report and, in the case of practical projects, an artefact or a production.

Academic Inquiry

Delivery of the Extended Project Qualification involves the teaching of those necessary skills, supervision and assessment essential for a student's progress. It requires extended autonomous work by the student and involves in total 120 guided learning hours.

Study & Assessment

Students are required, with appropriate supervision, to:

- Choose an area of interest
- Draft a title and aims of the project for formal approval by the centre
- Plan, research and carry out the project
- Deliver a presentation to a *non-specialist* audience AND
- Provide evidence of all stages of project development and production

Planning

- mind-mapping
- identifying a topic
- initial research
- forming a research question
- project planning; planning and managing time.

Researching

- planning research
- using Library resources
- evaluation of sources and reliability
- recording research
- using research to plan.

Report-writing

- planning and structuring an academic report
- quoting and referencing sources
- plagiarism
- creating a bibliography.

Review

- reflective writing
- self-evaluation
- planning a presentation
- public speaking.

Progression

Is it recognised by universities or employers?

The EPQ is awarded UCAS points worth half an A level and is recognised by universities and employers; many leading universities make alternative offers to students undertaking an EPQ.



Examination Board

AQA

Curriculum Leader:

Mr P Waller

Subject: Duke of Edinburgh Gold Award

What is Duke of Edinburgh's Award?

The DofE is a life-changing adventure you don't want to miss.

It's about going the extra mile –learning new skills for work and life, getting fitter, helping others, and exploring the countryside.

Millions of young people in the UK have already done their DofE.

The DofE is a nationally and internationally recognised Award favoured by employers. Participants develop key employability skills and attributes valued in young recruits. These skills include **communication, teamwork, problem solving, self-management** and a **positive approach to work**.

Achieving a DofE Award requires resilience and commitment and enables young people to see how their efforts add value and impact, both to themselves and others. The experiences gained through completing a DofE programme provides them with plenty of discussion points at interviews and examples of situations where they have demonstrated skills such as leadership, team building, commitment, perseverance and organisational skills.

Cost for the award.

Please note there is a cost involved in the award, this varies for each section dependent on what the participant chooses to attend for each. The expedition will incur a separate cost approx. £600 however this is subject to change with numbers.

What is involved?

You achieve an Award by completing a personal programme of activities in four sections:

Volunteering: undertaking service to individuals or the community.

Physical: improving in an area of sport, dance or fitness activities.

Skills: developing practical and social skills and personal interests.

Expedition: planning, training for and completion of an adventurous journey in the UK or abroad.

At Gold level, you must do an additional Residential section, which involves working and staying away from home doing a shared

Who can participate in the Award?

Anyone aged over 16, don't worry if you are not quite 16 yet, as long as you turn 16 before enrolling onto the program in September.

If you are participating in NCS during the summer and would like to use that as your residential for the award, please make sure you are 16 prior to participating as otherwise it will not be able to be counted towards the award.

Volunteering	Physical	Skill	Expedition	Residential
12 months	One section for 12 months and the other section for 6 months		Plan, train for and complete a 4-day, 3-night expedition	Undertake a shared activity in a residential setting away from home for 5 days and 4 nights
Direct entrants must undertake a further 6 months in either the Volunteering or the longer of the Physical or				

More information

There will be a launch assembly and information evening in September explaining key information/ dates to note.

Curriculum Leader:

Miss E Hart