

Oakgrove Integrated College



Subject information on POST 16 Courses

*Information to help students make choices for
courses of study from September 2019*



Introduction

This booklet is designed for Oakgrove students who are about to finish Year 12 and students of other schools who may be considering joining Oakgrove College in Year 13. The purpose of this booklet is to make you aware of the subjects and courses available here at Oakgrove College.

Oakgrove is a part of the Foyle Learning Community which aims to make more subjects available to all students. It may be possible to travel to another learning centre for a subject not taught at Oakgrove. There is space on the option sheet to indicate this intention. Transport is provided for students and the cost is met by Oakgrove.

It is recognised that Year 12 students are entering a very important stage in their careers. Some students may have clear ideas about their choice of course for next year while others may not.

We hope you will find the information in this booklet beneficial.

We aim to:

- a) Provide students with the necessary knowledge, skills and experiences to develop their full potential and prepare them for the adult world while promoting the view that education is a worthwhile life-long process.
- b) develop in each student a sense of responsibility, self-confidence and self-worth.
- c) promote a caring community in which respect, harmony and tolerance are practised at all times.

Oakgrove College is an Integrated College.

It is essential that all students (and their parents) who apply for admission or re-admission to the college in Year 13 are in agreement with and committed to the aims and philosophy of the college.

Admissions Criteria for Post 16 Study

Those students who hope to study at Oakgrove College are expected to adhere to the college's Positive Behaviour Policy and to attend all classes organised for them. Oakgrove expects that all students applying for admission to Years 13 and 14 at Oakgrove Integrated College will meet the following criteria:

1 Academic Criteria

The usual minimum requirement for entry to study for A Levels will be Grade C or above in 5 GCSE subjects including Maths and/or English. Decisions about admission to the sixth form will be made by representatives of the Leadership Team, and ultimately, the Principal.

We recognise that students make different individual journeys through school and we aim to deal with all applicants as individuals and to help students to make the best choices for their future.

If your grades fall short of what you need to follow A level courses, you may apply for the bridging course. This will enable you to follow a number of options to enable you to be considered for progress to traditional advanced level courses at the end of the year.

2 Attendance

A satisfactory attendance rate is required in Years 11 & 12, with medical evidence provided when this is not achieved.

3 Behaviour

Students must have a satisfactory record of behaviour in Years 11 & 12.

Applicants from other schools

- Applicants from other schools will be considered, subject to places being available.
- Applicants from other schools will be expected to meet the academic criteria and supply a reference from the Principal of their previous school, giving details of their behaviour and attendance record.
- If over-subscribed, places will be offered using the following criteria:
 - Subject which can be accommodated on the timetable.
 - Numbers in the subject remain below 20 in a class.
 - Academic/behaviour record.

Guidance for students in selection of AS/A Level

1 A Level study is different from GCSE:

A Level study is of a much more intensive academic nature than GCSE study; it involves more reading and essay writing and generally a more analytical approach to the subject.

2 Choose subjects that you like:

A Level subjects are studied in much greater depth than GCSE subjects. There is usually less emphasis on coursework but a greater emphasis on personal study. It is therefore important that you have a genuine interest in the subject so that you will find study relatively easy.

3 Choose subjects that you are good at:

If you have a proven track record in a subject in Year 12, it might be sensible to choose that subject at A Level. However some subjects at A Level are quite different from what you have experienced at GCSE and there is no automatic guarantee of further examination success.

4 Choose subjects that you will need for your career;

At this stage most Year 12 students will have a few career areas in mind and this should influence their subject choice.

Try to plan ahead and choose subjects that;

- a) are needed for entry into a University or College course;
- b) may help you when you are eventually looking for employment.

5 Choose subjects that keep your options open;

This is especially important for those students who are unsure of what career path to take, as it allows them, to some extent, to postpone making key decisions about which career area they will enter. Even students who think they know what they want to do at the end of Year 12 may change their mind in Years 13 & 14.

6 Listen to what your teachers say:

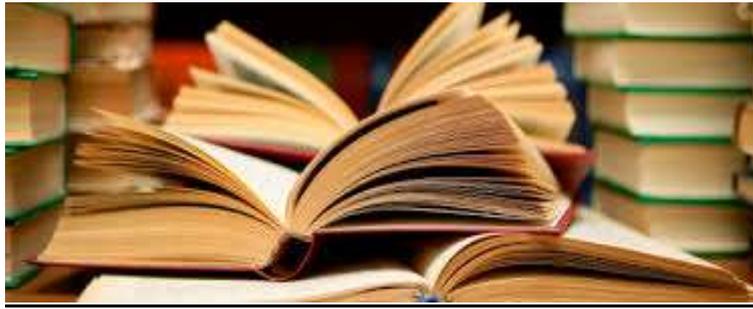
Your GCSE subject teachers will be able to give you an objective opinion on whether you could cope with A Level standard work. It would be sensible to heed this advice as they will be more aware than you of what is required to be successful at A Level. They will also be able to inform you how subject content, study skills and teaching methods change as you make the transition from GCSEs to A Levels.

7 Listen to what others say:

Parents, older brothers and sisters, other people you know who are presently going through, or have recently gone through Years 13 & 14 can give you some advice on what specific subjects are like at A Level. Listen to a broad spectrum of opinion but do not be excessively influenced by others.

It is your personal responsibility to choose.

AS and A Level English Literature



A natural follow on from GCSE, A Level English Literature is a popular option for post 16 students. Universities and employers rightly recognise that the skills developed throughout this course hold a lot of currency in the workplace and beyond, and the study of this subject opens a lot of doors in terms of third level courses and work opportunities.

Students of English Literature at this level will already read regularly and independently. Students will be expected to produce regular written responses to their set texts and to discuss their independent reading at our half-termly book club. Although demanding, the course is stimulating and, above all, enjoyable. All genres of literature will be covered and the texts range from Shakespeare through to twenty first century texts. Students follow the Edexcel English Literature specification and all assessment is undertaken in Year 14.

What our students have to say:

“English at A Level has taught me to truly understand how language works and how to enjoy and love poetry. I also learned to love reading more than I ever did.”

“I enjoy English Literature at A Level because you can express yourself in class discussions and your opinion is always valued.”

“English Literature allows us to get connected to the writers and what they are talking about...‘Dracula’ is a book that can’t be put down!”

“Analysing the small details of poetry and literature can be quite fun.”

“Studying English Literature allows me to read styles and genres I never would have explored otherwise.”

“Book club is a great way to find out about new and interesting books with your classmates.”

AS and A Level Drama and Theatre



A Level Drama & Theatre is a qualification that will engage students through encouraging creativity, focusing on practical work which reflects 21st-century theatre practice and developing skills that will support progression to further study of drama and a wide range of other subjects.

EdExcel AS and A Level Drama and Theatre is assessed through a combination of written exam (**40%**) and Non-Examined Assessment (**60%**).

The specification requires students to demonstrate a practical understanding of:

AS – a minimum of one complete and substantial performance text and a minimum of two key extracts from two different texts, placed in the context of the whole text.

A Level – a minimum of two complete and substantial performance texts and at least three key extracts from three different texts placed in the context of the whole text.

Students must study the work and methodologies of one influential theatre practitioner (individual or companies) at **AS** and two theatre practitioners at **A Level**.

The specification requires students to participate in:

AS – a minimum of one performance from a text studied during the course.

A Level – a minimum of two performances, one devised and one from a performance text studied during the course.

Students will develop a multitude of skills, including collaboration, communication and an understanding of how to amend and refine work in order to make a smooth transition to the next level of study.

AS/A2 Journalism in The Media and Communications Industry (CCEA)



This applied A Level specification is designed to develop the knowledge, understanding and skills required to work in journalism. Students can discover what it is like to work as a reporter, researcher, photographer, photojournalist, subeditor, anchor, camera operator or sound technician.

This course aims to help students to:

- apply their skills to relevant work-related scenarios in print and feature portfolio work;
- work independently and in group settings;
- research, develop and present their findings in formats including print, online and broadcast platforms;
- develop advanced study skills to prepare for third level education; and
- demonstrate their understanding and application of key concepts through assessments.

While the study of Journalism at GCSE level would be advantageous it is possible to take on this course without the GCSE. If interested, students should see Mr Smith or Mr McDonnell.

What our students have to say:

“I studied Journalism at GCSE and it was one of my favourite subjects. I am really enjoying the subject at A Level. My understanding of the issues has developed and I enjoy discussing current events and topics in class.”

“Journalism is extremely enjoyable and I feel I can perform well despite having not done the subject at GCSE level.”

“No two lessons are the same. We look at a range of issues in the news as well as the rules of Journalism and there is a big practical element – we get to research and write a lot about current affairs and we were able to attend the recent ‘Let’s Talk’ event.”



AS/A2 CHEMISTRY

Pupils should have obtained at least grade BB in Double Award Science.

Pupils will also require good mathematical skills.

The course will be structured in such a way so that students can opt for an AS level at the end of Lower Sixth (Year 13) or alternatively they can further their studies to a full A Level by entering Upper Sixth (Year 14).

To obtain an AS level three modules must be studied in Year 13.

Unit AS1: Basic Concepts in Physical and Inorganic Chemistry

This module contains units on atomic structure and bonding as well as the shapes adopted by molecules and ions and the intermolecular forces existing between them. There is a general introduction to the Periodic Table with an in-depth study of Group VII. Redox reactions are introduced while analytical chemistry consists of acid-base titrations. Basic calculations and equations are an integral unit of this module (35%).

Unit AS2: Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry

Organic chemistry forms a major part of this unit with work on the chemistry of alkanes, alkenes, haloalkanes and alcohols. There is a qualitative introduction to equilibrium and kinetics while thermochemistry is covered in some depth. The analytical chemistry aspects are covered by ir spectroscopy and qualitative analysis. There is also further work on basic calculation (35%).

Unit AS3: Internal Assessment

Section A consists of two practical tasks each worth 25 and 29 marks respectively.

Section B has a planning exercise worth 20 marks and a number of other questions testing knowledge of practical techniques, observations and calculations worth 16 marks (30%).

To obtain a full A2 a further three modules must be studied in Year 14

Unit A2 1: Periodic Trends and Further Organic, Physical and Inorganic Chemistry

Further development of equilibrium and kinetics is included in this module and there are also units on Lattice Enthalpy and Entropy. The study of organic chemistry is continued with units on isomerism, aldehydes and ketones, carboxylic acids and esters, fats and oils. Periodic Trends and environmental chemistry complete this module (20%).

AS/A2 BIOLOGY

Students should have minimum GCSE grade BB in Double Award Science provided there is evidence of a good track record in the Biology component in the GCSE.

The AS (Advanced Subsidiary) may be used

- as a final qualification;
- to further their studies by progressing to A2 in Upper Sixth.

This course allows the development of the Key Skills in Information Technology, Application of Number, working with others, Improving Own Learning and Problem Solving, and provides a qualification which allows access to a wide range of courses at third level education.

CCEA AS Biology

Module 1: Molecules and Cells (40%). This studies the ultrastructure of cells, importance of water, structure and function of macromolecules, enzymes, cell division, DNA replication, technology and genetic fingerprinting. The unit also looks at the structure of the ileum and the mesophytic leaf in detail with respect to their functions.

Module 2: Organisms and Biodiversity (40%). Transport of substances in plants and the circulatory system in mammals, together with an in depth study of biodiversity make up the main components of this unit. A two-day field trip to Magilligan complements this.

Module 3: Assessment of Practical Skills (20%). This consists of two investigations which are internally assessed, including assessment of practical skills and the appropriate analysis of results.

CCEA A2. This builds on and extends work completed in the AS. In order to progress to A2 students must have a pass grade at AS level.

Module 4: Physiology and Ecosystems (40%). This unit deals with homeostasis, immunity, co-ordination and control in plants and animals. Ecosystems and the adverse impact of human activities on the environment are also studied.

Module 5: Biochemistry, Genetics and Evolutionary Trends (40%). The biochemistry of Respiration and Photosynthesis are studied in detail in this unit. Further work is carried out with regard to genetics and gene technology. An introduction to classification is also included.

Module 6: Assessment of Investigational and Practical Skills in Biology (20%). Pupils are given the opportunity to demonstrate that they can plan, implement, analyse and interpret an investigation with minimal guidance by testing a scientific hypothesis derived from their own knowledge or research.

A Level Physics

The intellectual model, Physics represents the world with a rigour and a coherence which is both accessible and comprehensive for any applicable situation. While requiring the recall and understanding of specific physical facts, terminology and relationships, Physics also demands the selection and organisation of

concepts in the context of changing ethical, social and technological circumstances. The ability to interpret, test and communicate ideas using the Science method and to assess the validity of evidence or intellectual models can imbue a character with skills and insight difficult to acquire elsewhere.

The Course

The Physics course comprises theoretical elements as well as a wide range of Practical work, I.C.T applications, research and industrial visits and provides opportunities to develop communication, I.C.T., number and problem-solving.

The course covers traditional Physics work from waves and dynamics to modern applications such as medical-imaging, quantum and fundamental particle Physics.

The Assessment

In A.S. and A2, there are three written papers, usually taken in June and a time-limited Practical carried out in the lab under exam conditions.

There is no coursework for A Level Physics.

The Student

Requirement: BB in Double Award and a good standard of Maths though not necessarily taken to A Level.

As the aim is A Level A (achieved by 40% of past students), only those who aim to be top-class students should consider A Level Physics but, if you are able and ambitious, you could become just that right here.

Why choose Geography at A level?

Geography is highly valued by universities as an A Level choice. The Russell Group report published in 2011 names geography as one of the eight facilitating subjects. This is a subject most likely to be required or preferred for entry to degree courses and choosing facilitating subjects will keep more options open to you at university.

In 2015 [The Guardian identified geography as the 'must-have A Level'](#).

In Oakgrove we follow the **CCEA A Level specification**. Topics covered across the two year course are: fluvial environments, ecosystems, biomes weather and climate, population, development and fieldwork.

What Careers Can I do with Geography?

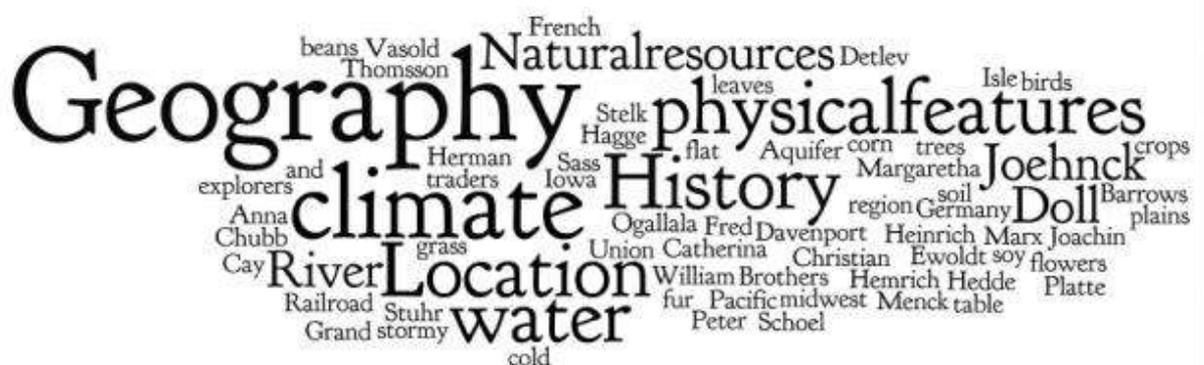
According to the Royal Geographical Society, Geography graduates have some of the highest rates of graduate employment.

Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with geography qualifications include: town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, and weather forecasting.

The army, police, government, research organisations, law and business world also love the practical research skills that geographers develop.

Because geographers learn about human and population development, geography can be useful for jobs in charity and international relations too.

For careers in the world of business, an understanding of global economics forms an important part of geography. If you are thinking of a career in law, human rights, international relations or welfare then geography gives you the opportunity to consider relevant issues such as; *how do we measure development? What are the consequences of migration on societies?*



Double Award Health and Social Care (Applied A level)

This qualification is worth 2 A levels, and timetabled accordingly. In the **Double Award** qualification students must complete **12** units: six at AS level and six at A2.

In year 13 you will study:

- Unit AS 1: Promoting Quality Care

- Unit AS 2: Communication in Health, Social Care and Early Years Settings
- Unit AS 3: Health and Well-Being (exam)
- Unit AS 4: Safeguarding Children
- Unit AS 5: Adult Service Users (exam)
- Unit AS 6: Holistic Therapies

In year 14 you will study:

- Unit A2 1: Applied Research
- Unit A2 2: Body Systems and Physiological Disorders
- Unit A2 3: Providing Services (exam)
- Unit A2 4: Health Promotion
- Unit A2 5: Supporting the Family
- Unit A2 7: Human Nutrition and Health(exam)

The AS course is worth 40% of the final grade, with the remaining 60% coming from the A2 course. It is important to note that the exam units have a higher weighting than the coursework units.

Careers and further study

This is a broad and varied qualification. Students who successfully complete this course will gain the skills and knowledge to work in a range of health care, social care and early years settings. Pupils have gone on to study nursing, midwifery, food and nutrition, psychology, teaching, counselling, human resource management and much more.

Single Award Health and Social Care is also available. This qualification is worth 1 A Level. In Single award, 3 compulsory units (AS1, 2 & 3) are studied in year 13. In year 14 A2 unit 3 is compulsory, plus two other optional coursework units.



**Cambridge Technicals Level 3 IT
Introductory Diploma/Diploma**



Why Choose Cambridge Technicals Level 3 IT?

ICT is the fastest growing and dynamic sector of the Northern Ireland economy highlighting the employment opportunities that are on offer in this field. It will give learners the opportunity to develop their knowledge and skills in IT systems, systems management, social media in business, and allow students to design and develop digital

What you will learn:

Introductory Diploma (Equivalent to 1 A Level)

2 Mandatory units

4 optional units

- Unit 1 Communication and employability skills for IT (m)
- Unit 12 Website production
- Unit 27 Graphic Design
- Unit 2 – information systems (m)
- Unit 19 – spreadsheet modelling
- Unit 21 – communications technologies

Diploma in IT (Equivalent to 2 A Levels)

2 Mandatory units

12 optional units

- All of the above units
- Unit 9 - Project Planning
- Unit 23 – Database design
- Unit 43 – Understanding social media for business
- Unit 10 – Developing computer games
- Unit 32 – Computer game design
- Unit 37 – Developing programming solutions



Is It For Me?

- Wide choice of units including hardware, software and online
- Includes practical activities in all units - learn, do, review
- Develops transferable skills for the workplace or future studies

Possible Careers: Software Developer, Network Manager, Programmer, Web designer, Project Manager, IT Technician, Computer Game Developer, Graphic Designer, Data Analyst, Digital Marketing Manager, Hardware Engineer, Teacher and many more

AS/A LEVEL MATHEMATICS

Maths is one of the most flexible and useful courses you can take after GCSE. It can be applied to an enormous range of further courses or careers from Sociology to Electrical Engineering. As a course of study in its own right Maths helps you make sense of the real world by helping you to gather and analyse information, create models and develop problem-solving skills. A qualification in Maths tells a future

employer, college or university that you are not just 'good with figures' but that you have acquired a broad range of skills that can be applied in different contexts.

At Oakgrove we will be offering A Level qualification in Maths. The course is modular (2 modules for AS and 4 modules for A Level) and will involve studying a mixture of Pure and Applied Mathematics. Further A Level Maths is also available.

Pure Mathematics

This involves developing the mathematical tools that you can then apply to solving problems in the real world. You have been doing this since Primary school where, for example, learning how to count and work with money helps you to shop, save, invest, manage finances, make personal investment decisions etc. As you grow older the knowledge you have increases and the complexity of problems that you are able to solve increases. Pure Maths makes sure that you also have the necessary skills.

Applied Mathematics

The two types of Applied Maths that we will study are Mechanics and Statistics. In Mechanics we will find out about how real objects in the world behave and how we can create models which will help us describe and understand them better. Topics included are mass, speed, distance, time, forces, motion and acceleration. Statistics is an area of Maths, which is most directly relevant to everyday lives, finding out about the world around us, making sense of the information we have, communicating this knowledge to others and using our knowledge to help us plan for the future and make decisions.

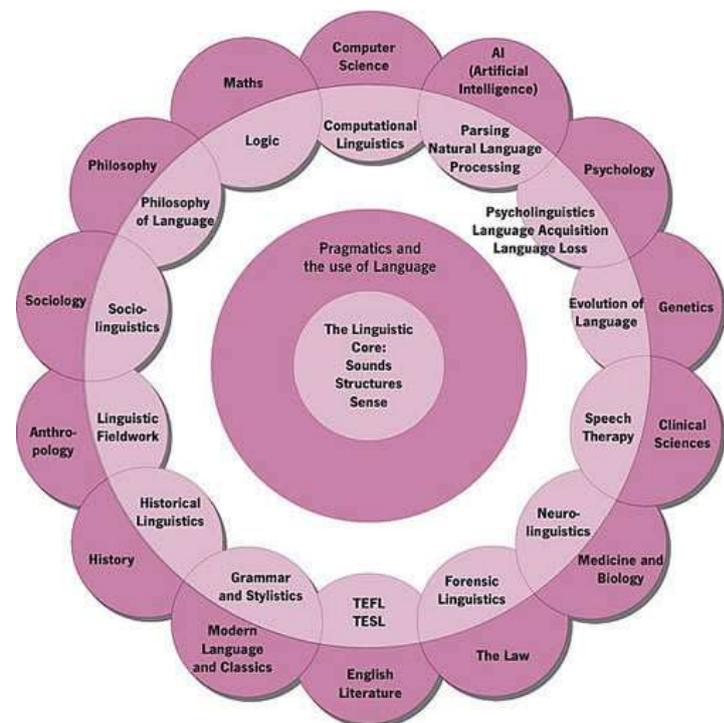
Who should study Maths?

If you have a Grade B or higher at GCSE then you should be able to cope with the demands of the course at AS or A Level. If you find that you are interested in Maths and have been successful in your Maths in Year 12, perhaps you are not sure about particular career choices and want to keep your options open a little longer then Maths would be a good choice for you. You do not need to have studied Additional Maths in Year 12. One other thing worth mentioning is that Maths is **not** harder than any other A or AS Level nor is it any easier. We would like to see as many people as possible studying Maths and would encourage everyone to think seriously about this as a possible choice for Year 13.

MODERN LANGUAGES

GCE CCEA Specification – French and Spanish

French and Spanish GCSE provide the opportunity for our students to build upon their linguistic knowledge from Key Stage 4. All languages are taught by language specialists in well-equipped classrooms with access to Interactive Whiteboards. Students at Oakgrove regularly achieve excellent results in their language course at GCE, thus laying a sound foundation for further studies, either to continue as part of a University course or to embark on a future career in languages.



GCE Languages (CCEA) AS/A LEVEL FRENCH/SPANISH



The CCEA specification at AS and A2 levels builds upon the knowledge, understanding and skills attained at Key Stage 4.

It is therefore essential that those good candidates opting for AS or A level in a Modern Language should have achieved a very good grade at GCSE level.

The format is common to French and Spanish and will assess the four skills area – listening, speaking, reading and writing – although not separately, as at GCSE Level.

The AS levels (Modules AS 1 & AS 2) can be taken as a “stand alone” qualification without progression to A2 (modules A2 1 & A2 2).



“Elegí el español porque es imprescindible que se pueda comunicar con gente de otros países y culturas en la vida adulta. Además, parece impresionante para las universidades y, ¡me encantan las clases de español!”

“I chose Spanish because it is essential that we can communicate with other countries and cultures in adult life. Furthermore, it looks impressive for universities and, I love my Spanish lessons!” (Annie Doherty)

See the website below for more details about studying a GCE in languages:

<http://www.rewardinglearning.org.uk/microsites/languages/>



Oakgrove Integrated College

P.E. Department

BTEC Sport

NQF Level 3 Extended Certificate

Edexcel/Pearson BTEC Level 3 Extended Certificate

The BTEC Level 3 Extended Certificate in Sport is a course for those pupils who love sport. You learn by completing an on-line exam, a synoptic unit and two pieces of coursework and the overall qualification is the equivalent of one A-Level. It is a two year course which consists of the following 4 units:

<u>UNITS COVERED</u>	
Unit 1 - Anatomy and Physiology	On-line Exam
Unit 2 - Fitness Training and Programming for Health, Sport and Wellbeing	Synoptic Unit
Unit 3 - Professional Development in the Sports Industry	Coursework Unit
Unit 4 - Application of Fitness Testing	Coursework Unit

Website: <https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html>

Entry requirements:

- A minimum of five GCSE A* - C grades is required.
- BTEC Sport Level 2 (at Merit or Distinction level) and GCSE English must be two of these five subjects. (Some pupils may be accepted without GCSE English but this is unusual and is at the discretion of the PE Department). It is recommended that pupils enjoy and are used to completing coursework.
- Pupils must participate in sport at a reasonable level and are a member of a team/club outside of school.

Assessment:

A summative unit grade of Pass, Merit or Distinction will be awarded.

- To achieve a '**Pass**' a learner must have satisfied **all** the pass assessment criteria
- To achieve a '**Merit**' a learner must have satisfied **all** the pass and merit assessment criteria
- To achieve a '**Distinction**' a learner must have satisfied **all** the pass, merit and distinction assessment criteria

Year 14 student - Chloe Moore: "I really liked coursework so the BTEC Sport course suited me. I have a real interest in sport and for every assignment we researched a range of topics and completed the assignments set."

Career Pathways: Careers in sport (coaching, teaching, therapy, conditioning, fitness instruction, outdoor education etc) and the health and leisure industry, as well as progression into Higher and Further Education.

AS/A LEVEL RELIGIOUS EDUCATION

At Oakgrove we follow CCEA GCE Religious Studies Syllabus.

The course content www.ccea.org.uk/religious_studies

(1) **Textual Studies (50%)**

- AS Level = An introduction to the Gospel of Luke.
- A2 Level = Themes in the Synoptic Gospels

This involves an in depth study of Luke's Gospel incorporating questions of authorship and dating, miracles, the kingdom, discipleship, with particular emphasis on the infancy and passion narratives. Pupils will develop their evaluation skills in relation to other aspects of human experience e.g. validity of miracles, importance of mercy and outreach to the marginalised.

(2) **Ethics & Religion (50%)**

- AS Level = Foundation of Ethics with special reference to Medical Ethics
- A2 Level = Global Ethics

Within this section students will consider Abortion, Euthanasia, contraception, sex & relationships and human infertility. They will also consider Situation Ethics, Utilitarianism, Atheism and Biblical Ethics. Pupils will develop their evaluation skills in relation to other aspects of human experience e.g. how utilitarianism has become the 'ethics of the planet'.

Why RE?

The value of this subject is shown by its ready acceptance by third level institutions. All universities accept and welcome students with Religious Studies onto a variety of courses, in humanities, arts and science as well as to specific courses in Religious Studies or Theology.

In the world of work employers look for someone with **tolerance** and respect, who has an **enquiring mind**, an **appreciation of different viewpoints**, an ability to come to clear, **balanced decisions**. These skills are all developed through RE. If you want to **work with people, in caring work, teaching, journalism, law, with children, health, catering, leisure and tourism or to work abroad or in a cosmopolitan** setting RE will give you plenty to think about, and valuable expertise.

Student Voice

"Don't underestimate RE, it will turn out to be the best choice you make!" (Barry Gavin)

"GCSE RE was great and A Level was even better." (Treaa Harkin)

"The knowledge gained by modern day religious studies graduates – plus their understanding of the impact different religious and social beliefs can have in all environments – make them ideal candidates for a whole range of professions."

“Despite not doing GCSE RE I thought I would do it for A Level and I loved it.” (M.Elliott)

Making Your Choices

Seek informed opinion about the subjects you wish to pursue from as many sources as possible but it is ultimately your responsibility to make the final decisions about your subject choice.

1. Meet with:
 - * Head of Sixth Form
 - Heads of Departments
 - Head of Careers - Mr Donaghey

2. Attend the Post 16 Information Day in August when there will be meetings between parents, students and staff.

3. Choose subjects which:
 - * you like
 - you are good at
 - are vital to your career plan
 - keep options open
 - combine well together

Post 16 Study

In Years 11 & 12, you will have had a full timetable and no free time to yourself. In Years 13 & 14, you will have greater personal freedom in preparation for the independence of life at third level education. A great deal of self-discipline is needed to use your free time productively if you are to succeed at Post 16 level.

As there are modules and examinations taking place each year, the time should be used constructively - for study, for personal research and for personal and social development. You will be allocated time in the study, library, IT suite and common room to allow you to make full use of this time.

As a senior student, you will also have the added responsibility of being more personally accountable for your actions and appearing as a good role model for younger pupils in the college. The opportunity of becoming a Senior Prefect is open to all Post-16 students.

It is a demanding time but one that can be worthwhile, stimulating and enjoyable. We wish you good luck.