

Artsmark Platinum Award
Awarded by Arts Council England

Ellesmere College

Sixth Form Prospectus







Within this prospectus you'll find out everything you need to know about the huge range of Sixth Form subjects available at Ellesmere College. You'll also be able to find out about what Sixth Form life with us is like, and hear what our current students have to say.

Want to know more?

Visit **www.ellesmere.com**

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"What I love about the education at Ellesmere is the amount of support you get from the teachingstaff."

Richard Yr13

Welcome

to the Sixth Format Ellesmere

The Ellesmere Sixth Form provides a unique set of opportunities.
The focus is on academic priorities and achieving the best possible results for each individual. Sixth Formers are also encouraged to take responsibility and show initiative in a wide range of activities
at Ellesmere and beyond. The Sixth Form is a key transition period between school and university or a professional career and it is as important that social as well as academic skills are developed in these years.

There are two Houses for Sixth Form boys and two for girls. Individuals can choose to be full boarders, weekly boarders or day students. The Sixth Form has grown significantly over recent years (with around one hundred students in each of the two year groups). Day students are fully integrated with the boarders and have access to the same excellent study arrangements and facilities with all rooms having internet access. Sixth Form boarding provides the opportunity to begin to develop personal independence before moving on to university.

Students transfer to Ellesmere Sixth Form from all parts of the United Kingdom and many travel from overseas. They all have something to contribute personally to the effectiveness of the Sixth Form.

The range of facilities at Ellesmere is impressive but the atmosphere and sense of expectation is equally important to the overall success of each Sixth Former.

Independence with responsibility provides the guiding principle underpinning Sixth Form education.







Life at Ellesmere

Life at Ellesmere is about purpose. The platform to develop within your own academic areas of interest and expertise but to also develop personal skills which aid the transition into University and the world of work.

Developing the individual is at the heart of the Ellesmere model and one which is more than just rhetoric. We build this into our curriculum and devote two dedicated afternoons each week to the sporting and activities programme that allow all pupils in the Sixth Form the opportunity to develop a range of skills outside the classroom environment.

We take personal development as an essential ingredient to success and the Ellesmere experience will take many pupils into areas not previously encountered. Leadership, time management, resilience, perseverance are just some of the qualities and traits that Ellesmerians will become proficient in, as they follow the Sixth Form journey.

From House Dinners, to Sixth Form Ball, House Debating to House plays, House Singing to House Sports, there really is a place for everyone to be involved, be busy and to try and experience new things.

With a range of guest speakers throughout the year and opportunities for networking with members of the Old Ellesmerian community; there really is a platform for each student to make the years in the Sixth Form some of the most memorable and rewarding of their lives.

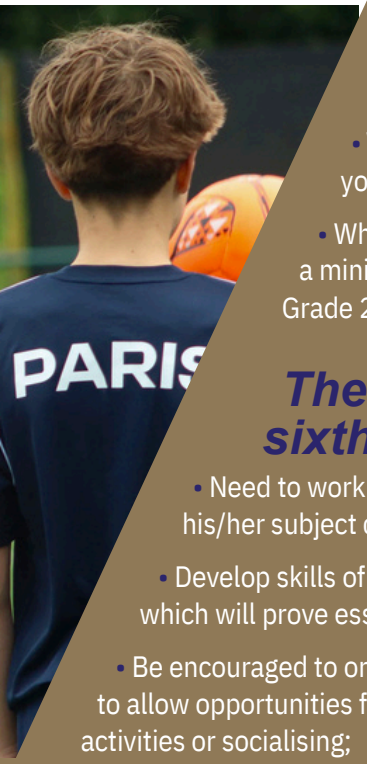














Things to consider

- Which subjects do you enjoy most and what might you need for a particular career or university?
- Which subjects are you best at? Entry requirements: a minimum of 5 GCSE grades at level 4/5 or above. Grade 2 to Grade 4 in IELTS for International students.

The successful sixth former will:

- Need to work hard and be prepared to read around his/her subject choices;
- Develop skills of independent research and analysis which will prove essential at university and beyond;
- Be encouraged to organize time efficiently – to allow opportunities for extra-curricular activities or socialising;
- Be able to show initiative and take responsibility both in and out of the classroom;
- Be treated as a reliable young adult – and be expected to respond accordingly.

You do not need to make choices without help:

We want a varied but successful Sixth Form concentrating on individual potential and achievement. We will help you make the right decision for you. For our current pupils Tutors, Heads of Department and the Careers staff are all ready to offer guidance. For our new pupils help is on hand from our Head of Sixth Form, Dr Tom Gareh, and our IB Co-ordinator, Mrs C Westwood.

> ***Idid the Gold Duke ofEdinburgh in the Sixth Form and it was a really good experience. I had a really good group, we got on well and we helped each other with all the tasks. I had never done anything like that before and I learnt so much.***
>
> **Cassie** (Yr 13)

Life in the Sixth Form

Ellesmere has a dazzling array of enrichment activities so it isn't all work!

Our prestigious Artsmark Platinum status, providedby Arts Council England, is inrecognition of our commitment to provide thebest possible environment and teachers for students. Individuals can get involved inacting,singing, stage technical skills, photography, filming-making, painting and drawing.

Students can even take up individual LAMDA speech and acting lessons, which are a recognised vocational qualification. LAMDA exams will help towards school, college, university, drama and dance school entrance.

Opportunities include:

- Nationwide choir success
- House and School Plays
- USA Exchange
- "A life in..." .series
- Arts showcase
- Curriculum trips
- Woodard 100 voices and many more





Opportunities and Activities

Our outdoor programme offers the opportunity to develop skills for life and fulfil an individual's potential. Students can get involved in the Duke of Edinburgh Award scheme; a balanced programme of activities which develops the whole person – mind, body and soul – in an environment of social interaction and team working.
The Combined Cadet Force (CCF) can be summed up with one word: opportunity. At very little cost it offers young people the chance to engage in a tremendously wide variety of activities, to learn new skills and to explore and expand their mental and physical horizons. Our CCF contingent has three Service sections of the Royal Navy, the Army and the Royal Air Force. Physical education in the school setting is an important and vital avenue for individuals to also learn and develop life skills. The types of sports available to students include: basketball, badminton, cricket, football, hockey, rugby, sailing, swimming, tennis and netball, to name but a few...there is also a well equipped fitness suite and weight room to support students' goals.

> ***The variety of activities and opportunities is something that sets Ellesmere apart from many other schools. The experiences have really helped me to build and develop skills which have enabled me to thrive both in and out of the classroom. Ellesmere has given me the confidence to try new things, to be challenge myself and to be resilient; skills that will benefit me long after I leave Ellesmere.***

Jaimie Yr 13



Sixth Form Journey

Courses

A Level

A traditional course recongised around the world. The two year course consists of three A Levels chosen from 25 different subjects

International Baccalaureate (IB)

An International course, recongised around the world. The two year course covers 3 higher and 3 standard level subjects with a core curriculum.

Students pursing their spots to a high level are able to complete the course over 3 years as part of our WAos Athlete Friendly Education Centre (AFEC) Accreditation.

BTEC National Diploma

This is a two year course which is equivalent to 2 A Levels. Students need to complete a number of units over the two years.

Extended Project Qualification (EPQ)

EPQ allows students to design their own project. Each student works with a supervisior over the year. Students keep a logbook of decision making, research and planning which is assessd at the end with their product - either a 5,000 word essay or an artefact.

Highly valued by universities when combined with other qualifications

Michaelmas Term

August - December

- Sixth form Residential Experience
- Introduction and familiarisation events
- Careers Fair and work with our University Application Software (UAS)
- Launch Extended Project Qualification (EPQ)
- Three formal Assessments and Academic Reviews
- Study skills and PSHE with tutors

Lent Term

January - April

- Working on recording competencies with UAS
- Study abroad & Gap Year presentation
- EPQ taught and skills
- Written Progress Report
- Two Formal Assessments and Academic Reviews

Summer Term

May - July

- Work on personal statement using UAS
- One Formal Assessments and Academic Reviews
- Internal end of year examination
- UCAS Exhibition and Open Days
- PSHE Morning
- Written Progress Report
- Prize Giving, speech Day and Summer Ball

Summer Break

August

- Work experience and research for HE applications
- IB - Extended Essay
- IB - Theory of Knowledge (Tok) Exhibition
- Gold DofE Residential Experience

Michaelmas Term

September - December

- Complete Personal Statement - UCAS Application
- Written Progress Report
- Three formal Assessments and Academic Reviews
- IB- Internal Examinations
- Extended Essay Completed
- EPQ - Review and Presentation

Lent Term

January - April

- Competitive House Dinners
- Two Formal Assessments and Academic Reviews
- IB - ToK Essay
- CAS Completed
- Remaining UCAS offers and university decisions

Summer Term

May - July

- A Level, BTEC, IB Final Examinations
- Prize Giving, speech Day and Summer Ball
- IB & BTEC Results Published
- A Level and EPQ results published

The Future

- University
- Apprenticeships
- Career
- Gap Year
- Work Abroad
- Volunteering

Co - Curricular Activities


PSHE Guidance


Competitive House Events


Academic Subject Competitions


EDGE Lectures


The Duke of Edinburgh Award


Team Green


Arts Award


Combined Cadet Force (CCF)


Competitive House Dinners


Leadership


Summer Camps


Oversea Trips







Curriculum Routes

Ellesmere College offers A Level,International Baccalaureateand BTEC Level3 courses. Class sizes aresmall and individuals canbeintellectually challenged to broaden their minds. Students areable tochoose from around twenty different subjects that are the most appropriate for their studies and their future success.
Examination results have led to students securing places on competitive courses and at a wide range of universities from Russell Group members
in this country to alternatives in Europe and the USA.

Considerable time is spent ensuring that individuals carefully plan their options for their future and this prospectus aims to set out the detail of each A Level, IB, and BTEC option. The Tutor system ensures that there is a professional
help and advice for each individual. Aspirations and abilities may differ, but individuals need guidance and monitoring if they are to achieve their potential.

International Baccalaureate (IB)

A gold standard Pre-University course, recognised around the world. The two year course covers 3 higher and 3 standard level subjects with a core curriculum.

A Level

A Levels are designed to be studied over two years, there are over 20 subjects to choose from.

BTEC Diploma

Sport performance and excellence. A specialised course with clear routes into a sport related career or university.



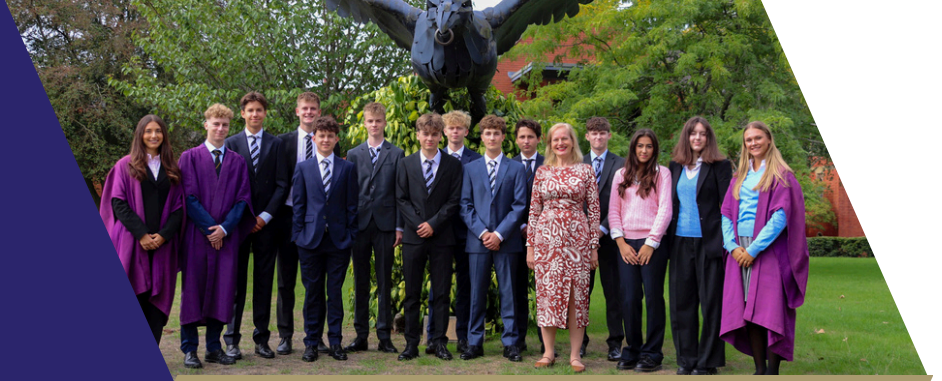
International Baccalaureate

The International Baccalaureate is a comprehensive and challenging Gold Standard pre-university course that demands the best from both students and teachers.

It is a sophisticated two year course covering a wide range of academic subjects. Since its foundation in 1968, the IB Diploma has been adopted around the world and over 60,000 candidates in 135 countries now sit the Diploma each year. IB Diploma graduates are welcomed by the world's leading universities. It is the qualification for the 21st century, when young people are competing for work in a globalised society.

The IB Diploma is now well established and unites many students across the world in a shared academic experience, promoting critical thinking and intercultural understanding. The International Baccalaureate was introduced at Ellesmere College in September 2006, providing an exciting new challenge.

At Ellesmere great emphasis has always been placed on breadth of education. The IB Programme widens this breadth yet builds on already established strengths within the College such as our sporting reputation, outward bound opportunities, community based activities and the Arts Award programme.



Why should I study IB?

- It takes thebest elementsof many national systems and combines them.
- It emphasises critical thinking.
- It exposes students to different points of view and fosters intercultural understanding.
- It has equal relevance wherever you study in the world.
- It is recognised by universities the world over.
- It covers a broad range of subjects.



The IB Programme is a source of ethics, values and knowledge. It teaches students how to develop in the real world.

"The IB Diploma Programme played a fundamental role in my education. The capacity to think critically made me appreciate different realities and understand human behaviour."

Michal Yr 13





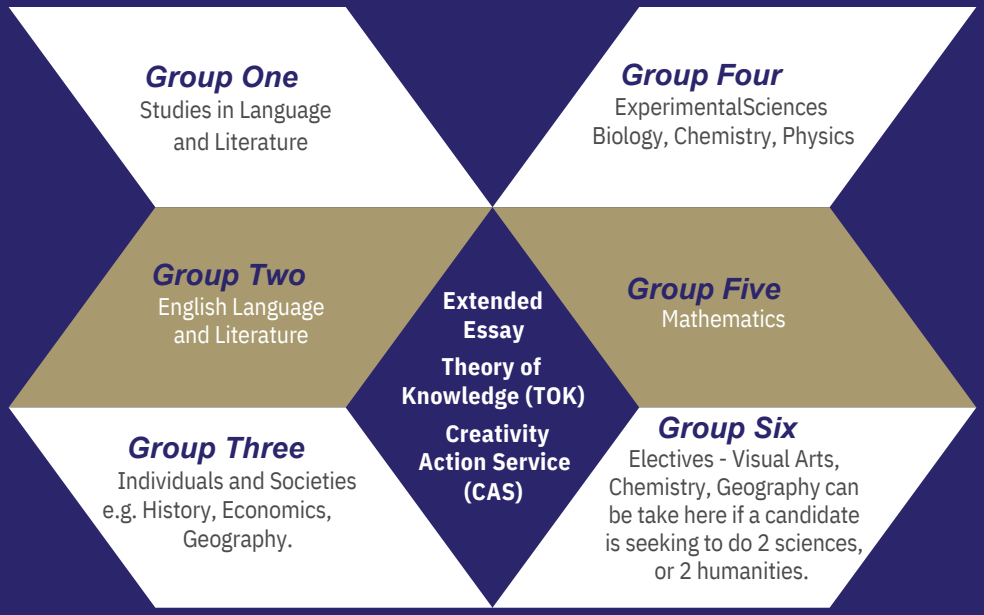
At the heart of the IB courses are three core requirements that are integral to the curriculum and that make the Diploma Programme unique.

International Baccalaureate

The IB Learner Profile is a holistic framework that guides all Internationa lBaccalaureate (IB) programmes. It translatesthe IB mission into ten learning attributes that promote academic,personal, and social growth. These attributesapply to students,teachers,and school communities.

IB Diploma Programme students choose tostudy six subjects, one from each of the subject areas groups below. Three are studied at Higher Level and three at Standard Level.

You will need 5 GCSE grades at level 5 or equivalent to access thiscourse.



1.Extended Essay:

The extended essay is a formal piece of writing, based upon independent research within a particular subject of your own choosing (yet within the IB subject areas). Its purpose is to provide candidates with an opportunity to produce an in depth study of a limited topic within a subject. Emphasis is placed upon personal research. A successful Extended Essay will provide you with an excellent piece of work to discuss at university or job interviews.

2.Theory of Knowledge (TOK):

Thisis one ofthe most important elements of the IB Diploma Programme course. It challenges students to question the bases of knowledge and to reflect critically on how they acquire knowledge and use it within their different areas of study. Classes consist of a weekly class, which is supported by a weekly assignment for prep.

3.Creativity Action Service (CAS):

This allowsstudents to gain real life experiences beyond the classroom and develop leadership skills. To fulfil these requirements students must take part in artistic (Creative) activities, sports, expeditions or local/international projects (Action) and community or social services projects (Service). Students must complete a diary in which they list what they have done, achieved, steps to improvement and a review of the experience.

A Levels and BTEC Programmes

A Levels and BTEC National Diploma courses lead to university entry or can provide the specialist qualification for direct entry to work.

It is expected that students will choose 3 A Level subjects or BTEC Diploma plus one additional A Level.

Discussions will take place at the end of the first term regarding the best curriculum package for the individual. These are with the personal tutor allocated to each student.

On commencing your chosen course, twice termly reviews will be used to support each student and guide their performance and career aspirations.

Enhanced Programme

In the first year all students will do the advanced level of ESB (English Speaking Board) examinations. This certification offers additional UCAS points.

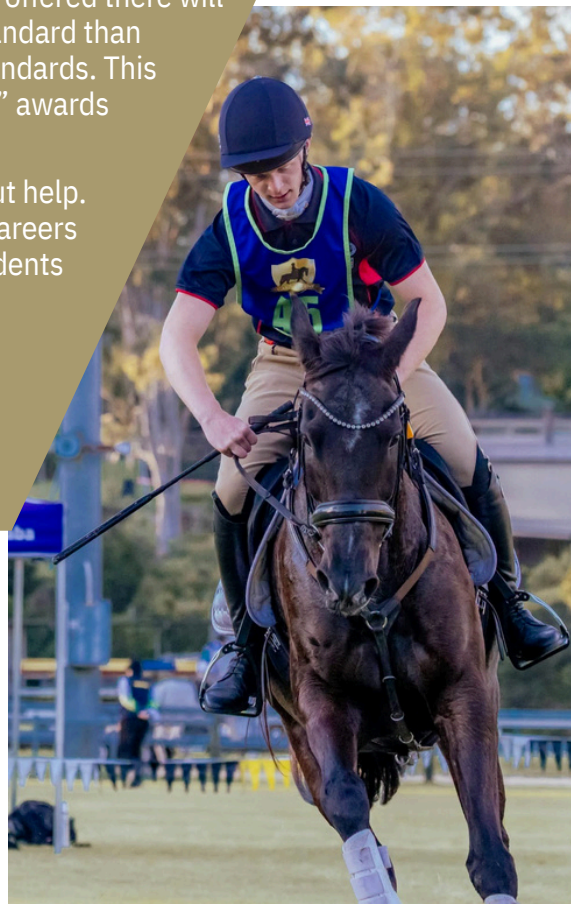
Students are encouraged to select an area of interest to do an Extended Project. A tutor is allocated to each student and guides them through this process. This qualification can offer additional UCAS points.

How to Apply

The offer of a place or an award for entry into the Sixth Form at Ellesmere College is based, in every circumstance, on more than simply academic performance at GCSE.

A minimum of 5 GCSE grades at level 5 or above is needed. It is quite possible that a place will be offered subject to achieving more than the minimum entry, and in all cases where awards (scholarships or exhibitions) are offered there will be a requirement to achieve a higher standard than simply the minimum academic entry standards. This applies even in cases of “non-academic” awards such as Music or Sport.

You do not need to make choices without help. Tutors, Heads of Department, and the Careers staff are all ready to offer guidance. Students new to the College should discuss their choices by contacting our Head of Sixth Form.



“Held on the terrace, with fireworks and dodgems, the Summer Ball is the perfect way to end the academic year.”

Nina Yr 13

I came to Ellesmere to pursue Drama and continue my athletics. At my last school it was "You're a sportsman, not both' but at Ellesmere I could do both – without having to compromise on either. As a weekly boarder I could find the time to use the gym, do my track sessions and follow my athletics programme whilst also being fully involved in the drama both through studying it at A Level and being part of the many school productions. Ellesmere enables you to pursue and realise your ambition.

Felix T (OE)





Our Courses

Sixth Form Subjects at Ellesmere



AQA Extended Project Qualification

The Highlights...

- Independent Study
- Highly valued by Universities
- Explore an area of interest
- Problem solve and create
- Equivalent of ½ an A level

The Extended Project Qualification: What is it?

Asinglepiece of work,requiring a high degree of planning, preparation and autonomous working. The projects would differ by subjects, but require persistence over time and research skills to explore a subject independently and in real depth.

14-19 White Paper (DfES, February 2005, p60)

"The EPQ has given me the opportunity to research an area I am really interested in. The ability to learn the skills of research and data handling, whilst working to clear timeframes have really improved my own subject performance."

AQA Extended Project Qualification

Entry Requirements

The Extended Project is open to all students in the sixth form. It is expected that students begin a project in September of the Lower Sixth after some initial discussions with your supervisor and then aim to complete it by May in that academic year.

Course Outline

The nature of an EPQ is to allow the students to design their own project. Each student works with a supervisor over the year. A project can take many forms. Students keep a logbook of decision making, research and planning which is assessed at the end with their product. A product could take the form of a 5000 word essay or an artefact. An artefact could be a film, a book, a piece of music, a dramatic production or a solid object like a dress. There is very little limitation on what a student can choose to do. The project requires students to plan and research independently. It is a great way to prepare for the world of work and university.

Assessment

The project is assessed as an A level and scores UCAS tariff grades. Candidates receive their grade in the August of the academic year in which they started the project.

Recent projects have included:

- How to make a roller coaster
- Murderers, bad or mad?
- A short story about depression
- A wedding dress from waste material
- Is exploration of Mars possible?
- Cancer treatments future
- The legalisation of drugs
- A Utopian short story
- The slave trade today
- Artificial intelligence
- Facial recognition software



Art & Design A Level (AQA)

Visual Arts IB (Group 6)

Entry Requirements

GCSE Art & Design pass grade, or equivalent.
Evidence of achievement in a creative subject.

Evidence of achievement in a creative subject.

Course Outline

Students will be introduced to a variety of experiences that explore a range of fine art media, processes, and techniques. They will be aware of both the traditional and new media.

Students will explore the use of drawing for different purposes, using a variety of methods on a variety of scales. They will be required to work in one or more areas of fine art, such as the list below:

- Drawing & Painting
- Mixed Media
- Installation
- Print Making
- Moving Image

Each visual arts course consists of two linked compulsory parts, with many activities integrating work in the studio with the investigation workbook.

In common to each course are the core elements:

- introduction to art concepts, criticism, and analysis.
- acquisition of practical, technical, and new media skills.
- relationship of art to the various sociocultural and historical contexts.

Assessment

This is a linear course of two years. Final assessment consists of 15 hours practical examination and submission of a portfolio of work.

For both Higher and Standard Level:

Externalassessment 60%
This comprises of a

Comparative study –comparing and analysing the art work of at least 2 artists.

Process portfolio - sustained exploration and experimentation through a range of materials, techniques and themes.

Externalassessment 40%
Exhibition of work producedover the 2 year period.



Art & Design /Visual Arts

The Highlights...

Students fromthis coursehave goneonto study at a range of prestigious universities.

These include:

- Glasgow School of Art.
- Central St Martin's London.
- London School of Fashion.
- Chicago School of Visual Arts
- Parsons School of Visual Arts New York.
- Parsons School of Visual Arts Paris.

Studying art & design opens up an exciting range of car eer s:

- Artist
- Fashion Designer
- Museum Curator
- Illustrator
- Graphic Designer
- Architect





Biology

- Attending lectures by renowned scientists and hearing from examiners.
- Visits to local universities when undertaking practicals in the field.
- Intermediate Biology Olympiad competition.



Studying biology opens up an exciting range of careers:

- Medicine
- Biomedical Scientist
- Pharmacist
- Pharmaceutical Engineer
- Ecologist

Biology A Level (OCR)

Entry Requirements

A level 6/7 in Dual Award Science or a level 6/7 in Separate Award Biology. A minimum of a GCSE level 5 in Mathematics but preferably level 6/7.

Course Outline

Biology is a 'subject for life' – exciting new discoveries are being made all the time, relating to health, drugs, agriculture, and fighting diseases. We need to find ways to address climate change and all its environmental implications.

Aims of the course:

- To stimulate interest and enjoyment in the study of Biological Science.
- Develop essential knowledge and understanding of the concept of Biology and the skills needed for the use of these in new and changing situations.
- To develop an understanding of scientific methods.
- To develop an awareness of advances in technology, including information technology, relevant to Biology.
- To recognise the value and responsibility of Biology in society.

Aims of the Coures

- Is to integrate concepts, topic context and the nature of science through scientific inquiry.

Course Structure:

The course is broken down into 4 main themes:

-Unity and diversity

-Form and function

-Interaction and independence

-Continuity and change

Within each theme there are the same 4 topics:

1.Molecules
2. Cells
3. Organisms
4. Ecosystems

Within each topic there are standard and higher-level content.

Assessment

A-level: This is a linear course, examined at the end of the two years. Student must keep a detailed lab diary demonstrating the development of key practical skills. These will be tested in the final written examination.

A total of 80% eternally assessed through 2 papers. Paper 1: 36%, Paper 2: 44%

The remaining 20% is assessed via the internal assessment (IA) which consists of one scientific investigation task. This IA is completed as a residential trip at a Field Studies Centre, which will incur additonal costs.

Biology IB (Group 4)

Entry Requirements

At Standard Level a minimum level 6/7 in Dual Award Science or a level 6/7 in Separate Award Biology. A minimum of a level 5 grade would be expected in Mathematics and English Language.

Higher Level is a more advanced course and students will be expected to have achieved higher grades at GCSE or their equivalent in their home country.

Business Studies
A Level (Eduqas)

Entry Requirements

It is recommended that candidates have attained literacy and numeracy skills equivalent to a level 5 grade at GCSE.

Course Outline

The overall aim of this syllabus is to encourage students to develop critical understanding of organisations, the context in which they operate, the markets they serve, and the process of adding value.

Students will examine business behaviour from the various perspectives including customers, managers, creditors, shareholders, owners, and employees. They will demonstrate understanding of the economic, environmental, ethical, and global issues that arise in business and be able to interpret and evaluate the importance of these issues. The subject draws on a variety of disciplines for its analysis and understanding and is carried out with a problem solving approach.

The content of the course is varied and the syllabus gives the opportunity to investigate all aspects of business functions, economic activity. Topics include Marketing, Finance, Production, Human Resources, External Influences, and Business Strategy.

Assessment

This is a linear course where external examinations take place at the end of Year 13. The A Level is divided into 3 equally weighted assessments.

Component 1 – Business Opportunities & Functions
Component 2 – Business Analysis & Strategy
Component 3 – Business in a Changing World



Business Studies

The Highlights...

- Revision Webinars.
- Popular university destinations include:

  Liverpool, Manchester, Leeds, Cardiff, Bristol. Oxford Brookes and Warwick.

Studying business opens up an exciting range of careers:

- Surveyor
- Investment banking
- Accountancy
- Retail Analyst



Future Doctor?

Future Pharmacist?

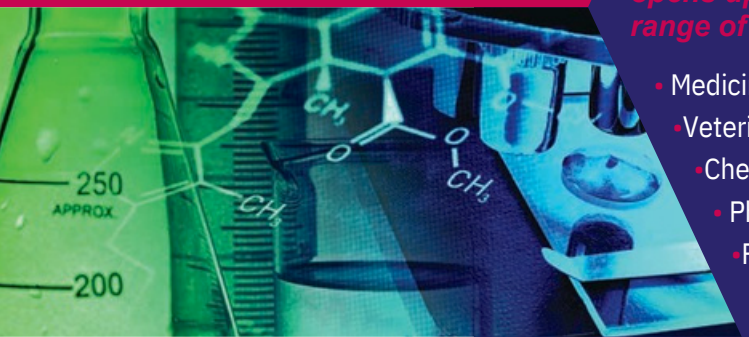
Future Engineer?

Start here!

Chemistry

The Highlights...

- Royal Chemistry Society's Olympiad.
- Cambridge Chemistry Challenge



Studying chemistry opens up an exciting range of careers:

- Medicine
- Veterinary Science
- Chemical Engineering
- Pharmacology
- Forensic Science

Chemistry A Level (OCR A)

Chemistry IB (Group 4)

Entry Requirements

Minimum requirements are level 6/7 in GCSE Science/Additional Science or a level 6/7 in separate Chemistry. A level 7 in GCSE Mathematics is also required.

Standard Level: GCSE Level 6/7, European Level 2, IB MYP Level 5/6

Higher Level: GCSE Level 8, European Level 1, IB MYP Level 7

Course Outline

The A level Chemistry course involved a study of;
Physical Chemistry& TransitionElements includes the study of Rates of Reaction, Equilibria, differing theories of Acids and associated calculations. It also includes the use of Born-Haber cycles, the study of Entropy & Free Energy as well as furthering the understanding of Transition Metals and their complex-ions.

Organic Chemistry & Analysis includes the study of Aromatic compounds, Carbonyls, Esters and Carboxylic Acids, as well as Nitrogen-containing compounds, Condensation polymers and multi-step synthesis. The Analysis section includes various methods of chromatography, Infrared spectroscopy and Mass Spectrometry.

At both Standard andHigher Levels the course involves astudy of:
- Quantitative Chemistry, Atomic Structure, Periodicity, Bonding,Energetics
- Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction
- Organic Chemistry, Measurement and Data Processing.

Thesetopicsare examinedingreaterdepthforthe additionalHigher Level.

The Options are chosen from:
The Chemistry courses offers cover many aspects of research, analytical and practical elements including: Physical Chemistry & Transition Elements, Organic Chemistry & Analysis, Kinetics, Acids & Bases, Atomic Structure and Equilibria.

Assessment

A-level: This is a linear course, examined at the end of the two years. Student must keep a detailed lab diary demonstrating the development of key practical skills. These will be tested in the final written examination.

IB: 25% of course in total devoted to practical work and is worth 24% of the final grade including the group 4 project.

There are 3 written papers for both SL and HL. Paper 1 (20%), Paper 2 (32% SL / 36% HL), Paper 3 (24% SL / 20% HL)

An internal investigation must be completed by all students.

Computer Science A Level (AQA)

Entry Requirements

Minimum requirements is level 6/7 in:

- GCSE Mathematics
- GCSE Computer Science

Course Outline

Theory:

To learn the characteristics and methods of operation of component parts of computer systems (hardware, software, communication) and their subsystems.

Use various methods for the representation of data in computer systems. Develop a critical understanding of ethical issues arising from the use of computer solutions.

Programming:

Application of computational and algorithmic thought processes to the understanding and solving of computational problems.

To learn and apply appropriate programming techniques and principles to develop data structures and algorithms for the solutions of computational problems.

Design, implement, document and evaluate an effective solution to a given problem using appropriate hardware, software and programming languages. (Python, Assembly & SQL)

Assessment

AS Level:
Paper 1 - tests a student's ability to program, as well as their theoretical knowledge of computer science (on-screen exam | 50% of AS-Level)

Paper 2 - tests a student's theoretical knowledge of the non-programming aspects of computer science (written exam | 50% of AS-Level)

A Level:
Paper 1 - tests a student's ability to program, as well as their theoretical knowledge of Computer Science (on-screen exam | 40% of A Level)

Paper 2 - tests a student's theoretical knowledge of the non-programming aspects of computer science (written exam | 40% of A Level)

Non-Exam Assessment - the NEA assesses student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. (course work based | 20% of A Level)



Computer Science

The Highlights...

- British Informatics Olympiad
- Centre of Excellence in Computer Science
- Hands on experience with Coding, Cryptography, Web Design & much more!

Studying Computer Science at A Level can open up fascinating opportunities in areas such as:

- Networking
- Encryption & Security
- Game Development
- Big Data Manipulation



Design & Technology: Product Design A Level (AQA)

Entry Requirements

Potential students need to demonstrate a desire for the subject and display a creative flair. It is preferable to have studied the subject at GCSE. This could be either through the GCSE route or OCR Cambridge National in Engineering we offer at college. Having a good grasp at Mathematics is preferable as it will help with some elements of the course, however we are here to help you succeed in those areas. We also welcome students who have not studied at GCSE but ask that you have desire and passion for the subject if choosing to do so.

Course Outline

Throughout the course we will encourage you to push your boundaries and go out of your comfort zone to learn new skills within the subject. Our aim is to give you the broadest experience of working with different tools and equipment so that you can link these skills to your Controlled Assessment.

We will continue to develop existing skill sets particularly in design and communication so that you can clearly express your concepts through 2D and 3D media. You will learn about the design process by completing practical investigations, working with a variety of materials.

Your theoretical knowledge of the subject will be assessed weekly to help consolidate your knowledge, and we will also aim to make it as interactive as possible to help consolidate your understanding.

Assessment

We follow the AQA syllabus where you are assessed over three separate areas:

Paper 1. Technical Principles: Written Paper 30% 2h 30mins 120 marks. Mixture of short and extended responses.

Paper 2. Designing and Making Principles: Written Exam 20% 1h 30mins 80 marks. Mixture of short answer and extended response questions Section A: Product Analysis Section B: Commercial Manufacture

Non-exam Assessment (NEA) 50% of A Level.

Written or digital portfolio and photographic evidence of final prototype. Practical application of technical, designing and making principles. Substantial design and make project - 100 marks





Design and Technology

- Innovation and creativity explored through design exhibitions.
- Dedicated IT suite and access to 3D printers, CAD software and Laser Cutter.
- Contact with ex-students pursuing design careers.
- Links with design routes in local universities.
- RSA Pupil Design Awards.

Studying design & technology opens up an exciting range of careers:

- Industrial Designer
- Architect
- Product Designer
- Civil Engineering
- Electronic Engineering
- Aeronautical Engineering
- Automotive Engineering

"DT is a great subject to do at Ellesmere. Teachers are fantastic to learn from and are always there to help. The workshop is forever being improved with new equipment to help students make even better projects, helping them achieve higher grades."

Ronnie C

Year 13 Design Technology
Prize Winner



Performing Arts

The Highlights...

- A Level Theatre weekends to London and Stratford Upon Avon.
- Workshops with professional theatre companies.



Studying the subject opens up an exciting range of careers:

- Arts Management
- Technical Theatre
- Acting
- Production Management

Performing Arts (Course to run either/or A level/BTEC) A Level (EDEXCEL)

Entry Requirements

Previous experience or qualifications in Drama are a real advantage as are a real passion for the subject and a willingness to try out new things. Designers, technicians, and directors are all welcome.
In addition, students will need to have either

- A good pass at GCSE Drama or an equivalent examination.

and/or

- A range of backstage experiences in one or ormore of the following skills: directing, stage management, costume/make-up/set design, lighting, sound.

Course Outline

You will complete extensive notes on a range of Theatre Practitioners and study two set texts. You will also write a theatre review of a professional production. Your coursework will require you to perform or design a monologue/duologue and a group piece for a visiting examiner.

You will devise a group piece and perform it.

A DVD of the performance and your written records are assessed externally. You will also study a set text from a director's viewpoint and explore original acting conditions in contrast to a modern production.

All students are encouraged to take up the option of passing LAMDA accreditation in addition to the course.

BTEC course information available on request.

Assessment

This is a linear course, examined at the end of the two years.

Component 1: Devising Group performance & written portfolio of between 2,500 and 3,000 words (40%)

Component 2: Text in Performance – Group performance and Monologue (20%)

Component 3: Written Paper – Divided into 3 sections students respond as a performer, designer and Director in relation to 2 set texts studied throughout the course. Students are also expected to respond to a statement in relation to a piece of Live Theatre Performance seen during the course (40%)

Economics A Level (EDEXCEL)

Economics IB (Group 3)

Entry Requirements

Level 5 Mathematics at GCSE. You must be good at analysing and evaluating information – interpreting data to form your own opinions. You should have a real interest in current affairs and keep abreast of developments in the local, national, and global economy. Economics involves a fair amount of theory so it helps to have a fairly logical mind and a solid grasp of basic mathematical concepts.

No prior knowledge of the subject is assumed and Economics combines well with many other subjects.

Course Outline

The A Level course focuses on four main areas:

- Markets and Market Failure – (looking at microeconomic concepts including decision making by consumers and firms, and how markets work and sometimes fail)
- The UK Economy (looking at the macroeconomic concepts such as economic growth, unemployment and inflation, and government policies to influence these)
- Business behaviour and the labour market
- Global Perspectives (applying some of the macroeconomic concepts studied earlier but in a global context)

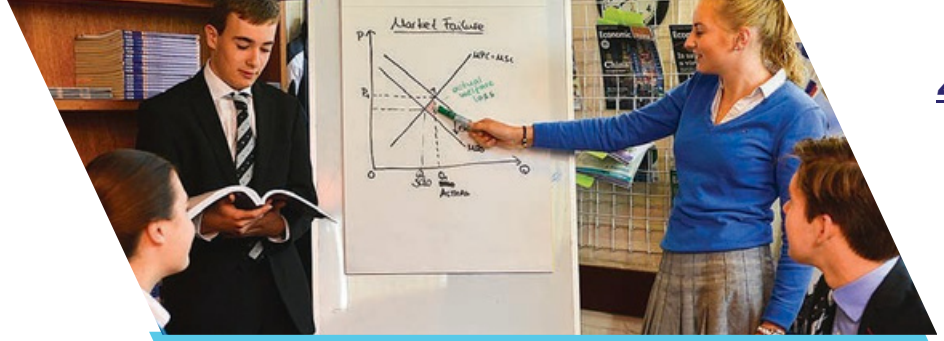
IB Economics can be followed at both Higher and Standard levels and includes the study of:

- Microeconomics (considering concepts such as the basic economic problem, decision making and how individual markets work, the theory of the firm and market failure);
- Macroeconomics (considering economic concepts at the level of the economy as a whole, looking at issues such as economic growth, inflation, unemployment and income distribution);
- International Development Economics have now combined to be The Global Economy

Assessment

This course is taught over two years and examined in the summer of the Upper Sixth Form. Assessment will consist of three externally assessed papers, as follows: Paper 1 – The markets and business behaviour (35% weighting); Paper 2 – The national and global economy (35% weighting); and Paper 3 – Microeconomics and Macroeconomics (30% weighting)

Assessment consists of three externally assessed written papers, taken in the summer term of the Upper Sixth Form (80% weighting) as well as internal assessment (20% weighting). Paper 1 examines microeconomics and macroeconomics; Paper 2 examines international and development economics; and Paper 3 (Higher Level only) examines higher level concepts from all four sections of the course.



Economics

The Highlights...

- Focuses on real life issues and problems such as: production and growth, earnings and income distribution, jobs and unemployment, prices and inflation, poverty and inequality.
- It's what we read about everyday in the newspapers and hear about on the TV and online, and is excellent preparation for life.
- The course includes analysis and evaluation, discussion, debate, and independent research. It demands logic and imagination

Studying economics opens up an exciting range of careers:

- Banking and Finance
- Management Consultancy
- Legal Profession
- Media
- Journalism
- Education
- Politics

"Economics has broadened my understanding of how global and domestic economies function. It has allowed me to develop my thinking and opinions on current economic issues and how these may affect me in the future."

Jess Martin-Jones



English Literature

The Highlights...

- A chance to read and discuss some of the greatest novels, poems, and plays written in English.
- Seminar style teaching where students learn to present and defend their own ideas.
- Creative responses to writing are encouraged throughout the course with students showing their understanding by penning short stories, lyrics, plays, making sculptures or painting pictures alongside writing essays and close analyses.



Studying English opens up an exciting range of careers:

- TV Researcher
- Journalist or News Reporter
- Lawyer
- Civil Service
- Script Writer
- Teacher

English Literature A Level (OCR)

English Language and Literature

IB (Group2) Compulsory

Entry Requirements

Evidence of achievement in Literature. A good performance at GCSE or equivalent is expected, combined with an interest and enthusiasm for literature.

- Native or near-native speakers.
- Bilingual (in reading or writing or both).
- Living in a country where the target language is spoken.
- Being taught other subjects in the target language.

Course Outline

The course focuses on:

- Poetry from Chaucer to the present day.
- Drama, including Shakespearean tragedy.
- Prose written after 1900.

Two teachers deliver the English Literature course to each group in the Sixth Form. Teaching is usually in a seminar style and a key element of every lesson is the contribution from students as they discuss their personal responses to literary works whilst exploring how other readers may interpret the same text differently. A lot of emphasis is placed on students extending, linking and defending their ideas.

To support our Sixth Form courses, the English Department arranges theatre trips, lecture days and other outside visits which are designed to help all students get the very most out of their studies.

Aims and objectives of this course:

- To enable students to use the language in a range of contexts and for a variety of purposes.
- To encourage, through the creative study of literary works and non-fiction texts an awareness and appreciation of the different perspectives of people from other cultures.
- To develop students' awareness of the role of the language in relation to other areas of knowledge.
- To provide the opportunity for enjoyment, creativity and intellectual stimulation through exploration of the language.
- To provide students with a basis for further study, work and leisure through language.
- To develop students' awareness of the relationship between the languages and culture with which they are familiar.

Assessment

This is a linear course with examinations coming at the end of Year 13 in which students are required to know their texts in great detail, including a thorough knowledge of social and literary context.

The examinations count for 80% of the final grade.

Coursework allows students to explore more contemporary pieces and is worth 20% of the final grade.

The majority of the assessment is by external examination in May of the final year alongside Internal Assessment that runs throughout the course.

French A Level (AQA)

French Language B

IB (Group 2)

Entry Requirements

Evidence of competence in the target language. Typically a good pass grade at GCSE or international equivalent.

Language B students will be competent in the language to a good GCSE level or equivalent.

Course Outline

The main focus of the A Level course is on acquiring and developing the five skills of a language: listening, speaking, reading,, writing and translation. By the end of the course you will aim to be handling the language system accurately, using language appropriate to a particular situation and communicating sometimes complex ideas.

We use two main course books supported by the interactive 'Kerboodle' package as well as a wide range of other resources such as songs, poetry, films and newspaper articles.

Language B: The main focus is on language acquisition and development in the four primary language skills of listening, speaking, reading and writing. These skills will be developed through the study and use of a range of written and spoken material, from everyday exchanges to literary texts. At both Standard and Higher Level students will be able to use the language in a range of everyday situations, such as work, social relationships and, at Higher Level, may include the discussion of abstract ideas. Higher Level students will study topics in greater depth than Standard Level students and will also study two literary texts belonging to different genres. In the past, these have included short stories and poetry.

Assessment

This is a linear course, examinations taken in the summer of the second year of study

1. Listening, reading and writing (Exam) 50%
2. Writing (Exam: based on one text and one film or on 2 texts) 20%
3. Speaking (Exam) 30%

Language B: Assessment (Speaking) accounts for 25%.

Written examinations in Listening, Reading and Writing, taken in May examination session of Year 2, account for 75% of the course.



French

The Highlights...

- Small class sizes.
- Personalised Learning.
- Teachers who have lived and worked abroad.
- Language Immersion Trips to Paris.
- Attendance at cinema and theatre performances of works studied in class.

Studying modern foreign languages opens up an exciting range of careers:

- Sales and Marketing
- Diplomatic Services and International Relations
- Teaching and Lecturing
- Interpreting and Translation
- Tourism and Hospitality Management





German

The Highlights...

- Small class sizes.
- Personalised Learning.
- Teachers who have lived and worked abroad.
- Attendance at cinema and theatre performances of works studied in class.



Studying modern foreign languages opens up an exciting range of careers:

- International Banking and Law
- Public Relations
- Tourism
- Marketing

German A Level (AQA)

Language A: Literature (German)

IB (Group 2)

Entry Requirements

Evidence of competence in the target language. Typically, a pass grade at level 5 or above in GCSE or International equivalent.

The programme of study is designed for first language speakers (or those with sufficient fluency and confidence in the language) with an interest in exploring the human world through Literature, some experience of reading serious literature and who enjoy the challenge of new ideas.

Course Outline

The focus of the A Level course is on acquiring and developing the five skills of a language: listening, speaking, reading, writing and translation. By the end of the course, you will be handling the language system accurately, using language appropriate to a particular situation and communicating sometimes-complex ideas.

We use two main course books supported by the interactive 'Kerboodle' package as well as a wide range of other resources such as songs, poetry, films and newspaper articles.

Aims and objectives of this course:

- To develop students' written and oral communication skills through the study of a wide range of literary texts from different historical periods and linguistic/ cultural traditions;
- To promote the skills of close reading and literary analysis;
- To encourage students' assimilation of the opinions of others while forming their own independent judgements;

Higher Level students study 10 literary works, Standard Level students study 7 literary works.

Assessment

This is a linear course, examinations taken in the summer of the second year of study:

1. Listening, reading and writing (Exam) 50%
2. Writing (Exam: based on one literary text and one film or on 2 texts) 20%
3. Speaking (Exam) 30%

Assessment:

At Higher Level, Speaking Assessment (usually completed in DP Year 1) - 20%,

Higher Level Essay 20%,

Paper 1 and Paper 2 (April or May of DP Year 2) 60%.

Geography A Level (Cambridge)

Geography IB (Group 3)

Entry Requirements

Level 6/7 or above at GCSE or equivalent, combined with an interest in Physical and Human geography.

Higher Level: minimum level 6/7 at GCSE or International equivalent.

Standard Level: students with a limited background but enthusiasm for the subject.

Course Outline

The course divides into two: Physical Geography and Human Geography, but with environmental concerns linking the two aspects of study together. The units are:

Paper 1 - Core Physical Geography
- Hydrology, river processes and hazards
- Atmospheric processes and global climate change
- Earth processes and mass movements

Paper 2 – Core Human Geography
- Population and migration
- Water resources and management
- Urban areas and management

Paper 3 –Advanced Physical Geography Options

Two from: Tropical environments • Hazardous environments • Coastal environments • Arid environmentsments

Paper 4- Advanced human Geography Options

Two from: Climate change, impact and governance
- Environmental issues and management
- Trade, aid and tourism
- Disease and geography

All aspects of the course are supported by fieldwork. We go out for fieldwork days, plus attend lectures put on by the Geographical Association.

Paper 1: Geographic Themes - seven options

Two options are studied at SL, and three at HL
- Freshwater (drainage basins)
- Oceans and their coastal margins
- Extreme environments
- Hazards and disasters
- Leisure, sport, and tourism
- Food and health
- Urban environments

Paper 2 SL and HL core
Geographic perspectives – global change
- Population distribution – changing population
- Global climate – vulnerability and resilience
- Global resource consumption and security

Paper 3 HL only
Geographic perspectives – global interactions
- Power, places and networks
- Human development and diversity
- Global risks and resilience

Assessment

This is a linear course, examined at the end of the two years.

- Paper 1 is based on Optional Topics.
- Paper 2 is based on Core Themes.
- Paper 3 is for Higher Level students only.
- Coursework provides the third part of the assessment.



Geography

The Highlights...

- Our dedicated teachershave a wide range of interests within the broader subject and the department are involved with the local Geographical Association.
- Highlights include attending lectures which invite speakers from higher education and occasionally 'famous geographers', with previous guests including Iain Stewart and Michael Palin.

Studying geography opens up an exciting range of careers:
- GIS specialist
- Cartographer
- Surveyor
- Town/Country Planning
- Housing Development
- Coastal Engineer
- Soil Conservationist

"I chose Geography at A Level as it is a very important subject that allows us to fully understand the world, both human and physical aspects of it and how these form and interact. The course is diverse and has allowed me to develop a wide range of skills which will be useful for university and hopefully in future employment."

Sam Squires



Government & Politics

The Highlights...

- 'Beat' the Chancellor Competition.
- Revision Webinars.
- Popular university destinations include: Exeter, Manchester, Bristol, and Sheffield.



Studying politics opens up an exciting range of careers:

- Journalism
- International relations
- Law
- TV/Media

Government & Politics A Level (EDEXCEL)

Entry Requirements

You must have a real interest in current affairs within the UK and Europe. There is a clear need to stay up-to-date with all relevant changes that take place in the Government. There will be an extensive reading list to allow all candidates to further their own independent subject knowledge.

Course Outline

Component 1 - UK Politics

1.Political Participation - studentswill study: democracy and participation, political parties, electoral systems, voting behaviour and the media.

2. Core Political Ideas - students will study: Conservatism, Liberalism and Socialism.

Component 2 - UKGovernment

1. UK Government - students will study: the constitution, parliament, Prime Minister and executive, relationships between the branches.

2. Non-core political ideas - students will study: feminism.

Component 3 - Comparative Politics

1. Global Politics- students will study:sovereignty and globalisation, global governance: political and economic - global governance: humanrights and environmental, power and developments, regionalism and the European Union, comparative theories.

Assessment

Three equally weighed written exams that cover components 1, 2 and 3 are taken at the end of the course.



History A Level (Edexcel)

History IB (Group 3)

Entry Requirements

A passion for History and evidence of achievement at GCSE or International equivalent.

A passion for History and evidence of achievement at GCSE or International equivalent.

Course Outline

There are elements of political, social and economic history. Modules are based on British history and European history. Some modules link the relationship between British and European history.

- Germany and West Germany 1918-1989
- The rise and fall of Fascism in Italy - c1918-1946
- Britain; losing and gaining an empire, 1763 - 1914
- Coursework: independent study of 3000-4000 words

There is an emphasis on discussion-based learning throughout the course and a sharing of ideas among the group. Our teaching is supported by seminar lecture days for all modules covered. We also invite outside speakers and take field trips to cities with a particular link to the courses studied.

Throughout the course, you will study various aspects of political, economic and social history, examining the causes and consequences of significant historical events.
The course covers:
Paper 1 (Standard Level): Conflict and Displacement
A source-based examination of conflict and its impact on populations.
Paper 2 (Standard Level): Conflict
The causes, practices and consequences of major conflicts.
Paper 3 (Higher Level): Europe
An in-depth study of significant developments in European history.
Historical Investigation
An independent investigation into a historical topic of your choice.
Throughout the course, you will develop skills in analysing evidence, evaluating interpretations and constructing historical arguments.

Assessment

This is a linear course, examined at the end of the two years.

The majority of the assessment is by examination through the year with a final, external examination in May of the final year. There is a proportion of Internal Assessment.



History

The Highlights...

- This department takes part annually in the lessons from the Auschwitz programme organised by the Holocaust Educational Trust
- Year 12 students have the opportunity to take part in the History Department's annual battlefields visit to France and Belgium
- The programme of seminar studies is also followed at Ellesmere and, as part of the course, trips to listen to university speakers are available
- History students are entered for the Peterhouse Cambridge Essay Competition

Studying history opens up an exciting range of careers:

- TV researcher
- Conservation or Environmental Work
- Tourism
- Journalist or News Reporter
- Political Life
- Teacher/Lecturer
- Archivist




DNA
H P L

Mathematics A Level (AQA)

Mathematics IB (Group 5)

Compulsor y

Entry Requirements

Studying mathematics develops powers of abstract thought and understanding of pattern and sequence.

Building on the work of the past, mathematicians now explore practical applications in modern life.

Due to the high algebra content it is essential to have a minimum of a high GCSE level 6/7 and preferably a level 7 to progress to AS and A Level Mathematics.

Mathematics is one of the compulsory subject areas. We offer the Mathematics: Analysis and Approaches option, at both Standard and Higher levels.

The challenge of Standard level is roughly equivalent to that of A level Mathematics, and at Higher level, that of A level Further Mathematics.

Both options are intensive courses requiring a high degree of independent study from the beginning. At Standard level students need to be well equipped with fundamental maths skills. At Higher level, students should be confident in investigating more complex mathematical concepts.

Course Outline

Pure Maths is the basic tool of the mathematician and it uses the language of algebra. Topics include trigonometry, calculus, graph sketching, exponentials, logarithms, vectors, and functions.

Mechanics deals with the physical world of forces and motion. Topics include Newton's Laws, gravity, momentum, and velocity and acceleration. Statistics topics: probability theory, permutations and combinations, correlation and regression and Hypothesis Testing.

Analysis and Approaches covers topics in five areas: Number and Algebra, Functions, Calculus, Geometry and Trigonometry, and Statistics and Probability.

At Standard Level:
This revises and extends much of the work in higher level GCSE or equivalent plus topics on financial mathematics, more advanced probability and statistics, and calculus. Students will possess knowledge of basic and intermediate mathematical concepts and are equipped with the skills needed to apply mathematical techniques correctly. Standard level mathematics covers all areas of maths up to an advanced level.

At Higher Level:
Higher level mathematics covers topics in greater breadth and depth than Standard level and is extremely challenging. Students will have a strong background in mathematics and are highly competent in a range of analytical and technical skills. Higher level mathematics begins to touch on topics studied in undergraduate degree courses.

Assessment

Assessments
ALevel: Three2-hour papers, equally weighted:
Paper 1: PureMaths
Paper 2: Pureand Mechanics
Paper 3: Pureand Statistics

Assessments
Both levels are assessed by formal exams in May of the final year, and an Internal Assessment consisting of an independently completed piece of investigative coursework on a topic of mathematics chosen by the student.



Mathematics and Further Mathematics

The Highlights...

- Studying mathematics develops powers of abstract thought and understanding of pattern and sequence.
- Building on the work of the past, mathematicians now explore practical applications in modern life. Students apply their knowledge to problem solving and compete in the Mathematics Challenge competitions.

Studying mathematics opens up an exciting range of careers:

- Accountancy
- Banking
- Computing
- Engineering Sciences
- Management
- Research
- Teaching



Further Mathematics A Level (AQA)

Entry Requirements

Top grade 8 and preferably 9 are essential GCSE standards to be considered for Further Mathematics. You will already have chosen A-Level Mathematics with the potential of achieving a grade A*.

Course Outline

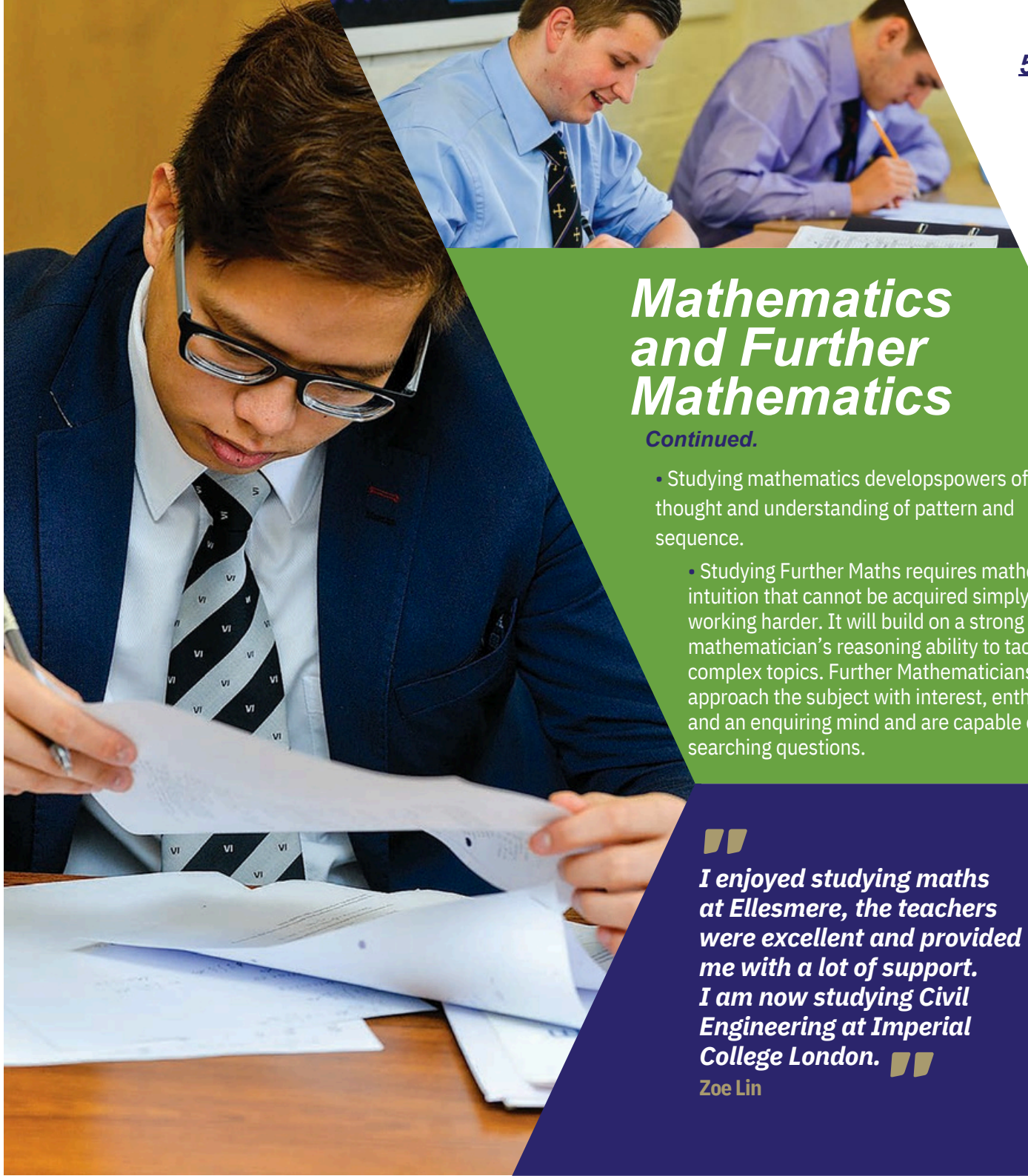
This is only suitable for pupils who are really at the top of the maths scale. Universities will often give special consideration to pupils with Further Maths and the top universities make it essential for studying subjects such as Engineering.

Further Maths transports you into the imaginary realm of Complex Numbers Hyperbolic Functions, Matrices, Equations of lines planes momentum, Circular Motion, Conditional Probability and Normal Distribution.

Assessment

Further Maths A level Assessments Three 2-hour papers equally weighted.

1. Pure Maths
2. Pure Maths
3. Mechanics and Statistics



Mathematics and Further Mathematics

Continued.

- Studying mathematics developspowers of abstract thought and understanding of pattern and sequence.
- Studying Further Maths requires mathematical intuition that cannot be acquired simply by working harder. It will build on a strong mathematician's reasoning ability to tackle more complex topics. Further Mathematicians approach the subject with interest, enthusiasm and an enquiring mind and are capable of asking searching questions.

"I enjoyed studying maths at Ellesmere, the teachers were excellent and provided me with a lot of support. I am now studying Civil Engineering at Imperial College London."

Zoe Lin



Media Studies

The Highlights...

- Students enjoy studying a range of contemporary media such as film, television, advertising, magazines, radio, and social and digital media platforms.
- Students have been successful in competitions such as being short-listed for the WJEC National Film Awards or have been selected to participate in the British Film Institute's Residential Courses in London.



Studying media opens up an exciting range of careers:

- Journalist
- TV or Film Producer or Director
- Advertising or Marketing Creative
- Graphic Designer
- Screenwriter

Media Studies A Level (CIE)

Entry Requirements

Students need to have gained a minimum of level 5 in English GCSE. An interest in all forms of media and an enquiring mind are expected. There is a strong practical element in this course, which may involve photography and filmmaking, and although no previous experience is of these skills is required, good time-management and the ability to work to deadlines are key.

Course Outline

Cambridge International AS and A Level Media Studies offers students the chance to develop an understanding and appreciation of the place of media in our everyday lives. The syllabus enables learners to take a hands-on approach to the subject as well as learning theory and analysing texts.

Assessment

Coursework accounts for 50% of the full A Level qualification, gained first through the Foundation and then the Advanced Portfolios, which are the subject of half the course throughout the two years. In these you will create your own media products from initial research and planning through to execution and critical reflections. The Foundation Portfolio is based around the production of the front page, contents and feature article of a new magazine. For the Advanced Portfolio you will produce a 5-minute documentary on a topic of your choosing, which is then supported by the creation of a social media advertising campaign.

Coursework is then supported and assessed through the creation of a continuous reflective blog in which you will research, record and reflect on your technical and creative processes and answer the questions on media institutions, audiences and current issues and debates. There are opportunities to present your research and planning in creative and imaginative ways, creating a valuable interview portfolio.

There will also be two exams at the end of Year 13. In one you will analyse an unseen extract from a television drama and explore the business aspects of the film industry. In the second exam you will consider 'media ecology' or the wider media landscape, as well as responding to a question on media theories and debates surrounding power and the media regulation.

> ***Media Studies has helped me to become more creative and to learn new skills in order to express my ideas. I have really enjoyed learning about how media texts are constructed and debating their impact on society, and it has encouraged me to be more critical of the world around me.***
>
> **Tara Hibbott**

Music
A Level (EDEXCEL)

Entry Requirements

Students would need to have at least a level 5 at GCSE Music or Grade 5 practical and/or theory, or equivalent experience.

Course Outline

Music encompasses teamwork through participation in ensembles and helps to develop communication skills and emotional intelligence through the choices made when expressing and interpreting sounds. The growth of core instrumental, vocal or composition skills fosters a sense of self-discipline and self-reflection which are both vital in all aspects of life.

Music often builds towards performances or exams, meaning that students acquire an understanding of the need for high standards. Finally, music is fun, enriching, challenging and creative.

In music, you engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts.

Assessment

Component 1: Performing - 30%

- Total performance time of 8 minutes: Performance can be solo and/or Ensemble

Component 2: Composing - 30% 2 compositions:

- 1 free or free choice brief – min 4 min (20%)
- 1 brief assessing technique – min 1 min (10%)

Together total min of 6 minutes

Component 3: Appraising - 40% (Exam) 6 Areas of Study with 3 set works in each:

- Vocal Music
- Instrumental Music
- Music for Film
- Popular Music and Jazz
- Fusions
- New Directions

Exam 2 hrs - Total 100 marks



Music

The Highlights...

- Play a leading role in music making across the College.
- Forge strong relationships and benefit from leadership opportunities from the outset.

"Music has challenged me in a way that no other subject could, developing my ability to be both creative and analytical. This has led to a deeper understanding of how to compose my own music, and through opportunities in the department, the privilege of having it brought to life in a concert."

Will Ainge

Studying music opens up an exciting range of careers:

- Performer
- Songwriter
- Sound Engineer
- Music Therapist
- Teacher
- Composer





Physical Education

The Highlights...

- Interesting and challenging learning experience, linking key sporting ideas with practical performance.
- The development of transferable skills such as decision making, independent thinking, problem solving and analytical skills.
- Students have the opportunity to acquire a Level 1 Coaching Qualification.

BTEC National Diploma

The BTEC National Diploma in Sports Coaching and Development (2019) enables you to develop your understanding of the essential skills and knowledge needed when looking to build a career in sport. The qualification provides a foundation for starting professional work, or progressing to further study. The course can be adapted to meet your talents and aspirations.

Studying sport opens up an exciting range of careers:

- Sport Education
- PE Teaching
- Coaching
- Fitness Training
- Sports Massage Therapies
- Sport Psychology
- Physiotherapy

Physical Education A Level (OCR)

Sports Coaching and Development BTEC (EDEXCEL)

Entry Requirements

Evidence of achievement in Physical Education, typically a pass grade at GCSE.

In line with our entry requirement for A Levels, you must secure the minimum of 5 GCSE passes at level 5 or above. You will have demonstrated an aptitude for and an interest in Sport.

Course Outline

The course aims to :

- develop knowledge, understanding and skills in a range of physical activities;
- understand factors that impinge on their performance and participation;
- observe, analyse and evaluate performance as thoughtful participants and intelligent performers;
- improve their own and other peoples' performance;
- develop critical appreciation of historical, social, cultural, and moral contexts that give meaning to participation and performance in physical activity.

The coursework concentrates on the individual and how he or she can develop their own performance in a range of activities.

We develop our understanding of human performance through, anatomy, physiology, biomechanics, training, and fitness theory. We discover how sport has influenced society through historical studies, and social issues such as private schools, industrialisation, professionalism, drug use in sport, race, gender, role-models, and lifestyle.

The BTEC National Diploma in Sports Coaching and Development enables you to develop your understanding of the essential skills and knowledge needed when looking to build a career in sport.

The length of the course is two academic years, same as A Levels.

The course can be adapted to meet your talents and aspirations - it consists of Mandatory units plus a choice of optional units.

The structure of the course lets you focus on the areas that will benefit you the most, such as Sports Coaching, Careers in the Sport and Active and Leisure Industry, and Heath and Well-being in Sport.

Please note that the units studied may vary to meet local or learner needs.

Assessment

This is a linear course, examined at the end of the two years.

The BTEC course is 100% internally assessed. We use various forms of assessment from written reports and assignments, to presentations, coaching practicals, videos and interviews.

Physics A Level (OCR)

Physics IB (Group 4)

Entry Requirements

Students will have level 6/7 in both Maths and Physics (or in the Physics modules within Double Award Science).

Standard Level: GCSE Level 6/7, European Level 2, IB MYP Level 5/6

Higher Level: GCSE Level 8, European Level 1, IB MYP Level 7

Course Outline

A Level Physics involves studying:

- Mechanics (Motion and Forces)
- Electricity
- Waves and Quantum Theory
- Circular Motion
- Thermodynamics
- Nuclear Physics
- Medical Physics and Astrophysics

It stretches the mind as well as the imagination, and is viewed as an excellent foundation for careers in engineering, science, and medicine. Physics graduates are highly regarded by employers for their skills in analysing new situations and using mathematics to find solutions to problems, and they can demonstrate these abilities every day in professions such as the law and finance.

Though it is very rewarding, Physics is not a soft option; hard work is needed throughout the two years.

All students cover the material for Standard Level. Higher Level students study extension work on these topics and some additional ones.

Core topics for Standard Level are:
Physics and Physical Measurements, Errors and Graphs; Mechanics; Thermal Physics; Oscillations and Waves; Electric Currents; Fields and Forces; Atomic and Nuclear Physics; Energy, Power and Climate; Astrophysics.

Further core topics for Higher Level are: Electromagnetism; Quantum and Nuclear Physics; Astrophysics.

Practical work runs through the course:
Standard Level students should cover at least 40 hours worth of experiments over the two years. Higher Level students should cover 60 hours worth of experiments over the two years.

The students' experimental reports are used to prepare a portfolio of practical work which will contribute to their final mark.

Assessment

This is a linear course, examined at the end of the two years.

Students must keep a detailed lab diary demonstrating the development of key practical skills. These will be tested in the final written examination.

A significant proportion of the IB Physics course is dedicated to experimental work.

There are 2 written papers for both SL and HL worth 80% of the final grade. An internal investigation must be completed by all students which contributes the final 20%.

"The best thing in taking Physics at Ellesmere is that it helps you to see how the world around you works. Every new topic starts with an experiment, so it's not just about studying the theory, but it is about seeing and understanding the action."

Kasia (OE)

Physics

The Highlights...

- Studying cutting edge areas such as Particle and Astrophysics.
- Attending lectures by renowned scientists like Jim Al-Khalili.
- STEM activity days which test creativity within Science and Engineering.

Studying physics opens up an exciting range of careers:

- Engineering
- Civil Engineering
- Law
- Architecture
- Teaching
- Astrophysics
- Aviation





Psychology

The Highlights...

- Carrying out your own research on a particular subject.
- Students will develop a more critical awareness of the world that can be applied in all areas of life.
- Students enjoy bringing learning to life on excursions such as visiting Shrewsbury Prison to think about dealing with criminal behaviour and going to Chester Zoo to look at how animal behaviour can be compared to humans.



Psychology Careers

- Forensic Psychologists
- Business and Organisational Psychologists and Consultants
- Child Psychologists
- Counsellor
- Teacher

Psychology A Level (AQA)

Entry Requirements

Students need to be motivated to read around the subject and carry out research in their own time. Students should aim to achieve at least a level 5 in Science as well as in Maths and English.

Course Outline

Students should be interested in the processes, motives, reactions and nature of the human mind. They will learn to understand why people behave the way they do and how psychologists analyse and theorize about human behaviour.

There are two compulsory modules in Year 12:

- Introductory topics in Psychology – this includes Social Influence and Memory and Attachment.
- Psychology in Context – this includes Approaches, Psychopathology and Research Methods.

In the second year students will study a further module:

- Issues and Options in Psychology – this will include key debates and choice of topics.

The course is broken down into units of work and assignments that students will be expected to work through. There will be discussion and group work in class. Videos will be used and students will be encouraged to read newspapers, books, and journals held in the school library. Students will carry out their own research and learn to be critical of research processes.

Assessment

This is a linear course, examined at the end of the two years. There is no coursework included in the overall mark.



Religious Studies at A Level (OCR)

Entry Requirements

An enquiring mind, love of discussion and a readiness to explore new Philosophical, Ethical and Theological concepts. Level 6 or above in English GCSE or equivalent. Ideally (not essential) level 6 or above in RS GCSE or equivalent.

Course Outline

Aims of the course:

To develop student's knowledge and understanding of religious philosophy, religious ethics and theology.
• To develop student's ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
• To provide students with the opportunity to engage with questions of belief, value, meaning, purpose, truth and their influence on human life.
• To challenge students to reflect upon and develop their own values, beliefs and attitudes in the light of what they have learned and contribute to their preparation for an adult life in a pluralistic society and global community.

Areas of study:

Paper 1 – Philosophy of Religion

- Ancient philosophical influences
- The nature of the soul, mind and body,
- Arguments for the existence or non-existence of God
- The nature and impact of religious experience
- The challenge for religious belief of the problem of evil
- Ideas about the nature of God
- Issues in religious language

Paper 2 – Religion and Ethics

- Normative ethics
- Applied ethics
- Ethical language and thought
- Conscience
- Sexual ethics

Paper 3 – Developments in Religious Thought

- Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- Sources of religious wisdom and authority Practices which shape and express religious identity
- Social and historical developments in theology
- Religion and society

In addition to the core textbooks the department utilizes a wide range of audio-visual and internet resources. Debate is a major part of the religious Studies course; as well as in-class discussions, visitors are invited into school and trips out organised to enhance students understanding, giving them the opportunity to engage and ask questions. Students are encouraged to enter Religious Studies competitions and interact with students in other schools to aid revision. The department has links with UK universities hosting guest lectures to enrich our curriculum and discuss university courses

Assessment

Candidates will be required to take 3 examination papers at the end of Year 13.

Paper 1: 2hrs. – 33.3% **Paper 2:** 2hrs – 33.3% **Paper 3:** 2hrs – 33.3%

Religious Studies is a highly regarded academic subject. It helps to add the personal element to what might be the beginning of a career in Medicine, the Police, the Armed Forces, Psychology or Social Work where an understanding of the beliefs, values and attitudes of humans is essential.



Religious Studies

The Highlights...

- Delving into life's biggest questions
- Practising debating skills and rhetoric
- Developing critical thinking skills
- Educational visits and competitions

Studying Religious Studies opens up an exciting range of careers:

- Law
- Medicine
- Media
- Journalism
- Social work





Spanish A Level (AQA)

Spanish Language B & Ab Initio

IB (Group 2)

Entry Requirements

Evidence of competence in the target language. Typically a good pass grade at GCSE or International equivalent.

Students will be competent in the language to a good GCSE level or equivalent.

Language ab initio: Spanish beginners level, no prior knowledge of the language is required. Language acquired relates to practical situations and target language culture.

Course Outline

The main focus of the A Level course is on acquiring and developing the five skills of a language: listening, speaking, reading, writing and translation. By the end of the course you will aim to be handling the language system accurately, using language appropriate to a particular situation and communicating sometimes complex ideas.

We use two main course books supported by the interactive 'Kerboodle' package as well as a wide range of other resources such as songs, poetry, films and newspaper articles.

Language Ab Initio is a language acquisition course designed for students with no or limited previous exposure to the target language.

It is offered at Standard Level Only and aims to develop students conceptual; understanding of how language works through the development of receptive, productive and interactive skills and the study of target-language themes and texts.

Assessment

This is a linear course, examinations taken in the Summer of the second year of study.

1. Listening, reading and writing (Exam) – 50%
2. Writing (Exam: based on one text and one film or on 2 texts) – 20%
3. Speaking (Exam) – 30%

Two external examinations in the May session of Year 2 in listening, reading and writing comprise 75% of the overall mark.

A teacher-conducted oral examination, based on a visual stimulus and at least one additional course theme, produced in Year 2, is worth 25%



Spanish

The Highlights...

- Small class sizes and Personalised Learning.
- Teachers who have lived and worked abroad.
- Language Immersion Trips - recent destination Salamanca.
- Participation in linguistic competitions.

Studying modern foreign languages opens up an exciting range of careers:

- Interpreter
- Diplomatic Service
- International Banking and Law
- Insurance services



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