Welcome to Aston Manor Academy. We provide a stimulating environment in which students learn exceptionally well and develop life skills that prepare them for the future. We have high expectations for all students to work hard so that they reach the highest levels of attainment possible.

We are a caring, nurturing Academy who places the utmost importance on student welfare and personal development. Our students are safe and feel safe all of the time. It is incredibly important that our young people understand the world they live in and make informed, reasoned personal choices.

Our aim is to help students grow into deeply considerate, responsible, community-aware young people, who are well-equipped to succeed in further education and are able to gain and thrive in the employment of their choice.

The continued success of the Academy is dependent on the partnerships we have with the families and the local community we serve. It is vital that we work together to ensure that each individual is able to succeed at Aston Manor Academy and beyond. This network of support is highly effective in underpinning our ethos of ‘All Different. All Equal. All Achieving’.

We are incredibly proud of our students, not just in terms of their academic successes, but also of the way in which they conduct themselves. We are committed to ensuring that all young people get the very best education, and relationships between staff and students is a strength of the Academy.

Our staff are highly qualified, experienced and committed to ensuring that every student reaches his or her potential.

We currently have over 750 students in Years 7-11 and fast-approaching 200 in our new Sixth Form, which results in a friendly, close-knit community in which every individual feels valued and involved. This enables young people to transfer from primary schools or other secondary settings and to settle in very quickly.

We are proud of our excellent facilities, which have been developed in order to make students’ learning more effective. These include:

- Specialist areas for all subjects
- A well-equipped main library with multimedia resources
- Several modern, state-of-the-art ICT suites, including access to Apple Mac hardware
- An extensive design and technology area, which offers the facility to cook, design and produce
- Two new, exclusive Sixth Form buildings
- A curriculum support / Inclusion centre
- Dance, drama and music studios
- A brand new science laboratory
- A newly-refurbished sports hall with separate gymnasium
- Health and fitness room and outdoor fitness facilities
- A floodlit, all-weather pitch
- A range of mobile technology devices including iPads and digital cameras

All students have a comprehensive daily planner, which will give you information regarding how hard your son / daughter has worked in each lesson. We ask you to look at this planner frequently, so that you can see for yourselves how well your child has applied themselves to their studies.

To that end, we tailor our curriculum to meet the needs of all learners who, as a result, thrive and emerge as literate, numerate, technology-savvy individuals who are resilient, curious, interested learners ready to play an active part in (British) society.

- Stem
- Duke of Edinburgh
- Trip incentives (France, Spain)
- Termly rewards
- TRIC’s related awards
- Various academies (Boxing, Football, Basketball)
- Extra curricular on weekends (Football, Rugby)
- Music related performances in the Birmingham Symphony Hall
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Our primary aim at Aston Manor Sixth Form is to ‘maximise achievement for all’. We believe that providing a positive and caring environment in which students feel supported will allow them to develop into mature, fulfilled and enriched young adults.

To ensure our students develop into well-rounded young adults when they leave the Sixth Form, we provide a variety of academic and vocational programmes, along with a varied range of opportunities and experiences as part of our enrichment programme.

Our students are supported throughout their learning by a dedicated team of staff who support them to reach their full potential. To ensure this, we encourage our students’ total commitment to engage fully in their learning, be prepared to work hard, be involved in the wider aspects of Sixth Form life and manage their time well.

I am passionate about our Sixth Formers being positive role-models for the younger pupils who will see them as a source of inspiration. There will be an opportunity for students to become mentors both in a pastoral and academic field, and to be part of our Senior Academic Ambassador Team.

As part of the enrichment, there will be opportunities for students to liaise with local universities and apprenticeship providers. Key speakers will be invited into school, who will deliver specific advice and guidance about applying for university. Sports clubs, work placements and residential trips will also compliment students’ Sixth Form experience.

Please feel free to book an appointment for your personalised tour with our Sixth Form Team.

Daniel Preston
Assistant Head Teacher with Responsibility for Sixth Form

Our students are supported by a dedicated team of staff who support them to reach their full potential.
MAXIMISING ACHIEVEMENT
FOR ALL AT POST 16

THE SIXTH FORM EXPERIENCE

PASTORAL AND ACADEMIC SUPPORT
The Sixth Form Team consists of:
Deputy Headteacher
Stacey Lander
Assistant Headteacher & Raising Standards Leader, KS5
Mr Daniel Preston
Head of Year 12/13
Mrs Harjinder Kaur
KS5 Mentor
Mike Chajnus
Admin Assistant
Mrs Sharon Robinson

We operate an open door policy, so you have access to someone in the Sixth Form Team at all times. With the extra support available in the Sixth Form, we are able to carefully monitor attendance and act immediately on any concerns.

PERSONAL TUTORING
Aston Manor Academy prides itself on its care for each student’s academic and pastoral wellbeing. Students are assigned to a tutor group and a tutor who is responsible for overseeing their academic and pastoral needs. You will be required to attend an interview with your personal tutor at least once every three weeks. Interviews will focus on:
• Attendance and Punctuality
• Academic Progress

• Enrichment
• Pastoral issues
• Setting of smart targets for personal and academic growth

COMMUNICATION WITH PARENTS/CARERS
Sixth Form students receive one detailed written report per year, usually in late March. In addition, an interim report is issued in November of the autumn term for Year 12. Interim reports identify a student’s target grade, which is based on past performance, an expected grade which is based on current performance and an approach to learning for the current session.

‘GIFTED AND TALENTED’
Aston Manor endeavours to provide for the individual needs of all of its students and, therefore, we will seek to provide learning opportunities and experiences appropriate and specific to the more able, gifted and talented students within the school community. As well as providing appropriate learning for such students during lessons, enrichment opportunities are organised and students can also receive financial support to pursue their own interests out of school.

CAREERS GUIDANCE
Ways in which students will be supported in their preparation for application to Higher or Further Education or for employment include:
• Organisation of Open Day visits.
• Provision of External Speakers in response to demand.
• Support for Work Experience placements;
• Support for ‘Taster Courses’.
• 1:1 support.
• Interviews with Connexions staff.
• Practice Interviews with a senior member of staff.

DURING YEAR 13, STUDENTS WILL BE SUPPORTED
• Through the UCAS application process or application to Apprenticeship or Employment.
• In making arrangements for Student Loans and Tuition Fees.
• On the UCAS results process and the Clearing System.
“THE TRANSITION FROM MY PREVIOUS SCHOOL INTO ASTON MANOR WAS GREAT, THE STAFF AND STUDENTS ARE REALLY WELCOMING AND THERE IS A FRIENDLY ATMOSPHERE”

KIERON DAWSON, SIXTH FORM STUDENT

ENRICHMENT ACTIVITIES
Enrichment refers to activities that encourage subject-based skills, ensuring greater success in specific subjects, as well as activities that give broader experiences to students. These experiences not only help students to perform better in interviews when completing with others, but also in a more rounded character, which helps when applying for university apprenticeships and employment.

We encourage all of our students to get involved in our wide range enrichment activities and opportunities in the Sixth Form, such as:

- Sporting activities, including football, basketball, table tennis, and more
- Leadership opportunities, for example: Academic Ambassadors and the Sixth Form Committee
- Debating Team
- Envision, Social Action Project
- Duke of Edinburgh
- Cooking skills
- Young Enterprise
- Sport Leaders
- Extended Project
- First Aid

WORK EXPERIENCE
All students on all of our programmes will take part in work experience during Year 12 and some will do further work experience or volunteering throughout the year.

FACILITIES FOR SIXTH FORM STUDENTS
In addition to the facilities available to the rest of the school, the Sixth Form has two dedicated buildings consisting of a Sixth Form study room (with access to computer facilities) and Sixth Form only classrooms.

We encourage all of our students to get involved in our wide range enrichment activities.
CHOOSING A COURSE

Think carefully about what sort of course or courses you wish to take. You will be spending a lot of time studying and should enjoy it. All Sixth Form study requires significant time to be devoted to studying both in and out of school. There are no ‘easy’ subjects!

Subject choices at Sixth Form can affect your future career pathways. For example, you cannot study maths at university if you have not studied it at A Level, although sometimes studying a subject in the Sixth Form is not a prerequisite for university study. Make sure you get advice, so that you know if your choices are compatible with any career ambition you may have. The Academy’s careers staff will be able to help you with this.

Choose a course for the right reasons. Do not choose a course just because your friend wants to study it or because you like a particular teacher. Often, as you grow, friendships change and teachers move on. Also, what is right for one person need not be right for another.

WHAT IS THE DIFFERENCE BETWEEN A LEVELS AND LEVEL 3 VOCATIONAL COURSES?

A LEVELS
- Are mainly accessed through exams
- Involve greater, in-depth study
- Expect more self directed study and reading for the subject
- Require 40 AGPS for entry

VOCATIONAL COURSES
- Assessed by ongoing coursework
- Include exams for at least one mandatory unit
- Some vocational courses have one or two days a week of work placement as part of the course
- Provide more opportunities for work related learning
- Require 36 AGPS for entry

ALL STUDENTS SHOULD BE GIVEN THE OPPORTUNITY TO FOLLOW A COURSE THAT:
- Includes qualification(s) that are of sufficient size and rigour to stretch the student and are clearly linked to suitable progression opportunities in training, employment or higher levels of education.
- Requires students to work towards GCSE A* – C grade in maths and English (or other qualifications that will act as a stepping stone for achievement of these qualifications in time), if they have not already achieved this.
- Allows for meaningful work experience related to the vocational area of the study programme, which develops employability skills and/or creates potential employment options.
- Includes other activities, unrelated to qualifications, that develop the skills, attitudes and confidence that support progression.

Please note: The availability of subjects advertised in this brochure is subject to change dependent on student interest.
Our curriculum has been structured to allow personalisation of your learning to be facilitated, and we would encourage you to do this if appropriate - the programmes listed are effectively a guide, or starting point for you. In practice, you may find that you wish to take advantage of elements of different pathways, for example by taking a mixture of AS Levels or L3 BTECs.

**THE GENERAL A LEVEL PROGRAMME**
AS Levels and A Levels are excellent, well-known, well-understood and demanding qualifications that will give you a good academic grounding in the subject(s) that you choose and will allow you to progress onto virtually any university course as long as you choose a suitable combination of subjects and achieve appropriate grades. You will choose three subjects in Year 12 and continue with these until the end of Year 13. Those wanting to attend any of the Russell Group universities, may wish to choose the following facilitating subjects: Maths, Chemistry, Biology, Physics, English Literature, Languages, Geography and History.

**THE SOCIAL AND MEDICAL CARE PROGRAMME (EG NURSING, MIDWIFERY, SOCIAL WORKER)**
The programme consists of the vocational Level 3 BTEC Diploma in Health and Social Care, equivalent to two A Levels or the extended Diploma Equivalent to three A Levels. You may also wish to study one or two additional qualifications such as related AS/A Levels for example Biology Psychology, Sociology or a Further BTEC in Medical Science. This qualification is ideal for students who enjoy working with people and may be thinking about careers in care-related settings after leaving the Sixth Form. This route provides progression to university courses in nursing and midwifery. Students will need to participate in work placements which can be done on a Wednesday.

**THE MEDICAL PROGRAMME (EG DOCTOR, PHARMACIST, DENTIST, OPTOMETRIST ETC)**
For those of you who wish to have a medical career, it is essential that you study both biology and chemistry. Chemistry, however, is the most important subject for a medical career. You should also study two other science subjects, for example physics, maths or psychology.
SPORTS ACADEMY PROGRAMME

The Aston Manor Sports Academy is aimed at Post 16 students who have an interest in playing sport on a regular basis within nationwide leagues, competitions and tournaments. Students involved within the Football, Basketball and Boxing Academy take part in regular fixtures and competitions against schools and colleges across the West Midlands. Alongside the sports academy, students will study a BTEC Level 3 National Diploma in Sport, alongside a wide selection of other courses which Aston Manor Sixth Form has to offer.

This tailored sporting programme allows students to develop their sporting repertoire both practically and theoretically. Students are involved in regular, specialised sport-specific training sessions throughout the two year programme and provided with personalised training programmes which are monitored and evaluated throughout the year by specialised coaches and trainers. This allows coaches to gain an insight into the physical fitness levels of each athlete, alongside regular analysis of performances within weekly fixtures.

The Aston Manor Sports Academy programme gives students a direct pathway and opportunities to gain a first-hand experience within the sports industry. Careers include: sports coaching, PE teacher, personal trainer etc.

“THE RANGE OF SUBJECTS ON OFFER IN THE SIXTH FORM IS WIDE AND IS MATCHED TO THE ABILITIES AND INTERESTS OF ITS STUDENTS. THE ACADEMY USES INFORMAL PARTNERSHIPS WITH LOCAL SCHOOLS AND COLLEGES TO BROADEN THIS OFFER FURTHER.”

OFSTED 2013
The Apprenticeship Progression Programme is for students who are not yet ready for Level 3 qualifications.

These are one year, Level 2 Programmes which are appropriate for those who are not yet ready to undertake qualifications at Level 3 or those who are keen to undertake a more vocational route. Students will choose a specialist vocational qualification in discussion with the Sixth Form team.

Students will spend two days each week completing their vocational course, with one of those days being work experience. The further three days will be spent in school, when students will take further subjects to support them in securing the next stage of their education or employment.

Students will need to study English or mathematics at Level 2 in order to improve their GCSE grades, if they have not already obtained a C grade.

All students are required to study for the WorkSkills BTEC qualification. Students taking WorkSkills will improve their employability skills, teamwork skills and ability to manage oneself better.

Subject to meeting ongoing course requirements, the successful completion of this pathway will enable students to access the Level 3 programmes we have available.

Apprenticeship Progression Programmes are available in the following areas:
- Accountancy – AAT Level 2
- Business Administration
- Childcare
- Retail
- Customer Services
To secure your place on a Level 3 Course at AMA Sixth Form, you must ensure you gain 5A* - C Grades at GCSE (including English and maths at a 5).

Certain Courses have additional specific requirements, as shown below:

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<thead>
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<th>COURSE</th>
<th>REQUIREMENTS</th>
<th>COURSE</th>
<th>REQUIREMENTS</th>
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<tbody>
<tr>
<td>Art &amp; Design</td>
<td>B in Art &amp; Design</td>
<td>Health &amp; Social Care</td>
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<tr>
<td>Sociology</td>
<td>5 in English</td>
<td>Business BTEC</td>
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<td>Psychology</td>
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<td>C in Food</td>
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<tr>
<td>Law BTEC</td>
<td>5 in English</td>
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HOW DO I APPLY?

Obtain an application form from the back of the prospectus, the sixth form office or download it from the school website.

FOR INTERNAL APPLICATIONS
- Complete your application form and return to the Sixth Form Office.
- Please find the deadline for returning your application form on the form itself.

FOR EXTERNAL APPLICANTS ONLY
The application form is in two parts:
- Part one - which is to be completed by the student and returned to Aston Manor Sixth Form;
- Part two - which is confidential, and should be passed on to and completed by an appropriate person (such as the student’s tutor, or head of year) at the applicant’s school and sent separately to Aston Manor Sixth Form.
- Please find the deadline for returning your application form on the form itself.

ENROLLING AT ASTON MANOR ACADEMY SIXTH FORM
November
Open Evening

November
Taster Lessons for internal students

November / December
Interviews

January
Conditional Offers

July
Sixth Form Induction

August
Enrolment on to courses on GCSE results day

Exact dates will be published on the website as they are available. We aim to give as much support and guidance as possible to any prospective students. If you have any questions or would like further guidance, please contact us.

The opportunity to experience Sixth Form taster lessons in Year 11 supported my decision to apply to Aston Manor Academy Sixth Form.
SUMMARY OF SAFEGUARDING & CHILD PROTECTION FOR STAFF, VISITORS AND VOLUNTEERS

Aston Manor Academy is committed to the highest standards in protecting and safeguarding the children entrusted to our care.

Our school will support all children by:

• Promoting a caring, safe and positive environment within school
• Encouraging self-esteem and self-assertiveness
• Effectively tackling bullying and harassment

If you have a concern that a child is being harmed, is at risk of harm, or you receive a disclosure (intentionally or unintentionally) you must contact one of the following staff members as quickly as possible:

Designated Safeguarding Lead (DSL)
SANDRA COLEMAN (Assistant Head Teacher)

Deputy Designated Senior Person
JILL SWEENEY (Deputy Head Teacher)

Designated Senior Safeguarding Person
EMMA SMITH (Pupil & Family Support)

Designated Senior Safeguarding Person
STACEY LANDER (Deputy Head Teacher)

If these staff are not available please contact Executive Head Teacher:
HEATHER ROBERTS
EXAMINATION BOARD
Edexcel

AIMS OF THE COURSE
• To take up careers for which an art background is relevant.
• To undertake further studies in art and design.
• To develop an interest in and aptitude for the subject.

STRUCTURE AND CONTENT
YEAR 1
AS Level - one unit of work, plus one externally set assignment.

YEAR 2
A2 Level - two units of work (one to include a personal study) and two externally set assignments.

ASSESSMENT
• 60% coursework.
• 40% examination.

WHERE CAN I GO AFTER COMPLETING THIS COURSE?
Attend a Foundation Course with a view to applying for degree courses.
To go into a job where it is useful to have had experience of art, craft and design.

“Curiosity about life in all of its aspects, I think, is still the secret of great creative people.”
Leo Burnett
A LEVEL BIOLOGY

EXAMINATION BOARD
AQA

GENERAL INFORMATION
Biology A-level goes into much more detail than you will have covered at GCSE. It will give you the skills to make connections and associations with all living things around you. Biology literally means the study of life and if that’s not important, what is? Being such a broad topic, you’re bound to find a specific area of interest, plus it opens the door to a fantastic range of interesting careers.

The new course, launched in September 2015, is very similar in content to the old specification but it is 100% examination. Practicals will be assessed in examinations and you will be “endorsed” for your practical skills, which universities will take into account when you apply for them.

Students will need to do a lot of reading around the subject and commit to independent, out of lesson learning. In addition, 10% of the marks awarded will be linked to mathematics, so students that study biology must have an ability to apply mathematical concepts, for example, standard index, significant figures and percentage calculations.

PRACTICALS
Biology, like all sciences, is a practical subject. Throughout the course you will carry out practical activities including:
• Using microscopes to see cell division
• Dissection of animal or plant systems
• Aseptic technique to study microbial growth
• Investigating activity within cells
• Investigating animal behaviours
• Investigating distributions of species in the environment.

In the new course, there is an real emphasis on practical work - so expect lots of lab time!

ASSESSMENT
There are three exams at the end of the two years for A-level, all of which are two hours long. At least 15% of the marks for A-level Biology are based on what you learned in your practicals.

TOPICS COVERED
YEAR 1
1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms

YEAR 2
5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

POSSIBLE DEGREE OPTIONS
According to bestcourse4me.com, the top seven degree courses taken by students who have an A Level in Biology are:
• Biology
• Psychology
• Sport and exercise science
• Medicine
• Anatomy
• Physiology and Pathology Pharmacology
• Toxicology and Pharmacy Chemistry.

POSSIBLE CAREER OPTIONS
Studying A Level Biology at university gives you all sorts of exciting career options, including:
• Clinical molecular geneticist
• Nature conservation officer
• Pharmacologist
• Research scientist
• Higher education lecturer
• Dentist
• Doctor

Further details about any aspect of the course can be obtained from Mr N Turner and Mr A Rashid (KS5 Biology teachers) or Miss J Gumbs (Head of Science).
A LEVEL BUSINESS STUDIES

EXAMINATION BOARD
Edexcel

AIMS OF THE COURSE
The course is structured into four themes and consists of three external examined papers.

Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, this requires students to take a more strategic view of business opportunities and issues.

Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

WHAT IS IT ABOUT?
Students will develop an understanding of:
• Marketing and people
• Managing business activities
• Business decisions and strategy
• Global businesses

ASSESSMENT
100% Exam made up of 3 exam papers
Paper 1: Marketing, people and global businesses
Paper 2: Business activities, decisions and strategy
Paper 3: Investigating business in a competitive environment

WHERE CAN I GO AFTER COMPLETING THIS COURSE?
Business Studies allows students the opportunity to continue studying to university degree level or HND on courses such as business management, business administration, accountancy and finance, human resource management, marketing, retail management, tourism management and international business.

They can also enter a wide range of careers, ranging from banking, sales, product management and general management to working in public sector organisations or charities.

Further details about any aspect of the course can be obtained from Miss Afandi.
EXAMINATION BOARD
AQA

STRUCTURE AND CONTENT
First Year:
Physical Chemistry
Including atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibria and Le Chatelier’s principle.
Inorganic Chemistry
Including periodicity, Group 2 the alkaline earth metals, Group 7(17) the halogens.
Organic Chemistry
Including introduction to organic chemistry, alkanes, halogenoalkanes, alkenes, alcohols, organic analysis.

Second Year:
Physical Chemistry
Including thermodynamics, rate equations, the equilibrium constant $K_p$, electrode potentials and electrochemical cells.
Inorganic Chemistry
Including properties of Period 3 elements and their oxides, transition metals, reactions of ions in aqueous solution.
Organic Chemistry
Including optical isomerism, aldehydes and ketones, carboxylic acids and derivatives, aromatic chemistry, amines, polymers, amino acids, proteins and DNA, organic synthesis, NMR spectroscopy, chromatography.

ASSESSMENT
There is no coursework on this course. However, your performance during practicals will be assessed. There are three exams at the end of the two years for A-level, all of which are two hours long. At least 15% of the marks for A-level Chemistry are based on what you learned in your practicals.

PRACTICALS
Throughout the course there will be number of practical activities, some of which are required for examination. These will include:
- measuring energy changes in chemical reactions
- tests for identifying different types of compound
- different methods for measuring rates of reaction
- studying electrochemical cells
- preparation of organic solids and liquids
- an advanced form of chromatography for more accurate results

POSSIBLE COURSES
Chemistry, Biology, Pre-clinical medicine, Mathematics, Pharmacology.

POSSIBLE CAREERS
Analytical chemist, chemical engineer, clinical biochemist, pharmacologist, doctor, research scientist (physical sciences), toxicologist, chartered certified accountant, environmental consultant, higher education lecturer, science writer.
EXAMINATION BOARD
OCR

AIMS OF THE COURSE
Product Design is a modular course which follows on from all current GCSEs taught at Aston Manor Academy within the Design Technology subject. It is an essential subject for any students hoping to move onto university or into a career in design. The course gives you the opportunity to work within the realms of the building environment and construction engineering, food, graphic products, manufacturing, resistant materials, systems and control and textiles.

STRUCTURE AND CONTENT
Unit 1 – Advanced Innovation Challenge
Unit 2 – Product Study
Unit 3 – Design, Make and Evaluate
Unit 4 – Product Design

ASSESSMENT
There are 4 units over the 2 year course which comprise of 2 coursework units, a practical exam unit and a written exam unit. Areas of assessment are specific to the course themes but look closely at your ability to ‘demonstrate knowledge and understanding’ throughout your work. You will also be assessed for the quality of your written communication.

• Unit 1 – 8hrs practical exam
• Unit 2 – Coursework unit
• Unit 3 – Coursework unit
• Unit 4 – 2hr 30mins written exam

The first unit is a design challenge assessing students’ ability to design and model a product and then reflect on their design concept. This will include an eight hour practical exam. The second is a coursework unit that consists of product analysis, product development, prototype modelling and testing.

The second year will follow with students required to produce a coursework portfolio and product that fully demonstrates their designing, making and evaluation skills. Their creativity, flair and innovation can also be assessed against the assessment criteria. The coursework consists of designing, making, and evaluating a product, a marketing presentation, and a review and reflection. The final unit will be a 2hr 30mins written examination based on a product study.

WHERE CAN I GO AFTER COMPLETING THIS COURSE?
This course will allow you to either go onto employment or university to study within various design fields. Students could opt for university courses in relation to Engineering, Product Design, Graphic Design or Graphic Products, Jewellery etc.
AIMS OF THE COURSE
English Literature ensures that candidates explore texts thoroughly. Students will compare the way that stories are told and construct their own perceptions and realities of narratives. Later in the course, pupils will reflect on the cultural meanings of texts, and analyse what critics say / write about them.

In Year 1, students will:
• Pay close attention to how narrative works in texts and explore thematic links between texts.
• Make connections and comparisons across texts.

In Year 2, students will:
• Extend their independent reading.
• Extend their awareness of critical methods and readings.

STRUCTURE AND CONTENT IN YEAR 1
Component 1 - 60%: Poetry and Drama (open book exam).
Section A - comparative essay on a choice of two poems (24 marks)
Section B - detailed exploration of a drama text (48 marks).
Component 2 - 40%: Prose (open book exam).
A comparative essay question. Two novels will be studied in preparation for this: one pre-1900 and one post-1900 (44 marks).

TEXTS STUDIED

STRUCTURE AND CONTENT IN YEAR 2
Component 1 - 30%: Drama (open book exam)
Section A - an essay exploring Shakespeare and wider critical reading (35 marks)
Section B - an essay exploring another Drama (25 marks).
Component 2 - 20%: Prose (open book exam)
A comparative essay question. Two novels will be studied in preparation for this: one pre-1900 and one post-1900 (40 marks).
Component 3 - 30%: Poetry (open book exam).
Section A - comparative essay on a choice of two poems (30 marks)
Section B - one essay on specified poetry from a specific poet or literary period (30 marks).

Coursework - 20%; (Internally assessed).
A 2500 - 3000 word comparative essay on a choice of two personally selected texts linked by theme, movement, author or period (60 marks).

ASSESSMENT
Year 1: 100% external assessment - two exams.
Year 2: 80% external assessment - three exams. 20% internal assessment.

WHERE CAN I GO AFTER COMPLETING THIS COURSE?
If you want to develop an interest in and enjoyment of English Literature, thoroughly reading widely, critically and independently, this is the course for you! You will read a variety genres from ‘across the centuries’ alongside critical works about these texts and how we read them. What career doesn’t require a good reader? From journalism to video-game design, all jobs need a thoughtful, creative, intelligent candidate – skills which come from studying A Level English Literature.

CAREER PROSPECTS INCLUDE
Professional journalist; Author; Critic; Lawyer; Teacher.

Further details about any aspect of the course can be obtained from Miss Z Jones - Head of English.
EXAMINATION BOARD
Edexcel

AIMS OF THE COURSE
You will find about 200 million French speakers who live on all continents around the world. French is a key language in the European Union of 27 nations, the world’s largest economic entity, and also international organisations such as the UN, the International Olympic Committee and the International Red Cross.

French is a language of business, as France is one of the top 5 global economies. It is also a language of technology and medicine. French fashion designers, artists, writers, musicians, chefs and film makers have had a wide influence throughout the world. French is a language of tourism.

WHAT WILL I LEARN ON THIS COURSE?
Learning the French language will help you to get to know another people and culture. You should have an interest in the world around you and be prepared to understand how global issues affect France in particular.

A willingness to express your opinions orally and to engage in conversation on a range of topical issues is essential. A desire to understand how language functions and a willingness to assimilate a wide range of vocabulary and grammar will ensure success.

STRUCTURE AND CONTENT
About 75% of English words come from French. When studying French at AS or A Level, you will build on the skills you have already acquired at GCSE level. Whether following the AS or the A Level course, you will study a series of different topics. Each topic is explored by using a variety of materials and a range of learning styles. Sometimes you will be working independently, at other times you will be doing pair-work and on other occasions you will be working as a class group.

The kinds of work set will expand your knowledge of vocabulary and grammar, whilst providing practice in writing and speaking in French. Written texts are used as a basis for discussion, vocabulary building and comprehension. CD, cassette and video recordings also promote good comprehension. Weekly oral lessons are held with native speakers to improve your confidence and competence in this vital skill.

Some of the topics we cover are: problems facing young people in France, the environment, the French speaking world and French cinema, film and DVD.

ASSESSMENT
• Just like at GCSE, you will be assessed in all four skills: listening, reading, speaking and writing.
• Unit 1 – Oral: General conversation and discussion of two topics which have been studied during the year.
• Unit 2 – Listening, Reading and Writing: Comprehension tasks based on authentic materials; translation into English; essay in French based on topics studied during the year.

WHERE CAN I GO AFTER COMPLETING THIS COURSE?
Because of globalisation, employers are looking for people with languages not just to work abroad but for good jobs in the UK. Speaking more than one language is a skill which will increase your marketability. It also helps you communicate better and gain a valuable insight into other cultures.

You can go on to study French at university. There are numerous courses which offer French with another subject, so if you do not wish to specialise then this can be a good option.

Students have gone on to study French, French Studies, French with IT, and International Business.
AIMS OF THE COURSE

A Level Geography offers a natural progression from GCSE. This engaging and flexible course gives you the opportunity to:

• Engage with the relationship of human populations to each other over space and time
• Study the relationship between human populations with their physical environment at a variety of scales from the local to the global
• Consider their own role in relation to themes and issues being studied and the roles, values and attitudes of others including decision-makers
• Choose between specialised content at A2, including a dedicated fieldwork option.

STRUCTURE AND CONTENT

In the first year and second year you will study the following units:

• Physical geography
• Water and carbon cycles
• Coastal systems and landscapes
• Hazards
• Human geography
• Global systems and global governance
• Changing places
• Population and the environment
• Geography investigation
• Fieldwork requirements
• Investigation requirements
• Geographical skills
• Geographical skills checklist

ASSessment

Component 1
Section A: Water and carbon cycles
Section B: Coastal systems and landscapes
Section C: Hazards
Written exam: 2 hours 30 minutes, 40% of A Level

Component 2
Section A: Global systems and global governance
Section B: Changing places
Section C: Population and the environment
Written exam: 2 hours 30 minutes, 40% of A Level

Component 3
Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

Fieldwork investigation
3,000–4,000 words, 20% of A Level

WHERE CAN I GO AFTER COMPLETING THIS COURSE?

Opting for A Level geography can give you a huge range of possible career choices in the future. The A Level geography course encourages students to gain and apply knowledge and understanding of physical and human processes through studying places and environments. Having a geography A Level can be advantageous when applying for jobs in a variety of sectors, including environment and sustainability, physical systems, geographical techniques, development and global issues, settlement and travel, leisure and culture and Earth sciences.

Further details about any aspect of the course can be obtained from Mrs Godwin.
EXAMINATION BOARD
AQA

AIMS OF THE COURSE
History deals with human beings and the human story of our past. It gives us a perspective and understanding of the present and it helps satisfy our curiosity about the world. It is an ‘academic’ subject which is highly respected and valued by universities and employers. By the end of this course, as a good historian, you will be able to:

• Evaluate competing interpretations and arrive at secure judgements.
• Absorb and manage a good deal of information.
• Order and analyse information.
• Use and refine judgements based on evidence.
• Express an argument persuasively and with clarity.

STRUCTURE AND CONTENT
In the first and second year you will study the following units:
Unit 3: Historical Investigation.

ASSESSMENT
For the full A-level there will be three components:
Unit 1: There will be a written examination for 2hr 30mins where you will answer 3 essay questions. This counts for 40%.
Unit 2: There will be a written examination for 2hr 30mins where you will answer 3 essay questions. This counts for 40%.
Unit 3: You will complete coursework consisting of 1 essay (3500 words). This counts for 20%.

WHERE CAN I GO AFTER COMPLETING THIS COURSE?
Even if you don’t want to work with old documents, History is a useful and often necessary subject for a lot of careers and not just the obvious ones. It is a useful qualification for Law, Journalism, Media, Business, Finance and Public Sector careers/study. Even if you are aiming to be a scientist, all scientists have to communicate effectively. Their projects are not isolated but carried out in a context that relates to the whole of society. Employers and universities like to see that you follow a balanced course. History could be important in creating that balance.

Further details about any aspect of the course can be obtained from Mrs B Sanghera Head of History.
EXAMINATION BOARD
AQA

AIMS OF THE COURSE
Law affects our every day lives in more ways than many of us are aware. As such it is a fascinating subject with something new to learn every day. Studying Law will give you the opportunity to explore many fascinating and challenging topics, including Criminal Law, Negligence, Morality and Justice. There are a number of opportunities for students to extend their understanding of law and experience first-hand how law affects their lives, this includes a trip to the Houses of Parliament, Old Bailey, the Central Criminal Court of England and Wales.

Studying Law at AS and A2 Level will enable you to develop outstanding oral and written communication skills, vital to all future careers. Additionally you will appreciate the function of Law in society, stimulate interest for a possible career, and widen your prospects in terms of higher education alongside the skill required for all employers.

STRUCTURE AND CONTENT
Unit 1: Law making and the legal system
Unit 2: The concept of liability
Unit 3: Criminal law (Offences against the Person) - topics include murder, manslaughter, assault and grievous bodily harm.
Unit 4: Criminal law (offences against property) and concepts of law.

ASSESSMENT
100% Exams.

WHERE CAN I GO AFTER COMPLETING THIS COURSE?
You could take this course to complement other advanced level courses or to prepare for the A2 part of an advanced GCE in Law, which could lead onto higher education in areas of law, business studies, politics or more general higher education courses. With further training, you could go into a job related to law such as a Lawyer, Solicitor or Barrister. You could also go straight into a job as the AS GCE is a recognised qualification, which will help you develop the basic skills, understanding and knowledge that many employers across lots of industries are looking for.

Further details about any aspect of the course can be obtained from Mrs Kang or Miss Afandi.
EXAMINATION BOARD
Edexcel

AIMS OF THE COURSE
Mathematics is the study of concepts and patterns. It is the ability to solve problems, and to think logically and creatively. During A Level Mathematics, you will continue to develop your understanding of concepts in higher GCSE Mathematics, but you will also start to learn about whole new mathematical concepts. You will also learn to apply your skills to solve much more complex problems. If you love problem solving, then Mathematics A Level is for you!

STRUCTURE AND CONTENT

YEAR 1
There are three modules for Mathematics in year one, all are equally weighted and marked out of 100. There is no coursework in year one.
Core 1 – Quadratic equations, coordinate geometry and graphs, differentiation, indices and surds, and polynomials.
Core 2 – Logarithms, trigonometry, integration, sequences and series, and polynomials.
Statistics 1 – Averages, spread, correlation, probability, and binomial and geometric distributions.

YEAR 2
There are three modules for Mathematics in year two; all are equally weighted and marked out of 100. There is no coursework in year two.
Core 3 – Trigonometry, differentiation and integration, algebra and functions.
Core 4 – Differentiation and integration, vectors, algebraic expansion, and differential equations.
Decision 1 – Algorithms, graph theory, network problems, and linear programming.

ASSESSMENT
Each module is assessed by a 90 minute exam marked out of 100. There is no coursework in A Level Mathematics.

WHERE CAN I GO AFTER COMPLETING THIS COURSE?
Mathematics A Level is a highly admired and sort-after A Level by universities and employers. It is useful for many professions and courses which require problem solving, logical thinking and creativity, like Engineering, Medicine, Accounting, Economics, Business and Architecture.

“Staff are friendly and helpful”
Adnan Akhtar, Sixth Form student
EXAMINATION BOARD
AQA

AIMS OF THE COURSE
This course will develop your essential scientific knowledge and understanding, as well as establish sound links between theory and experiment. Physics is highly regarded by universities as a test of problem-solving ability and logical thinking. Physics is an important qualification for many universities and careers. You will gain hands-on practical skills and data analysis skills, appreciate how science works and its relevance beyond the laboratory.

The new course launched in September 2015 is very similar in content to the old specification but it is 100% examination. Practicals will be assessed in examinations and you will be “endorsed” for your practical skills, which universities will take into account when you apply for them.

STRUCTURE AND CONTENT
Year 1:
1 Measurements and their errors
2 Particles and radiation
3 Waves
4 Mechanics and materials
5 Electricity

Year 2:
6 Further mechanics and thermal physics
7 Fields and their consequences
8 Nuclear physics

One of the following options:
9 Astrophysics
10 Medical physics
11 Engineering physics
12 Turning points in physics
13 Electronics

ASSESSMENT
There will be 3 exams all 2 hours long. Paper 1 will assess Sections 1 – 5 and 6.1 (Periodic motion). Paper 2 will assess Sections 6.2 (Thermal Physics), 7 and 8 and will use assumed knowledge from sections 1 to 6.1. The 3rd and final paper will comprise of 2 sections: Section A: Compulsory section: Practical skills and data analysis and Section B (the option): Students enter for one of sections 9, 10, 11, 12 or 13.

PRACTICALS
Throughout the course there will be number of practical activities, some of which are required as they can be examined. These will include:
- investigating interference and diffraction of laser light
- measuring acceleration due to gravity
- investigating systems that oscillate
- investigation of the links between temperature, volume and pressure
- safe use of ionising radiation
- investigating magnetic fields.

POSSIBLE COURSES
Acoustics, Applied Physics, Astrophysics, Electronics, Engineering – from Aerospace and Civil to Mechanical and Marine Engineering, Geophysics, Optometry, Physics, Radiography.

POSSIBLE CAREERS

Further details about any aspect of the course can be obtained from Mr A Dowe and Mr A Robinson (KS5 Physics teachers) or Miss J Gumbs (Head of Science).
A LEVEL PSYCHOLOGY

EXAMINATION BOARD
AQA

Psychology is one of the courses that is changing to the linear structure this year.

AIMS OF THE COURSE
Psychology is a study of human behaviour. Its aim is to accurately define and describe the causes of behaviour, so people can practically understand, predict and change it. One of the goals of the A level Psychology course is to provide students with an opportunity to acquire a better understanding of how the human mind works and how this affects behaviour, by studying individuals, groups and societies.

WHAT WILL I LEARN ON THIS COURSE?
I will be able to:
• Understand self, other people, moral behaviour and thought as well as cultural differences and similarities.
• Know and critically understand the explanations for human behaviour.
• Appreciate the variety and complexity of the human mind and human relationships.
• Describe and evaluate a range of research methods and their relevance within Psychology.
• Develop skills of written and verbal communication, interpretation, analysis and evaluation.

STRUCTURE AND CONTENT A LEVEL
Students will study three components over two years.

Paper 1: Introductory Topics in Psychology
• Social influence: Why do we conform? Why do we obey? How do we resist social pressures?
• Memory: How does your memory work? Eyewitness testimony and how to improve your memory?
• Attachment: Why do we form attachments? How and when do we form attachments?
• Psychopathology: What is abnormality? How phobias, depression and OCD are explained.

Paper 2: Psychology in Context
• Approaches in psychology: Origins of psychology.
• Biopsychology: The nervous system and the functions of neurotransmitters and hormones.
• Research methods: What methods does psychology use to study behaviour? What are the advantages and disadvantages?

Paper 3: Issues and Options in Psychology
• Issues and debates in psychology: issues include gender bias, culture bias, Nature Vs. Nurture, free will Vs. determinism
• Relationships: How do relationships form, maintain and breakdown?
• Schizophrenia: What causes schizophrenia? How do we treat it?
• Forensic Psychology: offender profiling, why do we offend? How do we deal with offenders?

ASSESSMENT
Paper 1: 2 hrs worth 33.3.% of total A Level
Paper 2: 2 hrs worth 33.3.% of total A Level
Paper 3: 2 hrs worth 33.3.% of total A Level

WHERE CAN I GO AFTER COMPLETING THIS COURSE?
Psychology has very wide applications and is extremely popular at university and with employers. Psychology learnt at A Level can be applied in all aspects of life and work e.g. raising children, teaching, medicine, social work, office work etc.

Further details about any aspect of the course can be obtained from Mrs L Dodsworth (Head of Social Sciences).

"I always yearn to learn more about the subject"

"Psychology is a subject that sparked my interest from day one and never got mundane"
EXAMINATION BOARD
AQA - Religious Education

AIMS OF THE COURSE
Would it surprise you to learn that more students now take Religious Studies at A Level than at any other time in the past? Why do you think the subject has become so popular? Maybe it’s because our society has become so multi-cultural that issues of religion are headline news. What people believe and how they behave has become a fascinating area for study. Would you like the same to be said of you?

Would you like to learn more about religion and morality from a worldwide perspective? If so, then opt for Religious Studies and join the many thousands of students in the UK who can see the advantages of taking a very colourful subject that will teach you the life skills of critical thinking, evaluation, cultural understanding and empathy.

Just as important in explaining the rise in the number of students taking religious studies, is the fact that employers really value the qualification. As one major High Street computer games retailer has recently told its recruitment teams: “when employing staff look out for students of religious studies – they are usually very solid, reliable, thinking people who are likely to have good logical skills and also be very people orientated.”

STRUCTURE AND CONTENT
COMPONENT 1: A STUDY OF RELIGION
Component 1: A Study of Religion
Written examination: 2 hours
33⅓% of qualification
100 marks
Learners will be assessed on one of the following options from a choice of six:
Option B: Islam
This component provides learners with the opportunity to undertake an in-depth and broad study of their chosen religion covering themes ranging from religious figures and sacred texts to practices that shape religious identity.

COMPONENT 2: PHILOSOPHY OF RELIGION
Written examination: 2 hours
33⅓% of qualification
100 marks
This component provides learners with the opportunity to undertake an in-depth and broad study of fundamental philosophical themes, ranging from arguments for the existence of God to the use of religious language.

COMPONENT 3: RELIGION AND ETHICS
Written examination: 2 hours
33⅓% of qualification
100 marks
This component provides learners with the opportunity to undertake an in-depth and broad study of fundamental ethical themes, ranging from ethical language and thought to freewill and determinism.

WHERE CAN I GO AFTER COMPLETING THIS COURSE?
There are three main ways of ‘using’ religious studies in the world of work:
• Careers where it is important or useful to have knowledge of what really matters to people: health care, child care, medicine, psychologist, customer services.
• Careers which make good use of the research, investigatory and report writing techniques learned in studying religion: law, police work (forensic), psychology, public services, management.
• Careers where you need specific knowledge of religions: teaching, social work, archaeology, museum work, fine art, conservation/natural history, architecture, youth work and ministry.
A LEVEL SOCIOLOGY

EXAMINATION BOARD
OCR
Sociology is one of the courses that is changing to the linear structure this year.

AIMS OF THE COURSE
Sociology is the scientific study of society. It is about all kinds of social relationships that people share with each other; in their families, in their schools and in work. The methods developed by sociologists are used in many other academic areas such as in market research and management studies.

WHAT WILL I LEARN ON THIS COURSE?
I will be able to:

- Reflect on my own experience of the social world in which I live.
- Know and critically understand what social organisations are and how they operate.
- Appreciate the importance of theory and concepts in sociological debate.
- Describe a range of research methods and their relevance within sociology.
- Develop skills of written and verbal communication, interpretation, analysis and evaluation.

STRUCTURE AND CONTENT A LEVEL
Students will study three components over two years.

Component 1
Socialisation, Culture and Identity
- This component introduces learners to the key themes of socialisation, culture and identity and develop these themes through family and relationships. These options develop skills that enable individuals to focus on their personal identity roles and responsibilities within society and develop a lifelong interest in social issues.

Component 2
Researching and Understanding Social Inequalities
- This component explores the method of sociological research and develops the knowledge and understanding of social processes and change in the context of social inequality and difference. It also develops critical and reflective thinking with a respect for social diversity in terms of social class, gender, ethnicity and age.

Component 3
Debates in Contemporary Society
- This component engages learners in theoretical debates and how these relate to a contemporary global society.

ASSESSMENT
Socialisation, Culture and Identity (01) 1hr 30mins worth 30% of total A level.
Researching and Understanding Social Inequalities (02) 2hrs 15mins worth 35% of total A level.
Debates in Contemporary Society (03) 2hrs 15mins worth 35% of total A level.

WHERE CAN I GO AFTER COMPLETING THIS COURSE?
Sociology is a fantastic general subject for students, because most professional careers require students to have some knowledge of Sociology and social theory. Most degree courses include some Sociology: There are also many degree courses where A level Sociology will be really helpful; Sociology, Criminology, Law, Psychology, Anthropology. Sociology opens doors to many areas of employment: Counsellor, Community worker, Probation Officer, Social worker, Charity fundraiser, teacher even medicine.

Further details about any aspect of the course can be obtained from Mrs Laura Dodsworth (Head of Social Sciences).

"Sociology gave me an insight into society and people and helped me become a more open minded person"
AIMS OF THE COURSE
The Association of Accounting Technicians (AAT) qualification provides practical, internationally recognised finance and accounting skills which can open doors for you in many industries across the world. This one-year course develops students' accounting knowledge and gives them the skills they require to find employment within the field of accounting or acceptance onto an accounting related higher education programme. This introductory level is where you’ll get to develop your skills in finance administration: double-entry bookkeeping, basic costing principles and purchase, sales and general ledgers financial accounting, cost accounting, spreadsheets, professional ethics in accounting and finance, preparing VAT returns, plus additional qualifications.

WHERE CAN I GO AFTER COMPLETING THIS COURSE?
Successful students progress into Higher Education, AAT Level 4 Diploma in Accounting qualification (after one year of relevant work experience) or employment. What sort of job could I expect after completing the intermediate level?
• Accounts Assistant
• Accounts Payable and Expenses Supervisor
• Accounts Payable Clerk
• Assistant Accountant
• Audit Trainee
• Bookkeeper
• Corporate Recovery Analyst
• Credit Controller
• Finance Assistant
• Insolvency Executive
• Payroll Administrator
• Payroll Supervisor
• Practice Bookkeeper and Payroll
• Tax Accountant
• Tax Assistant.

What’s my potential salary after completing AAT Level 3 Diploma in Accounting?
After completing AAT Level 3 Diploma in Accounting, your typical salary range will be between £11,000 to £24,000.
EXAMINATION BOARD
Pearson/Edexcel

AIMS OF THE COURSE
• Level 3 Applied Science is an exciting and rewarding course, designed to support you in vocational science and moving into the science-based workforce.
• The course includes practicals, lectures, discussion, seminars, site visits, guest speakers, internet research and access to library resources.
• This course will develop your understanding of chemistry, biology and physical science in respect to its applications in a Science workplace.

WHAT WILL I LEARN ON THIS COURSE?
You will:
• Learn and develop practical skills that can be used in modern laboratories.
• Develop an understanding of fundamental scientific principles and a focus on human physiology and genetics.
• Opportunities to develop a range of skills and techniques, personal qualities and attributes essential for successful performance in working life.

STRUCTURE AND CONTENT: EXTENDED CERTIFICATE (1 A Level)
Compulsory units covered:
• Unit 1 – Principles and Applications of Science 1 (90GLH) – assessed externally by exam
• Unit 2 – Practical Scientific Procedures and Techniques (90GLH) – assessed internally by coursework
• Unit 3 – Science Investigation Skill (120GLH) – assessed externally by a Pearson/Edexcel set task
• Unit 8 – Physiology of Human Body Systems (60GLH) - assessed internally by coursework

Additional units will be offered to pupils who qualify for the Diploma (2 A-level) if offered.
These will include:
• Unit 4 – Laboratory Techniques and their Applications (90GLH)- assessed internally by coursework
• Unit 5 - Principles and Applications of Science 2 (120GLH) – assessed externally by exam
• Unit 6 – Investigative Project (90GLH) - assessed internally by coursework
• Unit 12 – Diseases and Infection (60GLH) assessed internally by coursework

ASSESSMENT
Diploma: Exam: 29%, Task 17%, Coursework 54%
Ext cert: Exam: 25%, Task: 33%, Coursework 42%

WHERE CAN I GO AFTER COMPLETING THIS COURSE?
Agriculture, Forensics, Research laboratory, Nurse, Police, Science technician
The Level 3 Applied Science course has been a stepping stone for past pupils going on to study nursing, childcare and occupational therapy. It links very well with the Level 3 BTEC in Health and Social Care.
Further details about any aspect of the course can be obtained from Mrs M Astle (BTEC Lead Teacher and Lead Internal Verifier).
EXAMINATION BOARD
OCR

AIMS OF THE COURSE
Cambridge Technicals are vocational qualifications that are designed to give you a work-focused alternative to A Levels.
They’ve been designed to give you opportunities to demonstrate and develop the practical application of knowledge and understanding in the areas of work that appeal to you. This will enable you to develop your research skills as you work, both independently and with colleagues, to progress through your qualifications.

The assessment for the qualifications is task-based, so you won’t need to take exams to achieve Cambridge Technicals qualifications.

This qualification provides an understanding of art, design and craft through engagement with the work of artists and designers. Students have the opportunity to gain practical and creative skills by working with the 2D and 3D materials, processes and techniques of their choice.

Over the 2 years pupils will complete 6 Units of coursework which will require 360 guided teaching hours—5 Hours of teaching and learning per week.

STRUCTURE AND CONTENT: EXTENDED CERTIFICATE (1 A Level)
Pupils MUST COMPLETE the 2 years as you cannot achieve AS in this subject
Qualifications
Cambridge Technical Level 3 Introductory Diploma is the equivalent of one A-level grade.
You will achieve either:
Pass—Grade E – 40 UCAS points
Merit—Grade C – 80 UCAS points
Distinction—Grade A – 120 UCAS points
Distinction * - Grade A* - 140 UCAS points

Units to complete:
Unit 1  Art and Design in context.
Unit 10  How artists and designers use 2D materials, techniques and processes.
Unit 60  Fine art drawing.
Unit 61  Fine art painting.
Unit 63  Contemporary fine art.
Unit 66  Fine art textiles.

WHY CHOOSE ART & DESIGN
If you prefer to learn in a way that’s practical and work-related, then Cambridge Technicals are ideal.
The great thing about them is that they keep your options open – so if you’re not fully convinced that a vocational way of learning is right for you, Cambridge Technicals keep the door open for a move to higher education further down the line.

ASSESSMENT
Assessment is in line with OCR assessment procedure.
All units will be centrally assessed and then externally moderated by OCR.
There are no timetabled exams for this qualification; candidates may complete units at a time that suits the centre. The full award and units from this qualification are graded as Pass, Merit, Distinction or Distinction* which equate to and E, C, A and A* at A-Level.

WHAT PROGRESSION OPPORTUNITIES DO CAMBRIDGE TECHNICALS PROVIDE?
The great thing about them is that they still give you a choice of opportunities once you’ve completed them. The three choices open to you are:
Employment, where you can put your new practical skills towards generating an income
Further education, such as a higher-level qualification at school or college
Higher education, such as a degree course at university.
Access to higher education is possible if you take the Level 3 qualifications because they have UCAS points.
EXAMINATION BOARD
Edexcel

AIMS OF THE COURSE
This qualification provides an introduction to and understanding of the business environment, management of resources, marketing and communication— all fundamental to the success of business organisations. This course also addresses sector needs and skills gaps such as in finance, administration and management areas. It is designed to appeal to both full-time learners interested in a career in business and to those who already have experience of working in the sector. Learners can focus on their career aspirations, or work area within the specification in which there are specialist pathways consisting of Finance, Management, Marketing, Law, Administration and Human Resources.

STRUCTURE AND CONTENT
Certificate in Business (30 credits)
Unit 1: The Business Environment
Unit 2: Business Resources
Unit 4: Business Communication

SUBSIDIARY DIPLOMA IN BUSINESS (60 credits)
Above three units as per the Certificate, plus a further three units from modules such as:
Unit 3: Introduction to Marketing
Unit 5: Business Accounting
Unit 13: Recruitment and Selection in Business

ASSESSMENT
All BTEC Nationals are internally assessed. Learners can achieve a Pass, Merit or Distinction.

WHERE CAN I GO AFTER COMPLETING THIS COURSE?
BTEC Business is a course that when chosen with a good combination of subjects, will open many doors. Most employers and universities want to be assured that potential candidates are able to contextualise information and apply knowledge and theory.

The vocational aspect of the course lends itself to practical application where each unit is contextualised into current business scenarios; allowing students to develop their ‘real’ knowledge of business. Students go on to good universities having completing the course, whereas others may use their grades to opt for an apprenticeship scheme and enter employment in the Business sector.


Further details about any aspect of the course can be obtained from Miss A Afandi.
Aims of the course
The CACHE Level 3 Award in Childcare and Education is a full-time course which is completed by learners over two years. Learners will experience a combination of learning within college and real-life work environment. This course prepares learners to progress to the CACHE Level 3 Certificate in Childcare and Education and then on to the CACHE Level 3 Diploma in Childcare and Education (Early Years Educator). The Diploma enables learners to gain the knowledge and experience which will allow them to work with children from birth to 5 years.

What will I learn on this course?
The course is suitable for those wishing to progress to higher education. It enables learners to gain the knowledge and experience which will allow them to work with children from birth to 5 years. Upon achievement of the Level 3 Diploma in Childcare and Education, it is intended that learners will be able to access higher education or enter the workforce as Early Years Educators.

How is this qualification structured?
This is a nested qualification: the Award, Certificate and Diploma in Childcare and Education. The Certificate is a one-year qualification learners can progress on to the Diploma.

Placement hours
Learners will complete placement hours alongside their two years Certificate and Diploma course.

Assessment
Units are assessed internally, marked by your tutor. Each unit throughout the qualification will be graded A*-D. You must achieve a D grade to be awarded the unit. A range of assessments methods are completed by learners in completing all units. There are external assessments. These are:
- Effective Practice Study Task
- Extended Assessment Task
These assessments will require a substantial amount of research and work. Your extended assessments will be graded from D to A*.

A qualified assessor will assess performance in your workplace. All work completed by all learners will be internally verified by a qualified Internal Quality Assurance (IQA) and externally verified by an External Quality Assurance (EQA) appointed from CACHE.

Which types of job roles can I apply for on completing this course?
Learners can also progress into various supervised job roles in the statutory, voluntary or private sectors such as (this list is not exhaustive):
- Practitioner in day nurseries
- Practitioner in nursery schools
- Practitioner in reception classes in primary schools
- Pre-school
- Worker home based child carer
- Nanny

This Diploma also enables progression to Higher Education (UCAS tariff points are being applied for).

Where can I go after completing this course?
Successful learners can progress onto the following degree programmes:
- BEd (Hons) - Education
- BA (Hons) - Early Childhood Studies
- BA (Hons) - Primary Education with QTS
- BA (Hons) - Early Childhood Studies
- BSc (Hons) - Nursing - Child
- BSc (Hons) - Social Work
- BSc (Hons) - Speech and Language Therapy
- BA (Hons) with QTS - Primary Education Early Years
BTEC LEVEL 3 IN ART & DESIGN - FASHION & TEXTILES

EXAMINATION BOARD
OCR

AIMS OF THE COURSE
Cambridge Technicals are vocational qualifications that are designed to give you a work-focused alternative to A Levels.
They’ve been designed to give you opportunities to demonstrate and develop the practical application of knowledge and understanding in the areas of work that appeal to you. This will enable you to develop your research skills as you work, both independently and with colleagues, to progress through your qualifications.
The assessment for the qualifications is task-based, so you won’t need to take exams to achieve Cambridge Technicals qualifications.
This qualification provides an understanding of art, design and craft through engagement with the work of artists and designers. Students have the opportunity to gain practical and creative skills by working with the 2D and 3D materials, processes and techniques of their choice.
Over the 2 years, pupils will complete 6 Units of coursework which will require 360 guided teaching hours - 5 Hours of teaching and learning per week.

WHO ARE THEY FOR?
Cambridge Technicals are suitable for students aged 16+ who are at school or college. They’re available at Level 2 and Level 3*, so they can follow on from your GCSEs.

STRUCTURE AND CONTENT A2
Pupils MUST COMPLETE the 2 years as you cannot achieve AS in this subject.
Qualifications
Cambridge Technical Level 3 Introductory Diploma is the equivalent of one A Level grade.
You will achieve either:
Pass - Grade E - 40 UCAS points
Merit - Grade C - 80 UCAS points
Distinction - Grade A - 120 UCAS points
Distinction * - Grade A* - 140 UCAS points
Units to complete:
Unit 1 - Art and Design in Context
Unit 50 - Fashion Design
Unit 51 - Fashion Production
Unit 52 - Textile Design
Unit 53 - Upcycling Fashion Products
Unit 54 - Fashion Illustration

WHY CHOOSE FASHION AND TEXTILES?
If you prefer to learn in a way that’s practical and work-related, then Cambridge Technicals are ideal.
The great thing about them is that they keep your options open – so if you’re not fully convinced that a vocational way of learning is right for you, Cambridge Technicals keep the door open for a move to higher education further down the line.

WHAT PROGRESSION OPPORTUNITIES DO CAMBRIDGE TECHNICALS PROVIDE?
The great thing about them is that they still give you a choice of opportunities once you’ve completed them. The three choices open to you are:
Employment, where you can put your new practical skills towards generating an income
Further education, such as a higher-level qualification at school or college
Higher education, such as a degree course at university.
Access to higher education is possible if you take the Level 3 qualifications because they have UCAS points.

ASSESSMENT
Assessment is in line with OCR assessment procedure.
All units will be centrally assessed and then externally moderated by OCR.
There are no timetabled exams for this qualification; candidates may complete units at a time that suits the centre. The full award and units from this qualification are graded as Pass, Merit, Distinction or Distinction * which equate to and E, C, A and A* at A Level.
LEVEL 3 DIPLOMA IN
FOOD SCIENCE & NUTRITION

EXAMINATION BOARD
WJEC

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

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

STRUCTURE AND CONTENT
The WJEC Level 3 Diploma in Food Science and Nutrition is made up of four units:

1 Meeting Nutritional Needs of Specific Groups
   Structure - Mandatory

2 Ensuring Food is Safe to Eat
   Structure - Mandatory
   Assessment - Internal

3 Experimenting to Solve Food Production Problems
   Structure - Optional
   Assessment - Internal

4 Current Issues in Food Science and Nutrition
   Structure - Optional
   Assessment - Internal

All learners must take Units One and Two and then select either Unit Three or Unit Four.

Unit 1 will enable the learner to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through on-going practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals.

Unit 2 allows learners to develop their understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience.

Studying one of the two optional units allows learners the opportunity to study subjects of particular interest or relevance to them, building on previous learning and experiences.

All units within the WJEC Level 3 Diploma in Food Science and Nutrition are vocationally relevant to the food production industry.

ASSESSMENT
The WJEC Level 3 Diploma in Food Science and Nutrition is assessed through a combination of a written exam and external assignment set and marked by WJEC and two centre marked assignments.

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

- BSc Food and Nutrition
- BSc Human Nutrition
- BSc (Hons) Public Health Nutrition
- BSc (Hons) Food Science and Technology

Any questions, please come and see Mrs S Hunton.
EXAMINATION BOARD
Edexcel

AIMS OF THE COURSE
Engineering covers a wide range of disciplines – anything from rockets to mobile phones and even hip replacements! Engineering is not just about ‘fixing things’, it is about understanding how, and why things work.

STRUCTURE AND CONTENT
Subsidiary Diploma in Engineering (60 credits)
Engineers are involved in all aspects of designing, building and testing new technologies and products. Creativity and problem solving are at the heart of every engineering industry.
Consists of two mandatory units;
Unit 1: Health and Safety in the Engineering Workplace
Unit 6: Electrical and Electronic Principles
plus a further four units from modules such as:
Unit 16: Engineering Drawing for Technicians
Unit 22: Fabrication Processes and Technology
Unit 31: Computer Aided Manufacturing
Unit 143: Communication Technologies
Please note: the above units are liable to change.

ASSESSMENT
All BTEC Nationals are internally assessed. Learners can achieve a Pass, Merit or Distinction.

HOW WILL I BE TAUGHT?
The course will be taught as practically as possible within the electronic laboratory and mechanical workshop, supported by assignment work covered within the classroom. The course will utilise modern software such as Autodesk, AlphaCAM, PicAxe, 2D Design tools and AutcoCAD which are all used in industry. Your lecturer will support you throughout the course and you will have the opportunity to develop practical and study skills. You will learn new engineering skills that will be valuable either at university or in the workplace.

WHERE CAN I GO AFTER COMPLETING THIS COURSE?
The aim of the course is to prepare you for employment in the engineering industry or higher education at university, to study for a degree in mechanical or electronics engineering, or other degrees such as civil engineering, product design, motor sport engineering or marine engineering. Other higher education courses to be considered are the HNC, HND and Foundation Degree. The Level 3 Extended Diploma is also ideal for those wishing to seek employment in the field of engineering, with the intention of returning to College as a higher education student to complete an HNC/HND, or as part of the modern advanced apprenticeship scheme.

If you would like more information about the course, please come and see Mr Gogna.
EXAMINATION BOARD
Pearson

AIMS OF THE COURSE
BTEC L3 in Health and Social Care provides underpinning knowledge for the National Occupational Standards in Health and Social Care/Health and acts as a robust introduction to these two sectors. It prepares our learners for employments in this sector or for higher education.

The course is also mapped to the NHS knowledge and Skills Framework, which was developed as part of the process for updating the way NHS staff roles are defined and developed.

WHAT WILL I LEARN ON THIS COURSE?
This course lends itself to be delivered in a creative approach, using learners’ experience as a focal point and enabling learning to be as active, practical and work-related as possible. Alongside this, it provides robust opportunities for learners to gain knowledge and understanding of a wide range of subject areas relating to health and social care through case studies.

STRUCTURE AND CONTENT
Over the 2 years NQF BTEC Extended Certificate in Health and Social Care (1 A level)
Unit 1 Human Lifespan Development (Exam)
Unit 2 Working in Health and Social Care (Exam)
Unit 5 Meeting Individuals Care and Support Needs (Coursework)
Unit 12 Supporting Individuals With Additional Needs (Course work)

Over the 2 years BTEC National Diploma in Health and Social Care (2 A levels)
Unit 1 Human Lifespan Development (Exam)
Unit 2 Working in Health and Social Care (Exam)
Unit 5 Meeting Individuals Care and Support Needs (Coursework)
Unit 7 Principles of Safe Practice in Health and Social Care (Coursework)
Unit 8 Promoting Public Health (Coursework)
Unit 12 Supporting Individuals with Additional Needs (Course work)
Unit 19 Nutritional Health (Coursework)
Unit 4 Enquiries into Current Research in Health and Social Care (Externally Assessed)

WHY CHOOSE BTEC HEALTH AND SOCIAL CARE L3?
Develop Employability Skills:
• Self-management: readiness to accept responsibility, flexibility, time management, readiness to improve on performance
• Teamwork: respecting others, co-operating, negotiating, persuading, contributing to discussions
• Problem Solving: analysing facts and circumstances and applying creative thinking to develop appropriate solutions
• Communication and Literacy: application of literacy, ability to produce clear structured written work, and oral literacy (including listening and questioning)
• Application of numeracy: manipulation of numbers, general mathematical awareness and its application in practical contexts.

ASSESSMENT
Assessment is in line with BTEC assessment procedures. The course you selected has to be fully completed within 2 years to achieve the qualification. Grading system is Pass/Merit/Distinction.

ENTRY REQUIREMENTS
5 GCSEs including Grade C in English GCSE and above.

WHAT CAREER COULD THIS LEAD TO?
Any areas of nursing like for Disability to Child and Adult etc. Plus, teaching at primary or secondary level, even early years to youth work, social work and counselling. This subject can also support with other pathways in fields of Sociology and Psychology or even a Science.

WHICH UNIVERSITIES CAN I APPLY TO?
Some examples...
Birmingham City University – Nursing or Children and Integrated Professional Care or Early Years
UCB – Health and Social Care
Aston University – Psychology
Wolverhampton University – Health Care Science
Newman University – Primary Education Studies

WHAT SKILLS AND ATTRIBUTES WILL I NEED?
The main skills that are needed to start the course are:
• Commitment: to make sure attend all lessons.
• Hard working: to be motivated and self-driven to succeed.
• Effective communication: to be confident, especially when stuck on work, one must not to leave it to the last minute.
• Passion: to be happy and to ensure that this subject is a subject you want to study for 2 years.
• Good organisation and time management: to meet deadlines on time.

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EXAMINATION BOARD
OCR

AIMS OF THE COURSE
The Cambridge Technicals suite of qualifications provides candidates with high quality, industry-relevant qualifications geared to the specific requirements of key sectors.

They are vocationally-related qualifications that provide valuable opportunities for individuals to develop skills and gain underpinning knowledge and understanding, which will support entry into work or progression to further studies, through Further Education or Higher Education.

The Cambridge Technicals are attractive, practically-based qualifications intended to stimulate and interest candidates. They support achievement of Key Skills and relate to national occupational standards thereby providing an ideal progression to National Vocational Qualifications (NVQs) once individuals are in suitable employment.

Over the 2 years, pupils will complete 6 Units of coursework which will require 360 guided teaching hours-5 Hours of teaching and learning per week.

There is NO FINAL EXAM in this subject!

STRUCTURE AND CONTENT A2
Pupils MUST COMPLETE the 2 years as you cannot achieve AS in this subject.

QUALIFICATIONS
Cambridge Technical Level 3 Introductory Diploma is the equivalent of one A Level grade.

You will achieve either:
Pass - Grade E - 40 Ucas points
Merit - Grade C - 80 Ucas points
Distinction - Grade A - 120 Ucas points
Distinction * - Grade A* - 140 Ucas points

Units to complete:
Unit 1 - Digital Communication and Employability Skills for IT
Unit 2 - Information Systems
Unit 3 - Computer Systems
Unit 6 - E-commerce
Unit 12 - Website Production
Unit 27 - Digital Graphics

WHY CHOOSE ICT
This Cambridge Technical Level 3 Introductory Diploma in ICT has been developed to recognise candidates’ skills, knowledge and understanding of ICT functions, environments and operations. They have been designed to accredit candidates’ achievements in a modern and practical way that is relevant to the workplace. They do not certificate competence on the job, but are work-related qualifications which will support progression to an NVQ, once a candidate is in the workplace. With the support of the ICT staff at Aston Manor Academy you will be able to achieve a fantastic qualification in ICT which will enable you to switch into Higher Education, or a working environment smoothly and effectively.

ASSESSMENT
Assessment is in line with OCR assessment procedure.

All units will be centrally assessed and then externally moderated by OCR.

There are no timetabled exams for this qualification; candidates may complete units at a time that suits the centre. The full award and units from this qualification are graded as Pass, Merit, Distinction or Distinction * which equate to and E, C, A and A* at A Level.

WHERE CAN I GO AFTER COMPLETING THIS COURSE?
These qualifications will be particularly suitable for those who wish to study in preparation for (or alongside) employment in job roles where they will be expected to use ICT, liaise with customers and carry out ICT operational roles.

This course is designed to prepare you for Higher education in ICT, or to prepare you for a role in ICT employment.
### BTEC Level 3 in Applied Law

#### Examination Board
Edexcel

#### What is it all about?
The Extended Certificate provides an introduction to the legal sector providing content consistent with current practice. Supports progression to higher education, advanced apprenticeship in legal services and ultimately employment.

#### What units will be covered?
- Unit 1: Dispute Solving in Civil Law
- Unit 2: Investigating Aspects of Criminal Law and the Legal System
- Unit 3: Applying the Law
- Unit 7: Aspects of tort

#### How will I be assessed?
Equivalent to one A-level
4 units need to be covered.
Internal assessment (42%). External assessment (58%).
2 internally assessed
2 externally assessed

#### Where can I go after completing this course?
Enter employment in the legal sector.
Progress onto higher education vocational qualifications such as the Edexcel Level 5 BTEC Higher National in Business (Law).
Progress onto a Foundation Degree in Business and Law.
Progress onto a law honours degree.

Further details about any aspect of the course can be obtained from Mrs Kang or Mr Small.

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**“In Law a man is guilty when he violates the rights of others. In ethics he is guilty if he only thinks of doing so.”**

Immanuel Kant
### AIMS OF THE COURSE
The BTEC Level 3 National Diploma in Sport will provide students with a solid and sound foundation of knowledge within the sports sector. This course will also enable students to develop the essential skills required for employment, career progression, or progression to further qualifications and training.

The BTEC qualification has been structured to allow maximum flexibility when selecting specialist units, so that particular interests within the sports industry can be reflected in the choice of units.

Depending on your career choices and the other subjects which you choose to study, there are several sizes of this qualification:

- **BTEC Level 3 Diploma in Sport** - Equivalent to 1 A Level
- **BTEC Level 3 Diploma in Sport (Development, Coaching and Fitness)** - Equivalent to 2 A Levels
- **BTEC Level 3 Extended Diploma in Sport (Development, Coaching and Fitness)** - Equivalent to 3 A Levels

### STRUCTURE AND CONTENT
#### Mandatory Units:
1. Principles of Anatomy and Physiology in Sport
2. The Physiology of Fitness
3. Assessing Risk in Sport
4. Fitness Training and Programming
5. Sports Coaching
6. Sports Development
7. Fitness Testing for Sport and Exercise
8. Practical Team Sports*
9. Practical Individual Sports*

#### Optional Units:
11. Sports Nutrition
12. Current Issues in Sport
13. Leadership in Sport
14. Exercise, Health and Lifestyle
15. Instructing Physical Activity and Exercise
18. Sports Injuries
20. Talent Identification and Development in Sport
22. Rules, Regulations and Officiating in Sport
23. Organising Sports Events
24. Physical Education and the Care of Children and Young People

### ASSESSMENT
100% Coursework.

Practical Assessment also included within selected units.

### CAREER PATHWAYS
- Sports related degree at a university (Sports Coaching, Sports Exercise Physiology, Sport Psychology)
- Direct pathway to the sports industry, range of careers including; Sports Coach, PE Teacher, Fitness Instructor, Personal Trainer, Leisure Centre Manager, Physiotherapist
- Full-time employment within the Sport and Leisure industry
The Football Academy is run in conjunction with West Bromwich Albion. The two-year course aims to provide students with the opportunity to study for a nationally recognised qualification in BTEC National Diploma in Sport, there is a further option to study the BTEC Extended National Diploma in Sport which equates to 3 A Levels. Students receive expert coaching and guidance from West Bromwich Albion football coaches throughout the programme. The Football Academy compete in British College League and the West Midlands Club; there are additional friendlies and tournaments played throughout the season. Home fixtures and regular training will be held at both Moor Lane and The Hub training grounds based in Birmingham. Students will have direct access to the excellent state of the art sport and fitness facilities as part of their training programme. Students will also have access to regular strength and conditioning sessions in addition to personal technical skill based aims. Students will have opportunities to obtain additional nationally recognised qualifications throughout the duration of the course:

- FA Level 1 Coaching Qualification (with the view to gain a further FA Level 2 Qualification dependant on proficiency at a coaching level)
- Refereeing Course Level 1
- First Aid Qualification

Experience leading a range of sports activities and festivals for Aston Manor Academy and West Bromwich Albion

Opportunities to attend WBA home football games

There are a number of pathways which students can follow upon completion of the BTEC National Diploma in Sport and involvement within the Football Academy, these include:

- Sports related degree at a university
- Direct pathway to the sports industry, range of careers including; Sports Coach, PE Teacher, Fitness Instructor, Personal Trainer, Leisure Centre Manager, Physiotherapist
- Full-time employment within the Sport and Leisure industry

“Academy leaders at all levels are relentless in their ambition to improve the life chances of students. There is a determined and successful drive to improve teaching that challenges and supports teachers extremely well.” Ofsted 2013
Aston Manor Academy, East West Basketball Schools and All City Basketball have joined together to deliver a unique Basketball experience for the Aston Manor Academy students from the 2015/16 academic year. East West Basketball Schools will be overseeing the player development of the Aston Manor Basketball Academy. Emphasis will be made on improving the technical, tactical, physical and mental ability of each student athlete at the academy. We aim to achieve this through rigorous testing, video analysis and basketball educational visits both nationally and abroad.

Since this is an independent programme and is not affiliated to any one club, we are entirely focused on the development of each individual and any student athlete who attends the Aston Manor Basketball Academy. Students will return to their own individual clubs as improved players in every aspect.

Both the Head Coach (Paul Douglas) and Associate Head Coach (Curtis Xavier) have played and coached at BBL level, played and coached at international level as well as having extensive national and international contacts for any student athletes wishing to extend their careers after leaving the Basketball Academy.

Home fixtures and regular training will be held at The Lighthouse Centre based in Birmingham. Students will have direct access to the excellent state of the art sport and fitness facilities as part of their training programme. Each member of the Aston Manor Basketball Academy will be provided with a tailor made strength and conditioning programme. In addition to this, a huge emphasis will also be put on developing each student athlete’s speed and quickness to aid overall performance.

Students will have opportunities to obtain additional nationally recognised qualifications throughout the duration of the course:

- Basketball Level 1 Coaching Qualification (with the view to gain a further Basketball Level 2 Qualification dependant on proficiency at a coaching level)
- Basketball Refereeing Course Level 1
- Table Officiating Course Level 1
- First Aid Qualification
- Experience leading a range of sports activities and festivals for Aston Manor Academy and East, West Basketball Schools

There are a number of pathways which students can follow upon completion of the BTEC National Diploma in Sport and involvement within the Basketball Academy, these include:

- Sports related degree at a university.
- Direct pathway to the sports industry, range of careers including; Sports Coach, PE Teacher, Fitness Instructor, Personal Trainer, Leisure Centre Manager, Physiotherapist.
- Full-time employment within the Sport and Leisure industry.
Aston Manor Academy and Aston Amateur Boxing Club have joined together to deliver a unique boxing experience for the Aston Manor Academy students from the 2015/16 academic year. The Boxing Academy is aimed at individuals with a range of boxing experience from novice through to competitive level boxers. Aston Boxing Club alongside Boxing Director (John Homer) will be overseeing the development of the boxers, both physically and mentally. Emphasis will be made on improving the technical, physical and mental ability of each student athlete at the academy; we aim to achieve this through rigorous fitness testing, video analysis and boxing educational visits nationally.

Competitive bouts will primarily be held at various locations across the West Midlands, with other competitions around the UK. Students will have direct access to the excellent state of the art sport and fitness facilities as part of their training programme. Each member of the Aston Manor Boxing Academy will be provided with a tailor made strength and conditioning programme. In addition to this, a huge emphasis will also be put on developing each boxers fitness, speed, agility and quickness to aid overall Boxing performance.

Students will potentially have opportunities to obtain additional, nationally recognised qualifications throughout the duration of the course:

- Boxing Level 1 Qualification
- First Aid Qualification
- Boxing Judging Qualification (with the view to gain a further Boxing Referee Qualification dependant on proficiency at a judging level)

There are a number of pathways which students can follow upon completion of the BTEC National Diploma in Sport and involvement within the Boxing Academy, these include:

- Sports related degree at a university
- Direct pathway to the sports industry, range of careers including; Sports Coach, PE Teacher, Fitness Instructor, Personal Trainer, Leisure Centre Manager, Physiotherapist)
- Full-time employment within the Sport and Leisure industry
EXAMINATION BOARD
City & Guilds

AIMS OF THE PROGRAMME
The programme is aimed at motivating students who would like the chance to experience working life in a supported way. It allows you to learn skills and gain a qualification while putting these skills into practice. You will receive work place experience, support from your manager and assessor as well as off-the-job support from your tutor.

The programme offers 1 or 2 day vocational training to enhance the school curriculum; these programmes can be tailored around students.

STRUCTURE AND CONTENT
Your qualification consists of a QCF (Qualification Credit Framework). This contains units with a credit value. You will need complete a set amount of credits to achieve the qualification.

ASSESSMENT
Your assessor will help you with units and credit choices towards your qualification which will match the job role.

Regular assessor visits to discuss progress and to collect evidence.

WHAT WILL I DO
• Develop skills and knowledge relevant to vocational studies.
• Gather evidence of your growing competence by building up a portfolio of work.
• Learn about health and safety in the workplace.
• Understand what makes a good employee, and appreciate the importance of their school studies for their future job.

WHERE CAN I GO AFTER COMPLETING THIS PROGRAMME?
The programme is designed to feed into the wider family of apprenticeships, and the qualifications gained may help build up credits towards post 16 qualifications.

Subject availability is dependent on student interest. Other courses such as motor vehicle, engineering and hair dressing can be made available if there is sufficient demand. Please speak to staff for further details.
EXAMINATION BOARD
Association of Accountants (AAT)

AIMS OF THE COURSE
The Association of Accounting Technicians (AAT) qualification gives you practical, internationally-recognised finance and accounting skills which can open doors for you in any industry across the world. This one-year course provides students with an introduction to basic accounting theory and the practical skills needed to work effectively in an accounting office environment. The course includes bookkeeping, costing, office procedures, computerised accounts and additional qualifications in personal and business finance.

ASSESSMENT
There are six mandatory units at the intermediate level.
- Accounts preparation
- Prepare final accounts for sole traders and partnerships
- Cost and revenues
- Professional ethics
- Indirect tax
- Spreadsheets software.

WHERE CAN I GO AFTER COMPLETING THIS COURSE?
Successful students will progress onto the full-time Accounting or to the workplace or part AAT Level 3.

WHAT SORT OF JOB COULD I EXPECT AFTER COMPLETING THE INTRODUCTORY LEVEL?
- Accounts Administrator
- Accounts Assistant
- Accounts Payable Clerk
- Bookkeeper
- Payroll Administrator
- Payroll Officer
- Purchase/Sales Ledger Clerk
- Tax Assistant/Trainee
- Trainee Accounts Technician.

What's my potential salary after completing AAT Level 2 Certificate in Accounting? After completing AAT Level 2 Certificate in Accounting, your typical salary range will be between £8,320 to £24,000.
WHO IS IT SUITABLE FOR?
Anyone who wants to work, or has just started to work in the children and young people’s workforce.

WHAT WILL I LEARN ON THIS COURSE?
This qualification is designed to help learners build the knowledge and skills needed when working under supervision with children and young people from birth to 19 years of age. It covers a diverse range of job roles and occupational areas working in children’s settings, including early years and social care. You will spend 1 or 2 days in placement alongside your other Level 2 courses.

ASSESSMENT
It will be assessed by your tutor or assessor using a range of methods. This could include direct observation in the workplace, a portfolio of evidence, written assignments or a task set by the examboard.

WHERE CAN I GO AFTER COMPLETING THIS COURSE?
It provides a direct progression route to the Level 3 courses in Childcare. This course does not qualify you to work with unsupervised.
EXAMINATION BOARD
Edexcel

AIMS OF THE COURSE
Work Skills is an Edexcel BTEC qualification that has been developed after a lot of research and consultation with employers, training providers, schools and colleges.
The aim of Work Skills is to help you improve your knowledge, understanding and skills that are necessary to gain and retain employment.
Throughout the course, you will be given numerous opportunities to develop a wide range of employability attributes, which include: general communication skills, applied numeracy, team working, problem solving and perseverance.

The course will appeal if you:
Would like to gain more information and experience of work-related skills and knowledge.
Want to find out more about career progression through research, team work and independent study.
Enjoy studying an area that will broaden your experiences.
Want the opportunity to apply the theory of the course to practical work in the work place.
Enjoy discovering about yourself in ‘hands-on’ situations.
Wish to study a course which is active, fun and enjoyable.

STRUCTURE AND CONTENT AT LEVEL 2
The course consists of 18 credits, completed over the two years, which are related to employment based situations. This allows you to learn by completing assignments that are based on realistic workplace situations. You will use independent learning skills to research information from a variety of sources and have the opportunity to explore case studies from different types of jobs.
The course introduces you to particular areas of employment and provides a good basis to progress to advanced work-related qualifications.
Examples of Units:
• Your Enterprise Skills
• Running an Enterprise Activity
• Producing Product
• Your at Work Skills

ASSESSMENT
Each unit is assessed internally and graded by a portfolio piece of work. You will receive feedback on your progress throughout the course. Evidence of coursework can be recorded through a number of means such as PowerPoint presentations, wall displays, Word reports, role-play assessment and working in teams.

WHERE CAN I GO AFTER COMPLETING THIS COURSE?
Study further BTEC and other qualifications - you may choose to pursue the Level Three in Work Skills.
Progress into a career in a wide range of jobs having experienced the skills which will help you understand what is required.

Further details about any aspect of the course can be obtained from Miss Afandi.
Edmilson joined the Football Academy in September 2013. He arrived from Dagenham Park School in London, having lived in Portugal until the age of 12. Edmilson had previously been with West Ham Football Club and wanted to pursue his dreams of becoming a footballer. He achieved GCSE AVPS 31.6 GCSE (D/E) Secured GCSE Mathematics Grace C.

Edmilson was advised that joining the Academy would be an amazing opportunity to develop his football skills by UEFA B license West Bromwich Albion Coaches, as well as gaining a BTEC in Sport. Edmilson enrolled on the BTEC Extended Diploma in Sport (Coaching, Exercise and Fitness).

Within the study programme, we included GCSE English sessions for two hours per week. Over the year, Edmilson has attended university workshops at UCB where he gained a real insight into a sports degree course. He has achieved his Level 1 Coaching Award/ Referee Award and First Aid Qualification as a part of our programme. Works experience week enabled him to work in a local primary school, giving him more experience as a coach. He has developed into a role-model in school with the younger years looking up to him. Edmilson has matured into a splendid young man who will attend university in September to study Sports Coaching at UCB.

Edmilson will surpass his target of MMM and will achieve DMM in his BTEC Sport Extended Diploma and is forecasted a Grade C in GCSE English. Edmilson was recently interviewed by staff and he said the following words: "If I hadn’t of come to Aston Manor, then my life would have turned out a lot different. I would have been working and not studying and unable to follow my dream. I have had a lot of opportunities to be involved in the sports industry over the last two years.”

Oslyn achieved a GCSE AVPS 51.4 Average Grade A
Oslyn was advised to start on a Level 3 academic pathway based on the fantastic grades she achieved at GCSE. She studied the following subjects: A Level Biology, A Level Maths and A Level Psychology. She achieved, A*, A, B in her 3 A Level subjects, surpassing her aspirational targets in all.

Oslyn was always driven to succeed and had a desire and passion to progress onto higher education. She applied to study a BA Honours Degree in Psychology at the University of Birmingham. Oslyn said, “Aston Manor has given me the opportunity to fulfil my dream of going to university. Without their support and guidance throughout my 6th form life, I don’t think I would have had the confidence to apply to university without their help and now I cannot wait to start!”
**NAISHE MABUKWA**

Naishe achieved GCSE AVPS 35.3.
Average Grade D.
Naishe was advised to start on a Level 2 pathway where he could develop his skills and ensure the year was spent enhancing key skills and that his study programme if successful will be a three year pathway.

Naishe successfully passed his Level 2 programme in Business Administration combining placements on a Tuesday and Friday at Gordon Franks. He also completed the Level 2 AAT course.

In September 2014, Naishe moved onto the Level 3 pathway and is now studying BTEC Business Studies, Financial Studies and BTEC IT and has moved onto the AAT Level 3.

Naishe is current at the end of is first year and is forecasted to achieve the following:

- BTEC Business - Studies Distinction
- AAT - Pass
- Financial Studies - C
- OCR BTEC IT - Distinction

His teachers have commented “Naishe is a model student who works exceptionally hard and will do very well in the future, he has really matured as a real role model to younger students.”

Naishe has said that “The Level 2 programme gave me the skills I needed and having that extra year has helped me, although most of my friends are going over to university now and I will have another year before I do the same I understand the pathway was the best route for me. I have also matured along the way and learned how to present myself in a better way.”

Naishe will be applying for university next year studying Accountancy and Finance.

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**AMIR ASHGAR**

Amir achieved GCSE AVPS 41.3
Average Grade C.
Amir was advised to study the Level 3 BTEC Pathway with the grades he achieved at GCSE. He studied the following subjects:
- BTEC Business Studies
- OCR Cambridge Tech IT
- BTEC Law

He will achieve Distinction* in all three of his subjects surpassing his target of Distinction.

Amir had the opportunity to listen to both apprenticeship and university speakers during sixth form but realised he wanted to pursue an apprenticeship route in IT.

Amir was given the opportunity during the school day during his enrichment periods to work with the IT Technicians. He has done this over an 18 month period.

During the work experience week, Amir worked with Mrs Murray in the Sixth Form.

IT Technician Josh Lloyd said “Within a matter of weeks, he went from doing simple tasks do essentially becoming a 4th member of our department. His work was greatly appreciated during the busy periods and his help will be missed when he moves on to his apprenticeship in the summer.”

Amir has successfully gained a place on an IT apprenticeship programme at training provider named Digital Native.

Amir said “I felt that gaining experience in IT rather than studying at university would be more beneficial to me. Also I am pleased that the school could support me in working with the ICT Technicians throughout the year as the training provider I will be joining looked on this really favourably in my interview.”

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Naishe achieved GCSE AVPS 35.3.
Average Grade D.
Naishe was advised to start on a Level 2 pathway where he could develop his skills and ensure the year was spent enhancing key skills and that his study programme if successful will be a three year pathway.

Naishe successfully passed his Level 2 programme in Business Administration combining placements on a Tuesday and Friday at Gordon Franks. He also completed the Level 2 AAT course.

In September 2014, Naishe moved onto the Level 3 pathway and is now studying BTEC Business Studies, Financial Studies and BTEC IT and has moved onto the AAT Level 3.

Naishe is current at the end of is first year and is forecasted to achieve the following:

- BTEC Business - Studies Distinction
- AAT - Pass
- Financial Studies - C
- OCR BTEC IT - Distinction

His teachers have commented “Naishe is a model student who works exceptionally hard and will do very well in the future, he has really matured as a real role model to younger students.”

Naishe has said that “The Level 2 programme gave me the skills I needed and having that extra year has helped me, although most of my friends are going over to university now and I will have another year before I do the same I understand the pathway was the best route for me. I have also matured along the way and learned how to present myself in a better way.”

Naishe will be applying for university next year studying Accountancy and Finance.
BUS ROUTES

- Handsworth No. 11
- Inner Circle No. 08
- Kingstanding No. 33
- Erdington No. 65
- Castle Vale No. 67
- Birmingham No. 01
- Great Barr No. 51
- Perry Common No. 07

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