



The Oldershaw School

Sixth Form Subject Guide 2022/2023

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Leadership Messages

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Level 2 - Business Admin/ECDL

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School Website

**Promotional
Video**

Contact

If you have any questions or queries about The Oldershaw School Sixth Form please do not hesitate to contact our Head of Sixth Form, [Mr L Routledge](#), or our Vocational Educational Manager, [Mrs A Hughes](#):

Telephone: 0151 638 2800 // Email: admissions@oldershaw.wirral.sch.uk

Valkyrie Road // Wallasey // Wirral // CH45 4RJ

Twitter: [@Oldershawschool](#) // Facebook: [@OldershawSchool](#)





The Oldershaw School

Leadership Messages

Head of Sixth Form

The Oldershaw Sixth Form is an excellent choice for the following reasons:

- We offer a broad range of courses at both Levels 2 and 3 as we seek to meet the needs and abilities of our learners.
- We offer courses that reflect local job market analyses and UCAS reports.
- We offer expert teaching in small class sizes meaning that nobody is left behind or becomes just a face in the crowd.
- We check on our students progress continually. If they begin to fall behind then intervention is put in place to support them immediately.
- We offer the outstanding pastoral care that Oldershaw is renowned for. No issue is ever too small or untimely.
- We enjoy ourselves. Our Common Room is a vibrant place to be and we have a wide range of extra-curricular opportunities and trips both in this country and abroad.
- We have a constant and up to date interest in the world around us.
- We listen to our students. We have regular student voice meetings and wherever possible we act on our students' opinions.
- We offer our outstanding BEST+ (Building Employability Skills for Tomorrow) to ensure that you are ready for progression after you leave us, whether you choose to go on to an apprenticeship, into the world of work or to university. Whatever you choose to do we will do all that we can to get you there.

If you wish to join us please apply now. If you have any questions whatsoever then please don't hesitate to contact me here at the School.

Mr L Routledge
Head of Sixth Form

Vocational Education Manager

Hello, I am Alison Hughes, Oldershaw's Vocational Education Manager. I manage, develop and maintain relationships with private businesses, Universities and local training providers to create opportunities to support the careers programme within Oldershaw.

I have designed the BEST+© programme, building employability skills for tomorrow, within the Sixth Form which includes off site learning and training, building confidence and experience. Activities have been developed to replicate the recruitment process whether that be for University or employment.

I assist the Head of Sixth Form on a daily basis with all operations as well as offering pastoral support for all students. I have a wealth of knowledge gained through study and experience to help guide students in their careers or further education choices.

I look forward to meeting you.

Mrs A Hughes
Vocational Education Manager

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The Oldershaw School

Pre - Application Interest Form

Pre-Application

(This form is also available as an online form [HERE](#))

Please complete the following information to express an interest in joining our popular and growing Sixth Form. This information will allow us design and build our bespoke curriculum for 2022/23 and finalise what we offer ready for the full application processes to commence. It is important we collate this information prior to the full application process going live as it helps us deliver what our students want, when our students want it.

You will be notified as soon as the full application process begins and directed to the relevant application forms using the email address provided.

Personal Information

Full Name _____ Date of Birth _____

Current School/College _____

Address _____

Email Address (required as above) _____

Please return completed forms to the school office: The Oldershaw School, Valkyrie Road, Wallasey, CH45 4RJ.

Alternatively you can complete our quick and easy online form using the link below.

**THIS IS NOT AN APPLICATION FORM
YOU WILL BE NOTIFIED WHEN THE FULL APPLICATION PROCESS COMMENCES**

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The Oldershaw School

A Level ART & Design - HOD: Mrs J Riley

Course Outline & Exam Ratio

Art & Design provides opportunities to develop a broad foundation of critical, practical and theoretical skills that offers a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields, culminating in greater specialism and achievement. The course is unendorsed, meaning students can produce work in areas of art and design, textiles and graphics as part of their portfolios.

Component 1: Personal Investigation (60%)

Determined by the learner and teacher, assessed by the teacher and externally moderated. It consists of two integrated parts: A major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance;

An extended written element or PowerPoint presentation of 1000 words in year 2 which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.

Practical/theoretical work and the written element are assessed together using the assessment objectives. Students are required to select, evaluate and present their work for assessment.

Component 2: Externally Set Assignment (40%) Part 1: Preparatory study period

The externally set assignment materials consist of a series of visual and written stimuli, which are presented to the student at the start of the preparatory study period. Students use the study period to plan and evidence their response to the stimulus.

Part 2: 15-hour period of sustained focus work

The resolution of students' ideas from the preparatory work must be completed during these 15 hours and they must show how their planning relates to the outcome/s. The period of sustained focus work must be completed under supervised conditions.

Progression Routes

Students have the opportunity to further their education into College to complete a foundation course or attend University in a discipline of their choice. Students could also apply for an apprenticeship or job in the creative industries, including: Advertising : Architecture: Beauty, Art and antiques: Crafts: Design: Designer fashion: Film and video: Interactive leisure software: Music: The Performing arts: Publishing: Software and computer services: Television and radio or in any field where practical skills apply.

Enrichment Opportunities

WJEC Lightbox is an online resource that brings together contemporary art, artists, current teaching practice all of which feed directly into the objectives of the WJEC Art and Design programme. Students work is often submitted for competitions and galleries and studio time

European and Overseas Trips: Students have the opportunity to visit European cities such as Barcelona, Paris and London etc. to develop their cultural understanding

Galleries: Throughout each academic year students visit Galleries in Liverpool and London, attend the Birmingham Clothes show and visit beaches and other environments to explore their questions.

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The Oldershaw School

BTEC in Applied Science- HOD: Miss A Brennan

Course Outline & Exam Ratio

The Qualification consists of 3 mandatory units and 1 optional unit. (2 externally assessed and 2 internally assessed) These are spread over 2 years. The course is studied over 2 years and follows the Edexcel Specification.

Unit 1: Principles and Applications of Science (Year 12) External Exam

A. Periodicity and properties of elements - A1 Structure and bonding in applications in science, A2 Production and uses of substances in relation to properties

B. Structure and functions of cells and tissues - B1 Cell structure and function, B2 Cell specialisation, B3 Tissue structure and function

C. Waves in communication - C1 Working with waves, C2 Waves in communication, C3 Use of electromagnetic waves in communication

Unit 2: Practical Scientific Procedures and Techniques (Year 12 and Year 13) Internal Coursework

A. Undertake titration and colorimetry to determine the concentration of solutions, B. Undertake calorimetry to study cooling curves, C. Undertake chromatographic techniques to identify components in mixtures, D. Review personal development of scientific skills for laboratory work.

Unit 3: Science Investigation Skills (Year 12 and Year 13) External Exam

A. Planning a scientific investigation, B. Data collection, processing and analysis/interpretation, C. Drawing conclusions and evaluation, D. Enzymes in action, E. Diffusion of molecules, F. Plants and their environment, G. Energy content of fuels, H. Electrical circuits.

Unit 8: Physiology of Human Body Systems (Year 13) Internal Coursework

A. Understand the impact of disorders of the musculoskeletal system and their associated corrective treatments, B. Understand the impact of disorders on the physiology of the lymphatic system and the associated corrective treatments, C. Explore the physiology of the digestive system and the use of corrective treatments for dietary-related diseases.

Progression Routes

The Extended certificate in Applied Science is designed for learners who are interested in learning about the scientific sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in applied science. It is to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels. (It is equivalent to the same learning hours as 1 A level).

Enrichment Opportunities

Year 12 and 13 are encouraged to visit university labs to complete titrations using grade A equipment. There is also access to Gas Chromatography equipment and Scanning Electron Microscopes. LJMU provide access to labs for basic titrations to be completed. External NHS speakers are invited to speak about disease prevention and disease control in hospital settings.

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**this course will only run subject to government accreditation and funding*



The Oldershaw School

A Level Biology - HOD: Miss A Brennan

Course Outline & Exam Ratio

Entry requirements are grade 6 in GCSE Biology or 6-6 in Combined Science and a 6 in GCSE Maths. The course provider is AQA and consists of 8 topics of study which are assessed by papers 1 and 2. Practical work is teacher assessed via a series of 12 core practical activities and further tested within paper 3 which also draws upon knowledge and understanding from the full range of content.

Year 12

During the first-year pupils study topics including biological molecules, cell structure, cells and the immune system, exchange and transport systems, DNA and protein synthesis, diversity and classification. Throughout the first year of study pupils will undertake 6 of core practical experiments they are required to complete, including dissection. A decision will be made based upon the student as to whether the AS level exams are taken.

Year 13

During the second year of study, pupils will cover topics such as photosynthesis and respiration, Homeostasis and nervous coordination, genetics, evolution and ecosystems alongside gene expression and gene technologies. Throughout the second year of study pupils complete the remaining 6 core practical experiments.

Having completed the course, pupils are assessed as follows:

Paper 1

Any content from topics 1-4, including relevant practical skills.

Written exam consisting of 91 marks – 2 hours.

Equates to 35% of A-level

Paper 2

Any content from topics 5-8, including relevant practical skills.

Written exam consisting of 91 marks – 2 hours.

Equates to 35% of A-level

Paper 3

Any content from topics 1-8, including relevant practical skills.

Written exam consisting of 78 marks, including a 25-mark essay question – 2 hours.

Equates to 30% of A-level

Progression Routes

A level Biology is designed to give pupils the necessary qualifications to progress into higher education. It is a mandatory requirement for most medical courses e.g. Medicine, Dentistry and Pharmacy. Biology is also required for a diverse range of other career paths including Oceanographer, Pathologist, Veterinary Surgeon/nurse, Biomedical scientist, Food scientist and a Zookeeper. If you are not thinking of attending a higher level course after sixth form, A-level Biology provides students with higher level thinking skills, specifically analytical practical skills and problem solving skills, alongside good communication and discipline which many employers are looking for.

Enrichment Opportunities

We organise STEM trips to local universities, in particular University of Liverpool and LJMU.

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The Oldershaw School

A Level Business Studies - HOD: Mrs L Leadbetter

Course Outline & Exam Ratio

Entry requirements are grade 5 in Business, however, good GCSE passes in English Language and Maths would be beneficial for students wishing to study Business.

This is an exciting new course which encourages students to use logical thinking, problem solving and an enquiring, critical approach to the study of business.

Year 12

Theme 1 – Marketing & People

Students will develop an understanding of:

The Market, meeting customer needs, marketing mix and strategy, managing people, entrepreneurs and leaders.

Theme 2 – Managing Business Activities

Students will develop an understanding of:

Raising finance, financial planning, managing finance, resource management, external influences

Year 13

Theme 3 – Business Decisions & Strategy

Students will develop an understanding of:

Business objectives and strategy, business growth, decision-making techniques, influences on business decisions, assessing competitiveness, managing change

Theme 4 -Global Business

Students will develop an understanding of:

Globalisation, global markets and business expansion, global marketing, global industries and companies (multinational corporations).

Progression Routes

Students can go on to higher education at university to continue their studies or vocations. This qualification provides students with transferable skills such as numeracy, communication, an understanding of the business environment, adaptability and self-management. There are numerous employment possibilities like: Banking: Accountancy: General Management: Marketing.

Enrichment Opportunities

1:1 Tutorials, Local business visits to companies such as Jaguar Land Rover, CostCo and Alton Towers, trips to Disneyland Paris and Grade Booster workshops.

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The Oldershaw School

A Level Chemistry - HOD: Miss A Brennan

Course Outline & Exam Ratio

Entry requirements are grade 6 in GCSE Chemistry or 6-6 in Combined Science and a 6 in GCSE Maths.

The main content is split into Organic Chemistry, Physical Chemistry and Inorganic Chemistry. There are twelve core practical activities which are internally assessed and provide students with a practical competency skills certificate.

AQA Year 12 (Year 1)

Physical Chemistry - Atomic structure, Amount of substance, Bonding page, Energetics page, Kinetics, Chemical equilibria, Le Chatelier's principle, Oxidation, reduction and redox equations,

Inorganic Chemistry - Periodicity Group 2, the Alkaline Earth metals, Group 7, the Halogens

Organic Chemistry - Introduction to organic chemistry, Alkanes, Halogenoalkanes, Alkenes, Alcohols Organic analysis.

AQA Year 13 (Year 2)

Physical Chemistry - Rate equations, Equilibrium constant K_p for homogeneous systems, Electrode potentials and electrochemical cells, Acids and Bases.

Inorganic Chemistry - Properties of Period 3 elements and their oxides, Transition metals, Reactions of ions in aqueous solution.

Organic Chemistry - Optical isomerism, Aldehydes and ketones, Carboxylic acids and derivatives, Aromatic chemistry, Amines, Polymers, Amino acids, proteins and DNA, Organic synthesis, Nuclear magnetic resonance spectroscopy, Chromatography.

Progression Routes

A level Chemistry is designed to give pupils the necessary qualifications to progress into higher education.

It is a mandatory requirement for most medical courses e.g. Medicine, Dentistry and Pharmacy. It is also taken by many Law applicants as it demonstrates an analytical mind which can cope with complex concepts. Chemistry is also required for a diverse range of other career paths such as Veterinary Science, Chemical Engineering, Environmental Science and Oceanography.

If you are not thinking of attending a higher level course after sixth form, A- level Chemistry provides students with higher level thinking skills, specifically analytical practical skills and problem solving skills which many employers are looking for.

Enrichment Opportunities

We organise STEM trips to local universities, in particular University of Liverpool and LJMU via their Chemistry and Chemical Engineering outreach programmes.

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The Oldershaw School

A-Level Computer Science – HOD: Mr A Scott

Course Outline & Exam Ratio

This qualification helps students understand the core academic principles of computer science. Classroom learning is transferred into creating real-world systems through the creation of an independent programming project. Students will develop technical understanding and an ability to analyse and solve problems using computational thinking.

The qualification consists of 3 components:

- Computer Systems (2 hours and 30 minutes written paper = 40% of total A-Level) - the internal workings of the CPU, data exchange, software development, data types and legal and ethical issues.
- Algorithms and Programming (2 hours and 30 minutes written paper = 40% of total A-Level) - using computational thinking to solve problems.
- Programming Project (non-exam assessment = 20% of total A-Level) - analyse, design, develop, test, evaluate and document a program written in a suitable programming language, which is independently chosen by the student.

Progression Routes

This course will enable learners to progress to higher study or to progress directly to employment. This qualification is suitable for learners intending to pursue any career in which an understanding of technology is needed, especially computer programming.

Enrichment Opportunities

There are opportunities to speak with industry experts and computer programmers working in the sector to enhance experience of the subject and provide potential routes into employment.

BTEC Level 3 in Information Technology – HOD: Mr A Scott

Course Outline & Exam Ratio

This qualification is designed to give students a common core of IT knowledge. Study is focused on the relationship between hardware and software in forming IT systems, managing and processing data to support business, and using IT to communicate and share information.

In year 12, students learn about IT systems in preparation for a formal 2-hour written assessment in the summer term. Alongside this, students learn how to use database software to create systems that manage information, culminating in a 5-hour supervised online assessment at the end of the year.

In year 13, students complete internally assessed coursework which involves researching how businesses use social media to promote products/services, before planning and implementing a social media campaign. Alongside this, students study website development, which involves developing the skills needed to plan and implement their own website for a fictional business.

Progression Routes

The qualification provides a pathway into higher education and develops knowledge and skills needed for entry-level roles related to IT, such as an IT technician, social media specialist, web/content developer, or database administrator.

Enrichment Opportunities

Using strong links to local business through Wirral Chamber of Commerce, learners have the opportunity to gain valuable experience working with employers across a range of sectors, and develop genuine employment prospects.

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**this course will only run subject to government accreditation and funding.*

***It is likely that only one of these courses will run dependent on student choice.*



The Oldershaw School

Applied Diploma Criminology - HOD: Ms P Taylor

Course Outline & Exam Ratio

Criminology is a Level 3 subject requiring students to argue effectively in essays and assignments; to describe and evaluate, drawing inferences from data and therefore requires a minimum grade entry of 4 in GCSE English, Science and Mathematics.

It offers exciting and interesting experiences that focus learning for 16-19-year-old learners through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system.

Year 12

Students study Unit 1, Changing Awareness of Crime and Unit 2, Criminological Theories.

Year 13

Students cover Unit 3, Crime Scene to Courtroom and Unit 4, Crime and Punishment

Assessment

The WJEC Level 3 Diploma in Criminology is assessed through a combination of one written examination, set and marked by WJEC, and one centre-marked assignment in Y12 and the same in Y13.

Progression Routes

The WJEC Level 3 Diploma in Criminology has elements of psychology, law and sociology that complement studies in humanities. The main purpose of the qualification is to support access to higher education degree courses, such as:

- BSc Criminology
- BA Criminology
- BA Criminology and Criminal Justice
- BSc (Hons) Criminology and Psychology
- LLB (Hons) Law with Criminology
- BA (Hons) Criminology and Sociology
- BA (Hons) Criminology
- BSc (Hons) Psychology and Sociology
- BSc Criminology with Law

The WJEC Level 3 Diploma in Criminology has been designed to provide learners with underpinning knowledge, understanding and skills to progress to further study and training.

Enrichment Opportunities

Visits to the Liverpool Crown Courts and Styal Prison to assist the application of Criminology.

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The Oldershaw School

A Level Design Technology - HOD: Mr J Miller

Course Outline & Exam Ratio

The WJEC Eduqas GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems.

Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

The specification enables learners to work creatively when designing and making and apply technical and practical expertise, in order to:

- Demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice
- Develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- Use imagination, experimentation and combine ideas when designing
- Develop the skills to critique and refine their own ideas whilst designing and making
- Communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- Develop decision making skills, including the planning and organisation of time and resources when managing their own project work
- Develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes
- Be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- Consider the costs, commercial viability and marketing of products
- Demonstrate safe working practices in design and technology
- Use key design and technology terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethic

There is no requirement to have studied Design and Technology GCSE to access A-Level design and technology but a 5 in Maths, English and Science are essential.

The subject content for GCE A level Design and Technology will be assessed in the written examination and non-exam assessment (NEA). Design and Technology in the 21st Century Design and make project.

3 hours NEA: approximately 80 hours 50% of qualification

Written examination: 50% of qualification 100 marks 100 marks

Progression Routes

Degree in Product Design or Engineering
Degree apprenticeship in multiple Engineering back grounds.

Enrichment Opportunities

There are opportunities to speak with professionals from STEM related careers, trips to destinations for inspiration and information.

Opportunities to take part in DT clubs and form/enter a team into STEM related schools challenges.

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The Oldershaw School

A Level Drama - HOD: Mrs S Malyj

Course Outline & Exam Ratio

A level Drama demands practical, creative, reflective and communication skills. Students will extend their ability to create Drama and Theatre in a performance role. They will also be required to write about drama and to develop their analysis skills. The course will involve taking part in drama productions, as well as studying plays and playwrights.

Students will study two challenging and exciting set plays and practically explore three others, performing extracts from each, informed by the work of a choice of theatre practitioner such as Brecht, Frantic Assembly and Artaud. Students will also experience the creative process when crafting their own devised performance; exploring their individuality as a performer and grow their team work skills. To enrich their study of the subject even further, students will see a range of inspirational live productions and learn how to review them.

A level Drama not only equips students with the knowledge and skills needed for exams, but also allows for an enriching, challenging and creative experience. Assessment is via a written examination (40%), coursework (30%) and a performance examination (30%):

Component 1: 3 hours written exam 40%

Study of two texts: one text from 'Drama through the ages' and the other text from '20th or 21st Century'. This section of the examination is completed "open book". The written exam also includes a live review question, students will answer this using a live production they see over the course.

Component 2: 30%

Creation of a devised performance using a theatre practitioner to inform the devising process. Students also complete a working note book. There are 60 marks available for this component, 20 for the performance and 40 for the written element.

Component 3: 30%:

Study of 3 text with an extract performed from each inspired by the theatrical ideologies of a theatre practitioner, the final extract performed is assessed by a visiting examiner, and this performance is worth 40 marks. There is also a written reflective report that accompanies this process worth 20 marks.

Progression Routes

The A level Drama course offers clear progression from GCSE. The course allows students to build on the skills and knowledge already gained and prepare for their next steps. Drama A level enhances applications to a wide variety of theatre related degree courses as well as providing transferable skills that are admired by many degree courses and potential employees.

Enrichment Opportunities

A level students benefit from organised trips to view a variety of performances. This includes a trip to London to see a performance (last year was award winning The Woman in Black).

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The Oldershaw School

A Level English Literature - HOD: Mrs L Daly

Course Outline & Exam Ratio

This English Literature programme opens up a rich, challenging and coherent approach to English Literature that provides an excellent basis for further study in the subject, widening cultural awareness and developing an understanding of the world around us.

Year 12: Moving from General to Advanced 'Love Through The Ages'

Skills:

Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology. Use coherent and accurate written expression, analyse ways in which meanings are shaped in literary texts and demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. Explore connections across literary texts, explore literary texts informed by different interpretations and critical views of others and implement effective planning and time management. Essay writing skills and extract analysis.

Knowledge:

Genres, literary movements, literary critics and authors linked to the theme of love, wider reading of novels and plays from the literary canon as well as modern literature. Collection of love poetry from pre-1900 and post-1900

Year 13: Achieving Advanced Level 'Modern Times: 1945 to present'

Skills:

The A2 course requires students to be ambitious, independent learners with a strong sense of debate and to articulate informed, personal and creative responses to literary texts using associated concepts and terminology. Use coherent and accurate written expression, students are taught to hone their abilities to analyse ways in which meanings are shaped in literary texts. Further to this, the A2 course builds on prior knowledge to develop a further consideration of the influence of the contexts in which literary texts are written and received. Using literary criticism and theory, students' progress in being able to effectively plan and take ownership of their own essay writing skills and organise through time management skill. Essay writing skills and extract analysis skills are an absolute necessity.

Knowledge:

Genres, literary movements, literary critics and authors linked to the themes of feminism, transformation, time and empowerment. Revision of all set texts and prior knowledge and exam expectations.

Progression Routes

This course offers clear progression from GCSE and allows students to build on the skills and knowledge already gained and prepare for their next steps in academia or the world of work. English Literature A level enhances applications to a wide variety of degree courses including law, journalism, creative writing, marketing and business, teaching and beyond. It is a higher level qualification that would also enhance post 18 employment applications in a variety of fields.

Enrichment Opportunities

A-Level students benefit from organised revision master classes and drop-in support sessions after school as well as further enrichment to support the content of the course. This includes a visit to the theatre to watch one of the set texts performed on stage.

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The Oldershaw School

A Level French - HOD: Mrs H Mulloy

Course Outline & Exam Ratio

This linear key stage 5 qualification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and to society. Pupils will need to have a grade 5 in GCSE French and a grade 5 in English.

Paper 1: Listening, reading and writing: Written exam (2 hours 30 minutes) and worth 40% of A-level.

Students are assessed on their understanding of aspects of French-speaking society, artistic culture in the French-speaking world, multiculturalism in French-speaking society and aspects of political life in French-speaking society. They are also assessed on their understanding of French grammar.

Paper 2: Writing: Written exam (2 hours) and worth 30% of A-level.

Students study either one book and one film or two books from the lists in this specification. They must appreciate, analyse and be able to respond critically in writing in French to the work they have studied, as well as evidence a greater understanding of French grammar.

Paper 3: Speaking: Oral exam (21 – 23 minutes) and worth 30% of A-level.

Students are assessed on their understanding of aspects of French-speaking society, artistic culture in the French-speaking world, multiculturalism in French-speaking society and aspects of political life in French-speaking society. They will also present and discuss their chosen research project.

Year 12

Aspects of the social context are studied, together with aspects of the artistic life of French-speaking countries. This is divided into 3 phases.

Phase 1: intensive grammar programme linked to thematic content.

Phase 2: development of all skills through theme-linked teaching and learning.

Phase 3: 'top up' teaching on film or book to meet A-level requirements. Developing skills in speaking, essay writing, listening, reading skills, summary writing and translation into and from target language.

Year 13

Further aspects of the social background are covered, alongside the French political landscape, looking at immigration from the political perspective and at the way in which political power is expressed through action such as strikes and demonstrations, while the focus on young people and politics looks forward to shaping the future of political life in French-speaking countries. This consists of 4 phases.

Phase 1: development of skills in the two theme areas of year 13. Intensive first phase of teaching and learning for the second work.

Phase 2: as for phase 1 with less time spent on the 2nd work and more time spent on social issues.

Phase 3: phase 1 and 2 continued. Content and skills practice with independent research (ie. outcomes are shared with teacher, planning and preparation for speaking).

Phase 4: intensive and comprehensive exam preparation.

Progression Routes

Success in French A Level can lead on to higher education and is essential for degrees in French. There is also a host of degrees which include French; ranging from Law with French, Business Studies with French to Politics or History with French. Linguists have a wide range of career opportunities open to them – in the business world, translating, interpreting, teaching, journalism, any career involving travelling, amongst many others.

Enrichment Opportunities

Enrichment opportunities are provided by way of cinema trips to watch French films and study enhancement days at participating universities and local schools. There may be opportunity to visit a French-speaking country or gain work experience in a French-speaking country.

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The Oldershaw School

A Level Geography - HOD: Mr C Lawrence

Course Outline & Exam Ratio

This key stage 5 qualification provides progression from GCSE and covers both the physical and human environments and the complex interaction of processes that shape our world. It also, importantly, shows the applied side of the subject - how human intervention affects the environment and how people adapt and mitigate the effects of processes on their environment. Pupils will need to have a grade 6 in GCSE Geography and a grade 5 in English. The following components are covered and on completion of the course in year 13, students will take three exams in addition to the submission of fieldwork in May of year 13:

Component 1 - Dynamic Landscapes. Throughout this physical geography unit pupils have the opportunity to build on their knowledge of environmental issues, as covered in Geography GCSE paper 3, by studying The Water Cycle & Insecurities and The Carbon Cycle & Insecurities. Exam paper 1 (2 hours 15 minutes) worth 30%

Component 2 - Dynamic Processes. During this human geography unit, pupils can build on their prior knowledge of globalisation, gained through their Geography GCSE paper 1 studies, by studying Dynamic processes, Superpowers and Global development and connections. Indeed even topics such as tectonic hazards, also covered in GCSE paper 1, provide a platform for A level geography as the topic is revisited but this time approached through the lenses of international relations and management allowing pupils to apply their knowledge to real life situations. Exam paper 2 (2 hours 15 minutes) worth 30%

Component 3 – Synoptic links in Geography. Exam paper 3 (2 hours 15 minutes) worth 20%

Independent Investigation: Internally assessed investigation, including fieldwork opportunities. Worth 30%

Year 12

The human and physical units are taught alongside each other with Tectonic Processes and Hazards and Globalisation being taught in the Autumn Term. During the Spring Term, the Coastal Landscapes and Change unit is covered before our students prepare for and embark on their 6 fieldwork days. Year 12 concludes with the Water Cycle and Insecurities and Diverse Places units being taught during the Summer Term.

Year 13

Again, both the human and physical units are taught during the Autumn Term whereby Superpowers as well as the Carbon Cycle and Insecurities are covered. The Spring Term sees the conclusion of A-Level content with the Global Development and Connections unit taught, along with the Paper 3: Synoptic Link Skills unit. Bespoke revision forms the basis of the Summer Term prior to their linear exams in June.

Progression Routes

Geography is highly valued by universities as an A Level choice. The Russell Group report, published in 2011, names Geography as one of the eight facilitating subjects. This is a preferred subject for entry to degree courses and choosing facilitating subjects will keep more options open at university, indeed in 2015, The Guardian identified Geography as the 'must-have A Level'. Geography itself is also a broad based subject which provides lots of opportunities for future progression. For example, geography is an obvious choice for careers in sustainability and green issues, urban regeneration, energy supply, retail location, and managing the effects of hazards and climate change. For careers in the world of business, an understanding of global economics is key and this forms an important part of geography at A-level and beyond. Furthermore, if you are thinking of a career in law, human rights, international relations or welfare, then geography gives you the opportunity to consider relevant issues such as; How do we measure development? What are the consequences of migration on societies?

Enrichment Opportunities

At least 6 fieldwork days moulded by pupils independent investigations and opportunities to attend the SEED lecture series hosted by the University of Manchester.

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The Oldershaw School

A Level History - HOD: Mr C Lawrence

Course Outline & Exam Ratio

This key stage 5 qualification provides progression from GCSE, enabling students to develop a broader and deeper understanding of history as a discipline and of the specified content. It also encourages the development of higher order skills when working with evidence. Pupils will need to have a grade 6 in GCSE History and a grade 5 in English. The following components are covered and on completion of the course in year 13, students will take two exams and complete a piece of coursework.

Component 1 - The Age of the Crusades: 1071- 1204 (Breadth Study) whereby pupils have the opportunity to build on their knowledge of the medieval period from studying Kings Richard and John at GCSE. Exam paper 1 (2 hours 30 minutes) worth 40%

Component 2 - The Making of Modern Britain: 1951-2007 (Depth Study) builds on pupils' political understanding, gained through the study of the Weimar Republic in the Germany: 1918-39 unit at GCSE. Exam paper 2 (2 hours 30 minutes) also worth 40%

Component 3 - The Historical investigation develops pupils' understanding of the treatment of society's minority groups which will deepen their understanding of their Historical studies at both Key Stage 3 and 4 (Slavery and the Holocaust). Pupils will look at The Changing Status of Afro-Americans in the USA: 1862-1969 (The Historical Investigation) and this is assessed via a piece of coursework (3,000-3,500 words) that utilises a range of sources all evaluated and referenced effectively, this represents the remaining 20%

Year 12

Students study the first half of component one – The Age of the Crusades – covering the years 1071-1149. They also study the first half of Making of Modern Britain – covering the years 1951-79.

Having completed these two components our year 12 students are then entered for their AS examinations, with Paper 1 (1 hour 30 minutes) worth 50% of the AS, covering component one - The Age of the Crusades: 1071-1149 (Breadth study). Paper 2 (1 hour 30 minutes) is worth 50% of the AS, and covers component two - The Making of Modern Britain: 1951-79 (Depth study). The A level course is linear therefore these AS grades are irrelevant for students going on to complete the history A level in year 13. However, should a student opt to study something different at the end of year 12 they will have a qualification to show for their efforts and it also provides a clear yardstick for students continuing on to A Level as to their current attainment levels.

The remainder of year 12 is spent studying the content for component three - The Historical Investigation.

This covers over 100 years of American history, specifically investigating the changing status of Afro-Americans in the USA: 1862-1969. The independent research, vital for success in this unit, is completed over the summer holidays so the essay can be completed early in year 13.

Year 13

Year 13 is spent completing components one and two in preparation for the final A Level exams. Looking in more detail at the Crusades causes and the course of the Third and Fourth Crusades along with their consequences. Students revisit the Making of Modern Britain in more detail looking at politicians, domestic policies and their impact on foreign policies. Other topics include divisions in the Labour Party, the formation of the SDP, the troubles in Northern Ireland, the Falklands.

Progression Routes

Success can lead to higher education and ultimately result in a career in areas such as Education, Law, Journalism, Archaeology or the Heritage industry.

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Enrichment Opportunities

Annual 2 day visit to Auschwitz in Poland, our sixth-formers are peer leaders and role-models for the key stage 4 pupils. We also visit the cinema and local theatre to see films and shows relevant to the course.



The Oldershaw School

A Level Mathematics - HOD: Mr K Williams

Course Outline & Exam Ratio

All students studying Advanced Level Mathematics will have studied the higher level GCSE course and achieved a minimum of Grade 6 at GCSE.

Students studying Advanced Mathematics follow the AQA (7357) course. The course structure consists of compulsory elements of pure mathematics, mechanics and statistics with an option to sit AS mathematics at the end of year 12 before continuing on with further study for Advanced Level in year 13. There is no coursework element with this particular specification. There are regular assessments to check progress, with feedback given and students know their current and predicted grades at all times. Mathematics is delivered by two specialist mathematics teachers in six sessions per week of 50 minutes duration

The two year A-level course is broken down as follows:

Autumn terms: Pure mathematics / Statistics (calculator allowed)

Spring terms: Pure mathematics /Mechanics (calculator allowed)

At the end of year 12 students sit two external examinations of 1½ hours in length in order to achieve the AS qualification in mathematics. The rest of the summer term in year 12 is dedicated to delivering more pure mathematics content.

In June of year 13 students sit three external examinations of 2 hours in length in order to gain the Advanced Level qualification in Mathematics.

The pure topics aim to develop an understanding of mathematical principles and techniques. The applications units include a variety of topics on mechanics and problem solving techniques. The effects of forces on objects, motion in a straight line and in a circle are considered in Mechanics. Problem solving considers methods of analysing situations in a mathematical way to develop solutions.

Students are regularly stretched and challenged as they develop their mathematical understanding. Homework is set twice per week with a mix of short questions and longer, more probing problems.

Progression Routes

Many of our students move on to higher education where they find that an A –level in mathematics is invaluable. Mathematical qualities are recognised as evidence of mental ability by employers and mathematicians are needed more than ever before, both for their specific skills and their intellectual capabilities. It is essential for the advancement of modern technology, the sciences, medicine, economics and education. There is also a growing use of mathematical techniques in the arts and the humanities and it is required in the fields of data processing, operational research and statistics, and computing. Thus there is a need for mathematicians in industry, commerce, the public services, administration and management.

Enrichment Opportunities

The mathematics department has developed links to the department of mathematical sciences at Liverpool University. We regularly use resources provided by them to enrich the experiences of our students and help them to find solutions to problems in a number of different ways.

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The Oldershaw School

A Level Media- HOD: Mr P Natton

Course Outline & Exam Ratio

Entry requirements are grade 5 in English however good GCSE passes in English Literature, Computing, Art or Drama would all be beneficial for students wishing to study Media.

This is an exciting course which suits a range of learning styles as it encompasses critical thinking, creativity and analytical writing. Pupils will study:

Media Language (Cinematography, Sound, Editing & Mise En Scene) Media Theory
Media Production (video, print and online) The following Close Study Products (CSPs):

TV (No Offence & The Killing)

Music video (Ghost Town by The Specials and Letter To The Free by Common)

Newspapers (The i and The Daily Mail)

Marketing (That Boss Life and Score)

Video Games (Tomb Raider and SIMS Freeplay or Metroid Prime)

Magazines (Men's Health and Oh Comely) Radio (War of the Worlds and Newsbeat) Online (Teen Vogue and The Voice Online) Film (Blinded By The Light)

Progression Routes

Students of Media can progress onto higher education through a variety of degree pathways including Media, Media Studies or Film Studies. A media related degree can lead to employment as a media planner, a multi media specialist, a programme researcher for broadcasting/film/video, a runner for broadcasting/film/video, a television/film/video producer, a range of careers in social media.

Other Jobs where a media degree would be useful include: advertising account executive, a broadcast journalist, an editorial assistant, an information officer, a magazine journalist, a market researcher, a writer.

Enrichment Opportunities

Period 7 1:1 Tutorials, cinema visits, Creative Media Industries Conference, New York Trip

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The Oldershaw School

RSL Music - HOD: Mrs K Rooney

Course Outline & Exam Ratio

Entry requirements are a PASS at RSL Level 2 Music or alternative experience/qualification on an individual basis.

This is an exciting vocational course which suits anyone with a real interest in music and the ability to play an instrument or sing to a reasonable standard. Throughout the 2 year course, students will complete a range of units including 2 compulsory units: Rehearsal & Performance (externally assessed) Planning a Career in Music (internally assessed)

Other optional units are selected from a long list to suit the current cohort and are all internally assessed and moderated by RSL. Examples from previous years are:

Music Dissertation

Improving Instrumental Performance Auditioning for Music

The overall course is equivalent to 1.5 A- levels and is graded using Pass, Merit & Distinction.

There is a clear focus on the Music Industry throughout the course and each unit is linked to a specific area of the industry.

There are strong links with industry professionals who guide and mentor students and give regular feedback.

All students receive a free weekly individual instrumental/singing lesson to support their learning and development.

Progression Routes

Students can progress onto higher education through a variety of degree pathways which can then lead them to employment in many areas of the music industry.

The course also develops other transferable skills which would be beneficial for any career such as self-confidence, team work, self-discipline, time management and many others.

Enrichment Opportunities

Choir, Band, Break, lunchtime and after School practice sessions, School show, visits from and to industry professionals.

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The Oldershaw School

A Level Physics- HOD: Miss A Brennan

Course Outline & Exam Ratio

Entry requirements are grade 6 in GCSE Physics or 6-6 in Combined Science and a 6 in GCSE Mathematics.

The course consists of 13 topics of study which are assessed by papers 1 and 2. Practical work is teacher assessed via a series of 16 core practical activities and further tested by the synoptic paper 3 which also draws upon knowledge and understanding from the full range of content. Students will receive a Practical Mastery Certificate having completed all practical work competently.

Year 12

Students being to study topics including electric circuits, mechanics and nuclear physics. Students will undertake a number of required practicals which will enable them to develop higher level thinking skills to prepare them for A level and higher education. A decision will be made based upon the student as to whether the AS level exams are taken.

Year 13

Topics studied in year 12 are built upon in year 13, including mechanics and working as a physicist. New topics including space and thermodynamics are also completed. Having now completed the full course, students are assessed as follows:

· Paper 1- 1hr 45m- 90 marks- 30% Advanced Physics I

Working as a physicist, Mechanics, Electric circuits, further mechanics, Electric and magnetic fields, Nuclear and particle physics.

· Paper 2- 1hr 45 m- 90 marks- 30%- Advanced Physics II

Working as a physicist, Space, Nuclear radiation, Gravitational fields, Materials, Waves and the particle nature of light, Thermodynamics, Nuclear radiation, Oscillations

· Paper 3- 2hr 30 m- 120 marks- 40%- General and practical principles in Physics-120 marks-40%

All topics from the two year course and practical skills and techniques.

Progression Routes

A level physics supports application and entry to pure and applied physical science courses at university e.g. Physics, Astrophysics, Geophysics and Climatology as well as being required for most engineering courses e.g Mechanical, Civil, Aeronautical and associated studies such as Architecture and Product Design.

Physics is also required for certain medical career paths, especially where it supports the specialisation e.g. X-ray Photography, Nuclear Medicine, NMR Imaging, Radiotherapy. A-level Physics is advantageous in a wide range of employments and apprenticeships, the possibilities are vast.

Enrichment Opportunities

We organise STEM trips to local universities, in particular University of Liverpool where Dr Paul Sapple, an alumnus of Oldershaw heads the Ogden Trust outreach programme.

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The Oldershaw School

A Level Psychology - HOD: Ms P Taylor

Course Outline & Exam Ratio

Psychology is an A level subject requiring students to argue effectively in essays and assignments; to describe and evaluate, drawing inferences from data and therefore requires a minimum grade entry of 6 in GCSE English, Science and Mathematics.

Students of A-Level Psychology will have the opportunity to study features of human development using a wide range of methods and approaches, including Cognitive, Social, Biological and Behavioural/Learning theories, as well as maths skills for data analysis, within the first Foundation year. This enables students to progress to Applications of Psychology in the second year, which include Clinical Psychology and Criminological Psychology. Using a scientific and statistical approach, psychology enables students to use methods and statistics to analyse and draw conclusions in a critical way.

Paper 1 – covering first foundation year studies – 2h – 90 marks, 35% - This covers social psychology, cognitive psychology, biological psychology and learning theories.

Paper 2 – covering second year studies – 2h – 90 marks, 35% - This covers clinical and criminological psychology.

Paper 3 – covering psychological skills – 2h – 80 marks, 30% - This covers the psychological skills elements of the course which include methodology, issues & debates in psychology and a review of the classic studies covered within the A Level.

Progression Routes

Psychology appeals to a wide range of students, regardless of whether they have studied it previously. It can lead to careers in a variety of areas such as Clinical, Educational, Forensic/Criminology, Business, Occupational and Health & Social, as well as medical. Other alternative areas of progression are Police, Counselling, Armed Forces and Sport.

Enrichment Opportunities

Visits to Chester Zoo, to observe behavioural development of animals and examines how these studies can be applied to human behaviour. Also, visits to the Liverpool Crown Courts to enrich the application of criminal psychology. In the second year we visit The Maudsley Hospital in London, to cover clinical psychology.

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The Oldershaw School

Level 2 - Cambridge Technicals in Business - HOD: Mrs L Leadbetter

Course Outline & Exam Ratio

This qualification is for students who are 16 years old or over, and want to apply their skills and knowledge in business administration.

You will be taught the following units:

Exam Based Units:

Principles of working in business administration
Understand the role of an administrator

Internal Assessment Units:

Use social media for business purpose
Provide administrative support
Follow administrative practices and create procedures
Communicate in a business environment
Support the organisation of an event

Progression Routes

It will equip students with the essential skills and knowledge required to progress onto a business administrator apprenticeship, or into an administration-related job role, such as an administrator, an admin apprentice, an events assistant or a receptionist. It will also enable students to acquire a range of transferable skills and knowledge which are highly regarded by employers.

Enrichment Opportunities

High quality work experience is one important way to help young people prepare for future employment and within this course we aim to offer you a work placement to enable you to put into practice the skills you are being taught in lessons.

In addition to this you will be given the opportunity to visit local business such as Jaguar Land Rover, CostCo and Alton Towers. As well as trips to Disneyland Paris

BCS Level 2 ECDL Award in IT User Skills – HOD: Mr A Scott

Course Outline & Exam Ratio

The aim of this nationally recognised IT user qualification is to improve learners' knowledge and understanding of IT, develop skills to work effectively and efficiently using IT and provide proof of IT competence.

The qualification consists of 3 components:

- Word Processing Software – students will learn how to use Microsoft Word to create and modify layout and structures for word processed documents, and software tools to format and present documents effectively to meet requirements.
- Presentation Software - students will learn how to use software tools in Microsoft PowerPoint to structures, edit and format slide sequences featuring different types of information.
- Spreadsheet Software - students will learn how to use Microsoft Excel to enter, edit and organise numerical data, and use appropriate formulas and data analysis tools to meet requirements.

Progression Routes

This course will allow progression to employment that requires office-related IT skills or further study of IT at Level 3 or A-Level.

Enrichment Opportunities

There are opportunities to speak with industry experts and local business leaders to enhance experience of the subject and provide potential routes into employment.

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The Oldershaw School

BTEC Level 2 First Diploma Animal Care - HOD: Miss G Alleyne

Course Outline & Exam Ratio

The aim of this BTEC First in Animal care is to provide entry and progression into the animal care and husbandry industries as part of environmental and land based sectors.

The qualification consists of both mandatory and optional units and a work experience based unit.

All the units are portfolio based and internally assessed and externally verified. There is no external exam and all units need to be completed successfully to achieve the course. The units can be achieved at pass, merit and distinction.

The practical aspects of the course include looking after Oldershaw School's reptile and insect pets, any pets at home and regular visits to a local animal rescue centre to support the work they do with larger animals. We will also visit local zoo and wildlife parks as part of the course.

Progression Routes

This course will allow progression to employment within the land based and environment industries or entry into L3 courses in these industries.

Enrichment Opportunities

We will work with local wildlife charities and rescues, pet shops, zoos, wildlife parks and sanctuaries

BCS Level 2 ECDL Award in IT User Skills – HOD: Mr A Scott

Course Outline & Exam Ratio

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Progression Routes

This course will allow progression to employment that requires office-related IT skills or further study of IT at Level 3 or A-Level.

Enrichment Opportunities

There are opportunities to speak with industry experts and local business leaders to enhance experience of the subject and provide potential routes into employment.

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The Oldershaw School

BTEC PE - HOD Mr J Gilbert

Course Outline & Exam Ratio

This course gives students specialist knowledge and skills in Sport. This course is graded as a Pass, Merit or Distinction. The qualification is recognised by UCAS, Universities and Employers as the equivalent to one A Level.

There are 3 Mandatory Units and 1 Optional Unit. All optional units are internally set and assessed by the Centre, a sample of which is moderated externally. Work can be submitted by way of assignments, portfolios, power point presentations and investigative research

Year 12

Students will study mandatory units 1 and 2 below with exams taking place in January and June.

1. Anatomy & Physiology - Students will look at the structure and function of the musculo-skeletal cardio-respiratory systems and the energy systems and how they are all affected by exercise and training. This unit will be assessed externally and will be in the form of a written examination – 1.5 hours (90 marks)
2. Fitness Training & Programming for Health, Sport & Well-Being - Students will study health screening and assess lifestyles, interpreting data collected. They will understand the different methods of fitness training and be able to plan and review a fitness training programme. This unit is assessed externally by way of a written, supervised case study. (60 marks)

Year 13

Students will study the final mandatory unit together with one of the optional units. Both will be assessed by way of assignments.

Professional Development in the Sports Industry (Mandatory) - Students will review different career pathways in the sports industry. They will look at the recruitment and selection process within the sports industry and develop their own possible career development plan using a skills audit. This unit is assessed internally by way of an assignment.

There is 1 Optional Unit:

1. Sports Leadership - Students will look at the roles, qualities, characteristics of a good leader together with an effective style of leadership. They will also explore how psychological factors can link to leadership.
2. Application of Fitness Testing - Students explore the reasoning and principles behind fitness testing, different tests for different types of fitness and how to evaluate and feedback to clients.
3. Sports Psychology - Students consider personality, motivation and pressure with regards to performance and also the impact of group dynamics on performance. Students explore psychological skills training and performance.
4. Practical Sports Performance - Students take a look at National Governing body rules/laws and regulations for selected sports competitions. They examine and develop their own skills, techniques and tactics required to perform in selected sports and reflect on their own practical performance using selected assessment methods.

Progression Routes

This course will facilitate further study in BTEC Nationals, further study at College/University or indeed lead to employment within the leisure industry

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Enrichment Opportunities

The department has developed links with John Moores University, students take advantage of trips to their Sports Science Department.

**this course will only run subject to government accreditation and funding.*



The Oldershaw School

Level 2 - SGI Sports Coaching - HOD Mr J Murphy (External)

Course Outline & Exam Ratio

Our course is perfect for students aged 16–19 with a passion for sport who would like to train to become a sports coach.

During the two-year study programme students will be timetabled to three days a week. In Year 12 students will work towards four separate qualifications. Following on into Year 13 when they will work towards a further four industry recognised 1st4Sport qualifications including:

- FA Coaching Badges
- First Aid
- Child Protection and DBS/CRB Certificates
- Level 2 National Coaching Qualifications (industry recognised)
- Level 3 National Coaching Qualifications (industry recognised)

Unlike other programmes, SGI focus on your development not just as a coach, but as a person too. We guarantee the best two years of your education, with practical elements introduced every day! Your tuition is paramount that's why SGI tutors are professionally trained and qualified teachers as well as elite academy coaches.

Assessment of your work will come from formal observations required for each qualification, throughout the year. Alongside qualification portfolios, that are externally verified.

Our 1st4Sports qualifications have no examinations.

Progression Routes

The ultimate goal at the end of our student's programme is to have them ready and employable to the sporting sector, school sector and the leisure sector. We have several partners that we work alongside in getting our students employed in their dream job. One particular partner we work very close with is Challenger Sport. An organisation that take young people to coach sport in America, this progression pathway is a life-changing experience.

Enrichment Opportunities

Students will gain both voluntary and paid placements as well as having access to match analysis software to take the further step into professional sport, making you stand out from the crowd!

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