

*'The sixth form is well led.
Students attend well, are
taught well and make
good progress'.*

Ofsted, 2018

Sixth Form College

2023



Letter from Executive Principal



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Ofsted, 2018



Dear Students, Parents and Carers,

Post-16 education is an exciting, yet challenging 'next step' prior to moving into the increasingly competitive employment market, securing a place at university or, as is increasingly the case, successfully progressing onto an apprenticeship pathway.

Plume College remains a very popular post-16 choice where year in, year out, our students achieve excellent results whilst growing as individuals at the same time. We have absolute confidence that this will only continue moving forward.

Plume College is highly successful and continues to develop and evolve across all key areas whilst remaining as one of the largest school-based sixth forms in Essex. We offer a wide range of courses and excellent opportunities for students to further their studies in a well-supported, nurturing, collaborative yet expectant environment.

Purpose built facilities serve the College well with students having their own coffee shop, a number of common rooms and a large study room equipped with modern computers and internet access. College students also have access to their own fully equipped Learning and Information Centre (LAIC).

An experienced team of tutors and a fully committed team of specialist College staff are also available to provide Careers Education, Information, Advice and Guidance (CEIAG) to our sixth form students to help them with their studies, whilst also preparing them for Higher Education and employment. Our detailed induction programme also helps all our students to quickly settle into both the academic as well as the social life of the College.

Those who join the College enjoy the greater freedom and the responsibility of working as a post-16 student whilst at the same time, being supported by staff who have known the majority of them for many years. However, in recent years, we have welcomed many students from other schools and these students have also settled in quickly whilst enjoying notable success at the same time. For example, Ias of our Deputy Head Girls joined the College from another Essex school, whilst my own daughter also joined as an external student in September 2018 and flourished, as expected, throughout her two-year programme in a whole variety of ways, especially from an academic perspective.

I hope you will take the opportunities provided to you to explore the range of courses that we have on offer and also hope we will be welcoming you into Plume College, and the Plume Family, in September 2023.

With respect and sincerest best wishes,

Mr C A Wakefield

Executive Principal

Head Boy and Girl View

Plume College

Grace Salfairso – Head Girl



My name is Grace Salfairso and I am the Head Girl for this current academic year. I am currently studying Drama, Dance BTEC and Psychology. I am hoping to go onto a job as an actress in musical theatre and TV acting.

I have been at Plume Academy since year 7 and I am so glad that I chose to stay on for sixth form too. I have been involved in many things over the years in positively representing the school, and I am excited to carry on doing this throughout this year. The school has provided me with many opportunities such as being part of the Gifted and Talented programme, going to the national interprize challenge and being part of many dance and drama performances. I am passionate about trying to enhance our students time at school and hope to make a positive difference in the next year.

Jenson Bacon – Head Boy



My Name is Jenson Bacon and I am the current Head Boy for this academic year. I am currently studying Drama, Dance and Business and hope to go into a career within the performing arts.

I have been studying at plume since year 7 and am immensely grateful for the standard of tuition within the college. I have been given many opportunities during my time at the college as well as being treated like an adult. I highly recommend Plume College to any student, internal or external. I can genuinely say from a non-bias perspective, I believe Plume College is one of the strongest in the area"

A message from an External Student

Edie Queen-Jones —External student



I joined Plume Academy as an external student in September 2021, in order to study and explore a new academic environment. During my time here I have been taught by some of the best teachers I have ever had; all of which are passionate about their subjects and willing to support all students in their studies. While joining a new college is a daunting experience - here you are made to feel comfortable within your new surroundings.

I study History, Drama and Graphic Communication. I thoroughly enjoy all of my subjects as they often complement each other and allow me to explore different concepts and ideas. My teachers are always available to help with any questions I have and have allowed me to thrive during my A-Levels.

If you are considering joining Plume, I would highly recommend it. Since joining here, I have been gifted with a new sense of independence - allowing me to both grow as a student and as a person. While the whole process may be daunting, I would definitely recommend it.

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Art and Design—OCR Linear

This course will appeal to students who have an interest in creating and understanding art and the determination to develop that interest. Coursework is on individual projects that promote personal interpretation and the development of individual study.

The Programme of Study

In the first year students will complete a foundation module of skills related to Fine Art good practice. These include drawing, mark making, painting, print making, sculpture and alternative media such as photography and video presentations. It will be presented on appropriate formats of work boards and will cover all appropriate aesthetic skills such as colour, the use of line and texture.

The exam board is OCR.

The course is constructed around four assessment objectives: AO1 (Develop), AO2 (Explore), AO3 (Record), AO4 (Present). The two outcomes are a Personal Investigation (60%) of total A level and an Externally set task (40%) of total A level.

Students will begin a sustained project in an area of study of their choice. Students will select sources, organise their own projects and present in creative presentations in either sketchbooks or worksheets. The module will be sub themed into three sections to allow depth of knowledge and a full range of creative outcomes. The final response can either be a single outcome such as a large painting or sculpture, or a series of smaller outcomes that explore a concept in a personal way.

Higher Education and Career opportunities

This course is suitable for students who wish to study art, craft and design at a higher level. It is appropriate for those looking to take up careers for which an art background is relevant (for example in advertising, publishing, architecture, museums, theatre or art gallery work) and for students with an interest and aptitude for the subject, but who do not intend to study it further.

Subject specific minimum entry requirement

A GCSE grade 4 in Art or a 'good' portfolio seen by the Subject Leader for Art before the foundation module begins. This is a two year linear course.

"A level Fine Art, to me, is an open door to pursue a future career in the creative and design industry. The subject has allowed me to develop my own personal style of painting and find my own creative freedom by being allowed to write my own brief, with support, for my course work. The course teachers help you develop your already existing skills but will also introduce you to brand new skills, mediums, art/design styles and explore a range of different artists too. This all helps to ensure a good range within your creative portfolio for accreditation as well as future studies. The atmosphere within the department is always welcoming and friendly and all the art students within your lesson are always super supportive, giving constructive criticism and helpful and friendly advice. In year 12 staff supported me in successfully applying for the Royal Academy AttRAct program, which was insightful and beneficial to my ongoing art work."

Chloe Johnson



Biology—Linear

This course covers the biology of a range of organisms, both plant and animal, with a heavy bias towards humans and human activity.

The Programme of Study

Linear - 2 year A level. OCR Biology A

Content overview

Module 1: Development of fundamental skills in biology (integrated into the whole course)

Module 2: Foundations in biology

Module 3: Exchange and transport

Module 4: Biodiversity, evolution and disease

Module 5: Communication, homeostasis and energy

Module 6: Genetics, evolution and ecosystems

The course involves both theory and practical activities. It makes use of Information and Communication Technology. There is a two day field course at the end of Year 12.

Assessment

Year 12

Students will be entered into AS examinations at the end of Year 12 as a benchmark of the progress they have made. There are two papers both examining content and practical skills in Modules 1, 2, 3 and 4.

Year 13

Students will be examined on all six modules in three papers. Practical skills will also be reported separately as the practical endorsement in Biology.

Higher Education and Career opportunities

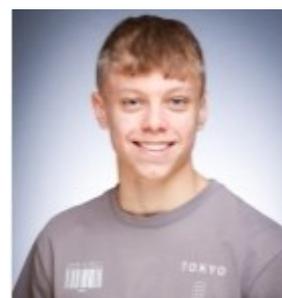
This course is suitable for any career involving Biology, including medicine, physiotherapy, nursing and laboratory work. Biology counts as a science qualification for a range of jobs and courses. Many Biology-based courses at University may also require AS/A level Chemistry.

Subject specific minimum entry requirement:

A GCSE grade 5 in Biology and Chemistry or 6-6 Combined Science.

“A challenging course feels much easier when it is interesting, full of experiments, with the best and nicest teachers who can support you throughout.”

Toby Hawkes



Business — Linear

Programme of Study

Business is front-page news. The way companies operate is under greater scrutiny than ever before, while TV programmes like *The Apprentice* and *Dragon's Den* have raised the profile of Business to a new generation.

The Edexcel business specification brings the subject up-to-date, enabling students to engage with, explore and understand business behaviour and develop a critical understanding of what business is and does.

Subject Content

Year 12	
Theme 1: Marketing and People Customer needs Markets Marketing mix and strategy Managing people Entrepreneurs and leaders	Theme 2: Managing a Business Raising finance Financial planning Managing finance Resource management External influences
Year 13	
Theme 3: Business Decisions and Strategy Develops the concepts introduced in theme 2 Business objectives and strategy Business growth Decision making techniques Influences on decisions Assessing competitiveness Managing change	Theme 4: Global Business Develops the concepts introduced in theme 1 Globalisation Global markets and expansion Global marketing Global industries and companies

Assessment

AS		
Paper 1: Marketing and People 1 hour –30 minutes 50% of qualification Questions will be drawn from national and global contexts. Sections A and B will cover theme 1 content. Section C requires students to make connections between theme 1 and theme 2 content. Total marks: 80	Paper 2: Managing Business Activities 1 hour –30 minutes 50% of qualification Questions will be drawn from national and global contexts. Sections A and B will cover theme 1 content. Section C requires students to make connections between theme 2 and theme 1 content. Total marks: 80	
A level		
Paper 1: Marketing, People and Global Business 2 hours - 35% of qualification Questions will be drawn from themes 1 and 4, and from local, national and global contexts. Sections A and B each have one data response question, broken into a number of parts, including one extended open response question. Total marks: 100	Paper 2: Business Activities, Decisions and strategy 2 hours - 35% of qualification Questions will be drawn from themes 2 and 3, and from local, national and global contexts. Sections A and B each comprise one data response question, broken into a number of parts, including one extended open response question. Total marks: 100	Paper 3: Investigating Business in a Competitive Environment 2 hours - 30% of qualification Paper 3 will assess themes across <u>all</u> 3 themes . Questions will be drawn from local, national and global contexts. Context is based on a pre-release. Each section will contain unseen material comprising quantitative and qualitative data. Total marks: 100

Higher Education and Career opportunities

This course combines well with a variety of A level programmes. Students may progress to Higher Education where they can study a variety of business related degree courses or some form of management training course or apprenticeship.

Subject specific minimum entry requirement

A grade 4 in GCSE Mathematics and Business if studied.

Business Level 3 Cambridge Technical

The Cambridge Technical in Business has been developed to meet the changing needs of the sector, and prepare students for the challenges they will face in Higher Education or employment. Designed in collaboration with experts spanning the breadth of the sector, the Cambridge Technical in Business focuses on the skills, knowledge and understanding that today's universities and employers demand. You will practically apply their skills and knowledge in preparation for further study or the workplace.

The business world places a high value on the ability to research, analyse and evaluate information in order to make considered decisions and all students who study this programme will have the opportunity to gain these vital skills. Alongside this you will develop practical employability skills, including the ability to communicate effectively with both internal and external stakeholders, and to manage your time effectively .

Programme of Study

Year 12

There are two units that are studied in Year 12, both of these units are externally assessed in the form of two formal examinations ,which are graded on a Distinction, Merit, Pass scale.

- The Business Environment — Externally Assessed — 2 hours
- Working in Business —Externally Assessed - 1 hour 30minutes

Year 13

There are 3 units that need to be studied in Year 13, all of which are coursework based and graded on the same scale as Year 12. Two of these units that we pick are flexible and will be decided based on the strengths of the learners at the end of Year 12. However, the possibilities range from technical/theoretical units like Accounting Concepts to more practical units like Marketing. A full list of units is available on the OCR website: <http://www.ocr.org.uk/>

The final mandatory unit is called Customers & Communication which will be completed at the start of year 13.

Higher Education and Career opportunities

This course is recognised by all higher education institutions and attracts UCAS tariff points as follows:

Subject specific minimum entry requirement

A grade 4 in English Language.

	Year 12 Only	Full Qualification (Both years)
Pass	20	40
Merit	40	80
Distinction	60	120
Distinction*	70	140

Chemistry—Linear

This course gives a fascinating survey of all the main areas of Chemistry

- Organic - The chemistry of carbon compounds.
- Inorganic - The chemistry of metals and non-metals other than carbon.
- Physical – The study of heat changes and rates of reactions.

The Programme of Study

Linear - 2 year A level. OCR Chemistry A

Content overview

Module 1: Development of fundamental skills in Chemistry (integrated into the whole course)

Module 2: Foundations in Chemistry

Module 3: Periodic table and energy

Module 4: Core Organic chemistry

Module 5: Physical chemistry and transition elements

Module 6: Organic chemistry and analysis

The course involves both theory and practical activities and makes use of Information and Communication Technology. Due to the high level maths content in this course, we highly recommend a grade 6 or above in GCSE Mathematics for this subject.

Assessment

Year 12—Students will be entered into AS examinations at the end of Year 12 as a benchmark of the progress they have made. There are two papers both examining content and practical skills in Modules 1, 2, 3 and 4.

Year 13—Students will be examined on all six modules in three papers. Practical skills will also be reported separately as the practical endorsement in Chemistry.

Higher Education and Career opportunities

This course is suitable for any career involving Chemistry, including Medicine, Dentistry, Veterinary Science, Pharmacy, Biochemistry, Forensic sciences and laboratory work. Chemistry counts as a science qualification for a range of jobs and courses. Many Chemistry—based courses at University may also require A level Biology.

Subject specific minimum entry requirement

GCSE grade 5 in Biology and Chemistry (or 6-6 Combined Science) and a grade 5 in GCSE Mathematics

"Chemistry is unlike all other sciences here at Plume College. Within your first month you will understand how everything you've been taught at GCSE was overly simplified. However with smaller class sizes it creates a more intimate setting which focuses on each individual's passion for Chemistry, allowing you to widen your knowledge and appreciation of the atomic world."

Joseph Leonard



Computer Science—Linear

Programme of Study — 2 year A level

This A Level Computer Science qualification will inspire and challenge students to apply the knowledge they gain with the creative and technical skills they acquire. Some of the key benefits of our Computer Science qualification are:

- The qualification will be focused on programming, will build on your GCSE Computer Science and emphasise the importance of computational thinking as a discipline.
- There will be an expanded maths focus, much of which will be embedded within the course.

Unit 1	Fundamentals of programming Fundamentals of data structures Fundamentals of algorithms Theory of computation Systematic approach to problem solving
Unit 2	Fundamentals of data structures Fundamentals of computer systems Fundamentals of computer organisation and architecture Consequences of uses of computing Fundamentals of communication and networking Fundamentals of databases Big data Fundamentals of functional programming
Non-exam assessment	The non-exam assessment assesses student’s ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving.

Assessment Breakdown

Paper 1 — On-screen programming exam (2 hours 30 minutes, 40% of A-level)

Paper 2 — Written exam—Computing theory (2 hours 30 minutes, 40% of A-level)

NEA — Practical investigation—programming project (20% of A-level)

This course will appeal to those students who:

- Have a secure understanding of Maths and Computer Science at GCSE level
- Wish to study Object Orientated Programming (OOP)
- Wish to pursue a career in Computer Science
- Wish to understand the fundamentals behind computer systems

Higher Education and Career opportunities:

This course combines well with a variety of A-level programs, most notably Mathematics and IT.

Subject specific minimum entry requirement

GCSE grade 5 in Computer Science (not IT) and grade 4 in GCSE Mathematics.

What our current students say about A-level Computer Science at Plume College:

“For me, Computer Science is a challenging yet very rewarding subject. Computer Science opens up a wide pathway allowing for your analytical and strategical skills to develop. We are constantly given the opportunity to explore real world technologies and the logical operations behind them. As well as this, Computer Science will give you the independence to decompose and tackle more complex problems. The teachers are very helpful and patient throughout all aspects of the course. It has assisted my learning in other subjects I take and has inspired me to pursue a career in Computer Science beyond A Level.”

Criminology

WJEC Level 3 Applied Certificate leading to an Applied Diploma in Criminology

Criminology is the study of the nature, causes and control of criminal behaviour in both the individual and society. It is Interdisciplinary in that it draws on concepts from psychology, psychiatry, law, sociology and social anthropology.

Criminologists tackle some of the most pressing issues and dilemmas we face in society. They carry out research on crimes and try to explain why they happen, looking into the family life, mental state, social status, biology and other aspects of the lives of criminals.

The main aim of criminologists is to find ways to predict, deter, and prevent future crimes. They may assist law enforcement in catching criminals.

The programme of study

WJEC Level 3 Diploma in Criminology is growing rapidly nationally and is a qualification with elements of Psychology, Law and Sociology. The course is a modular two-year course where students complete two modules in each year.

Year 12 WJEC Level 3 Applied Certificate in Criminology

Unit 1: Changing Awareness of Crime. This unit is assessed by internal controlled assessment (8 hours)

Unit 2: Criminological Theories. Assessed by external exam (one and a half hours – 75 marks)

In **Changing Awareness of Crime**, learners develop an understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported. Knowing about the wide range of different crimes and the reasons people have for not reporting such crimes provides an understanding of the complexity of behaviours and the social implications of such crimes and criminality.

Criminological Theories enables learners to gain an understanding of why people commit crime, drawing on what they have learned in Unit 1. Learners explore the difference between criminal behaviour and deviance and the theories behind why people commit crime.

Year 13 WJEC Level 3 Applied Diploma in Criminology

Unit 3: Crime Scene to Courtroom. This unit is assessed by internal controlled assessment (8 hours)

Unit 4: Crime and Punishment, Assessed by external exam (one and a half hours – 75 marks).

Crime Scene to Courtroom provides learners with an understanding of the criminal justice system from the moment a crime has been identified to the verdict. They develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.

In **Crime and Punishment**, learners apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.

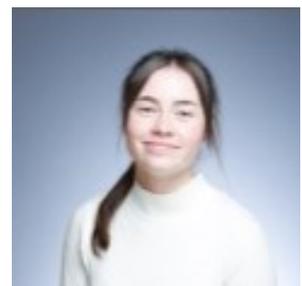
Progression onto Year 2: At the end of Year 1 students will need to have achieved at least a Pass in the Certificate Level course in order to progress onto the Year 2 Extended Certificate level course.

Subject specific minimum entry requirement

GCSE grade 4 in English Language.

"I really enjoy Criminology because it is interesting to investigate the minds of criminals, learn about the legal system and to research and study a range of criminal cases."

Alice Barnard



Drama and Theatre

The Programme of Study

The Drama and Theatre studies course enables students to develop and apply skills to make, perform, interpret and understand drama and theatre. Students will participate as a theatre maker and as an audience member in live theatre and will experience a range of opportunities to create theatre, both published texts based and devised work and analyses and evaluate the work of others.

Component 1: Theatre Workshop—20% of qualification

Students can be assessed on either acting or design.

Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by WJEC. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.

Students produce: a realisation of the performance or design and a creative log.

Component 2: Text in Action - 40% of qualification

Students can be assessed on either acting or design.

Students participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC:

1. A devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Component 1)
2. An extract from a text in a different style chosen by the learner.

Students also produce a process and evaluation report.

Component 3: Text in Performance—40% of qualification

Written examination: 2 hours 30 minutes

Sections A and B

Two questions, based on two different texts, one written pre-1956 and one written post-1956. Students are able to take clean copies of the text into the examination.

Section C

A question based on a specified extract from: *The Curious Incident of the Dog in the Night-Time*, Mark Haddon, adapted by Simon Stephens

Subject specific minimum entry requirement

A grade 4 in GCSE English Language and Drama if studied.

“A Level Drama is an enjoyable yet highly skill developing course and has majorly helped me to increase my confidence. One of the main reasons I chose Drama for A Level is because I want a job in the industry in the future and it is doing a great job in preparing me for that. The A Level Drama course helps to prepare anyone for their future, no matter what they want to do as all the skills are so transferable.”

Grace Salfairso



English Language—Linear

In A Level English Language, students will explore how English works as a language in scientific detail, investigating how writers use language to convey meaning in contemporary and archaic written, spoken and multi-modal texts. During the course, students will also explore the theories and issues surrounding language use, and its importance and influence in society. Students will complete data analysis, discursive essays, directed writing, original writing and research-based investigative writing.

The Programme of Study

A Level

Paper 1: Language, the Individual and Society – Section A: Textual Varieties and Representations –

Question 1 and 2: students analyse two texts on a common theme exploring meanings, representations and contexts. *One of the texts will be an older text.* Question 3: a comparison of the two texts.

Section B: Children’s Language Development – a discursive essay from a choice of either children’s speech or literacy development, using data as a stimulus **(40% of AL)**

Paper 2: Language Diversity and Change – Section A: Diversity and Change – a discursive essay evaluating diversity and change from a choice of two questions. **Section B: Language Discourses –**

Question 3: analysis of two texts on language diversity and change. **Question 4: Directed Editorial Writing** on the topic covered in Part 1. **(40% of AL)**

Non-Exam Assessment: Language in Action Coursework – students complete a Language Investigation and a piece of Original Writing and Commentary. **(20% of AL)**

Higher Education and career opportunities

This course is suitable for those who wish to go on to university to study English Language, Linguistics or English Studies. It is an extremely versatile subject that opens up many career opportunities in journalism, broadcasting, speech therapy, advertising and teaching. However, the analytical, evaluative and creative skills are beneficial to most careers.

Subject specific minimum entry requirements

A grade 5 in GCSE English Language.

What our students say about the course:

“English Language is a brilliant choice as it enables you to dive into the very framework of the language and helps you to develop and use a wide range of skills. English Language highlights the development of our society and the impact of language in an everyday environment.”

“I really enjoyed learning about different aspects of English Language and how the language we use creates different meanings and representations.”

“It was so much fun and my teachers were so supportive with all students. I learnt so much from the course.”

“My favourite part of the course was learning about language change because I found the lessons revolving around the impact of technology to be fascinating, along with the historical aspect of the topic. I also liked the coursework due to the opportunity to be creative with the original writing coursework and the amount of freedom with the language investigation.”

English Literature—Linear

English Literature is a challenging and rewarding subject that will enable students to develop critical thinking and argumentative skills as well as build on their GCSE skills and knowledge of literary analysis. As students are expected to read widely and independently; this course will therefore appeal to those who love reading and have a passion for studying literature of different genres and eras.

The Programme of Study

(please note all exams are open book)

A-Level

Paper 1: Drama – students write two essays, one on each of their studied drama texts. **(30%)**

Current texts: *A Streetcar Named Desire*, Tennessee Williams, and *Hamlet or Othello* Shakespeare.

Paper 2: Prose – students write one comparative essay on the two prose texts that they have studied. **(20%)**

Current texts: *The Handmaid’s Tale*, Margaret Atwood, and *Frankenstein*, Mary Shelley.

Paper 3: Poetry – students write two essays: one comparative essay on an unseen poem and a poem from their modern poetry collection; one essay on the other poet/poetry collection studied. **(30%)**

Current texts: *Poems of the Decade* – Selected by William Sieghart and **either** *The Wife of Bath’s Prologue and Tale*, Geoffrey Chaucer **or** *Romantic poetry*

Non Exam Assessment: Coursework – students write one extended comparative essay referring to two texts of their choice. **(20%)**

Higher Education and career opportunities

English Literature is recognised by universities as a traditional and highly valued subject, which will prepare you for the challenges of any degree courses you may pursue. It is an extremely versatile subject that opens up many career opportunities in Humanities, Media, Arts and Communications. The skills needed to study English Literature can lead to careers in journalism, publishing and even television screenplays and broadcasting where written communication and knowledge of different social and historical backgrounds of literature is needed.

Subject specific minimum entry requirements

A grade 5 in GCSE English Literature

What our students say about the course

“The course introduces various messages that we perhaps don’t consider often, as well as different ways of thinking, which is why I think it is one of the better subjects to take and is why I’m going to be studying this subject further at university.”

“English Literature allows you to develop your understanding surrounding the texts and hone your skills of analysis. The choice of texts are also interesting.”

“I LOVED handmaids tale! Especially linking all the context together with it, I just found it really interesting!”

“Discovering the context behind each poem, novel and play, really broadened my knowledge of life at the time each was set and written, making me more aware and understanding of the past.”

Extended Project Qualification (EPQ) Level 3

The exciting thing about an EPQ is that it provides an opportunity for you to conduct in-depth study into any topic which interests you. You will learn how to manage and develop research into an academic essay, something very useful if you are considering going to university as it mirrors the structure of university coursework and dissertations. However, you can also create something in the artefact route. You then spend a lot of time researching and planning the design and production of an artefact and then write your essay on the process in creating your object.

The Programme of Study

EPQ is an independent research project which involves writing an essay of 5000 words (that's around 10 typed pages), or creating a product, which might be anything from an art object to an iPhone app. As the project evolves, you must complete a production log to record specific stages of the project and this also contributes to your project result. The third component of the project is an oral presentation of your completed project.

EPQ provides very clear evidence that you have interests and abilities which go beyond the A-Level curriculum. It demonstrates clearly that you are capable of undertaking the kind of independent reading, research, and essay writing that is the mainstay of most undergraduate degrees. However, the skills are also applicable to the employment sector as you learn how to plan, develop and complete projects.

Students are required to attend weekly, timetabled sessions, to support them through the research process and assessment requirements. In addition, students carry out their project in their own time — approximately 90 hours of study. Each EPQ student is allocated a teacher who will give them one to one support throughout the course and assess their project.

How is the EPQ Assessed?

Assessment is based on four Assessment Objectives: Manage, Use of Resources, Develop and Realise, and Review. The completed research project is internally marked and externally moderated.

Higher Education and Career opportunities

The Extended Project learning experience will support students' personal aspirations for higher education and career development. Many students have found that studying an EPQ has been an asset when applying to study popular courses at university.

Subject specific minimum entry requirements:

A grade 4 in GCSE English Language.

French

French AS and A Level

This course is designed for those who wish to improve their command of French and gain insight into the country and its people, as well as other French speaking countries and communities.

The Programme of Study

The course extends naturally from the skills developed at GCSE. Approximately equal emphasis is placed on each of the linguistic skills of listening, speaking, reading and writing, and students will also develop their translation skills from English into French and from French into English. Finally, the course will also enable students to acquire more knowledge about the contemporary culture and society of France and countries and communities where French is spoken.

At A level, students will develop an understanding of the spoken and written forms of French and develop positive attitudes to foreign language learning. They will also be encouraged to communicate more confidently through spoken and written means, increasing as they do their knowledge of the contemporary society and cultural background of countries or communities where French is spoken. Students will gain a greater understanding of the French Speaking world, its society, current issues and political life. During the course, students will also increase both their fluency and accuracy in using complex and varied language in different contexts.

Finally, there are opportunities to extend their French still further in clubs and activities.

Higher Education and Career opportunities

A foreign language is useful in any career, for example in tourism, international banking, commerce and teaching at all levels. As well as pure language degrees there are numerous possible subject combinations with French at University such as European Law and French or Business and French, History and French, Law and French and many of our former students have gone on to study the subject at university either as a pure degree or combined with another subject. It goes without saying that language qualifications are in demand in many fields and an A level qualification in French will prove invaluable in today's global economy.

Subject specific minimum entry requirement

A GCSE grade 5 in French in all aspects of the language. This includes listening, speaking, reading and writing.

“French is a subject that I really enjoyed at GCSE, and studying it at A-Level has helped me build on my knowledge and learn so much more about France and the French community. Choosing French has developed the love that I have not only for the language, but also the culture of France itself. The step up from GCSE was smooth and I have loved seeing the French language in context as well as the grammatical side of the AS/A Level course. For me, studying areas such as music, history and literature has been a great way to connect with the subject outside of the classroom, and it has inspired me to continue learning and to develop my linguistic skills outside of our lessons. The teaching that we receive is tailored to our individual needs and the support that we get throughout the course is incredible! Overall, French is a valuable and diverse subject that can open so many doors in the future, and learning a language is something that everyone should get an opportunity to do.”

Emily Rose



Geography—Linear

"This is a great age for geography. Very big questions - climate, poverty, disease, migration, water, energy, biodiversity - all demand geographical analysis, as do specific national issues in the UK, like housing, social deprivation, flooding and regional development. As the population grows, and with pressures on the Earth's systems increasing, geography has never been so important." Nicholas Crane (RGS President)

Overview

Geography is a dynamic and relevant subject for all young people with its core themes firmly grounded within the real world. Students will consider the values and perceptions of decision makers, consider their attitude to the issues being studied and support their learning of ideas through the study of specific examples. These key processes will allow them to become aware of the shared responsibilities needed as citizens of an increasingly interconnected world.

The broad nature of the discipline makes Geography an ideal course that students can combine with any of the disciplines on offer at the college.

The Programme of study

Through the two years of the course students study a wide range of geographical topics with a clear focus on synopticity across the themes. Some examples are: global systems and governance; water and carbon cycles; changing places; resource security; geographical skills fieldwork.

Component 1	Physical Geography (40% of A-Level) Water and carbon cycles Coastal systems and landscapes Hazards
Component 2	Human Geography (40% of A-Level) Global systems and governance Changing places Population and environment
Component 3	Geographical fieldwork investigation (20% of A-Level) Students complete an individual investigation which must include data collected in the field. This will involve a compulsory field trip with the cost estimated to be in the region of £350.

Higher Education and Career opportunities

Geography is inherently multidisciplinary in a world that increasingly values people who have the skills needed to work across the physical and social sciences, this provides geographers with a variety of career prospects post A-level. Higher education opportunities open to A-level Geography students include; Geography, Earth Science, Geology, Environmental Science, Oceanography and many other related subjects. Career possibilities include Environmental consultant, Geographical information systems officer, Catastrophe Risk Analyst, Civil Servant, Marketing Analyst, Sustainability Officer and Development Officer to list a few.

Subject specific minimum entry requirement:

A GCSE grade 4 in Geography and a grade 4 in GCSE Mathematics.

"Geography allows you to look at the world from many different perspectives; from humans and their impact on earth and the natural environment such as hazards. The teachers are really enthusiastic about the subject and will always give you the opportunity to discuss your personal experiences and their experiences with and about Geography."

Ella Smallcombe



Graphic Communication – Linear

This course is ideal for imaginative students with a flair for design and who might be interested in pursuing a career in the Creative Industries, which currently employ over 3,000,000 people in the UK. A level Graphic Communication will enable students to develop intellectual, imaginative and creative capabilities while extending their knowledge and understanding of Graphic Design, media and technologies in contemporary and past societies and cultures.

The Programme of Study

This course is made up of two components which are both internally assessed and externally verified. Component 1 - Personal Investigation- is weighted at 60% of the final grade, and Component 2 Externally Set Assignment, is worth 40%. Both components allow students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s)

Term 1 will introduce students to the following disciplines: **branding, illustration and editorial design**, via a series of workshops and mini projects. These will include both traditional and computer based techniques, used in the Graphic Design process

Students will then begin Component 1 in term 2, selecting one - two of the disciplines to work in, extending their understanding of the scope of graphic communication and developing and realizing outcomes appropriate to their chosen creative discipline/s.

By Term 5 students will be ready to showcase all they have learnt, in the externally set Component 2, which will consist of a preparatory period and culminate in 15 hours of sustained focus (exam) over 3/4 days.

Higher Education and Career opportunities

This A-Level will support students in applying for degree courses, especially in Art, Media and Graphics related specialisms. Work completed on this course will contribute to the essential portfolio required when applying for the majority of creative under graduate courses.

Subject specific minimum entry requirement

Students should have GCSE grade 4 in Art or Graphics or a Level 2 Pass in BTEC Creative Media Production. Students without either may be considered on the basis of a strong creative portfolio.

This is fundamentally an Art based course, as opposed to a Technology subject course. Undertaking this A 'level would provide students with the opportunity to prepare themselves for a foundation diploma in Art, as well as an Art and Design focused undergraduate course, especially Graphic Design, Illustration and Visual Communication.

"This course has enabled me to learn how to experiment with digital software as well as physical design; being able to use technology like Photoshop and Illustrator gives opportunities for creative expression in my work. I love that you can determine your own coursework outcomes, with guidance from teachers, as the course is in your hands; this has allowed me to work with different aspects of the Graphic Design sector such as illustration, branding and advertising. The requirement to create a personal and meaningful response ensures that I continually develop and improve my skills base, which then makes you feel more confident when doing independent study. Taking Graphics has helped me to become more confident when doing my coursework as I now know I can produce high quality work with the software that I have learnt to use."

Jessica Feander



History—Linear

The course will provide students interested in studying the past with the ideal opportunity to develop their existing interests and to explore some of the most exciting periods of history. The course is divided into four units. Three are assessed by examination at the end of a two year course.

The Programme of Study

Unit 1: Liberals, Conservatives and the Rise of Labour 1846-1918: British Period Study and Enquiry.

This unit provides an overview of developments in the British State and its people during nineteenth-century, charting the rise of political parties, the extension of the franchise for working men and women, and the establishment of a democracy. It includes illustrious figures such as Palmerstone, Gladstone and Disraeli, social and economic changes, and the causes and conduct of the First World War. There is a particular enquiry focus on England and the New Century c.1900 to 1918, which will form a focus in examinations, and considers the establishment of the Welfare State, women's suffrage, and the rise of the Labour Party. Examination 25% of A Level.

Unit 2: Democracy and Dictatorship in Germany, 1919–1963: Non-British Period Study.

This unit provides an opportunity to investigate the consequences of the First World War in Germany. Students will study the establishment and development of the Weimar Republic: 1919–Jan 1933; The establishment of the Nazi Dictatorship and its domestic policies Feb 1933–1939; The impact of war and defeat on Germany: 1939–1949; and Divided Germany: The Federal Republic and the DDR 1949–1963. It is an important area of study for students as it reveals how fragile democracy and human rights are in the modern world. Examination 15% of A Level.

Unit 3: Popular Culture and the Witchcraze of the 16th and 17th Centuries: Thematic study and historical interpretations

This theme focuses on the rise and decline in witchcraft during the 16th and 17th centuries and how far it emerged out of the popular culture of the time. It will examine the reasons for the increase and subsequent decline in persecutions, the nature of the Witchcraze, the reactions of the authorities and its impact on society. Learners will consider the Witchcraze in a variety of countries and regions in order to be able to establish patterns and make comparisons. There are a wide range of European countries, as well as America, that will be used as examples and learners will draw on a range of examples from these; including Hopkins and the local East Anglian witch hunt of 1645-47. Examination 40% of A Level.

Unit 4: Historical Enquiry: Topic Based Essay

Candidates will be required to submit a Historical Enquiry, based on the investigation of a historical issue arising from their other areas of the course. It will enable students to choose and develop their historical thinking about an area of particular interest to them. Coursework 20% of A Level. Completed over a calendar year from January in Year 12 to December in Year 13.

Higher Education and Career opportunities

History is an excellent qualification for progression to Higher Education. History has particular value for those interested in law, publishing, teaching, management and journalism, or indeed any job in which an ability to evaluate evidence, analyse complex issues and communicate fluently and concisely is required.

Subject specific minimum entry requirement

A GCSE grade 4 in English Literature and a grade 4 in History if studied.

“Studying A-level history allows you to develop valuable skills such as being able to research, analyse and evaluate information, as well as make substantiated arguments, all of which are transferrable and useful far beyond A-levels. The teachers show such enthusiasm and energy for the topics, and the support received motivates you to work hard and reach your full potential studying this course. I would recommend this A-level to anyone who is interested and passionate about history.”

Kiera Sullivan



Information Technology Level 3 Cambridge Technical

The Level 3 Cambridge Technical in Information Technology is a vocationally based qualification focusing on providing students with IT skills which are directly linked to the abilities prized by employers. This new qualification concentrates on practical problems solving skills, based around real world scenarios, using the latest software. During the course, students will experience individual and group tasks along with hands on technical software skills including social and moral issues related to IT.

Programme of Study

Year 12

There are two mandatory units that are studied in Year 12, both of which are externally assessed via 1 hour 30 minute examinations which are graded as Distinction*, Distinction, Merit or Pass. The two units are titled Fundamentals of IT and Global Information.

Year 13

There are 3 units that need to be studied in Year 13, all of which are coursework based and graded on the same scale as Year 12. The units that we pick are flexible and will be decided based on the strengths of the learners at the end of Year 12. However, the possibilities range from technical units like application design or networking to creative units like web design or game design. A full list of units is available on the OCR website: <http://www.ocr.org.uk/>

Higher Education and Career opportunities

This course attracts UCAS tariff points as follows:

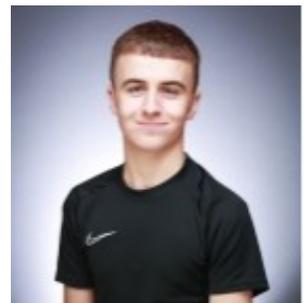
	Year 12 Only	Full Qualification (Both years)
Pass	20	40
Merit	40	80
Distinction	60	120
Distinction*	70	140

Subject specific minimum entry requirement

A GCSE grade 4 in English Language.

“This qualification offers a great balance between examinations and coursework, with the teachers on hand who are more than happy to help throughout your time at the college. IT also allows students to gain experience through giving you the chance to work with a real business, giving an insight into what it’s like to work within the IT industry. The skills learnt are without a doubt transferable and will be very useful beyond A-Levels.”

Robert Cook



Law

Law AS and A Level

Students will explore the roles of judges, juries, magistrates and Parliament in shaping and developing the laws that govern our society. The study of law helps develop analytical abilities and critical thinking skills. It also develops problem solving skills through the application of legal rules. This course will appeal to students who have a keen interest in the legal system and criminal law.

The Programme of study

A-level Law is a two year programme, but when you successfully complete the first year you will have achieved an Advanced Subsidiary (AS) in Law.

At AS Level you will study the English Legal System; how laws are made and function. You will also learn different areas of law including criminal and tort law.

In the second year of A-level Law you will deepen your knowledge about substantive areas of law, including criminal, tort and contract law as well as the English Legal system. The criminal law will focus on fatal and non-fatal offences against the person (murder, manslaughter) and offences against property (e.g. theft and robbery).

The subject is assessed by exams which will be sat at the end of each year.

Note: There is no coursework element for AS/A-level Law.

A-level Law is assessed through linear assessment by three two hour exams at the end of the two year course. They will assess your skills and knowledge gained in Law over the whole two years. The marks and grades achieved in the AS exams do **not** contribute towards the full A-level grade.

Higher Education and Career opportunities

A-Level Law offers access to a wide range of possible career and Higher Education opportunities. It combines well with most other subject areas and prepares students for University courses, including a degree in law. The subject is extremely useful for those thinking of careers in banking, insurance, media, police, civil service, management and business and of course the legal profession.

Subject specific minimum entry requirement

A grade 4 in GCSE English Language.

"Law is enjoyable and fun and you get to study some interesting cases. It gives you a greater perspective on life."

Anna Hancock



Mathematics—Linear

Mathematics at A level is both interesting and challenging. The A-level Mathematics qualification builds upon work completed at GCSE as well as introduces new fascinating concepts. A-level Mathematics is a valuable qualification for students wanting to pursue careers in a wide variety of areas and provides support for many courses both at A-level and university.

The Programme of Study and Assessment

The Pearson Edexcel Level 3 Advanced GCE in Mathematics course consists of three externally examined papers. Students must complete all assessments in May/June of the same exam series. There are two Pure exam papers and one Applied paper split equally into Mechanics and Statistics.

The Pure content consists of:-

- Topic 1 Proof
- Topic 2 Algebra and functions
- Topic 3 Coordinate geometry in the (x, y) plane
- Topic 4 Sequences and series
- Topic 5 Trigonometry
- Topic 6 Exponentials and logarithms
- Topic 7 Differentiation
- Topic 8 Integration
- Topic 9 Numerical methods
- Topic 10 Vectors

The Applied content consist of two sections:

1. Statistics

- Topic 1 Statistical sampling
- Topic 2 Data presentation and interpretation
- Topic 3 Probability
- Topic 4 Statistical distributions
- Topic 5 Statistical hypothesis testing

2. Mechanics

- Topic 6 Quantities and units in mechanics
- Topic 7 Kinematics
- Topic 8 Forces and Newton's Law
- Topic 9 Moments

Higher Education and Career opportunities

Many careers benefit from following A-level Mathematics. These include: financial management, teaching, social sciences, logistics, graphics, building trade, film industry, armed forces, accountancy, actuarial science, banking and computing.

Subject specific minimum entry requirement

A grade 6 in GCSE Mathematics.

"I chose A-Level maths because I really enjoyed the subject at GCSE and received a good grade at the end of year 11 which encouraged me to continue it onto A-Level. I already knew from GCSE that maths helps build several skills like problem-solving and logical thinking which I would be able to develop further by doing A-Level maths. I hope that I can use the analytical and logical problem-solving skills in my future career in Law."

Amy Cross



Mathematics (Further)

Further Mathematics is highly recommended for students who have a flair for Mathematics and wish to pursue careers in Engineering, Mathematics and Physics. At Plume Academy we offer both the AS Further Mathematics and the A-level Further Mathematics qualifications.

The Programme of Study and Assessment

Students will be rewarded for demonstrating the ability to solve problems that require a combination of knowledge, skills and understanding from across the full course of study for the A-level Mathematics and AS Further Mathematics qualifications. Problem solving, proof and mathematical modelling will be assessed in Further Mathematics in the context of the wider knowledge which students will have studied. The Pearson Edexcel Level 3 Advanced GCE in Further Mathematics consists of 4 externally examined papers. Students must complete all 4 assessments in the same examination series. The course is split equally into 2 components: Core Pure and Applied Options.

The Core Pure is compulsory and consists of:-

- Proof
- Complex numbers
- Matrices
- Further Algebra and functions
- Further Calculus
- Further Vectors
- Polar coordinates
- Hyperbolic functions
- Differential equations

For the Applied Options, students have to select two of the following three options:-

- **A: Further Pure**
- **B: Further Decision**
- **C: Further Mechanics**

(The Applied Option will be decided at the start of the course)

The Core Pure and Applied Options above are divided into topics to be done in the first year of the course for the AS Further Mathematics qualification and topics to be covered in Year 2 in the second year for the full A-level Further Mathematics qualification.

Higher Education and Career opportunities

There are a large number of careers in which Further Mathematics plays a significant part. These include: engineering, education, banking and finance, actuarial science, insurance, air traffic control, architecture and surveying, economics, medicine and sciences of all types.

Subject specific minimum entry requirement

A grade 7 in GCSE Mathematics.

For further information please email Ms S. McHillary at s.mchillary@plume.essex.sch.uk

Media Studies

Media is an essential part of our day to day lives through smartphone adverts in our Twitter feeds to watching a Netflix Original drama. Media is always changing, adapting and innovating. To study media is to understand the processes that go in to creating your favourite television show or computer game. It investigates how producers express certain ideas and how audiences might respond to these. Media Studies also looks at how we today create our identity and sense of who we are by the way we consume and interact with media. It is important to study the media as it helps us to understand the world we live in, one where audiences are increasingly interacting with media and becoming producers of media texts themselves. A-level Media Studies is a two year programme, but when you successfully complete the first year you will have achieved an Advanced Subsidiary (AS) in Media Studies.

The Programme of Study

In your first year you will develop the ability to analyse a wide range of media, this includes studying a number of set products such as specific music videos, film marketing, newspapers, computer games, radio programmes and advertisements. Students will develop media language in order to analyse these media and engage with key issues and debates, including stereotyping of groups, and the effects media may have on people. You will also study three media industries in depth; television, magazines and online media. You will investigate set products and analyse all aspects of the text's production, reception and regulation. There are two written exams with a combined worth of 70% of the AS course and both will be sat in the summer. In addition, students will work independently on practical coursework (Non Examined Assessment) which will require them to research, plan and produce their own media texts. This is based on a set brief provided by the exam board which changes yearly. However, examples may include making; a music video or website for a new band, print or online magazine pages or a film advertising campaign. The coursework portfolio is worth 30% of the AS course.

In your second year you will study additional set products and further develop your understanding of the AS set products. The written end of year exams form 70% of the A-level grade and are similar to the AS papers but require more in depth knowledge and ability to critically analyse, evaluate, and develop a sustained line of argument. In addition to this, students will independently undertake a cross media coursework (Non Examined Assessment) brief. Again this will be based on a set brief provided by the exam board which changes yearly. However, examples may include making; a print marketing campaign and website for a new film or launching a new magazine in print and online, or making a music video and promotional materials for a new music artist. The coursework portfolio is worth 30% of the A-level.

Higher Education and Career opportunities

Media Studies provides an excellent foundation for further study on media-related courses in Higher Education, for a range of related subject areas in the Arts and Humanities, as well as a foundation for a range of practical roles in the creative industries.

Subject specific minimum entry requirement

A grade 4 in GCSE English Language.

"I recommend Media Studies to take as an A-Level, the set products you learn along with the coursework is a good balance between written tasks and creative work. The way it is taught and the structure of the course and lessons is really good and easy to follow, learn and organise." **Katie Bardwell**



Photography—OCR A level

This course will appeal to those students with a keen interest in image-making, and in particular students who are willing to apply themselves to the production of a self-explorative portfolio, from conceptualisation to final installation.

Students' work is produced using the conventional techniques of single lens reflex cameras, along with digital techniques and experimentation with industry standard digital manipulation and dark room investigation.

The Programme of Study

This qualification focuses on the opportunity for learners to explore, research, and acquire techniques, whilst developing their skills, knowledge and understanding in a range of photographic media. A range of genres and themes will be available to explore to allow learners to personalise outcomes to areas of interest to evoke individuality and push personal outcomes.

Art and Design: Photography is a two year A level programme. The first term in the AS year will be delivered as a fundamental core skills unit, covering a range of traditional and digital skills and outcomes.

The course itself is constructed of 4 assessment objectives: AO1 (Develop), AO2 (Explore), AO3 (Record), AO4 (Present). The 2 outcomes are a Personal Investigation (60%) of total A level and an Externally set task (40%) of total A level.

The emphasis in this course is on dynamic and individualistic approaches to image-making and will be particularly suitable for students who are already enthusiastic about Photography and image manipulation. It offers students the potential to make a personal response to their own experience, environment and culture.

Higher Education and Career opportunities

This course will combine well with a variety of arts or media-based subjects. Studying photography will also equip students with some of the study skills required for Higher Education. It will offer an opportunity for self-exploration and responding to larger, challenging issues of society today.

Subject specific minimum entry requirement

A GCSE grade 4 in Art and a 'suitable' portfolio or a Level 2 Pass in BTEC Media.

"I have found the A Level Photography course to be a good extension/transition from GCSE Art and it helped me continue my creative studies. I wanted to continue studying a creative subject because it is something I really enjoy and photography has given me the chance to do so whilst taking my art into a more digital direction. However, it is still possible to include fine art aspects and so I have enjoyed merging the two in creating work for my boards. I plan to go on and study textiles in the future and it has been really good that I've been able to incorporate aspects of this into my photography coursework. There's definitely a lot of freedom within the course – you can choose your coursework theme and cultivate the direction in which you want to take it. I find the lessons are easy-going and I look forward to them - we learn technical skills as well as interesting and creative ways to use a camera. I would say independent work is a big aspect of this course so lessons are not too structured which makes them enjoyable. Also, I like the way the course works – you create boards to display your work every few weeks and seeing the coursework build up and come together is rewarding."

Martha Carlin



Physical Education—Linear

This is an ideal course for students who have an interest in both practical performance and the theoretical aspects of sport. It is a coherent and worthwhile course of study both for students who will not continue with further study of the subject beyond this qualification or as a preparation for Higher Education or employment in a sports-related field.

The A Level PE course is a two year course. Students will undertake a rigorous mock exam process in A Level PE towards the end of Year 12, in order to thoroughly prepare them for the demands of Year 13 and provide a strong benchmark of current progress. Only examinations at the end of the A-Level course will count towards the final grade.

At **A-Level** the course is examined in two part; **Theory (70%) and Practical (30%)**

Paper 1: Factors affecting participation in physical activity and sport

What is assessed: Section A: Applied anatomy and physiology, Section B: Skill acquisition, Section C: Sport and society. **How it is assessed** • Written exam: 2 hours • 105 marks • 35% of A-level

Paper 2: Factors affecting optimal performance in physical activity and sport

What is assessed: Section A: Exercise physiology and biomechanics, Section B: Sport psychology, Section C: Sport and society and technology in sport. **How it is assessed** • Written exam: 2 hours • 105 marks • 35% of A-level

Non-exam assessment: Practical performance in physical activity and sport

What is assessed: Students assessed as a performer or coach in the full sided version of one activity. Plus: written/verbal analysis of performance.

How it is assessed • Internal assessment, external moderation • 90 marks • 30% of A-level

The AQA course is **predominantly theoretically based** and as such the majority of teaching focuses on the theoretical aspects documented above.

Higher Education and Career opportunities

This course provides an excellent foundation for candidates in coaching, sports development, the leisure industry, recreational management, the health and fitness industry and professional sport. It is also a suitable qualification for students wishing to study sports-related, or other courses, in Higher Education.

Subject specific minimum entry requirement

A grade 4 or above in Biology or 5-4 Combined Science and grade 4 in GCSE Mathematics. A commitment to school and/or club sport at a strong standard is essential.

“PE as a whole is a challenging subject that requires commitment, determination and hard work, however if you are organised and focused, plenty of help is available. A variety of subjects are taught and it is very interesting learning about all the theoretical aspects of sport as well as performing in the one sport that you play.”

Abbey Murton

Physics—Linear

The OCR GCE Physics course is designed to give a flexible and stimulating approach to studying A level Physics. In addition to traditional concepts, students will study modern contexts in which Physics is used. A variety of areas from food manufacture up to exploration of fundamental particles are explored. Questions asked will range from movement of objects and how every day material behaves to questions about the future of the Universe and what we can learn by observing the stars.

The Programme of Study

Linear - 2 year A level. OCR Physics A

Content overview

- Module 1: Development of practical skills in Physics
- Module 2: Foundations in Physics
- Module 3: Forces and Motion
- Module 4: Electrons, Waves and Protons
- Module 5: Newtonian world and Astrophysics
- Module 6: Particle and Medical Physics

The course involves both theory and practical activities and makes use of Information and Communication Technology. Due to the high level maths content in this course, we highly recommend a grade 6 or above in GCSE Mathematics for this subject.

Assessment

Year 12

Students will be entered into AS examinations at the end of Year 12 as a benchmark of the progress they have made. There are two papers both examining content and practical skills in Modules 1, 2, 3 and 4.

Year 13

Students will be examined on all six modules in three papers. Practical skills will also be reported separately as the practical endorsement in Physics.

Higher Education and Career opportunities

This course is suitable for any career involving Physics including medicine, engineering, research, the Armed Forces, Law, Banking and commerce to list a few. Students make use of not only their physics knowledge but also the analytical and problem-solving skills they developed during the course.

Subject specific minimum entry requirement

A GCSE grade 5 in Physics and Chemistry (or 6-6 Combined Science) and a grade 5 in GCSE Mathematics.

“If Physics is truly your favourite science then this course is for you. The nature of the subject is challenging, from the way it is taught - leaving room for questions—down to the wide array of practical experiments, along with complex theoretical questions that go beyond what will appear in your exams and this therefore prepares you for them. This course is extremely rewarding and fun.”

Leander Truyens



Product Design—Linear

This course encourages the development of independent learning, creativity and innovation. It supports links to the industrial and commercial world and gives the opportunity for design and technology to be treated as an integrated activity in which students design and make products which can be tested and evaluated.

Students who have achieved grade 4 GCSE and above in Graphics or Resistant Materials would do well on this course.

The Programme of Study

In year one students will study how to analyse products and have an opportunity to develop an understanding of materials, components and systems. An awareness of design in society and an understanding of industrial practice and technical principles is another aspect of this course. During the year there will be a series of design and make projects as part of their theory.

In year two the students will continue to investigate materials, components, systems, industrial practice and processes as well as design in manufacture. There is the major design and make project which forms their NEA; this being 50% of their final grade. There are 2 examinations at the end of year 13; paper 1; technical principles and paper 2; designing and making principles.

Higher education and Career opportunities

A Level Design and Technology can be used as complementary subjects to Mathematics, Art, and Science based courses, or to provide a contrast to Humanities based subjects. A Level Design and Technology is accepted for entry into Higher Education or industry. This is a valuable course for students seeking a career in architecture, designing, product design, website, furniture and textile design, graphics, engineering, or just to broaden their post-16 education.

Subject specific minimum entry requirement:

A GCSE grade 4 in GCSE Mathematics, Science or 4-4 Combined Science and a relevant technology subject at GCSE level (Resistant Materials/Graphics) or a level 2 Pass in Engineering.

"I chose to do Product Design as I want to do a design related job in the future. After studying graphics at GCSE, I learned that the staff are very helpful and supportive to help you do the best you can. Product Design is an interesting course and the coursework/exam balance divides the topics so you understand all elements. It is a great A level if you want to go onto a design related career."

Lucy-Jo Reeder



Psychology

Psychology is the scientific study of the human mind and behaviour. The course will introduce you to a wide range of theories that aim to explain various aspects of human behaviour and you will investigate the research evidence that supports the theories. It requires essay writing skills and the ability to critically question the evidence you are presented with.

The programme of Study

A-level Psychology is a two year programme, but when you successfully complete the first year you will have achieved an Advanced Subsidiary (AS) in Psychology.

At the start of the course you will study Memory, Attachment and Social Influence. You will investigate theories of memory and look at the reliability of eyewitness testimony. Furthermore, you will study the formation of attachments in infancy and investigate the effect of disruptions to attachments. The final part looks at the psychology behind group processes and obedience.

You will also study three topics of in the second half of the first year: Approaches in Psychology, Psychopathology and Research Methodology. You will learn about the different theories and how they view human behaviour. You will also learn about explanations and treatment of mental health conditions. In research methodology you will learn the skills to critically evaluate psychological studies.

The first year is assessed by two 90 min exams at the end of the AS year. Questions include short answer, stimulus material and some extended writing questions.

The second year of the A-level allows you to further deepen your understanding of Psychology with a range of interesting topics including psychological explanations of human eating behaviour, theories of cognition and development, and Psychological explanations for aggression. You will also develop an understanding of Issues and Debates in Psychology, research methods and statistics used in Psychology.

A-level Psychology is assessed through linear assessment by three 2 hr exams at the end of the two year course. They will assess your skills and knowledge gained in psychology over the whole two years. The marks and grades achieved in the AS exams do not contribute towards the full A-level grade.

Higher education and Career opportunities

Psychology is a popular degree at university and you can also specialise in specific areas of Psychology such as Therapy or Forensic Psychology. It is particularly useful for careers that involve working with people, such as nursing, teaching, social work, the police and prison service, personnel and marketing.

Subject specific minimum entry requirement

A grade 4 in Biology, Chemistry or Physics or 4-4 Combined Science.

“Psychology is by far my favourite subject! I have found every topic covered at A level extremely interesting, especially psychopathology, learning about mental disorders. There has also been an outstanding amount of support and guidance from my teachers for psychology. I would completely recommend taking it, it’s a brilliant subject.”

Darcie Jeffries



Religion, Philosophy and Ethics— Linear

OCR A Level: Religion, Philosophy and Ethics

This A Level course is designed to give our students a grounding in the key concepts and methods of philosophy, theology and ethical study. Students will explore and evaluate a wide variety of philosophical questions, including how we know what is good, why people are moving away from religion in the western world, can euthanasia ever be ethical, whether all religions are paths to the same God. Students will be expected to study the writings of many influential scholars including Plato, Aristotle, George Berkley, David Hume and Immanuel Kant. From the evaluation of these scholarly texts students will begin to generate their own arguments.

Students will apply secular ethical theories to the moral issues of business ethics, euthanasia and sexual ethics. This is a thought provoking subject that results in lively discussion and dialogue that often continues beyond the classroom, and results in students who are confident in their essay writing and ability to construct solid, persuasive arguments.

The programme of Study—over two years

Philosophy	Ethics	Developments in Christian Thought
Ancient Greek influences Soul, mind and body Arguments for God's existence Religious experience The problem of evil God's attributes Religious Language	Normative ethical theories Euthanasia Business ethics Sexual ethics Meta ethics The conscience	Pluralism Gender and theology The challenge of secularism Liberation theology and Marx The person of Jesus Augustine on human nature Christian moral principles and action Death and the afterlife Knowledge of God

Assessment: 100% exam

Higher Education and Career opportunities

RPE holds a good reputation as an academic subject at the top universities in the country, and prepares you well for a range of essay subjects at university that relate directly to the subject such as theology and philosophy, but also history, English, geography, law and many others as we develop strong essay writing and discussion skills throughout the course. This A level links well to a career in law or politics through developing skills in debating and constructing arguments, as well as careers in caring or medicine as we study medical ethics. It also provides wider benefits which prepare for the world of work, as in an increasingly multicultural and global society, understanding others' points of view and ethical standpoints is a highly valued personal skill in all fields.

Subject specific minimum entry requirement

Grade 4 or above in GCSE English Language and GCSE RE (if studied)

Quote from a current student:

"Philosophy gives you the opportunity to explore the questions that we all need answered and look at varying opinions in a fascinating way. Sometimes I feel like I'm not even working—time flies."

Hayden Appleby

Sociology—Linear

Sociology will appeal to students who are interested in social issues. It explores many aspects of society and social life and provides a framework for understanding different explanations for human behaviour. Students will have the opportunity to look at a number of studies carried out by sociologists.

A-level Sociology is a two year programme, but when you successfully complete the first year you will have achieved an Advanced Subsidiary (AS) in Sociology.

The Programme of Study

In your first year you will study the topics: Families & Households, Education and Research Methods. You will study many issues in society, such as changes in rates of marriage and divorce in the family structure. Reasons for differences in educational achievement will also be explored and will try to answer why groups in society differ in their educational experience. Research methods allow students to explore the range of ways in which sociologists study the social world around them. The first year is assessed by two 90 min exams at the end of the AS year.

In the second year of the A-Level, students will study sociological topics at a higher level together with crime and deviance and beliefs in society. Within beliefs in society, we explore the role of religion, the role of cults, sects and churches and their relationship to religious activity and whether or not religion is in decline in today's society. In theory and methods, students will consider the key research methods available to sociologists to study society, the major theories which aim to explain the social world in which we live and whether or not sociology is a science. In Crime and Deviance, students consider the different explanations for crime & deviance and study how criminal behaviour differs between groups in society. Students will also explore and evaluate the ways crime and deviance is researched in Sociology.

A-level Sociology is assessed through linear assessment by three two hour exams at the end of the two year course. They will assess your skills and knowledge gained in Sociology over the whole two years. The marks and grades achieved in the AS exams do **not** contribute towards the full A-level grade.

Higher Education and Career opportunities

Sociology combines well with a range of A-Levels from the fields of Arts, Languages, Humanities and Sciences. It is a popular choice at University, either as a Single Honours or as part of a Combined Degree. It is also a suitable subject for courses that lead into social work, nursing or the teaching profession. Other career possibilities include the media, marketing and personnel.

Subject specific minimum entry requirement

A grade 4 in GCSE English Language.

“AS and A Level Sociology are an eye opener into society and the role it plays in our lives. It is a lot of work but is a useful subject to study because it helps us understand culture and the world we live in, providing entry into university and the work.”

Brandon Smith

Spanish

Spanish AS and A Level

This course is designed for those who wish to improve their command of Spanish and gain insight into the country and its people, as well as other Spanish speaking countries and communities.

The Programme of Study

The course extends naturally from the skills developed at GCSE. Approximately equal emphasis is placed on each of the linguistic skills of listening, speaking, reading and writing, and students will also develop their translation skills from English into Spanish and from Spanish into English. Finally, the course will also enable students to acquire more knowledge about the contemporary culture and society of Spain and countries and communities where Spanish is spoken.

At A level, students will develop an understanding of the spoken and written forms of Spanish and develop positive attitudes to foreign language learning. They will also be encouraged to communicate more confidently through spoken and written means, increasing as they do their knowledge of the contemporary society and cultural background of countries and communities where Spanish is spoken. Students will gain a greater understanding of the Spanish Speaking world, its society, current issues and political life. During the course, students will also increase both their fluency and accuracy in using complex and varied language in different contexts.

Finally, there are opportunities to extend their Spanish still further in clubs and activities.

Higher Education and Career opportunities

A foreign language is useful in any career, for example in tourism, international banking and commerce. As well as pure language degrees there are numerous possible subject combinations with Spanish at University such as European Law and Spanish or Business Administration and Spanish, History and Spanish and Law and Spanish and many of our former students have gone on to study the subject at university either as a pure degree or combined with another subject. Spanish is a major world language, with approximately 400,000,000 speakers, meaning people with qualifications in this particular language are always in demand. It goes without saying that language qualifications are an asset and an A level qualification in Spanish will prove invaluable in today's economy.

Subject specific minimum entry requirement

A GCSE grade 5 in Spanish in all aspects of the language. This includes listening, speaking, reading and writing.

"I chose to study Spanish at A-Level as it was a subject that I thoroughly enjoyed at GCSE. I have loved learning about the different aspects of the hispanic world like food, regions and traditions. You also study a film and a book, which I believe helps not only expand your knowledge and vocabulary, but also your confidence as you can clearly see your progress through the satisfaction of understanding 'real Spanish' and complex structures. Studying Spanish at A-Level is a totally different environment as the classes are smaller so the majority of the time, you get one-on-one teaching."

Luke Bell



BTEC National Certificate in Health and Social Care

BTEC National Certificate (Year One) and National Extended Certificate (Year Two) in Health and Social Care

Health and Social Care is concerned with the study and explanation of the care profession. The main aim of the course is to try and understand how to provide care and support for those participating in the care sector. The two year modular course will allow you to explore different approaches to support and care for clients. It will do this by looking at areas such as: Human Growth and Development, and: Meeting Individual Care Needs.

Health and Social care is a subject that can be helpful to any student and can usefully be studied in combination with Sociology, Psychology, Law, Philosophy, and Biology. The course requires strong written skills as there is a significant level of coursework – it accounts for 50% of the overall mark in the first year.

The Certificate Level course is equivalent to half an A Level in Year 1. There is also the possibility of continuing on to achieve the Level 3 Extended Certificate, which is the equivalent to a full A Level, at the end of Year 2. In terms of UCAS points it is on a par with one A Level.

Many Health and Social Care students will also take up a related Extended Project Qualification in Health and Social Care related fields in the second year.

All units are assessed, graded and an overall grade (pass, merit, distinction) is awarded.

The Programme of Study

Provisional units are shown below.

Year 12: Pearson BTEC Level 3 National Certificate in Health and Social Care

This qualification is equivalent in size to **0.5 of an A Level**. There are two units, both mandatory, of which one is external assessed via a written examination.

Unit 1 Human Lifespan Development	Mandatory Written exam set and marked by Pearson. 90 minutes - 90 marks.
Unit 5 Meeting Individual Care and Support Needs	Mandatory Synoptic assessment – written report

Year 13: Pearson BTEC Level 3 National Extended Certificate in Health and Social Care

This qualification is equivalent in size to **one A Level** and build on the two units completed in Year 12.

Unit 2 Working in Health and Social Care	Mandatory Written exam set and marked by Pearson. 90 minutes - 80 marks.
Unit(s) Choice of one unit: units 10,11,12,14 Final unit is to be confirmed.	Optional Coursework assignment

Higher Education and Career opportunities

BTEC National Extended Certificates are valued by employers and higher education (universities and colleges). At level 3, health and social jobs include more experienced care assistants, key workers, healthcare assistants and support workers. There is the opportunity to specialise depending on whether you work with adults or children and young people.

Subject specific minimum entry requirement

A GCSE grade 4 in English Language.

BTEC National Extended Certificate in Performing Arts (Dance Focus)

The Pearson BTEC Level 3 National Extended Certificate in Performing Arts is intended as an Applied General qualification, and is designed for post-16 students with an interest in performing arts wanting to continue their education through applied learning, and who aim to progress to higher education. The qualification is equivalent in size to one A level and is designed to occupy one option block and be combined with other vocational or academic qualifications, such as another BTEC National or A levels.

This qualification gives a broad introduction to the performing arts sector, with an emphasis on core knowledge and fundamental skills that are transferable across other sectors (including communication, presentation, physical and creative skills). Plume College will give this course a Dance Centred focus.

Students will complete 3 mandatory units:

- Investigating Practitioners’ work 90GLH (Externally Assessed)
- Developing Skills and Techniques 90GLH for Live Performance (Internally Assessed)
- Group Performance Workshop 120 GLH (Externally Assessed)

Students will also complete one option unit: This unit will be movement in performance.

What does each unit cover and what work do I have to do?

• Unit 1	• Unit 2	• Unit 3	• Optional unit
<ul style="list-style-type: none"> • Understanding of contextual factors that influence work of performing arts practitioners • Understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners • Critical analysis of performance production and repertoire • understanding of the work of performing arts practitioners, communicating independent judgements 	<ul style="list-style-type: none"> • Understanding the role and skills of a performer • Developing performance skills and techniques for live performance • Apply performance skills and techniques in selected styles • Reviewing and reflect on personal development of skills and techniques for live performance. 	<ul style="list-style-type: none"> • Understanding how to interpret and respond to stimulus for a group performance • Developing and realising creative ideas for a group performance in response to stimulus • Applying personal management and collaborative skills to a group performance • Applying performance skills to communicate intentions • Reviewing the effectiveness of the process and performance 	<ul style="list-style-type: none"> • Understand the components of movement in performance • Develop movement skills for performance • Apply movement skills to a performance • Reviewing your personal development and own performance.
<ul style="list-style-type: none"> • Extended answers to 3 exam questions, writing in exam conditions based on a two practitioners and a theme set by the exam board • A bibliography 	<ul style="list-style-type: none"> • Report or presentation based on the role of a performer • Two performances in different styles • Performance log evaluating your skills development 	<ul style="list-style-type: none"> • In groups of 3-7 you will create a performance piece on a set stimulus. The piece will be 10-20 minutes in length • Digital log at four key stages of development 	<ul style="list-style-type: none"> • A report or presentation on demonstrating understanding of the four components (RADS) • Rehearsal and performance footage 3-5 minute performance • Performance log evaluating your skills development and application

Higher Education and Career opportunities

With the international recognition of BTEC courses such as this, you can progress straight into employment. If successful there are a wide variety of prospective careers that you can explore, for example: choreographer, entertainer or dancer.

It is possible for you to progress into higher education, as successful BTEC qualifications give UCAS points for university applications or you may wish to use the skills you have gained to apply for a professional training college.

Subject specific minimum entry requirement

A grade 4 in GCSE Dance or equivalent of grade 5 examination in Dance, Level 2 Pass or above in BTEC Performing Arts. *This subject is equivalent to one A level and will be a Year 12 and Year 13 combined class.*



BTEC National Extended Certificate in Sport

Two Year Course

An Edexcel BTEC National Extended Certificate in Sport is a practical, work-related course. You learn by completing examinations and assignments that are based on realistic workplace situations, activities and demands. As well as learning about the employment area you have chosen, you develop the skills you need to start a career.

A BTEC National Extended Certificate in Sport is equivalent to **one A level**.

All units are assessed, graded and an overall grade (pass, merit, distinction) is awarded.

The Programme of Study

The course is made up of 4 units of which 3 are mandatory and externally assessed.

<p>Year 12</p> <p>Autumn Term/Spring Term</p> <p>1 Anatomy and Physiology</p> <p>5 Application of Fitness Testing or 7 Practical Sports Performance</p>	<p>Year 12</p> <p>Spring Term/Summer Term</p> <p>1 Anatomy and Physiology</p> <p>5 Application of Fitness Testing or 7 Practical sports Performance</p>
<p>Year 13</p> <p>Autumn Term/Spring Term</p> <p>2 Fitness Training and Programming for Health, Sport and Well-being</p> <p>3 Professional Development in the Sports Industry</p>	<p>Year 13</p> <p>Spring Term/Summer Term</p> <p>2 Fitness Training and Programming for Health, Sport and Well-being</p> <p>3 Professional Development in the sports Industry</p>

This course may be taken as part of the **Football College or Rugby College Programme** and is recommended to be taken alongside other Level 3 courses.

Higher Education and Career opportunities

BTEC National Extended Certificates are valued by employers and higher education (universities and colleges). If you want to get a job straight away you could work in either a Sports Centre or Leisure Centre. If you decide to go to university or college you could take a degree or a BTEC Higher National in subjects such as: Sports Studies/Science, Leisure Management and/or Recreation Management.

Subject specific minimum entry requirement:

A GCSE grade 4 in Biology or 4-4 Combined Science. *Equivalent to 1 A Level.*

“BTEC Sport is a challenging but rewarding subject because it tests your skills in doing exams and coursework. Although this is hard work you get to do some of the elements through practical activities, which is fun and enjoyable. The teachers make it interactive and applicable to real life situations that we may find in the sports industry.”

Liam Wingrove

Personal Development and Employability

This is a one year 'Personal Development and Employability' level 2 programme aimed at learners who do not achieve five GCSE grade 9 to 4, including a Level 4 in GCSE English (and a Level 4 in GCSE Mathematics).

The programme is composed of:

- Princes Trust Level 2 Diploma - Personal Development and Employability
- OCR Level 2 Cambridge Technical Award in Digital Business Technologies
- GCSE English*
- GCSE Mathematics* (if appropriate)
- Compulsory work experience placement

** or other relevant qualifications depending on prior KS4 attainment*

The qualifications have a strong vocational application—these subjects give learners the opportunity to engage in learning that is relevant to them, whilst enabling the development of a range of skills, techniques and attributes essential for successful performance in working life.

These qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research skills and knowledge to work-related contexts and case studies.

Both Level 2 courses are assessed 100% by coursework on a Pass or Fail only basis. Students must successfully complete all work at a Pass level to achieve these qualifications.

The compulsory work placement will give learners the experience of a real work environment to further support their classroom learning and the development of work-related skills.

This programme will prepare learners for employment, apprenticeship, training and/or access to relevant Level 3 courses.

Subject specific minimum entry requirement

Four GCSE grades at grade 3.

"Personally, the Princes Trust course has helped me develop key skills that will help me professionally and socially such as my confidence and time management. During the course I have learned how to present myself in interviews, how to write a CV, manage my finances and how to help someone who suffers from dementia. The course also offered digital business lessons which helped us begin to navigate the digital world of business such as writing a professional email and making a website. My work placement was in a nursery which, along with Princes Trust, has given me the inspiration to carry on at Plume to complete my A levels."

Eddie Restarick



English GCSE Re-sit

GCSE English Language (AQA 8700)

The course is assessed by 100% examination

This course consists of:

Paper 1: Creative Explorations in Reading and Writing

1 hour 45 minute examination 80 marks 50% of total GCSE grade

Section A Reading (40 marks 25%): four questions based on one fiction text

Section B Writing (40 marks 25%): one Extended Writing piece: Descriptive or Narrative Writing (24 marks for Content; 16 marks for Technical Accuracy)

Paper 2: Writers' Viewpoints and Perspectives

1 hour 45 minute examination 80 marks 50% of total GCSE grade

Section A Reading (40 marks 25%): four questions based on two non-fiction texts

Section B Writing (40 marks 25%): one Extended Writing piece: Writing to Present a Viewpoint (24 marks for Content; 16 marks for Technical Accuracy)

Non Exam Assessment: Spoken English

One teacher assessed presentation, lasting around 3 minutes, followed by a questions and answers on the topic in question. This qualification can be carried forward from Year 11.

Students will receive a separate grade for this Non Exam Assessment. The grade is separate from the GCSE qualification, and does not contribute to the overall GCSE English Language grade.

Subject specific entry requirement

This course is essential study for College students who have not secured a 4 grade or above in Year 11.

At the start of the course, the class teacher will review student Year 11 Exam performance to decide whether the student would benefit from a November or June GCSE resit. Entry decisions will be negotiated with the student and parents informed of the entry decision.

Please be aware that this is the only GCSE resit English qualification we offer at Plume College.

Mathematics GCSE Resit

GCSE Mathematics

Achieving your Mathematics GCSE grade 4 is a crucial part of building your Curriculum Vitae.

This specification is condensed into 1 year and offers a traditional route to GCSE Mathematics finishing with three examination papers. Each paper is 1 hour and 30 minutes long and worth 80 marks.

Paper 1 is the Non-Calculator paper, Paper 2 and 3 are both Calculator papers. Therefore it is vital that you have a **Scientific Calculator** for this course.

The specification requires students to demonstrate their knowledge, understanding and skills in the following:

- 1 Number
- 2 Algebra
- 3 Ratio, proportion and rates of change
- 4 Geometry and measures
- 5 Probability
- 6 Statistics

This course requires you to work hard and demonstrate your determination to make steady progress to achieve your grade 4. Students are expected to take responsibility for their own learning and close the gap on topics they find difficult. Given that the students are already familiar with the course content, there is a lot of focus on improving exam technique through practice. There are opportunities to sit the GCSE exam in the November and Summer exam series. This decision is at the discretion of your teacher.

Subject specific entry requirement

This course is available for students who need to secure a grade 4 GCSE in Mathematics.

Plume Football College

The development programme is aimed at students who demonstrate the **flair and potential for football**, and who are committed to gaining **further academic qualifications**.

The Aim

The Plume Football College will provide quality education each morning and training/match play in the afternoons. By combining top class football coaching with full time education and other training opportunities the Plume Football College will provide students with an ideal route to progress into the Sports Industry, Higher Education and the most appropriate level of sustainable football.

Academic Programme

Students will be able to access full-time studies alongside their football coaching. Students have the option of selecting one of three academic choices:

1. **BTEC National Extended Certificate (two year course equivalent to 1 A level)**
2. **Three A levels**
3. **Princes Trust—Personal Development and Employability —Level 2**

The BTEC National Diploma may be taken with another A level course if they wish (for example A level Physical Education). The availability of A Level qualifications will be subject to timetable constraints. In addition, students will also gain Football Association coaching awards, other National governing body qualifications, First Aid qualifications and the opportunity to coach young people in the community.

Technical Programme

The programme will consist of up to two hours each afternoon of coaching and/or match-play covering all technical and tactical aspects of the game. In addition, players will be given guidance on individual fitness programmes and the opportunity to engage in sessions at the Essex University Human Performance Unit. Advice will also be given on diet, nutrition and sports injuries, together with students mentoring and access to physiotherapy support.

Competitive Opportunities

Students will play in the National Colleges Cup, Essex College league, Essex School Cup, North East Essex league and Mid Essex league as well as develop links with professional clubs. It is hoped that students will have the opportunity to progress their football achievements to date with appropriate trials with professional clubs and the county representative squad.

Progression

From the Football College, BTEC level 3 students may progress onto Higher Education and/or pursue a career in the Sports Industry, alongside continued involvement in football.

Who can I speak to?

<p>Football Enquiries Mr Munro Football College Lead Coach Plume Maldon's Community Academy 01621 854681</p>	<p>Academic Enquiries Mr Ainscough Head of Physical Education Plume Maldon's Community Academy 01621 854681</p>
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Plume Rugby College

The development programme is aimed at students who demonstrate the **flair and potential for rugby**, and who are committed to gaining **further academic qualifications**.

The Aim

The Plume Rugby College will provide quality education each morning and training/match play in the afternoons. By combining top class Rugby coaching with full time education and other training opportunities the Plume Rugby College will provide students with an ideal route to progress into the Sports Industry, Higher Education and the most appropriate level of sustainable rugby.

Academic Programme

Students will be able to access full-time studies alongside their rugby coaching. Students have the option of selecting one of three academic choices:

1. **BTEC National Extended Certificate in Sport (two year course equivalent to 1 A Level)**
2. **Three A levels**
3. **Princes Trust—Personal Development and Employability —Level 2**

The BTEC National Diploma or Extended Certificate may be taken with another A level course if they wish (for example A level Physical Education). The availability of A Level qualifications will be subject to timetable constraints. In addition, students will also gain RFU coaching awards, other National governing body qualifications, First Aid qualifications and the opportunity to coach young people in the community.

Technical Programme

The programme will consist of up to two hours each afternoon of coaching and/or match-play covering all technical and tactical aspects of the game. In addition, players will be given guidance on individual fitness programmes and the opportunity to engage in sessions at the Essex University Human Performance Unit. Advice will also be given on diet, nutrition and sports injuries, together with students mentoring and access to physiotherapy support.

Competitive Opportunities

Students will play in the National Colleges Cup, Essex College league, Essex School Cup, as well as develop links with local and professional clubs. It is hoped that students will have the opportunity to progress their rugby achievements to date with appropriate trials with the county representative squad and beyond.

Progression

From the Rugby College, BTEC level 3 students may progress onto Higher Education and/or pursue a career in the Sports Industry, alongside continued involvement in rugby.

Who can I speak to?

<p>Football Enquiries Mr Munro Football College Lead Coach Plume Maldon's Community Academy 01621 854681</p>	<p>Academic Enquiries Mr Ainscough Head of Physical Education Plume Maldon's Community Academy 01621 854681</p>
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Sixth Form Enrichment & Compulsory Work Shadowing

In the College we offer many opportunities for you to develop your personal profile. All of the activities listed below will look good on your CV or UCAS application form and demonstrate your personal qualities in addition to your academic achievement. These opportunities include the following:

Enrichment Lessons and Days

Throughout Years 12 and 13 you will have a weekly enrichment lesson, its aim is enhance you as a student as well as developing personal and employability skills. Enrichment sessions will be varied and could include:

- Study skills
- Student mentoring
- Life finance
- Fundraising
- Mental health first aid and mindfulness
- Public speaking/communication
- Employability skills

Charity Week/College RAG Week

This is a whole College activity where you get the chance to do some fun things, including; fancy dress, quizzes, and various other activities to raise money for a range of charities. In the past we have raised money for Young Minds and the Alzheimer's Society and Teenage Cancer Trust. The week is planned by the Student Leadership Team and the idea is to raise as much money and have as much fun as possible! We also support National charities, which include things like Children In Need, Sports Relief, Comic Relief and local charities such as the David Randall Foundation.

Compulsory Work Shadowing

Plume College recognises the need to ensure that all young people are able to gain real experience of the workplace and is an integral part of our whole school careers and work related learning provision supporting decision making and career planning. Genuine work shadowing is an important part of a student's programme of study while remaining in education, and we are committed to supporting our students as they enhance their employability skills and further develop their curriculum vitae.

Work shadowing is a useful way of gaining insight into a certain career path and how work colleagues negotiate their workload. The job students work shadow is dependent on their own specific career interest and can be anything from accountancy, broadcasting to police work, catering to working with animals. Work shadowing encourages students to appreciate the distance people travel to work, the inter relationships formed in a business environment, the variety of skills that a job requires and how technology is applied.

During this placement they will be expected to follow an employee, observing their day to day work activities to understand what the role involves. All employers will be required to provide an evaluation of each student's performance during their placement and this will form part of their final Annual Overview Report in Year 13 and their UCAS College reference where appropriate.

Community and Voluntary Enhancement

At Plume College we want you to get involved with life both in and out of the school through various different opportunities. These are meant to offer you a chance to give back to the community you live in, to support others around you and help you to develop key skills you will need in the future. We expect all students to be involved in various elements of volunteering and charity work within the College.

Volunteering opportunities

Plume students have been involved in a wide variety of activities, some of which are set up by the College and some are initiated by students. There are also opportunities within the local community for students to represent the academy, for example marshalling at the Maldon Mud Race, Maldon Half Marathon and involvement with the Environmental Committee at Maldon District Council. We encourage students to develop their own activities and to get involved in at least one throughout their time in College.

Charity fundraising

Each year the students select a range of local and national charities to focus on throughout the year. All funds that they raise will go towards these chosen charities, which can include fancy dress days, individually organised activities and sponsored events. Students can also support other charities that they have a personal interest in.

Mentoring Scheme

There are a range of mentoring opportunities for students, these include academic mentoring, Learning Group support, peer reading scheme or support at homework club at our Mill Road Campus. The main focus of the scheme is to work with students who are underachieving in their academic studies, giving younger students advice and support and the benefits of their own experiences. Mentors are fully trained in the mentoring process and are also given the relevant safeguarding training. This is an excellent opportunity for college students to demonstrate a wide range of skills to take forward and evidence on their CV or UCAS application. Many of our current mentors benefitted from being mentored themselves as younger students.

National Citizen Service

National Citizen Service (NCS) is open to all 16 and 17-year-olds in England. It helps you build your skills for work and life, while you take on new challenges and meet new friends. It runs in the spring, summer and autumn. You'll have a short time away from home and take part in a team project that will help your community.

NCS brings together young people from different backgrounds and helps them develop greater confidence, self-awareness and responsibility. It encourages personal and social development by working on skills like leadership, teamwork and communication. Participants develop a social action project to deal with a local issue they're passionate about, and spend 30 hours putting the project into action in their community.

How can I get involved?

If you're 16 or 17, you can take part in NCS.

Visit the [NCS](#) site and sign up to receive more information and details of how to get involved.

Additional Super-Curricular Activities

High quality free on line courses — FutureLearn www.futurelearn.com/courses and MOOCs (massive-open-online-course) mooc.org

Progression from Plume / UCAS/Apprenticeship/Employment

Students leaving the College generally choose to either move straight into employment, degree apprenticeship or to continue their studies at University. At Plume we are fortunate to have a member of support staff dedicated to student progression - our Progression Mentor **and Apprenticeship Champion**, Mr Saunderson (Head of College).

Employment/ Degree Apprenticeships

Students choosing to go in to employment are identified early on, and a range of activities are planned to enable them to prepare effectively, including workshops on CVs and applications, mock Guidance Discussions, access to weekly local Apprenticeship lists as well as internal and external work shadowing placements if appropriate. In addition the College works with Directions and our specialist careers lead Ms Meltzer.

All students also have easy access to one-to-one advice from Directions (Independent Career Advice) or directly from our Progression Mentor, Mr Saunderson (Head of College).

University

Many of our students wish to continue their studies after completing their courses at Plume. **In 2021, approximately 40 students** successfully gained places at their first choice university, with a high percentage going to a Russell Group University. We are currently processing UCAS applications for a September start in 2022.

Towards the end of Year 12, students are encouraged to visit the Essex UCAS Convention held at a local university, in order to attend advice sessions and collect prospectuses for courses. Additionally, we offer students interested in applying to university the chance to attend the **Universities and Apprenticeship fair held at the Emirates Stadium in London**. Here, students have the opportunity to attend specific subject lectures as well as sessions on student life, finance, personal statements and much more.

Within College, students have dedicated sessions relating to how to apply to university and **degree apprenticeships including** how to complete their application forms and write personal statements. Mr Saunderson and the tutor team are key in advising students on course choices and providing guidance and advice through a structured programme delivered in the summer term.

What is UCAS?

UCAS stands for the Universities and Colleges Admission Service, and is the body that processes all university applications.

Within College, students have dedicated sessions relating to UCAS, including registration to 'Apply', the web based application system. Students are advised on course choices, universities and how to complete their application forms and write personal statements.

The deadline we set for applications is the October half term of Year 13. Any student considering university should do thorough research, both prior to choosing their Year 12 courses, but also during Year 12 by making as many university open days visits as possible.

Plume CEIAG

The Careers Education, Information, Advice and Guidance (CEIAG) programme is an integral part of the preparation of our students to develop skills, attitudes and abilities that will enable them to be equipped for the opportunities, responsibilities and experiences of adult life and the world of work. We believe that our students should have access to a high quality careers programme as such a programme can inspire, motivate, inform, and support students through key decision times.

Our programme includes:

One to one careers guidance

All students have access to independent and impartial careers advice and guidance from a fully qualified Careers Adviser from Directions IAG Ltd. This is an opportunity for students to talk about their ideas and plans for the future. As part of this, a Career Action Plan will be produced and shared with the student. Parents/Carers are also welcome to attend these appointments with their sons/daughters.

To book a careers appointment please send an email to our Careers Advisers - deslb@plume.essex.sch.uk. Students can also book an appointment via Mrs Pipe.

Plume Careers Fair – Date to be advised

This is an opportunity to meet a wide cross section of colleges, universities, training providers and businesses in order to explore the career pathways available in a fast changing world.

Tutor Programme

CEIAG activities are planned and delivered as part of the year 12 and 13 tutorial programme. The activities enable students to develop employability skills and their understanding of the world of work, in addition to, receiving vital information and guidance to prepare for their next steps.

Mock interviews

Students are given the opportunity to prepare for and undertake a mock interview with personnel from local businesses and organisations.

Visiting Speakers

Various guest speakers will be coming into the academy throughout the year to talk about their work and their career pathway. Students will also have access to visiting speakers from a range of post-18 providers in order to ensure a fully informed decision on their future destination.

Information

Up to date careers information is vital for making key decisions and we provide information to students and parents in the following ways;

Careers Hub – The Careers Hub can be accessed via the following link - <https://www.plume.essex.sch.uk/careers-hub-homepage> . The hub has been designed to ensure that all stakeholders, including students, staff and parents/carers, have up to date information and resources which can be used to enhance knowledge and understanding about careers. The hub has also been designed to support students in writing a CV and finding and applying for jobs and/or apprenticeships. Detailed information to inform post-18 options can also be found on the hub.

Twitter for up to date information on employment opportunities. Follow us on [twitter@plumecareers](https://twitter.com/plumecareers)

College Library - A wide range of resources including information on Higher Education, Apprenticeships (including Degree and Higher Level) , Employment and other progression routes are available.

If you would like any more information on the above, please do not hesitate to contact us.

We can be contacted in the following ways:

Mr John Hallam- Leader of CEIAG Email: j.hallam@plume.essex.sch.uk

Louise Brazier and Fiona Byford-Smith – Careers Advisers

Email: deslb@plume.essex.sch.uk

Follow on Twitter @PlumeCareers

Website: <https://www.plume.essex.sch.uk/careershub>

Entry Requirements for Plume College

If you wish to study at Plume College, potential students are expected to meet the following requirements:

Prior academic attainment

Each course has success criteria that are based on prior attainment. They vary for different subjects depending on the necessary skills and prior knowledge that are needed to successfully follow that course. The prior attainment takes account of how students both nationally and at Plume College have achieved over a number of years. All students who are offered places at Plume College and have not yet received their GCSE results will be made a conditional offer of a place that is dependent on achieving appropriate GCSE grades for their intended programme of study.

Most A level courses are based on assumed knowledge up to grade 5 at GCSE and therefore many subjects will require attainment at that level as a prerequisite to follow the advanced level course. Plume College reserves the right to vary offers dependent on the particular circumstances of an individual student and the programme they are applying to follow. The minimum attainment for advanced level programmes is five GCSE at grade 4, including a GCSE grade 4 English Language. Students who do not meet the minimum attainment will be advised to undertake a Level 2 programme.

Necessary skills and qualities

Some subjects, particularly the performance subjects, will require that you successfully complete an audition or show evidence of a portfolio of appropriate work to demonstrate specific skills and qualities before confirming an offer of a place at Plume College.

Application form

All students wishing to join College must complete an application form and return it by the given due date to be considered for a place. This year, the closing date for applications is **Friday, 27 January 2023**.

Student Agreement and College Deposit

- Before starting a programme of study at Plume College you will be required to sign a Student Agreement and a voluntary £50 College deposit is desirable.
- The deposit is refunded at the end of the course providing all books and equipment provided for the student during the course are returned in an appropriate condition. Additionally, this deposit will be used if students withdraw from examinations or fail to attend examinations to cover any cost incurred.
- The Student Agreement details all aspects of expected student conduct and the process that will follow in the event that these are not met. Some aspects of the agreement cover the appropriate completion of assignments, appropriate use of the internet and ICT facilities, respect for other members of the College and the facilities provided by the College, and the College dress and behaviour codes. You should read and familiarise yourself with all aspects of the student agreement. Copies are available from the College Office.

Plume College reserves the right to refuse entry to any student who does not meet the above criteria.

16-19 Bursary Fund

If your household income is less than £20,000 a year or you are eligible for Free School Meals in College, you could get extra financial support towards the costs of: transport, books, trips, meals, exam re-sits, etc.

*Application forms are available from the College Office or you can download one from the Plume Academy web-site. **Proof of household income (or income-based benefits) will be required.***

Entry Requirements for Plume College

Students who apply late or who do not meet the entry requirements for a course:

- The number of places in Plume College and on specific courses is limited by the available resources. Students who apply late or who do not meet the stated prior attainment requirements will be considered only for those courses for which places are still available and for which the entry requirements have been met.
- Applicants are reminded that their choices are limited by a five option grid and in a small minority of cases, clashes may arise and amendments may be required. Students are usually informed of any potential clashes during Taster Day in July when the option grid is published.
- There is a small possibility that certain courses may not run due to insufficient numbers, therefore students will be notified and required to select an alternative course.

Curriculum Programme Choices

- Students must study a minimum of three A levels (or equivalent) courses. We will endeavour to design the curriculum to best suit every individual's needs however we are not able to guarantee every combination of choices. The individualised nature of the curriculum at the Plume College provides you with the flexibility to alter your choices at any point up until your courses commence subject to availability and option blocking. Students are not permitted to drop options after the end of the third week in September as we operate a 'no drop' policy.

Applications to Other Colleges

- Please note that the College advises that students who apply to several post-16 educational institutions confirm their place on receipt of an offer. This will provide a range of choices should they receive GCSE results that are better or worse than expected. It will also provide an alternative option should clashes arise at Plume College.

Withdrawal of Courses

- Plume College will take reasonable steps to provide the courses as outlined in the College Prospectus but reserves the right to modify or withdraw any courses. All courses are subject to educational and financial viability. In the event of insufficient numbers of applications with the suitable prior attainment, courses may be withdrawn. Where this occurs, students will be notified and required to select an alternative course.

Dress Code

- Students are expected to wear clean, safe and functional clothing which is always appropriate to the study they are undertaking and environment in which they are learning. The College dress code can be found on the website.

Subject Specific Entry Requirements—A Level Option Choices

Subject	Subject Specific Entry Requirements A Level Option Choices 2023	Will students be considered without a GCSE in this subject area?
Level 3 General Entry Requirements	Students who achieve at least five GCSEs at grade 4 (including GCSE grade 4 English Language) will study on a Level 3 A level and/or BTEC learning programme.	
Art : Art & Design AS/A2 combined course	A GCSE grade 4 in Art or a 'good' portfolio seen by the Subject Leader for Art before the foundation module begins. This is a two year linear course.	No
Biology	A GCSE grade 5 in Biology and Chemistry or 6-6 Combined Science	No
Business	A grade 4 in GCSE Mathematics and GCSE Business if studied.	Yes
Business Level 3 Cambridge Technical	A GCSE grade 4 in English Language.	Yes
Chemistry	GCSE grade 5 in Biology and Chemistry or 6-6 Combined Science and a grade 5 in GCSE Mathematics.	No
Computer Science	GCSE grade 5 in Computer Science (not ICT) and grade 4 in GCSE Mathematics.	No
Criminology	A grade 4 in GCSE English Language	Yes
Drama and Theatre	A grade 4 in GCSE English Language and Drama if studied.	Yes
English Language	A grade 5 in GCSE English Language.	No
English Literature	A grade 5 in GCSE English Literature.	No
Extended Project Qualification (EPQ)	A grade 4 in GCSE English Language.	Yes
French	A GCSE grade 5 in French in all aspects of the language. This includes listening, speaking, reading and writing.	No
Geography	A GCSE grade 4 in Geography and a grade 4 in GCSE Mathematics.	No
Graphic Communication	A GCSE grade 4 in Art or Graphics or a Level 2 Pass in BTEC Creative Media Production.	No
History	A GCSE grade 4 in English Literature and History if studied.	No
Information Technology Level 3 Cambridge Technical	A GCSE grade 4 in English Language.	Yes
Law	A grade 4 in GCSE English Language.	Yes
Mathematics	A grade 6 in GCSE Mathematics.	No
Further Mathematics	A grade 7 in GCSE Mathematics. This is an on-line course.	No
Media Studies	A grade 4 in GCSE English Language.	Yes
Photography Year 12/13 Combined	A GCSE grade 4 in Art and a 'suitable' portfolio or Level 2 Pass in BTEC Media.	Yes
Physical Education	A grade 4 or above in Biology and grade 4 in GCSE Mathematics, or 5-4 Combined Science. A commitment to school and/or club sport is essential.	Yes
Physics	A GCSE grade 5 in Physics and Chemistry or 6-6 Combined Science and a grade 5 in GCSE Mathematics.	No
Product Design	A GCSE grade 4 in GCSE Mathematics, GCSE Science or 4-4 Combined Science and a relevant technology subject at GCSE level (Resistant Materials/Graphics) or a level 2 Pass in Engineering.	No
Psychology	A grade 4 in Biology, Chemistry or Physics or 4-4 Combined Science.	Yes

Subject Specific Entry Requirements—BTEC Options – Level 3

Subject	Subject Specific Entry Requirements A Level Option Choices 20223	Will students be considered without a GCSE in this subject area?
Religion, Philosophy and Ethics	A grade 4 or above in GCSE English Language and GCSE RE (if studied)	Yes
Sociology	A grade 4 in GCSE English Language.	Yes
Spanish	A GCSE grade 5 in Spanish in all aspects of the language. This includes literacy, speaking, reading and writing.	No

Subject	Subject Specific Entry Requirements for 2023 BTEC Options – Level 3	Will students be considered without a GCSE in this subject area?
Health and Social Care National Extended Certificate.	A GCSE grade 4 in English Language. <i>Equivalent to 1 A level.</i>	Yes
Performing Arts National Extended Certificate (Dance Focus)	A grade 4 in GCSE Dance or equivalent of grade 5 examination in Dance. Level 2 Pass or above in BTEC Performing Arts. <i>This subject is equivalent to one A level and will be a Year 12 and Year 13 combined class.</i>	Yes
National Extended Certificate in Sport	A GCSE grade 4 in Biology or 4-4 Combined Science. <i>Equivalent to 1 A level.</i>	Yes

Level 2 Provision at Plume College (September 2023)

The Plume College will be offering one Level 2 course in September 2022 for those post-16 learners who do not achieve five grade 9 to 4 GCSE grades, including a grade 4 in English Language. The Level 2 course is a 'Personal Development and Employability' programme composed of:-

- Princes Trust Level 2 Diploma—Personal Development and Employability
- OCR Level 2 Cambridge Technical Award in Digital Business Technologies
- GCSE English*
- GCSE Mathematics* (*if appropriate – i.e. the student did not achieve a grade 4 in GCSE Mathematics in Year 11*)
- Compulsory work experience placement

**Or other relevant qualifications depending on prior KS4 attainment*

Subject specific minimum entry requirement

Four GCSE grades at grade 3.

If you require any further information, please contact Mrs Demes (College Manager) in the College Office on her direct line: 01621 879830 or by email: 6thform@plume.essex.sch.uk.

Plume College

The Application Process

What type of study programme do you want to take?

2 Year Programmes

Choose up to 3-4 A level subjects **OR** choose a combination of A level and BTEC subjects

OR

1 Year Programme

Employability & Work Skills Programme plus resit GCSE Mathematics/GCSE English Language.

Your programme must satisfy the subject specific minimum requirements of the College.

Putting together a Level 3 learning programme

Students who achieve at least five GCSE grade 4s (**including GCSE grade 4 English Language**) will study on a level 3 learning programme.

Key elements

- Most students will have three elements in their learning programmes at the College in the first year
- These three elements will consist of three A level subjects or you can mix and match A level, BTEC and GCSE qualifications (e.g. GCSE Mathematics resit) to suit your needs
- In the second year students will need to take all three subjects forward to achieve a full A level or BTEC award.
- Students in the second year are normally encouraged to take an additional study of some sort to make up a fourth element in their programme (e.g. Extended Project Qualification- EPQ)

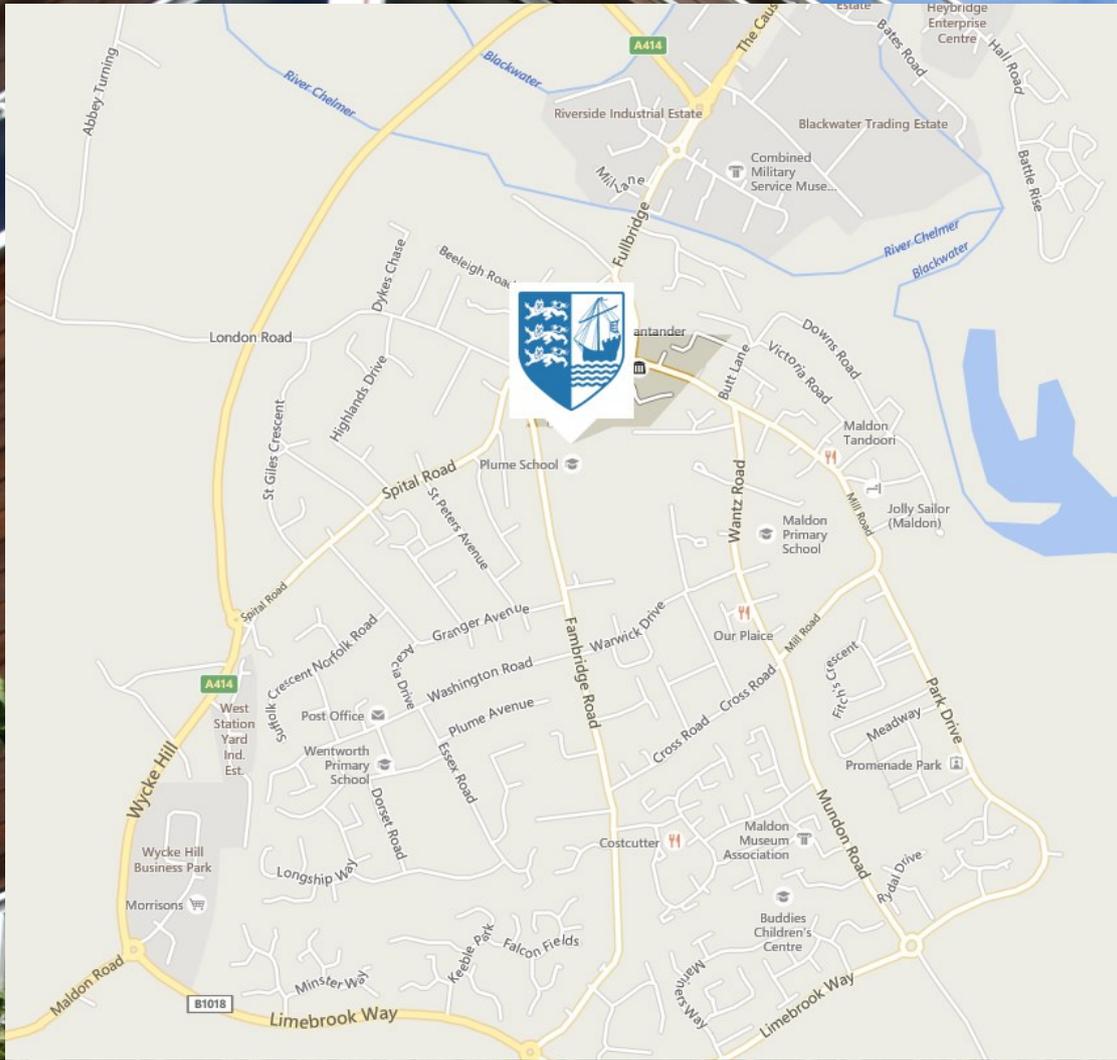
Please be aware the majority of subjects are linear and therefore an AS external examination at the end of Year 12 may not be available in some subjects.

For further details please contact the subject teacher to ascertain whether an AS examination is required at the end of Year 12.

The Application Process

HOW TO APPLY

1. Students will now have the opportunity to apply to College using our online system. Internal students will be sent their username and password via their Academy email address . External students will be able to apply using the link on the website .The deadline for application is **Friday 27 January 2023**.
2. Successful applicants are sent a written offer of a place at Plume College. This will be conditional on obtaining the appropriate GCSE grades. Applicants are reminded that their choices are limited by a five option grid and in a small minority of cases, clashes may arise and amendments may be required.
3. Students will receive various mailings. These will include information about Taster Days (**Monday 3 July and Tuesday 4 July 2023**), transport information, information explaining what to do if your GCSE results are better or worse than expected, and details about Registration Day (**Thursday, 24 August 2023 TBC**). All internal and external students **must** register for Plume College on these days.
4. All students who are given an offer of a place will be expected to attend the two Taster Days in **July**. This takes place a few weeks after the GCSE exams have finished. The purpose of these days is for all new students to experience a taste of College life before the start of term, and to ensure the courses you have chosen are right for you. The dates of Taster Days will be confirmed with your offer letter. Students will be introduced to the ‘**Transitional Challenges**’ during the Taster Days, and asked to complete this work over the summer break ready for submission during the week commencing **Monday 4 September 2023**. This work will be available on the College website from **July 2023** and will be assessed as part of student suitability for their study programme.
5. Students starting College in September **2023** will be sent information about arrangements for the start of term, such as when to collect your timetable, equipment you will need, and the structure of Induction Day.
6. Please note that the College advises that students who apply to several post-16 educational institutions confirm their place on receipt of an offer. This will provide a range of choices should they receive GCSE results that are better or worse than expected. It will also provide an alternative option should clashes arise at Plume College. Students will be notified of potential clashes in July during the Taster Days when the option grids are published.



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