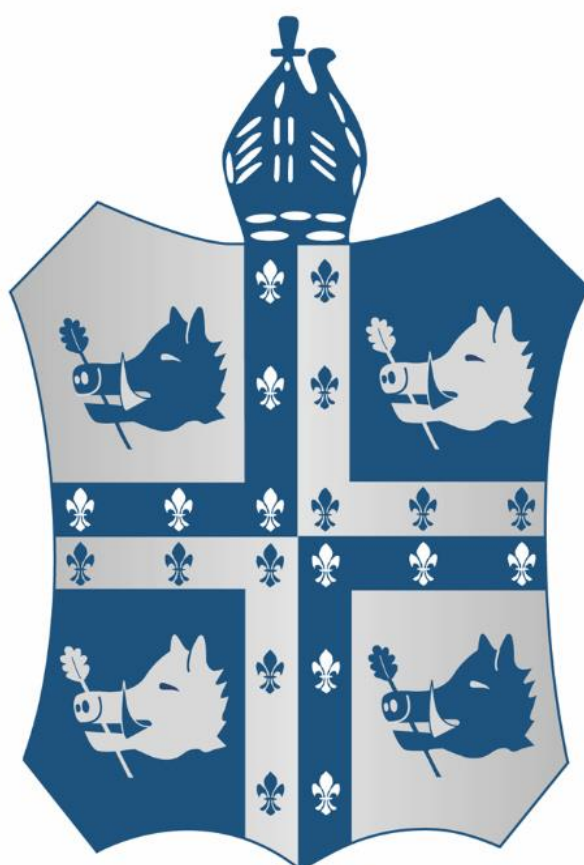


Be Your Best Self

SIXTH FORM

Prospectus



1557

Tadcaster
Grammar School

WELCOME

We are immensely proud of the school's reputation of providing a broad and balanced Sixth Form education that prepares our students for life in the 21st century and of our track record of consistent student success which is reflected in our A level and BTEC results. It is always wonderfully gratifying to see our students accessing a fantastic range of higher education and employment opportunities.

The Sixth Form is a really special, warm and happy place; we want all our students to feel cared for and known well as individuals. We aim to help them get the most out of their time with us and to develop, both personally and academically, into mature and well-rounded citizens, equipped for the challenges that lie ahead. All our staff take enormous pride in working with students, who tell us that they really rate their teachers' expertise and dedication and that they always go above and beyond to support them.

We are delighted that so many of our own students actively choose to continue their education here and are very pleased to welcome others who join us from other schools. We continue to adapt and develop all aspects of our provision to meet the needs of our students and work hard to ensure that opportunities provided here are of the highest quality, both within and beyond the classroom. We put our young people at the heart of all we do and look forward to welcoming them to our community.

Ros Knapton
Assistant Headteacher: Director of Sixth Form

It is difficult to refute the pivotal role Tadcaster Grammar School has had in my life. It is a community that has shaped me, allowing me to feel pride in who I am today. This has arisen from the genuinely caring atmosphere and the school's willingness to listen to student's wishes.

Initially, I was drawn to Tadcaster Grammar School Sixth Form due to the academic rigour as I felt it suited my future ambitions, and I am so glad that I did so. The opportunities I have been offered are astronomical, and having teachers who themselves are ingrained into the school community really sets TGS apart. It is a personal and understanding relationship, encompassing each student's individual needs, both socially, academically, and emotionally. The independence bequeathed to Sixth Form students creates an atmosphere unique from that in lower school. We are given the opportunity to grow as adults and interact with fellow staff and students in a mature and respectful way. I can say, with absolute integrity, that I can't think of a better place to complete my A-levels.

Molly Richardson, Head Student

I have always loved my experience of Tadcaster Grammar school from Year 7 to Year 11, but being in Sixth Form is even better! The class sizes are smaller and the teachers give us lots of individual attention, genuinely trying their hardest to help us to achieve our personal best. I have found that all the teachers are engaging, passionate and highly knowledgeable in their areas of study, which I believe improves the enjoyment of each subject. I also really appreciate the support given in sixth form, from academic and wellbeing support, to advice given for our next steps once we leave Year 13. There is a huge variance of opportunities available, from being a member of our student council to mentoring and many ways to gain important skills when applying to post Sixth Form options. I am extremely proud to call myself a member of Tadcaster Grammar School's Sixth Form and I cannot wait to have another year in this friendly and productive environment again in September.

Claudia Dodd, Head Student

THE SIXTH FORM TEAM

We have a dedicated and experienced Sixth Form team and excellent support for students is at the heart of all we do. The Director of Sixth Form works closely with the Sixth Form Tutors, Curriculum Team Leaders, Sixth Form Pastoral Leader and Careers Manager to ensure that students not only receive outstanding care, support and guidance, but also that they will be challenged to achieve personal academic excellence.

Our team prides itself on the fact that we know students so well that we can plan and cater for their individual learning styles and needs. For those who join us from other institutions we also have a comprehensive programme to ensure their transition allows them to quickly feel part of our community.

Students meet with their tutors daily and really benefit from their expertise. This, alongside a planned tutor programme and access to our Careers Manager, fully equips students to work independently and provides support for them in their future career choices and applications for University, Apprenticeships or Employment.

A level and BTEC study will be challenging but, if we identify that someone is finding the transition from GCSE difficult, we have a system to help them adjust. The 'Lifebelt' system allows students, staff and parents to work together to agree a six week support plan, including a one to one weekly meeting with their tutor to address progress with organisation, career planning, work ethic and preparation for assessments.

We recognise that at time life can sometimes be turbulent for young people and the Sixth Form Pastoral Leader is always on hand to guide our Sixth Form students through the challenges they face in school, as well as any concerns emerging through their life beyond Tadcaster Grammar School.

FACILITIES

Sixth Form students have access to a number of areas for their sole use for study and recreation.

- Dedicated study rooms in the Sixth Form Centre where students can access ICT, internet and printing facilities. These rooms allow for individual and group work learning.
- A fully resourced and staffed Independent Learning Centre (ILC) with a wide range of articles, magazines, text books, reference materials and newspapers to support independent study and additional research. The upstairs study floor, which is not open to main school students, has a silent study area to promote focused learning, a revision area and access to laptops.
- Careers and Higher Education support and resources, including a dedicated room for one to one interviews.
- A Sixth Form Café for food and refreshments and a lovely place to relax and socialise.
- A Sixth Form Common Room.
- An outdoor seating area and recreation area.

TADCASTER GRAMMAR SCHOOL SIXTH FORM: AN OPPORTUNITY FOR A LIFETIME

As a school, our focus is always on supporting students to access as many life opportunities as possible, both in terms of their own development and to enable them to contribute to the wider local, national and global community.

- Our Sixth Form is about far more than simply collecting excellent examination results! To help students demonstrate and develop their broader skills, we offer a wide variety of activities that they can get involved in. Many of our students take the chance to go and complete the Duke of Edinburgh Award (up to and including Gold), get involved with our thriving Amnesty International group, act as Reading Ambassadors or Subject Mentors for younger students and go skiing.
- Every year we send two students as representatives to the 'Lesson from Auschwitz' run by the Holocaust Memorial Trust. Prior to visiting Auschwitz itself, students have to plan an event to raise awareness and, after the visit, they deliver their project to staff, students and the local community.
- Many Sixth Formers are active members of the various musical ensembles that exist in school and are encouraged to form their own groups. Their support in the Orchestra and Concert Band is particularly valuable, helping with the younger musicians.
- Our Sixth Form students are very often the leading figures in our biannual theatrical production.
- Students will have a one week compulsory work experience placement to complement their academic activities and strengthen their application for University or Higher Level Apprenticeships. We offer students who study Medicine, Dentistry and Law a support programme in their application and interview practice to help students achieve their results.
- Students benefit from the chance to work closely with our partners Brasenose College (Oxford) and St Catharine's College (Cambridge).
- Those with a desire to make a difference in our community and beyond, can volunteer for the Student Leadership Team, not to mention a vast array of opportunities to take other leadership roles in their House. We have made a particular impact by raising awareness of local, national and global issues such as preparing food hampers for local Food Banks. Every year the students raise money and awareness of Breast Cancer by supporting the 'Wear It Pink' campaign. The Sixth Form becomes awash with pink and lots of money is raised.
- Equality and diversity is an important part of the Tadcaster Grammar School community and Sixth Form students can join the Equality & Diversity Group, whose aim is to celebrate and promote equal rights, multiculturalism, respect and inclusion for everyone, and/or the Stonewall Group who are passionate about protecting and promoting LGBTQI equality and diversity at Tadcaster Grammar School and promoting the Stonewall motto "Acceptance Without Exception".

SIXTH FORM LEADERSHIP OPPORTUNITIES

Young people are the leaders of tomorrow. As a school we seek real opportunities to enable students to experience leadership and to develop their leadership potential.

Each year a range of opportunities are available for individuals to take on specific roles, however all students are encouraged to develop their own leadership skills through curriculum opportunities.

There are opportunities for members of the Sixth Form to become Head Students, House Captains and Student Leaders within Sports, Community/Wellbeing, Charity/Fundraising and School Environmental groups all involved within the School Council. The process is formalised with an application process and therefore designed to develop students' attitudes, attributes and skills essential for employability and life. As the students progress through the Sixth Form there are opportunities for them to complete a portfolio of their involvement in the Student Leadership Team at Tadcaster Grammar School. This offers a formal way to champion and celebrate the leadership skills our students develop in and out of school and ultimately achieve Student Leadership Accreditation.

The Student Leadership Teams take responsibility for organising events such as Macmillan Coffee Mornings, Wear it Pink Day (Breast Cancer Awareness), Children In Need, Christmas Events and the Leavers Prom.

Students are also able to become Subject Mentors and/or Reading Mentors which involves working with younger students who need additional support in subjects and/or with their reading.

WHERE ARE THEY NOW?

We are incredibly proud of the results that our Sixth Form students have achieved over the years; they are the product of the students' hard work in combination with the package of teaching, assessment, guidance and support that we offer. The outcomes achieved mean that our students are able to take their next steps on to university, an apprenticeship or employment, with all students who applied to Higher Education being able to take up a place.

Perhaps our greatest source of pride is the impact our students make in the world beyond our walls. In recent years, our students have gone on to study at many of the best Universities (including Oxford and Cambridge), won scholarships and travelled the world to help those in greater need than themselves.

- Over 88% of our students go on to University or Higher Education.
- 44% of students from Tadcaster Grammar School accepted courses at Russell Group Universities; well above the national average (15%) with 4 students gaining places at Oxford or Cambridge.
- 94% of students who applied to University got their first choice offer.
- An increasing number are successful in gaining apprenticeships in Finance, Accountancy and Retail.

REASONS TO CHOOSE TADCASTER GRAMMAR SIXTH FORM

Outstanding academic success

Personalised care and guidance for you as an individual

Excellent teaching by experienced subject specialists

Exceptional relationships with staff

**A bespoke programme from dedicated Sixth Form Tutors which
supports academic progress**

**Rigorous academic assessment enabling you to monitor your
progress and supporting you in making improvements**

**Facilities that enable you to study in a way that suits your
learning style**

**An adult environment that treats you as the responsible,
motivated individual that you are**

A Sixth Form Centre with dedicated areas to work and socialise

Excellent progress from GCSE results (value added)

**Individualised support with your next steps: university,
apprenticeship or employment**

A dedicated Pastoral Leader to support your wellbeing

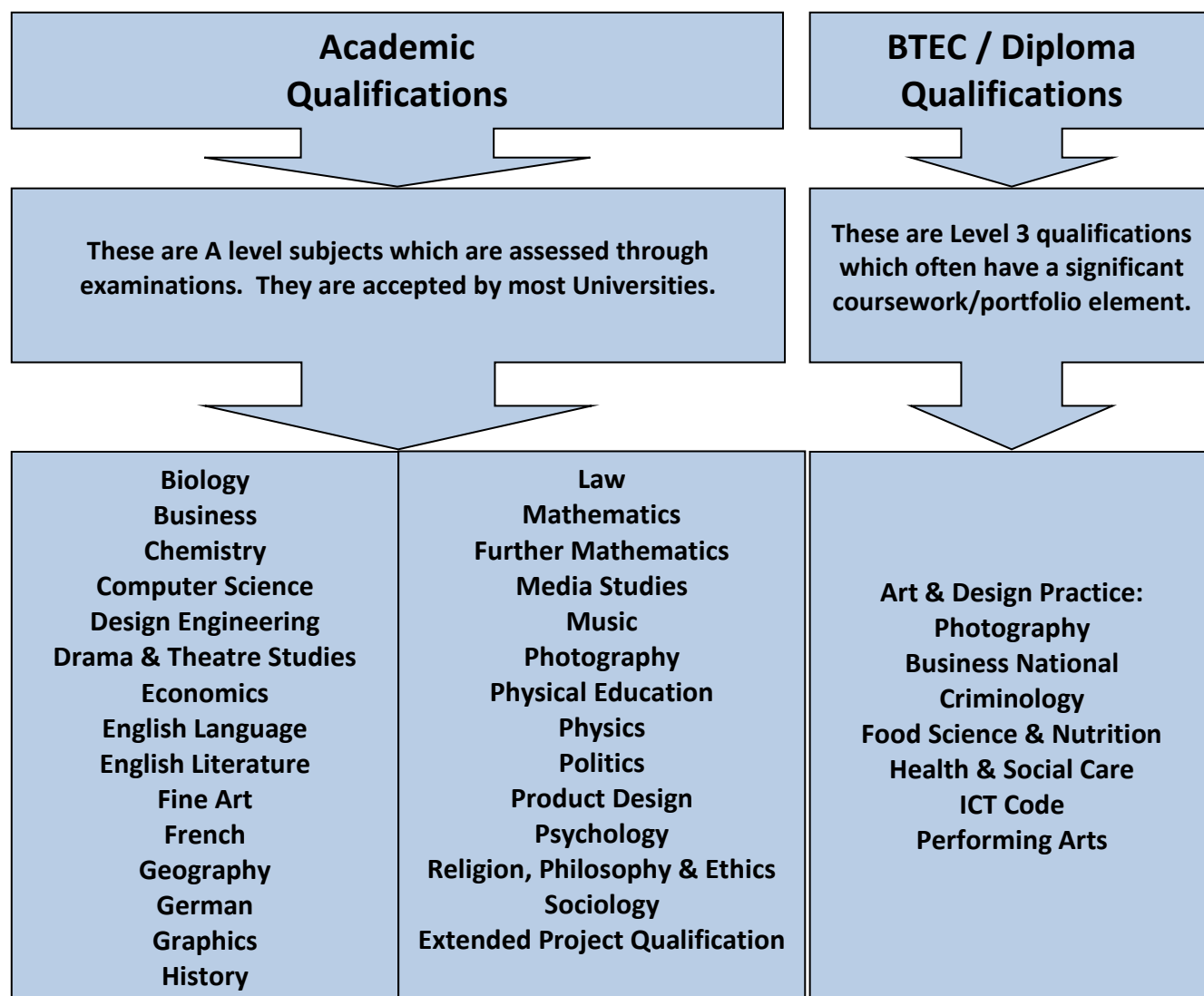
**A wide variety of enrichment opportunities that allow you to
develop a varied portfolio**

COURSES ON OFFER

It is so important that students choose an appropriate pathway Post 16.

We offer a wide range of courses at Tadcaster Grammar School Sixth Form. We have two tiers of qualification available and it is possible to mix and match between them to arrive at a bespoke package that will put students on the pathway to their chosen career.

In our collaboration with Sherburn High School, we are able to expand our curriculum offer. Transport is arranged through school to access subjects offered at Sherburn and students will receive the same excellent teaching and support we offer at Tadcaster.



YOUR CHOICES - HOW TO DECIDE

We understand that making decisions about future next steps is a really daunting experience for many young people. During Year 11, alongside our Tutor Programme and Careers Adviser, students will have two Post-16 consultations, with the school Leadership Team or Year Leader, to discuss subject choices and offer support and guidance as is required.

ACADEMIC SUPPORT

Outstanding Teaching

Tadcaster Grammar School prides itself on ensuring all subject teachers are experienced specialists. For most subjects, students will have eight hours of contact time per subject per fortnight. This is because excellent teaching and learning is at the heart of our culture.

Our teachers are also available to students outside of timetabled lessons, allowing students to access additional support when it is needed. They always go above and beyond for Sixth Form students to provide the maximum possible support.

Independent Study Periods

The demands of A level studies are significant, so students will be expected to do a considerable amount of Independent Study; we recommend a minimum of 20 hours per fortnight additional study. Class teachers, tutors and our Sixth Form Pastoral Leader can support in organising and managing time.

Facilities

Tadcaster Grammar School has a dedicated suite of computer rooms and classrooms set aside for learning. The ILC also has a dedicated Sixth Form level.

Personalised Additional Support

Sometimes we all require additional help and this is as true with Sixth Form studies as with anything else. We work alongside our students and design a bespoke package of support to help to improve grades.

Tutorial Programme

Sixth Form Tutors will monitor student progress across subjects; they will identify what is going well, where improvements need to be made and how students are going to do this. Furthermore, the tutorial programme supports students in identifying their next steps, be this a degree, apprenticeship or employment.

ASSESSMENT

Regular assessment is vital throughout the Sixth Form so students know how well they are doing and what they need to do to achieve their targets. Students will get regular feedback from subject teachers and in Year 12 and Year 13 there are official mock periods with formal examinations.

In Year 13, students will receive a compulsory Guided Learning hour for each subject studied. During Guided Learning hours, students will be set work by their subject teachers to complete in examination conditions. This may take the form of past papers, revision work from Year 12 or vocabulary testing. Students will receive feedback from each subject and, working alongside their Tutors, will be able to set themselves targets for improvement, which can be completed in their Independent Study periods.

CAREERS INFORMATION AND GUIDANCE

As part of the Tadcaster Grammar School holistic approach we aim to provide students with all the information in order for them to make informed decisions about their future careers aspirations. We have an impartial, experienced, professionally qualified Careers Adviser based in school who offers a drop-in service at break and lunchtimes for students, as well as an appointment system for individual careers guidance.

Our Post 16 programme is specifically designed to ensure that students are provided with a full range of information, advice and guidance.

Example Programme

	Autumn Term	Spring Term	Summer Term
Year 12	<ul style="list-style-type: none"> • “Future Me” – Freshers Event • Work Experience Launch • Alumni Aspirational Assemblies • National Skills Day • “Future Me” Careers Fair 	<ul style="list-style-type: none"> • National Apprenticeship Week Activities • Oxbridge Presentation • USAC Assembly • Apprenticeship Fair Visit • National Skills Day • STEM Career Focus 	<ul style="list-style-type: none"> • Oxbridge Visit • Higher Education Exhibition visit • Work Experience Week • Personal Statement Workshop • HE Providers Assemblies and Engagement • “Future Me” Focus – Post 18 Choices
Year 13	<ul style="list-style-type: none"> • UCAS and Apprenticeship Tutorial Support • Mock Interviews Workshop • Alumni Aspirational Assemblies • National Skills Day • “Future Me” Careers Fair 	<ul style="list-style-type: none"> • National Apprenticeship Week Activities • Apprenticeship Fair Visit • Employability Skills & Recruitment Workshop • National Skills Day 	

Oxbridge/Russell Group

Many of our students aim to undertake degrees at Russell Group Universities, with a number applying to Oxbridge. Our comprehensive package of information and guidance underpins the support offered to students with these aspirations. Workshops run by university representatives, school visits to Oxbridge, university exhibition visits, advice on summer school opportunities, mock interviews, tutorial support and the ongoing care and guidance of the Sixth Form team throughout the process ensure that students have every opportunity for success.

Degree Apprenticeships

The Sixth Form programme also serves to support students into apprenticeships. Students deciding to pursue employment benefit from our good links with local businesses. The Careers department nurtures these relationships and informs students of all local employment opportunities as they arise.

Employer Engagement

At Tadcaster Grammar School, students have meaningful encounters with through the curriculum and careers programme. In Year 12 all students participate in our work experience programme at the end of the summer term. This is a week-long work placement, arranged by the student in a workplace of their choice.

PASTORAL SUPPORT

Tadcaster Grammar School Sixth Form is a close knit and supportive environment and, as such, we know each student as an individual, their interests, aspirations, strengths and weaknesses.

The Sixth Form team has a dedicated Pastoral Leader who is located within the Sixth Form Centre. The Pastoral Leader offers support to students who require additional help in various ways. Working alongside the student, a personalised bespoke package is designed to provide practical support with areas such as Independent Study or revision techniques.

The Pastoral Leader is also there if a student needs to talk to someone or share any concerns they may have, to support their wellbeing and is also able to provide signposting to outside agencies when required. The Pastoral Leader is also our safeguarding lead for Sixth Form.

THE 16-19 BURSARY FUND

The 16-19 Bursary Fund is provided to financially assist students who have the greatest need with expenditure that is directly related to school life. This can include support with transport costs (including for University visits), the purchase of stationery and technology required for school (including, if needed, a laptop) and support with catering requirements.

Students can apply for the Bursary Fund when they join in September and the forms are available on the school website. The Bursary Fund is means tested and there are three groups of students eligible:

- Students who come from a household with a combined income of less than £28,000
- Students who are in care or are care leavers
- Students who qualify for Free School Meals (application forms are administered by North Yorkshire County Council and are available on their website)



OPPORTUNITIES AND ENRICHMENT

Before studies commence, we offer an Induction Programme, focused on supporting students to become a Sixth Former, with a number of workshops, forums and set of activities where students use skills of problem solving, team building and critical thinking in a fun environment.

Our Sixth Form students are the role models that other students around school look up to. Students are expected to contribute in some way to supporting main school and there are a number of Student Leadership opportunities open to them.

Tadcaster Grammar School Sixth Form benefits from a wide range of community and school based enrichment activities. These not only broaden students' experience of Sixth Form life, but often provide a welcome break from their academic studies.

Moreover, participation in such a wide range of enrichment activities helps give students the edge on other applicants, whether in the ever more saturated job market or the highly competitive university application process.

We recognise how highly employers and universities value the broadening of horizons and we strive to meet the needs of a large variety of interests. These include:

- Interview Practice
- National Citizens Service (NCS)
- Community Volunteering
- Rotary Youth Leadership Award
- Duke of Edinburgh
- Work Experience
- Oxford University Visit
- Orchestra and Concert
- Skiing Trip
- Charity Work
- Stonewall Group (LGBTQI)
- Careers Fayres
- Extended Project Qualification
- Sports Teams
- Performing Arts Productions
- Classroom Assistant Volunteering Programme
- ILC Assistants
- Reading Mentors
- Law Ambassadors
- Lessons from Auschwitz



FREQUENTLY ASKED QUESTIONS

How is Sixth Form different to the rest of the school?

Tadcaster Grammar Sixth Form is separate to the main school and students will be treated as young adults. This means we expect students to take responsibility for their own learning and to manage their own time. If students choose to get a part-time job whilst studying, it will be their responsibility to manage their own commitments, although we advise students not to work any more than 10 hours per week. We trust that students will attend their lessons, complete their independent study and homework and keep us informed of any problems they may need support with. In return, staff will treat students as young adults and students will find the atmosphere in Sixth Form much more mature and relaxed than in the main school. Other differences are students are not expected to wear school uniform (but there is a dress code), have their own lanyard to move around school freely, a designated Sixth Form café and dedicated study and social rooms.

What if students find A levels too hard?

A levels ARE hard but if students find themselves struggling, there is plenty of support available to help them. Our Sixth Form Pastoral Support Leader is based in the Sixth Form Centre and will work with students and their subject teachers to find out what's wrong and help students to fix it. There is always a member of the Sixth Form team around who students can talk to.

How many subjects will students study?

Most students study three subjects, although we are able to support students in studying four subjects if they wish. Russell Group Universities, including Oxbridge, only require students to have three A levels and are emphatic in their desire for students to show that they are rounded individuals with a varied extra-curricular portfolio. As such, we encourage students to pursue enrichment activities alongside their academic studies. That said, students are all individuals and there are students for whom four A levels is a good choice; we want to work with students to design a package that is most suited to their academic profile and needs.

Will students be able to change subjects once they have started?

Yes. During September we have a transfer window that allows students to move from one course to another. This is done in consultation with the Director of Sixth Form together with the Key Stage Leader in that subject. We ask students to indicate your likely subject choices on their application form, but these are not finalised until they have their GCSE results.

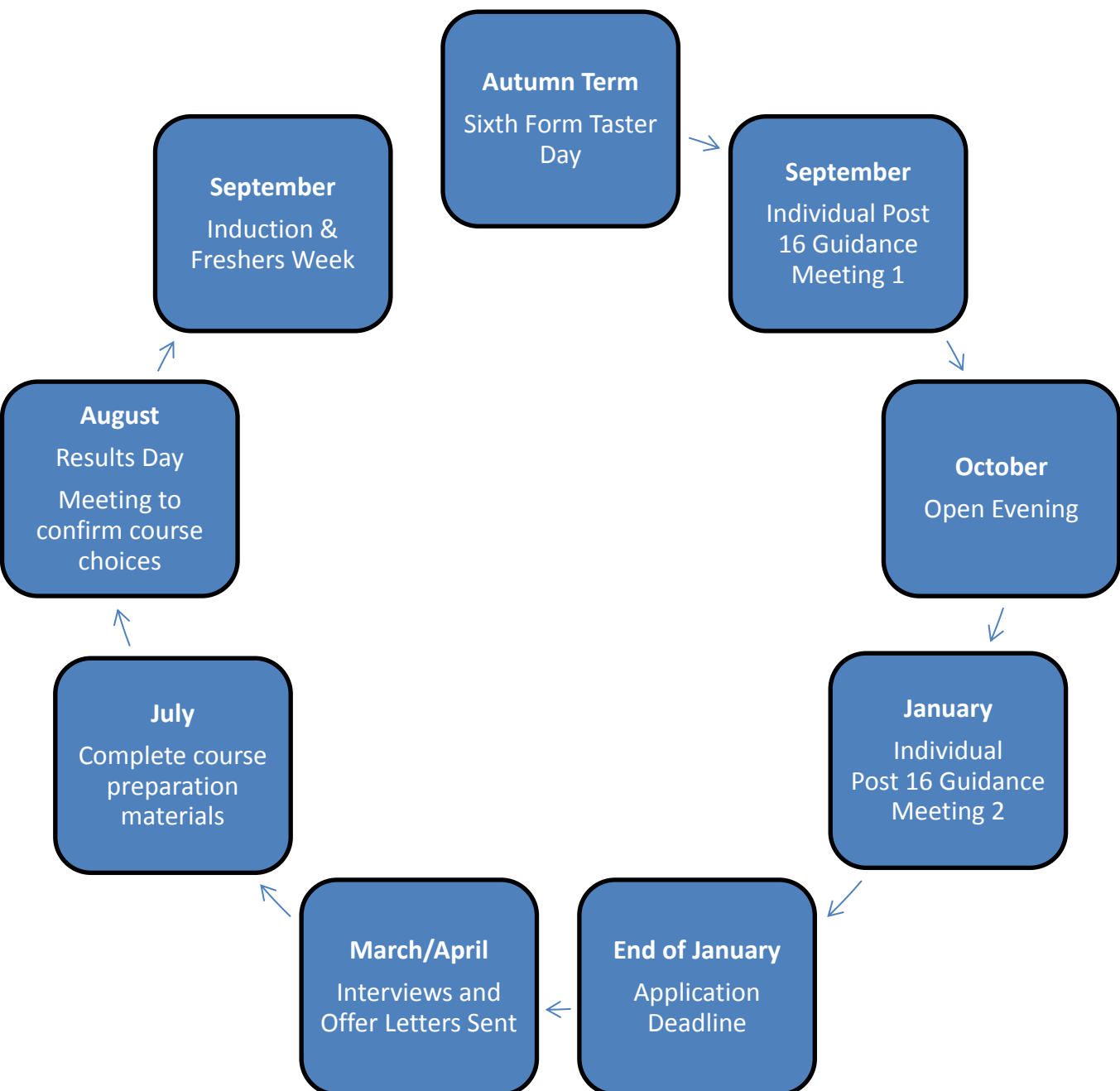
How do students decide what to study?

It can be really difficult to decide what to study in the Sixth Form; there are new subjects which students won't have studied before and, for some, it can be really difficult to narrow these down to just three or four subjects. This is why we start the process really early, to give students plenty of time to decide. In December students will take part in Tadcaster Grammar School Sixth Form Taster Days where they will get the opportunity to try out subjects. This is a great opportunity for them to learn more about both new courses and about what life at Tadcaster Sixth Form is like. Furthermore, students will have two meetings, with a House Leader or a member of the Leadership Team, who will discuss their aspirations and intentions. This will allow students to talk through what they enjoy, what they are hoping to do after Sixth Form and help them to decide the route that is most appropriate for them.

ENTRY REQUIREMENTS

Standard Sixth Form requirements for entry onto Level 3 courses (including A levels and BTEC courses) are that you are required to attain an average of grade 4 from your Key Stage 4 courses and meet the individual subject requirements. It is also a requirement that you will have achieved at least a grade 4 in Mathematics and English at GCSE level.

THE APPLICATION PROCESS



CONTACT DETAILS

Address Tadcaster Grammar School
Toulston
Tadcaster
North Yorkshire
LS24 9NB

Telephone 01937 833466

Email sixthform@tgs.starmat.uk

Website www.tgs.starmat.uk

All details in this prospectus are correct at the time of going to print (September 2021).

Please note that all courses offered are subject to there being enough students opting for the course to make it viable.

The creation of option pools takes place in February and March after applications are submitted.



BTEC Applied Science

About the Course

If you enjoyed the practical side of Science at GCSE level, this course could be for you. The skills and knowledge learned can provide improved job prospects and also support those considering Higher Education.

The Edexcel BTEC Level 3 Diploma is a qualification that sits alongside A levels, but is more focused on preparing students for the workplace. Learners will acquire technical and employability skills. The qualification does include examinations as part of the assessment. If you are worried about examinations then you can still do well in this course. The examination and coursework are all included in your final grade, so coursework can compensate for examination performance if needed.

Progression Opportunities

Degree level university courses or employment.

Entry Requirements

Students will need to achieve at least two grade 4s from GCSE Combined Science, Biology, Chemistry or Physics, grade 4 in English and grade 4 in Maths.

Awarding Body

Edexcel

BTEC Level 3 National Extended Certificate in Applied Science. This qualification is equivalent to one A level.

Qualification code 601/7434/1



Course Content

Year 12:

Principles and Applications of Science (examined unit)

- A re-cap of the science most relevant to use in industry

Practical Scientific Procedures and Techniques (internal coursework)

- Some key technical skills focussed on equipment and measurement technique

Year 13:

Science Investigation Skills (examined unit)

- A series of investigations spanning all three sciences

Disease and Infections (internal coursework)

- one option is a module which will look at gaining understanding of five types of diseases, their causes and how humans try to prevent and treat them.

Study Methods

Year 12 will be spent developing useful practical skills, using a wide range of technical laboratory equipment. This will be assessed on a coursework basis. There will also be lesson content on all three Sciences assessed by an examination.

In Year 13, students carry out a number of interesting practical investigations. These investigations are then assessed with a practical and written exam. There is also coursework for the second module studied.

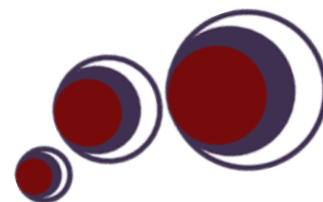
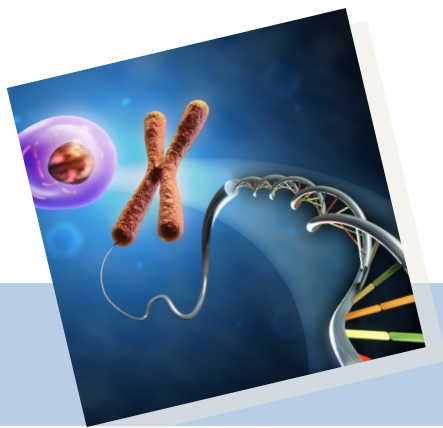
Method of Assessment

The qualification is based on a mixture of coursework and an examination.

Overall the externally marked components make up 58% and the other 42% is internally assessed coursework.

Students will be awarded a Distinction, Merit or Pass (these carry equivalent UCAS points to an A, C and E grade at A-level respectively).





A Level Biology

About the Course

How could the environment of primitive Earth have given rise to the precursors of living cells? What distinguishes life from non-living matter? How can maggots provide evidence in a homicide case? These are just a few examples of the kind of questions that as biologists we attempt to answer. As an A Level biologist you will experience these and other issues (many ethical in nature) as the course develops. Biology is a stimulating course. You will develop a sound working knowledge of all the major themes in Biology; cell biology and biochemistry, genetics, animal and plant physiology, ecology and the impact of humans on the environment. Furthermore, you will develop important skills such as problem solving, research and independent learning.

Progression Opportunities

Why study Biology? If you are studying for a Post 16 qualification in Biology, then a variety of subjects are open to you for study at university. These include biochemistry, biological sciences, biomedical sciences, biotechnology, ecology, genetics, medicine, nutrition, pharmacology, sports science and veterinary science. Life after university offers a diverse range of rewarding careers, applying the variety of transferable skills that, as a science graduate, you will be able to offer.

Entry Requirements

Students will need to achieve a minimum of a grade 6 in GCSE Biology, a grade 6 in either GCSE Chemistry or Physics (7 7 in GCSE Combined Science), a grade 6 in GCSE Mathematics and a grade 5 in GCSE English Language.

Other Entry Advice

This course will suit you if you are willing to put a lot of effort into independent study and reading round the subject; you are happy to immerse yourself fully in the subject material; you enjoyed both GCSE Biology **and** Chemistry and enjoy a challenge.

Awarding Body

Edexcel Biology A (Salters Nuffield)
Qualification code 9BNO





Course Content

The course delivered is Salters Nuffield Advanced Biology. SNAB is taught through real-life biology. For example, most A-level Biology courses start with cell biology or biochemistry. We don't. We start with an account of Mark, a 15-year-old who had a stroke, and Peter, an adult who had a heart attack. We then go on from the details of their cases to look at the factors that make it more likely that any of us will suffer from a stroke or heart attack. This allows you to meet the biochemistry of fats and carbohydrates bit by bit, as you need to know them to understand about strokes and heart diseases, rather than all at once. The whole course is taught in context - this can make the challenging aspects of A level Biology more accessible.

Year 12

Topic 1: Lifestyle, health and risk - The concept of risks to health, how these can be assessed, and what affects our perceptions of risk; the heart and circulation, and understanding how these are affected by our diet and activity and the biochemistry of food and why this matters.

Topic 2: Genes and health—How changes in DNA can cause genetic disease, using cystic fibrosis as an example; cell membrane structure, how substances move across membranes, and how proteins are made and treatments for genetic disease, and the ethical issues raised by today's genetics.

Topic 3: Voice of the genome—Gene structure and function; stem cells, their potential in medicine, and the arguments for and against their use and regulation of gene expression and the control of development in organisms.

Topic 4: Biodiversity & natural resources—What is biodiversity? Classification, adaptation and natural selection; disappearing biodiversity and plant anatomy and function; human use of plants.

Year 13

Topic 5: On the wild side—Investigates evidence for global warming and it's effects on plants and animals.

Topic 6: Infection, immunity and forensics—Looks at how forensic pathologists determine the identity of a person and establish the time and cause of death. This topic also investigates how hosts combat infection.

Topic 7: Run for your life—Concentrates on the physiological adaptations that enable animals, including humans, to undertake strenuous exercise.

Topic 8: Grey matter—Relates understanding of brain structure and functioning to the response to stimuli and the development of vision and learning. The contributions of nature and nurture are discussed, as is the ethics of using animals for medical research.

Study Methods

All of the teaching is in modern well-equipped laboratories, enabling all of the practical work to be carried out on an individual or small group basis. In addition to the formal teaching and practical sessions, there are opportunities for you to arrange individual tuition sessions with one of the full-time teachers. Practical work is integrated with theoretical work.

Method of Assessment

You will sit three examinations, each of length 2 hours :

Paper 1 assesses topics 1 to 6 (33.3%)

Paper 2 assesses topics 1 to 4 and 7 to 8 (33.3%)

Paper 3 assesses topics 1 to 8 and includes a pre-release article(33.3%)

There is no coursework element for A level Biology. Practical skills will be assessed throughout the course by undertaking core practicals, and elements of the written examination papers will assess practical procedures, interpretation and understanding. Practical assessment will be reported with the final grade, but will not affect the grade achieved.





A Level Business

About the Course

Business A level looks to develop the interrelated nature of business using business models, theories and techniques to support the analysis of contemporary business issues. The course has been designed to engage you through topics and issues relevant to today's society. You have the opportunity to look at issues like business ethics, globalisation and digital technology.

Progression Opportunities

Business gives you a wide range of options for further study; for example a degree in Business Management, Finance or Marketing. Business also provides a wealth of employment opportunities. Alternatively the course addresses many of the skills and knowledge required for setting up your own business.

Entry Requirements

Any student gaining a grade 5 or better in GCSE Mathematics would be automatically accepted onto the course. Students gaining a grade 4 would only be accepted subject to an interview with a representative of the Business and Commercial Subjects Faculty to determine suitability. Students do not need to have studied the subject at GCSE.

Awarding Body

AQA

Qualification code 7132



Course Content

Year 12

In the first year of the course you will have the opportunity to study: What is a Business; Management, Leadership and Decision Making, Business Marketing, Operations Management, Financial Performance and Human Resources.

Year 13

In the second year you are invited to study Business Strategic Position, Strategic Direction and the Strategic Management of change in an Organisation.

Study Methods

The course is designed to promote active learning and achievement. Students take part in practical business activities such as planning and running a business start-up and solving business start-up problems.

Method of Assessment

Three examinations, each 2 hours in length and of equal weighting. A mixture of multiple choice, short questions, essay questions, data response stimulus questions and a case study paper.





BTEC Business National

About the Course

With the input of over 5,000 teachers and employers and higher education institutions, the BTEC National in Business combines up to date industry knowledge with the right balance of practical, research and behavioural skills you need to succeed in higher education and your careers.

Progression Opportunities

The BTEC qualifications have been endorsed by a number of Employers and BTECs are an accepted industry standard. As well as this, the percentage of students holding a BTEC qualification at University continues to grow (UCAS Progression Pathways). Four out of five students when questioned consider BTEC as an important step towards their desired job.

Study Methods

The approach is an alternative to the linear A level courses that are offered in that the students will face continuous assessment and their outcomes will not be dependant on several final examinations.

Entry Requirements

Students will need to achieve the standard Sixth Form entry requirements as detailed in the prospectus.

Awarding Body

Pearson

BTEC Level 3 National Extended Certificate in Business

Qualification code 601/7159/5





Course Content

Learners taking this qualification will study mandatory units, which make up 100% of the learning programme covering the following content areas:

Unit 1: Exploring Business

Learners study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive.

Unit 2: Developing a Marketing Campaign

Learners will gain skills relating to, and an understanding of, how a marketing campaign is developed.

Method of Assessment

Students will be assessed on a combination of internally produced coursework and external assessment.

Overall the externally marked components make up 58% and the other 42% is internally assessed coursework.

Students will be awarded a Distinction, Merit or Pass (these carry equivalent UCAS points to an A,C and E grade at A-level respectively).





A Level Chemistry

About the Course

Chemistry is the science of the material world and the work of chemists is crucial to everyday life. Whether it is developing a vital new medicine, protecting health by keeping water supplies clean or researching new fuels and recyclable plastics, the creative efforts and analytical skills of chemists are highly valued.

Progression Opportunities

Chemistry is a subject which provides access to many degree courses including medicine, pharmacy, veterinary science, dentistry and biochemistry. A level Chemistry is often stated as a preference when applying to study for a degree in Biology. Chemistry also instils important transferable skills for other careers including engineering, nursing, law and finance.

Entry Requirements

Students will need to achieve a grade 6 in GCSE Chemistry, a grade 6 in GCSE Biology or Physics or grades 7 7 in GCSE Combined Science, a grade 6 in GCSE Mathematics and a grade 5 in GCSE English Language.

Other Entry Advice

The course will suit you if you enjoy practical work, problem solving and are interested in how Chemistry is used to help society. You must be able to work independently and be prepared to work hard. 20% of the total marks in the examinations are based on mathematics as applied to chemistry so please check with your chemistry teacher if you are uncertain about your mathematical ability.

Awarding Body

OCR Chemistry B (Salters)
Qualification code H433





Course Content

The Salters A level Chemistry course teaches chemical theory in context so you can see how it is relevant to real life situations. Many ideas are revisited throughout the course to allow you opportunities to consolidate your knowledge.

Year 12

Elements of Life - where do the elements come from and how are they bonded together

Developing Fuels - the role of both fossil fuels and sustainable fuels for the future

Elements from the Sea - the vital metals and non-metals in the sea

The Ozone Story - chemistry of the atmosphere and how the ozone layer protects life on earth

What's in a Medicine - knowledge of how medicines are developed

Year 13

The Chemical Industry – how industrial processes such as making fertilisers benefit mankind

Polymers & Life – the chemical theory of proteins, DNA and biochemistry

Oceans – a study of acidity, alkalinity and dissolving processes

Developing Metals – the importance of metals such as iron, copper, titanium and nickel

Colour by Design – the use of chemistry to provide dyes and colour

Study Methods

The Salters course is designed to help you see how Chemistry fits into everyday life. The course textbooks contain both the theory and applications of A level chemistry plus assessment questions to check understanding. Classroom activities support learning through practical work, group work, presentations and IT based research exercises.

Method of Assessment

There will be 3 written papers :

- Fundamentals in chemistry (41%)
- Scientific Literacy in chemistry (37%)
- Practical skills in chemistry (22%).

In addition, there is a non-examination practical endorsement in chemistry which is teacher assessed over the 2 years of study. A practical log book is kept by students and requires routine and consistent competence during experimental work to be demonstrated.





A Level Computer Science

About the Course

Computer Science has computational thinking at its core; thinking that provides solutions to problems, designs systems and recognises the nature of human and machine intelligence. Students embarking on this course should have previous programming experience and an interest in how computers actually work and how they are used to solve problems.

Progression Opportunities

Whether you choose to go into employment or university education, the opportunities available to you are vast. Game development, web design, app development, network security and network engineering are just some of the possibilities associated with having studied Computer Science.

Entry Requirements

Computer Science:

- A minimum of a 5 in GCSE Computer Science
- Or, if you did not study GCSE Computer Science, you must have previous programming experience (you will need to meet with the subject leader to discuss your experience)

Mathematics:

- As the course has a strong mathematical underpinning, a minimum of a 5 is recommended in GCSE Mathematics. We may accept a 4 if you meet with the subject leader before embarking on the course.

Awarding Body:

OCR

Qualification code H446



Course Content

Component 01 - Computer Systems

This component will introduce learners to a range of topics including:

- The internal workings of the CPU (central processing unit)
- How software is developed
- How data is exchanged between computers and software
- Networks and web technologies
- Data structures used in programming
- Boolean algebra and floating point numbers
- A range of legal, moral and ethical issues involved in this rapidly changing field

Component 02 - Algorithms and Programming

This unit will build on the knowledge and skills developed in component 01. Students will develop their understanding of:

- Computational thinking - this includes the range of techniques used to break down and solve problems
- Programming techniques - where you will learn about the various tools and techniques programmers use
- Algorithms - which will introduce you to a range of algorithms used by developers, and how to program them. You will learn about algorithms that could help you program a solution to a maze, and ones that will help you sort lists efficiently, as well as others.

Component 03 - Programming project

Learners will be expected to analyse, design, develop, test and evaluate a program written in any one of the approved languages. The actual problem is one that each student gets to choose (with guidance from their teacher), allowing them to focus on an area of interest. Students will apply the principles of agile development to their project.

Study Methods

For components 01 and 02 students will receive a mixture of taught theory lessons which will be delivered in various formats, including lectures, research tasks, practical experiments and studying existing products. These lessons will build upon the core knowledge developed at GCSE.

For the programming project, students will work on their chosen project for an extended period of time, applying knowledge and skills gained in the other parts of the course along with skills gained due to their own research and experimentation.

Method of Assessment

Computer Systems - Written Paper (40%)

Algorithms and Programming - Written Paper (40%)

Programming Project - Non Examination Assessment (20%)



Level 3 Diploma in Criminology

About the Course

Criminology is the study of the law enforcement and criminal justice system. You will develop an understanding of the theoretical explanations of why people commit crime. You will learn about the sociological, psychological and biological theories of crime and be able to use these explanations to analyse criminal situations. You will also gain an understanding of the criminal justice system. The way society defines crime and deviance is also explored during the course in conjunction with ways of finding out about crimes, including crimes that tend to be under-reported. In addition, you will also examine the reporting of crime in the media to see the impact this has on public perceptions of crime. The WJEC Applied Diploma in Criminology is equivalent to one A Level.

Progression Opportunities

Criminology leads to the following undergraduate degree programmes: Criminology, Criminology and Criminal Justice, Psychology, Law, Sociology, Politics. Alternatively, the qualification allows learners to gain the required understanding and skills to be able to consider employment within some aspects of the criminal justice system, e.g. the National Probation Service, the Courts and Tribunals service or the National Offender Management service.

Entry Requirements

Students will need to achieve the standard Sixth Form entry requirements as detailed in the prospectus.

Awarding Body:

Eduqas

Qualification code: 601/6248/X



Course Content

Year 12

Changing Awareness of Crime

Knowing about the wide range of different crimes and the reasons people have for not reporting such crimes will provide an understanding of the complexity of behaviours and the social implications of such crimes and criminality. At the end of this unit, you will have gained skills to differentiate between myth and reality when it comes to crime and to recognise that common representations may be misleading and inaccurate. You will be able to use and assess a variety of methods used to raise awareness of crime so that it can be tackled effectively.

Criminological Theories

Knowing about the different types of crime and the criminological approaches to theory will give you a sharper insight into the kind of thinking used by experts and politicians to explain crime and criminality. Public law makers are informed by theory and apply these theories to their own solutions to the problem of crime. By undertaking this unit, you will learn to support, challenge and evaluate expert opinion and be able to support your ideas with reliable and factual evidence.

Year 13

Crime Scene to Courtroom

The criminal trial process involves many different people and agencies. Learning about the roles of these will give you a clearer insight into what happens once a crime is detected and the process that leads to either a guilty or non-guilty verdict. There are strict rules as to how evidence is collected from a crime scene and also strict rules governing the giving of evidence in court; learning about these rules will allow you to review the trial process and assess whether the aims of the criminal justice system have been met.

Crime and Punishment

Through this unit, you will learn about the criminal justice system in England and Wales and how it operates to achieve social control. You will have gained an understanding of the organisations which are part of our system of social control and their effectiveness in achieving their objectives. As such, you will be able to evaluate the effectiveness of the process of social control in delivering policy in different contexts.

Study Methods

Study methods will be varied, offering you the chance to explore crime in depth. You will develop research skills, critical analysis and judgement along with discussion and presentation skills. Due to the vocational nature of this course there will be regular application to the real world through external speakers, educational visits and carrying out practical investigations.

Method of Assessment

- 1 Changing Awareness of Crime- Internal
- 2 Criminological Theories -External
- 3 Crime Scene to Courtroom- Internal
- 4 Crime and Punishment- External





A Level Design Engineering

About the Course

Inspiring a future in design and technology – Drawing on authentic design practice and contemporary technologies, students will be free to explore design possibilities that excite and engage them, giving a strong foundation for further study and developing thinking and design skills that will support them in any future direction.

A focus on iterative designing – Students will learn to deliver their thinking and design skills through iterative design processes that allow them to ‘explore, create and evaluate’ following practices and strategies used by the creative, engineering and manufacturing industries.

Progression Opportunities

Learning about design and technology at A Level strengthens learners’ critical thinking and problem solving skills within a creative environment, enabling them to develop and make prototypes/products that solve real world problems, considering their own and others’ needs, wants, aspirations and values. This A Level qualification requires students to identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes/products. Learners should acquire subject knowledge in design and technology, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture. All these skills learnt will enable students to either progress to higher education studies or to apply their skills within the place of work, in particular, mechanical or electrical engineering or manufacture.

Entry Requirements

Students will need to achieve a grade 6 and above in Physics and Mathematics.

Awarding Body

OCR

Qualification code H404



Course Content

Component 01- “Principles”

Learners will be required to:

- Analyse existing products.

- Demonstrate applied mathematical skills.

- Demonstrate their technical knowledge of materials, electronics, mechanisms, PIC programming, product functionality, manufacturing processes and techniques.

- Demonstrate their understanding of wider social, moral and environmental issues that impact on the design and manufacturing industries.

Component 02 – Unseen Challenge

This component has two sections that respond to selected tasks.

Section A focuses on learners applying their knowledge, understanding and skills of designing and manufacturing prototypes and products.

Section B requires learners to reflect on their design task in Section A in relation to wider factors/issues from the design principles.

Component 03 – Interactive Design Project

The interactive Design Project requires learners to undertake a substantial design, make and evaluate project, centred on the iterative processes of explore, create and evaluate. Learners identify a design opportunity or problem from a context of their own choice, and create a portfolio of evidence in real time through the project to demonstrate their competence.

Study Methods

Students will receive a mixture of taught theory lessons which will be delivered in various formats including research tasks, practical investigation, collaborative team work challenges, critical thinking, problem solving, independent study, student presentations and product analysis, being just some of the study methods employed.

Method of Assessment

Component 01 – “Principles” written paper (75 Marks)

1 Hour and 30 Minutes (25% of A level)

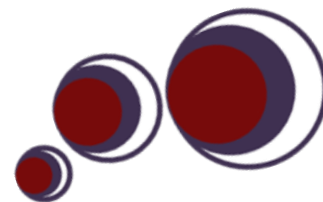
Component 02 – Unseen Challenge design and written paper (75 Marks)

2 Hours and 30 Minutes (25% of A level)

Component 03 - Interactive Design Project (150 Marks)

Approximately 45 Hours (50% of A level)





A Level Drama & Theatre Studies

About the Course

Drama and Theatre Studies is an art, a practical activity and an intellectual discipline. You will develop a range of theatre-making skills as well as refining your analytical thinking, your collaborative working skills and your approach to research. The course is academically challenging but also develops practical acting, directing and design skills. You are expected to understand the social, cultural and historical contexts in which theatre is created and be able to interpret theatre for a 21st Century audience whilst remaining aware of the text's original performance conditions and context. In today's working environment, the ability to think creatively, present ideas confidently and communicate effectively is vital. Drama and Theatre Studies will extend your Interpersonal skills and will equip you for an increasingly communications-based society. In addition to preparing you for further study or a possible career in the performing arts, this course offers the opportunity to develop key transferable skills and explore this exciting art form which examines human interaction, improves imagination, fosters creativity and helps us to make sense of the world.

Progression Opportunities

The A Level Drama and Theatre Studies qualification can lead to further study of the Arts and Performance at University or Drama School. It complements a range of subjects e.g. English, Psychology, Art, Music, History, Sociology and can also broaden the portfolio of students studying Science/Maths/Business/Language courses. The course helps prepare students for careers in a wide range of fields e.g. PR, Law, Teaching, Media, Advertising. It is ideal for those interested in working in theatre, film, television, the music industry and the arts.

Entry Requirements

Enthusiasm and passion for the Theatre is the most important requirement. It is not necessary to have studied Drama at GCSE as long as you can demonstrate your interest in the Theatre and performance.

Awarding Body

AQA

Qualification code 7262





Course Content

Drama and Theatre – written examination (40% of qualification). This is an externally assessed open book 3-hour written examination in three sections. Section A asks you to answer one extended question on a set text. Section B asks you to answer a three-part question on an unseen text extract from a second set text. Section C is an extended question on a live theatre production. For this examination you will study two set texts and see a third text in performance.

Creating Original Drama – practical unit (30% of qualification). You will devise an original piece of theatre from a stimulus for performance to an audience which takes into account the ideas of a recognised drama practitioner. You can be assessed as a performer or designer or director. Assessment is by portfolio (written and/or recorded evidence) and the devised piece itself (either your performance, directing or design realisation).

Making Theatre – practical unit (30% of qualification). You will take on a role in a performance of a text extract, either as an actor, director or designer. In preparation for this component you will study and explore three play texts. For the examination (assessed externally) you will perform/present one extract from one of the texts influenced by the methodology of a key theatre practitioner and submit ideas for the performance of extracts from the other two texts in a reflective report.

Study Methods

During the course you will study in depth a minimum of five full play scripts and at least two influential theatre practitioners. Plays are studied through a mixture of practical workshops, discussion, presentations and lectures. The course is highly practical and you should be prepared to take on the roles of actor, designer and director as well as studying texts and practitioners theoretically and academically. You must develop an excellent grasp of theatrical history and the social, cultural and historical contexts as well as honing your practical skills. In addition to timetabled study, you will be expected to attend live theatre productions and workshops/talks delivered by professional theatre practitioners. The course includes a substantial element of personal research and independent lesson preparation which may include planning workshop sessions, rehearsals and preparing presentations. You must be willing to read around the subject and make notes to back up your learning in timetabled lessons. A pre-requisite for success is that you need to have a genuine passion for the Theatre and go to see as many live productions as possible. It is helpful if you take part in plenty of extra-curricular drama either as a performer, designer or technician. You must be prepared to work closely with others both in and out of lessons as there is a substantial amount of group work involved in the course.

Method of Assessment

One component (devising) is teacher assessed and moderated externally. The other two components (one practical examination and one written examination) are externally examined.





A Level Economics

About the Course

If you study Economics you will find out how economists view the world. Something as seemingly uninteresting as drinking a Cappuccino in a shop would be interesting to an economist. An economist would see players in an intriguing game of signals and negotiations. The game is for high stakes; some of the people who worked to get that coffee in front of you made a lot of money, some made very little. The economist knows the Cappuccino is the product of an incredible team effort.

While economists are constantly thinking about the things going on around them, they are not limited to discussing local matters. If you talked to an economist you might point to the gap between the world's rich countries and the world's poor ones and say it's appalling. An economist would share this injustice but also tell you why rich countries are rich and poor countries are poor and ways the gaps could be bridged.

Progression Opportunities

Economics graduates are highly sought after. Economists develop skills of data handling and analysis which are vital in today's workplace.

Entry Requirements

Any student gaining a grade 5 or better in GCSE Mathematics and English would be automatically accepted onto the course. Students gaining a grade 4 would only be accepted subject to an interview with a representative of the Business and Commercial Subjects Faculty to determine suitability. Students do not need to have studied the subject at GCSE.

Awarding Body

AQA

Qualification code 7136





Course Content

Year 12

Module 1

You will study the generation of markets and market failure. This will cover the economic problem and price determination as well as looking at how goods and services are produced. You will study competitive and concentrated markets, you will also look at the market mechanism, market failure and government failure.

Module 2

This module looks at the national economy in a global context. To this end, you will study the macroeconomic performance indicators of inflation, unemployment, economic growth and the balance of payments. You will analyse how the economy works and the macroeconomic policy instruments available to a government under monetary, fiscal and supply side policy.

Year 13

Module 3

Covers the Year 12 context of Module 1 expanding upon competitive and non-competitive markets looking at competition, imperfect competition and monopolies in greater detail. You will also study the labour market and the distribution of income and wealth in the UK and poverty and inequality.

Module 4

Covers the Year 12 context of Module 2 expanding upon the areas covered; in particular going into greater detail with regard to macroeconomic performance and the role of UK financial markets.

Study Methods

In Economics you will learn largely by doing. You will take part in the Bank of England's Target 2.0 competitions and a student investment competition. These learning experiences help to generate a great deal of economic understanding. In addition you will be encouraged to contribute your views and ideas in class. Most importantly, you will be given the examination practice to ensure top grades.

Method of Assessment

Paper 1: Market and Market failure - 2 hour paper (33.3%)

Paper 2: National and International Economy - 2 hour paper (33.3%)

Paper 3: Economic Principles - 2 hour paper assessing the whole course (33.3%)





A Level English Language

About the Course

Perhaps what most obviously separates man from all other animals is our capacity for language. The A level course explores fascinating aspects of English. How has it changed since Anglo-Saxon times? What impact have new technologies had on the English Language? Was there ever a time when the language has been pure and perfect? We also look at English across the world to see how it is continually evolving to absorb words and expressions from other languages (covering everything from prominent rapper to the Citizen Khan characters.) As well as these issues, we explore the processes and principles of how children acquire language, strategies that speakers use to convey power and status, and even how your age affects the way you talk. You will deepen your knowledge of the grammar of English and hone your skills in textual analysis. Throughout the course you study and produce language across a wide range of modes and genres, including new forms of communication such as text messaging. English Language combines forms of study that you are already familiar with, including creative writing, with new methods and approaches which make it as much of a Social Science as an Arts subject.

Progression Opportunities

English Language A level provides a basis for further specific study in higher education or provides a qualification that can be used to support other qualifications for access to other areas of study. Many of our students use English Language A-Level as a qualification for entry into higher education. Career routes that may follow from the study of English Language include: journalism and the media; childcare and teaching; publishing; advertising; legal work and any job where there is an emphasis on communication.

Entry Requirements

Students will need to achieve the standard Sixth Form entry requirements as detailed on the prospectus and will be required to have achieved a minimum of Grade 5 in English Language

Awarding Body:

AQA

Qualification code 7702



Course Content

Year 12 Units

Language Diversity: This unit studies the way different groups in society use language in different ways. These groups might be regional, social, occupational or gender groups.

Language and the Individual: This unit studies the way that language can be used to represent different people or groups and the ways that individuals use language to express themselves. Both units teach you terminology and concepts about language use that you can apply to texts.

Year 13 Units

Units in Year 13 are the same topics as those in Year 12 but with additional concepts and content built on. For example, language change over time, child language acquisition and your own journalistic writing are studied in Year 13 as well as undertaking a language investigation into a topic of your choice.

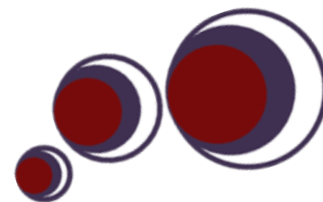
Study Methods

A wide range of learning and study methods will be employed ranging from direct teaching; group work; discussion and independent investigative work. Teaching is shared between two members of the Faculty.

Method of Assessment

The course is 80% examination and 20% coursework.





A Level English Literature

About the Course

In our study of Literature we travel across time and across the globe, from Sixteenth century Venice to Victorian England; from medieval forests to the nightmarish dystopia of Gilead. We encounter jealous passion and breath-taking villainy, acts of heroism and tragic loss; waves of nostalgia and monumental sacrifice. As always, the study of literature comes back to those crucial questions of what it means to be human and our place in the universe. If you have enjoyed your GCSE English Literature course and you have a love of books, then this is the course for you. By studying English Literature at A Level you will gain an awareness of our rich literary and cultural heritage, exploring your own literary tastes through a flexible coursework component. You will have the opportunity to discuss ideas in a sympathetic and supportive environment and you will be encouraged to develop your own writing and interpretation skills.

Progression Opportunities

English Literature complements all other A Level subjects and is a highly regarded subject to offer at higher education level. The subject may lead to degree courses in English Literature/Language, Law, Media Communications, Journalism, Creative Writing, Philosophy and Arts subjects in general. A qualification in English is also an asset if you wish to progress directly to employment after your time in the Sixth Form.

Entry Requirements

Students will need to achieve a grade 5 in GCSE English Literature and a grade 5 in English Language. You must have an enjoyment of reading widely and analysing texts, have independent ideas and views, and enjoy writing and exploring your own reactions to texts.

Other Entry Advice

You are expected to approach the course with enthusiasm and commitment as there will be a considerable amount of wider reading, independent research and homework.

Awarding Body

AQA Specification B

Qualification code 7717



Course Content



Year 12

Literacy Genres - Aspects of Tragedy. Paper 1

Three texts are studied as examples of the genre—Shakespeare's *Othello*; Thomas Hardy's *Tess of the D'Urbervilles* and the modern American play, *Death of a Salesman* by Arthur Miller. The paper has three questions—a passage based question and an essay response to *Othello* and an essay response about tragedy in both of the other two texts. You will also begin work on a coursework submission:

Independence and Theory (internal assessment)

You will choose independently one prose and one poetry text which are explored alongside a critical anthology. This gives you the freedom to look at authors and genres that really appeal to you. Two responses are produced, each of 1250-1500 words, of which one may be re-creative, accompanied by a commentary.

Year 13

Texts and Genres - Elements of Political Writing. Paper 2

Three texts are studied: Margaret Atwood's *The Handmaid's Tale*, William Blake's poetry *Songs of Innocence and Experience*, and Hosseini's *The Kite Runner*. There are three questions: a response to an unseen passage of the genre, an essay response on one of the texts and a further essay in which the other two texts are discussed.

Study Methods

Each group will be taught by two members of the English Faculty. There will be a variety of teaching methods, including direct teaching, small group work and class discussion. You will often lead part of the lessons. We visit theatre productions and attend external lectures and conferences to support classroom teaching. To support you with your coursework, teachers will meet with you in tutorial sessions, discussing your individual requirements. You will be expected to be very self motivated, organised and willing to develop your independent study skills.

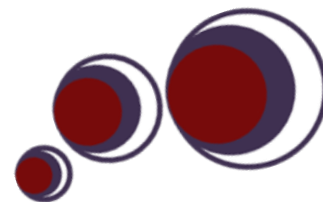
Method of Assessment

Paper 1—Examination: 2½ hours, closed book (40%)

Paper 2—Examination: 3 hours, open book (40%)

Internal assessment, on-going in Year 12 and Year 13 (20%)





A Level Fine Art

About the Course

If you enjoyed GCSE Art and Design and are committed to furthering your knowledge, understanding and expertise in the subject, this is the course for you. You are encouraged to develop new skills through a broad range of materials and processes and develop personal expression through independent work. You must be aware that we expect a high level of commitment and responsibility; the Sixth Form Studio is provided to facilitate independent learning. Researching, analysing and critical studies are integral to the course and support the development of practical work. We offer study visits to support this aspect of the course; this year we visited Edinburgh to collect primary sources.

Progression Opportunities

The course leads to entry onto Foundation courses in Art and Design which is preferable if you want to progress to degree level. There are a vast number of courses to select within the Arts; these include: Fine Art, Sculpture, Printmaking, Graphic Design, Typography, Textiles, Costume Design, Illustration, Product Design, Furniture Design, Interior Design, Ceramics, Fashion Design, New Media, Games Design, Animation, Art History, Contemporary Art Studies, Media, Advertising and many more!

Entry Requirements

Students will need to achieve the standard Sixth Form entry requirements as detailed in the prospectus.

Awarding Body

Edexcel

Qualification code 9FAO





Course Content

Unit 1 - The Introductory Project acts as a transition from GCSE to A Level. We have designed 'workshop' type activities that are designed to develop your skills with a wide range of materials and media. The skills you learn here will form a 'tool kit' for you to use as you progress through the course, building your confidence and independence. The introductory phase is based upon a broad theme, giving you the opportunity to practise gathering primary sources, developing your own ideas and researching artists.

Unit 2 - Mock Externally Set Assignment represents the culmination of the first year of study. The Art Department will set a broad-based thematic starting point. You will have a period of preparatory time in which you will use the skills you have developed in the introductory period, with guidance and support from staff, to respond to the theme in a personal and inventive way. You will produce an exciting sketchbook or preparatory work and a final outcome.

Unit 3 - Personal Study - Through a series of tutorials you will develop a concept for a personal project. We support you to write your own project map, ensuring that your work meets both the assessment criteria and also enables your project to develop with creative leaps. We encourage you to make visits to local galleries to support your research so you are aware of other artists and designers working on your theme. This unit also requires a written element, worth 11% of the overall grade. This is written alongside your practice work and allows you to analyse others and your own work, making informed opinions and thoughts about the different ways artists respond to the same theme. You will produce a final outcome that celebrates what you have discovered throughout the project.

Unit 4 - The Externally Set Assignment represents the culmination of the course. The paper consists of an externally set theme. You will have eight weeks to prepare before embarking on a 15 hour timed practical exam. You will use all the skills you have developed to respond to the theme. Again, with support from the Art staff you will plan your project, build a concept, research artists and develop an exciting and personal response to the theme, shown through a sketchbook of preparatory work and a final outcome completed under exam conditions.

Study Methods

During the course you will be given tasks that will require independent learning and research outside of your allocated timetable. A crucial aspect of Fine Art is taking responsibility for your own learning. This means structuring your time to make the most of both lesson and non-contact time.

Method of Assessment

50% is assessed through coursework and 50% through an externally set assignment.





Level 3 Diploma Food Science & Nutrition

About the Course

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

The Level 3 Diploma in Food Science & Nutrition has been designed to provide you with underpinning knowledge, understanding and skills to progress to further study and training. It offers exciting and interesting experiences that focus on applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the food production industry.

Progression Opportunities

Together with A Levels in Biology, Chemistry, Sociology and Mathematics or a Level 3 qualification in Applied Science, you will gain the required knowledge to progress to degree courses, such as those in Food and Nutrition, Human Nutrition, Public Health Nutrition and Food Science.

Entry Requirements

Students will need to achieve a grade 4 in GCSE English Language, GCSE Mathematics and GCSE Science. Students must also have studied Food Preparation & Nutrition at GCSE level.

Awarding Body

WJEC

Qualification code 601/4552/3



Course Content

You must take two compulsory units (units 1 and 2) and then an optional unit.

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

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

You will be studying optional **Unit 3: Experimenting to solve food production** which allows you the opportunity to study subjects of particular interest or relevance to you, building on previous learning and experiences in order to solve food production problems.

Study Methods

Lessons give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. You are encouraged to work independently for at least one hour per week within school to consolidate learning from the lessons. Private study at home is largely working on assignments set in lessons designed to further knowledge and understanding.

Method of Assessment

Assessment is through a combination of a written examination and external assignments set and marked by the examination board and two centre marked assignments. Students will be awarded a Distinction, Merit or Pass (these carry equivalent UCAS points as an A, C and E grade at A Level respectively).





A Level French

About the Course

French at A-level is an exciting and versatile course that opens your mind to other countries; their traditions, history and culture. French is spoken by about 300 million people around the world. The topics studied in this course offer a multitude of cross-curricular links making it an ideal option to complement any other courses you may choose such as History, Science, English, Law, Business, Politics and Media Studies. It equips you not only with linguistic skills but also with transferable skills such as cognitive flexibility, autonomy, resourcefulness, creativity and critical thinking.

Progression Opportunities

France is one of the UK's top trading partners. The country also boasts the seventh-largest economy in the world, the third-largest in Europe and ranked fourth in the Fortune Global 500 in 2020, beaten only by the USA, China and Japan. Furthermore, businesses in certain sectors will certainly want to take advantage of the French market. Home to world-famous brands and companies including Total, Renault, L'Oreal, Christian Dior and Michelin, France makes perfect territory for companies trading in everything from automobiles and telecommunications to fashion and food. Other big industries in France include tourism, transport and energy.

Finally, French is the official language of 28 other countries scattered all around the globe as well as international organisations including the UN, FIFA, the European Union, Interpol and the African Union.

Entry Requirements

Students will need to achieve at least a grade 6 in GCSE French and a grade 4 in English Language. However, if you are interested in the course but you have not achieved a grade 6, please contact the subject leader.

Awarding Body

AQA

Qualification code 7651



Course Content

Year 12

Artistic culture in the French-speaking world

A culture proud of its heritage / Contemporary francophone music / Cinema the 7th art form

Aspects of French-speaking society

The changing nature of the family / The 'cyber-society' / The place of voluntary work

One film from the specification list; Grammar

Year 13

Aspects of French-speaking society: current issues

Positive features of a diverse society / Life for the marginalised / How criminals are treated

Aspects of political life in the French-speaking world

Teenagers, the right to vote and political commitment / Demonstrations, strikes - who holds the power? / Politics and immigration

One text from the specification list; Individual research project; Grammar

Study Methods

Your listening, reading, writing and speaking skills in French will be developed through a variety of tasks. You will read texts, listen to recorded material, watch films, take part in class debates and produce pieces of written work such as essays and translations. You will be expected to keep up with the news and do research to widen your knowledge and understanding of modern society. This will in turn help you to have a better understanding of the world around you, discern pros and cons or opposite points of views on certain topics and issues. As part of the course, you will have to complete an individual research project, allowing you to explore an area of your own choice (for example scientific, artistic, sport-related). The grammar you have learned at GCSE level will be reinforced and extended and you will gain an increasingly wide knowledge of vocabulary.

Method of Assessment

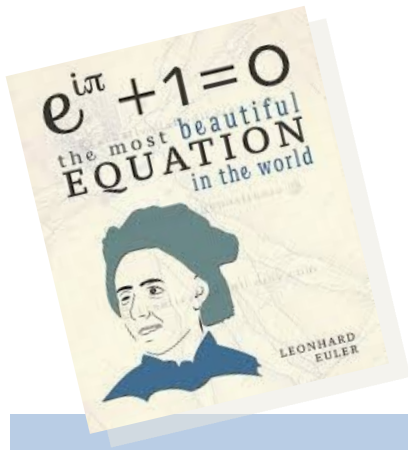
At the end of the course you will complete the following assessments:

Paper 1 Listening, reading and writing assessments on the four topics covered together with translation both into and from the target language (40%)

Paper 2 Writing. Written response to the film and the text studied (30%)

Paper 3 Speaking. Discussion based on a stimulus card on one of the themes covered together with a presentation and discussion of the individual research project (30%).





A Level Further Mathematics

About the Course

Further Mathematics is a stimulating, challenging extension to the Mathematics course. It is strongly advised for students who wish to study Mathematics beyond the Sixth Form.

Note: In order to study Further Mathematics at A level, you will also need to take A level Mathematics.

If you are a natural mathematician with a desire to be absorbed into the subject, and study Mathematics or a directly Mathematics related degree course at university, then Further Mathematics is for you.

Progression Opportunities

In recent years students followed Further Mathematics at A Level with degree courses in Mathematics at highly prestigious universities.

Entry Requirements

Students will need to achieve a grade 8 in GCSE Mathematics.

Awarding Body

AQA

Qualification code 7367





Course Content

In addition to the content covered in A Level Mathematics, students studying A Level Further Mathematics will be introduced to a range of new and related content. This will be split between Pure Mathematics (which will be compulsory) and Applied Mathematics (where students will have an element of choice).

The Pure Mathematics content will include the new topics of complex numbers, matrices, hyperbolic functions, polar coordinates and first/second order differential equations. The Single Mathematical topics of calculus, coordinate geometry, vectors and trigonometry get developed further.

The Applied Content will be drawn from the overall topics of Statistics, Mechanics and Discrete Mathematics. The Statistics content will include discrete and continuous random variables, the Poisson distribution, Chi-squared tests for association and the exponential distribution. The Mechanics content includes momentum and collisions, work/energy/power, circular motion and centres of mass/moments. The Discrete content will include graphs and networks, linear programming, critical path analysis, game theory and group theory.

Study Methods

A series of teacher-led tutorials, investigations, presentations and ICT.

Method of Assessment:

There will be three examinations at the end of Year 13. Each examination will be two hours long, with content being drawn from across all the topics listed above. Two of the examinations will contain Pure Mathematics only, with the third paper containing the optional Applied content.

Examinations will contain a mixture of short questions and longer, multi-step problems.





A Level Geography

About the Course

Geography is an all-embracing subject. Geographers have a unique view of the world because they combine the skills and attitudes drawn from other subjects. At TGS, Geography is a successful, lively and stimulating subject. We focus on a range of key issues, including environmental concerns, global responsibility and an appreciation of other cultures and societies.

Progression Opportunities

This course allows you to acquire a variety of skills that will be useful in later life, irrespective of continuing on to higher education, e.g. decision making, problem solving, collection, analysis and evaluation of evidence, report writing and formal essay skills. Geography is highly valued by many employers and is useful as a basis for many careers, including surveying, planning and management. It also combines well with other subjects at A-Level, as it has a key role in the integration of the Arts and Science approaches to study. At degree level, the subject sits comfortably with a range of other disciplines, including the Sciences, Geology, Economics, History, Sociology or Languages.

Entry Requirements

Students will need to achieve a grade 5 in GCSE Geography. You may, however, be considered for this course if you do not have a GCSE in Geography .

Other Entry Advice

The A-Level Geography course will suit you if you are interested in contemporary issues within the world around you.

Awarding Body

AQA

Qualification code 7037



Course Content

Physical Geography

Three topics from the following will be studied in detail; the water and carbon cycles, coastal systems and landscapes, hazards, ecosystems and hot/cold environments. Key concepts, processes and case studies will be considered at a range of scales.

Human Geography

Three topics from the following will be studied in detail: Global governance, changing places, urban environments, population and resource security. Key concepts, processes and case studies will be considered at a range of scales.

Geographical Investigations

You will carry out an individual investigation and write a piece of coursework on your chosen idea. Data will be collected in the field, this will be analysed and conclusions drawn.

Study Methods

The teaching is mainly classroom-based, but emphasis is put on independent study which might take place in a variety of environments, be it in the field, researching the net, or using the facilities in local libraries. Homework tasks will include reading and note taking, case study research as well as practice examination questions.

It is a course requirement that you carry out four days of fieldwork across the A-Level covering both human and physical geography. A range of opportunities will be available including local visits and a potential residential within the UK and abroad.

Method of Assessment

Physical Geography - Assessment: 2 hour 30 minute examination, mixture of short answers and extended responses (40%)

Human Geography - Assessment: 2 hour 30 minute examination, mixture of short answers and extended responses (40%)

Geographical Investigations - Coursework based on a question/issue. Field work is undertaken to collect relevant data which is then analysed in a 3000-4000 word piece of coursework. This work will be marked internally with some pieces being moderated by the examination board (20%)





A Level German

About the Course

There are 100 million German speakers in Europe. This course aims to allow you to enhance your linguistic and critical thinking skills, together with developing an understanding of the culture and society of countries where German is spoken. An A-level in German develops you as an independent user of the language with the confidence to interact in writing and speaking with users of the language. It will also enable you to engage critically with texts, films and other materials and equip you with valuable transferable skills.

Progression Opportunities

It is a multilingual world and UK companies are now realising that they need foreign languages to compete internationally. German is a widely spoken language, particularly in Europe, and is increasingly recognised as the language for business. Universities offer a variety of courses such as German, Business Studies and German, Law and German, Accountancy and German. Knowledge of the language provides excellent opportunities in a wide range of careers, not only in the traditional areas of teaching, translating and sales/marketing. Former students have also taken up courses at University in such languages as Russian, Italian and Anglo-Saxon!

Entry Requirements

Students will need to achieve a grade 6 in GCSE German. If a grade 5 is achieved, please discuss with the subject leader. A grade 4 in GCSE English Language is also required.

Other Entry Advice

The course will suit you if you have a genuine interest and willingness to learn about current affairs. You will be expected to have good independent studying skills as a lot of reading and research will need to be carried out. You should be willing to learn vocabulary independently and thoroughly as well.

Awarding Body:

AQA

Qualification code 7662





Course Content

Year 12

Aspects of German-speaking society

The changing state of the family; The digital world; Youth culture: fashion and trends, music, television

Artistic culture in the German-speaking world

Festivals and traditions; Art and architecture; Cultural life in Berlin, past and present

One text or one film from the specification list; Grammar

Year 13

Multiculturalism in German-speaking society

Immigration; Integration; Racism

Aspects of political life in German-speaking society

Germany and the European Union; Politics and youth; German re-unification and its consequences

One text or one film from the specification list; individual research project; Grammar

Study Methods

Your listening, reading, writing and speaking skills in German will be developed through a variety of tasks and exercises which will form part of our lessons and your preparation. You will read texts, listen to recorded material, take part in class discussions and produce pieces of written work such as essays and translations. You will be expected to keep up with the news and do research so as to widen your knowledge and understanding of modern society. This will in turn help you to debate your point of view on certain topics and issues. The grammar you have learned at GCSE level will be reinforced and extended and you will gain an increasingly wide knowledge of vocabulary.

Method of Assessment

Paper 1 Listening, reading and writing assessments on the four topics covered together with translation both into and from the target language (40%)

Paper 2 Writing. Written response to the two literary texts or the one literary text and one film studied (30%)

Paper 3 Speaking. Discussion based on a stimulus card on one of the themes covered together with a presentation and discussion of the individual research project (30%)





Design and Technology

A level Graphic Communication

About the Course

When you think of graphic design, you may think of creative advertisements, eye-grabbing graphics on websites, stunningly arranged spreads in magazines. While these examples certainly are graphic design there are many more, such as: posters, infographics, book covers, packaging, logos, business cards, signs, website layouts, video game graphics, mobile apps, visual interfaces.

Graphic designers use images and text to convey messages and meaning, this A level Graphic Communication course allows you to explore areas such as advertising, illustration, branding and information design. You will use a wide range of traditional non digital techniques and learn specialist industry software including Photoshop, Illustrator and InDesign, using these programmes to explore image manipulation, vector graphics and layout design.

Progression Opportunities

This qualification is designed to support progression to employment or a university course in the area of graphics, the following are a few examples:

Apprenticeship - design assistant, trainee technical illustrator, desktop publishing assistant, technical illustrator, junior graphic designer.

Degree courses - Graphic Design, Visual Communication, Illustration, Information and Interface Design, Advertising Design, Web Design, Games Design.

Employment opportunities in the Graphic Design sector are high.

Entry Requirements

L2 Pass in Graphics, L2 Pass in iMedia, grade 5 in Art

Awarding Body

To be confirmed



Course Content

Students will work in the following areas of graphic communication - advertising, packaging design, design for print, illustration and branding. Students will develop knowledge, understanding and skills of graphic communication, such as

- Understanding of function, style, scale, colour and content
- Awareness of intended audience or purpose
- Ability to respond to an issue, concept or idea, working to a brief
- Appreciation of the relationship of form and function
- Appreciation of the appropriate use of typography and image
- Relevant materials, processes, technologies and resources
- How ideas, feelings and meanings can be conveyed
- Historical and contemporary developments and different styles and genres
- How images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- A working vocabulary and specialist terminology that is relevant to the graphic design industry

Study Methods

Students will be enthused and challenged by the range of practical activities and assignments; designing graphics for a range of purposes, learning technical skills in areas such as layout and typography. These skills are applied in vocational projects, which develop and test students' abilities. As part of their course, students engage with employers from the sector, for example through specialist workshops, educational visits or through employers contributing to teaching or assessment. Assignments can include research, projects, investigations, fieldwork, and experiments, and often link theory with practical exercises.

Learners will be given opportunities to:

- Demonstrate practical and technical skills using appropriate materials, techniques and processes
- Complete realistic tasks to meet specific briefs or particular purposes
- Write up the findings of their own research
- Use case studies to explore complex or unfamiliar situations
- Carry out projects for which they have choice over the direction and outcomes

Method of Assessment

Component 1 = 60% - A design project which is internally set, assessed by the teacher and externally moderated.. This allows students the opportunity to research , generate and develop ideas and produce final outcomes.

Component 2 = 40%

A design project which is externally set, assessed by the teacher and externally moderated comprising two parts

- Preparatory studies, a portfolio of practical and written development work based on the externally set assignment
- 15-hour period under examination conditions, students will produce final outcomes from their preparatory studies





BTEC Health & Social Care

About the Course

Most people will gain employment working with people. Over 40% of the working population are employed by caring organisations either in the Statutory Sector, i.e. The NHS and Social Services including schools or the independent sector through private and voluntary organisations. BTEC Level 3 National Extended Certificate in Health & Social Care will provide you with some of the skills you will need for a career in the caring professions.

Progression Opportunities

The course will provide a good foundation for students who are considering a career in the Health Service, Social Services, the Police Service, Teaching or any career in which there is an element of working with people.

Entry Requirements

Students will need to achieve the standard Sixth Form entry requirements as detailed in the prospectus.

Awarding Body

Pearson Edexcel

BTEC Level 3 National Extended Certificate in Health and Social Care

Qualification code 601/7197/2





Course Content

Year 12 Units

Unit 1 - Human Lifespan Development

This unit will develop your knowledge and understanding of patterns of human growth and development, and the experience of health and well-being. You will learn about factors that can influence human growth, development and human health. Some of these are inherited and some are acquired through environmental, social or financial factors during our lifespan.

Unit 5 – Meeting Individual Needs

In this unit, you will learn about the values and principles of meeting care and support needs and look at some of the ethical issues that arise when personalising care. You will examine factors that can impact the professionals who provide the care and support, and the challenges that must be overcome to allow access to good quality care and health services.

Year 13 Units

Unit 2 - Working in Health and Social Care

This unit will help you to understand what it is like to work in the health and social care sector. You will begin by looking at the range of roles and general responsibilities of people who work in health and social care settings. You will learn about the organisations that provide services in this sector, and the different settings in which these services are delivered according to the needs of the service user.

Unit 14 – Physiological Disorders

In this unit, you will learn about the signs and symptoms of physiological disorders and how they are investigated and diagnosed. You will also learn about the different types of treatment and support available for individual service users, including surgery, rehabilitation and complementary therapies.

Study Methods

Students will sit one examination in each year. They will also be assessed in two portfolio/coursework units.

Method of Assessment

Year 12

Unit 1 – Human Lifespan Development - Examined

Unit 5 – Meeting Individual Needs – Coursework Based

Year 13

Unit 2 – Working in Health and Social Care – Examined unit

Unit 14 – Physiological Disorders – Coursework Based





A Level History

About the Course

The course is focused on aspects of modern History not covered at GCSE. The aim of the course is to develop an interest in and enthusiasm for history whilst acquiring an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity.

Progression Opportunities

A Level History continues to be a highly regarded academic subject. It freely combines with others through its skills rather than its content. The wide range of skills taught has long been recognised by employers in a wide variety of fields including Law, Journalism, Museum services, Accountancy, the Civil Service and in the world of business.

Study Methods

The periods that the course covers allow for a full range of visual and written sources to be used. Lessons are designed to provide a variety of activities and focused individual work. You are encouraged to develop independent learning skills which can be applied across all subjects. You will build on your understanding of the past by experiencing a broad and balanced course of study which helps you to improve as an effective and independent learner, and as a critical and reflective thinker with a curious and enquiring mind.

Entry Requirements

Students will need to achieve a grade 6 in GCSE History and a grade 5 in GCSE English Language.

Awarding Body

Edexcel

Qualification code 9HI0





Course Content

The A Level will follow route G of Edexcel's History syllabus (Nationalism, dictatorship and democracy in twentieth-century Europe). This comprises of:

Germany and West Germany, 1918–89 (Breadth Study)

Political and governmental change, 1918–89

Opposition, control and consent, 1918–89

Economic development and policies, 1918–89

Aspects of life in Germany and West Germany, 1918–89

Historical interpretations: How far was Hitler's foreign policy responsible for the Second World War?

Spain, 1930–78: Republicanism, Francoism and the re-establishment of democracy (Depth Study)

Creation and destabilisation of the Second Republic, 1930–36

The Spanish Civil War, 1936–39

Establishing Franco's dictatorship, 1938–56

Dictatorship remodelled and the transition to democracy, 1956–78

Rebellion and disorder under the Tudors, 1485 - 1603

Aspects in breadth: Changes in governance

Aspects in depth: Rebellions

Coursework

The purpose of this coursework is to enable you to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently researched assignment. The focus is on understanding the nature and purpose of the work of the historian. You will be required to form a critical view based on relevant reading on the question, problem or issue. You will also be specifically required to analyse, explain and evaluate the interpretations of three historians. Coursework will be between 3000 and 4000 words. The coursework will be on aspects of the Nazi Germany 1933-39.

Method of Assessment

Germany and West Germany written examination, lasting 2 hours 15 minutes (30%)

Spain 1930-78 written examination, lasting 1 hour 30 minutes (20%)

Ireland written examination, lasting 2 hours 15 minutes (30%)

Coursework is internally assessed and externally moderated. You will complete a single assignment on a question set by the school. The assignment will assess your ability to carry out a historical enquiry, analysing and evaluating historical interpretations, and organising and communicating the findings (20%).





Cambridge Technical Introductory Diploma in ICT Code

About the Course

The qualifications aims to develop students' knowledge, understanding and skills of the principles of IT and Global Information Systems. The students will gain an insight into the IT sector as they investigate the pace of technological change, IT infrastructure, the flow of information on a global scale, and the importance of legal and security considerations. Designed in collaboration with experts spanning the breadth of the sector, the Level 3 Cambridge Technicals in IT focus on the requirements that today's universities and employers demand.

Entry Requirements

Students will need to achieve the standard Sixth Form entry requirements as detailed in the prospectus. It is also important that the student has a real interest in IT and how IT affects society and business.

Awarding Body

OCR

Qualification code 601/7099/2

Progression Opportunities

The students will follow the **Emerging Digital Technology Practitioner pathway**, this pathway is ideal for those interested in careers in creating digital content, social media campaigns and virtual and augmented reality. It is also a qualification that will lead on to an appropriate IT related apprenticeship or University course.





Course Content

Unit 1 Fundamentals of IT. Exam assessed unit looking at how computers work and how data is transferred in organisations. This unit also looks at security of data and how data is stored locally and stored using cloud storage techniques.

Unit 2 Global information. Exam assessed unit looking at how businesses use information as part of their daily functions. The exam is based around a previously studied case study provided by the exam board.

Unit 5 Virtual and Augmented Reality. Coursework assessed unit looking at how Virtual and Augmented reality affects society and its future role in areas such as medicine or flight training. The students are also required to design and produce a virtual or augmented reality product.

Unit 13 Social media and digital marketing. Coursework assessed unit where students investigate how social media data (metrics and analytics) are used to monitor how well an organisation uses its social media channels. As part of the unit the students are expected to design a social media campaign to advertise the virtual or augmented product created in unit 5.

Unit 17 the Internet of Everything (IoE). Coursework assessed unit where the students look at how the Internet has moved beyond connecting computers to networks. Students study how the IoE is used in home electrical devices such as smart fridges and home heating systems and how it can be used in society and organisations.

Study Methods

The course is a good mix of theory and practical applications. There are two examined units, units 1 and 2 which are both written exams. Units 5, 13 and 17 are coursework units and assessment occurs through the production of a portfolio of research and practical application of the theory.

Method of Assessment

A mixture of exam based (50%) and coursework (50%).





A Level Law

About the Course

You probably have your own view of lawyers, perhaps received from a family member, friend, or even from your favourite television programme. You may wish to be a successful lawyer in order to enter into politics, business, international finance and banking or simply practice law in your home town or city. Studying law can often be considered a smart career move as it commands status, prestige, employment, and promotion prospects.

The course is aimed at helping you to develop an understanding of legal methods and reasoning. To develop the techniques of logical thinking and the skills necessary to analyse and solve problems, by applying legal rule. You will also develop the ability to communicate legal arguments and conclusions, with reference to appropriate legal authority. Finally it is aimed at creating a critical awareness of the changing nature of Law in society.

Progression Opportunities

A large proportion of students who have studied A-level Law at TGS have continued onto study Law and other degrees at a range of Universities including Cambridge, Durham, Manchester and Hull. The study of Law also opens opportunities to work in the police service, courts or any job requiring logical and reasoning skills.

Entry Requirements

Any student gaining a grade 5 or better in GCSE English Language would be automatically accepted onto the course. Students gaining a grade 4 would only be accepted subject to an interview with a representative of the Business and Commercial Subjects Faculty to determine suitability.

Awarding Body

AQA

Qualification code 7162



Course Content

Year 12

The Nature of Law and the English Legal System

In this unit you will examine the distinction between enforceable legal rules and principles and other rules and norms of behaviour. You will also gain an understanding of the criminal and civil court system, together with the people who work within the legal systems including judges, barristers and juries.

Criminal Law

Your study will include; rules and principles concerning general elements of criminal liability and liability for non-fatal offences against the person, for example, assault and battery.

Tort Law

This is the study of negligence for physical injury to people and damage to property and occupier's liability.

Year 13

This builds on all three topics studied in Year 12 and includes; law and morality, murder and manslaughter, economic loss and psychiatric injury together with a module on the law of contract.

Study Methods

The results of the faculty pay testament to the effectiveness of the teaching. Results in Law are well above similar schools and national averages. You are encouraged to be independent and are taught how to be effective learners.

Method of Assessment

- Paper 1: English Legal System, Nature of Law and Criminal Law
- 2 hours (33.3%)
- Paper 2: English Legal System, Nature of Law and Tort Law
- 2 hours (33.3%)
- Paper 3: English Legal System, Nature of Law and Contract Law
- 2 hours (33.3%)





A Level Mathematics

About the Course

There are an infinite number of reasons for studying Mathematics. You may wish to learn more about this universal language, or you may simply enjoy its challenge or admire its elegance. Mathematics has a great history, but also an increasing range of new applications. If you enjoy a challenge and have a desire for your logical mind to be stretched, Mathematics is the subject for you.

Progression Opportunities

In recent years, students followed the study of Mathematics at A Level with degree courses in Computer Science, Mathematics, History, Town and Country Planning, Pharmacy, Aeronautical Engineering, Natural Sciences, Optometry, Physics and Medicine. Mathematics provides support, or simply complements all areas of the curriculum. The demand for committed, well-qualified mathematicians has no bounds.

Entry Requirements:

The preferred requirement is a grade 7 in GCSE Mathematics. Any student gaining a grade 7 or better would be automatically accepted onto the course. Students gaining a grade 6 would only be accepted subject to an interview with a representative of the Mathematics Faculty to determine suitability. Students deemed suitable would still be expected to complete additional 'bridge the gap' work prior to the course starting in September and would need to demonstrate their understanding of this via a diagnostic test taken in the first week.

Awarding Body

AQA

Qualification code 7357





Course Content

Mathematics A Level is a two year course, with content drawn from Pure Mathematics, Statistics and Mechanics.

Pure Mathematics covers topics such as algebra, mathematical proof, coordinate geometry, calculus, trigonometry, sequences, exponentials/logarithms, vectors and numerical methods.

Statistics covers topics such as representation and summary of data, sampling, probability, statistical distributions and hypothesis testing. Students will also be expected to become familiar with large data sets and be able to use spread sheets or other statistical packages to explore these data sets.

Mechanics covers topics such as kinematics, forces and Newton's laws and moments. All the above content is compulsory knowledge for the full A Level.

Study Methods

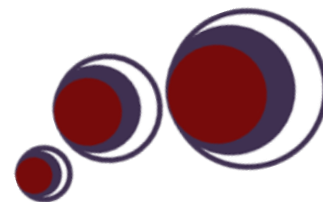
A series of teacher-led tutorials, investigations, presentations and ICT.

Method of Assessment

There will be three examinations at the end of Year 13. Each examination will be two hours long, with content being drawn from across all the topics listed above.

Examinations will contain a mixture of short questions and longer, multi-step problems.





A Level Media Studies

About the Course

Most of the information we receive from the world is mediated – it is selected and organised in particular ways before it is re-presented to us. A large proportion of this information comes from the mass media: television, radio, the internet, the press and many other forms, many of which have developed rapidly over the last few years due to the boom in digital technology. In Media Studies you learn to read media texts across this broad range, and understand the real messages behind these varied products, and the reasons why they have been produced this way.

The Media Studies course does help to develop creative and practical skills; students produce media texts using video, photography and desktop publishing technology. However, it is mainly an academic subject with written analytical essay answers and independently researched theory and debates. It is a theoretical and analytical subject covering political, social and current affairs so this will aid a range of other subjects and careers where insight, critical analysis and hypothesising, as well as reading and extended written communication are involved.

Progression Opportunities

As well as providing a grounding for students who wish to enter a career in media areas such as television, radio, film or web production; Media Studies is excellent for developing critical, analytical and creative skills. It is therefore a good choice for students who wish to study Drama, Art or English Literature courses at university, as well as courses directly linked to the media such as journalism or film studies. Moreover, as the course requires students to look in depth at the factors influencing how media texts precisely target their audiences, it is a useful choice for students who wish to enter a career in business or marketing.

Entry Requirements

Students will need to achieve the standard Sixth Form entry requirements as detailed on the prospectus and will be required to have achieved a minimum of Grade 5 in English Language.

Awarding Body

Eduqas

Qualification code 603/1149/6





Course Content

Component 1: Examination based unit in which you watch or read an unseen media text analysing the way it has been constructed and the underlying messages it sends. You will compare this with a range of media texts studied for the examination covering advertising, film, videogame, music video, radio and newspapers.

Component 2: Examination based unit in which you study several texts in more depth in relation to various theoretical frameworks, studying institutions, audiences, media language and representations within the text as well as theoretical views such as feminism, postmodernism and Marxism. The form studied are TV drama, magazines and their online presence and online journalism or blogging.

Non Examined Assessment: Practical coursework unit in which you have to produce two or three media products using your own technical and creative skills. You must also write an analysis of the practical work, evaluating its strengths and weaknesses.

Study Methods

A range of study methods are used from independent research and presentations, to discussion, group work and written responses. Practical skills are built by presenting learning in practical ways as well as traditional essays.

Method of Assessment

70% is examination based and 30% coursework.
Examinations are essay based.





A Level Music

About the Course

Music may well be your first choice subject. You may be aiming for further study at College or University, or for a career in the music industry. On the other hand, you may simply enjoy music and wish to continue your studies. It is viewed highly by universities and indicates that you are both academic and have wider interests.

Progression Opportunities

A Music A level can lead to:

- Single study and joint arts courses at university
- Study at specialist music conservatoires
- Music Technology/sound production courses
- Music instrument repair and construction courses
- Music Therapy courses

Careers in media, teaching, theatre, film, television and music administration.

Entry Requirements

Students will need to achieve a grade 6 in GCSE music or grade 5 instrumental/ vocal with grade 5 theory.

Awarding Body

AQA

Qualification code 7272



Course Content

Performance

Throughout the course you will consider practice routines and individual performance targets. You will complete mock performances which will be marked to the examination board criteria.

Assessment: A ten minute solo performance to be completed after 1 March in Year 13.

Composing

You will develop your composing skills through a series of short free composing activities and harmony exercises which gradually link into larger scale works.

Assessment: Two compositions are completed in Year 13 which have a combined duration of at least 4 and a half minutes. One composition is a free composition and the other is in response to a brief set by the examination board.

Appraising Music

Knowledge and understanding of musical elements, context and language. You will apply this knowledge through studying the following topics: The Baroque Concerto, The Marriage of Figaro, Jazz and Blues and Music for Theatre. The final examination is a combination of listening exercises and essays.

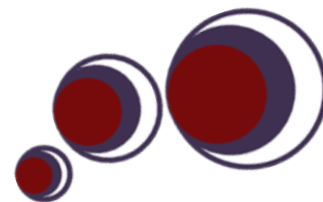
Study Methods

The skills you will develop through the course include not only the obvious ones of listening, composing and performing, but also analysis, criticism, organisation, decision making, communication and presentation. Music students benefit from being taught in small groups and are encouraged to work independently.

Method of Assessment

Performing	Externally assessed (35%)
Composing	Externally assessed (25%)
Appraising	One written paper (40%)





A Level Photography

About the Course

Photography is about looking, learning, thinking and communicating ideas. It inspires creative thinkers. Photography means 'drawing with light' and that is what photographers do when they take a picture. Many photographers have explored various techniques to create images that make a personal statement about things that have interested or concerned them. The most exciting aspect of photography is that you are capturing the world as you see it.

Progression Opportunities

Many of our students move on to photography degrees at university, or to study a Foundation Diploma in Art and Design. Photography students can consider a career in any of the following areas: fashion; graphic design; architectural; illustration; forensic; journalism; studio based photography; wedding photography; teacher; advertising; web-design; Photoshop specialist in special effects or in film and television work. Many photographers become self-employed and establish their own business.

Entry Requirements

Students will need to achieve the standard Sixth Form entry requirements as detailed in the prospectus.

Awarding Body

Awarding Body AQA
Qualification code 7206





Study Methods

We want you to develop into independent learners who use their creative skills and are willing to take risks in their work. We encourage a collaborative studio environment reflecting an art college atmosphere. You will want to develop your technical skills and be able to apply new techniques and follow your own ideas. Do you need your own camera? – yes, it helps but we have some you can experiment with. There may be a need to make a voluntary contribution to material costs e.g. printing/photographic paper.

Course Content

Year 12 - The Portfolio

You will be encouraged to develop your knowledge of how your camera works and apply this knowledge to your own photographs. You will research different photographic techniques together with learning about photographers that have influenced each process. Projects are thematic and will include: Traces, Places and Spaces – composition, a sense of place and a sustained project 'Covert and Obscure'. There will be opportunities to shoot on location and in the studio learning about lighting techniques. Photoshop skills will also be developed and experimentation encouraged.

Year 13 – Personal Investigation

This unit provides you with an opportunity to explore an independent theme of your choice. Alongside your sustained practical investigation and responses you must produce a written, illustrated essay (1000-3000) words. This is a critical and contextual study that will support your practical work.

Method of Assessment

This is the culmination of the course. The examination board release a number of themes you will select and respond from the theme of your choice. You are given a preparatory period to produce a sketchbook full of practical investigations and developments supported by influences from other artists/designers. You will have 15 hours supervised time to produce an ambitious creative response to your theme connecting to your development work from your sketchbook.





A Level Physical Education

About the Course

Studying A Level Physical Education will give you a fantastic insight into the amazing world of sports performance. Not only will you have the chance to perform or coach in your sport, you will also develop a wide ranging knowledge into the how and why of physical activity and sport.

Physical Education is studied through a range of different contexts and the impact it has on everyday lives. You will learn about the human body and why some people outperform others, mentally and physically. You will delve into the ethical considerations behind the use of drugs and also the influence that modern technology is having on physical activity and sport. Other components focus on how psychological factors affect participation and performance. The course content provides a solid foundation from which to build when you move on to higher education, employment or further training.

Progression Opportunities

Sport and fitness is a huge industry. If you're keen on sport and physical activity you could make a career doing something that you love. If you opt to study Physical Education at A level you can go on to select a wide range of sports studies courses at University, including Sport and Exercise Science, Sport Development, Leisure Studies, Physiotherapy, Sport Management, Sport and Exercise Psychology, Sport Technology, Teacher Training, Medicine and many more.

Entry Requirements

Students will need to achieve the standard Sixth Form entry requirements as detailed in the prospectus.

Awarding Body:

AQA

Qualification code 7582





Course Content

A Level Physical Education has four components: 70% exam based and 30% non-exam assessment (NEA).

Physiological Factors Affecting Performance. This component focuses on key systems of the human body involved in movement and physical activity. You will learn about changes within these systems during exercise and during recovery and how these changes can influence sports performance.

Psychological Factors Affecting Performance. This second component focuses on the psychological factors affecting physical activities and sports, including: models and theories that affect learning and performance; methods of training and feedback; group dynamics and the effects of leadership and stress on performers.

Socio-Cultural and Contemporary Issues. This component focuses on the sociological and contemporary factors that affect physical activity and sport. It includes the emergence and evolution of modern sport and how social and cultural factors shaped the characteristics of sports and pastimes in pre and post-industrial Britain. You will also study the impact of the modern Olympic Games and the influence that ever-evolving modern technology has on sports performers and spectators.

Performance within Physical Education. You will be required to undertake two parts within this component:

Part 1: Performance/coaching of a sport or activity.


Part 2: The analysis of performance

Study Methods

In order for breadth and depth to be achieved in the theoretical aspects of the course, it is expected that you will practise and perform practical activities in your own time. You will also be required to do background reading and independent research in the topics studied.

Method of Assessment

You will sit two examinations at the end of the two years (70%). You will also be assessed in your chosen practical activity (15%) and an analysis of performance oral response (15%).





A Level Physics

About the Course

A Level Physics builds on familiar concepts including forces, energy and waves, before introducing students to the strange realms of Quantum Mechanics, Special Relativity and Particle Physics. Students are afforded the opportunity to explore the laws that determine how atoms are constructed and how our universe will end, and apply these laws to a wide range of real-world and abstract situations. A Level Physics teaches students to solve problems, think creatively and, most importantly, to question *why* everything is the way it is.

Progression Opportunities

Physics is a subject which opens doors to a wide range of further education courses and careers including Medicine, Engineering, Architecture and Computing, amongst others.

Entry Requirements

Students will need to achieve a Grade 6 in GCSE Physics or a 77 in GCSE Combined Science, alongside a 7 in GCSE Mathematics and a Grade 5 in GCSE English Language.

Awarding Body

Edexcel

Qualification Code 9PHO



Course Content



There are six topics in Year 12: Higher Faster Stronger, The Sound of Music, Good Enough to Eat, Technology in Space, Digging up the Past and Spare Part Surgery. These are concept-led topics that cover the following areas of Physics:

- Mechanics
- Electric Circuits
- Material Science
- Wave-Particle Duality (Quantum Mechanics)

There are five further concept-led topics in Year 13: Transport on Track, The Medium is the Message, Probing the Heart of Matter, Build or Bust and Reach for the Stars. These topics build upon Year 12 work and also introduce students to the following areas of Physics:

- Astrophysics
- Sub-Atomic Particle Physics
- Electric and Magnetic Fields
- Universal Gravitation
- Nuclear Radiation
- Thermodynamics

Study Methods

Physics lessons will consist of a mixture of teacher and student-led learning, practical investigations and experiments, exam question practice, group work and independent study. Like all A Levels, further independent study outside of lessons is a vital component of achieving success in A Level Physics. This will consist of homework, textbook questions, exam questions and research.

Method of Assessment

Students will sit three exams at the end of Year 13. The first two exams are 1 hour 45 minutes long and each examine half of the specification. The third exam is 2 hours 30 minutes long and can examine any aspect of the course. The third exam also includes questions designed to assess a student's understanding of practical skills. These practical skills are also assessed throughout the course by your teacher as students complete a series of 'core practicals', leading to the award of a 'Practical Endorsement' recorded on the final A Level certificate.





A Level Politics

About the Course

This course aims to allow students to develop an understanding of contemporary politics in both the United Kingdom (UK) and the USA. They will develop a critical awareness of the changing nature of politics and the influences and interests which have an impact on decisions in government and politics. As part of this, students will develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements.

Progression Opportunities

A Level Politics combines well with others through its skills and content. The wide range of skills taught has long been recognised by employers in a wide variety of fields including Law, Journalism, Accountancy and the Civil Service. It is also a popular course at degree level.

Entry Requirements

A minimum of grade 5 in GCSE English.

Awarding Body:

Edexcel

Qualification code 9PL0





Course Content

Paper 1 - UK Politics

Democracy and participation, Political parties, Electoral systems, Voting Behaviour and the Media, Core Ideologies: Liberalism, Conservatism and Socialism

Paper 2 - UK Government

The Constitution, Parliament, Prime Minister and Executive, Relationships between the branches and one from the following: Ideologies, Anarchism, Feminism, Ecologism, Multiculturalism or Nationalism

Paper 3 - Comparative politics - The Government and Politics of the USA

The US Constitution and Federalism, US Congress, US Presidency, US Supreme Court, Democracy and Participation and Civil Rights.

Study Methods

The nature of the course allows for a full range of learning styles to be used in lessons. Lessons are designed to provide a variety of interactive activities as well as focused individual work. Students are encouraged to develop independent learning skills which can be applied across all subjects.

Method of Assessment

Unit 1: Written examination, lasting 2 hours. Students answer 3 questions.

Unit 2: Written examination, lasting 2 hours. Students answer 3 questions.

Unit 3: Written examination, lasting 2 hours. Students answer 4 questions.





A Level Product Design

About the Course

If you have enjoyed the challenge and innovation of GCSE Design Technology and would like to develop and sustain these skills, then this is the course for you. Product Design is a subject that provides the opportunity to study, propose and bring to life prototype solutions closely linked to the real world of product manufacture, in a range of material areas. Some students lean towards the particular areas such as resistant materials, textiles, graphics, or a combination of materials. This course will encourage you to initiate design solutions and to develop, test and trial working models and prototypes. Using your imagination, innovation and flair, you will work with concepts and materials, developing an understanding of contemporary design and technological practices and consider the uses and effects of new technologies and modern materials.

Progression Opportunities

There are many different routes available after studying A Level Product Design. Product Design could take you into a variety of exciting career paths. Students have the opportunity to go onto studying degree courses in a wide range of design areas. The course will also provide students with valuable skills for practical apprenticeships.

All of the following careers can be accessed through taking Product Design as an A Level: Product Designer, Furniture Designer, Engineer, Automotive Design, Graphic Designer, Set Designer, Interior Designer, Architect, Marketing Consultant, Advertising, Jewellery Designer, Exhibition and Retail Designer, Image Consultant, Animator, Web and Media Designer, Illustrator and Model Maker. All products are designed by someone – why not you?

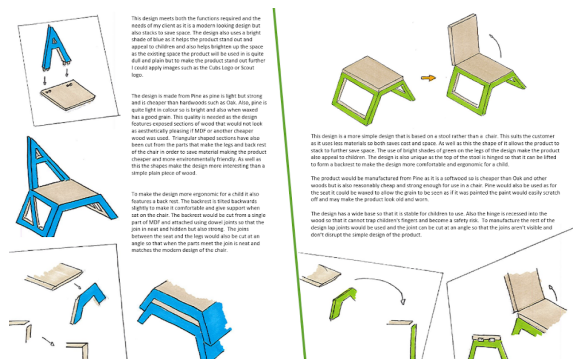
Entry Requirements

You should have at least a grade 5 in a Design Technology subject and Maths.

Awarding Body

AQA

Qualification code 7552



Course Content

Section A - Investigation (25 marks)

Section B - Designing (30 marks)

Section C - Making (30 marks)

Section D - Analysis and Evaluation (15 marks)

Study Methods

Within the **learning through design and making** component, you have the opportunity to develop and build upon a range of skills from GCSE including product analysis, designing and making. For the examination content **materials, components and application**, much will be automatically covered; however there will be discrete lessons to support this. The **design and manufacture** examination content, again features discrete theory lessons to build upon skills developed through design and making. The **design and making practice**, requires you to design and make a product in a commercial framework using a client as a means of providing feedback at all stages.

Method of Assessment

Written Paper 1: Technical Principles 30% • 2 h 30

- 120 marks
- Mixture of short and extended response questions
- Maths questions in a D&T context

Written Paper 2: Designing and Making Principles 20% • 1h 30

- 80 marks
- Mixture of short and extended response questions
- Product analysis questions
- Commercial manufacture questions

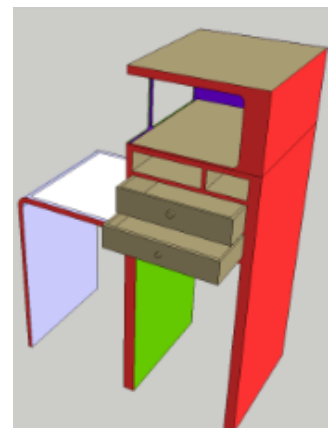
Non Examination Assessment (NEA) - worth 50% of the course

- Single substantial design and make task.
- Written or electronic portfolio. Must include photographic evidence of practical outcome.

You will have opportunity to generate your own context to base your design and make task on.

Possible Contexts.....

- Home gardening with limited space
- Inclusive/adjustable products to suit a range of users
- Bike maintenance and secure storage
- Outdoor living/entertainment
- Outdoor learning
- Compact travel
- Sports equipment transport/storage
- Living with arthritis



This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.



A Level Psychology

About the Course

Psychology is the scientific study of behaviour. It encompasses a variety of approaches to try to fully explain the causes of human (and animal) behaviour. Topics can range from the social causes of aggression to the biochemical basis of depression. Psychology involves finding out what psychologists have discovered about behaviour. It is therefore necessary to support any theory with evidence and the examination will require you to quote named studies to support your answers. There is rarely a single view in Psychology, so as well as a sound knowledge base, you will need the ability to formulate a rational argument and use critical thinking to justify a point of view.

Progression Opportunities

Leading to specific careers such as a Clinical or Forensic Psychologist and supporting many other career routes through Medicine, Nursing, Business, Industry and Public Services, Psychology is rarely an essential A Level for University entrance but is always an excellent subject to have in your portfolio. Psychology is classified as a Science A Level for most degree courses. The A Level will tell you what to expect in a Psychology degree and help develop analytical and evaluative skills needed for a range of University subjects.

Study Methods

You will develop a number of skills over the course including analysis, evaluation and commentary. You will also be expected to use research findings to good effect in constructing and developing coherent arguments. Lessons are a mix of teacher input, discussion of prepared topics, student presentations, use of video clips and small scale investigations. Students are expected to participate... this is not a passive subject! Homework tasks will include reading and note taking as well as practice questions.

Entry Requirements

Students will need to achieve a grade 5 in GCSE Mathematics and English Language.

Awarding Body

Edexcel

Qualification code 9PSO



Course Content

Year 12

Social Psychology and Cognitive Psychology

Different groups of Psychologists have different ways of explaining behaviour. In this topic we focus on two areas of Psychology - Social and Cognitive. You will learn how different behaviour can be explained by looking at specific theories; for example Asch's study on conformity or Baddeley's model of working memory. You will also consider how each approach has been applied to a form of therapy as well as discussing how psychology can explain and apply theories to current events, such as why militants are conforming in the Middle East alongside the methods it uses to investigate behaviour.

Biological Psychology and Learning Theories

In this topic we focus on the biological and learning theories of behaviour- is behaviour genetic or developed? For Example, Raine's famous brain scanning research reveals that murderers have different levels of brain activity compared to a control group; in contrast Bandura's Social Learning Theory would argue that aggression is learnt through role models. Again you will look at specific theories and therapies that can be used to treat abnormal behaviour. You will learn to apply what you know to current issues, such as analysing whether media and celebrity influence are the cause of anorexia.

Year 13

Clinical Psychology and Criminal Psychology

This topic develops the knowledge, application and evaluation of Psychological theory. You will look at the theories, causes and treatment options for abnormal psychological illnesses and behaviours. For example, what is the best way to treat schizophrenia - are criminals born or made? You will develop a broad knowledge of both of these topic areas covering a range of abnormal behaviour as part of the Clinical topic, and explaining a variety of issues that occur in Criminal psychology, such as can we trust eyewitness testimony?

Psychological Skills

In the Psychological Skills section you will consolidate knowledge drawn from earlier study and apply it to wider controversies and issues such as gender and culture bias and the scientific nature of Psychology. This topic area also has a more practical emphasis as you demonstrate your ability to make good design decisions as they suggest methods to investigate psychological phenomena. We will also consider in more detail the scientific and ethical issues in the design and implementation of an investigation into behaviour, such as the ethics of using non human animals in psychological experiments.

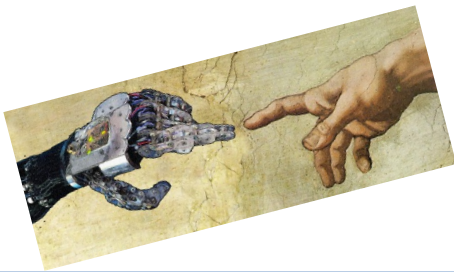
Method of Assessment

Paper 1: Foundations of Psychology Social, Cognitive, Biological and Learning Theories 2 Hours (35%)

Paper 2: Application of Psychology Clinical and Criminal Psychology - 2 Hours (35%)

Paper 3: Psychological Skills Methodology and review of studies- 2 Hours (30%)





A Level Religion, Philosophy and Ethics

About the Course

What is Religion, Philosophy and Ethics? Religion, Philosophy and Ethics is the study of all aspects of religious belief, practice and ideology. It considers the fundamental question of human existence, attempts to provide answers to ethical issues such as Euthanasia and Animal Rights as well as exploring ethical responses to such issues. This course is designed to stimulate, engage and challenge you on various issues and can be taken by all students regardless of your own beliefs.

It will particularly appeal to you if you are interested in a wide range of philosophical and ethical ideas. It is important to think about philosophical questions, be interested in contemporary moral issues such as the right to life and animal rights and be able to think outside the box. If you are someone who likes to challenge and debate, criticise and evaluate different views, opinions and perspectives then this could be the A level for you.

Progression Opportunities

Religion, Philosophy and Ethics is an academically rigorous A level which can lead to degree courses such as Law, Literature, Journalism, Politics, Philosophy, Sociology, Theology, History and Psychology. By studying Religion, Philosophy and Ethics, you will have acquired a great range of skills such as analysis, interpretation, critical thinking, the ability to listen and reason with people of different opinions and the ability to produce extended pieces of writing. All these skills are valuable for careers such as medicine, nursing, human resources, administration, retail, teaching, counselling, police and the armed forces as well as community and social work.

Entry Requirements

Students will need to achieve a grade 5 in GCSE Religion, Philosophy and Ethics

Awarding Body

AQA Religious studies
Qualification code 7062



Course Content

This course focuses on three key areas:

Philosophy - In this course you will cover the arguments for the existence of God, the problem of evil and suffering, religious language, religious experience, miracles, life after death and the nature and function of religion.

Ethics - In this course you will cover key ethical theories, issues of human life and death, issues of animal life and death, an introduction to meta ethics, free will and moral responsibility, conscience and the theories of Bentham and Kant.

The study of a chosen religion (Christianity) - In this course you will cover the role of philosophy within Christianity by considering the nature of God, life after death, the challenge from science, the nature and role of religion and sources of wisdom and philosophy. You will also study the role of ethics within Christianity by looking at the key moral principles of the faith, religious identity, the relationship between religion and sexual identity and the issue of secularisation and religious pluralism. You will be considering throughout these studies how religion influences, and is influenced by, philosophy and ethics in relation to the issues studied.

Study Methods

This is a hands-on course that requires you to take an active role in your learning. Study methods include group presentations, mind map activities, class debates, research skills, independent activities and so much more. You are also expected to use your initiative and read around the topic and consider the wider implications of your research in relation to each topic. Lessons are a mix of teacher input, discussion of prepared topics, student presentations, use of video clips and individual research and investigation. Homework tasks will include reading and note taking as well as practice questions and activities from Google Classroom.

Method of Assessment

The course is based on examination only at the end of the two years of study.

Component 1 - Philosophy of Religion and Ethics: Section A: Philosophy of Religion
Section B: Ethics

Component 2 - Study of Religion and Dialogues: Section A: Study of Religion
Section B: Dialogues with Philosophy
Section C: Dialogues with Ethics





A Level Sociology

About the Course

Why should you study Sociology? Sociology is the study of human societies in all sorts of contexts. You will investigate and discuss political, economic and social dimensions of society, and will regularly consider the way in which contemporary governments respond to the demands of things like the provision of welfare to the population and problems created by crime. Sociology will help to stimulate your interest in a broad range of issues which affect our lives, and in so doing will provide a link between theoretical type perspectives and practical responses to current social problems.

Progression Opportunities

The study of Sociology requires you to think objectively about a broad range of issues and problems highly relevant to our lives today. Such a contemporary awareness will be seen as important in many types of occupations and careers, ranging from employment in local government and the civil service, to work in finance or the social services sector. Universities too, highly value students with a mature awareness of contemporary issues, and who can offer considered viewpoints on subject matter such as education and welfare spending, or responses to problems created by poverty.

Entry Requirements

Students will need to achieve the standard Sixth Form entry requirements as detailed in the prospectus.

Awarding Body:

AQA

Qualification code 7192



Course Content

Year 12

Families and Households

In this area we focus on the relationship of the family to the social structure and changes in society. You will learn about changing patterns in marriage, cohabitation and separation alongside the diversity of contemporary family and household structures. You will look at specific theories behind these changes as well as justifying why the family has changed with reference to gender roles, domestic labour and power relationships.

Education and Sociological Research Methods

This topic explores the role and purpose of education in contemporary society. You will compare how educational achievement varies depending on social class, gender and ethnicity. Alongside this, specific theories will examine the specific role of education and who benefits from it. For example, Marxists claim that education is a way of providing capitalism with an obedient workforce. You will gain an insight into how sociologists gather their research and develop a thorough understanding of the practical, ethical and theoretical factors influencing choice of methods and topic.

Year 13

Crime and Deviance with Theory and Methods

This topic develops the knowledge and application of sociology. You will look at theories for the causes of crime and deviance alongside issues such as social control and order. You will explore the social distribution of crime and deviance by ethnicity, gender and social class. You will gain an in depth understanding of the effect of the media, the criminal justice system and punishment systems on crime and deviance rates both within the UK and globally.

Media

This topic enables you to explore and discuss the impact that new media has had on society. You will question whether the media is responsible for reinforcing stereotypes and only reporting on select topics in order to control society. Or whether new media allows the many to have a voice and create social change.

Study Methods

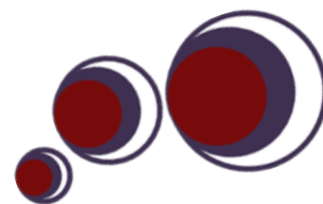
Study approaches are varied and will often depend upon the nature of the topics being covered. A general theme which will run throughout the course is the encouragement of classroom discussion, and objective decision making processes, with the aim of helping you to formulate judgements which can be supported by empirical evidence and sound theoretical arguments. On a general level, the objective of reading more widely will be promoted, as will the need to be aware of current news items, particularly those linked to domestic United Kingdom based issues.

Method of Assessment

There are three examination papers:

- | | |
|------------------|---|
| Paper 1: 2 hours | Education/Theory and Methods (33%) |
| Paper 2: 2 hours | Families and Households/The Media (33%) |
| Paper 3: 2 hours | Crime and Deviance/Theory and Methods (33%) |





Extended Project Qualification

About the Course

The Extended Project Qualification (EPQ) gives students the opportunity to pursue their own academic interests and be guided by their own curiosity.

The EPQ is an A-Level standard independent research qualification that students can elect to complete alongside their other courses. Students choose their own topic and their own research question, producing either a 5000 word report or an artefact accompanied by a shorter report. Throughout the course students also create a 'production log', detailing the development of their project. Students are guided throughout the whole process by a project supervisor and the sixth form's EPQ coordinator.

Students are assessed on how they manage, develop, realise, present and reflect upon the whole research process, and not solely on the finished report or artefact. Grades from A-U are awarded and the EPQ is worth 50% of an A-Level, which is more than an AS.

Completing an EPQ can be hugely beneficial for students as they develop a wide range of skills that can be applied to further study and the workplace. Furthermore, a large number of students receive improved offers from universities based on their EPQ, whilst some students use the UCAS points to secure their university place. Other students have used their project to demonstrate their passion for a particular vocation and this has enabled them to secure an apprenticeship.

EPQ sessions are not timetabled and usually take place during form time or lunch times. As such students are required to make a commitment to attend all sessions and maintain the effort required to complete the course to a high standard.

Entry Requirements

All of our Sixth Form students are able to take the EPQ in addition to at least three subjects at A level.

Awarding Body

AQA

Qualification code 7993



BTEC Level 3 National Diploma in Art and Design Practise: PHOTOGRAPHY.

About the Course

This is an exciting new Art Practise course, based on Photography and Lens based media, including moving image, text, sound, image and mark. This is a BTEC course, and so you will be working to a brief and your work will be generated through practical projects, workshops, and engagement with industry, local galleries and professionals. The course will develop your technical skills in photography and image manipulation whilst also enabling you to develop transferable skills such as idea generation, problem solving, professional practise and presentation and communication skills.



Progression Opportunities

This qualification gives students the opportunity to develop their technical art and design skills over their course of study through a process of critical evaluation, practice and review, which are key skills for progression to higher education. The qualification also supports students in becoming confident in taking ownership of, and responsibility for, their projects. The qualification attracts UCAS Tariff points and meets the admission requirements for most relevant courses, such as visual communication, digital media, Photography/film, art subjects, product design, advertising/media/marketing, interior and architecture, fashion and textiles. This course provides transferable knowledge and skills that prepare students for progression to university. The transferable skills that universities value include: the ability to learn independently, to research actively and methodically, to have developed practical and personal communication skills.

Entry Requirements

Students will need to achieve the standard Sixth Form entry requirements as detailed in the prospectus.

Awarding Body Edexcel

Course Content - Exploring and Developing Art and Design skills. The course is simply structured into 2 modules that are 100% internally assessed.

Module A1 - Skills Development - You will explore key fundamentals of photography practise, learning how skills connect to develop outcomes. Students will explore and develop skills using a range of media/material, techniques and processes relevant to their work. This includes Lens - based image making, studio photography, experimental imagery in photography, digital image capture and editing, location photography, image manipulation using computer applications, and many wider art and design skills that will extend their photography. Whilst developing technical skills this module also strengthens your skills in research, developing ideas, problem solving, professional practise and communication skills.

Module A2 - Creative Project - In this part of the course you will apply the skills you have been developing throughout the programme to a creative project that demonstrates your ability to self-direct a response to a brief, from inception to communication of outcomes. For example you may be asked to produce a series of photographs for a new Gallery opening in York. Working to a brief you will develop ideas, apply problem solving skills and technical skills, demonstrate professional skills and behaviours in response to a creative brief and apply communication skills in response to this brief and produce an outcome.