

# Prospectus

& COURSE DIRECTORY

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1557

**Tadcaster**  
Grammar School

**SIXTH**  
**FORM**



1557

**at Tadcaster Grammar School**

Tadcaster Grammar School is proud to be part of the **STAR Multi Academy Trust**



For more information about STAR Mat please visit: [www.web.starmat.uk](http://www.web.starmat.uk)

# welcome

## TO THE SIXTH FORM AT TADCASTER GRAMMAR SCHOOL

We are immensely proud of the school's reputation for providing an exciting Sixth Form education which prepares students for life in the 21st Century.

Our track record of consistent success is reflected in our students' A Level and VTQ results. It is always very gratifying to see our students moving on to access a fantastic range of higher education, apprenticeship and employment opportunities.

The Sixth Form at Tadcaster Grammar School is a really special, warm and happy place; we want all our students to feel cared for, and be known well as individuals. We help them develop, personally and academically, into mature, well-rounded young people equipped for the challenges now and in the future.

All our staff take enormous pride in working with students, and are delighted that so many Tadcaster Grammar School year 11 students choose to continue their education with us. We are always very pleased to welcome students who join from other schools.

We continue to adapt and develop all areas of our Sixth Form 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 school community.**

**Ros Knapton**

(Assistant Head Teacher & Director of Sixth Form)



### A FEW WORDS FROM OUR HEAD STUDENTS

The main reason I stayed at Tadcaster Grammar School is the incredible teachers. After 5 years in the lower school, TGS proved to me that it cared about my success and that is why I chose them over anywhere else.

The level of support is absolutely unmatched and I know I always have somebody to turn to. It is a friendly and welcoming environment, and the Sixth Form team constantly brings new activities and opportunities to the table for us, like ice skating at Christmas, and careers day to support our journeys after A-Levels.

There is nowhere else I would rather be, and I cannot recommend it enough.

**Freya Thomas**  
(Head Student)



At TGS, the support you receive from staff in lessons and out is unbeatable, and one of the contributing factors I chose to stay at Tadcaster Grammar School Sixth Form.

Over the first 5 years of your school life, you develop close working relationships with staff members, even with members of staff you don't see regularly, making me want to continue into a 7-year journey at TGS.

The site we are based on is another aspect that makes me immensely proud to be at this school due to the amazing facilities we offer to students that help to further enrich their learning capabilities.

TGS students are always proud to be their best selves and when joining here, you come to further develop the four core values we have at this school allowing you to become a well-rounded person with all the required attributes when completing your 7-year journey here.

**Charlie Solk**  
(Head Student)

# Our heritage

## OUR VISION & OUR CORE VALUES



1557

**Tadcaster**  
Grammar School

## OUR HISTORY

The original Tadcaster Grammar School was founded in 1557 by **Owen Oglethorpe**, who was born in Newton Kyme, in order to educate the sons of the poor of Tadcaster. In 1559 (as the Bishop of Carlisle) Owen Oglethorpe, crowned Elizabeth I, on 15th January at Westminster Abbey.

**Henrietta Dawson** (nee Marshall) was born in 1727 - the daughter of a well-known Tadcaster family (plaques to both her father and mother can be found in Tadcaster Church). She spent her married life in Northern Ireland and London, but retained an affection for Tadcaster and, when she died in 1796, she left £11,187 in her will for a perpetual bequest similar to Oglethorpe's - to support poor women from 'respectable families' and to 'instruct' 20 girls aged between 6 and 12 years of age. There was a plan for a school building but initially teaching was carried out in various rented rooms including the old Sunday School in Westgate.

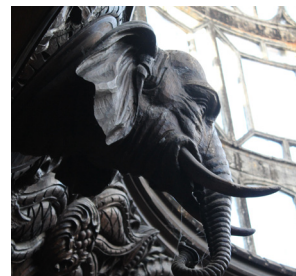
In 1906 Ogelthorpe School and Dawson School merged under the official name of Oglethorpe and Dawson's School, however the name Tadcaster Grammar School became commonly used. It built an excellent reputation as a selective Grammar School over the years, becoming one of the first comprehensive schools in the country after 1945. Relocating from the town to the present site one and a half miles to the

west, in 1960, Tadcaster Grammar School became a fully comprehensive school (for ages 11 to 18) eight years later. The design of the building aimed to blend the imposing façade of **Toulston Lodge** with modern architectural styles of the time.

*\*Please see page 4 & 5 to learn how the endowments from our Founders' (Owen Oglethorpe and Henrietta Dawson) continue to contribute to our school and students through the **Oglethorpe & Dawson Educational Foundation**.*

Toulston Hall was built by **Sir Thomas Fairfax** in 1603 (a Parliamentarian during the Civil War but a supporter of the Restoration). Whilst the hall was pulled down long before the end of the 1800s, the Lodge was used as the dowager house by the family. Whilst there are 'gaps' in the known ownership of the Toulston site we know that a Sir Frederick Milbank resided at the Lodge in the early 1800s, during which time he was honoured by a visit from the then King, George IV, who is said to have dined at the Lodge.

In 1886 Henry Herbert Riley-Smith bought Toulston Lodge in preparation for his marriage to Annie Heaton. (Henry had taken the name Smith as a condition of jointly inheriting the John Smith's Tadcaster Brewery along with his brother Frank.) Henry extended and improved the house with modern fittings and decorations including the porch on the south front of the house where he placed his arms, carved in



# be your best self

stone, above it. He also commissioned the carved oak work in the dining room, inner and outer halls, and staircase together with the elephants - which are still in the house today - at the incredible total cost of £3,455 25s 0d.

The new school field on Wetherby Road (now the site of Tadcaster Riverside School) was acquired - at the time, there was a plan to relocate the school to the same neighbourhood, but that never came about.

Toulston Lodge and site was used by evacuees during World War II, but in 1954 West Riding County Council bought the lodge, its gardens and parkland covering a total of 70 acres, for £15,815. TGS Upper School then moved to Toulston Lodge, leaving the Lower School at the Leeds Road site.

After a new science wing, boys gym and main school building had been completed, the whole school moved to the current Toulston site with the official opening of Tadcaster Grammar School at Toulston taking place in 1960 officiated by the Archbishop of York.

*(Other secondary schools in the area were built in the 1960's, including those at Sherburn, Wetherby and Boston Spa.)*

By 1985, Tadcaster Grammar School was always one of the top comprehensive schools in North Yorkshire and among the best in the country. The headteacher, Mr Impey spoke of **'not being an exam factory, but a preparation for useful skills in life'** - something that we still believe today, and why we encourage all our students to **'be your best self.'**



In 1998 an additional science wing, the Oglethorpe and Dawson computer suite was built to accommodate the increasing number of students attending Tadcaster Grammar School.

In 2004 the large Independent Learning Centre (library) was added to the school, with the exclusive Sixth Form building established shortly afterwards, enabling our Year 12 and 13 students dedicated study areas.



**The STAR**  
MULTI ACADEMY TRUST

2018 saw Tadcaster Grammar School become an Academy: forming part of **STAR Mat** along with one other secondary school (Sherburn High School) and nine primary schools.

## CELEBRATING OUR HERITAGE WITH OUR 'HOUSE' SYSTEM

The House system has been in place at TGS since 1919 when the Headmaster, Mr A W Mason, introduced **Oglethorpe**, **Dawson** and **Calcaria** Houses for competitions in sport. Reflecting the schools history, these original three houses were later joined, by **Fairfax** and **Toulston** Houses.



Every student is part of a House and thanks to our fabulous House Champions we regularly hold activities and competitions where house points are awarded.

All the 'positives' that students receive contribute towards their House total. Each year, we are always amazed at how many thousands of positive points are awarded and how fiercely the Houses compete for the prized Mitchell Shield.



The Mitchell Shield was donated by Mr Geoff Mitchell who joined the TGS family as Headteacher in 1998, retiring in 2014.

## THE OGLETHORPE & DAWSON EDUCATIONAL FOUNDATION

Our founders schools set up by Owen Oglethorpe and Henrietta Dawson ran as two separate institutions supported by the Founders' endowments until, in 1906 they were amalgamated as Tadcaster Grammar School. The money to support the school initially came partly from the Founders' endowments and partly from fees paid by parents although, over time, financial support came from the local authority (at the time this was West Riding County Council).

After the Second World War, the local authority took full responsibility for supporting the school, leaving the Founders' endowments as a separate fund. The body which administers this fund is called **the Oglethorpe & Dawson Educational Foundation**.

### The role of the Foundation Governors

The Governors use income from the assets of the Endowment for making grants for various locally-related educational requirements, in both Tadcaster and its surrounding parishes.

Recently, the Oglethorpe & Dawson Educational Foundation have donated to Tadcaster Grammar School and its students:

- prizes for our School Celebration Awards and House Awards;
- the provision of items such as additional library books, computers and other IT related equipment and other departmental requirements not supported by central grants, whatever the source;
- support for individual students to assist in special circumstances, including out of school activities such as field trips and other visits supporting the curriculum as well as cultural, sporting and life enhancing activities.

In all cases, grants are made (subject to qualifying criteria) due to the financial circumstances of the student, however the grant doesn't cover the full cost but, providing a limited contribution.

# be your best self

A key example of the ongoing support The Oglethorpe & Dawson Educational Foundation Trust gives Tadcaster Grammar School and its community is the **'JustB'** initiative.

**JustB** is a specialist bereavement and emotional wellbeing support created to help children, young people and adults across the communities of North Yorkshire. They offer a safe space to talk about emotions such as grief, low mood and anxiety.



Thanks to The Oglethorpe & Dawson Educational Foundation Trust, Tadcaster Grammar School are privileged to have a number of counsellors and specialists that come in to school each week, allowing students requiring assistance over and above that which is normally available through the school. This initiative has been running for several years, and is well embedded within the school.

## OUR VISION & VALUES

As our school continues to thrive and grow, we take pride in honouring our long heritage with our **core values** of **ambition, resilience, respect** and **responsibility**, whilst constantly encouraging all students to strive to be their best self.

During their time with us at school, we want all students to maximise their potential through excellent academic and personal development.

We ask that each member of the Tadcaster Grammar School family should also be:

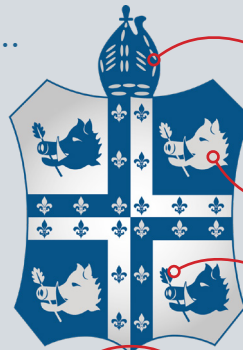
- aware of the needs of others in their thoughts and actions;
- empowered to control their own well-being;
- able to achieve fulfilment in their current and future lives.



## THE STORY BEHIND OUR LOGO...

The school was founded in 1557 by Owen Oglethorpe, the Bishop of Carlisle, to help underprivileged children learn to read and write. Until 1878, all headmasters were ordained clergymen.

(Our Year 11 students have a different tie to other students - their ties include the boars head with the barley along with a stripe in their house colour)



A Bishops Mitre - gives reference to our founder, Owen Oglethorpe, who was the Bishop of Carlisle

Wild Boar were reared for meat and hunted in the local area

The stalk in the boars mouth is a thistle

**Tadcaster**  
Grammar School

1557 was at the end of the reign of Mary I (1553-1558), before Elizabeth I was crowned

# discover more

## ABOUT THE SIXTH FORM AT TADCASTER GRAMMAR SCHOOL

### TEACHING & LEARNING

Teaching and learning is at the heart of the culture within Tadcaster Grammar School.

We pride ourselves on ensuring that all subject teachers are experienced specialists. For most subjects, as we continue the two-week timetable into the Sixth Form, students have eight hours of contact time per subject per fortnight. Teachers are available to students outside of their timetabled lessons, giving access to additional support when it is needed. Students can meet with their tutors daily, and really benefit from their experience alongside our tailor-made tutor programme which covers areas such as careers advice, current issues and important life skills.

A Level and VEQ study can be challenging but, if a student is finding the transition from Year 11 difficult, we work together to agree a support plan involving them, staff and parents.

Regular assessment is vital throughout Sixth Form to ensure students know how they are doing, and what they need to do to achieve their targets. Throughout their two years, our students receive regular feedback from subject teachers and undertake official mock exam periods with formal examinations.

In Year 13, students receive a compulsory Guided Learning hour for each subject studied. During these sessions, students are set work by their subject teachers, often to complete in exam conditions, in the form of past papers, revision work, vocabulary testing etc. The feedback after these sessions allows them to work with their teachers allowing them to set personal targets for improvement, which can be completed in their independent study periods.

### PASTORAL SUPPORT

The Sixth Form at Tadcaster Grammar School is a close-knit and supportive environment which means we get to know each student as an individual, their interests, aspirations, strengths and areas for development.

The Sixth Form have a dedicated Pastoral Leader, located in the Sixth Form Centre, offering support to students who require additional help in various ways. Working alongside the student, a personalised bespoke package can be 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 to share any concerns they may have, to support their wellbeing, and also to provide signposting to outside agencies where required.

**The 16-19 Bursary Fund** is provided to financially assist students who have the greatest need with expenditure that is directly related to their A Level studies. This can include support with transport costs (including for University visits),



the purchase of stationery, books or technology required for school. More information, and a Bursary Financial Assessment Form, is available on our website, scan the QR code or visit: [www.tgs.starmat.uk/sixth-form/16-19-bursary-fund/](http://www.tgs.starmat.uk/sixth-form/16-19-bursary-fund/)



## ENRICHMENT

Sixth Form students at Tadcaster Grammar School are the role models that younger students around the school look up to. Sixth Formers are expected to contribute to the whole school community through the School Service Programme, and the numerous student leadership opportunities available.

Participation in a wide range of enrichment activities can help give students the edge over other applicants in both the job market, and the 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:

- Duke of Edinburgh's Award Scheme
- Choir
- Performing arts productions
- Work experience
- Extended Project Qualification
- Careers fayres
- Law ambassadors
- Reading mentors
- Classroom Assistant Volunteering Programme
- Orchestra and Concert Band
- Skiing trip
- Equalities and Diversity Group
- Eco Group
- Interview practice
- University visits
- Community volunteering
- Lessons from Auschwitz
- National Citizens Service (NCS)

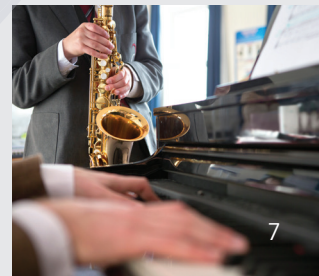
## YOUR FUTURE

At Tadcaster Grammar School we aim to provide students with all the information they need in order to make informed decisions about their future. We have an impartial, experienced, professionally qualified careers adviser based on site who offers both a drop-in service and an appointment system for individual careers guidance.

Our Post 16 tutor programme is specifically designed to ensure that students are provided with a full range of information, advice and guidance. In Year 12, all students participate in our work experience programme, undertaking a week-long placement in a workplace of their choice.

**University:** many of our students go on to undertake degree courses, with many joining Russell Group Universities including Oxbridge. Workshops and exhibitions run by university representatives, advice on summer school opportunities, mock interviews, tutorial support and ongoing care, and guidance, ensure that students have every opportunity for success.

**Apprenticeships and employment:** students benefit from our excellent links with employers both locally and further afield. Our careers team are able to offer advice and guidance, careers fayres and employer workshops to ensure all students can make informed decisions about the career that is right for them.



# discover more

## OUR FACILITIES

The Sixth Form students at Tadcaster Grammar School 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;
- a fully resourced and staffed Independent Learning Centre (ILC) with a wide range of text books, reference materials, magazines to support independent study and research;
- a designated Sixth Form mezzanine level within the ILC, including silent study areas, revision areas and access to ICT;
- careers and higher education support and resources through our dedicated 'Future Me' programme, including a dedicated room for one-to-one interviews;
- an exclusive Sixth Form café serving hot and cold food, and refreshments;
- a Sixth Form canteen and common room;
- an outdoor seating area;
- designated Sixth Form recreation and sports area.

In order to offer our Sixth Form students the widest possible choice of A Level and VTQ subjects, we have a great collaborative relationship with our fellow STAR Mat school, Sherburn High School.



# admission

## THE APPLICATION PROCESS

Tadcaster Grammar School has a long tradition of supporting academic excellence, and of students' success in obtaining places in Higher Education.

We are also very active in encouraging those seeking Level 3 Apprenticeships or employment.

Everyone is welcome in the Sixth Form, provided they are prepared to work hard, and have the agreed Year 11 qualifications.

In order to enter the Sixth Form, it is a requirement that you attain a minimum of 5 passes at Grade 4 or above from your Key Stage 4 course, including English and Maths, and meet the individual subject requirements.

Those who are considering joining the Sixth Form should study this prospectus carefully and talk to as many people as possible before deciding on their next stop.

National Curriculum reform at Key Stage 5 resulted in new specifications in all subjects, AS and A2 examinations became 'de-coupled' and students now study linear two year courses throughout Year 12 and 13.

*Please note that all courses offered are subject to there being enough students opting for the course to make it viable. It is therefore crucial that you complete and return your application form no later than Friday 31 January 2025.*

To apply to the Sixth Form at Tadcaster Grammar School, please complete the online application form on our website by scanning this QR code, or visiting: <https://tgs.starmat.uk/sixth-form/>



## IMPORTANT DATES

### **Thursday 10th October 2024:**

6.00pm until 8.00pm

The Sixth Form at Tadcaster Grammar School OPEN EVENING

### **Friday 13th December 2024 (noon):**

Early entry deadline for applications to join the Sixth Form at Tadcaster Grammar School

### **Friday 31st January 2025:**

Deadline for applications to join the Sixth Form at Tadcaster Grammar School

### **March 2025**

Interviews and acceptance letters

### **Wednesday 2nd April 2025**

Deadline for place acceptance for September 2025

### **Thursday 21st August 2025:**

8.00am until 10.00am

GCSE Results Day and enrolment for the Sixth Form at Tadcaster Grammar School

*Please note: all dates correct at time of going to press. Please check our website for any updates.*

# courses

OFFERED BY THE SIXTH FORM AT TADCASTER GRAMMAR SCHOOL

The Sixth Form at Tadcaster Grammar School offers a large range of A Levels alongside other Level 3 Qualifications including BTEC. Students are asked to select either three or four courses to study, with the optional extra of an Extended Project Qualification. Full course details for the subjects offered are included in this booklet.

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**PLEASE NOTE:** As part of our commitment to offer the broadest range of subject choices, a small number of subjects are taught in collaboration with our STARMat Academy partner, Sherburn High School. These courses are identified within this booklet with \* against the course title.

*We always work to cater for all student subject options occasionally however, due to timetable commitments, we may struggle to accommodate certain combinations. In these rare situations, we work with students and parents to come up with a suitable solution.*

## APPLIED SCIENCE (BTEC)

### AWARDING BODY:

Edexcel

BTEC Level 3 National Extended Certificate in Applied Science (AAQ).

This qualification is equivalent to one A level.

CODE: 601/7434/1

### 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 an examination 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.

### COURSE CONTENT:

Year 12:

**Practical scientific procedures and techniques** (internal coursework)

- Some key technical skills focused on equipment and measurement technique

**Contemporary Issues in Science** (internal coursework)

- A range of scientific issues will be studied and the way they are reported in the media will be evaluated.

Year 13:

**Principles and Applications of Science** (examined unit)

- Learning the science most relevant to use in industry.

### 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.

Also in year 12 a series of contemporary science issues will be studied and how they are reported in the media will be evaluated.

Year 13 students will carry out practicals and learn the theory behind the science most relevant to industry.

### METHOD OF ASSESSMENT:

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

Overall the externally marked components make up 50% and the other 50% 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).



## BIOLOGY (A LEVEL)

AWARDING BODY:

Edexcel Biology A (Salters Nuffield)

CODE: 9BNO

## 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.

## 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.

## COURSE CONTENT:

This course delivered is Salters Nuffield Advanced Biology (SNAB). 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,

*continued...*



how substances move across membranes, how proteins are made, 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 argument for and against their use, and regulation of gene expression and the control of development in organisms.

### **Topic 4: Biodiversity and 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 its 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 2 hours in length:

- 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.*



## BUSINESS (A LEVEL)

AWARDING BODY:

AQA

CODE: 7132

### 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.

### 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:

You will sit three examinations, each 2 hours in length and of equal weighting (33.3% each) Exams will be made up of a mixture of multiple choice, short questions, essay questions, data response stimulus questions, and a case study paper.





AWARDING BODY:

OCR Chemistry B (Salters)

## CHEMISTRY (A LEVEL)

CODE: H433



### 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.

### 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 and 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 text books 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 three 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.

# COMPUTER SCIENCE (A LEVEL)

AWARDING BODY:

OCR

CODE: H446

## 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, 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.

## 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 exam paper (40%)
- Algorithms and programming - written exam paper (40%)
- Programming project - non-exam assessment (20%)

AWARDING BODY:

Eduqas

CODE: 601/6248/X

## CRIMINOLOGY (LEVEL 3 DIPLOMA)

### 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 systems.

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 students to gain the required understanding and skills to be able to consider employment within some aspects of the criminal justice system, eg the National Probation Service, the Courts and Tribunals Service, or the National Offender Management

Service. The Diploma will help develop the analytical, evaluative and research skills needed for a range of university subjects.

### 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:**

There will be four assessments for this Diploma, two are internally assessed, two externally by examination:

Internal assessment:

- Changing awareness of crime
- Crime scene to courtroom

External assessment (examination):

- Criminological theories
- Crime and punishment

Each assessment carries 25% of marks.

AWARDING BODY:

AQA

CODE: 7262

## DRAMA & THEATRE STUDIES (A LEVEL)

### ABOUT THE COURSE:

Drama & 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 & 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, to 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 & Theatre Studies qualification can lead to further study of the Arts and Performance at university or drama school. It complements a range of subjects, for example, English, Psychology, Art, Music, History, Sociology, and can also broaden the portfolio of students studying Science, Maths, Business or Language courses.

The course helps prepare students for careers in a wide range of fields, for example PR, law, teaching, media, and,

advertising. It is ideal for those interested in working in theatre, film, television, the music industry, and the arts.

### COURSE CONTENT:

**Drama and theatre** - written examination (40% of marks)  
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 marks).  
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 marks). 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.

## ECONOMICS (A LEVEL)

AWARDING BODY:

AQA

CODE: 7136

## 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.

## COURSE CONTENT:

Year 12:

**Module 1** covers 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** 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:

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

- Paper 1: Market and market failure (33.3%)
- Paper 2: National and international economy (33.3%)
- Paper 3: Economic principles - assessing the whole course (33.3%)



AWARDING BODY:

AQA

CODE: 7702

## ENGLISH LANGUAGE (A LEVEL)\*

### 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 Kahn 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.

### COURSE CONTENT:

Year 12:

#### **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 in Year 13 are the same topics as those in Year 12, but with additional concepts and content built on. For example, languages 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.

AWARDING BODY:

AQA Specification B

CODE: 7717

## ENGLISH LITERATURE (A LEVEL)

### 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 you 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 Sixth Form.

### COURSE CONTENT:

Year 12:

#### **Paper 1: Literacy genres - aspects of tragedy**

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, 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:

#### **Paper 2: Texts and genres - elements of political writing**

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 - 2 1/2 hours, closed book (40%)
- Paper 2: Examination - 3 hours, open book (40%)
- Internal assessment, on-going in Years 12 and 13 (20%)

AWARDING BODY:

Edexcel

CODE: 9FAO

## FINE ART (A LEVEL)

### ABOUT THE COURSE:

If you enjoyed GCSE Art & 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 such as a visit to Edinburgh to collect primary sources.

### PROGRESSION OPPORTUNITIES:

The course leads onto Foundation courses in Art & 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 much more!

### 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.

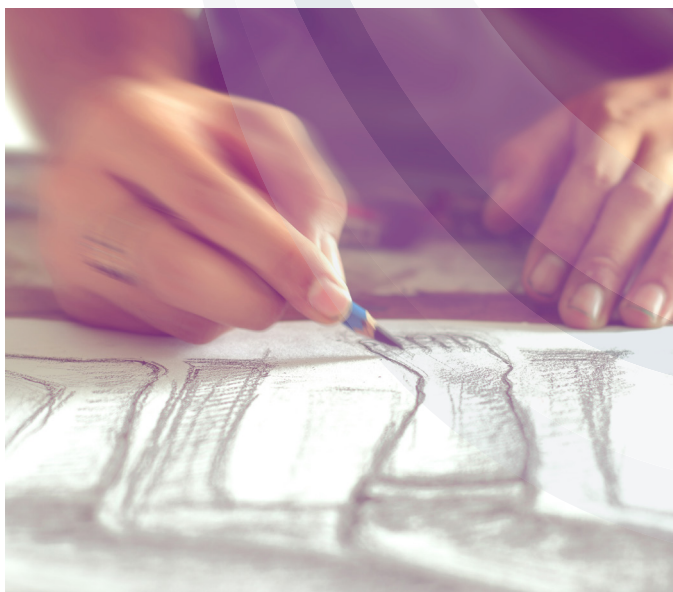
**Unit 2: Mock externally set assignment** represents the culmination of the first year of study. The Art Department will set a broad-based thematic starting point. You will have a period of preparatory time in which you will use the skills you have developed in the introductory period, with guidance 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:

60% is assessed through coursework and 40% through an externally set exam.

## FRENCH (A LEVEL)

AWARDING BODY:

AQA

CODE: 7651

### 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.

### COURSE CONTENT:

Year 12:

#### **Artistic culture in the French-speaking world**

A culture proud of its heritage - contemporary francophone music - cinema, the seventh 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, and, 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 range 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 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%)

**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**

AWARDING BODY:

AQA

## FURTHER MATHEMATICS (A LEVEL)

CODE: 7367

### 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.

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.

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

### PROGRESSION OPPORTUNITIES:

In recent years, students followed Further Mathematics at A level with degree courses in Mathematics and Mathematics related subjects at highly prestigious universities.

### 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 and Applied Mathematics.

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 Mechanics and Discrete Mathematics.

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 the 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.



## GEOGRAPHY (A LEVEL)

AWARDING BODY:

AQA

CODE: 7037

## 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 Tadcaster Grammar School, 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, eg: 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 - it is known as a facilitating subject. At degree level, the subject sits comfortably with a range of other disciplines, including the Sciences, Geology, Economics, History, Sociology or Languages.

## COURSE CONTENT:

**Physical Geography**

Three topics are covered at A Level. These include water and carbon cycles, coastal systems and landscapes, hazards. Key concepts, processes and case studies will be considered at a range of scales.

**Human Geography**

The three topics for the Human Geography are Global

governance, changing places, urban environments. 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 with the UK and abroad.

## METHOD OF ASSESSMENT:

**Physical Geography** - Assessment: 2 ½ hour examination, mixture of short answers and extended responses (40%)

**Human Geography** - Assessment: 2 ½ hour examination, mixture of short answers and extended responses (40%)

**Geographical Investigations** - Coursework based on a question/issue. Fieldwork 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%)



AWARDING BODY:

AQA

## GERMAN (A LEVEL)

CODE: 7662

### 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 verbally, 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.

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.

### PROGRESSION OPPORTUNITIES:

It is a multi-lingual 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!

### 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 to widen your knowledge and understanding of modern society. This will, in turn, help you 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%)



## GRAPHIC COMMUNICATION (A LEVEL)

### 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, info-graphics, 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 campaigns, 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;

- Apprenticeships - 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.

### 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%**

Two design projects which are 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.

## HEALTH & SOCIAL CARE (BTEC)\*

### AWARDING BODY:

Pearson Edexcel

BTEC Level 3 National Extended Certificate in Health & Social Care

CODE: A654QS

### 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, ie: the NHS and Social Services including schools or the independent sector through private and voluntary organisation. 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.

### COURSE CONTENT:

Year 12:

#### **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:

#### **Unit 2 - Working in Health & Social Care**

The 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 & Social Care** - Examined  
**Unit 14 - Physiological disorders** - Coursework based

## HISTORY (A LEVEL)

AWARDING BODY:

Edexcel

CODE: 9H10

## 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 aspects such as social, political and economic developments and their cultural and ethnic implications.

## PROGRESSION OPPORTUNITIES:

A level history continues to be a highly regarded academic subject. It freely combines with other subjects through its skills of analysis, evaluation and judgement. The 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.

## 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
- opposition, control and consent
- economic development and policies
- aspects of life in Germany and West Germany

**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 the coursework is to enable you to develop in the analysis and evaluation of interpretations of history in a chosen question as part of an independently researched assignment. This 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 which requires you to specifically analyse, explain and evaluate different interpretations of historians.

Coursework will be between 3000 and 4000 words. The coursework will be on aspects of the Nazi Germany 1933-39.

## STUDY METHODS:

The periods that the course covers allows 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.

## METHOD OF ASSESSMENT:

**Germany and West Germany** written examination, lasting 2 ¼ hours (30%)

**Spain 1930-78** written examination, lasting 1 ½ hours (20%)

**Ireland** written examination, lasting 2 ¼ hours (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 an historical enquiry, analysing and evaluating historical interpretations, organising and communicating findings (20%).

AWARDING BODY:

OCR

CODE: 601/7099/2

## ICT CODE\* (CAMBRIDGE TECHNICAL INTRODUCTORY DIPLOMA)

### ABOUT THE COURSE:

The qualification 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.

### 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 (ametrics 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 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%).

AWARDING BODY:

AQA

CODE: 7162

## LAW (A LEVEL)

### 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 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 Tadcaster Grammar School have continued on to 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.

### 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%)



## MATHEMATICS (A LEVEL)

CODE: 7357

### 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.

### 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 spreadsheets or other statistical packages to explore these data sets.

Mechanics covers topics such as kinematics, forces and Newton's laws and moments. All 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.



## MEDIA STUDIES (A LEVEL)\*

AWARDING BODY:

Eduqas

CODE: 603/1149/6

### 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 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.

### 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, video game, 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, post-modernism 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 a practical ways, as well as traditional essays.

### METHOD OF ASSESSMENT:

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

AWARDING BODY:

AQA

CODE: 7272

## MUSIC (A LEVEL)

### 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 conservatories
- music technology/sound production courses
- music instrument repair and construction courses
- music therapy courses

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

### 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 1st 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 1/2 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%)



## MUSIC (BTEC)

## AWARDING BODY:

Pearson BTEC level 3 National  
Extended Certificate in  
Music Performance

## CODE:

## ABOUT THE COURSE:

This Level 3 National Extended Certificate in Music Performance is intended for students that wish to continue their education through applied learning, perhaps leading to future ventures in the music and creative sectors.

The qualification is equivalent in size to one A level and covers performance, the music industry, musical skills development and professional practice.

## PROGRESSION OPPORTUNITIES:

The BTEC Level 3 Music can lead to:

- studying music at university
- music technology/sound production courses
- music industry management
- performance opportunities

## COURSE CONTENT:

**Practical theory and harmony:**

Throughout the course, you will explore music theory and gain an understanding of the fundamentals of harmony. You will complete a variety of composition tasks which will show your understanding of musical notation, melodic development, harmonisation of a melody and composition/arrangement to create music for performance.

**Professional practice:**

You will explore what it means to be a professional in the music industry including project planning, legal requirements, health and safety, financial organisation and presenting ideas. This unit is assessed through a two week assessment period where students will carry out research and create a project plan to a music industry scenario set by the exam board.

**Ensemble performance:**

This unit explores the skills of working as part of an ensemble from choosing materials to booking rehearsal space and running rehearsals. There is also a focus on critically reviewing the performance process. Assessment is through ensemble performance of three pieces (from a list set by the exam board), a two our written activity and video evidence of the rehearsal process.

**Solo performance:**

You will explore the preparation and performance of music as a soloist. This unit is assessed by performing three pieces of music (7 to 15 minutes) as a soloist in front of an audience.

## STUDY METHODS:

The skills you will develop through the course include not only the obvious ones of performing and understanding musical theory and harmony but also critical planning, reviewing, developing projects and team work.

## METHOD OF ASSESSMENT:

**Practical theory and harmony:** internally assessed composition tasks (25%)

**Professional practice:** written submission (25%)

**Ensemble performance:** written submission and video evidence (33%)

**Solo performance:** internally assessed solo performance (17%)

AWARDING BODY:

AQA

CODE:

## PHOTOGRAPHY (A LEVEL)\*

### 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 & Design. Photography students can consider a career in any of the following areas: fashion, graphic design; architectural, illustration, forensic, journalism, studio based photography, wedding photographer, 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.

### COURSE CONTENT & METHOD OF ASSESSMENT:

This is a two year linear course which is examined at the end of Year 13.

#### Year 12:

**The portfolio:** You will explore the capabilities of your camera, including developing your knowledge of manual settings, aperture, shutter speed, and ISO. You will experiment with lighting and composition, as well as a range of photographic media, techniques and processes.

Projects are thematic and include a variety of topics including a sustained project on 'Formal Elements' which provides the opportunity for students to capture the world around them, from new, unusual and exciting perspectives.

There will be opportunities to shoot a variety of subjects including landscapes and portraits, both on location and in our photographic studio.

You will research and study the work of different photographers to inspire and influence your studies. Photoshop skills will also be developed and experimentation encouraged.

#### Year 13:

##### **Component 1 - Personal investigation:**

This unit provides you with the opportunity to explore an independent theme of your choice, your work becomes personal and further developed.

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.





### **Component 2 - The externally set assignment:**

In February of Year 13, the Exam Board releases an exam paper which provides a number of themes. You will choose one of these themes as a starting point to create a second unit of work.

You are given a preparatory period to produce a sketchbook full of practical investigations and developments supported by influences from other artists/designers.

After the preparatory period you will have 15 hours of supervised time (working under exam conditions) to produce an ambitious creative final outcome to your theme, which connects to your development work from your sketchbook.

### 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 with independent learning, but we do have some cameras that you can experiment with in class.



## PHYSICAL EDUCATION (A LEVEL)

### 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.

### 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 2 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%). The practical assessment means you will need to be involved in playing or coaching a competitive sport outside of school.

AWARDING BODY:

Edexcel

CODE: 9PHO

## PHYSICS (A LEVEL)

PHYSICS (A LEVEL)

### ABOUT THE COURSE:

A level Physics builds on familiar concepts including forces, energy and waves, before introducing students to the 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.

### 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<sup>3</sup>/<sub>4</sub> hours long and each examine half of the specification.

The third exam is 2<sup>1</sup>/<sub>2</sub> hours 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 the teacher, as students complete a series of 'core practicals', leading to the award of a 'Practical Endorsement' recorded on the final A level certificate.





## PRODUCT DESIGN: 3D DESIGN (A LEVEL)

AWARDING BODY:

WJEC Eduqas A level  
Art and Design  
(Three-Dimensional Design)

CODE: A655QS

### ABOUT THE COURSE:

3D Design - Product Design is a course focused on the design and production of functional outcomes such as lamps, tables, chairs, mirrors, clocks and so on. It could involve the solving of a problem such as a product to aid young people who have autism or someone who has severe arthritis.

Designs should consider form and function and must always have a purpose which is what differs 3D Design from Fine Art and other design courses.

### PROGRESSION OPPORTUNITIES:

This qualification is designed to support progression to employment or a university course in the area of product design, architecture, engineering, automotive design and so on.

### COURSE CONTENT:

Students will work on developing their understanding of form and function. They will understand ergonomics and anthropometrics in greater detail along with researching and gaining knowledge of existing designers.

Students will develop sketch skills, 2D and 3D CAD and practical making skills using machinery and CAM machinery such as laser cutting, CNC routing and 3D printing. The development of CAD skills is a particular strength that will prepare students for further education and employment.

### STUDY METHODS:

Students will be enthused and challenged by the range of practical activities and assignments and the freedom which each context and brief provides. They will study and research the world around them and existing designers to inform and develop their ideas.

Students will design and develop ideas using pencil, rendering pen, physical modelling using card and foam, digital development using 2D Design, Illustrator and 3D Onshape and any other creative avenue they can imagine. They will produce final outcomes as prototypes, scale models or fully functioning products always referring back to both form and function.

### METHOD OF ASSESSMENT:

#### **Component 1:** 60%

Two design projects which are 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.

AWARDING BODY:

AQA

CODE: 7552

## PRODUCT DESIGN (A LEVEL)\*

### 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.

This 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?

### COURSE CONTENT:

Section A - Investigation (25 marks)

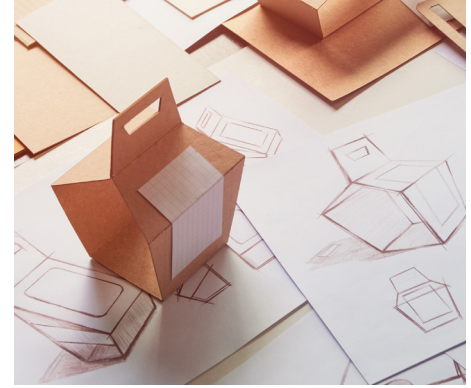
Section B - Designing (30 marks)

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 1/2 hours

- 120 marks
- mixture of short and extended response questions
- maths questions in a D & T context

##### **Written Paper 2: Designing and making principles** 20% - 1 1/2 hours

- 80 marks
- mixture of short and extended response questions
- product analysis questions
- commercial manufacture questions

##### **Non examination assessment (NEA)** 50% of the course

- single substantial design and make task
- written or electronic portfolio - must include photographic evidence of practical outcome.

##### **Students will have the opportunity to generate their own context to base the 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.*

AWARDING BODY:

Edexcel

CODE: 9PSO

## PSYCHOLOGY (A LEVEL)

PSYCHOLOGY (A LEVEL)

### ABOUT THE COURSE:

Psychology is the scientific study of behaviour and 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 students to quote named studies to support their answers. There is rarely a single view in psychology, so as well as a sound knowledge base, students 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 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.

### 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 Milgram's study on obedience 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.

#### STUDY METHODS:

You will develop a number of skills over the course including analysis, evaluation and application. Students 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, 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.

#### METHOD OF ASSESSMENT:

Students will sit three written exams at the end of Year 13:

**Paper 1: Foundation 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%)

AWARDING BODY:

AQA Religious Studies

CODE: 7062

## RELIGION, PHILOSOPHY & ETHICS (A LEVEL)

RELIGION, PHILOSOPHY & ETHICS (A LEVEL)

### 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. This subject 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 lying, theft, war and lawbreakers, 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, Criminology, 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.

### 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, 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. This includes after school webinars in term 3 with Chester and Bangor Universities, to give you a taste of life in a lecture theatre.

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

## SOCIOLOGY (A LEVEL)

AWARDING BODY:

AQA

CODE: 7192

## 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 issues like the provision of education 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 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 also 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.

## 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, 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 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. You will also revisit sociological theories applying them to crime and deviance.





**Media:** This topic enables you to explore and discuss the impact that new media has on society. You will question whether 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 UK based issues.

#### METHOD OF ASSESSMENT:

There are three examination papers, each 2 hours in length and worth 33% of total marks:

**Paper 1** - Education/theory and methods

**Paper 2** - Families and households/the media

**Paper 3** - Crime and deviance/theory and methods

## EXTENDED PROJECT QUALIFICATION (EPQ)

AWARDING BODY:

AQA

CODE: 7993

### 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 co-ordinator.

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\* to U are awarded and the EPQ is worth 50% of an A level, which is more than an AS level.

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 attend all sessions and maintain the effort required to complete the course to a high standard.





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