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Dear Students

You are now in the middle of your GCSE courses and you may consider it inappropriate to reflect about further study and more examinations in the Sixth Form. Nevertheless, the very courses you are studying are a preparation for the next vital stage and it is prudent for each student to take advice and plan the next step.

Admission to the Sixth Form is an important rite of passage. Accordingly, your choice to enter the Sixth Form is that of a young adult and that is the way we view it. You will be given additional responsibilities as well as a certain course of study and we view this as a contract. During your adult life you will enter a series of contracts and it is a characteristic of a mature adult that he/she keeps the promises and contracts entered into.

The Sixth Form at Trinity Catholic High School in September 2019 will be led by a team of dedicated teachers who will make your stay a happy and profitable one. Of course, there will be a vibrant input to reflect and sustain the strong Catholic ethos of the school.

Please listen carefully to all staff before making choices and remember to maintain your efforts for the GCSE examinations in the summer.

Best wishes.

Yours faithfully

Dr P C Doherty OBE
Headmaster
Dear Student

Thank you for your interest in Trinity Sixth Form.

We hope you enjoy reading this brochure. We also hope that it answers questions you have about the Sixth Form and that it helps you plan your course for next year.

We want to draw your attention to the following dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 December 2018</td>
<td>Sixth Form Application Forms available</td>
</tr>
<tr>
<td>5 December 2018</td>
<td>Prospective Sixth Form Evening – an opportunity to discuss courses on offer with subject staff and current Sixth Form students.</td>
</tr>
<tr>
<td>18 January 2019</td>
<td>Sixth Form Application deadline</td>
</tr>
<tr>
<td>July 2019</td>
<td>Induction days; St Joseph’s House</td>
</tr>
<tr>
<td>22 August 2019</td>
<td>GCSE results published</td>
</tr>
<tr>
<td>September 2019</td>
<td>Enrolment</td>
</tr>
</tbody>
</table>

If you have any questions, please see any one of us or any member of the Sixth Form Team - we will do all we can to help.

Best wishes.

Yours faithfully

Miss M Keegan  
Director of Sixth Form

Mrs C Leslie  
Head of Year 12

Mr P McGrory  
Head of Year 13
Senior Staff and Sixth Form Pastoral Team

**SENIOR STAFF**

Chair of Governors      Mrs S Musie  
Headmaster      Dr P C Doherty OBE  
First Deputy/School Manager      Mrs A Corry  
Director of Sixth Form      Miss M Keegan  
Director of Lower Site      Mr M Dalton  
Director of Upper Site      Mr J Cantwell  
SENCO      Mrs C Lowther  
Head of Year 12      Mrs C Leslie  
Head of Year 13      Mr P McGrory

**SIXTH FORM PASTORAL TEAM**

**Year 12**  
Mrs Hughes  
Miss K Molloy  
Mr E Feeney  
Mr M Mohammed  
Mr T Prior  
Mr C Shepherd  
Mrs M Foster  
Mr J Dowling  
Dr A Aquirre  
Miss J Elderton  
Mrs L Bainbridge

**Year 13**  
Miss M Liddane  
Mrs K Reid  
Mr R Teague  
Mr M Vinnecombe  
Mr P Scrivens  
Mr D Kahlia  
Mrs D Bizley  
Mrs V Abrahams  
Miss H Childs  
Mrs L O Boyle  
Mrs L McKenzie

**CONTACT DETAILS**

Sixth Form  
Trinity Catholic High School  
Mornington Road  
Woodford Green  
Essex IG8 0TP

Email: sixthform@fc.tchs.uk.net  
Tel: 020 8504 3419
Admission into Trinity Sixth Form

Below are general guidelines for admission into Trinity Sixth Form. Please read these carefully and ask the Director of Sixth Form for clarification on any point on which you may be unclear.

Admission into Trinity Sixth Form must be made via the official Application Form. Please see the Sixth Form Admissions Policy (2019) for full details on admissions.

Following receipt of the application form a formal offer of a place may be made. This offer will be made by letter. Students who wish to accept this offer should do so in writing and by the deadline.

An offer of a place in the Sixth Form will, at this stage, be provisional in most cases. Students will need to meet the entrance criteria for the subjects they have chosen. Entrance criteria details for all subjects appear in this brochure. They also appear as a separate document on the school website.

Sometimes students want to change subjects they have chosen. Though we try to accommodate all requests to change subjects we cannot guarantee that this will be possible in all cases - especially where a subject has become over-subscribed. It will therefore be very important to choose your subjects carefully.
Planning your courses

At Trinity most prospective Sixth Formers follow the procedure described below:

- prospective Sixth Form students are asked to choose three A Level subjects i.e. they are asked to choose three subjects they wish to study for two years. These subjects should reflect the students’ strengths and interests as well as support their career aspirations
- students are also be given the option to choose to study the EPQ (Extended Project Qualification) or Core Mathematics to compliment their A Level studies
- at the end of Year 12 students following linear A Levels sit formal internal mock examinations. These mocks inform UCAS predicted grades
- Progression into Year 13 is dependent upon passing these exams

WHAT TO DO NOW

1. Carefully read the subject lists overleaf. Then carefully read the Option Blocks on page 9.
2. Choose either Three A Level subjects that you wish to study for two years.
3. From the additional option line choose either the EPQ, Core Maths or leave this blank.
4. Please remember that A Level subjects are both demanding and difficult and require a great deal of commitment. You will be expected to spend between six and eight hours per week on each subject outside of lesson time.
5. Carefully check entrance criteria for the subjects you are choosing. You will only be accepted on to courses if you meet the entrance criteria in full.
6. Trinity Sixth Form will recruit for ‘A’ Level subjects only. We hope, however, that provision will be available for students to study GCSE English/Mathematics if they need to but must stress that this may not turn out to be possible.
7. Students can supplement their studies with additional courses, for example Community Sports Leader Award, Duke of Edinburgh Award, Open University courses, MOOCS, Basic Expedition Leader Award, First Aid course or Open Learn.
A Level subjects for 2019 are likely to be as follows:

Art
Biology
Business
Chemistry
Computer Science
Design & Technology (Product Design)
Economics
English Language & Literature
English Literature
Film Studies
Food Technology
French
Further Maths
Geography
History
Maths
Media Studies
Photography
Physical Education
Physics
Politics
Psychology
Religious Studies (Philosophy & Ethics)
Sociology
Spanish

Additional subjects for 2019 are likely to be as follows:

Core Maths
EPQ

Please note that the availability of Additional and A Level subjects will depend upon popularity and uptake.
Choosing your A Level courses

We strongly urge you to carry out thorough research before deciding on your Sixth Form courses. In this brochure you will find written descriptions of the courses on offer - please read these descriptions carefully and please ensure that you are fully informed about the course before choosing to study it. Once you have applied for a subject on your application form and you have been provisionally accepted onto a course we cannot guarantee that we can offer you an alternative course if you then change your mind.

Below are some of the questions you should ask yourself and the tasks you should undertake to help you decide on your Sixth Form courses.

How to choose your A level subjects

What subjects do I like?
Instinct may be as good a guide as any to A Level choice. You will perform best, and get the best results, when you are enjoying your work and are fully committed to it. If you make your choice for the ‘wrong’ reason (for example because a friend has chosen it) you are unlikely to make the most of a subject. Remember, however, that you may not be able to say whether you like a subject until you have tried it. It is in the Sixth Form that students often discover their potential in new areas and develop interests and enthusiasms which may then last a lifetime.

What am I good at?
Interest in a subject must be matched by the necessary ability. Before embarking on a course you need to ask yourself whether you have the appropriate skills and aptitude. If you cannot perform to an adequate standard you are likely to lose both interest and confidence. All arts subjects at A Level help to develop powers of expression and it would be a mistake to choose such subjects without a good and proven standard of written English. In many cases the best people to advise you are your teachers who have had an opportunity to assess your ability and who are familiar with the demands of different subjects. Predicted GCSE grades are also a good, though not an infallible, guide.

What A Level subjects do I need?
You may not need any particular subjects but if you want to continue your studies after A Levels, perhaps at a college or university, you may find that in order to gain a place you do have to do this. It is essential that you carry out thorough research, before choosing your A Levels, if you have a possible career in mind.

Talk to the teachers who know you
This can be one of the most useful and important things you can do. A teacher who knows what different A Levels require and who knows what you are capable of is
uniquely positioned to advise you. You may not agree with the advice and you may not wish to take it but you should hear it.

Talk also to those who teach any A Level subject you are considering even if they don’t know you particularly well. It is always best to hear from the person responsible for teaching a subject what it is like and what it involves.

**Talk to other students**
Talking to other students, only a little older than you and who have themselves studied a subject you are considering, can be very instructive. However, you must learn to evaluate what will be very subjective views and realise that what is important for someone else may not be so important for you.

**Prospective Sixth Form Open Evening**
Open Evenings run by schools and colleges can be an excellent way of learning about different A Level subjects and what is involved in studying them.

Trinity Prospective Sixth Form Open Evening takes place on Wednesday 05 December 2019. If you are not currently in Year 11 at Trinity and if you are thinking of applying to the Sixth Form here, it is very important that you attend this evening as it will be invaluable in helping you get to grips with what Sixth Form life at Trinity is all about.

It is important to understand that good GCSE results provide a sound platform from which to begin your advanced studies. A Level studies require a great deal of dedication, commitment, independence, maturity and resourcefulness. You will be expected to work hard, plan your rest and relaxation and balance your academic studies with outside activities and adult responsibilities such as community involvement. In doing so you will be making the best preparation for your next destination.
How to choose your additional subject

Should I choose the EPQ, Core Maths or just study for 3 A Levels?
This depends to a large extent on what you wish to do after your A Levels. It also
depends on your interests and your ability.

What is the Extended Project Qualification (EPQ)
Level 3 Qualification
50% of an A Level
The EPQ allows students to extend their abilities beyond the A Level syllabus and prepare for university or their future career.
The EPQ will develop and extend an area of the student's interest and will be based on a topic chosen by the student and agreed by the EPQ coordinator.
The EPQ course consists of two main elements: a taught skills programme and independent work. In tutorials, students will be given the tools to develop the skills necessary to complete the project. The remaining time will be spent on independent work, researching, producing, recording and presenting their projects.
The EPQ is a process-based qualification, where the process is as important as the outcome.
Students will submit: a production log which details their project production process and a research-based written dissertation (5,000 words) or an artefact
The EPQ is submitted during Year 13.

What is Core Maths?
Level 3 mathematics qualification
Equivalent in UCAS points to an AS level
Entry requirements – grade 5 from foundation or higher G.C.S.E
The qualification is not Mathematics for Mathematics sake. Rather it seeks to strengthen and develop skills learnt at GCSE so that they apply them to problems that they will encounter in other A Level courses.
Compliments the study of Psychology, Biology, BIS, Geography, Product Design, Chemistry
Has the potential to increase the grade in subjects that require a Maths acumen
Comparison with AS or A Level Maths
A Level Maths entry requirements – probably grade 7
Mathematics for Mathematics sake
Compliments the study of Physics, Economics, Computing, Chemistry
Supports degree courses in Maths, Natural Sciences, Engineering, Economics, Computing.
The final exam for Core Maths is sat in Year 13 alongside A level studies.

No Additional Subject?
If you wish to spend the additional time available ensuring that your grades in your 3 A Level subjects are as high as possible, then you may not wish to choose an Additional Subject.
UCAS Points

Extended Project Qualification

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>28</td>
</tr>
<tr>
<td>A</td>
<td>24</td>
</tr>
<tr>
<td>B</td>
<td>20</td>
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<tr>
<td>C</td>
<td>16</td>
</tr>
<tr>
<td>D</td>
<td>12</td>
</tr>
<tr>
<td>E</td>
<td>8</td>
</tr>
</tbody>
</table>

40% of an A Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tariff points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>B</td>
<td>16</td>
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<tr>
<td>C</td>
<td>12</td>
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<td>D</td>
<td>10</td>
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<tr>
<td>E</td>
<td>6</td>
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</table>

Core Maths

50% of an A Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>56</td>
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<tr>
<td>A</td>
<td>48</td>
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<td>B</td>
<td>40</td>
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<td>C</td>
<td>32</td>
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<tr>
<td>D</td>
<td>24</td>
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<tr>
<td>E</td>
<td>16</td>
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A Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>56</td>
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<tr>
<td>A</td>
<td>48</td>
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<td>B</td>
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<td>C</td>
<td>32</td>
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<td>D</td>
<td>24</td>
</tr>
<tr>
<td>E</td>
<td>16</td>
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</tbody>
</table>

The aim of the additional subject is to do one or more of the following:

- Enhance attainment in your A Level subjects
- Support independent study
- Lower university grade offers
- Provide UCAS points
- Widen your portfolio
You must not choose more than one subject from each block

<table>
<thead>
<tr>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
<th>Option D</th>
<th>Optional Additional Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Art</td>
<td>Biology</td>
<td>Biology</td>
<td>Core Maths</td>
</tr>
<tr>
<td>Business</td>
<td>Business</td>
<td>Economics</td>
<td>Chemistry</td>
<td>EPQ</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Chemistry</td>
<td>English Literature</td>
<td>English Literature</td>
<td></td>
</tr>
<tr>
<td>Film Studies</td>
<td>Economics</td>
<td>Mathematics</td>
<td>Food Technology</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>English Lang &amp; Lit</td>
<td>Media Studies</td>
<td>Further Maths</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Mathematics</td>
<td>Politics</td>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>Physics</td>
<td>Psychology</td>
<td>History</td>
<td>Enhance attainment at A Level / Support independent study / lower grade offer / provide UCAS points / widen portfolio</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Product Design</td>
<td>Media Studies</td>
<td></td>
<td></td>
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<tr>
<td>Physics</td>
<td>Sociology</td>
<td>Photography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>Spanish</td>
<td></td>
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</tbody>
</table>

Please note that these option block arrangements are provisional and may therefore change.

If a class is undersubscribed it may not run.
## Staff Contact List

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>CONTACT PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Mrs E Bainbridge</td>
</tr>
<tr>
<td>Biology</td>
<td>Mr E Feeney</td>
</tr>
<tr>
<td>Business</td>
<td>Mr P McGrory</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Mr I Milne</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Mr N Barnes</td>
</tr>
<tr>
<td>Core Maths</td>
<td>Mr C Hezelgrave</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>Mr M Smith</td>
</tr>
<tr>
<td>Drama and Theatre Studies</td>
<td>Ms A Thorpe</td>
</tr>
<tr>
<td>Economics</td>
<td>Mr D Baker</td>
</tr>
<tr>
<td>English Literature</td>
<td>Miss M Liddane</td>
</tr>
<tr>
<td>English Language and Literature</td>
<td>Miss M Liddane</td>
</tr>
<tr>
<td>EPQ</td>
<td>Dr A Mair / Dr A Aguirre</td>
</tr>
<tr>
<td>Film Studies</td>
<td>Mr M Vinnicombe</td>
</tr>
<tr>
<td>Food Technology</td>
<td>Miss S Loster</td>
</tr>
<tr>
<td>French</td>
<td>Mrs C Leslie</td>
</tr>
<tr>
<td>Further Maths</td>
<td>Mr C Hezelgrave</td>
</tr>
<tr>
<td>Geography</td>
<td>Mrs K Reid</td>
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<tr>
<td>History</td>
<td>Mr C Shepherd</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mr D Kahlia</td>
</tr>
<tr>
<td>Media Studies</td>
<td>Mr M Vinnicombe</td>
</tr>
<tr>
<td>Music</td>
<td>Mr J Venables</td>
</tr>
<tr>
<td>Photography</td>
<td>Mr P Chapman</td>
</tr>
<tr>
<td>Politics</td>
<td>Miss S Pollock</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Miss C Healey</td>
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<tr>
<td>Physics</td>
<td>Mr D Collins</td>
</tr>
<tr>
<td>Psychology</td>
<td>Dr A Mair / Miss N Ali</td>
</tr>
<tr>
<td>Religious Studies (Philosophy &amp; Ethics)</td>
<td>Mrs L O’Boyle</td>
</tr>
<tr>
<td>Spanish</td>
<td>Miss S Diez</td>
</tr>
<tr>
<td>Sociology</td>
<td>Dr A Mair / Miss N Ali</td>
</tr>
</tbody>
</table>
The School Day

General
Advanced Level study is very demanding and success at this level cannot be achieved without a lot of hard work, planning and careful organisation. At Trinity, we try very hard to help our students in the organisation and planning of their time - right down to the ‘shape’ of the school day. Registration/signing in times, study time, break times and lunchtimes as well as actual lesson times have all been organised with the needs of the students in mind: we want our students to achieve the best possible results at A Level. Some brief details on the ‘shape’ of the day appear below. Please read them carefully.

Study Time
Sixth Form students have specially-designated ‘study time’ on their timetables. This is perhaps the main difference between being a GCSE student and being a student at A Level. Study time is not a luxury, however. You will find that wise and careful use of study time is essential if you are to make the most of being an A Level student. You will be expected to do a great deal of reading, writing and research outside of your timetabled lessons; this will not be possible without organisation and discipline and strict adherence to a study regime.

Registration/signing in
Each school day starts with registration with a Sixth Form tutor. Morning registration time is between 8.50 and 9.10.

Lesson times
At Trinity, there are four lessons in a school day - two in the morning and two in the afternoon.
Year 12 courses comprise three lessons per subject per week. Year 13 courses comprise four lessons per subject per week.
All Sixth Form students will also have regular tutorial periods and all students follow the Sixth Form RE Programme (see overleaf). Many students will follow an additional course, for example Duke of Edinburgh Award or Community Sports Leader Award. Additionally, all Year 12 students undertake two periods each week of School Support Service.
Other non-lesson times are designated as study periods: these may be spent in school, at a local library or at home following consultation and agreement between parents/guardians and Sixth Form staff.

8.45 am   Arrival in school
8.50 am   Assemble in form room
8.55 am   Registration
9.10 am   Period 1
10.30 am   Morning break
10.45 am   Period 2
12.00 noon   Lunch
12.50 pm   Commuting bell
12.55 pm   Period 3
2.15 pm   Afternoon break
2.30 pm   Period 4
3.45 pm   End of school
Religious Education Programme
Philosophy, Rationale and Aims

The Sixth Form Religious Education Programme at Trinity exists - theologically, intellectually and practically - in the context of the School Vision which has the Eucharist at its heart and the teachings of the Catholic Church as its foundation.

The Sixth Form Religious Education Programme seeks to consolidate and develop the school’s Religious Education Programme 11 - 16. It is therefore characterised by a set of guiding principles important amongst which are these:

- the belief in the Catholic tradition of Religious Education as expressed in the teachings of the Second Vatican Council, in subsequent documents and in *The Catechism of the Catholic Church*;

- that a Religious Education Programme should take place in the context of a lifelong search for meaning;

- the belief that there is, in the Catholic tradition, a particular understanding of and respect for the uniqueness and dignity of each individual;

- the belief that the Religious Education Programme in the Sixth Form recognises and responds to the needs of the students as young men and women;

- the belief that there is, in the Catholic tradition, an explicit awareness of and respect for other faith traditions;

- that the themes of the Sixth Form Religious Education Programme should be reflected in the day-to-day, ‘practical’ aspects of school life and that the Programme contributes directly and meaningfully to the distinctive Catholic character of the school - for example in individual spiritual development, in participating in the liturgical life of the school, in respect for others, in making contributions to the school community and so on.

In the context of the School Vision, with the Eucharist at its heart and the teachings of the Catholic Church as its foundation, the aims of the Sixth Form Religious Education Programme include:

- helping each student further develop his/her own faith and religious understanding;

- helping each student in the ongoing development of his/her ability to articulate his/her own faith and religious understanding;

- helping each student in the ongoing development of his/her ability to reflect critically on the ultimate questions of life;

- helping each student in the ongoing development of his/her ability to appreciate the relationship between personal faith, religious understanding and actual lived experience - both within the school community and beyond it;
• helping each student in the ongoing development of the skills and attitudes necessary to respond appropriately to the opportunities, responsibilities and experiences of adult life.

Though the Sixth Form Religious Education Programme at Trinity exists discretely and though it is offered in addition to the general academic and pastoral curricula, it is central to our students’ Sixth Form experience. Because the rationale for the Programme rests in the School Vision and in the teachings of the Catholic Church it makes a quite unique contribution to the lives of our students and is a very important way in which the Catholic nature of our Sixth Form is defined and enacted.

Students are encouraged to develop in their personal faith and religious understanding through all aspects of the Sixth Form Religious Education Programme: the ‘School Support Service’ programme, the ‘Guardian Angel’ scheme, assemblies, the ‘Tutorial programme’, daily Masses (Lower Site Chapel) and Eucharistic Services (Upper Site Chapel), for example, are all integral to the Sixth Form Religious Education Programme and have been designed to stand at the elbow of its classroom- and retreat-based aspects. All these aspects represent important ways in which we try to provide opportunities for Sixth Form students to ‘live’ their faith and to make meaningful links between what goes on in the classroom and what goes on outside it.

And, though not a part of the Sixth Form Religious Education Programme per se - but certainly central to it - is the way in which Trinity Sixth Form students are encouraged to see that a development in personal faith and religious understanding is inseparable from a respect for the uniqueness and dignity of others: in all their behaviour and in all their dealings with others, our Sixth Form students are encouraged in this most important aspect of the Catholic tradition.

All students will be expected to participate in all aspects of the Sixth Form Religious Education Programme.

The School Chaplaincy Service

If a student is upset or needs help to resolve a problem, they can either refer themselves to the School Chaplain or may be referred by the Director of Sixth Form or Head of Year 12/13.
The Sixth Form at Trinity exists as a happy, purposeful and highly successful community. We see certain rules and regulations as essential in maintaining this. These rules and regulations are small in number and are very reasonable. It is a clear expectation that all students abide by the rules.

Students must arrive in school punctually for morning and afternoon lessons.

If a student arrives at school after registration then s/he must register with Mrs Hughes at Year 12 Office or with Ms Judd at Year 13 Office. This is essential for Health and Safety reasons. If a student wishes to leave school during the day (for example because of illness) then s/he must report to Mrs Hughes or Ms Judd to seek permission and to sign out – they must not leave the site without permission.

We are expected to quote attendance and punctuality figures in all school references. Students who are absent must notify the Sixth Form by telephone before 10am on the morning of an absence. For prolonged absences students must ring in on the first, third and fifth day. A note explaining the absence, and signed by a parent/guardian, must be provided on the student’s return to school.

Students must adhere to the Sixth Form dress code at all times.

Students are expected to spend between six and eight hours on study each week per subject. Study time must be used effectively, but this privilege may be withdrawn if a student is unable to organise his/her studies appropriately.

Students need to be fully committed to their A Level studies and must not undertake any kind of employment for more than eight hours a week.

We expect students to arrive at school punctually and with all equipment and materials for lessons. Students who arrive at school late or incorrectly dressed or without homework/materials for lessons will not be allowed into class and may be sent home.
Sixth Form Code of Dress

LADIES

Plain (unpatterned), navy blue, black, or dark grey 2-piece trouser suit: Navy blue, black, or dark grey trousers, to be worn with a matching suit jacket, suitable for business attire. 
**No skirts, leggings or Capri pants. Trousers should not be made from stretchy fabric.**

Suit to be worn with a smart shirt/blouse, with collar and short or long sleeves, and must be tucked into the trousers. 
**Sleeveless shirts/blouses are not allowed.**

Optional black cardigan or black jumper. Jumpers must be V-neck or crew neck. 
*Note: jumpers do not replace a suit jacket. Polo necks are not allowed.*

Black, low heeled shoes. 
**Boots, trainers/plimsolls or other type of footwear are not allowed.**

Socks (optional) – colours black or tan. If socks are worn they must be long enough to be hidden underneath the trouser.

Outdoor coat (optional). Coats should be black or navy in colour, practical and suitable for school use.
*Khaki, denim, leather, suede or fur/fake fur and logos are not allowed.*

Small stud earrings only are allowed.
*Eyebrow/nose/other face studs and rings are not allowed.*

GENTLEMEN

Plain (unpatterned), navy blue, black, or dark grey 2-piece trouser suit: navy blue, black, or dark grey trousers, worn with a matching jacket suitable for business attire.

Suit to be worn with a smart shirt and tie. Shirt must be tucked into trousers.

Optional black cardigan or black jumper. Jumpers must be V-neck or crew neck. 
*Note: jumpers do not replace a suit jacket. Polo necks are not allowed.*

Dark shoes with dark sock that cover the ankle 
**Boots, trainers/plimsolls or other type of footwear are not allowed.**

Outdoor coat (optional). Coats should be black or navy in colour, practical and suitable for school use.
*Khaki, denim, leather, suede or fur/fake fur and logos are not allowed.*

Small stud earrings only are allowed.
*Eyebrow/nose/other face studs and rings are not allowed.*

All other decisions regarding the suitability of students’ dress (or other aspects of appearance, for example jewellery, hairstyle, make up and so on) may be made at the discretion of the Headmaster or the Director of Sixth Form.
Parental Involvement in Students’ Education

Sixth Form students have a diary in which they are expected to record all homework. Subject teachers may use the diary to inform you of any concerns they may have regarding your son/daughter.

You can, whenever you wish, ask for an appointment to see the Headmaster or Director of Sixth Form. In the first instance, however, an appointment should be sought with the Head of Year 12/13.

There will be open evenings during both academic years in order for you to come to school to discuss your son’s/daughter’s progress.

There will be many other occasions when you will receive an invitation to attend school functions, for example, Drama Productions, Plays, History Mystery Lectures, Music Festivals, Higher Education Evenings and so on about which you will be informed in advance. Parents are also cordially invited to attend 8.20 am Mass celebrated every day on the Lower Site in the Chapel of the Divine Child.

Year 12 students receive two progress reports, one in November/December and one in March/April. Year 13 students also receive two progress reports, and at similar times.

You will receive many letters on school activities via email so it is essential that the school has an up to date contact email address.

Please ensure your son/daughter attends school and arrives punctually.

Please ensure your son/daughter comes to school following the Sixth Form dress code.

Please ensure that medical appointments, where at all possible, are not during school hours or are arranged during study periods.

All absences should be reported by telephone before 10am on the first day of absence then followed up in a written note.

You are most welcome to join our reading scheme, i.e. helping students on a one-to-one basis. Please write to the Headmaster.

Are there any problems at home? Financial? Emotional? If so, we may be able to help. Do write in to the Headmaster. Such correspondence/contact will be dealt with in a most sensitive and confidential manner.

Would you like to become more involved in school life? Do you have any ideas about how to enhance the school? If so, please write to the Headmaster.
Making your Sixth Form Application

Before making your application, please ensure you have done the following:

- that you have read this brochure fully and carefully;
- that you have read the Sixth Form Admissions Policy fully and carefully;
- that you checked that you are ‘on target’ to meet the entrance criteria for the subjects in which you are interested;
- that you have sought proper advice and guidance;
- that you have checked that the subjects you are applying for will qualify you for the courses/career you have in mind following your time in the Sixth Form.

Once you have done all the above, you should do the following:

- complete the Application Form fully and to the best of your ability;
- ensure that your Application Form is received in advance of the application deadline.

Please remember: making the right post-16 choice is always very important; in some cases it can even be crucial. We are here to help you make the right one. Please, then, feel free to ask for help or advice. If you need help or advice in making this application, please ask - but please make sure you do this well in advance of the deadline.
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EXAMINATION BOARD: Edexcel

ENTRY CRITERIA: 6 GCSE grades 9 - 4 to include a grade 5 Art – but students looked at on merit/portfolio/experience
Please note that progress from Year 12 to Year 13 is dependent upon passing the Year 12 end-of-year test/exam

WHAT EXAMS WILL I HAVE TO TAKE TO GET MY QUALIFICATION?
Your teacher will be able to help you to decide what is best for you.
The GCE in Art and Design has been designed to encourage an adventurous and enquiring approach to art and design. Successful students should be able to demonstrate an understanding of past and contemporary art and design practice and be able to produce artwork that embraces a range of ideas.

In particular, the aims of the GCE qualifications in Art and Design are to develop:
intellectual, imaginative, creative and intuitive powers, investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement, an understanding of the interrelationships between art and design and an awareness of the contexts in which they operate
knowledge and understanding of art and design in contemporary society and in other times and cultures.

THE ADVANCED SUBSIDIARY GCE ASSESSMENT COMPONENTS
The Advanced Subsidiary GCE consists of Units 1 and 2. It may be awarded as a discrete qualification.

A2

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<th>Component 2: Externally Set Assignment (40%)</th>
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<td>- Externally set, broad based theme released to teachers on February 1st</td>
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<td>- from personal starting points</td>
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<td>- Students submit a piece of Research</td>
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<td>1,000 - 3,000 words</td>
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OUR EXPECTATIONS OF STUDENTS:
The main purpose of any course in art, craft and design is to develop your ability to appreciate the visual world and to respond in a personal and creative way.

The skills you will develop will be varied. Among them, you will develop a working knowledge of materials, practices and technology within one or more of the disciplines within art. You will develop the skills to interpret and convey your ideas and feelings using art, craft and design. You will develop your imaginative and creative powers and your experimental, analytical and documenting skills. You
will also develop a specialist vocabulary and the knowledge and understanding of the place of art, craft and design in history and in contemporary society.

The specific skills you acquire will be determined to some extent by the area of study you choose - for example, graphic design, photography, film, textiles or fine art. However, whether you see yourself as a painter, a fashion designer or a film maker, the same basic rules and skills of art, craft and design apply.

CAREERS INFORMATION:

Students who wish to undertake further studies in art, craft and design, usually at Art College or further education.

Students who are looking to take up careers for which an art background is relevant. These might include advertising, publishing, architecture, museums, theatre or art gallery work.

Students who have an interest in and aptitude for the subject, but who do not intend to take the subject beyond this level.

There are many careers in art, craft and design. Most of these require further study at an art school, further education college or university. If you are unsure about whether to make a career of the subject, the best thing to do is to speak to your art teacher who will know about the courses on offer in your area or elsewhere.

At present most students wishing to take art, craft and design further will go on to do a one year ‘Foundation’ course at an art college or college of further education before applying to degree courses in more specialist areas of art and design.

You may wish to do an A level in Art for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects. Or you might wish to go into a job where it is useful to have had experience of art, craft and design, or where you will need to use some of the skills developed during this course. These might include careers in such fields as advertising, marketing, design, architecture, publishing and the media. The study of Art can also help you develop transferable skills you can take into any career or job. Success at this level of study requires determination and dedication. However, whichever future path you choose, it can be a very rewarding beginning.

Contact: Mrs E Bainbridge

Students will be enrolled onto courses according to the entry criteria. Where a class is undersubscribed, the Director of Sixth Form may choose to offer places to interested students: in those circumstances students will be admitted according to UMS marks.
Biology

EXAMINATION BOARD: A2 Level AQA 7402

ENTRY CRITERIA: 6 GCSE grades 9 - 5 to include grades 7-7 in GCSE Combined Science (or a grade 7 in GCSE Separate Biology and Chemistry) together with grade 5 in Mathematics (Higher paper) and a grade 5 in English Language. Students will normally be expected to support the study of Biology with an A level in Chemistry and preferably Mathematics.

The KS5 Biology qualifications are linear. Linear means that students will sit all the A-level exams at the end of their A-level course.

DESCRIPTION OF THE A2 COURSE:

CORE CONTENT
- 1 Biological molecules
- 2 Cells
- 3 Organisms exchange substances with their environment
- 4 Genetic information, variation and relationships between organisms
- 5 Energy transfers in and between organisms
- 6 Organisms respond to changes in their internal and external environments
- 7 Genetics, populations, evolution and ecosystems
- 8 The control of gene expression

ASSESSMENT:

There will be three written exams:

Paper 1 - written exam of 2 hour’s duration and worth 91 marks (35% of A-level) covering topics 1 to 4, including relevant practical skills. The format of the paper will be 76 marks of short and long answer questions and 15 marks of extended response questions.

Paper 2 - written exam of 2 hour’s duration and worth 91 marks (35% of A-level) covering topics 5 to 8, including relevant practical skills. The format of the paper will be 76 marks of short and long answer questions and 15 marks for a comprehension question.

Paper 3 - written exam of 2 hour’s duration and worth 78 marks (30% of A-level) on topics 1 to 8, including relevant practical skills. The format of this paper will be 38 marks of structured questions, including practical techniques, 15 marks of critical analysis of experimental data questions and 25 marks for one essay questions from a choice of two titles.

EXPECTATIONS OF STUDENTS:

Students are expected to undertake a minimum of 6 hours homework per week. In addition to set homework, which may take a variety of forms, students are expected to supplement class notes using a range of Biology texts. It is also expected that students will enhance their understanding of Biology by independent reading. Homework is marked in accordance with departmental policy. Throughout the course, students are expected to keep a log per module of all homework set, together with grades awarded. Test results are also recorded here. Extended investigations and projects are included in each module.

CAREERS INFORMATION:

Biology A-level goes into much more detail than you will have covered at GCSE. It will give you the skills to make connections and associations with all living things around you. Biology literally means the
study of life and if that’s not important, what is? Being such a broad topic, you’re bound to find a specific area of interest, plus it opens the door to a fantastic range of interesting careers. According to bestcourse4me.com, the top seven degree courses taken by students who have an A-level in Biology are: Biology, Psychology, Sport and exercise science, Medicine, Anatomy, Physiology and Pathology, Pharmacology, Toxicology and Pharmacy Chemistry.


CONTACT: Mr E Feeney

Students will be enrolled onto courses according to the entry criteria. Where a class is undersubscribed, the Director of Sixth Form may choose to offer places to interested students: in those circumstances students will be admitted according to UMS marks.
EXAMINATION BOARD: AQA
ENTRY CRITERIA: 6 GCSE grades 9 - 4 to include level 5 Mathematics and level 5 English Language. If GCSE Business is being taken, a minimum grade 6 must be achieved. Please note that progress from Year 12 to Year 13 is dependent upon passing the Year 12 end-of-year test/exam.

CONTENT
Students of this course should study business in a variety of contexts (e.g. large/small, UK focused/global, service/manufacturing) and consider:

- the importance of the context of business in relation to decision making
- the interrelated nature of business activities and how they affect competitiveness
- the competitive environment and the markets in which businesses operate
- the influences on functional decisions and plans including ethical and environmental issues
- the factors that might determine whether a decision is successful e.g. the quality of data and the degree of uncertainty
- how technology is changing the way decisions are made and how businesses operate and compete
- the impact on stakeholders of functional decisions and their response to such decisions
- use of non-quantitative and quantitative data in decision making (including the interpretation of index numbers and calculations such as ratios and percentages).

STRATEGIC DECISION MAKING
The study of strategic decision making should build on the study of decision making in the functional areas. Students should consider:

- the impact of technology on strategic decision making
- the influences of Corporate Social Responsibility, ethical and environmental issues on strategic decisions
- the difficulties in forecasting future trends
- the importance of assessing feasibility and risk when making strategic decisions
- the impact on stakeholders of strategic decisions and their response to such decisions.

The topics lend themselves to studying and engaging with the business world. The specification and assessment should encourage students to follow business developments and think critically about contemporary business issues. Most of the assessment material is based on real business situations. By examining and thinking critically about real business situations as they study the subject, students will gain an insight into different contexts which will help them to understand the key issues in any situation and compare and contrast this with other situations and apply their understanding.

PRIOR LEVEL OF ATTAINMENT AND RECOMMENDED LEARNING
Although not an entry requirement for this specification, candidates who have studied GCSE in Business will find that this specification builds on the concepts and skills that they have learnt.

AQA consulted with universities prior to the development of this new specification. The content of degree courses in business subjects varies enormously between universities and the consensus view emerging from the consultation was that the precise content of the specification was less important than providing candidates with opportunities to develop important skills such as data skills, using relevant tools to solve business problems and research skills. The development team designed this specification with these requirements in mind.
SUBJECT CONTENT:
1. What is business?
2. Managers, leadership and decision making
3. Decision making to improve marketing performance
4. Decision making to improve operational performance
5. Decision making to improve financial performance
6. Decision making to improve human resource performance
7. Analysing the strategic position of a business (A Level only)
8. Choosing strategic direction (A Level only)
9. Strategic methods: how to pursue strategies (A Level only)
10. Managing strategic change (A Level only)

A2 EXAMINATIONS:
Paper 1: Business 1 33.3% of A Level 2 hours examination 100 marks
Section A: 15 multiple choice questions worth 15 marks.
Section B: Short answer questions worth approximately 35 marks.
Section C and D: 2 essay questions worth 25 marks each. Choice of two questions for both sections.
Paper 2: Business 2 33.3% of A Level 2 hours examination 100 marks
Three data response questions worth 33 marks each and made up of three or four part questions.

Paper 3: Business 3 33.3% of A Level 2 hours examination 100 marks
One compulsory case study followed by 6 questions.

OUR EXPECTATIONS OF STUDENTS:
Students will be expected to maintain the very highest standards of commitment in all aspects of their work. Students will be expected to devote time to daily revision. Students will need to spend a minimum of 12 hours each week when completing homework and private revision. This is essential in order to develop the analytical and evaluative skills, which are essential for exam success.

Students will need to have a genuine interest in learning about the subject, need to possess a very positive attitude to work and private study, have good organisational skills, be self-motivated and prepared to undertake private research. Students also need to read around the subject and to read quality newspapers frequently.

CAREERS INFORMATION:
The course is suitable for students who wish to pursue any aspect of Business Studies or Business Management in a third level institution. The course is also particularly relevant for students who may wish to pursue a career in Management, Marketing, Finance, Human Resources or Production. Previous students have followed career paths in Banking, Insurance, Stock Broking, Retail Management, and the Fashion and Leisure Industries.

CONTACT: Mr P McGrory

Students will be enrolled onto courses according to the entry criteria. Where a class is undersubscribed, the Director of Sixth Form may choose to offer places to interested students: in those circumstances students will be admitted according to UMS marks.
EXAMINATION BOARD: A2 Level AQA 7405

ENTRY CRITERIA: 6 GCSE grades 9 - 5 to include a minimum of grades 7-7 in science (double award) together with grade 5 in Mathematics (higher Paper) and grade 4 in English Language. Students would normally be expected to support the study of Chemistry with either an A Level in Mathematics or a second science. Please note that progress from Year 12 to Year 13 is dependent upon passing the Year 12 end-of-year test.

A Level Chemistry

3.1 Physical Chemistry

3.1.1 Atomic structure
3.1.2 Amount of substance
3.1.3 Bonding
3.1.4 Energetics
3.1.5 Kinetics
3.1.6 Chemical equilibria and Le Chatelier's principle
3.1.7 Oxidation, reduction and redox equations
3.1.8 Thermodynamics
3.1.9 Rate equations
3.1.10 Equilibrium constant Kc for homogeneous systems
3.1.11 Electrode potentials and electrochemical cells
3.1.12 Acids and bases

3.2 Inorganic chemistry

3.2.1 Periodicity
3.2.2 Group 2, the alkaline earth metals
3.2.3 Group 7(17), the halogens
3.2.4 Properties of Period 3 elements and their oxides
3.2.5 Transition metals
3.2.6 Reactions of ions in aqueous solution

3.3 Organic chemistry

3.3.1 Introduction to organic chemistry
3.3.2 Alkanes
3.3.3 Halogenoalkanes
3.3.4 Alkenes
3.3.5 Alcohols
3.3.6 Organic analysis
3.3.7 Optical isomerism
3.3.8 Aldehydes and ketones
3.3.9 Carboxylic acids and derivatives
3.3.10 Aromatic chemistry
3.3.11 Amines
3.3.12 Polymers
3.3.13 Amino acids, proteins and DNA
3.3.14 Organic synthesis
3.3.15 Nuclear magnetic resonance spectroscopy
3.3.16  Chromatography

ASSESSMENT:

There will be three written papers:

Paper 1: Written exam of 2 hours (35% of A-Level), 105 marks of short and long answer questions covering relevant physical chemistry topics (sections 3.1.1 to 3.1.4, 3.1.6), Inorganic Chemistry (section 3.2) and relevant practical skills.

Paper 2: Written exam of 2 hours (35% of A-Level), 105 marks of short and long answer questions covering relevant physical chemistry topics (sections 3.1.2 to 3.1.6 and 3.1.9), Organic Chemistry (section 3.3) and relevant practical skills.

Paper 3: Written exam of 2 hours (30% of A-Level), 90 marks. 40 marks of questions on practical techniques and analysis, 20 marks of questions testing across the specification and 30 marks of multiple choice questions.

NO COURSEWORK:

Coursework has been removed, so coursework practicals will no longer contribute towards the final A Level grade.

Students will do at least 12 practical activities across the two-year A Level. Students will have more opportunities to learn and use practical skills to link theory with practice, deepening their knowledge and understanding. Students will be asked to apply the knowledge and understanding they learn from these practicals in their written exams. Practical-based questions will form about 15% of the total assessment. Most of these questions in one section of paper 3 of the A Level, so that students know what to expect and can prepare.

OUR EXPECTATIONS OF STUDENTS:

Students are expected to undertake a minimum of 6-8 hours homework per week. In addition they are expected to read around the subject in order to supplement the work undertaken in class. Homework is marked in accordance with departmental policy. Throughout the course students are expected to keep a log of all homework set together with the grades awarded. Test results are also recorded in the log. Students are expected to practice exam questions on topics they as individuals are experiencing difficulties with, in addition to those set to all students. Students have access to Examination Board mark schemes and reports. Students are expected to have a laboratory coat and a scientific calculator. The skills and attributes required to be successful in the study of Chemistry and which can be developed further during this course are: communication, application of number, information technology, problem solving, working with others, improving own learning and performance.

CAREERS INFORMATION:

An A Level in Chemistry is a prerequisite to certain degree courses, in particular the medical/biomedical fields. It can lead to further study in Chemistry, Biochemistry, Chemical Engineering, Genetics, in addition to numerous other scientific and non-scientific disciplines e.g., law, teaching.

CONTACT: Mr I Milne

Students will be enrolled onto courses according to the entry criteria. Where a class is undersubscribed, the Director of Sixth Form may choose to offer places to interested students: in those circumstances students will be admitted according to UMS marks.
Computer Science

EXAMINATION BOARD: AQA

ENTRY CRITERIA: 5 GCSE grades 9 - 4 to include a minimum of a grade 6 in Computer Science; if GCSE Computer Science has not been studied then students should have a minimum of a level 7 in GCSE Mathematics. Please note that progress from Year 12 to Year 13 is dependent upon passing the Year 12 end-of-year test.

DESCRIPTION OF THE COURSE:
The course is not about learning to use tools or just training in a programming language. Instead the emphasis is on computational thinking. Computational thinking is a kind of reasoning used both by humans and machines. Thinking computationally is an important life skill. Thinking computationally means using abstraction and decomposition. The study of computation is about what can be computed and how to compute it. Computer science involves questions that have the potential to change how we view the world. For example, we may be computing with DNA at some stage in the future with computer circuits made of genes. This leads to the question does the natural world "compute"?

Experimental computer science can be done with computers where we can learn more about the natural world by observing the emergent behaviour of a colony of interacting software agents in a simulation. Computer science is about designing new algorithms to solve new problems. In this sense computer science is no more about computers than astronomy is about telescopes. Many great challenges lie in the future for computer scientists to solve. This course, with its emphasis on abstract thinking, general problem solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, is a good foundation for understanding these future challenges.

THE COURSE IS DIVIDED INTO 3 ASSESSMENTS THAT ARE ALL COMPLETED AT THE END OF YEAR 13.

Paper 1
You will learn about programming (including procedural and object-orientated programming), data structures and algorithms, as well as the principles of computation.

This exam is worth 40% of the A Level and is a practical, on-screen, examination which allows you to demonstrate your knowledge of the fundamental principles of the subject, focusing on programming through a problem-solving scenario using pre-release material.

Paper 2
You will learn about data representation (e.g. how computers represent numbers, text, images, etc...), computer systems, computer organisation and architecture, consequences of the uses of computing, communication and networking, databases, big data and functional programming.

This exam is worth 40% of the A Level.

NON-EXAM ASSESSMENT:
This project will allow you to develop your practical skills in the context of solving a realistic problem or by carrying out an investigation. You will have the opportunity to work independently on a problem of interest over an extended period, during which you will deepen your programming skills and your understanding of computer science.

This module is assessed by coursework. It is worth 20% of the A Level.

OUR EXPECTATIONS OF STUDENTS:
The student that takes A Level Computer Science and succeeds has a genuine interest in the field of computing. Once enrolled the student will find the course very tough but rewarding and is expected to read around the subject and study constantly.
An analytical mind is essential, as is a good mathematical base and a mature attitude to study. Homework is set weekly in both lessons and is expected to be submitted for the following week. High standards of work must be maintained throughout the course. Independent study skills are essential as much of the work is done outside the classroom.

**CAREERS INFORMATION:**

This subject would be useful for students who wish to go on to higher education courses or employment where knowledge of computing would be beneficial. You can study computer science and go on to a career in medicine, law, business, politics or any type of science.

This A Level will open many doors in the computing field. Options are vast and include network managers, systems analysts and programmers. It leads into many courses at University as well as many careers.

The problem-solving skills that form the main part of this course will stand you in good stead for whatever career you are considering.

**CONTACT PERSON:** Mr N Barnes

Students will be enrolled onto courses according to the entry criteria. Where a class is undersubscribed, the Director of Sixth Form may choose to offer places to interested students: in those circumstances students will be admitted according to UMS marks.
Design and Technology: Product Design

EXAMINATION BOARD: AQA

ENTRY CRITERIA: 6 GCSE grades 9 - 4 to include level 4 in English Language and a grade B in GCSE Design and Technology, Graphics Products or Resistant Materials.
Please note that progress from Year 12 to Year 13 is dependent upon passing the Year 12 end-of-year test

AS/A2 SUBJECT CONTENT

1. Core technical principles.
2. Core designing and making principles.
3. Additional specialist knowledge

AS ASSESSMENTS

Exam (50%)

- Core technical principles and designing and making principles.
- Additional specialist knowledge.

NON EXAM ASSESSMENT (50%)

Practical application of technical principles, designing and making principles and specialist knowledge.

- Single design and make project.
- 35 hours.

Written or digital design portfolio and photographic evidence of final prototype. Recommended 35 pages.

A2 ASSESSMENTS

1ST EXAM (25%)

Core technical principles and core designing and making principles.

2ND EXAM (25%)

Section A

- Product Analysis.
- Up to 6 short answer questions based on visual stimulus of product(s).

Section B:

- Commercial manufacture.
Exam (50%)

- Mixture of short and extended response questions.

Specialist knowledge, technical and designing and making principles. (25%)

NON-EXAM ASSESSMENT (50%)
Practical application of technical principles, designing and making principles and specialist knowledge.
- Substantial design and make task
- 45 hours

Written or digital design portfolio and photographic evidence of final prototype.

OUR EXPECTATIONS OF STUDENTS:
Students are expected to foster an interest in both design and technology and the broader issues within the subject. They are also expected to be competent in a wide range of drawing, making and design skills.

The students will be expected to maintain the very highest standards of commitment in all aspects of their work, including attendance, punctuality, homework and private study. They will be required to sign a contract in this respect.

Students will be required to make the necessary commitment to ensure that coursework is completed to schedule regardless of how many hours are involved, however, a minimum of six hours is expected per week.

Design and Technology is a broad subject and students will be expected to read around the subject which is essential in order to develop the analytical and evaluative skills required in this subject.

USEFUL WEBSITES AND ESSENTIAL READING:

http://www.technologystudent.com
Resources include extensive descriptions of materials, processes and a comprehensive glossary of key terms for Design Technology students.

www.designandtech.com
Resources include revision notes, quizzes, presentations and a comprehensive glossary of key terms for Design Technology students.

http://www.howthingswork.com
An easy website to navigate around. Contains up to date and topical articles. There is no subscription charge for articles.

http://www.sketchup.com
Download powerful software for free at home to do your own CAD (Computer Aided Design) that utilises the schools CAM machines. Extensive warehouse of uploaded models to use as reference.

http://www.thingiverse.com
Collections of CAM (Computer Aided Manufacture) models, constantly updated with new designs using laser cutter, 3D printer and Roto-CAM machines.

http://www.bbc.co.uk/schools/gcsebitesize/design/graphics/
A useful website for revision, animations and subject related content.

Edexcel A Level Design and Technology for Product Design: Graphic Products.

Sketching, Product Design Presentation: Koos Eissen, Roselien Steur · Bis B.V., Uitgeverij (BIS Publishers) · Hardback · 192 pages · ISBN 906369329X


CAREERS INFORMATION:

Courses in Higher Education to consider are:
- Product Design
- Art, Design and Architecture
- Industrial Design
- Design and the Environment
- Special Effects
- Sports Product Design
- Design and Packaging

CONTACT: Mr M Smith

Students will be enrolled onto courses according to the entry criteria. Where a class is undersubscribed, the Director of Sixth Form may choose to offer places to interested students: in those circumstances students will be admitted according to UMS marks.
Drama and Theatre Studies

EXAMINATION BOARD: A Level AQA (7262)

ENTRY CRITERIA: 6 GCSE grades 9-4 to include: GCSE Drama, English Literature and Language at level 5 or above. In if GCSE drama was not taken then evidence or other drama courses or performances may be required.

DESCRIPTION OF THE COURSE:

This qualification emphasises practical creativity alongside research and theoretical understanding. Students learn through experience, seeing theatre and making theatre for themselves. Students are introduced to a wide range of theatrical styles and contexts as they explore plays practically, devise and work on performances. Students choose to develop as a performer, designer (lighting, sound, set, costume, puppets), director or combination of these.

Whichever option they choose, students will gain many invaluable skills, both theatrical and transferable, to expand their horizons.

AS LEVEL ASSESSMENT:

Paper 1 - Interpreting drama (Written exam- Open book)
40% of total marks
1 hour 45
Two questions on the set text, Antigone by Sophocles (50 marks)
One question on a piece of live theatre (30 marks)

Paper 2 - Process and Performance (Teacher assessed exam)
60% of total marks
Practically explore two key extracts from contrasting plays applying the ideas of an influential theatre director/designer/practitioner
Performance of one extract to an audience (30 marks)
Portfolio (written/video) of the process (30 marks)

A LEVEL ASSESSMENT:

Paper 1- Drama and Theatre (Written Examination- Open book)
40% of total marks
3 hours
Split into three sections:
A - One question from a set play Antigone, by Sophocles (25 marks)
B –Two questions from the set play Metamorphosis by Steven Berkoff (25 marks)
C- One Question about a Live Theatre Production seen (30 marks)

Paper 2 - Devised Performance (Teacher assessed exam)
30% of total marks
Devised performance influenced by a theatre practitioner (20 marks)
Working notebook about the process (40 marks)

Paper 3- Making Theatre (marked by visiting examiner)
30% of total marks
Practical exploration of 3 extracts from contrasting plays
Performance of one extract in the style of a theatre practitioner (40 marks)
Reflective Report (20 marks)
EXPECTATIONS OF STUDENTS:

Theatre Studies is a time intensive course. It is expected that students will attend after-school rehearsals and regularly attend theatre trips, in addition to the academic homework required.

CAREERS INFORMATION:

A-level Drama and Theatre Studies is useful for students considering Higher Education in any arts or humanities subject including English Language and Literature, Journalism, Dance, Music, Art and Design, and Media and Film Studies. Career opportunities for students who study A-level Drama and Theatre Studies include: Arts/theatre administration, arts journalism, director, actor, designer, playwright, stage management, theatre management, theatrical agent, technician, broadcasting, media presenting, television and film production, education, drama therapy and scriptwriting.

The study of drama also develops the following skills that employers look for: Creativity, communication and presentation skills, collaboration and practical skills in theatre making.

CONTACT PERSON: Ms A Thorpe

Students will be enrolled onto courses according to the entry criteria. Where a class is undersubscribed, the Director of Sixth Form may choose to offer places to interested students: in those circumstances students will be admitted according to UMS marks.
Economics

EXAMINATION BOARD: AQA

ENTRY CRITERIA: 6 GCSE 9 - 4 including a level 6 in Maths and English Language at level 5. If GCSE Economics/Business is being taken, a minimum grade 7 must be achieved. Please note that progress from Year 12 to Year 13 is dependent upon passing the Year 12 end-of-year test/exam

ADVANCED LEVEL:
The full Advanced GCE in Economics award consists of the three A Level units (Unit 1, Unit 2 and Unit 3), which each make up 33.33% of the Advanced GCE. All assessments will be taken at the end of the course. The exams and subject content are set out below.

KEY BENEFITS OF THE COURSE:
This particular A Level prepares students to take an interest in current economic issues, national and international economic news. Economics asks students to analyse information effectively and be able to suggest solutions to real problems affecting businesses, the economy and individuals. For those students who want to gain a background in economics to enable a future management position in any organisation this course is excellent.

AIMS:
- Develop an interest and enthusiasm for economics and its contribution to the wider political and social environment.
- Develop an understanding of a range of concepts and acquire an ability to use these concepts in a variety of different contexts.
- Develop an enquiring, critical and thoughtful 'economist's mind'.
- Practice skills, qualities and attitudes which will equip them for the challenges, opportunities and responsibilities of adult and working life.
- Develop an understanding of current economic issues, problems and institutions that affect everyday life.
- Apply economic concepts and theories in a range of contexts and appreciate their value and limitations in explaining real world phenomena.
- Analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of government within it.

THE ADVANCED GCE IN ECONOMICS SPECIFICATION REQUIRES STUDENTS TO:
Use case studies to develop an understanding of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that affect everyday life.

Analyse, explain and evaluate the strengths and weaknesses of the market economy and the effectiveness of government policy and action within it develop a critical approach to economic models and methods of enquiry.

Throughout the course students will develop a clear and to-the-point style of writing, the type used in economics, enabling students to communicate effectively. Students will also learn how to analyse and interpret economic indicators, to assess impact and what action should be taken to benefit from these, or minimise the damage.

PRIOR LEVEL OF ATTAINMENT AND RECOMMENDED LEARNING:
There are no prior knowledge requirements for this qualification. The specification builds on, but does not depend upon, students having followed a course in GCSE Business or GCSE Economics.

SUBJECT CONTENT:
Individuals, firms, markets and market failure:

1 Economic methodology and the economic problem
2 Individual economic decision making
3 Price determination in a competitive market
4 Production, costs and revenue
5 Perfect competition, imperfectly competitive markets and monopoly
6 The labour market
7 The distribution of income and wealth: poverty and inequality
8 The market mechanism, market failure and government intervention in markets

The national and international economy;

9 The measurement of macroeconomic performance
10 How the macro-economy works: the circular flow of income, AD/AS analysis, and related concepts
11 Economic performance
12 Financial markets and monetary policy
13 Fiscal policy and supply-side policies
14 The international economy

A2 EXAMINATIONS:

Paper 1 – Markets and market failure
33.3% of A Level
2 hour examination
Section A: Two optional data response questions are set; candidates must answer one. (40 marks)
Section B: Three optional essay questions are set; candidates must answer one. (40 marks)

Paper 2 – National and international economy
33.3% of A Level
2 hour examination
Section A: Two optional data response questions are set; candidates answer one. (40 marks) One question will always relate to the global context and the other to the European Union context.
Section B: Three optional essay questions are set; candidates answer one (40 marks)

Paper 3 – Economic principles and issues
33.3% of A Level
2 hour examination
Section A: Multiple choice questions. (30 marks)
Section B: Case study questions requiring written answers. (50 marks)

OUR EXPECTATIONS OF STUDENTS:

In Economics we expect all students to be engaged, have a prolonged role in leading dialogue, and take risks confidently in their learning. All students will need to peruse areas of interest energetically and these areas will need to be brought in to illustrate their learning. All class work and home study will be of the highest possible standard. Students are required to see through complexity to the heart of an economic matter in all units. They will be able to distinguish the important from the trivial in a serious discussion and open up the discussion even further.

A student’s overall academic skills will need to be first rate. This includes the ability to read with comprehension from written work prepared in class, develop intelligent use of resources, improve on logical and mathematical skills, improve efficient study habits, and develop their the ability to communicate clearly and fluently in speaking and writing. All business and economics students must have a genuine desire to learn about the economic world. To work at this level a student will need a high level of awareness as a practising economist, and the habit of intelligently relating it to their course in class. You must be willing to dispassionately and rationally analyse economics ideas, weighing them objectively against established knowledge and the facts at hand.
CAREERS INFORMATION:
This qualification could also enable you to progress on to a straight economics degree, with a focus on theory or a degree in applied economics such as environmental economics, labour economics, public sector economics or monetary economics. Alternatively, you may study a Business, Economics or Mathematical Economics degree, or study Economics with other subjects, e.g. Politics, Philosophy or History, as a combined degree. Some universities require A Level Mathematics whilst others only ask for a good GCSE grade in Mathematics. Post-university employment rates of economists are among the highest for graduates. Economics can lead into many career areas. Surprisingly, relatively few Economists will begin a career as a professional economist. The jobs they get are many and varied, although with an emphasis on the finance sector (including banking, accountancy, tax advice, actuarial work, insurance and trading.) Other roles that Economics students regularly go into include management, sales, advertising, human resources, IT and education.

CONTACT PERSON: Mr P. McGrory

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Back to Subjects Index
English Language & Literature (A level)

EXAMINATION BOARD: AQA

ENTRY CRITERIA: 6 GCSE grades 9 - 4 including at least Level 6 in English Literature and at least Level 6 in English Language

These qualifications are linear. Linear means that students will sit all the A Level exams at the end of their A Level Course. English Language and Literature draws on the academic field of Stylistics in order to create an integrated English Language and Literature course which brings together literary and non-literary discourses. This specification integrates literary and linguistic fields via shared concepts about the way language choices create representations, both in literary and non-literary texts: words create worlds, both in literature and elsewhere.

Paper 1: Telling Stories

Written Paper: 3 hours Weighting: 40% of A-level

Section A – Remembered Places
- One compulsory question on the AQA Anthology of texts about Paris (40 marks)
- This section is closed book

Section B – Imagined Worlds
- One question from a choice of two on prose set text (35 marks)
- Students study ONE of FOUR texts: Frankenstein OR Dracula OR The Handmaid’s Tale OR The Lovely Bones.
- This section is open book

Section C – Poetic Voices
- One question from a choice of two on poetry set text (25 marks)
- Students study poems from one of four poets within the AQA Poetic Voices Anthology.
- This section is open book

Paper 2: Exploring Conflict

Written exam: 2 hours 30 minutes Weighting: 40% of A-level Questions

Section A – Writing about Society
- One piece of re-creative writing using set text - The Great Gatsby.
- Provide a critical commentary of your understanding and language choices.
- This section is open book

Section B – Dramatic Encounters
- One question from a choice of two on drama set text - A Streetcar Named Desire.
- This section is open book

NON-EXAM ASSESSMENT: MAKING CONNECTIONS
Assessed by teachers Moderated by AQA Weighting: 20% of A-level
- A personal investigation that explores a specific technique or theme in both literary and non-literary discourse (2,500-3,000 words)

CONTACT: Miss D. Bizley

Students will be enrolled onto courses according to the entry criteria. Where a class is undersubscribed, the Director of Sixth Form may choose to offer places to interested students: in those circumstances students will be admitted according to UMS marks.
English Literature (A level)

EXAMINATION BOARD: AQA

ENTRY CRITERIA: 6 GCSE grades 9 - 5
At least Level 6 in English Literature
At least Level 6 in English Language

These qualifications are linear. Linear means that students will sit all the A Level exams at the end of their A Level Course.

Students study a minimum of nine texts: consisting of at least one Shakespeare play, further drama texts, poetry texts, prose texts and Critical Anthology issued by the exam board.

Literary Genres

Written exam: 2 hour 30 minutes (closed book) Weighting: 40% of A level
- Section A: will involve one passage-based question on a Shakespeare text - Othello.
- Section B: will involve one essay question on a Shakespeare set text - Othello.
- Section C: will involve one essay question linking two texts
- In Literary Genres, the texts are connected through a mainstream literary genre:
  - EITHER Aspects of Tragedy OR Aspects of Comedy.
  - Tragedy and Comedy have a long tradition in literature, with their origins in the Ancient World and with a specific emphasis on drama.

Texts and genres

In contrast to the literary genres of tragedy and comedy, the texts are grouped together as having elements of more modern genres: either crime writing or political and social protest writing. These genres, which are heavily influenced by culture, are continually evolving.

Students study THREE texts: ONE post-2000 prose text, ONE poetry and ONE further text, one of which must be written pre-1900.

Written exam: 3 hours (open book) Weighting: 40% of A level
Section A: compulsory question on unseen passage
Section B: one essay question on a set text
Section C: one essay question which connects two texts

Non-Examined Assessment – Theory and Independence

Assessed by teachers Moderated by AQA Weighting: 20% of A-level
- Study of two texts: ONE poetry and ONE prose text, informed by study of the Critical Anthology
- Production of two essays of 1250 -1500 words, each responding to a different text and linking to a different aspect of the Critical Anthology

AQA’s assessment structure has been designed to achieve a balance between rigour, reliability and demands on candidates.

CONTACT PERSON: Miss D. Bizley
EXTENDED PROJECT QUALIFICATION (EPQ)

EXAMINATION BOARD: AQA
ENTRY CRITERIA: 6 GCSEs Level 9-4 (including a Level 6 in English)

DESCRIPTION OF THE COURSE:
The EPQ allows motivated and inquisitive students to extend their abilities beyond the A-level syllabus and prepare for university or their future career. It is worth half an A-level so can be used to earn extra UCAS points. The EPQ tariff for UCAS points is as follows: A* 28, A 24, B 20, C 16, D 12, E 8.

The EPQ will develop and extend an area of the student’s interest and will be based on a topic chosen by the student and agreed by the EPQ coordinator.

Students are required, with appropriate supervision, to:
- Choose an area of interest
- Draft a title and aims of the project for formal approval by the centre
- Plan, research and carry out the project
- Deliver a presentation to a non-specialist audience
- Provide evidence of all stages of project development and production for assessment.

The EPQ course consists of two main elements: a taught skills programme and independent work. In tutorials, students will be given the tools to develop the skills necessary to complete the project. The remaining time will be spent on independent work, researching, producing, recording and presenting their projects.

LEARNING OUTCOMES OF THE COURSE:
The student will:
- Manage a project: Identify, design, plan and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives
- Use resources: Obtain, critically select and use information from a range of sources; analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic
- Develop and realise a project: Select and use a range of skills, solve problems, take decisions critically, creatively and flexibly, to achieve planned outcomes
- Review: Evaluate outcomes both in relation to agreed objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format

ASSESSMENT:
The EPQ is a process-based qualification, where the process is as important as the outcome.

Students will submit:
- a production log which details their project production process
- a research-based written dissertation (5,000 words).

Students will also be required to give a presentation on their project, detailing the process, their research and findings and reflecting on the successes and learnings from the project.

All candidates are required to meet the learning outcomes. The assessment objectives are weighted as indicated below:
- Manage: 20%
- Use resources: 20%
- Develop and realise: 40%
- Review: 20%

OUR EXPECTATIONS OF STUDENTS:
The student who takes EPQ and succeeds has a genuine interest in their field of research and is self-driven. The student will find the course challenging but rewarding. In addition to attending lessons which will take place during their tutorial sessions, students are expected to complete a minimum of 3 hours of independent work every week.

Students will be assigned a Supervisor who will act as a “sounding board” for students’ ideas. Meetings with Supervisors will take place during morning tutor time and students are expected to be proactive in arranging and leading these sessions as well as punctual with attendance.

The nature of this “process-based” qualification requires that all students must meet the various AQA paperwork deadlines scheduled throughout the two year course.

**BENEFITS OF THE COURSE:**
The EPQ will help students to demonstrate, to both universities and future employers that they are able to work independently. It will also help students to develop essential skills required for study at a higher level: working with others, working to deadlines, planning and management of a project, decision making and problem solving, presentation skills and communication skills.

The skills that students develop through the EPQ are excellent preparation for university-level study. Students can refer to the EPQ in their UCAS personal statements and at interview to demonstrate some of the qualities that universities are looking for. As a consequence, some top universities offer reduced grade offers to students who have successfully completed an EPQ to a high standard (A*/A or B, depending on the university and course).

The EPQ can also help to further students’ knowledge in one or more of their examination subjects and enrich their performance in those exams.

**CONTACT:** Dr A.M. Mair
Film is a cultural touch point which bridges different cultures, ethnicities, nationalities and political viewpoints. It is a shared language which touches nearly all of us. Aside from this it is also a multi-billion dollar industry which employs huge numbers of people with 70,000 people working in the British film industry alone. In Film Studies we study the business, form and art of film bringing in theoretical, analytical and practical viewpoints.

Overview of A Level
3 Components

Component 1: 35 % Exam (2.5 hrs)
Varieties of Film and Filmmaking
3 Sections

Component 2: 35 % Exam (2.5 hrs)
Global Filmmaking Perspectives
4 Sections

Component 3: 30 % Coursework
Practical Filmmaking Production

12 Films in total will be studied and used as a basis for all exam questions.

YEAR 12
The course in Year 12 is broken down into 5 main sections:

Part 1: Induction Unit
Part 2: Exam Content – Global Film
Part 3: Exam Content – Documentary
Part 4: Exam Content – Hollywood 1930-1990
Part 5: Exam Content – American Film since 2005

YEAR 13
The course in Year 13 is broken down into 3 main sections:

Part 1: Production Coursework
Part 2: Exam Content – Silent Cinema
Part 3: Exam Content – Revision of all units

INTERNAL ASSESSMENT: 30% of Overall Grade
In this unit you will be required to individually create a short film production:

Short Film Task:
This task will require you to make a short film which is between 3 and 5 minutes in length. This creative project will require you to demonstrate advanced practical skills and produce a reflective analysis of 1000 words. You will need to plan and construct the work with attention to form and style and the intended audience. Both of these set tasks are marked by your own teacher and moderated by the Eduqas Examining Body. It is worth 30% of your overall mark.

OUR EXPECTATION OF STUDENTS:
We expect our students to have a genuine interest in Film and be prepared to read around the subject including film magazines and visiting websites. Students will also need to be prepared to undertake private research. Self-discipline and a positive attitude to work is essential. Deadlines must be kept and all work completed to a high standard. Homework essays are expected to be word processed.

CAREERS INFORMATION:
Subjects which go well with Film Studies are Media Studies, Theatre Studies, English, Art and Communication Studies. With a qualification in Film Studies you could go on to Higher Education or work in the Film or related industry.

CONTACT: Mr M Vinnicombe

Students will be enrolled onto courses according to the entry criteria. Where a class is undersubscribed, the Director of Sixth Form may choose to offer places to interested students: in those circumstances students will be admitted according to UMS marks.
WJEC Level 3 Food Science and Nutrition

This course is available as a 2 year diploma with equal UCAS points to A Levels or a 1 year certificate which will give you half of the UCAS points of a full A Level course.

EXAMINATION BOARD: WJEC

ENTRY CRITERIA: 6 GCSE grades 9 - 4. GCSE grade 6 or above in Food is desirable otherwise we need to see significant evidence of practical skills you have undertaken at home.

UCAS POINTS
D* - 56, D – 48, M – 32, P – 16 (For students who complete the 2 year diploma)
D* - 28, D – 24, M – 16, P – 8 (For students who complete the 1 year certificate)

YEAR 12 COURSE
Unit 1: Meeting nutritional needs of specific groups

INTERNAL AND EXTERNAL ASSESSMENT
• Be able to plan the production of complex dishes
• Be able to cook complex dishes (3½ hour practical)

Practical skills test based on a specific scenario e.g. Restaurant in a University town.
Learners will need to:
(i) Select suitable dishes to meet the brief and showcase skills
(ii) Plan for the skills test
(iii) Prepare, cook and present the menu
(iv) Evaluate the menu and their efforts
• 9 ½ hours to complete all sections of this assessment
• Time scales for each section may be changed but the total time must not be exceeded
• Learners may only attempt their dishes once
• Photographic evidence is essential within the written documentation

Evidence to be submitted for external moderation to WJEC by 15 May.

YEAR 13 COURSE
Unit 2: Ensuring food is safe to eat (Mandatory)

Externally assessed – theme released 1 May

“You are a full time permanent employees of Easy eats and have recently been promoted to the Catering manager for this event All other staffing will be supplied by an agency, on a casual contract basis. As Unit Manager it is your responsibility to train staff and produce a risk assessment for the event. Training materials will be issued prior to the event and the risk assessment will be used by the operations team to plan the resources needed and will be available on site for staff for reference.”

Learners have to:
(i) Produce a food safety resource to use as part of the training
(ii) Produce a risk assessment for Easy eats to follow at the music festival
• Menu of dishes to be served is included within the appendix
• 8 hours to complete all sections of this assessment

Evidence to be submitted for external moderation to WJEC by 15 May.

Unit 3: Experimenting to solve food production problems (optional)
“The Nothing New Dairy is assessing customer satisfaction of their products. They have set up a blog for customers and each month they formally review the comments made, and any other complaints they have received. Their newer flavour ice creams have caused concerns, therefore the development team have to investigate and solve any problems”.

Learners have to:
(i) Identify the issues that need to be addressed  
(ii) Investigate food production problems associated with comments on The Nothing New Dairy blog and review internal laboratory reports  
(iii) Carry out experimental work to investigate the problems  
(iv) Process the data from the experiments and justify findings

Learners have 12 hours to complete all sections of this assessment  
Evidence to be submitted for external moderation to WJEC by 15 May.

Unit 4: Current issues in Food science & nutrition (optional)

Internally assessed  
Learners research an issue in Food, Science & Nutrition that is of interest to them.  
Learners have to:
(i) Plan research into a current issue affecting food choice  
(ii) Investigate current consumer food choice issues

Learners have 14 hours to complete all sections of this assessment  
Evidence to be submitted for external moderation to WJEC by 15 May.

Suggestions for project titles
- Is it easier to avoid obesity by following a vegetarian diet?  
- Does provision of a school breakfast club improve concentration levels?  
- Is it possible to have a balanced diet on low budget?  
- Does the current trend for juicing provide a healthy balanced diet?  
- Is it possible to have a sugar free diet and still eat processed foods?  
- Is it possible to change your diet without weight loss clubs?  
- Is the conflicting advice on health and diet confusing the general public?

OUR EXPECTATIONS OF STUDENTS

Passion for learning about Food and Nutrition  
Interest in cooking and learning new skills  
Work independently when completing practical skills  
High level of ICT skills  
Possible links: Science – Biology/Chemistry, Sociology PE, Business Studies, Psychology.

CAREERS INFORMATION

Chef, Nutritionist, Dietician, Nurse, Health worker, Health Advisor, Teacher, Marketing, Food Production.

CONTACT: Miss S Loster

Students will be enrolled onto courses according to the entry criteria. Where a class is undersubscribed, the Director of Sixth Form may choose to offer places to interested students: in those circumstances students will be admitted according to UMS marks.
French

EXAMINATION BOARD: Edexcel

ENTRY CRITERIA: 6 GCSE grades 9 - 4 to include Mathematics and English at level 4; and a GCSE Spanish grade 9 - 7 (Higher level GCSE entry). Please note that progress from Year 12 to Year 13 is dependent upon passing the Year 12 end-of-year test.

DESCRIPTION OF THE A-LEVEL COURSE

Topic Areas:
Students must study the themes and sub-themes below in relation to at least one French speaking country. Where France is not specified, students may study the themes in relation to any French-speaking country.

Social Issues and Trends
Aspects of French-speaking society: Current trends
• The changing nature of family (La famille en voie de changement)
• The “cyber-society” (La “cyber-société”)
• The place of voluntary work (Le rôle du bénévolat)

Aspects of French-speaking society: Current issues
• Positive features of a diverse society (Les aspects positifs d’une société diverse)
• Life for the marginalised (Quelle vie pour les marginalisés?)
• How criminals are treated (Comment on traite les criminels)

Political and artistic culture

Artistic culture in the French-speaking world
• A culture proud of its heritage (Une culture fière de son patrimoine)
• Contemporary francophone music (La musique francophone contemporaine)
• Cinema: The 7th at form (Cinéma: le septième art)

Aspects of political life in the French-speaking world
• Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l’engagement politique)
• Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir?)
• Politics and immigration (La politique et l’immigration)

ASSESSMENT

A-Level

Paper 1: Listening, reading and writing (50%)
- Listening and responding to spoken passages from a range of contexts and sources.
- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources.
- Translation into English; a passage of minimum 100 words.
- Translation into Spanish; a passage of minimum 100 words.

Paper 2: Writing (20%)
- Either one question in French on a set text from a choice of two questions and one question in French on a set film from a choice of two questions or two questions in French on a set text from a choice of two questions on each text.
- All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied.
Paper 3: Speaking (30%)
- Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes).
- Presentation (2 minutes) and discussion (9–10 minutes) of individual research project.

OUR EXPECTATIONS OF STUDENTS:
It is recommended that students spend approximately 6 hours each week on French home study. The study of a Foreign Language, however, requires great personal involvement in addition to home study. Students have one non-timetabled period with the Foreign Language assistant each week in order to improve oral skills. They are expected to read French newspapers / articles, watch programmes and films in French and it is highly recommended that they visit France during the two year course. It is important that A Level language students have an awareness of the culture and topical events of the country whose language they are studying.

CAREERS OPTIONS:
A wide range of career options are open to Language students, including: Interpreting, Translating, Travel and Tourism, Sales and Marketing, Journalism, the Media, Teaching, Catering and Leisure Management, Commerce, Finance and Industry, Civil Service, Bi-lingual Secretarial, Law.

CONTACT PERSONS: Mrs C.Leslie / Ms Diez
Geography

Examination Board: AQA Geography A

Entry Criteria: 6 GCSE grades 9 – 4 to include level 4 in Maths and English Language. The Geography grade must be a grade 6 or above.

DESCRIPTION OF THE A LEVEL COURSE 2018/2020

The Human approach investigates:
- Global systems and global governance
- Changing places
- Resource security

The Physical approach investigates:
- Water and carbon cycles
- Coastal systems
- Hazards

ASSESSMENT AT THE END OF YEAR 13:

Paper 1: 2.5 hours
Physical Geography
40% of A Level question types: multiple choice, short answer and extended prose

Paper 2: 2.5 hours
Human Geography
40% of A Level question types: multiple choice, short answer and extended prose

Paper 3: Geographical investigation
4000 words
20% of A Level

FIELDWORK:

Year 12 students will attend a week residential trip to a field study centre in Cumbria. This will enable them to produce a written fieldwork assessment, which is worth 20% of their ‘A’ Level.

OUR EXPECTATIONS OF STUDENTS:

Students studying Geography ‘A’ level will need to devote five hours a week to their study of human and physical Geography outside of timetabled lessons. This will involve answering structured questions, essay questions and background reading with note taking. Students will use a variety of skills, ranging from map skills, graphical and statistical skills, use of ICT and literacy skills. Students must have an enthusiasm and interest in the world around them and be curious about why natural phenomenon occur and how humankind has influenced and shaped out planet.

Geography is a useful ‘A’ level and links with arts and science subjects. It will engage your interest and challenge you to think more carefully about our world.

Geography has been defined as a key facilitating subject by the Russell Group universities.
CAREERS INFORMATION:

Some jobs need Geography:

- Surveying
- Civil Engineering
- Transport and Tourism
- Cartography
- Environmental Management
- Town and Country Planning
- Landscape Architecture
- Estate Management
- Resource Exploration

Contact: Mrs K Reid

Students will be enrolled onto courses according to the entry criteria. Where a class is undersubscribed, the Director of Sixth Form may choose to offer places to interested students: in those circumstances students will be admitted according to UMS marks.
**History**

**EXAMINATION BOARD:** AQA

**ENTRY CRITERIA:** 6 GCSE levels 9 – 5 including history level 6 and English Language level 6. 
Please note that progress from Year 12 to Year 13 is dependent upon passing the end of Year 12 exam.

This is a two year course that leads to an A Level qualification aimed primarily at entrance to higher education. There is no external exam until the end of Year 13. Accompanying the two study units will be a compulsory coursework unit.

**AQA SYLLABUS 7042**
**Breadth Study**
The Tudors: England 1485 - 1603 (40% of the exam).

**Depth Study**
Russia and the Soviet Union 1917 - 1953 (40% of the exam).

**Coursework**
An historical investigation into the impact of the Federal Government upon civil rights in America (20% of the exam).

**OUR EXPECTATIONS OF STUDENTS:**

A high level of commitment is expected from students, with participation in classroom activities and between 2-4 hours of independent study each week. Students will be required to write essays and give presentations. Skill in written English communication is emphasised.

**CAREERS INFORMATION:**

Directly related post degree careers include teaching, museum work and archaeology. History is a useful background for other careers including management, administration, journalism and law. Employers tend to value history as a serious degree.

**CONTACT:** Mr C Shepherd/Mrs S Cox/ Mr M Brennan

Students will be enrolled onto courses according to the entry criteria. Where a class is undersubscribed, the Director of Sixth Form may choose to offer places to other students and, in those circumstances, students will be admitted according to UMS marks.
Mathematics and Further Mathematics

EXAMINATION BOARD: Edexcel (Mathematics and Further Mathematics)

From September 2017 A and AS Mathematics and Further Mathematics will become a linear exam. As a consequence of this change all A level exams will take place at the end of the two year course (Summer 2019) and the AS after one year (Summer 2018). Although the content of the AS course mirrors some of the content of the A level the AS exams are taken as a separate exam and cannot be counted towards the A level grade.

A LEVEL MATHEMATICS (2 YEARS)

ENTRY CRITERIA: 6 GCSE grades 9 - 5 to include a minimum of a grade 7 at Mathematics

The 2 year Mathematics ‘A’ level course will consist of Pure Maths, Mechanics and Statistics. The Pure content will represent 66.7% of the final papers and the Mechanics and Statistics the remaining 33.3% in equal measures. The final exams will be three 2 hour papers, 2 will examine the pure content and the third paper will cover the Mechanics and Statistics content.

BRIEF SUMMARY OF THE SPECIFICATION CONTENT

Pure topics:
Proof, Algebra and Functions, Coordinate Geometry, Sequences and Series, Trigonometry, Exponentials and Logarithms, Differentiation, Integration, Vectors and Numerical Methods

Statistics:
Statistical Sampling, Data representation and Interpretation, Probability, Statistical Distributions, Statistical Hypothesis testing

Mechanics:
Quantities and units in Mechanics, Kinematics, Forces and Newton’s laws, Moments.

A LEVEL FURTHER MATHS (2 YEARS)

ENTRY CRITERIA: 6 GCSE grades 9 - 6 to include a minimum of a grade 8 at GCSE Mathematics and must be taking ‘A’ level Mathematics

For more able and confident mathematicians there will be the opportunity to take a second A Level in Mathematics (Further Mathematics). This will be a two year course consisting of four elements, two of these are compulsory and cover Pure Mathematical topics, the other two will be selected form a range of options covering Statistics, Mechanics, Decision maths and further Pure elements. For each of these the student will sit a 1 ½ hour exam (4 in total). This course will run alongside the A level course. It may also be possible to take an AS in Further maths (over a year), the content of which would be similar to the first Pure element of the A level and one of the optional elements. Similarly there would be two 1 ½ hour papers.

BRIEF SUMMARY OF THE SPECIFICATION CONTENT

Pure topics:
Proof, Complex numbers, Matrices, Further Algebra and functions, Further Calculus, Further Vectors, Polar coordinates, Hyperbolic functions and Differential equations.

**The Optional elements may include work on (depending on the options selected)**

Statistics:
Linear regression, Discrete and Continuous Statistical distributions, Correlation, Hypothesis testing, Chi Squared tests, Probability distributions, Confidence Intervals, Estimation, Probability generating Functions, Quality of tests and estimators.

Mechanics:
Momentum and Impulse, Collisions, Work and energy, Elastic strings and springs, Motion in a circle, Centres of Mass, Statics of rigid bodies, Dynamics, Elastic collisions in two dimensions

Decision Maths:
Algorithms, Graph Theory, Critical Path Analysis, Linear programming, Transportation problems, Allocation Problems, Flows in Networks, Dynamic programming, Game Theory, Recurrence relations and Decision analysis

Pure Maths:
Further calculus, Further Differential equations, Coordinate systems, Further Vectors, Inequalities, Groups, Matrix Algebra, Number Theory, Further sequences and series.

**CORE MATHEMATICS LEVEL 3**

In addition to the above from September 2017 we will intend to offer a Level 3 course in CORE MATHS. This is a course designed for students who achieved at least a grade 5 in GCSE maths and designed to support the Maths that may be relevant in other subjects such as Science, Economics, Business studies, Computing and Geography. In terms of UCAS points this course is the equivalent of an AS. This course is designed to run for two years and would be examined in Summer 2019.

**EXAMINATION BOARD:** MEI/ OCR Quantitative Reasoning

**ENTRY CRITERIA:** A minimum of a grade 5 at Mathematics (from foundation or higher)

**BRIEF SUMMARY OF THE SPECIFICATION CONTENT**
Use of spreadsheets, Modelling and estimation, Statistical problem solving - mainly with GCSE techniques, Financial problem solving - including percentages and foreign exchange, Exponential growth, standard form, logarithmic scales on graphs, Graphs and gradient as rate of change and Probability and risk

**CONTACT:** Mr P Scrivens/Mr D.Kalia

Students will be enrolled onto courses according to the entry criteria. Where a class is undersubscribed, the Director of Sixth Form may choose to offer places to interested students: in those circumstances students will be admitted according to UMS marks.
The media play a central role in contemporary culture, society and politics. They shape our perceptions of the world through the representations, ideas and points of view they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and generate significant global profit. The globalised nature of the contemporary media, ongoing technological developments and more opportunities to interact with the media suggest their centrality in contemporary life can only increase.

OVERVIEW OF A LEVEL
3 Components

**Component 1: 35 % of overall grade. Exam (2 hrs 15 mins)**
Section A: Analysing Media Language and Representation
Section B: Understanding Media Industries and Audiences

**Component 2: 35 % of overall grade. Exam (2 hrs 30 mins)**
Section A: Television in the Global Age
Section B: Magazines: Mainstream and Alternative Media
Section C: Media in the Online Age

**Component 3: 30 % Coursework**
Media Production – Changes yearly

**YEAR 12**
The course in Year 12 is broken down into 4 main sections:

*Part 1: Induction Unit*
*Part 2: Media Language and Representation*
*Part 3: Media Industries and Audience*
*Part 4: Media in the Online Age*

**YEAR 13**
The course in Year 13 is broken down into 3 main sections:

*Part 1: Production Coursework (NEA)*
*Part 2: Magazines: Mainstream and Alternative Media*
*Part 3: Television in the Global Age*
*Part 4: Revision of Course*

**Content and Texts Used for Study**
A wide range of concepts and theories are studied on the Media Studies A Level course. These offer a comprehensive understanding of both historical and contemporary ideas concerning study of the Media. Amongst these are the following:
An equally wide range of texts are used as case studies and key examples. These span a number of media forms and represent a variety of different genres, style and target audiences.

Amongst the case study texts used on the course are:

**Music Videos** – Dream, Dizzee Rascal

**Advertising and Marketing** – Poster advertisements from different eras.

**Newspapers** – Three recent examples of stories from major newspapers including The Guardian, The Daily Mail.

**Film** – Straight Outta Compton, I, Daniel Blake

**Radio** – Late Night Women’s Hour

**Video Games** – Assassin’s Creed III

**Television** – Humans, The Returned.

**Magazines** – The Big Issue, Vogue

**Blogs and Websites** – Zoella, Attitude

**OUR EXPECTATION OF STUDENTS:**
We expect our students to have a genuine interest in the Media and be prepared to read around the subject including magazines, websites, books, journals and blogs. Students will also need to be prepared to undertake private research. Self-discipline and a positive attitude to work is essential. Deadlines must be kept and all work completed to a high standard. Homework essays are expected to be word processed.

**CAREERS INFORMATION:**
Subjects which go well with Media Studies are Film Studies, Theatre Studies, English, Art and Photography. With a qualification in Media Studies you could go on to Higher Education or work in any of the media related industries including journalism, film, television production, publishing, advertising, the music industry, sound production etc.

**CONTACT:** Mr M Vinnicombe

Students will be enrolled onto courses according to the entry criteria. Where a class is undersubscribed, the Director of Sixth Form may choose to offer places to interested students: in those circumstances students will be admitted according to UMS marks.
EXAMINATION BOARD: OCR

ENTRY CRITERIA: 6 GCSE grades 9-4 including level 4 in English and Maths. Students must be enthusiastic and competent performers. They should be receiving additional instrumental or singing lessons either in or out of school. They need not have taken GCSE Music but must be able to read musical notation. If they have taken GCSE Music they should have achieved a Level 7 or higher. If they did not take GCSE Music their singing or playing must be approximately grade six (ABRSM) standard or higher by the end of Year 13. Students who have not taken GCSE Music will be required to undertake a practical audition. Grade 5 ABRSM theory is desirable.

DESCRIPTION OF THE A Level COURSE

There are three elements:
Performing (Instrument or voice)
Composing
Listening and Appraising

Performing 30%
This element takes the form of a practical examination, which is externally assessed via a video recording completed in a formal concert setting. You will be required to give a recital on your instrument or voice, which lasts for between 10 and 15 minutes in which you perform at least three contrasting pieces. This could be as a solo with accompaniment, or as part of an ensemble.

Composing 30%
This is mostly undertaken as coursework. You will complete two compositions from a brief, one that is set by OCR and another which is your own choice. Both pieces must total a minimum of 4 ½ minutes.

Listening and appraising 40%
This is an externally assessed timed examination of two hours and thirty minutes duration. There are three sections in the examination. In the first you will answer a variety of questions on an unfamiliar work. In the second you will answer four analysis style questions comparing aural extracts and testing understanding of musical background and the context of the set works that you will study throughout the course. In the final section you will answer two essay questions based on the prescribed works studied in class.

Contact Person: Mrs H Wilcox
Photography

EXAMINATION BOARD: Edexcel

ENTRY CRITERIA: 6 GCSE grades 9 - 4. A background in Art is helpful but not essential. Students will be set an entry brief to check suitability for the course. Please note that progress from Year 12 to Year 13 is dependent upon passing the Year 12 (modular courses) or the Year 12 end-of-year test (linear courses).

What exams will I have to take to get my qualification?
The GCE in Photography has been designed to encourage an adventurous and enquiring approach to photography. Successful students should be able to demonstrate an understanding of past and contemporary photography practice and be able to produce photographs that embrace a range of ideas.

In particular, the aims of the GCE qualifications in Photography are to develop:
intellectual, imaginative, creative and intuitive powers, investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement, an understanding of the interrelationships between art and design and photography and an awareness of the contexts in which they operate, knowledge and understanding of photography in contemporary society and in other times and cultures.

A2

<table>
<thead>
<tr>
<th>Component 1: Personal Investigation (60%)</th>
<th>Component 2: Externally Set Assignment (40%)</th>
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<tr>
<td>Part 1: Practical Work</td>
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<tr>
<td>- from personal starting points</td>
<td>- Externally set, broad based theme released to teachers on February 1st</td>
</tr>
<tr>
<td>- Students submit:</td>
<td>- Sustained focus period of 16 hours controlled assessment in which students create final responses to the theme</td>
</tr>
<tr>
<td>Supporting studies</td>
<td></td>
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<tr>
<td>Personal outcomes</td>
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<tr>
<td>Part 2: Personal Study</td>
<td></td>
</tr>
<tr>
<td>- Students submit a piece of research 1,000 – 3,000 words</td>
<td>- Students submit Preparatory studies Personal outcomes</td>
</tr>
</tbody>
</table>

OUR EXPECTATIONS OF STUDENTS:
The main purpose of any course in photography is to develop your ability to appreciate the visual world and to respond in a personal and creative way.

The skills you will develop will be varied. Among them, you will develop a working knowledge of materials, practices and technology within one or more of the disciplines within photography (digital and manual). You will develop the skills to interpret and convey your ideas and feelings using photography. You will develop your imaginative and creative powers and your experimental, analytical and documenting skills. You will also develop a specialist vocabulary and the knowledge and understanding of the place of photography in history and in contemporary society.
CAREERS INFORMATION:

Students who wish to undertake further studies in photography, usually at Art College or further education.
Students who are looking to take up careers for which an art background is relevant. These might include photography, advertising, journalism, publishing, architecture, museums, theatre or art gallery work.
Students who have an interest in and aptitude for the subject, but who do not intend to take the subject beyond this level.

There are many careers in photography. Most of these require further study at an art school, further education college or university. If you are unsure about whether to make a career of the subject, the best thing to do is to speak to your art teacher who will know about the courses on offer in your area or elsewhere.
At present most students wishing to take photography further will go on to do a one year ‘Foundation’ course at an art college or college of further education before applying to degree courses in more specialist areas of art and design.

CONTACT: Mr P Chapman

Students will be enrolled onto courses according to the entry criteria. Where a class is undersubscribed, the Director of Sixth Form may choose to offer places to interested students: in those circumstances students will be admitted according to UMS marks.
Physical Education

EXAMINATION BOARD: OCR

ENTRY REQUIREMENTS: 6 GCSE grades 9 - 4 including Mathematics at level 4, and level 4 in English Language and grade 5 in Science. GCSE PE is useful, but not essential – if taken, a grade B should have been achieved.

Please note that progress from Year 12 to Year 13 is dependent upon passing the end of Year 12 test.

ASSESSMENT:
1 x 2 hour exam (30%) Anatomy, Physiology, Biomechanics
1 x 1 hour exam (20%) Sports Psychology
1 x 1 hour exam (20%) Socio-cultural issues in Sport.
Practical performance (15%)
Observation and Evaluation spoken exam (15%)

CONTENT:
Unit 1: Key systems of the human body involved in physical activity, interpretation of data and graphs.
Unit 2: Psychological factors affecting physical activity and sports, application of theories to practical examples.
Unit 3: Sociological and contemporary factors that influence physical activity and how sport affects society. How sports have evolved over time as well as technology and its influence on performance.
Unit 4: Coursework: Performance in 1 sport from the approved list of sports. Spoken exam analysing a sports performance and devising a viable action plan using theoretical principles to underpin your responses.

OUR EXPECTATIONS OF STUDENTS:
You will in the first instance have an interest in the theory behind physical education, and also enjoy participating in sport. You will specialise in one activity out of school.
You will develop an in depth understanding of the range of concepts underpinning PE from anatomy to the history of sports and games.
You will learn to evaluate these concepts and be able to offer your own independent opinion about them.

READING AND USEFUL WEBSITES:
Physical Education and the Study of Sport; Davis, Bull, Roscoe and Roscoe – Mosby
Advanced Physical Education and Sport for A level; Honeybourne, Hill and Moors – Stanley Thornes.
Complete A-Z Physical Education Handbook; James, Thompson, Wiggins-James
Motor Learning and Control: Concepts and Applications by Richard A Magill
Applying Psychology to Sport; Woods – Hodder and Stoughton
http://news.bbc.co.uk/sport1/hi/academy/default.stm
http://www.uksport.gov.uk/
http://www.sportengland.org/
http://www.sportni.net/
http://www.uksport.gov.uk/
http://www.sportscotland.org.uk/

CAREERS INFORMATION:
The course can lead to a PE teaching degree, Sports Science, Leisure Management, Sports Psychology, Sports Coaching and all Leisure related degrees.

CONTACT: Miss C Healey

Students will be enrolled onto courses according to the entry criteria. Where a class is undersubscribed, the Director of Sixth Form may choose to offer places to interested students: in those circumstances students will be admitted according to UMS marks.
Physics

EXAMINATION BOARD: A2 Level AQA 7408

ENTRY CRITERIA: 6 GCSE grades 9 - 5 to include grades 7-7 in GCSE Combined Science (or a grade 7 in the physics paper of the GCSE Separate Science exam) together with grade 7 in Mathematics (Higher paper) and grade 5 in English Language. Students will normally be expected to support the study of Physics with either an A Level in Mathematics or a second Science. Please note that progress from Year 12 to Year 13 is dependent upon passing the end of Year 12 test.

DESCRIPTION OF THE A2 COURSE:

Core content
- 1 Measurements and their errors
- 2 Particles and radiation
- 3 Waves
- 4 Mechanics and materials
- 5 Electricity
- 6 Further mechanics and thermal physics
- 7 Fields and their consequences
- 8 Nuclear physics

Options (only one option module is studies)
- 9 Astrophysics (Traditionally we choose this option at Trinity)
- 10 Medical physics
- 11 Engineering physics
- 12 Turning points in physics
- 13 Electronics

ASSESSMENT:

There will be three written exams:

Paper 1: written exam of 2 hours duration and worth 85 marks (34% of A Level) covering sections 1 to 5 and 6.1 (Period motion). The format of the paper will be 60 marks of short and long answer questions and 25 multiple choice questions on content.

Paper 2: written exam of 2 hours duration and worth 85 marks (34% of A Level) covering sections 6.2 (Thermal Physics), 7 and 8. The format of the paper will be 60 marks of short and long answer questions and 25 multiple choice questions on content.

Paper 3: written exam of 2 hours duration and worth 80 marks (32% of A Level) divided into two sections.
- Section A Compulsory section: Practical skills and data analysis
- Section B: Students enter for one of sections 9, 10, 11, 12 or 13 (i.e. one option topic)

The format of this paper will be 45 marks of short and long answer questions on practical experiments and data analysis and 35 marks of short and long answer questions on optional topic.
EXPECTATIONS OF STUDENTS:

Students are expected to undertake a minimum of 6 hours homework per week. In addition to set homework, which may take a variety of forms, students are expected to supplement class notes using a range of Physics texts. It is also expected that students will enhance their understanding of Physics by independent reading. Homework is marked in accordance with departmental policy. Throughout the course, students are expected to keep a log per module of all homework set, together with grades awarded. Test results are also recorded here. Extended investigations and projects are included in each module.

CAREERS INFORMATION:

Physics is a very demanding but rewarding subject suitable for students who:

- have an interest in, and enjoy Physics;
- want to find out how things work in the physical world;
- enjoy applying their minds to solving problems;
- enjoy carrying out investigations by the application of imaginative, logical thinking;
- want to use Physics to support other qualifications or to progress onto further studies or employment.

Physics is the most fundamental of all the Sciences. It is concerned with the study of matter, energy and the interactions between them. It is important as a subject in its own right, but also as an essential element in all the other sciences, engineering and technology. Students who continue their study of Physics to degree level will find a wide range of careers open to them. Some of the fields that graduate Physicists enter include: Research and Development, Design and Production, Medical Physics, Astronomy, Teaching Physics, Geophysics, Meteorology, Computing (hardware and software), Administration and Management, Accountancy, Banking, Financial Analysis and Science Journalism.

CONTACT: Dr D Collins

Students will be enrolled onto courses according to the entry criteria. Where a class is undersubscribed, the Director of Sixth Form may choose to offer places to interested students: in those circumstances students will be admitted according to UMS marks.
Politics

EXAMINATION BOARD: Edexcel

ENTRY CRITERIA: 5 GCSE levels 9 – 4 including English Language level 6. Please note that progress from Year 12 to Year 13 is dependent upon passing the end of Year 12 exam.

This is a two year course that leads to an A Level qualification aimed primarily at entrance to higher education. There is no external exam until the end of Year 13 where students will sit three exams.

Edexcel SYLLABUS (9 PLO)

UK Politics (33%)
Political participation through parties, electoral systems and the media.
Core political ideas; conservatism, liberalism and socialism.

UK Government (33%)
Parliament and the constitution, Prime Minister and cabinet.
Noncore political ideas; choice of nationalism, multiculturalism, feminism etc.

Comparative Politics (33%)
American constitution and federalism, US congress, Presidency, the Supreme Court and civil rights; democracy and participation.

OUR EXPECTATIONS OF STUDENTS:

A high level of commitment is expected from students, with participation in classroom activities and between 2-4 hours of independent study each week. Students will be required to write essays and give presentations. Skill in written English communication is emphasised.

CAREERS INFORMATION:

Directly related post degree careers include teaching, working for local political parties and working for government agencies. Politics is a useful background for other careers including management, administration, journalism and law. Employers tend to value politics as a serious degree.

CONTACT: Ms S Pollock

Students will be enrolled onto courses according to the entry criteria. Where a class is undersubscribed, the Director of Sixth Form may choose to offer places to other students and, in those circumstances, students will be admitted according to UMS marks.
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<td>o Effects on Media on aggression</td>
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</table>
ASSESSMENTS:
A-LEVEL

Paper 1: Introductory Topics in Psychology
Assessing the topic knowledge of: Social Influence, Memory, Attachment and Psychopathology.

Assessed:
Written exam: 2 hours
96 marks in total
33.3% of A-level

Questions
- Section A: multiple choice, short answer and extended writing, 24 marks
- Section B: multiple choice, short answer and extended writing, 24 marks
- Section C: multiple choice, short answer and extended writing, 24 marks
- Section D: multiple choice, short answer and extended writing, 24 marks

PLUS

Paper 2: Psychology in Context
Assessing the topic knowledge of: Approaches in Psychology, Biopsychology, Research Methods.

Assessed:
Written exam: 2 hours
96 marks in total
33.3% of A-level

Questions
- Section A: multiple choice, short answer and extended writing, 24 marks
- Section B: multiple choice, short answer and extended writing, 24 marks
- Section C: multiple choice, short answer and extended writing, 48 marks

PLUS

Paper 3: Issues and Options in Psychology
Assessing the topic knowledge of: Issues and Debates in Psychology, Relationships, Schizophrenia and Forensic Psychology.

Assessed:
Written exam: 2 hours
96 marks in total
33.3% of A-level

Questions
- Section A: multiple choice, short answer and extended writing, 24 marks
- Section B: multiple choice, short answer and extended writing, 24 marks
- Section C: multiple choice, short answer and extended writing, 24 marks
- Section D: multiple choice, short answer and extended writing, 24 marks
### AS COURSE DESCRIPTION

#### ASSESSMENTS

#### AS LEVEL

**Paper 1: Introductory Topics in Psychology**

Assessing the topic knowledge of: Social Influence, Memory, and Attachment.

Assessed:

- **Written exam**: 1 hour 30 minutes
- **72 marks in total**
- **50% of AS level**

**Questions**

- **Section A**: multiple choice, short answer and extended writing, 24 marks
- **Section B**: multiple choice, short answer and extended writing, 24 marks
- **Section C**: multiple choice, short answer and extended writing, 24 marks

**PLUS**

**Paper 2: Psychology in Context**

Assessing the topic knowledge of: Approaches in Psychology, Psychopathology and Research Methodology.

Assessed:
Written exam: 1 hour 30 minutes
72 marks in total
50% of AS level

Questions
- Section A: multiple choice, short answer and extended writing, 24 marks
- Section B: multiple choice, short answer and extended writing, 24 marks
- Section C: multiple choice, short answer and extended writing, 24 marks

OUR EXPECTATIONS OF STUDENTS:

At the start of the course students will be expected to complete and sign a student agreement that they will give 100% commitment to the course and attend all Psychology lessons where possible, that they will be punctual to lessons and complete all homework fully, on time and to the highest standard. All students study time should be apportioned equally to the sixth form subjects chosen and each day sometime should be devoted to Psychology (at least 2 hours).

The students will be aware that they must update themselves and complete all work missed due to absence including homework and it is their responsibility to revise thoroughly and avail themselves of quality reading materials in the library and aim at all time to achieve the very highest standards of achievement and commitment.

CAREERS INFORMATION:

Psychologists have a valuable contribution to make to all areas of life today, whether it be with individuals or for society as a whole e.g. community services, police, nursing. Psychologists are probably best known for their work in the health and education field.

Careers fall into three broad categories:

a. Those for which a degree is essential
b. Those for which it is directly useful but for which other graduates can apply
c. Careers, which are open to any discipline

e.g. Clinical Psychologist, Counselling Psychologists, Educational Psychologist Forensic, Psychologist, Health Psychologist, Occupational Psychologists, Psychotherapy, Teaching, Sports Psychology Doctors (A-Level Psychology is acceptable for medicine).

CONTACT:  Dr A.M. Mair

Students will be enrolled onto courses according to the entry criteria. Where a class is undersubscribed, the Director of Sixth Form may choose to offer places to interested students: in those circumstances students will be admitted according to UMS marks.
Religious Studies
(Philosophy and Ethics)

EXAMINATION BOARD: OCR
ENTRY CRITERIA: 6 GCSE grades 9-4, to include a grade 7-9 in Religious Studies and a level 6 English Language. However, students who have not followed a GCSE course in Religious Studies may be considered. Please note that progress from Year 12 to Year 13 is dependent upon passing the Year 12 end-of-year test.

- Philosophy of Religion H573/01
- Religious Ethics H573/02
- Developments in Christian Thought H573/03

DESCRIPTION OF THE A LEVEL COURSE:

Philosophy of Religion
- Ancient philosophical influences: Plato and Aristotle
- The nature of the soul, mind and body
- Arguments about the existence or non-existence of God: Ontological, Cosmological and Teleological.
- The nature and impact of religious experience
- The challenge for religious belief of the problem of evil
- Ideas about the nature of God: Omnipotent? Omniscient? Omnibenevolent? Timeless or Everlasting?
- Issues in religious language: If we speak about God in the positive is it limiting? E.G. God is good limits God’s goodness to our human understanding of good. Would it be better to say ‘God is not bad?’

Religious Ethics
- Utilitarianism: The greatest happiness principle.
- Situation Ethics
- Kant’s Categorical Imperative
- Natural Law
- Deontological (based on action) and Teleological (based on consequence) understanding.
- Application of these ethical theories to Euthanasia and Business Ethics.
- Meta Ethics: What is meant by good?
- Debates surrounding the significant idea of conscience: Aquinas and Freud
- Sexual ethics and the influence on ethical thought of developments in religious beliefs.

Developments in Christian Thought
- Augustine’s teaching on human nature and the Fall
- Christian Moral Principles: The Bible, Church, Reason and Agape
- Death and the afterlife: Heaven, Hell, Purgatory and Election
- Knowledge of God’s existence: Natural and Revealed
- The person of Jesus: Christian Moral Action: Explore Dietrich Bonhoeffer
- Religious Pluralism and Theology: Exclusivism, Inclusivism, Pluralism
- Religious Pluralism and Society: Inter-faith dialogue, the scriptural reasoning movement
- Gender and Society: The role of men and women
- Gender and Theology: Explore the views of Rosemary Radford Ruether and Mary Daly
- Liberation Theology and Marx

If we speak about God in the positive, is it limiting? E.G. Does ‘God is good’ limit God’s goodness to our human understanding of good? Would it be better to say ‘God is not bad?’

Should we make moral decisions based on the consequence or the action itself?

Was Jesus the Son of God? A Political Liberator? Or a Teacher of Wisdom?
ASSESSMENT:

33.3% Philosophy 120 marks  
33.3% Ethics 120 marks  
33.3% Developments in Christian Thought 120 marks

There will be three exams. One for each module. Each exam is 2 hours. Candidates are expected to answer 3 essay questions out of a choice of 4. Exams take place May/June at the end of Y13. Students are given numerous essay writing opportunities in advance of their exams.

OUR EXPECTATIONS OF STUDENTS:

Students are expected to spend a minimum of two hours on their study for this subject after each lesson. This will take the form of consolidating reading and notes, wider reading and preparation and writing of essays. Knowing and understanding the material studied is essential. The material studies is particularly challenging and students must be prepared to spend quality time reading round the topics and keep a record of this extra study.

CAREERS INFORMATION:

The study of Philosophy, Morality and Medical Ethics opens a wide field for future career aspirations - Law, Medicine, Teaching, Business and Finance to name but a few.

CONTACT:  Mrs L O’Boyle  Room 68

You are welcome to come and have a look through the course textbook.
### AS COURSE DESCRIPTION

#### The A2 course is spread across two years

Year 1 covers Sociological Theory, Research Methods and topics within Sociology.

#### Sociological Theory

- Functionalist perspective
- Marxist perspective
- Interactionist perspective
- Feminism perspective
- New right perspective
- Postmodernist theory

#### Research Methods

- Quantitative and qualitative methods of research; research design
- Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
- The distinction between primary and secondary data, and between quantitative and qualitative data
- The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'
- Theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.

#### Education

- Students are expected to be familiar with sociological explanations of the following content:
- The role and functions of the education system, including its relationship to the economy and to class structure.
- Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society.
- Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning.
- The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.

#### Work, Poverty and Welfare

- Students are expected to be familiar with sociological explanations of the following content:
- The nature, existence and persistence of poverty in contemporary society.
- The distribution of poverty, wealth and income between different social groups.
- Responses and solutions to poverty by the state and by private, voluntary and informal welfare providers in contemporary society.
- Organisation and control of the labour process, including the division of labour, the role of technology, skill and de-skilling.
- The significance of work and worklessness for people’s lives and life chances, including the effects of globalisation.
ASSESSMENTS

YEAR 1

Paper 1:
Assessing the topic of Education with Methods in Context

Assessed:
Written exam: 1 hour 30 minutes
60 marks in total
50% of AS level

Students to answer all questions:

Question 1 (2 marks)
Question 2 (2 marks)
Question 3 (6 marks)
Question 4 (10 marks)
Question 5 (20 marks)
Question 6 (20 marks)

PLUS

Paper 2:
Assessing the topic knowledge of: Research Methods and topics in Sociology

Assessed:
Written exam: 1 hour 30 minutes
60 marks in total
50% of AS level

Students to answer all questions in Section A:

Question 1 (4 marks)
Question 2 (16 marks)
In section B students to pick one topic and then answer all questions. As we are studying Work, Poverty and Welfare, students to answer:

Question 18 (2 marks)
Question 19 (2 marks)
Question 20 (6 marks)
Question 21 (10 marks)
Question 22 (20 marks)

OUR EXPECTATIONS OF STUDENTS:

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The students will be aware that they must update themselves and complete all work missed due to absence including homework and it is their responsibility to revise thoroughly and avail themselves of quality reading materials in the library and aim at all time to achieve the very highest standards of achievement and commitment.

CAREERS INFORMATION:

Sociologists have a valuable contribution to make to all areas of life today, whether it be with individuals or for society as a whole e.g. community services, police, nursing. Sociologists are probably best known for their work in the health, criminal justice, government and education field.

CAREERS:

Social services, community work, law, education, health service, teaching, publishing, business, insurance, media, teaching, government, human resources, probation, criminal justice system, journalism, banking, etc

CONTACT: Dr A.M. Mair

Students will be enrolled onto courses according to the entry criteria. Where a class is undersubscribed, the Director of Sixth Form may choose to offer places to interested students: in those circumstances students will be admitted according to UMS marks.
Spanish

EXAMINATION BOARD: AQA

ENTRY CRITERIA: 6 GCSE grades 9 - 4 to include Mathematics and English at level 4; and a GCSE Spanish grade 9 - 7 (Higher level GCSE entry). Please note that progress from Year 12 to Year 13 is dependent upon passing the Year 12 end-of-year test.

DESCRIPTION OF THE A LEVEL COURSE:

Topic Areas:
Students must study the themes and sub-themes below in relation to at least one Spanish speaking country. Where Spain is not specified, students may study the themes in relation to any Spanish-speaking country.

Social Issues and Trends

➢ Aspects of Hispanic society
  • Modern and traditional values (Los valores tradicionales y modernos)
  • Cyberspace (El ciberespacio)
  • Equal rights (La igualdad de los sexos)

➢ Multiculturalism in Hispanic society
  • Immigration (La Inmigración)
  • Racism (El Racismo)
  • Integration (La Convivencia)

➢ Political and artistic culture

➢ Artistic culture in the Hispanic world
  • Modern day idols (La influencia de los ídolos)
  • Spanish regional identity (La identidad regional en España)
  • Cultural heritage (El patrimonio cultural)

➢ Aspects of political life in the Hispanic world
  • Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos de mañana)
  • Monarchies, republics and dictatorships (Monarquías y dictaduras)
  • Popular movements (Movimientos populares)
ASSESSMENT:
A-Level
Paper 1: Listening, reading and writing (50%)
- Listening and responding to spoken passages from a range of contexts and sources.
- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources.
- Translation into English; a passage of minimum 100 words.
- Translation into Spanish; a passage of minimum 100 words.

Paper 2: Writing (20%)
- Either one question in Spanish on a set text from a choice of two questions and one question in Spanish on a set film from a choice of two questions or two questions in Spanish on a set text from a choice of two questions on each text.
- All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied.

Paper 3: Speaking (30%)
- Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes).
- Presentation (2 minutes) and discussion (9–10 minutes) of individual research project.

OUR EXPECTATIONS OF STUDENTS:
It is recommended that students spend approximately 6 hours each week on Spanish home study. The study of a Foreign Language, however, requires great personal involvement in addition to home study. Students have one non-timetabled period with the Foreign Language assistant each week in order to improve oral skills. They are expected to read Spanish newspapers / articles, watch programmes and films in Spanish and it is highly recommended that they visit Spain during the two year course. It is important that A Level language students have an awareness of the culture and topical events of the country whose language they are studying.

CAREERS OPTIONS:
A wide range of career options are open to Language students, including: Interpreting, Translating, Travel and Tourism, Sales and Marketing, Journalism, the Media, Teaching, Catering and Leisure Management, Commerce, Finance and Industry, Civil Service, Bi-lingual Secretarial, Law.

CONTACT:  Ms S. Diez – Head of MFL
           Ms M. Arjona – Teacher in Charge of Spanish

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