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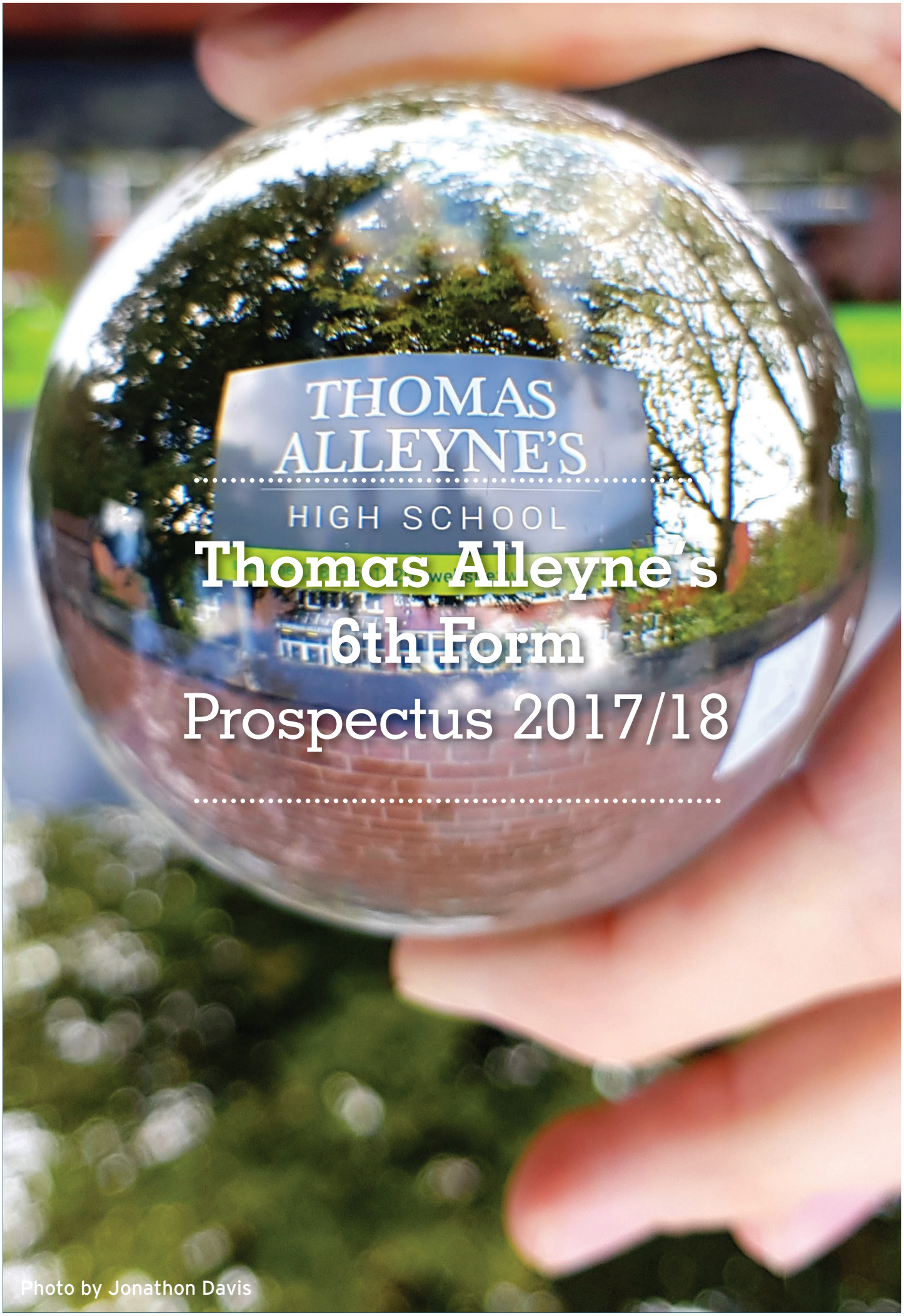
THOMAS ALLEYNE'S

Opportunity Progress Individuality

Sixth Form Prospectus 2017-2018



Thomas Alleyne's 6th Form

Prospectus 2017/18

Photo by Jonathon Davis

01

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UTTOXETER LEARNING TRUST

INSPIRED TEACHING
INSPIRING CHILDREN

02

Headteachers Welcome

Thank you for your interest in the Sixth Form at Thomas Alleyne's High School. As Headteacher of the school, I am proud to be part of this community of students and staff learning together, developing our knowledge and skills for the future. Our aim is to provide the opportunities and environment which will enable every one of our Sixth Formers to reach their academic potential. In order that they gain the skills to enable them to proceed to Higher Education or employment, lead fulfilled lives and contribute to their society.

This is an important stage in your education when you will be making important decisions about your future. You will want to ensure that you are in the best possible position to make the right choices. At Thomas Alleyne's you will have the opportunity to do just that. We have an excellent track record of success that enables students to take up their first choice of university or career, whatever that might be. We offer the broadest range of subjects to meet individuals needs alongside excellent support and guidance provided by experienced staff who understand how to make the most of your abilities and talents. We offer all students applying to the Sixth Form an individual interview to discuss the most appropriate path for you. Every year we are

successful in helping students gain top university places at Oxbridge, in medicine, law, dentistry and veterinary science and in securing apprenticeships at companies such as Rolls Royce and Ernst & Young.

But life in the Sixth Form is about much more than academic qualifications. As you read this prospectus, I hope you will get a flavour of the many extra- curricular activities which are available to you, and the responsibilities you can assume within the life of the school. Perhaps you will help conduct a junior orchestra, lead the work of the school council, take part in work experience in France, embark on a month's expedition to a more remote part of the world or perhaps you will mentor GCSE students, helping them to achieve their potential. You could be a prefect or organise fund raising events for the whole school, or continue to represent your house in the extensive range of house competitions. The possibilities are endless.

Joining the Sixth Form at Thomas Alleyne's will certainly offer you a varied, challenging exciting two years. I look forward to welcoming you.

Julie Rudge, Headteacher

sixthform
THOMAS ALLEYNE'S

Welcome

Welcome to the Sixth Form

The Sixth Form years are the most exciting and inspiring phase of your school education. We believe in developing the whole individual by providing opportunities to pursue ambitions, interests and passions and develop skills and talents. There is a strong sense of community amongst our Sixth Form and our students thrive in a welcoming and purposeful learning environment, which enables them to transform into confident, well-rounded individuals with the character and skillset to succeed in the next stage of their lives.

All Sixth form students have a designated tutor who offers both academic and pastoral care. Further to this, our Sixth Formers enjoy an environment in which they experience the right balance of independence, challenge and supportive guidance. We are proud that our Sixth Form is able to support students in successfully achieving the grades to study competitive courses such as Medicine, Dentistry and Veterinary Sciences. We also have a long history of our Sixth form students being able to gain places to study at top universities including both Oxford and Cambridge.

We are delighted with our 2017 results where our students achieved excellent results with 97% A-Level pass rate and 88% achieving A*-C. In addition, half of our learners achieved A*-B grades. Our BTEC courses continued its trend of 100% pass rate with the vast majority of our students achieving top grades, putting us in the top 1% for our vocational results nationally.

We are committed to making your two years in Sixth Form an enriching and rewarding experience and I very much hope you will join.

Mrs Carole Louise Dodd
Senior Assistant Head Teacher & Head of Sixth Form
Email: sixthform@tahs.org.uk

'The Sixth Form has undoubtedly been the most rewarding experience and I have embraced all the opportunities presented to me. There is a great sense of community and you are supported in every aspect of your development.'

Sixth Form Student

04 Why choose the Sixth Form at Thomas Alleyne's?

Thomas Alleyne's High School has been established in Uttoxeter for over 450 years and for over 150 years, there has been a Sixth Form here.

We consistently achieve high standards in our post 16 provision and are proud of the part our Sixth Form plays in the life of our school. Thomas Alleyne's High School is truly comprehensive and with over 1,170 pupils in the school, the Sixth Form makes up about 25% of our students, making our Sixth Form one of the largest in Staffordshire.

Life in the Sixth Form reflects our core ideology by fostering Progress; by ensuring high expectations lead to higher standards, Individuality; through promoting personal development and individual support, and Opportunity; by creating new opportunities and embracing change. Our vision is to be the best performing school in the region by living our ideology.

Our Sixth Formers act as role models for the rest of the school and are also expected to live the values of the whole school, by embracing openness and honesty, as well as developing a strong sense of social responsibility and caring for others. We develop our young people to be balanced, reflective, open-minded and knowledgeable and who have high expectations of themselves and a keen awareness of their own responsibilities.

Our track record of high performance is built on years of success, where our Sixth Formers benefit from a business-like and professional environment and are encouraged to lead their own learning under the guidance of dedicated staff.

Being one of the best performing schools in the region does not rely on resting on our laurels. And, by 'best performing', we don't simply mean just leading the league table of exams results. 'Best performing' for us means ensuring we create a dynamic environment for our learners, where Sixth Formers can progress from Thomas Alleyne's with a strong sense of direction into further learning and adult life.

TEN REASONS TO CHOOSE US

1. Proven track record of achieving outstanding results on both A-Level and BTEC courses.
2. Excellent student destinations due to specialist individual, advice and guidance (IAG).
3. Super-curricular opportunities are offered to stretch and challenge all our learners.
4. We have high expectations in all that we do.
5. All timetables have designated enrichment sessions to individually develop the 'whole' person.
6. Our learners develop transferable skills which facilitate their personal future Intentions.
7. Sixth form students can choose from a vast range of extra-curricular activities.
8. A discretionary bursary fund (DBF) is offered eligible students to support and enhance their learning outcomes.
9. High levels of parental engagement and support.
10. First-rate facilities provide an effective learning environment.

05

Living Our Vision

Sixth Formers at Thomas Alleyne's High School are actively encouraged to live our vision.

Our Sixth Form is a large, vibrant community that prides itself on an inclusive and positive approach to personal development and individual pathways for students.

Whilst Sixth Formers are motivated to maximise their academic potential, they are also encouraged to take part in numerous activities outside learning such as Gold Duke of Edinburgh, from sports and leisure, to school productions through to World Challenge expeditions and international trips.

We are committed to ensuring that every student in our sixth form reaches their individual potential.

In both year 12 and 13 students have timetabled Enrichment sessions with specialist teachers. The aim of these sessions is to support our learners in developing the skills required to allow them to progress on their Future Intentions journey.

Students themselves under guidance from their enrichment tutor opt for one or a mixture of the following routes to tailor their enrichment time to meet their individual needs:

MOOC's
University Level free online courses.

Personal Development
UCAS, CV's, and Transferable skills

Extended Project (EPQ)
Opportunity to gain an additional qualification

GCSE Resits
Sixth Form resit classes for English and Maths

Supervised Study
Time to work on school related work

Life Skills
e.g. cooking on a budget, finance etc.

REPORTS AND MONITORING

Parents and students receive a report each term monitoring progress against targets. Regular reviews take place between the academic tutor and student to support the student.

PASSPORT

'PASSPORT' is a scheme unique to Thomas Alleyne's Sixth Form; A document of evidence which students collate as part of their tutor program and enrichment which allows them to highlight key achievements in different areas to potential employers or Universities.

Personal
Academic
Study
Social
Physical
Opportunity
Real life
Topical

The PASSPORT has been designed to address the reported skills gap in post-16 education and to enable students to readily evidence achievements for interviews and UCAS references.

The PASSPORT forms part of the Enrichment program in Sixth Form and the Tutor time program and is completed during Year 12.

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Individuality

Every post 16 student embodies individuality at Thomas Alleyne's Sixth Form because they have defined their own subject choice. They also choose to what extent they engage in Sixth Form life. Greater engagement will be rewarded - by life enriching experiences and relationships.

> Thomas Alleyne's has a friendly, personable and focused atmosphere, where help and support is always given to those who require it.

Sixth Form is about choice, responsibility and opportunity - in many ways you get out of it what you put into it. The school has high expectations and aspirations and expects students to have them too.

WE AIM TO OFFER ALL STUDENTS:

A range of appropriate courses, which will lead to recognised qualifications

Structured guidance and support from your academic tutor and Sixth Form management team

Feedback on your performance and progress each half-term

A range of enrichment and extra-curricular activities

Opportunities for developing career ideas and preparing for Higher Education

Good facilities for study

Opportunities to develop a range of skills for future life such as leadership and teamwork.

07

Choosing the Right Course

There are a wide range of courses on offer in the Sixth Form at Thomas Alleyne's High School. It is essential that you choose the right courses to allow you to move onto the career path or further study that you aim to pursue after you leave the Sixth Form.

Some questions to consider when choosing your post-16 courses:

- **Enjoyment** – Look at your level of interest in each of your existing subjects: will it carry you through the length of the Sixth Form course?
- **Breadth** – Are you choosing a mix of subjects that is so specialised that it leads in only one career direction? If you are not yet certain what you wish to do after Sixth Form, it would be sensible to keep as many options open as possible.
- **Academic Ability** – Do you have the ability in the subject? Think honestly about how you have performed over the last two years, what are your estimated grades? Consider the advice and course recommendations offered by your subject teachers.
- **Further study** – If you are planning to go on to Higher Education, check the subject requirements on the UCAS website e.g. Medicine requires Chemistry and Engineering requires Maths etc.
- **Career** – If you know your career direction, check out what you will need; but keep in mind that you may change your mind.
- **Entry requirements** – Will you meet the entry requirements for the courses that you are considering in the Sixth Form?

It is important that you select subjects or courses where you will be successful alongside being able to enjoy your learning experience. Consider your post-16 Future Intentions Interview; speak with existing Sixth Form students and subject teachers about what the courses involve. All of this will enable you to make an informed decision about which of our learning pathways you are most suited to.

What Courses do you offer?
There are **three** post-16 pathways offered within the Sixth Form which comprise of an A Level only route, an Applied only Route and a Blended Route which comprises of a combination of AS/A Level subjects alongside at least one applied subject.

All pathway routes lead to a range of destinations post-18 as can be seen from the diagram overleaf.

08 Post-16 Pathways

GCSES/LEVEL 2 EQUIVALENT(S)
We will use your estimated grades to guide you to the most appropriate Post-16 pathway

5 GCSES 9-6/A*-B
Across a range of GCSE subjects at C or above with at least a grade B in the subject(s) you wish to study at A-level

Entry level requirement for A-Level Maths requires a Grade 7- Further Maths requires Grade 8

A-levels and 5 GCSE'S 9-5/A*-C for BTEC Courses

AS/A LEVEL ROUTE
A Combination of AS/ A Levels

5 GCSES 9-6/A*-B
Across a range of GCSE subjects at C or above commonly with a strength in the subject(s) you wish to study

BLENDED ROUTE
A Combination of AS/ A Levels and Applied Route qualifications but NOT BTEC Level 3 Extended Diploma in Health and Social Care

5 GCSES 9-6/A*-B
Across a range of GCSE subjects at C or above preferably with a strength in the subject(s) you wish to study

APPLIED ROUTE
A Combination of Level three BTEC courses OR BTEC Level 3 Extended Diploma in either Health and Social Care

EMPLOYMENT

COLLEGE COURSE

APPRENTICESHIP

DEGREE

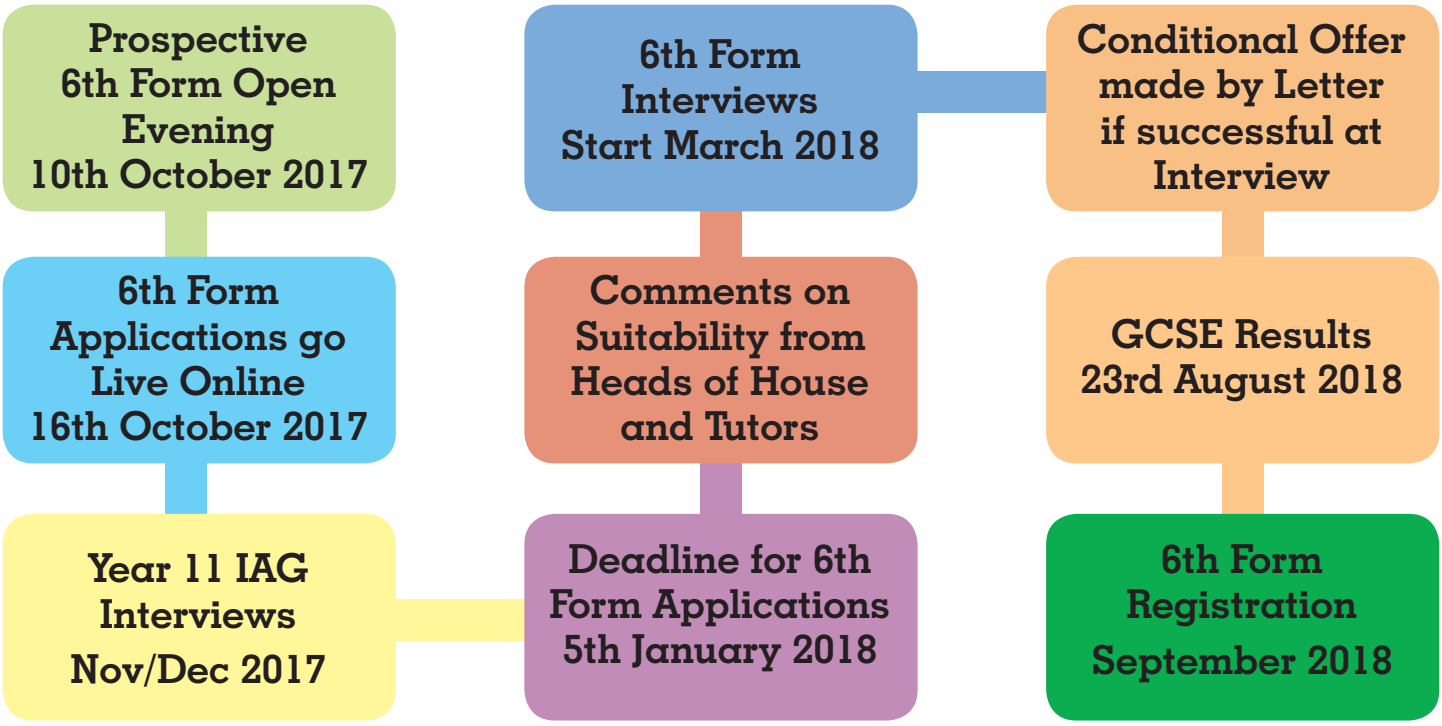
09

Application Process

ADMISSIONS

In order to place students on courses suitable to their ability and career aspirations, they will be required to have at least five higher grade GCSE's for entry to A level.

APPLICATION PROCESS



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Facilities

STUDY SPACES

Do you need peace and quiet to complete your work? Then the quiet study room is ideal. With plenty of desks and access to computers there's no better place to focus on your studies.

If you need to take your learning elsewhere, then we have a number of brand new laptops which are available for the sole use of Sixth Formers, allowing students to take their work wherever suits their learning best - if you have your own laptop or tablet the school is wireless enabled for students' own portable equipment. There is additional informal seating spaces dotted around the building – find a place that's right for you!

Study spaces are supervised and are open after school hours throughout the week ensuring you have the best resources and advice available to meet deadlines.

COMMON ROOM

At the heart of the Sixth Form is the Common Room - this is a dedicated space for Sixth Formers to relax, socialise and work; with full Kitchen facilities such as a fridge/microwave and sink, as well as leisure activities such as table football.

OUTSIDE SPACES

Perhaps the most popular place to be is in the beautiful grounds of our 450 year old school. Students are welcome to make use of the green spaces around the site for study or revision.

Careers & Higher Education

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Career development is a continuous process for students in the Sixth Form and considerable attention is paid to all aspects of the student's future.

Advice and counselling is initially undertaken on an individual basis by the student's academic tutor and this complements careers sessions.

Students have unrestricted access to both the Sixth Form and main school careers libraries. Students are encouraged to achieve their full potential, to make the most of their abilities and to undertake relevant work experience to enhance their chances in any application they may make.

So that is the Sixth Form. As you can see it offers so many opportunities for you and us to take your career on to the next stage be it higher education, training or employment. We have much to offer and so do you. With a lot of hard work, commitment and cooperation from all of us, the next two or three years could be some of the most enjoyable and rewarding of all.

Students are encouraged to take part in study courses which are held at various times in the school year. Some of these courses are aimed at specific career areas and since they are put on by outside agencies can be quite expensive. Nevertheless, students with a genuine career interest should carefully consider the advantages to be gained from attending such a course - both Cambridge and Oxford Universities have Law courses in the spring term, specialist courses in Psychology, Veterinary Science, Medicine and Forensic Medicine are all held at local universities.

Visits to university Open Days and to Careers Fairs are made at the appropriate time of the school year and there are regular visits into school by speakers from universities, colleges and industry. The school has an excellent record of placing students in Higher Education and employment.

We are delighted to offer Unifrog all of our Sixth Form students and their parents/carers from September 2017. Students and their parents/Carers are able to access this platform via an individual log in 24 hours a day so that they can manage their own person Future Intentions journey.

Unifrog brings into one place every university course, apprenticeship, and college course in the UK, as well as other opportunities, such as MOOCs and every college at Oxford and Cambridge.

The platform makes it easy for students to record what they are good at, and write their CVs and Personal Statements. Teachers can give their students feedback, and write references. Everyone knows his or her next task, and nothing gets lost as it all completed online.

For more information please visit: www.unifrog.org

> "Thomas Alleyne's has helped me to develop both academically and as an individual, providing opportunity and ambition throughout my time here."

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Enrichment Activities

SIXTH FORM COUNCIL
The Sixth Form Council is made up of interested Sixth-Formers. They meet every week to discuss all issues raised by either Sixth Formers or staff.

COMMUNITY SERVICE
One of the important features of the Sixth Form is it's strong commitment to the links developed with the local community. Students are able to take part in a range of activities during the school term which benefit themselves and the local community, building valuable contacts and life experience.

MOOCs
A MOOC ('massive open online course') is a free online course run by Universities worldwide aimed at unlimited participation and open access via the web. At Sixth Form, students are given the opportunity to participate in University courses that are of interest to them and connect with the wider educational world with support from Sixth Form and subject tutors. Many courses have certification which can be included in the student's PASSPORT and their UCAS applications.

WORLD CHALLENGE
The first group of 20 world challengers visited Costa Rica in 2008, and since then to Borneo and Tanzania. Students spend a month doing a variety of projects including trekking up mount Kilimanjaro and working within a local community. This is a very rewarding experience for students and provides an amazing set of transferable skills.

HOLOCAUST EDUCATION TRUST
Each year two students are invited by the Holocaust education trust to take part in the lesson from Auschwitz course. This is a powerful learning opportunity for students who the share their experiences with the rest of the school.

LEARNING AND MENTORS
Year 12 students have the opportunity to apply to be mentors for year 6 students in a local feeder school or take part in our ABC or accelerating reading projects with year 9.

EDUCATIONAL VISITS
Educational visits are integral part of many post 16 residential trips. Other visits combine education and recreational travel recent destinations have included Prague and the battlefields in Normandy. There are also subject tours available to all students such as the Music Tours which run annually. There is a learner support and the students experiencing financial difficulty in order for them to access these trips.

GOLD DUKE OF EDINBURGH AWARD SCHEME
Each year large numbers of year 12 and 13 students embark on the Gold Duke of Edinburgh award scheme which is highly valued by universities and employers. It also allows students to broaden their experience of huge variety of activities and opportunities as well as volunteering within the community.

EXTENDED PROJECT
This is an additional course that allows you to investigate an area of your choice This could be based on your future career, your hobby or just something that fascinates you. You will build your planning, research and independent learning skills to produce a piece of drama or art, and advertising campaign or a website.

OUR FOREVER CHARITY
The Sixth Form have adopted the Douglas Macmillan Hospice as their chosen "forever" charity in memory of the much missed languages teacher and Deputy Head of 6th form Mrs Reaney.

THE CHALLENGE:
Each form group has the task over the academic year to raise a minimum of £60.00 for DMH.

In the Common Room there is a charity board where information about DMH and funding raising can be found.

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Community Service

One of the important features of the Sixth Form at Thomas Alleyne's, has been its strong commitment to community service and to the links developed with the local community.

Students are encouraged to devote some of their 'non-contact' time each week to the service of others - many act as support assistants in lower school lessons or help with the Basic Skills provision in Year 9. Outside school students help in playgroups, first schools, middle schools and with disabled youngsters. Certificates are awarded to those who show regular commitment.

In addition to this Community Service, a large number of the Sixth Form get involved with a range of charities.

> "Thomas Alleyne's Sixth Form is not only a great place to learn but also to grow and develop as a person. This sense of community is something that many colleges do not have."

14 Senior Prefects

Name: Anna Sykes
Role: Senior Prefect: Unifrog Lead
Studying: A-Levels in English Literature, Business and Mathematics
Advice for Year 11: Choose post-16 subjects that you enjoy the most as you will achieve best in those subjects.
Plans for the future: Studying English at University

Name: Trudy Yates
Role: : Senior Prefect
Studying: A-Levels in History, Sociology, English Literature and Religious
Advice for Year 11: be prepared and have your notes well organised
Plans for the future: The Diplomatic Service or Private Banking

Name: Jemima Millican
Role: Senior Prefect
Studying: A-Levels in English Language, History and Philosophy and Ethics
Advice for Year 11: You should study at the Sixth Form at Thomas Alleyne's the support you will receive is second to none
Plans for the future: Studying Law at University

Name: Ellie Chatfield
Role: Charity Rep
Studying: A-Levels in Photography, Design and Technology and History
Advice for Year 11: Try and stay on top of your revision, when the exams come around you'll be grateful for the work you've done already.
Plans for the future: Graphic Design at University

Name: Sarah Page
Role: Senior Prefect
Studying: A-Levels in English Literature, History, Maths, Physics
Advice for Year 11: Choose subjects you`ll enjoy and make Year 12 count because it will really help for Year 13
Plans for the future: English Literature at University

Name: Laura Wilson
Role: Deputy Head Girl
Studying: A-Levels in Maths, Further Maths, Chemistry and French
Advice for Year 11: Choose your subjects post-16 wisely as you will study them for two years.
Plans for the future: Maths at University

Name: Iona Barron
Role: Head Girl
Studying: A-Levels in English Language, History and Philosophy and Ethics
Advice for Year 11: Strive for what you want, never think anything is out of reach
Plans for the future: Law at University

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Name: Saul Barker

Role: : Senior Prefect: Male Charity Lead

Studying: A-Levels in maths, Further Maths, Chemistry and Physics

Advice for Year 11: Choose subjects that you will enjoy – not the ones that you think you should do

Plans for the future: Studying Aerospace Engineering at University

Name: Michael Meakin

Role: Senior Prefect

Studying: A-Levels in History, Sociology, English Literature and Religious

Advice for Year 11: Be prepared and have your notes well organised

Plans for the future: The Diplomatic Service or Private Banking

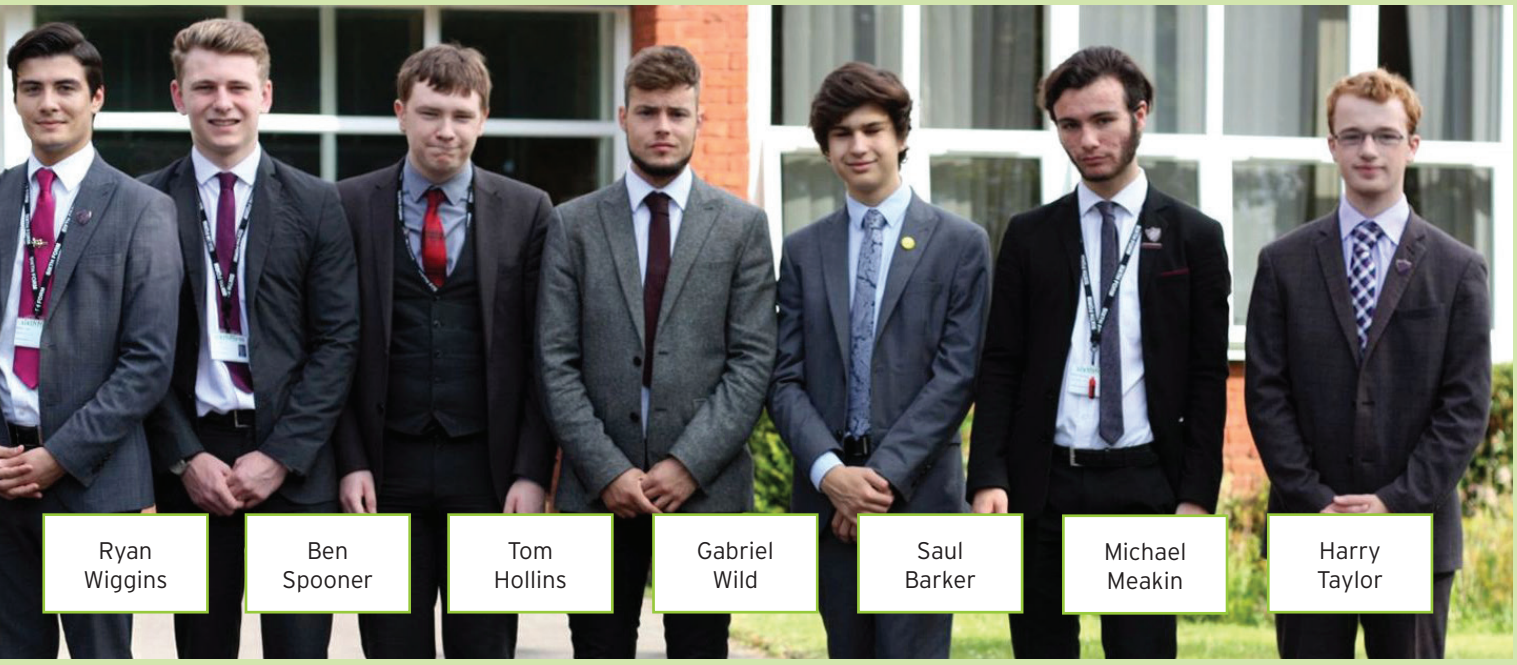
Name: Harry Taylor

Role: Senior Prefect: Male Council Lead

Studying: A-Levels in History, English Literature, Biology and Chemistry

Advice for Year 11: Attend revision sessions as they do help!

Plans for the future: Physics at University then PHD



Name: Ben Spooner

Role: Deputy Head Boy

Studying: A-Levels in Psychology, Biology and Mathematics.

Advice for Year 11: Take advantage off all the opportunities you have before you – others don't have them.

Plans for the future: Studying Physiotherapy at University

Name: Tom Hollins

Role: Senior Prefect

Studying: A-Levels in English Language, English Literature and Mathematics

Advice for Year 11: Use the resources available to you e.g. GCSEPod, Teachers and Revision

Plans for the future: English Teacher

Name: Gabriel Wild

Role: Senior Prefect

Studying: A-Levels in Chemistry, Biology and Geography

Advice for Year 11: be prepared and have your notes well organised

Plans for the future: Studying Chemical Engineering at University

Name: Ryan Wiggins

Role: Head Boy

Studying: A-Levels in English Language, English Literature, Drama and Theatre Studies and a BTEC in IT.

Advice for Year 11: Nothing is unachievable, if you have a passion for something you will reach it

Plans for the future: Studying Acting at Drama School.

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Art and Design: Art, Craft & Design

A Level - Exam Board AQA Art, Craft & Design A level means you can must work in 2 or more 'pathways' from the following areas 'fine art', 'graphics', 'textiles', '3D' and 'photography'.

In A Level Art, Craft & Design, here at TAHS, students will use a variety of techniques and media and explore different artists/crafts people/ designers work whilst creatively developing their work in 2D and 3D. It is a broad and flexible course that allows students to 'opt' into different genres of art, reflecting their interests and often ambitions beyond the 6th form.

This course is a good combination with A Level Photography, for students pursuing careers in the visual creative arts.

COURSE ENTRY REQUIREMENTS

Students could have previously successfully completed a GCSE in Art/creative subject to Grade 6 or higher. Also have an ability to be creative, explore and evaluate artists work in visual and written formats. Must have an interest in the work of artists and photographers.

CORE SKILLS

Creativity, independence, self motivation and ability to be analytical in visual and written formats.

ASSESSMENT

A Level work is assessed through:

Component 1: Personal Investigation, otherwise known as 'Essay based coursework' is worth 60% of A Level grade. After an initial term developing and consolidating key kills, students will develop a unit of work based on a personal interest or concern. A key feature is a 1000-3000word investigation.

Component 2: Externally Set Assignment, otherwise known as 'exam' with 15 hour supervised time after an

extended period of preparation. Worth 40% of A Level grade

Students will receive regular feedback on their work via their teachers and will have 'interim assessments' throughout the year.

Students will receive regular feedback on their work via their teachers and will have 'interim assessments' throughout the year.

CAREER & HIGHER EDUCATION

To equip our A-Level Art, Craft & Design students with a comprehensive Portfolio and wealth of skills to access a huge range of creative careers and disciplines. An A-Level in Art, Craft & Design will be an invaluable asset to any career strand in any Creative Arts, Design or Graphic based discipline. Further to this, it would also be a useful resource for accessing careers in a wealth of other areas such as Architecture, Advertising, Journalism, Textiles & fashion, TV & Film Set Design, Curating, Education and Media.

ADDITIONAL OPPORTUNITIES

Students are encouraged to make use of the several visits to enrich their work. In September 2 trips usually

take place to London and Provincial galleries, and at least one other visit later in the year around June providing research and drawing opportunities.

We encourage visits to the UCAS "Create Your Future event in November, to look at all the universities and colleges that specialise in art and design courses so that students can be more fully informed of art related careers and courses.

Life Drawing Workshops, Artists in Residence and Guest Speakers for the Arts are experiences incorporated into the department which offer enhanced opportunities for our students to view the work of practicing artists and benefit from other forms of specialised practice. We also offer support and guidance for students who are in the process of creating both physical and digital portfolios for prospective university and college applications. Both students and universities have commented on the strength of our portfolio support and submissions for University.

Art and Design: Photography

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A Level - Exam Board AQA

In A Level, here at TAHS, students will use a variety of techniques and media and explore different artists/photographers work whilst creatively developing their work in 2D and 3D. Skills in digital visual literacy (Photoshop/arts based creative developmental photography) and traditional media (traditional photography) will be explored.

This course is a good combination with A Level Art, Craft & Design, for students pursuing careers in the visual creative arts.

COURSE ENTRY REQUIREMENTS

Students could have previously successfully completed a GCSE in Art/creative subject to Grade 6 or higher. Also have an ability to be creative, explore and evaluate artists work in visual and written formats. Must have an interest in the work of artists and photographers.

CORE SKILLS

Creativity, independence, self motivation and ability to be analytical in visual and written formats.

ASSESSMENT

Component 1: Personal Investigation, otherwise known as 'Essay based coursework' is worth 60% of A Level grade. After an initial term developing and consolidating key kills, students will develop a unit of work based on a personal interest or concern. A key feature is written word investigation.
Component 2: Externally Set Assignment, otherwise known as 'exam' with 15 hour supervised time after an extended period of preparation. Worth 40% of A Level grade

Students will receive regular feedback on their work via their teachers and will have 'interim assessments' throughout the year.

CAREER & HIGHER EDUCATION

Career pathways from AS/A Level Photography are numerous a few examples are: illustration, graphic design, textile design, magazine editorial work, advertising, fine art, crafts, surface pattern and many more. Please speak to the art staff for more information.

ADDITIONAL OPPORTUNITIES

Students are encouraged to make use of the several visits to enrich their work. In September 2 trips usually take place to London or Provincial galleries, and at least one other visit later in the year around June providing research and drawing opportunities.

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Biology

Exam Board AQA

In studying A level Biology, you will develop general and personal skills that will equip you for the outside world. Biology is a science in which new discoveries are made every day in important areas such as biotechnology and genetic engineering.

COURSE ENTRY REQUIREMENTS
GCSE Combined Science at level 6
GCSE Separate Sciences (Biology plus Chemistry or Physics) at level 6

CORE SKILLS
Students will develop analytical skills throughout the course. They need to be organised and methodical. Students of Biology will learn many practical laboratory skills and will need to be able to visualise complex abstract concepts, for example the structure of a cell membrane. A core skill required in Biology is to apply knowledge and understanding to unfamiliar situations. An understanding of Chemistry is preferable and some simple mathematical skills are required.

ASSESSMENT
Assessment for A Level Biology is via a practical skills assessment portfolio and 3 terminal exams (all lasting two hours each) after two years of study.

The areas of study will include:
Practical skills – this is a fundamental and integral aspect of the study of biology. These skills enhance leaners understanding as well as serving as preparation for the demands of studying biology at a higher level.

Cellular and molecular biology and biochemistry - All living organism have similarities in cellular structure, biochemistry and function. An understanding of these is fundamental to the study of biology.

Anatomy and physiology – learners will study the structure and function of gas exchange and transport systems in a range of animals and plants.

Biodiversity and evolution – learners will study about the vast diversity of organisms on the planet, how they are classified and how they have evolved over millions of years.

Communication, homeostasis and energy – learners will study how both plants and animals respond to stimuli, communication within their bodies via chemical and electrical methods, how levels of vital operations are maintained and how energy is made and used within organisms.

CAREER & HIGHER EDUCATION
Biology can be studied in combination with a wide range of subjects leading to a career or further study in areas such as hospital laboratories, food and drug companies, medicine, dentistry, physiotherapy, agriculture and various environmental or conservation groups. Alternatively, it can lead to careers outside the subject, using it as a stepping stone into other non-scientific professions.

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Business

A Level - Exam Board OCR

Studying Business is beneficial to any student who will one day enter the world of work. All organisations have to work within budgets and have to improve efficiency to fend off competition or to encourage more customers to spend their disposable incomes with them.

We will develop student's knowledge and understanding of basic principles of Business whilst also developing key transferable skills such as the ability to work as a team and presentation skills. Throughout the two years students will learn about techniques from how to recruit staff, motivate them and train them to give your business a competitive advantage; to recognising the importance of key financial data such as profit and loss accounts and why businesses must monitor their financial performance at all times. Parts of this course are taught with the use of ICT and staff members try to use real business scenarios to develop and apply knowledge at all times.

COURSE ENTRY REQUIREMENTS

There is no requirement to have previously studied Business in years 10 and 11. If you have studied it previously we would ideally like students to have achieved a B grade or higher. To be successful in studying Business it is advised that students have at least a B in English and Maths plus a good number of C+ grades across a number of subjects.

CORE SKILLS

An economic understanding, become financially literate organisation skills, decision making skills, communication skills, problem solving, building confidence, presentation skills being able to work independently and as part of a team, The ability to make a reasoned judgement, critical thinking skills literacy development.

CAREER & HIGHER EDUCATION

Studying Business will enable students to apply for a variety of courses at a degree level ranging from Business Management to Events Management or a wide variety of industrial positions in every type of organisation.

ADDITIONAL OPPORTUNITIES

We organise trips to revision sessions held by tutor2u. Year 12 students participate in an enterprise challenge and all students are offered the opportunity to participate in the investor challenge.

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Chemistry

A Level Chemistry A-Exam Board OCR

A Level Chemistry will give you an exciting insight into the contemporary world of chemistry. It covers the key concepts of chemistry and practical skills are integrated throughout the course. You will learn about chemistry in a range of different contexts and the impact it has on industry and many aspects of everyday life. You will learn to investigate and solve problems in a range of contexts.

COURSE ENTRY REQUIREMENTS

GCSE Combined Science Grade 6 and above. Grade 6 and above in GCSE Chemistry

CORE SKILLS

Studying chemistry is an interesting and challenging experience designed to link key chemical ideas and understand how they relate to each other. The course will lead to the development of transferable skills including investigating, problem solving, research, decision making, mathematical skills and analytical skills. Emphasis throughout the course is on developing knowledge, competence and confidence in practical skills and problem solving. You will learn how society makes decisions about scientific issues and how sciences contribute to the success of the economy and society. A good grounding in Mathematics at GCSE is recommended due to calculation work. Students are also required to complete independent work to further their knowledge and understanding.

ASSESSMENT

- Total of 6 hours of examinations (2 x 2 hours 15 minutes and 1 x 1 hour 30 minutes) taken at the end of the course.
- A wide range of question types including multiple choice, short answer and extended response questions.
- Opportunity to demonstrate your knowledge of both theory and practical skills through the examinations.

The areas of study will include:
Atoms, compounds, molecules and equations
Amount of substance
Acid-base and redox reactions
Electrons, bonding and structure
The periodic table and periodicity
Group 2 and the halogens
Reaction rates and equilibrium
pH and buffers
Enthalpy, entropy and free energy
Redox and electrode potentials
Transition elements
Organic chemistry
Polymers
Organic synthesis
Analytical techniques (IR and MS)
Chromatography and spectroscopy (NMR)

To achieve a Practical Endorsement you will be expected through a range of experiments to display your competency in:

- Following procedures
- Applying an investigative approach when using instruments and equipment
- Working safely
- Making and recording observations
- Researching, referencing and reporting.

CAREER & HIGHER EDUCATION

A Level Chemistry A is an excellent base for a university degree in healthcare such as medicine, pharmacy and dentistry as well as the biological sciences, physics, mathematics, pharmacology and analytical chemistry. Chemistry is also taken by many law applicants as it shows you can cope with difficult concepts. Chemistry can also complement a number of arts subjects. Chemistry offers a range of career opportunities including chemical, manufacturing and pharmaceutical industries and in areas such as forensics, environmental protection and healthcare. The problem solving skills are useful for many other areas too, such as law and finance.

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Design & Technology Product Design

A Level - Exam Board Edexcel This course covers 2 strands: Resistant Materials and Graphic Products. Please note Food Technology is currently not offered at A level

Vorsprung durch Technik' as the Germans say. 'Better by Design' as the English say. Design and Technology at this level gives the opportunity for a diversity of outcomes, including graphics, packaging and product design.

Those who take the subject at this level normally fall into two categories; you are either thinking of a career in this field or simply enjoy the subject and wish to further your appreciation of design and its impact on our environment. The course permits a broad and balanced approach to design and technology. The syllabus encourages innovation, takes account of the varied interests of the student and enables you to learn about design in a design, make-evaluate context. You will also develop an awareness of the social and moral implications of design and technology, aesthetic judgement and the ability to design functionally for a variety of situations.

COURSE ENTRY REQUIREMENTS
Minimum of level 6 at GCSE.

CORE SKILLS
The following core skills are essential for success in Design and Technology.

Time management - due to the large coursework element which needs to be managed over a long period of time. There are interim coursework deadlines to help you with this.

Research and analysis - You will need to research into the design context of the products that you are designing and must have good grasp of Product

Analysis as this is an integral part of the Design Process.

Design communication - this covers sketching in 2D and 3D, model making, prototyping (including the use of CAD CAM and the lazer cutter + 3D Printer).

Written Communication - There is a significant amount of written work in the coursework element, when annotating design concepts and discussing environmental, social and moral issues.

ASSESSMENT

This is a linear course with one coursework project and one exam taken at the end of Y13. Y12 is structured with 2 mini projects designed to develop skills learned in Y11 with an emphasis on greater detail in your design thinking, sketching, modelling and use of CAD CAM. In the Summer term of Y12 you will start your formal coursework project. Final Assessment is as follows

Component 1: Principles of Design and Technology – (Exam worth 50% of final mark) All theory is taught across the 2 years for use in coursework annotation and the final exam

Component 2: Independent Design and Make Project – a coursework project similar to GCSE where you design, develop, make and test a product of your choice.

CAREER & HIGHER EDUCATION
Details of Design and Technology Higher Education courses can be found

in the department. The following future careers are just some of those available to graduatesin Design and Technology:

Product design, Architecture, Engineering, Industrial design, Management, Marketing, Transport design, Packaging, Design with education, Interior design, Graphic design, Fashion design.

22

Drama & Theatre Studies

A Level - Exam Board Edexcel

An excellent course. It combines challenging academic study with practical tasks. The course involves both in school practical and written examinations and outside moderation for performance and coursework portfolios.

COURSE ENTRY REQUIREMENTS

- Level 6 or above in Drama
- Experience in productions / plays / theatres
- An awareness of techniques and practitioners

CORE SKILLS

- Independent learning
- Key aspects of politics are covered
- Kinaesthetic teaching and learning to motivate the students
- Handouts provided in each lesson to inform personal revision and learning
- Difficult deadlines means that students have to be organised
- All aspects of theatre are taught in depth
- Theory taught in workshop sessions
- Presentational skills
- Independent research and analysis
- Organising timetables and structure of rehearsals
- Preparing costume, props and set
- Using musical instruments
- Writing extended commentaries
- Attending extra sessions in preparation for examinations.

CAREER &HIGHER EDUCATION

- Drama school courses
- Theatre in education course/ vocations
- Teaching
- Media
- PR
- University
- Combined theatre and English degrees
- Theatre administration
- Back stage and productions

ADDITIONAL OPPORTUNITIES

This course allows you to use the skills that will be required in school productions. Those who take this subject will be more suited to lead and chorus roles. This course also allows you to be taught by different members of staff with varying specialisms which will help the students to absorb a wide variety of the arts. The course offers a wide range of extra-curricular opportunities including workshops with professional companies and theatre trips (local and national).

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English Language

A Level - Exam Board AQA

A Level English Language is a course designed to develop your knowledge and enjoyment of English. It introduces students to the formal study of the English Language - its organisation and structure and the variations in how people use and learn language when speaking, reading and writing.

At the same time, the course offers opportunities for you to develop your skills as a writer. This is a course which, though building on GCSE in English, is a change from the English curriculum that you have previously studied. The course overlaps with aspects of psychology and sociology including looking at how children acquire and develop language skills, how social contexts affect language and how language changes over time.

COURSE ENTRY REQUIREMENTS

Level 6 at GCSE is required, however the department is happy to meet with students who have achieved grades below this and wish to complete the course. The English department will talk to teachers to see whether a student has the required attitude to complete the course.

CORE SKILLS

You will learn how to analyse a wide range of texts produced by others, and then consider the social contexts that effect how texts are provided. You will then develop skills of planning, drafting and organising your own writing. You will need to be able to adapt your writing for different audiences both specialist and non-specialist.

ASSESSMENT

AS Level

Paper 1: Language and the Individual, textual variations and representations. Written exam: 1 hour 30 minutes, 70 marks, 50% of AS, on two texts which are linked by topic or theme.

Paper 2: Language Varieties. Language diversity which includes a discursive essay on language diversity, with a choice of two questions and a directed writing task on attitudes to language.

A Level

Textual variations and representations: Two texts (one contemporary and one older text) linked by topic or theme, assessed on 3 questions requiring analysis of both texts and a comparison of the two.

Children's language development: A discursive essay on children's language development, with a choice of two questions where the data provided will focus on spoken, written or multimodal language. Written exam: 2 hours 30 minutes, 100 marks, 40% of A-level.

Language diversity and change: One question from a choice of two; either an evaluative essay on language diversity or an evaluative essay on language change.

Language discourses: Two texts about a topic linked to the study of diversity or change. A question requiring analysis of how the texts use language to present ideas, attitudes and opinions, followed by a directed writing task linked to the same topic and the ideas in the texts.

Writing skills (part of a portfolio to be assessed at the end of the two year course): two pieces with a combined word count of 3,500 words, 100 marks, 20% of A-level, assessed by teachers and moderated by AQA. A language investigation of 2,000 words excluding data and a piece of original writing and commentary of 1,500 words.

CAREER & HIGHER EDUCATION

English Language prepares you for careers which require good communication skills such as publishing, public relations, marketing, journalism, management, the legal profession, teaching and many others.

These skills and competencies are recognised by employers in all fields who put a high value on people who can construct a clearly expressed argument; who can present ideas concisely, logically and clearly; who can make a critical analysis of a piece of writing; who can deal competently with a large amount of complex information; and who can show initiative in conducting independent research.

ADDITIONAL OPPORTUNITIES

There are hopefully opportunities to attend conferences to develop knowledge further.

24 English Literature

A Level - Exam Board AQA

A level English Literature is a subject which allows you to build on and develop your reading and discussion of Literature. If you have enjoyed some of the texts you have studied at GCSE and if you enjoy reading in your own time then English Literature is well worth considering.

You will read novels, plays and poetry, which you will then have the opportunity to discuss. You will also be expected to develop your understanding further by writing essays and making presentations on the texts studied. This is a course where you will be given frequent opportunities to express your views, and listen to the views of others. Some texts and ideas that you encounter will be challenging and will stretch your understanding.

COURSE ENTRY REQUIREMENTS

Level 6 at GCSE is required, however the department is happy to meet with students who have achieved grades below this and wish to complete the course. The English department will talk to teachers to see whether a student has the required attitude to complete the course.

CORE SKILLS

Students can expect to develop skills of analysis, through close reading of texts. Students will be given the opportunity to read a wide range and style of texts as well as researching texts, themes and authors independently. They will also develop discussion skills and how to work with a group to develop ideas. Finally students will consider how to plan and organise their ideas logically.

ASSESSMENT

A Level 2 year course

Paper 1: Love through the ages

Study of three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play. Exam will include two unseen poems. Assessed on a 3 hour, open book exam worth 40% of A level.

Section A: Shakespeare: one passage-based question with linked essay

Section B: Unseen poetry: compulsory essay question on two unseen poems

Section C: Comparing texts: one essay question linking two texts

Paper 2: Texts in shared contexts

WW1 and its aftermath or Modern times: literature from 1945 to the present day

Study of three texts: one prose, one poetry, and one drama, of which one must be written post-2000. Exam will include an unseen extract. Assessed on a 2 hour 30 minutes, open book written exam worth 40% of A level.

Section A: Set texts. One essay question on set text

Section B: Contextual linking of one compulsory question on an unseen extract and one essay question linking two texts.

There is also a non-examination assessment which takes the form of an independent critical study of texts across time. Assessed by a comparative critical study of two texts, at least one of which must have been written pre-1900 which takes the form of an extended essay of 2,500 words which is worth 20% of A Level.

CAREER & HIGHER EDUCATION

Through studying English Literature you'll gain skills that are applicable to a broad range of career opportunities, including Teaching, Public Relations, the media (publishing, journalism, advertising etc.), business and administration. You'll have learnt to read, discuss, analyse and write about a wide range of texts and to conduct independent research. These skills and competencies are recognised by employers in all fields who put a high value on people who can construct a clearly expressed argument; who can present ideas concisely, logically and clearly; who can make a critical analysis of a piece of writing; who can deal competently with a large amount of complex information; and who can show initiative in conducting independent research.

ADDITIONAL OPPORTUNITIES

There will be opportunities to visit the theatre or cinema to see versions of the text and to attend conferences to hear lectures relevant to the course. All students are welcome to join the staff and Sixth Form book group on the last Friday of each month at lunch time in the library.

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French

A Level - Exam Board AQA

If you have enjoyed GCSE languages you will find that at 'A' level your skills improve to the point where you can become really confident in using your language independently both to speak and to write.

You will be able to understand complex language both in its written and spoken form and you will learn so much more about France and the French-speaking world. You will grow as a person and become much more knowledgeable about the wider world in which we live and will develop greater understanding of other cultures and countries. In today's world language skills are becoming more and more essential as almost no business can survive without trading abroad. A foreign language is a skill for life!

COURSE ENTRY REQUIREMENTS

You need to have achieved a minimum of a level 6 at GCSE. A level 6 will allow you to go on to be successful at 'A' level but only if you work hard and are very well motivated. A level 7 or above will give youva a better grounding. We find that with less than a level 6 you will find it too difficult to cope with the demands of the course.

CORE SKILLS

During the course you will develop a huge number of skills beyond that of key language acquisition. You will of course develop all four key skills of listening, speaking, reading and writing in French but also; Communication skills, Presentation skills, Research skills, Working in a group, Independent study skills, ICT skills, analytical skills, thinking skills and problem solving, developing, understanding and tolerance. All of the research also shows that learning a foreign language sharpens you brain and improves your knowledge of your mother tongue as well.

CAREER & HIGHER EDUCATION

There are many courses on offer in the Higher Education sector. You can carry on with the language you have already studied and pick up a new language as well. Students have gone on to study languages at Oxford, Cambridge, Exeter, Bangor, Manchester and many more, often starting a new language like Russian or Chinese as well. Other than general language studies you can study French and International Law, French for Business, French with European Studies and many other combinations. Language students are sought after at university level and entry requirements are sometimes lower for a language course than for other courses at the same university. Career opportunities are many and varied. Language graduates are highly employable and figures from universities show that they are more successful at finding employment than students from any other discipline.

ADDITIONAL OPPORTUNITIES

You will be able to take part in the French exchange and other opportunities.

ASSESSMENT

There are three papers- Listening, Reading and Translations. Unit 1 and 2 involve writing about a film and a book. Unit 3 is a speaking exam involving a discussion and presentation on a chosen project.

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Geography

A Level - Exam Board AQA

To study and enjoy A Level Geography you need to be interested and very much aware of the world around you. Your A Level Geography course gives you a strong foundation for understanding the two main themes of the subject: human geography and physical geography. Between them, they're what make our planet tick.

We follow the AQA syllabus, which ensures a solid grounding in both the physical and human elements of Geography.

In the first year you`ll study the importance of the water and carbon cycles, how we get a sense of place and develop understanding of how the sea shapes our coastline. In the second year you will study the hazards posed by the tectonic process, how our globe is governed and the importance of cities.
In each area of study you will consider the values and attitudes of decisionmakers, consider your own values and attitudes and support your learning of ideas through the study of specific case studies. You will also develop a variety of geographical skills, which will broaden and deepen your existing knowledge.

COURSE ENTRY REQUIREMENTS

To take up the challenge and enjoy the rewards of Geography it is expected that you will have achieved a level 6 or higher at GCSE. If you have not done Geography at GCSE it is still an option for you, but we strongly recommend speaking with a member of the department to ensure you make an informed choice.

CORE SKILLS

Geography helps students to develop a number of skills:
Undertaking research and analysis/ evaluating information/decision-making / critical thinking / teamwork on practical projects/ investigating global issues / numeracy / report writing / ICT Skills

ASSESSMENT

The course is linear which means at the end of the two years you will complete two exams, one physical and one human. Each exam is worth 40% of the A Level and is assessed through multiple choice questions, short answers and an extended piece of writing. You will also complete your own geographical fieldwork investigation on a topic of your choice. This is worth 20% of the A Level

CAREER & HIGHER EDUCATION

At higher education level the department has links with universities in the delivery of fieldwork and in providing a taste of university life. The department is happy to support ex-students in their higher education through programmes such as the Royal Geographical Society Geography Ambassadors scheme. In terms of careers, success in A Level geography will enable you to go anywhere on earth! You could follow a specialist 'geographical' career or because geography is about the interaction between people and our planet, this fascinating subject is valid for a number of different career paths and because of its dynamism, blends very well with just about every other subject available. Geography graduates have the second highest rate of employment after university and two thirds of business leaders would recommend that their own children studied geography because of how applicable it is to the 'real' world.

ADDITIONAL OPPORTUNITIES

Fieldwork is an integral and vital part of geography and you will have the opportunity to develop skills of data collection, analysis and presentation. You will also have the opportunity to participate in residential fieldwork. International fieldwork has involved trips to Iceland, New York, Morocco and Italy to study a variety of topics and these are supported by local and national visits to Cannock Chase, Derby, Birmingham and London

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History

A Level - Exam Board AQA

Students are given the opportunity to study both recent and early modern time periods, and British and international history at A level.

Breadth Study
The early modern history unit examines the development of England under the Tudors. Over the two year course you will study:
- The political challenges which faced Tudor monarchs, 1485 - 1603
- Tudor foreign policy
- Developments in Tudor society and the emergence of the nation-state

Depth Study
This modern history unit examines revolution and dictatorship in Russia, 1917-1953.
Over the two year course you will study:
- Causes of the Russian Revolutions in 1917
- The rule of Lenin: Bolshevik consolidation, 1918-1924
- Stalin's rise to power, 1924-1929
- Stalin's Rule, 1929-1953

Two examined components:
A) Breadth study: England, 1485 –1603: The Tudors
Part One: Consolidation of the Tudor Dynasty: 1485 – 1547
Part Two: Turmoil and Triumph: 1547 – 1603

B) Russia, 1917–1953
Part One: The Russian Revolution and the Rise of Stalin, 1917–1929
Part Two: Stalin's Rule, 1929–1953

Historical Investigation
A personal investigation of 3000 words into an aspect of 20th century American history

COURSE ENTRY REQUIREMENTS
Enthusiasm for and an interest in the past and a desire to find out more
A commitment to work hard, independent reading and self-motivation
At least a Level 6 at GCSE History
If you have not taken GCSE History then at least a Level 6 at GCSE English.

CORE SKILLS
Universities and employers recognise the knowledge and understanding acquired at A level and also value the transferable skills that have been developed:
- knowledge and understanding
- analytical skills
- ability to construct arguments
- thinking skills

ASSESSMENT
Two examined components at the end of Year 13:
A) Breadth study: England, 1485 –1603: The Tudors
2 hours 30 minutes written exam – 40% of A level

B) Depth study: America, 1945 – 1980: Conflict at home and abroad
2 hours 30 minutes written exam – 40% of A level

Historical Investigation
A personal investigation of 3000 words – 20% of A level

CAREER & HIGHER EDUCATION
The A-level history course gives you skills in research, analysis, applying contextual knowledge, written communication and independent study. Therefore, A level history is respected by both universities and employers.

There are many higher education courses where A-level history is required such as modern history, ancient history, archaeology. There are some courses where history at A-level is desirable such as law.

Career possibilities directly relating to history include being a teacher, museum curator, excavator, researcher. Many A level history students move into careers as civil servants, lawyers, and accountants - drawing on their skills in evaluating and analysing documentary evidence. History students generally possess high levels of literacy and critical thinking abilities, so are often suited to careers in communications, particularly advertising, marketing, public relations and journalism.

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Mathematics

A-Level Exam Board – Edexcel

In A-Level Mathematics students will study pure mathematics, mechanics and statistics.

A-Level mathematics not only supports students studying A-level courses in science subjects but also in subjects such as psychology, geography and business.

COURSE ENTRY REQUIREMENTS

Students must achieve at least a level 6 at GCSE. They also need to have been taught in set 1 or 2 during Year 11. Students will be required to attend an induction day in the summer term of Year 11 and to complete an induction assignment. All students will need to purchase the A-Level scientific calculator for the course.

CORE SKILLS

The majority of the course is algebra based, so students must have a good understanding of all the algebra topics taught at GCSE.

Students will study functions, graphs, algebraic techniques, coordinate geometry, sequences and series, calculus, trigonometry, vectors, mechanical models, kinematics, descriptive statistics and probability.

ASSESSMENT

Assessment is in the form of 3 x 2 hour written exam papers taken at the end of Year 13. Questions will require use of functions on the A-level scientific calculator and knowledge of the large data set.

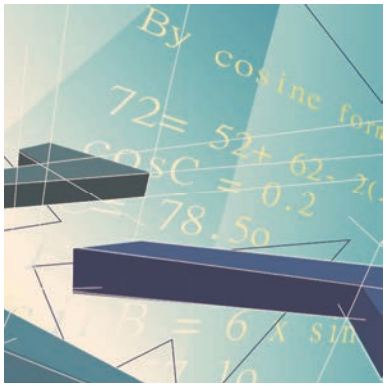
During the course students will complete regular written assessments as well as written homework.

CAREER & HIGHER EDUCATION

Qualifications in mathematics are very much in demand both by employers and by universities. Entry onto many courses but, in particular, those in mathematics, engineering, science, medicine, business, architecture and accountancy is enhanced by a pass in this subject.

ADDITIONAL OPPORTUNITIES

Students get the opportunity to attend the 'Maths Inspiration' event where they experience some of the UK's most inspiring maths speakers live, presenting maths in the context of exciting real-world situations. Students are also encouraged to help out in lower school maths lessons as part of their Community service award.



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Further Mathematics

A-Level Exam Board – Edexcel

A-Level Further Mathematics takes the principles learned at GCSE and in A-Level mathematics and expands them further.

In A-Level Further Mathematics students will study Further Pure mathematics, mechanics and Decision maths.

COURSE ENTRY REQUIREMENTS

Students must also be studying A-Level mathematics in order to study Further Mathematics. Students must achieve at least a grade 7 at GCSE.

CORE SKILLS

The pure maths enables further study of algebra, an extension of calculus and an introduction to matrices and complex numbers. In mechanics students will learn about kinematics, mechanical models, statics, moments, centres of mass and collisions. In decision maths students will learn about algorithms, critical path analysis and linear programming.

ASSESSMENT

Assessment is in the form of 4 x 1.5 hour written exam papers taken at the end of Year 13. Questions will require use of functions on the A-level scientific calculator and knowledge of the large data set.

During the course students will complete regular written assessments as well as written homework.

CAREER & HIGHER EDUCATION

The course covers the majority of mathematics needed throughout a degree course in physics and engineering giving students with Further Mathematics qualifications a huge advantage over those without it. Students applying for maths, engineering or science courses at university have a much better chance of being offered a place if they have studied Further Mathematics. More and more university maths courses have it as a requirement.

For ideas on future careers please take a look at this video on YouTube titled 'Where can studying Mathematics take you?'

ADDITIONAL OPPORTUNITIES

Students get the opportunity to attend the 'Maths Inspiration' event where they experience some of the UK's most inspiring maths speakers live, presenting maths in the context of exciting real-world situations. They also have the opportunity to take part in maths challenges such as Mathsbomb and Senior Maths Challenge.

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Music

A Level - Exam Board Edexcel

Why study Music?
Music is a Science
Music is mathematical
Music is a Foreign Language
Music is History
Music is Physical Education
Music Develops insight and demands Research
Music is all of these things, but most of all Music is an Art

Research has shown that Music is a highly desirable subject when applying to University to study any course. Studying Music A Level will show that you are able to consistently engage in higher level thinking, apply knowledge in original and ingenious ways, and above all that you are a dedicated, passionate individual.

COURSE ENTRY REQUIREMENTS
A level 6 in GCSE Music is essential. The student must also be able to play at least one instrument at a good standard (can be voice). Musical Theory Exams such as ABRSM Theory would be beneficial.

CORE SKILLS
Students will develop performance skills (solo and/or ensemble), compose music and learn about harmony (the basics at AS and stylistic studies at A Level). They will build up their aural and analytical skills by studying selections from the New Anthology of Music (Edited by J. Winterson , Peters, 2000) and wider listening.

ASSESSMENT
A Level
Unit !: Performance - 30% of the total A Level marks. This unit gives students opportunities to extend their performance skills as soloists and/or as part of an ensemble. Pupils perform an 8 minute recital at the end of the course.

Unit 2 : Compositions and Technical study - 30% of the total A Level marks. This unit has two sections: composition and technical study

Unit 3: Further Musical Understanding - 40% of the total A Level marks. This unit focuses on listening to music, familiar and unfamiliar, and understanding how it works.

CAREER & HIGHER EDUCATION
The full GCE course (AS plus A Level) is excellent preparation for higher education courses in music, but is equally as valuable for non-specialists as a second or third area of study. The AS units alone can offer a broad and satisfying experience for those who want to conclude their musical studies at this point.

ADDITIONAL OPPORTUNITIES
There are numerous opportunities outside the classroom which Sixth Form students are an integral part of, both in the School and further afield around the world.

We currently run the following extra-curricular groups: String Ensemble/ SATB Choir/Wind Band and Jazz Band, plus annual music tours, where students have been able to perform in prestigious venues such as the Basilica di San Marco in Venice and the Montserrat Monastery Basilica high above Barcelona. Students have also performed in New York and Washington.

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Physics

A Level - Exam Board OCR

Physics is about exploring, through mathematical models, explanations of our experiences and thereby being able to predict the outcomes of future events. If you are looking for an interesting and challenging A Level subject that will have wide currency when it comes to applying for Higher Education courses, then Physics could be the answer.

COURSE ENTRY REQUIREMENTS

It is expected that students entering the course will have studied at least Science at GCSE. The course entry grade needs to be adjusted to say at least a Grade 6 in GCSE Combined Science or separate GCSE Physics, along with Grade 6 in GCSE Mathematics. Students who study Mathematics to A Level will find the mathematical aspects of the course less challenging.

CORE SKILLS

The subject is taught with an emphasis on practical work wherever possible and teaching styles are varied where appropriate. Students are encouraged to take some responsibility for their own learning. A good grasp of mathematics is desired, as is the ability to visualise abstract ideas. Recall of prior learning is absolutely essential. Throughout the course, questions will be set at an appropriate level leading up to the hardest level to be expected at A Level.

ASSESSMENT

A Level
Three end of course exams. (two 2.25 hour and one 1.5 hour)

CAREER & HIGHER EDUCATION

In recent years students have gone on to study Medicine, Dentistry, Mathematics, Chemical, Civil, Electronic and Electrical Engineering, Architecture, Economics, Physiotherapy, Music and, of course, Physics.

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Psychology

A Level – Exam board: EDUQAS

Psychology is a new and exciting subject about our thoughts, our feelings and our behaviours. You will ask questions such as does cannabis cause schizophrenia? What makes a serial killer? And what makes us happy?

There are 3 components to your A-level Psychology course:

Psychology: Past to Present
Here you will examine several pieces of psychological research such as whether we are born with phobias or whether they are learnt? You will look at therapies used by psychologists such as dream analysis and you will investigate contemporary debates in psychology.

Investigating Behaviour
You will discover how psychologists conduct their research and complete research activities of your own.

Implications in the Real World
You will consider different psychological explanations for criminal behaviour, schizophrenia and addiction.

COURSE ENTRY REQUIREMENTS

- Level 6 in English & Maths at GCSE
- 5 A*-C/9-5 GCSE passes
- Enthusiastic
- Open Minded
- Hard working

CORE SKILLS

Through studying Psychology you will understand how to read scientific research articles and how to describe this research. You will development evaluation and critical thinking skills and the ability to present these views in an essay. You will develop a good understanding of the methods and techniques used in social science including statistical analysis.

ASSESSMENT

There are 3 examinations – one on each component of your psychology course. Each exam is 2 hours and 15 minutes long and contributes equally to your final grade.

CAREER & HIGHER EDUCATION

Psychology offers you an opportunity to gain insights into ourselves and those we interact with. It is also invaluable for any profession that involves working with people such as medicine, advertising and teaching amongst many more.

A-level Psychology combines well with so many other subjects and provides a good basis for those interested in studying the subject at degree level.

ADDITIONAL OPPORTUNITIES

Throughout the two years there will be opportunities for educational visits and guest speakers, this may include a trip to Trentham Monkey Forest to observe monkeys and compare animal behaviour to humans. In the past other visits have included visiting Sigmund Freud's house in London and taking part in real psychological research. Guest speakers have included prison psychologists, police officers and university psychologists. Teaching methods will involve group work, projects and student presentations and you will be required to form your own opinions about the research and debates.

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RS: Philosophy, Ethics and Religion

A Level - Exam Board Edexcel

Studying Philosophy and Ethics is an excellent option at AS/A Level. It is a traditional, challenging subject that is well respected by all the top universities.

It will allow students a chance to study philosophers work which they will not have looked at before from Plato to Richard Dawkins. Students get the chance to look at the history of religious philosophy from Ancient Greek times to the present day. You will analyse arguments attempting to prove the existence of God as well as looking at theories which suggest religion is a negative and oppressive force. We also study a unit on Environmental Ethics, Sexual Ethics, Medical Ethics and Equality. In addition to the debate between religion and science.

The course is really aimed at people who want to develop their skills in debate and argument. Pupils are encouraged to develop their ideas and enjoy the lively debates and discussion the subject stimulates.

COURSE ENTRY REQUIREMENTS

You do not need to be religious but you should have an enquiring mind and be prepared to discuss your ideas. You will need to be open minded and have respect for views that are different from your own.

You will find that a grade 6 or higher in the full course will be helpful preparation for this A level although the content is new and different.

CORE SKILLS

- Organisation skills
- Decision making skills
- Communication skills
- Problem solving
- Presentation skills
- Being able to work independently and as part of a team
- The ability to make a reasoned judgement
- How to devise an argument
- Research and Investigation

ASSESSMENT

There are three examinations towards the end of the A-Level course. One involves a study of philosophy, the second, a study of ethics and the third is a focuses on Christianity and it's impact in the modern world.

CAREER & HIGHER EDUCATION

Are you thinking about pursuing a medical career? Do you think you might work in social services, human resources or the political arena? Might you be involved in the business world, architecture or the legal profession? These are just some of the directions that previous students have taken after completing their A level qualifications in Religious Studies. Any career that focuses on people involves making decisions and thinking critically.

ADDITIONAL OPPORTUNITIES

The Religious Studies department has been taking part in the Lessons from Auschwitz Project, where sixth-form students take part in two afternoon seminars and a one-day visit to the former Nazi extermination camp of Auschwitz-Birkenau in order to then pass on these essential lessons in their schools and communities.

There are also opportunities to represent the school and county by becoming a student council representative for SACRE. The Staffordshire Student Council for RE is a volunteer group of students, drawn from Year 12 and 13 in Staffordshire schools.

34 Sociology

A Level – Exam board: AQA

Sociology is the study of society. It tries to explain how our society is organised and how society affects people's behaviour. Sociologists look at how we live, how we interact with each other, and how we form relationships. These relationships structure our lives and represent our culture. Sociologists explore how your social class, gender, age and ethnicity influence your opportunities in society.

Sociologists ask why do people commit crime? Why does educational inequality exist? How are we affected by media images of celebrities? How do we research society? The course will allow you to explore different theories and methods which will help you to understand society. It should make you question your views and opinions on things you thought you knew.

There are 3 components to your A-level Sociology course:

Education with Theory & Methods

Here you will explore topics such as the nature and purpose of education, reasons for differences in educational achievement between social groups, relationships between teacher/pupil and pupil/pupil within schools and how government policies influence the organisation and experience of education. You will also examine how sociologists collect their data and how they support their arguments.

Topics in Sociology

In this unit you will look at the family and the media. This includes investigating changing patterns and diversity of family and household structures, the nature of childhood and trends in birth rate, death rate and family size. Also examining the role of the media in contemporary society, how different genders, ages and ethnicities are represented in the media and how the media affects the audience.

Crime & Deviance with Theory & Methods

You will explore your understanding of what is crime, who commits crime and why and how crime can be controlled or prevented. You will also look at big questions in sociology such as whether sociology is a science and how sociology can be used in social policy.

COURSE ENTRY REQUIREMENTS

- 5 A*-C/9-5 GCSE passes
- Good English GCSE
- Open Minded
- Hard working
- Interest in current events and the world around you

CORE SKILLS

As a Sociology student you will describe, interpret and summarise complex ideas, write essays, work in teams, present ideas, conduct qualitative and quantitative research, evaluate, analyse and think critically, construct an argument and use evidence to support your views.

ASSESSMENT

There will be three examinations in the A level course, one on each of the components outlined above. Each examination is 2 hours long and is equally weighted towards your final A level grade.

CAREER & HIGHER EDUCATION

Sociology students can go on to careers that focus on the challenges that members of a society face, such as jobs in social services, education, criminal justice, welfare services, government, counselling, charities and the voluntary sector. They include charity fundraiser, community development worker, counsellor, lecturer, housing officer, teacher, probation officer, social researcher, social worker and welfare rights adviser. However Sociology with its focus on social class, status and social groups is also useful for a career in business or media amongst others.

ADDITIONAL OPPORTUNITIES

There are opportunities for guest speakers throughout the course, for example presenters from local media when exploring the role of the media in society.

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Applied General Courses

These are national qualifications which focus on the skills and knowledge underpinning a range of broad applied areas.

> The amount of support Thomas Alleyne's has given me has been second to none. The opportunities have been amazing and I could not have asked more of a school.

These applied courses provide a broad introduction to a specific applied area and are designed to allow distinctive teaching and assessment approaches, which use work-related contexts. These courses are a base from which you can progress either to employment and further specific training or they can help you move on to a higher level of study. Because each covers a broad area and covers a mixture of theory and practical tasks they allow you to keep your options open. Within school we shall be offering applied courses in four areas, three of which will be BTEC Diploma courses.

We are offering applied courses in Health and Social Care, ICT, Applied Science and Sport. Because they are of the same standard as A levels you will face the same demands from your teachers as other students. Consequently, applied courses must not be thought of as an easier version of other A levels. They are different, but equally rigorous and ultimately the same standard.

Each applied course is made up of a series of applied units. Units are assessed in two ways. Some are assessed by coursework set and marked by your teachers (this is often called portfolio work). Other units within the A level double award courses are assessed externally by the awarding body. For these units you may have to do a test, assignment or some other type of work.

Applied courses are open to all students who it is felt will benefit from such a course. The courses are both applied and theoretical with an emphasis on practical applications. It is expected that students will show a high level of commitment to the courses. Applied course staff will help you decide if this is the right course for you. It may be possible to combine a course with another AS or A level.

36 BTEC Extended Diploma in Health & Social Care

This vocational course should appeal to students who want to work in a field relating to health care, education or social care. The course covers many aspects of health and care work such as the services that are available and how people access those services, the need for effective communication as well as biological, sociological and psychological aspects of health and care. In addition, all students undertake one day a week compulsory work placement in a health or care setting. Students on this course are very successful with many students achieving triple distinction star (D*D*D*) - the very highest grade available.

COURSE ENTRY REQUIREMENTS

- 5 A*-C (Grade 6 - 9) GCSE Passes
- You do NOT need to have studied Health & Social Care at GCSE or BTEC to take this course
- Hardworking
- Enthusiastic
- Committed to completing coursework
- You must pass a DBS Criminal Record Check.

CORE SKILLS

You will develop strong skills in time management, interpersonal relationships, communication, motivation and independent study. In addition you will increase your skills in academic literacy, statistical analysis, numeracy and research. By putting together evidence for your portfolio you will further develop skills in report writing, essay writing and presentational skills.

ASSESSMENT

There are 12 units, 8 of which are assessed through assignments and 4 are assessed through external examinations. You take two exams in year 12 and two exams in year 13. This largely assignment based approach should appeal to students who enjoy and do well in coursework.

CAREER & HIGHER EDUCATION

BTEC National Extended Diploma in Health & Social Care is a widely recognised and respected qualification by both Universities and employers. On completion you may seek employment directly in a health or care field or you may choose continue into higher education towards careers such as nursing, social work or early years teaching.

Achieving a triple distinction is equivalent to 3 A grades at A-level.

Health & Social Care is also available in school as a single award subsidiary diploma which is equivalent to one A-level which can be taken in combination with 2 or3 other A level subjects.

ADDITIONAL OPPORTUNITIES

Your work experience each week will allow you to see theory in practice and to develop skills required and valued by employers in the health and care sectors. Placements may include working with the elderly, with adults with learning difficulties or people with disabilities but are tailored to each student's career goals and interests.

BTEC Extended Certificate in Health & Social Care

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BTEC National (1 A-level equivalent)

Exam Board: Pearson BTEC

Health & Social Care will give you a broad introduction to the health and care field encompassing a "real world" approach. This course should appeal to students who want to have an interest in working in health care, education or social care. You will cover a range of health and care topics such as studying the services that are available and biological, sociological and psychological aspects of health and care.

COURSE ENTRY REQUIREMENTS

- 5 A*-C (Grade 6 - 9) GCSE Passes
- You do NOT need to have studied Health & Social Care at GCSE or BTEC to take this course
- Hardworking
- Enthusiastic

CORE SKILLS

You will develop strong skills in time management, interpersonal relationships, communication, motivation and independent study. In addition, you will increase your skills in academic literacy, statistical analysis, numeracy and research. By putting together evidence for your portfolio

you will further develop skills in report writing, essay writing and presentational skills.

ASSESSMENT

You will complete 4 units- two examination units and two assignment based units. This portfolio based element should appeal to students who enjoy and do well in coursework.

CAREER & HIGHER EDUCATION

This course combines really well with sciences such as biology or social sciences such as psychology or sociology and is designed to provide a progression route into higher education, further training or employment. Students who have completed this course have gone on to study pharmacy, mental health nursing, midwifery and radiography.

Health & Social Care is also available in school as a triple award extended diploma which is equivalent to three A-levels.

ADDITIONAL OPPORTUNITIES

There will be guest speakers from a range of health, care and education settings and there is the option to complete work experience in a health or care setting.

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BTEC Extended Certificate in Information Technology

Exam Board: EDEXCEL

Equivalent to 1 A Level, 2 year course

The new BTEC Nationals in Information Technology and Computing use a combination of assessment styles to give you confidence that you can apply your knowledge to succeed in the workplace – and have the study skills to continue learning on higher education courses and throughout your career. The range of vocational assessments – both practical and written – mean you can showcase your learning and achievements to best effect when you take your next step, whether that's supporting applications to higher education courses or potential employers.

COURSE ENTRY REQUIREMENTS

Students could have previously successfully completed a GCSE in Computing at a 6 or higher or a GCSE ICT B Grade or higher in IT at M2 or higher. You must have a clear interest in programming, creative IT or the technical support arena. Ideally you will be considering an aspect of IT for your further education or career.

CORE SKILLS

Independence and self-motivation aligned to a technical and analytical mind. The application of knowledge and learning into 'real' life briefs and scenarios is a core element of this course.

ASSESSMENT

The Qualification consists of 4 units and a variety of assessment methods, namely:

- Information Technology Systems – external exam
- Creating Systems to Manage Information – externally marked coursework
- Using Social Media in Business – coursework
- One optional coursework unit – either Data Modelling or Website Development

Year 1 will focus on the two coursework units with the examination and externally assessed unit being completed in year 13. This gives you time to develop your skills and knowledge enabling you the maximum opportunity to attain your target grade or higher.

Thus you will be assessed via:

Assignment

You will complete a series of tasks set in a work-related scenario.

Tasks

Your will complete, in controlled conditions, a practical task tackling an everyday challenge; this may draw on pre-released information.

Written Exam

You will draw on essential information to create written answers to practical questions in exam conditions.

The lessons will be a combination of teaching, self-research, practice exams and coursework and assessed coursework. You will need to be an independent learner who has a clear interest in IT and its use in the modern world.

The qualification is graded Distinction * through to Pass and has the equivalent UCAS points of a full A Level.

CAREER & HIGHER EDUCATION

Career pathways from BTEC Extended Certificate in IT are numerous due to the variety of units covered and the work related nature of the course. Due to the strength of portfolios and the work covered, BTEC National Diploma students can often gain direct entry into university degree courses or employment.

ADDITIONAL OPPORTUNITIES

We would encourage students to gain a work experience placement over the summer break between year 12 & 13 to further their knowledge and understanding. Guest speakers from industry and universities will also be utilised to aid student development and understanding of this fast moving industry.

BTEC Extended Certificate in Applied Science

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Exam Board: EDEXCEL

This is the equivalent of 1 A level and will be taken in one option block.

The BTEC Applied Science course covers aspects of physics, chemistry and biology with a particular emphasis on practical investigations. It provides a route to employment in the science industry or for entry into science based courses at higher education institutions.

The course should appeal to students who enjoy a more practical based approach to science and prefer portfolio based assessment rather than examinations.

COURSE ENTRY REQUIREMENTS

- 5 A*-C (Grade 9 -5) GCSE passes with a strength in science and maths
- At lease grade B in Additional Science or BBC in Triple Science
- A recommendation from your current science teacher regarding suitability, in particular, a proven record of completing course work on time.
- A strong work ethic and an enthusiasm for science

CORE SKILLS

You will develop excellent laboratory and practical skills. Both independent study skills and good team working will be essential for successful completion of the course as well as extended writing and presentation skills. The application of knowledge and learning into real life scenarios is a core element of this course.

ASSESSMENT

This is via externally assessed examination and an internally moderated portfolio of evidence. This is made up as follows:

- 2 externally assessed units worth 58% of the total award
- 2 internally moderated units worth 42% of the total award

COURSE CONTENT

Students will complete 3 Mandatory Units and 1 Optional Unit chosen by the teacher.

Mandatory Units include:

Principles and Applications of Science I
Practical Scientific Procedures and Techniques
Science Investigation Skills

The Optional Unit will be chosen from a wide range which includes biological, chemical and physical content.

ADDITIONAL OPPORTUNITIES

There will be the opportunity to use facilities at local universities and to gain pract ical knowledge from local practitioners. We would also encourage all students to organise some work experience during the school holidays in order to apply the skills they have learnt to practical situations.

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BTEC Diploma in Sport

Exam Board: EDEXCEL

BTEC Extended Certificate in Sport
There are two qualifications on offer:

BTEC National Diploma is the equivalent of 2 A levels and will need to be taken in two option blocks.

BTEC Extended Certificate is the equivalent of 1 A level and will be taken in one option block

BTEC Sport will cover the different systems within the body, cardiovascular, respiratory, muscular, skeletal and energy. It will also look at fitness testing and applying them to younger students. It is a great stepping stone to those who would like to study Sport at University or explore the sport industry.

COURSE ENTRY REQUIREMENTS:
Grade 6 in GCSE PE or Equivalent is preferable

Grade 6 in GCSE Science

Interest in Sport

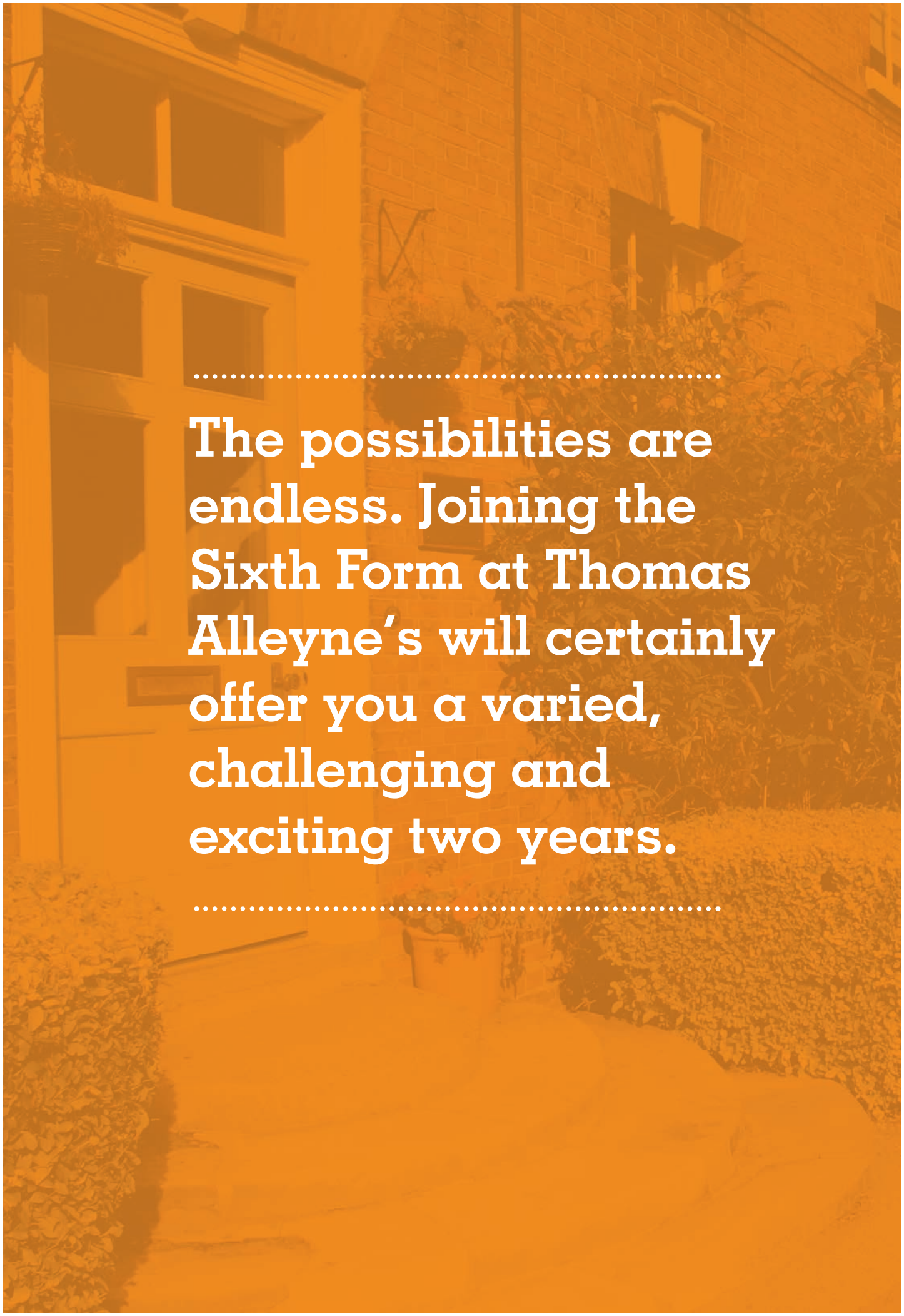
CORE SKILLS
- Independent thinking
- Research and analysis
- Communication
- Information Technology
- Responsible citizenship

ASSESSMENT
BTEC Extended Certificate 2 external exams worth 67% of the total award and 2 units of coursework worth 33% of the total award

BTEC National Diploma 3 external exams worth 45% of the total award and 7 units of coursework worth 55% of the total award

EXPECTATIONS
Since assessments will be continuous and throughout the course students will be expected to produce high quality work both in practical and written form.

Researching and reading around the subject area outside of the classroom is essential to gaining a good grade.



The possibilities are endless. Joining the Sixth Form at Thomas Alleyne's will certainly offer you a varied, challenging and exciting two years.

'The Sixth Form has undoubtedly been the most rewarding experience and I have embraced all the opportunities presented to me. There is a great sense of community and you are supported in every aspect of your development.'

Sixth Form Student

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