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THOMAS ALLEYNE'S

Opportunity Progress Individuality

Sixth Form Prospectus 2020-2021

Art and Photography work by
Sixth Form students

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INSPIRED TEACHING
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Headteacher's 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 to enable every Sixth Former 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, apprenticeships 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.

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 lead house drama or music, 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 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.

Mrs Julie Rudge
Headteacher

Welcome to sixthform

THOMAS ALLEYNE'S

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The Sixth Form years are the most exciting phase of your school education. Developing the whole individual is our core purpose, and we do this by providing opportunities to pursue ambitions, interests and passions and develop skills and talents beyond our academic curriculum through a wide range of enrichment activities. There is a strong sense of community amongst our Sixth Form and our students thrive in a welcoming and purposeful learning environment, enabling them to transform into confident, well-rounded individuals with the character and skills to succeed in the next stage of their lives.

Every student in the Sixth form is allocated an experienced academic tutor who monitors their individual progress and helps them to plan the next stage of their education or career whilst supporting them pastorally. The Future Intentions Programme occurs throughout year 12 and 13 and comprises of a range of events aimed at supporting our learners to make fully informed decisions about their future – whether that is continuing into Higher Education, undertaking an Apprenticeship or entering employment.

We are proud that our Sixth Form can facilitate and support students in achieving the top grades required to pursue Post-18 options in Apprenticeships in companies such as Unilever, AstraZeneca, Land Rover, Total Enterprise Solutions, Ernst and Young, Rolls Royce, EDF energy and Barclays Bank. The majority of our learners choose to apply to University, and for 2020 entry, 25% of our University applicants secured a place to study at Russell Group Universities.

We are always happy to welcome applications from students who have not previously benefited from an education at our school. Our students are a real source of pride to us and you can guarantee a friendly and warm welcome from them.

We very much look forward to working with you, to meet the demands of Sixth Form life and beyond. We have high expectations of all students who join us in the Sixth Form and you will be challenged to meet those expectations, to ensure you are well placed to succeed in a competitive world.

Mrs Carole Louise Dodd
Senior Assistant Head Teacher, Head of Sixth Form & Careers Leader
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

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Meet the Team

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

Mrs C Dodd

Senior Assistant Headteacher
Head of Sixth Form and Careers Leader

Teaches: Psychology and BTEC Child Development

Main Responsibilities: Post-16 accountability and budget holder. Data/results, UCAS Super User, Post-16 Teaching & Learning, Senior Prefects, 6th Form OFSTED, Induction, 6th form choices/transition, Discretionary Bursary Fund (DBF), Oxbridge & competitive courses, Post-16 Marketing and social media. EPQ. Sixth Form Safe Guarding. Line manager Maths and IT

Lower School House: Torrance/Whitmore

Mrs L Walton

Sixth Form Adminstrator

Main Responsibilities: 6th Form Admin, Discretionary Bursary Fund (DBF), attendance monitoring, CENSUS, 6th Form Charity link, Post-16 Prospectus, Post-16 Work Experience, External student contact and support

Mrs E Young

Senior Deputy Head of Sixth Form

Teaches: History

Main Responsibilities: Deputising for Mrs C Dodd, tracking and monitoring the 'at risk' group, Unifrog super user, GCSE Mathematics Re-sits, Post-16 section of the TAHS Round-up, ECO School staff leader

Lower School House: Orme

Mrs K Bell

Deputy Head of Sixth Form

Teaches: English Language

Main Responsibilities: Post-16 Pastoral Activities/TAP, 6th Form Literacy, GCSE English Re-sits, Community Service/Lions, Post-16 Mental Health

Lower School House: Elkes

Mrs A Featherstone

Careers

Teaches: Business

Main Responsibilities: Whole school careers information, advice and guidance support with future intentions.

Why choose the Sixth Form at Thomas Alleyne's?

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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 1,040 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 of 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 Sixth Formers act as role models for the rest of the school and are expected to live the values of the whole school, by embracing openness and honesty, as well as developing a strong sense of social responsibility. We develop our young people to be balanced, reflective, openminded and knowledgeable and who have high expectations of themselves.

Our track record of high attainment 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.

Each year we celebrate the success of our Year 12 students by holding a graduation ceremony, which takes place in the Summer term.

TEN REASONS TO CHOOSE US

1. Proven track record of achieving strong 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 and Sixth Form 7 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.

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Enrichment Activities

SIXTH FORM COUNCIL:
The Sixth Form Council is made up of interested and dedicated 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 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 working within a local community.
This is a very rewarding experience for students and provides an amazing set of transferable skills.

For me World Challenge was such an amazing experience. Not only did I become more confident but I learned new skills which will help me throughout my life. The trips are very demanding but I would highly recommend them as they are a wonderful experience. John Dee

SIXTH FORM 7:
Students are expected to undertake 7 hours of additional study time per subject a fortnight. This work may be in the form of TED talks, additional reading, revision, flipped learning etc. which will be set by their subject teachers to promote independent learning. This is in addition to homework which is teacher assessed work. Students will need to complete a weekly plan of how they are going to achieve this which will need to be shared with and checked by their Academic Tutor.

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.

"Going on a 24 hour trip to Auschwitz with the Holocaust Educational Trust was the most enriching opportunity that I have ever had. The lessons learned on the trip sparked a new passion for history, one that has influenced my post-18 options.

As part of my 'lessons from Auschwitz' next steps project, I had the pleasure to meet Holocaust survivor, Martin Stern, when I invited him in to share his story with the Sixth Form and some Year 9 and Year 10 students. His memories and the sights, that I saw first hand, will stay with me forever."

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 is a learner support and the students experiencing financial difficulty in order for them to access these trips.

LEARNING AND MENTORS:

We have a Sixth Form ABC (anti-bullying campaign) form helper scheme which supports all Year 9 students. The Sixth Form students work closely with Year 9 tutor groups in order to provide support, guidance and advice. You will need resilience and commitment to take on this role, be caring and approachable and have the personal qualities that will make you a particularly suitable candidate for the responsibilities of this role.

You will work with at least two other Year 12 ABC Mentors and will be expected to attend one weekly form session with the Year 9 tutor group you are assigned to. The hope is that over the course of the year, you will get to establish a relationship with the youngsters in that group and be a source of support to them. Using a variety of tools and strategies, you will establish a bond with your tutees, create a quiz, use Kahoot, test their building skills and you can also get them to discuss current events. A constant approach is needed when fulfilling this key role within the school.

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 QUALIFICATION (EPQ):

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.

Full details about this qualification can be found on Page 23 in the A Level subject section.

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.

Supporting this worthy cause is Thomas Alleyne's way of giving something back as DMH gets very little funding from the Government and relies on donations from the public. Mrs Reaney was a treasure to the school and by 'adopting' DMH as our Forever Charity her memory will be remembered in year to come.

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.

ROTARY YOUTH LEADERSHIP AWARD (RYLA):

Rotary Youth Leadership Awards (RYLA) is an intensive leadership experience organized by Rotary clubs and districts where you develop your skills as a leader while having fun and making connections.

What are the benefits?

Connect with leaders in your community and around the world to:

- Build communication and problem-solving skills
- Discover strategies for becoming a dynamic leader in your school or community
- Learn from community leaders, inspirational speakers, and peer mentors
- Unlock your potential to turn motivation into action
- Have fun and form lasting friendships
- What's involved?

RYLA events are organized locally by Rotary clubs and districts for participants ages 14-30. Depending on community needs, RYLA may take the form of a one-day seminar, a three-day retreat, or a weeklong camp. Typically, events last 3-10 days and include presentations, activities, and workshops covering a variety of topics

UTTOXETER LIONS:

Sixth form students at TAHS are encouraged to participate in the Lions Young Leaders In Service award. The Lions philosophy is that 'Young people who volunteer mature into adults who serve.' Through the Lions Young Leaders in Service Awards, Lions clubs encourage youth in the philosophy and habit of service to the community. This opportunity benefits youth by developing life skills, providing an acknowledgement from an international association that can be used for University and job applications, and increasing visibility and awareness of Lions Clubs International and its various youth programs. The benefits to Lions include opportunities to share their love for service, build community relationships, engage young people to effect change, and invite youth to partner with hands-on projects.'

Students can log service hours over a twelve month period with the goal of completing either 25, 50 or 100 hours of service to their community. Certificates and badges are just part of the reward. Any students who are interested should contact Mrs Bell or Mrs Walton.

The Senior

Neve Hall

Role: Deputy Head Girl

Studying: Business, Biology, History

Advice for Year 11: Choose the subjects that you most enjoy, it is so much easier to learn things that you find interesting and remember that hard work pays off. Take every opportunity available to you as I have found that experience is the most valuable part of your time in school. I have taken so much out of school trips like the business trip to Berlin and school roles like house captain along with this current role, all of which I am incredibly proud of and I know will really help me in the future.

Plans for the future: Study business management at university or get an apprenticeship in Human Resource management

Libby Fry

Role: Senior Prefect

Studying: Chemistry, Biology, Physics

Advice for Year 11: The key to effective revision is organising yourself. Ensure you have a revision timetable so it is clear what you are doing each day, however make sure to include plenty of breaks and social time as too much work can cloud your judgement resulting in reduced performance during exams. Find a revision technique that works for you early on and stick to it. Past paper questions can become very valuable to you when actually coming to an exam and you'll have experience, increasing your confidence.

Plans for the future: After year 13, I am hoping to gain a position at medical school to gain a degree in medicine. From this, I hope to become a qualified doctor within the A&E department.

Alex Ford

Role: Senior Prefect, Eco Committee, Sixth Form Council, Charity Committee

Studying: Maths, Further Maths, Physics

Advice for Year 11: Get a structure going, with sufficient study time and relaxing time. Timetables tend to help but not for everyone.

Plans for the future: Study Pure Maths for the first 3 years at University, still undecided for a Masters.

Charlie Martin

Role: Senior Prefect, Eco Team

Studying: Biology, Physics, Chemistry

Advice for Year 11: Work hard for your GCSEs - especially if you're unsure of what career path to choose. There is a good chance those grades will be the difference between being considered for an offer at uni or not. They really do matter! Also make sure to pick subjects that you enjoy at A level, as you're going to spend a lot of time with them and they'll ultimately decide which doors stay open after sixth form.

Plans for the future: I am working towards studying medicine at university and I hope to become a specialised surgeon in the future.

Euan Walsh

Role: Deputy Head Boy, Eco Team, Sixth Form Council

Studying: Maths, Further Maths, Physics

Advice for Year 11: Much like my year group (Y13) you are in an unusually difficult time to be taking exams but the task is the same as it was for every other year. To perform as best as you possibly can in your exams so when you look back on the effort you put in you have no regrets. If you try your hardest, you will always achieve your personal best and at the end of the day that's what is important.

Plans for the future: Study Physics at Oxford.

Vicky Catterall

Role: Head Girl, Sixth Form Council Member

Studying: Chemistry, Physics, Maths

Advice for Year 11: Have a look at the entry requirements for a few uni courses or apprenticeships that you might be interested in before picking your A-level subjects so you can choose the right A-levels for the courses and keep as many doors open to you as possible.

Plans for the future: Study sports and health science at uni, then go into a career that uses sport and nutrition to help to treat and prevent health conditions.

Prefect Team

Kieran Hunter

Role: Senior Prefect, Project Leader Eco Team, Sixth Form Council

Studying: Business, BTEC Applied Science, BTEC Sport

Advice for Year 11: Focus on your exams they are extremely important and all the hard work you put in will pay off.

Plans for the future: JCB Business Apprenticeship

Okyanus Ari

Role: Senior Prefect, Eco Leader, Sixth Form Council

Studying: Maths, Physics, Biology

Advice for Year 11: Enjoy and make the most out of the time you have, set yourself goals and keep pursuing them.

Plans for the future: Civil Engineering at University

Alice Radley

Role: Senior Prefect

Studying: Art, Maths, Philosophy & Ethics

Advice for Year 11: Make the most of your time because it'll go so quickly.

Plans for the future: Go into a creative career and travel as much as possible.

Grace Harvey

Role: Senior Prefect, Sixth Form Council, Charity Team

Studying: Chemistry, Biology, Maths

Advice for Year 11: Start early to stress less!

Plans for the future: After completing Sixth Form, I aspire to go and study Medicine at university to become a future doctor.

Shani Wright

Role: Senior Prefect, ECO Committee

Studying: Maths, Biology, Art

Advice for Year 11: Choose subjects you enjoy most - you'll do better if you're passionate about something.

Plans for the future: To study Architecture at university.

Andrew Pye

Role: Head Boy, Eco Team, Sixth Form Council, Charity Committee

Studying: Maths, Further Maths, Physics

Advice for Year 11: Make sure to give yourself time to do what you enjoy and are passionate about alongside doing your schoolwork.

Plans for the future: Study Maths at university

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Sixth Form Application Process

Year 11
6th Form Talk
October 2020

Remote Prospective
6th Form
Open Evening
6th October 2020

Comments on
Suitability from
Heads of House,
Tutor and subjects

2021 6th Form
Interviews
March/April 2021

Deadline for 6th
Form Applications
15th January 2021

Year 11 IAG
Interview
Nov/Dec

Conditional Offer
made by letter
if successful at
Interview

6th Form Subject
Taster Sessions
June/July 2021

Year 11
Exam Results
August 2021

6th Form Registration and
Induction September 2021

Dates to be confirmed in due course

Application forms for 2021 Entry to be completed online.

In addition to this if you wish to have a tour of the school or meet with a member of the Sixth Form team, please email sixthform@tahs.org.uk or call 01889 561820.

Post-16 Pathways

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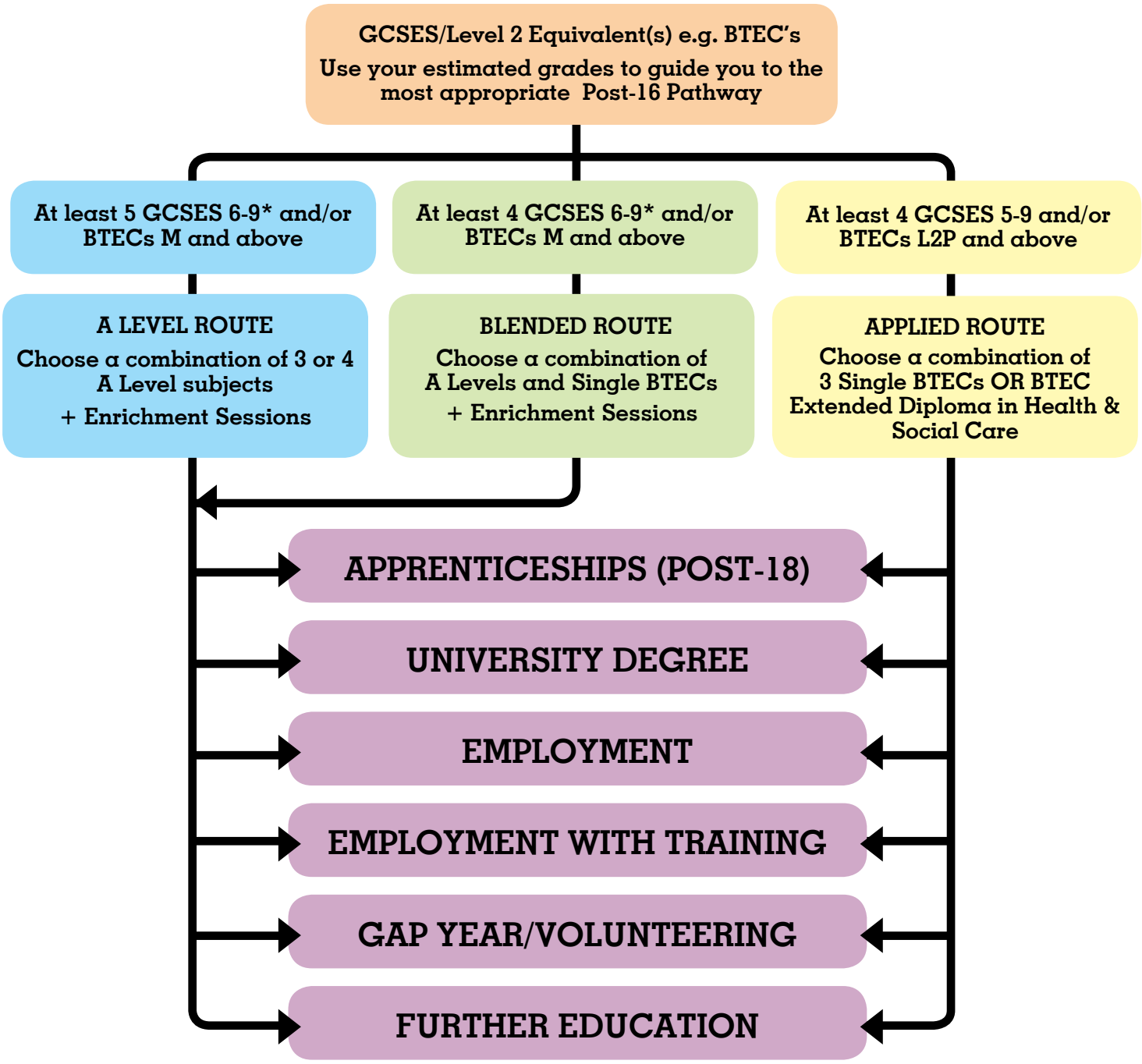

* Grade 5 may be accepted in exceptional circumstances

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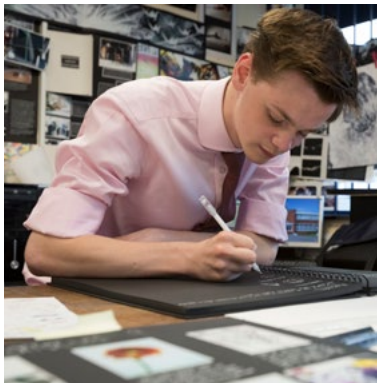

> **Thomas Alleyne's has helped me to develop both academically and as an individual, providing opportunity and ambition throughout my time here.**

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 A Level subjects alongside at least one applied subject.

All pathway routes lead to a range of destinations post-18.

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.

The Sixth Form offers so many opportunities for you 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.

unifrog

We offer Unifrog all of our Sixth Form students and their parents/carers who 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. Support for personal statement writing is also provided.

The platform makes it easy for students to record what they are good at, and write their CVs. 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

For any further information and support please contact Mrs Featherstone on featherstone@tahs.net or careers@tahs.net.

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"I found the help given to me by the Art teachers has been very helpful in getting me ready for my next course, they always make the time to advise me on how best to refine work. It's a lot of work but it's worth it."

Art, Craft & Design

Head of Department: Mr G Robinson-White
robinsonwhite@tahs.net

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 need to have achieved at least Level 5 in Art if taking A Level Art. 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 Levels in Art and Photography begin with a comprehensive coursework Unit worth 60% (followed by and exam unit worth 40%). Both subjects have foundation induction stages lasting approximately until February in Y12, After which students will devise their own personal investigations to develop through the remainder of Y12 and Y13 leading up to the final deadline in late January of their final Y13 year. Students will develop an extensive repertoire of skills throughout their A Levels which will strengthen their creative practice alongside contributing towards their final grade. A wide range of topics are covered in the induction work following themes that will guarantee quality outcomes and a strong portfolio full of diverse work.

POSSIBLE CAREER PATHS

Support is given in portfolio sessions and discussions between pupils and teachers to devise the most meaningful and appropriate career paths to undertake. Guidance is given when advising students for the best routes to pursue and how to effectively prepare for future intentions, courses after A Level and intended career paths. Any creative career is strengthened by a strong Art and Photography A Level course portfolio, due to the personal and creative nature of students' work.

We prepare and support students with their portfolios, to ensure they follow a meaningful and sophisticated format that is desirable and competitive for interviews and future aspirations.

EXTRA CURRICULAR/OPPORTUNITIES

Students are encouraged to make use of the several visits to enrich their work. In September two trips usually take place to galleries or locations where students will work from direct observations.

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, The Arts Society Award and Guest Speakers for the Arts are experiences that are incorporated into the department where possible to offer enhanced opportunities for our students to benefit from other forms of exposure to 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 and quality of our portfolio support and submission.

After school sessions run continuously throughout the year and are expected to be used to complete and develop work. Photography and Art opportunities such as the Rotary Creative Competitions run every year, with most students submitting work for consideration in local, regional and national competitions.

SUBJECT WORKS WELL WITH

Photography, D&T, Drama, Music, English Literature

Art and Design: Photography

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Head of Department:
Mr G Robinson-White
robinsonwhite@tahs.net

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 work in 2D and 3D. Skills in digital visual literacy Photoshop/arts based creative developmental photography are explored in depth to build a strong photography profile.

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

COURSE ENTRY REQUIREMENTS

No entry requirements for Photography, however if the student has taken GCSE Art, a strong grade is preferable due to the demanding nature of creative A Level courses.

CORE SKILLS

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

ASSESSMENT

A Levels in Art and Photography begin with a comprehensive coursework Unit worth 60% (followed by and exam unit worth 40%). Both subjects have foundation induction stages lasting approximately until February in Y12, After which students will devise their own personal investigations to develop through the remainder of Y12 and Y13 leading up to the final deadline in late January of their final Y13 year. Students will develop an extensive repertoire of skills throughout their A Levels which will strengthen their creative practice alongside contributing towards their final grade. A wide range of topics are covered in the induction work following themes that will guarantee quality outcomes and a strong portfolio full of diverse work.

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SUBJECT WORKS WELL WITH

Art, D&T, Drama, Music, English Literature

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Biology

Head of Department:
Mr A Milward
milward@tahs.net

A Level – 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

For separate science GCSE level 6 in Biology is preferred, for combined science 7-7 is required.

Students with grades not meeting criteria are subject to Head of Department approval.

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.

The areas of study will include:

Practical skills – this is a fundamental and integral aspect of the study of biology. These skills enhance learners 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.

ASSESSMENT

Exam board AQA. 3 terminal exams. Each 2 hours. Paper 1 and 2 are 91 marks (worth 35% each) and paper 3 is 78 marks (worth 30%).

POSSIBLE CAREER PATHS

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.

EXTRA CURRICULAR/OPPORTUNITIES

An annual field trip to complete required practical activities, as well as a visit to Keele University to look at genetic sequencing techniques.

SUBJECT WORKS WELL WITH

Chemistry, Maths, Geography, Psychology.

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Business

Head of Department:
Mr M Pollitt
pollitt@tahs.net

A Level - Exam Board AQA

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.

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 prefer students to have achieved a grade 6 or higher. To be successful in studying Business it is advised that students have at least a 5 in English and Maths plus a good number of grades 5 across a number of subjects.

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.

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.

POSSIBLE CAREER PATHS

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.

EXTRA CURRICULAR/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. We offer an abroad trip to a variety of destinations that enable our students to analyse and understand international business.

SUBJECT WORKS WELL WITH

Psychology, Maths, Geography.

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"The chemistry content is challenging. However through perseverance and the guidance of teachers it becomes a hugely rewarding subject."

Head of Department:
Mrs L Evans
sims@tahs.net

Chemistry

A Level – 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.

COURSE ENTRY REQUIREMENTS

For separate science GCSE level 6 in Chemistry is preferred, for combined science 7-7 is required.

Students with grades not meeting criteria are subject to Head of Department approval.

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.

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)

ASSESSMENT

Written 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.

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.
- Students will gain a separate pass or fail for the practical endorsement.

POSSIBLE CAREER PATHS

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.

SUBJECT WORKS WELL WITH

Biology, Physics, Mathematics

> Design and Technology gives me the opportunities to be creative and innovative. It has taught me how to problem solve and generate solutions for real life problems. I learn new skills weekly and have the freedom to experiment with a wide range of materials, tools and equipment. The facilities are great and the staff are excellent and help every student reach their full potential.

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Design & Technology Product Design

Head of Department:
Mr R Quigley
quigley@tahs.net

A Level - Exam Board Eduqas

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.

COURSE ENTRY REQUIREMENTS

We prefer a grade 6 at GCSE in D&T.

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.

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.

POSSIBLE CAREER PATHS

A few careers could include Product Design, Architecture, Industrial Design, Engineering in many different sectors e.g. mechanical, electrical, structural etc.

Packaging Design, Gaming Design, Transport, Graphic Design, Fashion and Textiles. There are many more.

EXTRA CURRICULAR/OPPORTUNITIES

After school engineering club

SUBJECT WORKS WELL WITH

Maths, Physics, Business Studies.

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Drama & Theatre Studies

Head of Department:
Mrs A Mood
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A Level - Exam Board Edexcel

This course combines challenging academic study with engaging practical tasks. A Level Drama and Theatre allows you to create your own performance work as well as creating theatre, using script. You will develop skills in acting, directing and theatre design as well as critical analysis of live theatre. The course involves both in- school practical and written examinations and outside moderation for performance and coursework portfolios.

COURSE ENTRY REQUIREMENTS

- Grade 5 or above in Drama
- Creativity, focus and commitment
- An awareness of dramatic techniques
- A willingness to work both independently and in a group setting

CORE SKILLS

- Independent learning
- Key aspects of social, political and cultural contexts are explored
- Kinaesthetic teaching and learning to motivate the students
- Exploration of a range of themes
- 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
- Critical thinking
- Writing extended commentaries
- Attending extra sessions in preparation for examinations
- Creativity and problem solving
- Teamwork and meeting deadlines
- Development of confidence and self expression

ASSESSMENT

Component 1 - Devising (practical and written portfolio) 40% of qualification

Component 2 - Text in performance (practical, scripted performance) 20% of qualification

Component 3 - Theatre makers in practice (written examination including a live theatre review) 40% of qualification

POSSIBLE CAREER PATHS

- Drama school courses
- Theatre in education course/ vocations
- Teaching
- Media
- PR
- University
- Combined theatre and English degrees
- Theatre administration
- Back stage and productions
- Drama qualifications are valued for Law courses at Russell group Universities and Oxbridge

EXTRA CURRICULAR/ OPPORTUNITIES

This course allows you to use the skills that would be required in school productions. This course is led by specialist staff, experienced in professional acting and directing.

To enhance knowledge and understanding of Theatre , A Level Drama students are encouraged to absorb a wide variety of the arts in their enrichment including visual art, dance, musical theatre and theatre design and production. The course offers a wide range of extra-curricular opportunities including pricipal roles in the school production, opportunities to direct younger year groups, workshops with professional companies and theatre trips (local and national).

SUBJECT WORKS WELL WITH

All other A Level subjects as it develops transferable skills such as:

- knowledge and understanding
- analysis
- ability to construct and articulate arguments

> English Language is a brilliant course taught by passionate teachers who are willing to adapt for all student's needs. My favourite part of the course is learning about Global English as we had a lady come in to talk about her South African accent and this history behind it.

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English Language

Head of Department:
Mrs L Peers
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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.

COURSE ENTRY REQUIREMENTS

Grade 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.

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.

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

Paper 1 - Language, the individual and society
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.

Paper 2 - Language diversity and change:
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.
Written exam: 2 hours 30 minutes, 100 marks, 40% of A Level

Non-examined assessment - Language in action
A language investigation of 2,000 words and a piece of original writing and commentary of 1,500 words.
100 marks, 20% of A Level, assessed by teachers and moderated by AQA.

POSSIBLE CAREER PATHS

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.

EXTRA CURRICULAR/OPPORTUNITIES

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

SUBJECT WORKS WELL WITH

Anything. The data-based nature of English Language would support those sciences, maths or social sciences. The analytical work would support those studying humanities.

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> English Literature pushes you out of your comfort zone in the best possible way. Whether it's doing presentations or acting in a room full of Year 3's and seeing them really enjoy it.

English Literature

Head of Department: Mrs L Peers
peers@tahs.net

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 the texts you studied at GCSE and if you like reading in your own time, then English Literature is well worth considering.

COURSE ENTRY REQUIREMENTS

Grade 6 at GCSE is preferred, 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.

You will read novels, plays and poetry. 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.

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, one prose text and one Shakespeare play. The 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.

POSSIBLE CAREER PATHS

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.

SUBJECT WORKS WELL WITH

English Literature works well with most subjects. The analytical nature of the subject provides a different layer of analysis to subjects like Maths and the Sciences. The depth of study would support reading and knowledge gained in the social sciences or humanities. English Literature provides a fantastic bridge to undergraduate study.

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Extended Project Qualification (EPQ)

Examination Board: A Level – Exam Board AQA

Course Length: Independent study of around 120 hours

Do you want to boost your qualifications? Or make your applications stand out? Would you like a way of increasing your UCAS points while learning new skills? Then the Extended Project Qualification (EPQ) could be just the thing you're after.

An Extended Project Qualification (EPQ) is an award available to students who carry out a research project on a topic of their choosing. It is worth up to 70 UCAS points, or half an A Level, and will complement your existing academic experience. The EPQ will be delivered by trained specialists during your allocated Enrichment sessions.

The EPQ process involves skills lessons, where you will learn different ways to carry out research, record findings, and how to move to the next stage of the project – all of which are valuable skills which will stand you in good stead for University study

It is a research-based piece of work which requires evidence of planning, preparation, research, analysis, decision-making and independent learning. The EPQ can be an extension of an existing programme of study or can arise from an area of interest.

The skills that sixth form students develop through the Extended Project are directly relevant to and useful for University-level study. Students can refer to the Extended Project in their UCAS personal statements and at interview to demonstrate some of the qualities that universities are looking for.

Getting an EPQ takes time, self-discipline and independent research - guidance and support will be provided by a designated subject mentor.

A finished product may take the form of:

- A research based written report (5,000 words)
- A production* (e.g. charity event, fashion show or sports event etc)
- An artefact* (e.g. a piece of art, a computer game or realised design).

*A written report of 2,000-3,000 words must accompany these options.

Students must also record their project process in their Production Log. The process of recording and completing a project is as important as the finished product. Both the Production Log and Product will be assessed.

The Extended Project offers opportunities for learners to:

- Have significant input into the choice and design of an extended piece of work;
- Develop and apply decision-making skills, problem-solving skills, initiative and enterprise;
- Extend their planning, research, critical-thinking, analytical, synthesis, evaluation and presentation skills;
- Use their learning experiences to support their personal aspirations for higher education and career development.

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French

Head of Department:
Mr P Noon
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A Level - Exam Board AQA

French A Level is more than just 'learning French' - it's exploring how societies and cultures have changed, how they work today, and how you fit into the world. You will explore all of that through music, film, literature, and discussion, whilst building communication and thinking skills desperately needed in the global jobs market.

COURSE ENTRY REQUIREMENTS

You do need to have studied French at GCSE. You should have achieved a grade 6, and students who achieve a grade 5 will be considered on an individual basis.

CORE SKILLS

Universities and employers alike know that A Level MFL students possess and have developed a huge range of skills, including but not limited to:

- understanding spoken and written language from many different sources and in varied registers
- extracting factual and abstract information, gist and specific detail
- communicating precise messages with high accuracy
- analysis and evaluation
- independent research
- presentation and discussion
- intercultural understanding and appreciation

ASSESSMENT

A Level

Paper 1 Listening, reading and writing - 50% of A Level. Assesses knowledge and understanding of the 4 themes (Society: current trends, Society: current issues, Artistic culture, Aspects of political life), and grammar. Students have control of the listening.

Paper 2 Writing - 20% of A Level. Assesses the book Sac de Billes and the film La Haine.

Paper 3 Speaking - 30% of A Level. Includes discussion of your individual research project, and discussion of one of the sub-themes based on a stimulus card

POSSIBLE CAREER PATHS

You can obviously continue to study French at University, as well as using your A Level as evidence of language learning - this means you could start a brand new language, like Russian, Mandarin, Japanese, Arabic, or German. Combined honours with subjects like Management, International Relations, Law, European History, Politics, Journalism and even Early Years Education are available.

It is even possible to take French as a minor subject alongside Medicine. People with foreign language skills, and European languages like French in particular, are needed in every area of work.

People with foreign language skills, and European languages like French in particular, are needed in every area of work.

SUBJECT WORKS WELL WITH

French complements any and all subjects, both during Sixth Form and in the Higher Education sector. Many students combine languages with Politics, History, Art, Finance, Business, or Economics. Students can even combine it with the sciences and Mathematics as a welcome contrast.

> A Level Geography has allowed me to gain invaluable insights into the world in which we live. I have learnt about the intricacies of contemporary issues, such as plastic pollution and climate crisis.

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Geography

Head of Department:
Mr E Harris
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A Level - Exam Board Edexcel

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.

COURSE ENTRY REQUIREMENTS

To take up the challenge and enjoy the rewards of Geography it is preferred that you will have achieved a grade 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. We follow the EDEXCEL 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 cycles, how the sea shapes our coastline, as well as how urban areas are regenerating and how the inter connectivity of our planet is changing over time. In the second year you will study the hazards posed by the tectonic process and how our globe has been effected by changes in health and disease. In each area of study you will consider the values and attitudes of decision makers, 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.

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 three exams, one physical, one human and one synoptic exam. Each exam 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

POSSIBLE CAREER PATHS

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.

EXTRA CURRICULAR/ 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 (usually in the city of Liverpool). 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

SUBJECT WORKS WELL WITH

Biology, Maths, Business.

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History

> "This is a really supportive department. Lessons are interesting. We are expected to work hard but the teachers make it fun."

Head of Department:
Mrs C Johnson
johnsonc@tahs.net

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.

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.
A grade 6 at GCSE History is preferred.
If you have not taken GCSE History then at least a grade 6 at GCSE English.

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

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 4000 words - 20% of A Level

POSSIBLE CAREER PATHS

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.

EXTRA CURRICULAR/OPPORTUNITIES

After school coursework club
History Ambassador
After school stretch and challenge club

SUBJECT WORKS WELL WITH

All other A Level subjects as it develops transferable skills such as:
- knowledge and understanding
- analysis
- ability to construct and articulate arguments

"It's both challenging and rewarding. You have to work hard if you want to do well but the teachers are really supportive."

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Mathematics

Head of Department:
Mrs R Ibbs
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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, design & technology and business.

COURSE ENTRY REQUIREMENTS

Students must achieve at least a grade 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.

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

Within these areas they 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.

POSSIBLE CAREER PATHS

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.

EXTRA CURRICULAR/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 can take part in the UKMT Senior Maths Challenge. Students are also encouraged to help out in lower school maths lessons as part of their Community service award.

SUBJECT WORKS WELL WITH

A Level mathematics not only supports students studying A Level courses in science subjects but also in subjects such as Psychology, Geography, Design & Technology and Business.

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"If you love Maths then you will love Further Maths!"

Head of Department:
Mrs R Ibbs
ibbs@tahs.net

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

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

Students will study Further Pure mathematics, mechanics and Decision maths.

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.

POSSIBLE CAREER PATHS

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.

SUBJECT WORKS WELL WITH

As well as studying A Level Mathematics and A Level Further Mathematics students often also study Physics and Chemistry or Biology.

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Music

Head of Department:
Mrs L Todd
todd@tahs.net

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

COURSE ENTRY REQUIREMENTS
A grade 6 in GCSE Music is preferred. 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.

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.

CORE SKILLS
Students will develop performance skills (solo and/or ensemble), compose music and learn about harmony. 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
Unit 1: 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.

POSSIBLE CAREER PATHS
The full A Level course 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.

EXTRA CURRICULAR/ 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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> The ethics portion of the course is particularly applicable to the everyday moral landscape debating subjects such as the environment, racism, sexism, medical ethics. It's important to understand ethical theories such as Utilitarianism (e.g. train track problem) when looking at Brexit vote percentages 49% vs 51% and why it doesn't always work...it is interesting to look at where philosophers of religion are getting their ideas from and the course gives you an idea of the diversity of religious opinion in itself. I really enjoyed this subject and although there was a lot to know this kept my brain constantly going as you're forced to reassess or justify why you think the way you think.

Philosophy and Ethics

Head of Department: Mrs R Lindsay
lindsay@tahs.net

A Level - Exam Board Edexcel

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 and the impact of these issues on modern Christianity.

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.

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.

CORE SKILLS

- Critical thinking
- 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 its impact in the modern world.
Ethics
Environmental Ethics
Equality
Utilitarianism and ethical theories
War and Peace
Sexual Ethics
Ethics and Language
Religion and morality - do we need religion to be good?
Medical Ethics.
Philosophy
Design Argument - arguments for the existence of God
Religious Experience - does it make sense?
The problem of evil - why too bad things happen?
Religion and Language
Religion and Life after death?
Religion and Science.
Modern Christianity
Beliefs about God
Religion, art and expression
Atheism and the challenge to religion
New developments in Christianity
Religion, equality and Gender
What place does religion have in society now?

POSSIBLE CAREER PATHS

Law, medical research, Social work, Publishing, Media and Communications, Human Resources, Journalism, Politics.

EXTRA CURRICULAR/ OPPORTUNITIES

Lessons from Auschwitz visit.

SUBJECT WORKS WELL WITH

History, Geography, English, Psychology.

> It's hard in a good way because it's so rewarding when you get it.
>
> In Physics, the teachers are really supportive, both in and out of class time.

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Physics

Head of Department:
Mr L Melland
melland@tahs.net

A Level – Exam Board OCR

Physics is about exploring the world; how it works, how it came into existence and predicting how it will behave in the future. If you are looking for an interesting and rewarding A Level subject that will have wide currency when it comes to applying for Higher Education, then Physics could be the answer.

COURSE ENTRY REQUIREMENTS

For separate science GCSE level 6 in Physics is preferred, for combined science 7-7 is required.

Students with grades not meeting criteria are subject to Head of Department approval.

In addition, students will require Grade 6 or above in GCSE Mathematics. While it is not essential, students who also study Mathematics at A Level often find the mathematical aspects of the course less challenging.

CORE SKILLS

The course is taught with a focus on practical work throughout and lessons typically involve a blend of student led practical work, demonstrations, discussion and guided problem solving. Students are also expected to complete a substantial amount of independent practice in problem solving. A reasonable proficiency in mathematics is required, along with the ability visualise abstract concepts and apply prior learning to new applications.

ASSESSMENT

There are 3 examinations at the end of year 13.

Modelling Physics (2hr 25min)

Exploring Physics (2hr 25min)

Unified Physics (1hr 30min)

Practical work is assessed throughout the course as skills are developed however this doesn't affect the final grade.

The topics covered are:

Year 12:
Mechanics, Energy, Materials, Waves, Thermal Physics, Electricity, Capacitors and Quantum Physics

Year 13:
Circular motion, Oscillations, Gravity and Astrophysics, Fields, Nuclear and Particle Physics, Medical Physics.

POSSIBLE CAREER PATHS

A Level Physics is usually considered an essential prerequisite to further study in Engineering and the Physical Sciences including Physics, Astrophysics and Medical Physics. It is also highly desirable in a wide range of careers and Higher Education pathways including Medicine, Architecture, Geology and Chemistry. As a means of showcasing your ability to think logically, solve problems and apply mathematical techniques, A Level Physics is also well respected in a host of other less obvious career options. In recent years, our A Level Physics students have gone on to study degrees such as economics, agriculture, actuarial science, computer science and Higher Apprenticeships in Business.

EXTRA CURRICULAR/OPPORTUNITIES

In Year 12, students have the opportunity to attend a number of masterclasses and lectures held at the University of Birmingham. Students can also take part in bona fide original research through our affiliation with the Institute for Research in Schools. This year, students are completing research to identify targets for the James Webb Space Telescope, due to be launched in 2021.

In addition to the activities available in year 12, during year 13 students benefit from the option of a particle physics residential trip to visit the Large Hadron Collider at CERN in Geneva. For those students considering applying to study Physics, Engineering and related Sciences at competitive universities, a course of weekly 'stretch and challenge' afterschool problem classes are provided in Autumn.

SUBJECT WORKS WELL WITH

Maths, Further Maths, Chemistry, Biology, Design & Technology

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Psychology

Head of Department:
Mrs L George
george@tahs.net

A Level – Exam Board AQA

Psychology is a new and exciting subject about our thoughts, feelings and behaviours. You will ask questions such as does cannabis cause schizophrenia? What makes a serial killer? And if the experiences you had before the age of five really do shape the person you are today?

COURSE ENTRY REQUIREMENTS

- 5 in English & Maths and one Science at GCSE
- 5 GCSE passes
- Enthusiastic
- Open Minded
- Hard working

In year 12 you will study a range of topic areas in psychology including how others influence us, how we remember and why we forget, how we form attachments, biopsychology, psychological illness, research methods, approaches, issues and debates. In year 13 you are likely to study schizophrenia and forensic psychology.

CORE SKILLS

A Level Psychology will give you an understanding of the way people think and why people behave in certain ways. Through studying Psychology you will understand how to read scientific research articles and how to describe this research. You will develop communication, 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

At A Level there are three exams, each account for one third of your A Level. The three exams last 2 hours and are worth 96 marks each. The exams consist of multiple choice, short answer and extended writing questions.

POSSIBLE CAREER PATHS

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, business, nursing 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.

EXTRA CURRICULAR/OPPORTUNITIES

Throughout the two years there will be opportunities for educational visits and guest speakers. 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.

SUBJECT WORKS WELL WITH

Psychology is wide ranging course that compliments almost any combination of subjects.

Pearson | BTEC

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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, Forensic 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 A Level.

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BTEC Extended Diploma in Health & Social Care

Head of Department:
Mrs L George
george@tahs.net

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 GCSE passes at grade 4-9
- You do NOT need to have studied Health & Social Care in years 10/11 to take this course
- Hardworking
- Enthusiastic
- Committed to completing coursework
- You must pass a DBS Criminal Record Check.

CORE SKILLS

You will study human development across the lifespan and how our life experiences affect us. You will also look at the different job roles and responsibilities of those working in the health and care sector and you will examine the different types of health care and social care and how these are applied to different individuals.

ASSESSMENT

There are 13 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.

POSSIBLE CAREER PATHS

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 extended certificate which is equivalent to one A Level which can be taken in combination with 2 or 3 other subjects.

EXTRA CURRICULAR/OPPORTUNITIES

You will be given opportunities to visit universities and health & social care settings.

BTEC Extended Certificate in Health & Social Care

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Head of Department:
Mrs L George
george@tahs.net

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 GCSE passes at grade 4-9 or merit in BTEC course
- 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. You will study human development across the lifespan and how our life experiences affect us. You will also look at the different job roles and responsibilities of those working in the health and care sector and you will examine the different types of health care and social care and how these are applied to different individuals.

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.

POSSIBLE CAREER PATHS

This course combines really well with sciences such as biology or social sciences such as Psychology 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.

EXTRA CURRICULAR/OPPORTUNITIES

There will be guest speakers from a range of health, care and education settings and you will be given opportunities to visit universities and health & social care settings.

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BTEC Extended Certificate in Information Technology

Head of Department:
Mr I Cartwright
cartwright@tahs.net

Exam Board: Pearson

Equivalent to 1 A Level, 2 year course

COURSE ENTRY REQUIREMENTS
Students could have previously successfully completed a GCSE in Computing at a 5 or higher or a GCSE ICT Grade 5 or higher or P2 in IT. You must have a clear interest in IT and its use within a business environment. Ideally you will be considering an aspect of IT for your further education or career.

The BTEC Nationals in Information Technology uses 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.

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.

Information Technology Systems (exam), Creating Systems to Manage Information (external timed set task), Using Social Media in Business & Data Modelling (coursework)

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
- Data Modelling – coursework

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.

POSSIBLE CAREER PATHS
College, University, Graduate Apprenticeships, work in the IT / Programming arena

EXTRA CURRICULAR/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.

idea.org - Nationally recognised digital literacy qualification.
STEM projects

SUBJECT WORKS WELL WITH
Other BTECs, English, Maths

BTEC Extended Certificate in Applied Science

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"I really enjoyed the BTEC course because it involved a range of different practical activities and has increased my confidence when working in the laboratory. The assessment module, which includes producing a portfolio of work, reduces the pressure of exams and allows work to be completed throughout the two years."

Head of Department: Mrs J North
north@tahs.net

Exam Board: EDEXCEL

COURSE ENTRY REQUIREMENTS
- 5 Grade 4-9 GCSE passes with a strength in Science and Maths.
- At least level 55 in Combined Science or 555 in Triple Science.
- A recommendation from your current science teacher regarding suitability, in particular, a proven record of completing course work.
- A strong work ethic and an enthusiasm for science.
- This is the equivalent of 1 A Level and will be taken in one option block.

The 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 learners who enjoy a more practical based approach to science and prefer portfolio based assessment rather than examinations.

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 to include:

Principles and Applications of Science
This is an examined unit which is divided up into biological, chemical and physical sciences. In biology, learners will study the ultrastructure of cells and how these cells are arranged into tissues and organs with an emphasis on the nervous system, respiratory system and muscles. In chemistry, learners will study periodicity and the properties of elements together with the production and uses of these substances. In physics, learners will study waves and their use in communication.

Practical Scientific Procedures and Techniques
This is internally moderated via a practical portfolio of evidence. Learners will be introduced to a range of quantitative laboratory techniques through extensive practical work to include calibration, chromatography, calorimetry and laboratory safety

Science Investigation Skills
This is an examined unit in which learners will cover the stages involved and the skills needed in planning a scientific investigation through a range of different activities:
How to record, interpret, draw scientific conclusions and evaluate

Physiology of Human Body Systems
This is internally moderated via a written portfolio of evidence. Learners will focus on the physiological make up of three human body systems (musculoskeletal, lymphatic and digestive), how the systems function and what occurs during dysfunction.

The Optional Unit will be biology based with an emphasis on three different systems : digestive, musculoskeletal, lymphatic

Mandatory Units include:
Principles and Applications of Science
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.

POSSIBLE CAREER PATHS
Science based degrees including physiotherapy. Sports based degrees including sports science and coaching. Degree level apprenticeships or jobs in science based industries

EXTRA CURRICULAR/OPPORTUNITIES
There will be the opportunity to use facilities at local universities and to gain practical 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.

SUBJECT WORKS WELL WITH
Biology, Chemistry, Physics, Mathematics, Psychology
BTEC Extended Certificate in Health and Social Care
BTEC Extended Certificate in Sport
BTEC IT

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> I enjoy the range of learning styles and assessments in BTEC Sport. I feel the skills learnt have benefitted my other subjects.

BTEC Sport Extended Certificate

Head of Department:
Mr C Barrow
barrow@tahs.net

Exam Board: Edexcel

COURSE ENTRY REQUIREMENTS:

Preferred - BTEC D equiv. Core Skills- Science, English and general sport knowledge

This course is the equivalent to 1 A-Level. It consists of 4 units - Anatomy & Physiology, Fitness Training & Programming, Professional Development In The Sports Industry and Fitness Testing 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.

CORE SKILLS

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

ASSESSMENT

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

Anatomy & Physiology, Fitness Training & Nutrition, Fitness Testing, Careers in Sport

POSSIBLE CAREER PATHS

Sport Science, Sport Development, Sport Coaching, Gym Instructor, Health Care, General Science.

EXTRA CURRICULAR/OPPORTUNITIES

Sport Performance, Coaching & Sport Science.

SUBJECT WORKS WELL WITH

Sciences, Health & Social Care, Psychology, BTEC IT or with any other courses.

This course is an excellent progression from BTEC Tech Sport, Activity & Fitness and is also suitable for anyone with an interest in the Sports Industry.

BTEC Level 3 National Diploma in Forensic and Criminal Investigation

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Head of Department:
Mrs J North
north@tahs.net

Exam Board: EDEXCEL

COURSE ENTRY REQUIREMENTS
• 5 GCSE passes at grades 4-9 with a strength in science and maths
• At least grade 55 in Combined Science or 555 in Triple Science
• A recommendation from your current science teacher regarding suitability, in particular, a proven record of work on time.
• A strong work ethic and an enthusiasm for science

BTEC National Diploma is the equivalent of 2 A Levels and will need to be taken in two option blocks. One of these option blocks will be taught alongside the BTEC Applied Science. Learners will complete 6 Mandatory Units and 2 Optional Units chosen by the teacher. Four of the units are the same as the BTEC Applied Science and will be taught in conjunction with this course (please see details under this subject). The other four units include:

Forensic Investigation Procedures in Practice
This is an internally moderated unit with a strong practical emphasis. Learners develop techniques in collecting, analysing and reporting chemical, physical and biological evidence during forensic investigations.

Applications of Criminology
This is an examined unit in which learners examine selected theories of criminology that are used to explain, measure and tackle crime and criminal behaviour in England and Wales.

Criminal Investigation Procedures in Practice
This is an examined unit in which learners will study the legal framework, criminal law and techniques used during criminal investigation. Learners develop communication skills and experience while giving evidence in a mock trial.

Forensic Genetics
This is an internally moderated unit in which theoretical understanding of heredity and genetic engineering is combined with their practical application to forensic 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:
• 3 externally assessed units worth 46% of the total award
• 5 internally moderated units worth 54% of the total award

COURSE CONTENT
Students will complete 6 Mandatory Units and 2 Optional Units chosen by the teacher.

THE MANDATORY UNITS INCLUDE:
Unit 1: Principles and Applications of Science I
Unit 2: Practical Scientific Procedures and Techniques
Unit 3: Science Investigation Skills
Unit 4: Forensic Investigation Procedures in Practice
Unit 5: Applications of Criminology
Unit 6: Criminal Investigation Procedures in Practice

ADDITIONAL OPPORTUNITIES
There will be the opportunity to use facilities at local universities and to gain practical 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.

POSSIBLE CAREER PATHS
Degree level courses in forensic science, Police officer, Criminology, Criminal justice

EXTRA CURRICULAR/OPPORTUNITIES
Students will take part in a wide range of visits to local universities in order to make use of their laboratory facilities and crime scene houses. They will also have the opportunity to visit a real courtroom in order to prepare for their mock trial.

SUBJECT WORKS WELL WITH
Biology, Chemistry, Physics, Mathematics, Psychology

Art and Photography work by
Sixth Form students

Notes

'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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