




ASSOCIATED SIXTH FORM

ST AIDAN'S & ST JOHN FISHER, HARROGATE



2017

Welcome

A group of students in school uniforms are sitting around a wooden picnic table outdoors. They are focused on their work, with some looking at papers and others writing. The background shows green foliage and a brick building. The scene is bright and sunny.

The continuing success of the Association is firmly rooted in the shared Christian ethos and values of the two schools. We seek to enable all our young people to gain the skills and confidence needed to enrich their own lives and the society in which they live. We believe that the Associated Sixth Form is a very special place in which to grow and learn and we are proud of what we can offer to both new students and existing students in our schools. We hope that you will enjoy exploring all that we have to offer.

Courses



GCE A Level Courses

Ancient History	10
Art & Design: Fine Art	11
Art & Design: Graphic Communication	12
Art & Design: Art Photography	13
Biology.....	14
Business	16
Chemistry	17
Computer Science.....	18
Dance.....	19
Design Technology: Product Design - Fashion and Textiles.....	21
Design Technology: Product Design - 3D Design	22
Drama & Theatre	23
Economics	24
English Language	25
English Literature.....	26
English Language & Literature	27
French.....	28
Geography	29
Geology.....	30
German.....	31
Government & Politics	32
History.....	34
Mathematics.....	38
Media Studies	39
Music.....	40
Music Technology.....	41
Physical Education.....	43
Physics	44
Psychology	45
Religious Studies	46
Sociology.....	48
Spanish	49
Statistics.....	51

LEVEL 3 Applied Courses

AQA Certificate and Extended Certificate in Applied Business	15
WJEC Certificate and Extended Certificate in Food Science and Nutrition.....	20
OCR Cambridge Technicals Certificate and Extended Certificate in Health and Social Care.....	33
OCR Cambridge Technicals Introductory Diploma in IT.....	35
BTEC National Certificate and Extended Certificate in Performing Arts.....	42
AQA Certificate and Extended Certificate in Applied Science	47
BTEC Diploma in Sport (Double Award)	50
BTEC Extended Certificate in Travel and Tourism	52

Other Courses

Core Maths.....	53
GCSE Mathematics and English.....	53
Extended Project Qualification	53



Mr J Wood BA PGCE
Headteacher – St. Aidan's



Mr R Pritchard BSC (Hons), LTh
Headteacher – St John Fisher

Introduction



Unique...

The Associated Sixth Form was created in 1973 as a unique venture in ecumenical education. Its aim is to provide a Christian environment in which all students who wish to remain at school beyond the age of 16 are given the opportunity to fulfil their academic potential. This is achieved by pooling the resources, staff expertise and experience of two outstanding schools for the benefit of all Sixth Form students.

Varied...

Courses are offered at GCE Advanced, Level 3 Applied and BTEC Diploma and GCSE Levels. Last year 374 students advanced to Higher Education. With so many students between St. Aidan's and St John Fisher, the Associated Sixth Form can offer a rich diversity of choice. The Association can also offer opportunities for students to work on extended projects and to be involved in a wide range of enrichment activities.

Students enter not only from St. Aidan's and St John Fisher, but also from more than 40 other schools in any one year. We believe that such a wide and varied intake helps to enrich the life of all students. It certainly provides all entrants with a challenge and the impetus of a fresh start. The evidence suggests that this experience is of great benefit when students make the transition from school to university.

Associated...

The St. Aidan's and St John Fisher school sites are close together and teaching is shared between the schools. Students meet in lessons, common rooms, assemblies and combined sporting and social activities. All students undertake a broad programme of non-qualification studies including religious studies, economic development and pastoral issues. Both schools provide vital research facilities with a full range of books and periodicals and Internet access aimed particularly at Sixth Form courses. An additional state-of-the-art Study Centre is available exclusively for Sixth Form students to facilitate independent work and there are also Sixth Form Centres for the brief periods of leisure time.

Representative...

Staff and students at each site elect representatives from whom the Head Boy and Head Girl are chosen. These committees have become essential to the successful leadership of both the Sixth Form and the two schools; their members gain invaluable understanding of management and provide a welcome influence at school events.

Creative...

Students manage their own facilities and organise sports, musical and dramatic events. They also participate in service to the community, in fund raising for local, national and international charities, in helping staff in the running of school activities and in assisting within lessons, particularly in relation to those pupils with special educational needs.



Successful and popular...

Ofsted have reported that the Sixth Form provides an outstanding all-round education with exceptionally high-quality teaching for students whose attitudes to learning are superb.

Parental and student feedback has included the following comments:

"...moving here for Sixth form was the best decision I have ever made! Thank you for letting me grow as a person and giving me the confidence to step out into the adult world..."



"...we are delighted with her effort and achievement and give grateful thanks to you for developing a shy and less than confident child into an articulate and strong-minded young woman..."

"...thanks for the care and dedication; he could not have had a better springboard into higher education in any other place..."



"...the Associated Sixth Form has supported me and my aspirations brilliantly and it has helped me grow into the person I have become..."

"...we have been absolutely thrilled with what a newcomer has gained by being part of the Associated Sixth Form..."

"...over the past two years I've made lifelong friends. The Associated Sixth Form is something special and I'm going to miss it..."



Aims and values

Our principal concern is the welfare and progress of each individual member of the Sixth Form. We take equal pleasure in those whose pass grades secure qualification for a career as in those 424 students who last year gained an A grade. Each student becomes attached to a Senior Tutor and a Registration Group. The Senior Tutor supports all aspects of the student's academic progress and personal development: in this way we seek to provide individual, personalised support within the context of a large scale organisation. The quality of working relationships in the Association is exceptional and complements the academic standards achieved.

There are regular assemblies, and Registration Groups also provide a gathering for sharing information, support and thoughts or prayers for each day. In these ways we seek to reinforce the values and self-discipline that will be important to students as they proceed into the less-structured environment of Higher Education or employment.



Informed choices

A team of experienced advisors within the Careers Department helps each prospective Sixth Form student select his or her course wisely. We give practical support to every student to be aware of the implications of their chosen course and, once in the Sixth Form, students are encouraged to discuss issues of concern in a frank yet confidential manner with their Senior Tutor.

- Help with course selection begins in Year 11 with careers lessons, interviews with Careers Advisors and discussions with subject teachers and Sixth Form Senior Tutors
- Students from schools other than St. Aidan's and St John Fisher are most welcome to visit the Associated Sixth Form
- Our confidence in the wisdom of our students is expressed in the annual 'Forum' when Year 13 students provide detailed explanation of what the individual requirements for success are in each of the subjects we offer
- The Sixth Form Information Evening provides further opportunity for students and parents to explore course options with subject specialists
- During the application process there are meetings for prospective students and parents prior to provisional choices of courses being made and each student is interviewed individually
- An induction event for St. Aidan's and St John Fisher Year 11 students and a Prospective Sixth Form Student Conference for those who wish to enter the Associated Sixth Form from other schools are held in the latter part of the summer term, after GCSE examinations are over, so that all students can see the facilities available and learn about the expectations of the Associated Sixth Form
- After the examination results are published, but before the beginning of the new school year, we ask all students to come to school to discuss the final arrangements for their courses and to arrange individual timetables to suit their particular needs. These consultations usually take place during the last few days of the summer holidays



Where am I?

You are now at a crossroads in your life and the decisions you make will probably influence the whole course of your career.

You have the opportunity to enter the Associated Sixth Form which offers a wide range of both new and familiar subjects and has a proven record of academic success. Most students will go on to obtain degrees, higher qualifications or management training; the rich variety of positions achieved by last year's leavers is printed towards the end of this prospectus. Ahead of you lies an exciting challenge which involves the discovery of academic individuality, freedom and responsibility, new friends and differing religious ideas. You will have to work hard, while being encouraged to lead a full and varied life.

Where am I going?

First of all you need to think about your choice of subjects. Consider the following:

- Your proven success in previous subjects
- Your realistic wish to qualify for a specific career or degree course
- Your need to make the best use of the one or two years before you can apply for a career (e.g. the Police Force)
- Your need to improve personal or social skills in preparation for job applications
- Your uncertainty about what your future may bring but your awareness that higher qualifications should mean a better choice of careers
- Your confidence in the advice of your teachers or parents that you have the ability to improve with further studies
- The fact that something like illness may have disrupted your studies in the past so that you need more time to prove yourself

How can I get there?

We aim to find a beneficial course of study for each student who is prepared to work hard for success. Our policy is to find the best possible mix of subjects available to advance the education and career prospects of each individual.

Our entry procedure allows for discussion between students and subject teachers and this can lead to programmes of study for one, two or three years. We have found that there is not always a natural progression from GCSE to A Level, therefore each course carries a specified entry requirement: experience suggests that success at A Level normally requires grade B or grade 5 ability in at least one GCSE subject, though some courses will require evidence of a wider range of skills and attainment. The GCSE level courses are open to all who are really determined to improve on their previous results.



Post-16 qualifications have undergone significant changes in recent years and our curriculum offer has altered in order to reflect these developments whilst continuing to provide the best support for our students.

A Levels are now two-year linear courses with final assessments at the end of Year 13. Students' progress will be assessed in school throughout Years 12 and 13 rather than in the discrete AS Level qualifications at the end of Year 12.

Our Applied courses favour a more practical or project-based approach to study overall, although the revised courses do include more examination assessment than was the case in previous models. In most cases, Applied courses include some formal assessment in Year 12 which can lead to a certificated qualification half way through the course. As with A Levels, Applied qualifications are endorsed by Higher Education institutions and carry UCAS tariff points. Whilst some universities favour traditional A Level courses, most are receptive to the benefits for some students of Applied courses, which are more closely related to the world of work and develop skills such as presentation, teamwork and independent research.

From September, students will choose three A Level or Level 3 Applied courses for their core programme in the Associated Sixth Form, although students with a suitably strong GCSE profile are encouraged to pursue a fourth subject. This core programme will be supplemented by another option, for example an Extended Project Qualification or other supporting Level 3 course such as Core Mathematics which will be endorsed by universities but will carry fewer UCAS tariff points than A Level.

In selecting their courses, it is possible for students to specialise in preparation for routes in to careers in Business, Law, Education, Veterinary Science, Medicine or other healthcare professions. There is significant additional support available for such areas from our expert Careers Department throughout students' time with us. Whichever courses are being considered, flexibility is an important aspect of our approach to the curriculum: by offering the widest possible range of courses we do all we can to accommodate the needs of the individual student.

Our non-qualification curriculum provision includes regular sessions under the heading EEP (Employment, Enrichment and Pastoral) which covers topics such as religion and society, politics and current issues of scientific progress. These sessions are supported by visiting speakers from leading organisations and encourage students to prepare for life beyond school.

In addition, all students follow a tutorial programme led by their Senior Tutor which is a part of the unique pastoral and academic support provided in the Association. The programme includes focus on study skills and organisation in addition to regular reviews of academic progress and extensive involvement from our Careers Department to support students in making their post-18 choices.

Qualifications for Entry

The Associated Sixth Form offers a broad range of courses to suit students of different abilities and aspirations. To ensure that each student has the best opportunity to succeed in his or her chosen curriculum we have general entry criteria laid out below. However, flexibility is available in some cases, for example where a student with strengths in the creative arts evidenced at GCSE but with lower grades in other areas would not be excluded from appropriate A Level courses. Students will also be expected to study Mathematics and English for GCSE re-sits in Year 12 if they have not attained at grade 4 or higher in Year 11. These issues would be explored at interview following applications and again at enrolment after the issue of GCSE results.

OVERALL REQUIREMENTS FOR SIXTH FORM ENTRY	
Four A Level courses	A minimum of six grades at A*/A (or grade 7 or above in Mathematics and English)
A Level courses	A minimum of five grades at B (or grade 5 in Mathematics and English) at GCSE depending on individual course requirements.
Combination of A Level courses and Applied courses	From two B grades (or grade 5 in Mathematics and English) and three C grades (or grade 4 in Mathematics and English) to five C grades (grade 4 in Mathematics and English) at GCSE depending on individual course requirements.
Applied courses	Four C grades (grade 4 in Mathematics and English) at GCSE

The subject pages which follow indicate specific requirements for each course.

Course Choice

- Employers and tutors see GCSE English and Mathematics qualifications as a benchmark: students who do not achieve grade 4 in these subjects must include re-sit GCSE or equivalent courses as part of their Associated Sixth Form programme
- Some courses involve a balance of coursework and examination units: students should consider which option presents their best chance of success
- It is possible to complete four subjects to A Level alongside an Extended Project Qualification or other supporting Level 3 course
- Selective universities require qualifications in subjects that would support study at degree level, (e.g. Mathematics for Economics or Psychology), and may discourage the study of two courses with potential overlaps in content, (e.g. Business and Economics)
- Students with a high academic profile but who are unsure of their future direction should consider choosing at least two 'facilitating' subjects: English, Mathematics, History, Physics, Biology, Chemistry, Geography and Modern Languages

Practical Issues

- All students are expected to register at 8.45am and to be on site until 3.35pm daily
- Students meet regularly with their Senior Tutors to ensure that the best possible pastoral and academic support is provided
- Students are required to remain in school to work during Private Study periods
- Most students are taught in both schools

Extra Time

Students are expected to use at least one period a week engaged in the pursuit of an extra commitment. The aims of the programme are to enable students to undertake physical or practical activities, to develop a healthy attitude towards the use of leisure as a life skill, to stimulate and develop interests, and to provide an opportunity for social integration between students and staff.

It is possible for students to undertake some form of community service, including help with the teaching of younger pupils with special needs. This is encouraged and may take place either in Private Study time or at another time by arrangement with individual teachers.



Ancient History

Entry Requirements

A background in Latin or Classics is an advantage but not essential. For those students who studied History at GCSE a B grade is the minimum requirement to be able to cope with the demands of this subject. Similarly, a grade 5 in English Literature is also required.



What will I do on the course?

YEAR 12

Unit 1: Greek History from the original sources

An introduction and examination of ancient Greek sources and a chance to develop skills of analysis and evaluation of historical evidence. Students look into the society and history of ancient Sparta, a unique city within ancient Greece.

Unit 2: Roman History from the original sources

An introduction to ancient Roman history and dealing with complex literary and archaeological sources and to develop analytical skills. Students will examine the history of Roman Britain considering the impact of the Roman invasion of Britain and the Romanisation of Britain.

YEAR 13

Unit 3: Greek History: Culture and Conflict

A more developed study of the ancient texts exploring in detail the features of ancient literary sources. Students will examine Greek history in an extended depth study, focusing on the details of the Greco-Persian wars according to the text of Herodotus.

Unit 4: Roman History: The Use and Abuse of Power

A more focused study investigating the ways in which the Roman emperors controlled and expanded the Roman Empire, utilising literary and archaeological sources. Students will examine the ruling and administration of the Roman Empire.



How is the course assessed?

It is anticipated that Units 1, 2, 3 and 4 will be assessed as two separate written examinations in the summer of Year 13 and each will account for 50% of the total A Level. Please speak to the History Department for more up to date details regarding the reforms.

What can I do with this course?

Ancient History is a highly academic and challenging A Level course suitable for students wishing to study related subjects such as Archaeology, Ancient History or History itself at university. It requires a willingness to study ancient texts in depth and undertake research into Ancient Rome and Greece. It represents an alternative for those who enjoy History but would like to learn about something other than modern history; it requires dedication and application as independent study is an integral demand of the subject.

"The teachers have helped us all to grow into the best versions of ourselves, as we embrace not only our own talents and aspirations but also the many different talents of our friends and peers around us..."

Additional information

Please note that the final specifications for this course, confirming details of content and assessment, are due to be approved during the Autumn Term 2016. Any significant alterations or additions to the course outlined above will be available at the Information Evening in February 2017.

Art & Design

(Fine Art)

ASSOCIATED
SIXTH FORM

Entry Requirements

Grade B in GCSE Art is preferred. It is possible to take Art in the Sixth Form without Art GCSE but you should contact the department head to discuss this. Proof of your potential (i.e. artwork you have completed) will be required.



What will I do on the course?

Art at A Level is a diverse course which requires students to think for themselves and show initiative and enthusiasm. Students will be able to work in one area in depth, or several areas which demonstrate breadth. Students will have access to producing many types of Painting, Printmaking, Sculpture, Installation art, and Photography. As far as possible the course can be tailored to the interests of the student although certain criteria are common to all projects. These are:

- Providing detailed studies, which help support idea development and improve technique
- Exploring the work of recognised artists or designers in order to enhance their own work. Some of this should be done by visiting galleries/exhibitions
- Developing ideas and exploring media
- Putting together outcomes for exhibition in a chosen medium

The course will provide students with the opportunity to progress their creative skills through the exploration of a wide range of materials. This will be done whilst developing a variety of techniques and will ultimately result in students producing an extensive portfolio of work. A range of artists and craftspeople, both contemporary and from the past, will be introduced in order to further support the development of work. Each year we submit the maximum allowed (10) pieces of work to a selection panel to be judged for the National Students Art Exhibition in the Mall Galleries London. Last year we got all 10 pieces of our A Level students work exhibited in Central London.

How is the course assessed?

Component 1: Personal Investigation - 60% of A Level

Students undertake a practical investigation into an idea, theme, issue or concept. This is supported by written material, a piece of continuous prose of a minimum of 1000 words. The focus of the investigation will be identified independently by the student and will lead to a finished outcome or outcomes (a final piece or pieces of work). The investigation will demonstrate the ability of the student to develop a cohesive line of argument whilst evidencing their practical skills. A wide range of techniques will be explored using materials appropriate to the student.

Component 2: Externally set assignment - 40% of A Level

Students will be provided with an externally set question paper which consists of a choice of several questions to be used as starting points. Students are required to choose one of these questions as the focus for their investigations. The themes are broad and cover a range of interests. The question papers will be provided on 1st February or as soon as possible after this date. Following a preparatory period students will undertake 15 hours of unaided supervised time in which they will develop an outcome or a series of outcomes.

What can I do with this course?

Most students move on to do a foundation course (one year pre-degree) at either Harrogate, Leeds or York. However, some apply for Architecture, Art History or a Fine Art Degree Course or for teacher training with an Art specialism. Students then proceed from a foundation course onto a degree course in one of the following areas, to name but a few: Fine Art, Graphic Design, Interior Design, Fashion, Animation, Furniture Design, Textiles or Visual Communication.

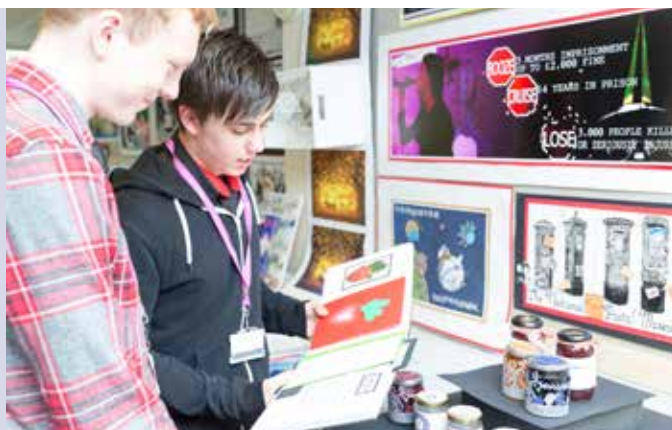


Art & Design

(Graphic Communication)

Entry Requirements

GCSE Grade B in either Fine Art or Art Graphics is preferred. It is possible to take Art Graphic Communication in the Sixth Form without a GCSE in Art but you should contact the department head to discuss this. Proof of your potential (i.e. artwork you have completed) will be required.



What will I do on the course?

Art Graphics students need to be well motivated and capable of working independently to a given brief. Taking the initiative and developing a personal response are central to the course. This can be achieved through the use of a wide range of media including Illustration, Photoshop, CAD, animation, paper engineering and Photography.

Students will learn about key features, interpreting a design brief, communicating a visual message succinctly and refining imagery to its final outcome. Access to an A0 printer allows for the production of professional quality posters, banners and other imagery.

The course will provide students with the opportunity to progress their creative skills through the exploration of a wide range of materials. This will be done whilst developing a variety of techniques and will ultimately result in students producing an extensive portfolio of work.

The department has connections with commercial Graphic Designers who provide inspirational advice and support. This allows students to understand how to interpret a given brief presented by the client as well as working under the pressure of deadlines.

How is the course assessed?

Component 1: Personal Investigation - 60% of A Level

No time limit

Students will undertake a practical investigation into an idea, theme, issue or concept. This practical work will be supported by written material. The focus of the investigation will be identified independently by the student and will lead to a finished outcome (a final piece of work). The investigation will demonstrate the ability of the student to develop a cohesive line of argument whilst evidencing their practical skills. A wide range of techniques will be explored using an appropriate range of materials.

Component 2 : Externally set assignment - 40% of A Level

Preparatory period followed by 15 hours supervised time

Students will be provided with an externally set question paper consisting of a choice of eight questions to be used as starting points. Students are required to choose one of these questions as the focus for their investigations. The question papers will be provided on 1st February or as soon as possible after this date. Following the preparatory period students will undertake 15 hours of unaided supervised time in which they will develop an outcome or a series of outcomes.

What can I do with this course?

Our students go on to follow a wide range of degree courses in Graphic Design, Illustration, Architecture, Animation, Fashion Design, Three Dimensional Design, Galleries and Teaching. Many have then received prestigious offers beyond their university degrees and subsequently gained employment at the highest level in the world of work.



Art & Design

(Photography)

ASSOCIATED
SIXTH FORM

Entry Requirements

A GCSE in Fine Art or Graphic Communication would be useful but an enthusiastic interest in art, craft and design is vital.

Students must own a digital SLR/compact camera and universal card reader.



What will I do on the course?

Photography will enable students to be creative and explore the world around them in their own way. They will be introduced to the knowledge, skills and attributes they need to think creatively and explore the many ways in which a photograph can represent reality. Students must be ready to develop their intellectual, imaginative and creative capabilities over the course and be capable of organising themselves and value working individually and as part of a team.

Students will work in one or more areas of lens-based and light-based media such as those listed below. They may explore overlapping and combinations of areas:

- Portraiture
- Landscape photography (working from the built or natural environment)
- Still Life photography (working from natural or manufactured objects)
- Documentary photography, photo journalism, narrative photography, reportage
- Fine Art photography, photographic installation
- Photography involving a moving image, (television, film and animation)
- New media practice such as computer manipulated photography and photographic projections

On this course you will develop:

- The ability to explore formal elements of visual language; line, form, colour, tone, pattern, texture, in the context of lens-based and light-based media
- Awareness of different ways of working as appropriate to their chosen area(s) of study
- The ability to respond to an issue, theme, concept or idea, or working to a brief or answer a need in photography
- Appreciation of viewpoint, composition, aperture, depth of field, shutter speed and movement
- Appropriate use of the camera, lenses, lighting and filters in your chosen area(s) of photography
- Understanding of techniques relating to the production of photographic images and presentation and layout

How is the course assessed?

Component 1: Personal Investigation - 60% of A Level

No time limit

Students will undertake a practical investigation into an idea, concept, issue or theme. This practical work will be supported by a written element of 1000-3000 words and can be in the form of an essay or a journal. The focus of the investigation will be identified independently by the student and research, development of ideas, experiments and the journey of the idea to a final outcome(s) will be recorded in a physical or digital sketchbook.

Component 2: Externally set assignment - 40% of A Level

Supervised time 15 hours

Students will be provided with an externally set question paper offering a choice of eight questions to be used as starting points. Students are required to choose one of these questions as the focus of their investigations. The question paper will be provided on 1 February or as soon as possible after this date. Following the preparatory period students will undertake 15 hours of unaided supervised time in which they will develop a personal outcome(s).

What can I do with this course?

Our students have gone on to study a wide range of courses at Art College and university, including Fashion, Graphic Design, Marketing and Advertising.

"Photographs open doors into the past, but they also allow us to look into the future" - Sally Mann

Entry Requirements

Grade B in GCSE Separate Science Biology or a grade A in GCSE Additional Science (Coordinated Science). A grade 5 in Mathematics due to the significant numeracy demands of the course, and a grade 5 in English, due to the extended writing aspects, are also expected.



What will I do on the course?

YEAR 12

- Biological molecules**
 The structure and role of carbohydrates, lipids and proteins; DNA and RNA; ATP and water
- Cell Structure**
 Detailed features of animal, plant and bacterial cells, and viruses; DNA replication and mitosis; how molecules get across membranes; the immune system and vaccination
- Exchange and Transport**
 Gas exchange in mammals, insects and fish; digestion in mammals; the circulatory system, (heart, blood vessels and haemoglobin); transport of water and sugars in plants
- Genes and Variation**
 Genes and chromosomes, protein synthesis and the effect of mutations. Cell division by meiosis, genetic diversity and classification and biodiversity within communities
- Practical Skills**
 Students do regular practical work to develop essential skills and understanding. These include 6 compulsory tasks set by the examination board, on the basis of which practical and analytical skills are assessed as part of the end of year written examinations

YEAR 13

- Energy Transfers**
 Biochemistry of photosynthesis and respiration; energy flow through ecosystems and nutrient cycles
- Response and Control**
 Response to stimuli in animals and plants including the nervous system and control of heart rate in mammals. Muscles and homeostasis in mammals, including the control of blood glucose and kidney function
- Genetics and Populations**
 Genetic crosses and population genetics as well as evolution and speciation. Factors affecting distribution of organisms, succession and conservation

- Control of Gene Expression**

How gene expression is controlled; cancer and DNA technology

- Practical Skills**

As with the Year 12 course, students will do further practical activities to include 6 compulsory tasks which will be assessed as part of the end of year written examinations

How is the course assessed?

Three 2 hour written examinations at the end of Year 13.

Paper 1 assesses the four Year 12 topics and practical skills - 35% of A Level

Paper 2 assesses the further four A Level topics and practical skills - 35% of A Level

Paper 3 assesses all eight topics and practical skills - 30% of A Level

What can I do with this course?

The A Level Biology course provides a coherent and thorough understanding of Biology and its relevance to areas like modern medicine and gene technology. The course is very popular, with around 170 students taking the subject in Year 12.

Many Biology students go on to study Biology or related courses at degree level. These include applied courses such as Medicine, Veterinary Science, Physiotherapy, and Nursing; as well as pure Biological Sciences.



Applied Business

Entry Requirements

Grade 4 or above in English and Mathematics. If GCSE Business Studies has been taken, then at least a grade C is required.



What will I do on the course?

This qualification is aimed at students who are in full time Level 3 education and wish to progress to higher education and/or pursue a career in business and business related subjects. It is a substantial vocational qualification which provides a broad and deep understanding of business knowledge and skills to support progress to higher education and is suitable for learning alongside other Level 3 and A Level qualifications.

The qualification can also prepare students to take up employment in business and entrepreneurship: it develops the fundamental knowledge and skills recognised as most important by employers. Students are assessed not only on knowledge and understanding but on how these can shape their practical skills in beginning to realise their own plans about business.

Students will learn about the way in which any venture in business is a function of the relationship between its people, its marketing, its finance and its ability to deliver operationally on its commitments.

The modules studied are:

- Financial Planning and Analysis
- Business Dynamics
- Entrepreneurial Opportunities
- Managing and Leading People
- Developing a Business Proposal
- Marketing Communications

Students of Business need to be well motivated and capable of organising themselves and others. They need to be able to manage their time effectively in order to meet the deadlines required for the submission of portfolio work.

How is the course assessed?

Upon successful completion of the first year units, the student will be eligible for the award of a Level 3 Certificate. Upon successful completion of the first and second year units, the student will be eligible for the award of the Level 3 Extended Certificate, broadly equivalent to one A Level.

Assessment will be by a combination of :

Internally assessed portfolio - 3 units of qualification

External examinations - 2 units of qualification

Externally assessed portfolio - 1 unit of qualification

The overall qualification is graded as Pass, Merit, Distinction and Distinction*.

What can I do with this course?

This course enables students to study a wide range of business related courses in Higher Education and the vocational nature prepares students to work in business. By working closely with employers and professional bodies to design, structure and concept test these new qualifications, students can be confident in gaining a qualification which will maximise their progression opportunities, fully preparing them for employment, advanced or higher apprenticeship, or further study at university.

"I love the Associated Sixth Form and moving here was the best decision I have ever made! Thank you for letting me grow as a person and giving me the chance to step out into the adult world..."

Entry Requirements

Grade 5 or above in English, Mathematics and grade B in another essay based subject. GCSE Business is not essential but if taken at GCSE, at least a grade C would be required.



What will I do on the course?

This qualification introduces students to the world of business through building knowledge of core concepts and applying them to business contexts to develop a broad understanding of how businesses work. Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

This course is aimed at those students wishing to study business in an academic context.

COURSE CONTENT

YEAR 12

- What is Business?
- Managers, leadership and decision making
- Decision making to improve marketing performance
- Decision making to improve operational performance
- Decision making to improve financial performance
- Decision making to improve human resource performance

YEAR 13

- Analysing the strategic position of a business
- Choosing strategic direction
- Strategic methods: how to pursue strategies
- Managing strategic change

How is the course assessed?

Paper 1

Written examination: 2 hours based on all content - 33.3% of A Level

Three compulsory sections:

Section A has 15 multiple choice questions

Section B has short answer questions

Sections C and D have two essay questions (choice of one from two)

Paper 2

Written examination: 2 hours based on all content - 33.3% of A Level

Three data response compulsory questions made up of three or four part questions

Paper 3

Written examination: 2 hours based on all content - 33.3% of A Level

Questions based on one compulsory case study

What can I do with this course?

This qualification provides an opportunity for students not only to gain academic knowledge of Business and Management but also to provide a wide range of skills including problem solving, team-working, research and data interpretation to name a few. An A Level in Business provides a strong platform in which to study a wide range of business and management related courses for those students wishing to continue their education at either University or college. In addition many of our students progress straight into work place apprenticeships or full time employment.

Chemistry B

ASSOCIATED
SIXTH FORM

Entry Requirements

Grade B in GCSE Separate Science Chemistry or a grade A in GCSE Additional Science (Co-ordinated Science).



What will I do on the course?

The course is built around 10 Teaching Units. These are:

- The Elements of Life - the study of elements and compounds in the universe, the human body and in salt deposits.
- Developing Fuels - the study of fuels, what they consist of, how energy involved in their combustion is measured and the contributions that chemists make to the development of better fuels.
- Elements from the Sea - the study of the extraction of halogens from minerals in the sea, together with a study of the properties and uses of these elements and their compounds.
- The Ozone Story - the study of important processes occurring in the ozone layer of the atmosphere.
- What's in a Medicine? - the study of medicines such as aspirin, leading to much functional group chemistry and methods of analysis.
- The Chemical Industry - the study of how chemists use industrial processes to benefit mankind.
- Polymers and Life - the study of condensation polymers, proteins and enzymes, DNA and its use in synthesising proteins.
- The Oceans - the study of the role of the oceans in dissolving substances and maintaining pH.
- Developing Metals - the study of the reactions and properties of the transition metals.
- Colour by Design - the study of dyes and dyeing and the use of chemistry to provide colour to order.

Each of the Teaching Units is assessed internally to monitor the progress of the students.

"I received such a warm welcome when I started the Associated Sixth Form. It has truly helped develop me as a person and I will never forget the kindness and support that I gained throughout my time here. Thank you."

How is the course assessed?

The assessment for Chemistry in May/June of Year 13 comprises of three written examination papers:

- Fundamentals of Chemistry - 41% of A Level - 2¼ hours
- Scientific Literacy in Chemistry - 37% of A Level - 2¼ hours
- Practical Skills in Chemistry - 22% of A Level - 1½ hours

Practical endorsement in Chemistry – non-examination assessment, internally assessed. This is carried out throughout the two-year course.

What can I do with this course?

A qualification in Chemistry is one of the most marketable around, opening doors in the real world due to the skills it develops. It shows that you have the ability to analyse facts and interpret data in both numerical and literal forms. As such, it is a qualification which is not only essential for many science-based courses such as Medicine, Veterinary Science, Dentistry, Biosciences, Genetics, Pharmacy, Biochemistry and Environmental Sciences but also is a valid entry qualification for courses such as Law, Mathematics, Management and Computing. A degree in Chemistry not only allows you to follow a career involving Chemistry but is a sought after qualification for careers in finance, business and patent law.

Chemistry is often seen as the 'Central Science' supporting Physics and Biology. However, it can also be taken as a lone science Advanced Level course.



Computer Science

Entry Requirements

A minimum of 5 A* - C passes at GCSE including grade B or above in Science and grade 5 or above in Mathematics. Students should have an interest in computing although previous study of ICT or Computer Science is not essential.



What will I do on the course?

We live in a world where computers are an integral and inevitable feature of life. Computing is the study of how computer systems work, with the emphasis on computational thinking. It involves questions that have the potential to change how we view the world.

The Computer Science course offered is designed to:

- Allow students to demonstrate knowledge of the fundamental principles of computing
- Develop problem-solving abilities in a computing context using an algorithmic approach
- Demonstrate a knowledge of programming through a problem-solving scenario
- Develop an understanding of the hardware and software aspects of computing

The course is made up of three units:

Unit 1: The Fundamentals of Problem Solving, Programming, Data Representation and a Practical Exercise

This unit tests a student's ability to program as well as the theoretical knowledge of Computer Science from the following topics:

- Fundamentals of programming
- Fundamentals of data structures
- Fundamentals of algorithms
- Theory of computation

Unit 2: Hardware, Software, Problem Solving, Databases and Networking

This unit tests the student's ability to answer questions on the following topics:

- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and architecture
- Consequences of the uses of computing
- Big data
- Fundamentals of functional programming
- Fundamentals of communication and networking

Unit 3: Non-examination Assessment

Investigating and solving a practical problem

This unit of work assesses the students' ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving and write and document a program to produce a solution to the problem.

How is the course assessed?

Unit 1: 2½ hour on-screen examination - 40% of A Level

Students must complete a range of programming tasks based on seen and unseen material.

Unit 2: 2½ hour written examination composed of both short and extended-answer questions - 40% of A Level

Unit 3: Non-examination assessment - 20% of A Level

This is assessed coursework with the majority of the marks awarded for the student's coded solution.

What can I do with this course?

Computer Science at A Level is a good starting point for careers in Engineering, Computing, Software Engineering, Business and Sciences. It is also a perfect complement for a wider variety of careers such as Media, Visual Arts, Accountancy, Banking and Teaching. An understanding of Computer Science enables students to become not just users of technology but innovators, designers and producers of computers and programs which can improve the quality of life for others.

Dance

Entry Requirements

Performance and composition are crucial parts of the course so candidates must have some experience and competence in these areas. Strong analytical and writing skills are also required. Students will have GCSE English at grade 5 or above and ideally GCSE Dance.



What will I do on the course?

To enhance dance technique and analysis, students take part in workshops delivered by visiting artists who appear in well-known musicals and members of dance companies such as Northern Ballet Theatre, Adventures in Motion Picture and Rambert. Regular theatre trips and observation of company rehearsals are an important part of the extra-curricular programme.

The course is designed for candidates from any dance background who wish to study Dance in depth.

A Level Dance provides students with lots of opportunity for dance performance and choreography whilst gaining a deep understanding of the diverse dynamic heritage of dance. It is crucial that you can work effectively as part of a team to develop your imagination and creativity without restraints! It is vital that you have a critical eye, are committed to rehearsals, enthusiastic to create and confident when performing.

OVERALL AIMS

- To create imaginative dances with an understanding of current practice, whilst drawing on the conventions and traditions of the past
- To perform and interpret dance ideas through solo performance and with other dancers, demonstrating an understanding of appropriate technical and expressive skills, of sensitivity and awareness within group performance, and of safe practice

- To communicate clearly through writing, the knowledge, understanding and insight appropriate to Dance study
- To show detailed knowledge and understanding of choreographic and performance processes, analyse specific dance works, and compare professional dance works within their wider context

How is the course assessed?

Component 1: Performance and Choreography - 50% of A Level

Solo performance linked to a specific practitioner within an area of study, a performance in a quartet and a group choreography task based on specific tasks set by the examination board.

Component 2: Critical Engagement - 50% of A Level

Short answer and structured written essay questions focusing upon knowledge, understanding and critical appreciation of one compulsory and one optional set work and its location within a corresponding area of study.

What can I do with this course?

Dance complements any Arts degree and is an ideal subject for anyone considering a career in Performing Arts, Primary or Secondary Teaching, Community Dance Leadership and Physiotherapy.

Many of our A Level students have gone on to study Dance and Performing Arts in Higher Education. We have a strong reputation for preparing students to gain places and go on to study at conservatoires and prestigious institutions such as: Laine Theatre Arts, Arts Educational, Urdang Academy, Bird College, Mountview, Trinity Laban, Northern School of Contemporary dance, LIPA, GSA and SLP.



Design & Technology

Food Science and Nutrition

Entry Requirements

Students should usually have achieved a grade B or above in a Food based GCSE such as Food Technology, Catering, Home Economics or Food and Nutrition. Grades B or above in science subjects would be an advantage.



What will I do on the course?

This qualification has been designed around the concept of a 'plan, do and review' approach to learning.

Students will complete three units over the two year course, two will be compulsory and one will be optional. This will enable candidates to gain a Level 3 Diploma.

YEAR 12

Unit 1: Meeting Nutritional Needs of Specific Groups

Students will demonstrate an understanding of the science of food, nutrition and nutritional needs in a wide range context and gain practical skills to produce quality food items to meet the needs of individuals through on-going practical sessions. Students will address issues such as: What are nutrients? Why do we need them? Is any food 'bad' for us? Could fizzy drinks replace water? Should we eat more in winter? Can vitamin tablets replace fresh fruit?

YEAR 13

Unit 2: Ensuring Food is Safe to Eat

Students will develop their understanding of the science of food safety and hygiene. Focus will be on the hazards and risks in relation to storage, preparation and cooking of food in different environments and the control measurements to minimise risks. Why should we follow storage recommendations on food products? Why do menus need to highlight products containing nuts? Why should vegetarian dishes be prepared away from those containing meat? How can you be sure the food you eat is safe?

Optional Units 3 OR 4: Current Issues in Food Science or Nutrition and Experimenting to Solve Food Production Problems

The first of these will allow students to develop skills needed to plan, carry out and present a research project on current issues linked to issues related to food science and nutrition. Are mass produced economy ready meals meeting the needs of individuals? Why is catering at events such as music festivals and sporting events usually so limited and unhealthy? Should cooking skills be compulsory at schools?

Experimenting to Solve Food Production Problems focuses on the understanding of the properties of food in order to plan and carry out experiments. Why does ice cream freeze? How do I stop cream curdling? How do I make cakes rise?

Why do salad dressings separate? These are all examples of problems that can be addressed through this optional unit.

How is the course assessed?

Unit 1: Written paper 50%. Internal assessment 50%. Written paper is 1½ hour written examination with three sections. Section A is short questions, section B extended answer questions and section C relates to a case study. Internal assessment is in the format of a controlled assessment coursework piece.

Unit 2: Ensuring Food is Safe to Eat. This will account for 50% of Year 13 work and will be assessed externally. Students will be given an assignment and a period of 8 hours, timed and supervised to complete.

Optional Units 3 OR 4: Current Issues in Food Science and Nutrition and Experimenting to Solve Food Production Problems. These are controlled assessment units and will account for 50% of Year 13.

Upon successful completion of the first year units, the student will be eligible for the award of a Level 3 Certificate. Upon successful completion of the first and second year units, the student will be eligible for the award of the Level 3 Diploma, which is broadly equivalent to one A Level.

What can I do with this course?

Together with other relevant qualifications at Level 3, such as A Level Biology, Chemistry and Mathematics students will be able to use the qualification to support entry into employment or higher education courses such as Food and Nutrition, Human Nutrition, Public Health Nutrition, Food Science and Technology to name just a few. through apprenticeship schemes or directly into company employment.

Additional information

This is an Applied General qualification that has been designed to support learners progressing to University. It is an academic, creative and innovative course that encourages students to take a broad view of food science and nutrition. Students will have the opportunity to learn about the relationship between the human body and food as well as practical cooking and preparation of food.

Design & Technology

Product Design - Fashion and Textiles

ASSOCIATED
SIXTH FORM

Entry Requirements

A GCSE in Textiles Technology at a Grade B or above is the ideal foundation for this course. However, a GCSE in another Technology discipline or Art Textiles would help with the practical element of the course, as would any additional experience of sewing and pattern cutting.



What will I do on the course?

This is a creative, thought-provoking and imaginative course for budding Fashion and Textile Designers. The course will give you the practical skills, theoretical knowledge and confidence to succeed. Studying A Level Fashion and Textiles will provide you with the ideal preparation for higher level qualifications in the visual arts and for exciting career opportunities in the fast-moving fashion and textile industry.

You will have the opportunity to study and work with a wide variety of fabrics and components used in the design and making of textile products and will work in both two and three-dimensional forms. You will gain an understanding of industrial and commercial practices within the area of design and manufacture and will study the properties of a wide range of fibres and fabrics and construction processes. You will also develop a critical understanding of the influences of technology on textiles alongside studying historical and contemporary fashion, including designers and iconic products.

You will investigate historical, social, cultural, environmental and economic influences on design, whilst enjoying opportunities to put your learning in to practice by producing products of your choice. You will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers. There is also an emphasis on understanding the environmental and ethical decisions and the social consequences of marketing, retailing and manufacturing within a truly global industry.



The Design and Technology department is well equipped with the latest ICT technologies, including CAD, Laser Cutters, Sublimation Printer, CNC Embroidery Machine, alongside traditional handcraft techniques.

How is the course assessed?

Unit 1: 2 hour written examination - 25% of A Level

This paper will test you on both the core technical and core designing and making principles.

Unit 2: 2 hour written examination - 25% of A Level

This paper will test you on your specialist knowledge, technical and designing and making principles.

Unit 1 and 2 examinations use a mixture of short answer, multiple choice and extended response questions.

Unit 3: Practical design and make task - 50% of A Level

In Unit 3 you will design and manufacture a creative and sophisticated product. This coursework unit comprises of a design portfolio and final outcome for which you will devise your own brief.

What can I do with this course?

The fashion and textiles industry generates £40bn per annum in the UK, is the second largest employer and provides a host of career opportunities including Fashion, Footwear and Accessories Design, Textile and Costume Design, Garment and Textiles Technology, Pattern Cutting, Tailoring, Embroidery, Illustration, Interior Design, Surface Design, Fashion Marketing, Merchandising, Retail, Management and Fashion Journalism, to name just a few. The A Level Fashion and Textiles course is ideal for students intending to continue onto a fashion design based university degrees. It is also suitable for progression onto BTEC higher nationals, HNC, HND or modern apprenticeships.

Additional information

Please note that the final specifications for this course, confirming details of content and assessment, are due to be approved during the Autumn Term 2016. Any significant alterations or additions to the course outlined above will be available at the Information Evening in February 2017.

Design & Technology

Product Design (3D Design)

Entry Requirements

Students should have achieved a grade B in a GCSE Design and Technology subjects such as Product Design, Engineering, Electronic Products, Graphic Products, or Resistant Materials.



What will I do on the course?

In this exciting and challenging subject you will learn a broad range of practical skills, as well as acquiring knowledge and understanding of materials and processes, that will engage you with the principles and practices of Product Design. Throughout the course you will develop your designing and modelling skills including; sketching, rendering and virtual modelling (CAD). You will have the opportunity to use state of the art 2D and 3D computer design software, as well as hi-tech CNC equipment such as a 3D printer, Laser Cutter, CNC Router and CNC Lathe. Much of the learning will be done through hands-on practical work.

In Units 1 and 2 of the course you will learn about:

- Materials and applications
- Product development and improvement
- Inclusive design, ergonomics and anthropometrics
- Design illustration and communication
- Computer Aided Design (CAD), and Computer Aided Manufacturing Processes (CAM)
- Virtual modelling and rapid prototyping processes
- Efficient use of materials

In Unit 3 you will design and manufacture a creative and sophisticated solution to a problem of your own choosing. You will achieve this through the following tasks:

- Research the problem
- Produce a design specification
- Produce a range of creative and sophisticated design ideas
- Make models to test your ideas to produce a detailed final design
- Manufacture a high quality working product
- Test and evaluate your final product against the design specification

How is the course assessed?

Unit 1: 2 hour written examination - 25% of A Level

This paper will test you on the core technical and core designing and making principles.

Unit 2: 2 hour written examination - 25% of A Level

This paper will test you on your specialist technical knowledge and designing and making principles.

Both written examinations use a mixture of short answer, multiple choice and extended response questions.

Unit 3: Practical design and make task - 50% of A Level

What can I do with this course?

The A Level Product Design course is ideal for students who intend to continue onto a university degree in one of the many design based subjects, including; Product Design, Architecture, Industrial Design, Engineering etc. It is also suitable for students who wish to move onto BTEC higher nationals, HNC, HND or modern apprenticeships.



Additional information

Please note that the final specifications for this course, confirming details of content and assessment, are due to be approved during the Autumn Term 2016. Any significant alterations or additions to the course outlined above will be available at the Information Evening in February 2017.

Drama & Theatre

Entry Requirements

Grade 5 or above in English at GCSE due to the strong writing and analytical skills required for this course. Although GCSE Drama is not required, enthusiasm and a love of theatre is essential.



What will I do on the course?

This course develops and deepens a student's understanding and enjoyment of theatre. Candidates will experience a wide range of theatre and performance styles, both as audience member and participant. It is important to have commitment, enthusiasm and confidence in front of an audience.

We follow the new AQA specification for A Level Drama and Theatre. The course offers opportunities for close textual study of set plays, chosen for their theatrical and cultural significance through the ages; analysis and evaluation of live theatre productions and theatre makers; and practical skill development through performance exams.

The course involves the development of a wide range of practical skills alongside the acquisition and exposition of academic knowledge. Through the subject students can demonstrate many of the important skills sought after by universities and identified by the Confederation of British Industry (CBI) as key employability skills, such as self-management and self-awareness; collaboration and respect for others; problem-solving and analysis; and communication and literacy.

Extra-curricular opportunities for Year 12 and 13 Drama and Theatre students include:

- A community theatre project touring local primary schools with a production and interactive workshop
- The Associated Sixth Form run Bedlam Theatre Company, with performance opportunities throughout the year
- Workshops with visiting theatre companies such as Frantic Assembly and Folding Space
- The opportunity to achieve a Gold Arts Award, a Level 3 certificate in the arts
- Main school production – on stage or behind the scenes
- Assisting with the running of the lower school drama clubs
- In-class support within lower school drama lessons
- An extensive range of theatre visits

How is the course assessed?

Component One:

Drama and Theatre (3 hour written examination), 40% of A Level

- Study of two set plays, and analysis and evaluation of live theatre
- Three compulsory sections: Drama Through the Ages, 20th and 21st Century Drama, Live Theatre Production

Component Two:

Creating Original Drama (Practical), 30% of A Level

- Students devise and perform an original piece of drama which is influenced by live theatre and theatre practitioners

Component Three:

Making Theatre (Practical), 30% of A Level

- Students rehearse and perform three extracts from contrasting scripted plays
- Extract three is assessed as a final performance
- An influential practitioner or style has to be applied to extract three
- Scripted performance
- Reflective report

What can I do with this course?

A Level Drama and Theatre compliments numerous degree pathways and is an ideal subject for anyone considering a career in Law, Teaching, the Media and Public Relations, the Performing Arts industry, or any field of work requiring people skills.

Past students have gone on to become Doctors, Bankers, Barristers, Teachers, Journalists, Hotel Managers, PR Consultants, Retail Managers, Radio Presenters, TV Directors, Film Technicians, Screen-Writers, Actors, Events Managers, Set Designers, Costume Designers, Lighting and Sound Technicians to name a few. There is an impressive range of universities that offer courses either specific to, or related to Drama and the Theatre.

Entry Requirements

Grade 5 or above is required in both English Language and Mathematics plus at least a grade B in one Science course and another essay based subject. Some study of Business or Economics is helpful, but not essential. A genuine interest in current affairs will be useful.



What will I do on the course?

What is Economics? Will I be a good economist? If economists know what they are talking about then why are there so many problems out there? Questions, questions!

Economics is a broad subject made up of what is referred to as 'Microeconomics' and 'Macroeconomics'

Microeconomics is the branch of economics concerned with the study of the behaviour of consumers and firms and Microeconomic analysis investigates how scarce economic resources are allocated between alternative ends.

Macroeconomics on the other hand looks at how the economy as a whole 'works'. It seeks to identify the main influences upon the levels of national income and output, employment and prices.

COURSE CONTENT

YEAR 12

Microeconomics

- The reasons for individuals, organisations and societies having to make choices
- Competitive markets and how they work
- Market failure and government intervention

Macroeconomics

- Aggregate Demand and Aggregate Supply and their interaction
- Government economic policy objectives and indicators of national economic performance covering topics such as Economic Growth, Unemployment, Inflation, Exchange Rates, Balance of Payments, Fiscal and Monetary policy

YEAR 13

Microeconomics

- Labour markets
- Competition and power

Macroeconomics

- The global context
- The financial sector

Themes in Economics

Draws on the components of the Microeconomics and Macroeconomics courses, in a real world context.

How is the course assessed?

Microeconomics assessment - 33.3% of A Level.

2 hour external examination (data response, 2 essays from a choice of four).

Macroeconomics assessment - 33.3% of A Level.

2 hour external examination (data response, 2 essays from a choice of four).

Themes in Economics assessment - 33.3% of A Level.

2 hour external examination (multiple choice, data response).

What can I do with this course?

Students of Economics find that it opens up a whole new world for them. They are able to understand the environment in which they live in a new light and can start to grasp the essential elements of the major issues of our time:

- Why was the last recession deeper than previous recessions, and why did it end?
- Why is the UK reconsidering its membership of the EU?
- How should we trade with less developed countries in order to encourage their development?
- Why do we need to pay for our own university degrees?
- Why is Britain no longer the 'workshop of the world?'

Our students go on to study a wide range of degrees in Economics/Business and many other areas. Some go directly into Internships but the vast majority continue their formal education.

English Language

ASSOCIATED
SIXTH FORM

Entry Requirements

Grade 5 or above in English Language and English Literature at GCSE. Wider reading of linguistic research, non-fiction texts, broadsheet newspapers and spoken transcripts is essential for this course.



What will I do on the course?

The course builds on the GCSE skills of language analysis. A-Level English Language offers opportunities for students to develop their subject expertise by engaging creatively and critically with a wide range of texts and discourses. Students will create texts and reflect critically on their own processes of production, while analysing the texts produced by others. There is also scope for students to pursue their own independent lines of enquiry and topics for writing, with support from their teachers, in the non-examination assessment.

The topics and titles of the subject content include 'Language, the Individual and Society' focusing on individual and immediate social contexts for language, and 'Language Diversity and Change' working outwards to consider larger-scale public discourses about change and variety, drawing on regional, ethnic, national and global varieties of English. Students will also study how children acquire language.

Paper 1: Language, the Individual and Society

Section A – Textual Variations and Representations

Students answer three questions based on two linked texts. Students will be analysing and comparing how language is shaped for purpose, audience, genre, form and context.

Section B - Children's Language Development

Students complete a discursive essay on children's language development, with a choice of two questions. This includes how children learn to speak, read and write.

Paper 2: Language Diversity and Change

Section A – Diversity and Change

Students choose one question from a choice of two: either an evaluative essay on language diversity or an evaluative essay on language change. 'Language Diversities' include accent, dialect and also the effect of gender, age, social class, ethnicity, sexuality, disability and occupation on language choice. 'Language Change' will require students to study texts from 1600 to the present day.

Non-examination Assessment: Language in Action

Students choose one aspect of language to investigate. They submit a 2000 word investigation and also a piece of original writing based on the topic of their investigation. The original writing must be accompanied by a 750 word commentary exploring the language choices the students have made in their own writing.

Section B – Language Discourses

Students analyse two texts about a topic linked to the study of diversity and change. They analyse how the texts use language to present ideas, attitudes and opinions. They also complete a directed writing task linked to the same topic and the ideas in the texts.

How is the course assessed?

Paper 1: Language, the Individual and Society - 2½ hour written examination, 40% of A Level

Paper 2: Language Diversity and Change - 2½ hour written examination, 40% of A Level

Non-examination Assessment: Language in Action - 20% of A Level

What can I do with this course?

English Language is viewed as a versatile and valuable course by universities and employers. Common goals for students are Higher Education courses in English, Drama, Arts, Social Sciences, Media and Education. In addition, students also gain the opportunity to go on trips, including a creative writing week with professional writers in Wales.

English Literature

Entry Requirements

Grade 5 or above in both English Language and English Literature at GCSE.

Wider reading and research of a range of literary texts from different genres is essential for this course. Book lists can be found in the library and on the website.



What will I do on the course?

The course builds on the GCSE skills of responding to a range of literary texts, seeking to broaden and deepen students' understanding of the writer's art and of the interpretation of texts and their times. This is a demanding and enjoyable course, requiring students to think independently about their reading and to present convincing and well-supported opinions. Additionally, the course develops understanding of human and social concepts as well as the analysis of the ways in which these are expressed.

Paper 1: Literary Genres

Section A - One passage-based question on Othello.

Section B - One essay-based question on the same Shakespeare text.

Section C - One essay question linking two texts such as: Death of a Salesman and Keats' poetry.

Paper 2: Texts and Genres

Answer 3 questions based on either the Crime Genre or the Political Genre. Students study three texts: one post-2000 prose text like *The Kite Runner* or *Atonement*, one poetry e.g. Blake or Coleridge and one further text, one of which must be written pre-1900 e.g. *Oliver Twist* or *A Doll's House*.

Section A - Answer one question on an unseen passage within the chosen genre.

Section B - Answer one question on a set text such as the poetry of Crabbe and Browning and *The Rime of The Ancient Mariner*, *Atonement*, *When Will There Be Good News*, *Oliver Twist*, *The Murder of Roger Ackroyd*, *Brighton Rock*, the poetry of Harrison and Blake, *The Handmaid's Tale*, *Hard Times*, *Henry IV.1*, *A Doll's House*, *Hamlet*, *Harvest* or *The Kite Runner*.

Section C - Answer one question linking two of the remaining texts you have studied.

Non-examination assessment: Making Connections

20% of A Level

Complete 2 essays of around 1300 words to be assessed by your class teacher. One should respond to a poetry text and one to a prose text of the student's choice guided by their teacher. One submission can be a re-creative response.

How is the course assessed?

Paper 1: Literary Genres

2½ hour written examination - 40% of A Level (closed book)

Paper 2: Texts and Genres

3 hour written examination - 40% of A Level (open book)

Non-exam assessment: Making Connections - 20% of A Level

What can I do with this course?

English Literature is viewed as a versatile and valuable course by universities and employers. Common goals for students are Higher Education courses in English, Drama, Arts, Social Sciences, Media and Education, but many students have also found English Literature a rewarding subject to place alongside Science options.

"The Associated Sixth Form has given me the long term skill set needed to accomplish my aims at university and the real world beyond. It has completely shaped me and will continue to do so long after I leave..."

Additional information

English Literature students often gain the opportunity to go on theatre trips to London, Stratford, West Yorkshire Playhouse or York and to partake in creative writing events such as writing days in historical places and the creative writing week with professional writers in Wales.

English Language & Literature

ASSOCIATED
SIXTH FORM

Entry Requirements

Grade 4 or above in both English Language and English Literature at GCSE.

Wider reading of non-fiction texts, broadsheet newspapers, memoirs, letters, spoken transcripts, visual texts like adverts/tourist guides and linguistic research is essential for this course.



What will I do on the course?

The study of English Language and Literature encourages students to develop their interest in both language and literature as interconnecting and mutually supportive disciplines. Students explore the relationship of language and literature through critical reading of and response to both literary and non-literary texts as well as writing for a variety of audiences and purposes.

Paper 1: Telling Stories

Remembered Places: one question on the AQA Anthology: Paris which includes memoirs, letters, editorial articles, visual texts like The Rough Guide to Paris, texts written for children which all represent Paris in different ways.

Imagined Worlds: one question from a choice of two on a prose set text (open book) e.g. Frankenstein, Dracula, The Handmaid's Tale or The Lovely Bones.

Poetic Voices: one question from a choice of two on poetry set text (open book) e.g. John Donne, Robert Browning, Carol Ann Duffy or Seamus Heaney.

Paper 2: Exploring Conflict

Writing about Society: one piece of re-creative writing using set text and a commentary (open book) e.g. Into the Wild, The Suspicions of Mr Whicher or The Murder at Road Hill House, The Great Gatsby or The Kite Runner.

Dramatic Encounters: One question from a choice of two on drama set text (open book) e.g. Othello, All My Sons, A Streetcar Named Desire or The Herd.

Non-examination assessment:

An investigation that explores a specific technique or theme in both literary and non-literary discourse (2500-3000 words).

How is the course assessed?

Paper 1: Telling Stories - 40% of A Level
3 hour written examination

Paper 2: Exploring Conflict - 40% of A Level
2½ hour written examination

Non-examination assessment - 20% of A Level
Making Connections

What can I do with this course?

Common goals for students are Higher Education courses in Linguistics, Arts, Social Sciences, Media and Business, but many Science students have also found English Language and Literature a rewarding and successful option.

"The Associated Sixth Form has been excellent in supporting everything that has interested me through my school career, and I hope to continue these studies even once I have left!..."

Additional information

Students who study A Level Language and Literature often get the opportunity to go on theatre visits to Stratford, London, West Yorkshire Playhouse and York.

Entry Requirements

GCSE in French at grade B or above.



What will I do on the course?

The syllabus extends naturally the skills developed at GCSE, but with a new focus on social issues and cultural life. Topics studied are similar to those touched on at GCSE but are studied in more depth, moving on from the student's own world to the wider world of bigger issues and events. Equal weight is given to the skills of listening, reading, speaking and writing which are used to explore and discover contemporary culture and society in a wide range of topics. From French cinema to environmental problems, from teenage stress to animal rights, from racism to cloning – no topic is out of bounds.

Course topics may include 'La famille en voie de changement' (the changing nature of family), 'Les aspects positifs d'une société diverse' (positive aspects of a diverse society), 'La musique francophone contemporaine' (contemporary French music) and 'Les ados, le droit de vote et l'engagement politique' (teenagers, the right to vote and political commitment).

Students will study one French book in depth and one French film. In addition an independent research project is undertaken and forms the main part of the speaking test.

Lessons offer a variety of activities including individual and group work, video and audio recordings, and using internet resources – all with the aim of getting

students to use French as much as possible. Opportunities exist to access videos, DVDs, CD ROMs, books and magazines for personal study and students are expected to take an interest in all aspects of French language and culture.

How is the course assessed?

2½ hour listening, reading and translation paper - 50% of A Level

2 hour writing paper. One essay on the chosen book and one on the chosen film - 20% of A Level

15 minute speaking test based on a stimulus card and a cultural topic chosen and researched by students themselves - 30% of A Level

What can I do with this course?

As a specialist ancillary skill, French combines well with any subject and opens doors to a wide choice of career paths. Students will be well-prepared to use French for practical communication and to continue their studies in higher education. At university French may be combined with another language, a host of other subjects or studied on its own. Many courses feature a year working or studying in a French speaking country.

"The Associated Sixth Form has been a blast! I have achieved so much thanks to the support of the teachers...I have made so many special friends that I will not forget..."

Additional information

The department actively encourages the use of ICT to provide students with a "door" to French speaking cultures. Students are strongly encouraged to take part in the two week European Work Experience programme, which combines an exchange visit with a work placement in France.

Geography

Entry Requirements

Grade B in Geography and Grade 5 or above in English and Mathematics.



What will I do on the course?

YEAR 12

During the year you will study two physical geography topics: Tectonic Processes and Hazards and Landscape Systems, Processes and Change (e.g. Coasts). This includes learning about the distribution and causes of tectonic hazards, and how people predict, and manage disasters. In Landscapes, you will study the processes that create a landscape, and how it may be managed.

You will also study two human geography topics: Globalisation and Shaping Places. The causes and consequences of globalisation are looked into, including its impacts on culture and development. In the Places topic, how and why places vary and how they can be managed or regenerated are discussed.

YEAR 13

Additional topics studied to those shown above include: The Water Cycle and Water Insecurity, The Carbon Cycle and Energy Insecurity and Climate Change Futures. Questions about where energy and water comes from and issues surrounding sustainable use, inequality and management are tackled.

You will also study two further human geography topics: Superpowers and Global Development and Futures. Superpowers involves the study of some of the world's most influential countries and a look at how these have changed over time, and the role they play today. Current issues linked to human rights, migration and national identity are covered in the Development topic.

How is the course assessed?

Paper 1 - 30% of A Level. Focuses on Physical Geography and asks questions about the Tectonics, Landscapes, Water, Carbon and Climate Change topics.

Paper 2 - 30% of A Level. Focuses on Human Geography and asks questions about the Globalisation, Places, Superpowers and Development topics.

Paper 3 - 20% of A Level. Looks at a geographical issue affecting a place, and encourages students to think across topics to consider how players (people/organisations), their attitudes and actions can affect the future. The exact topic is revealed prior to the examination.

Coursework - 20% of A Level. Students will be given guidance in selecting an individual, unique question that relates to an area of the course outlined above. They will then carry out a geographical investigation, which includes fieldwork, to help answer that question. Students must carry out a minimum of four days of fieldwork over the two years.

What can I do with this course?

Geography is concerned with the real world – past, present and future and is viewed by the top universities in the country as one of the eight facilitating subjects, i.e. it opens up a much wider range of options at university and beyond. When taken with Sciences and Mathematics, Geography supports applications for almost any science-based university course like Engineering, Psychology, Environmental Sciences, Oceanography and Geology. Taken with Humanities, Geography supports an equally wide range of university courses such as Law, Business, Media, Politics and Philosophy.

Additional information

You will have the opportunity to develop your interest further through various fieldtrip opportunities including trips to both the East and West coasts of England - attendance is a compulsory requirement of the course. In June, Year 12 students also have the opportunity to take a 5 day trip to Iceland to see some awe-inspiring Geography. Many aspects of the trip link to the course but it is not essential for the examinations.

Entry Requirements

Students need to have achieved a grade 5 or above in GCSE English Language and Mathematics and grade B in the sciences. The study of GCSE Geography is desirable but not essential.



What will I do on the course?

Geology brings together aspects of Science and Geography in a unique combination to help you interpret the natural processes of the past billion years or more using the clues that are available in the present. It is a very practical subject that can readily be applied to your environment.

The course will help students to gain essential knowledge and understanding of different areas of Geology and how they relate to each other, developing critical practical, mathematical and problem-solving skills and awareness of how Geology contributes to the success of the economy and society.

The course will cover the following core geological concepts:

- Elements, minerals and rocks
- Surface and internal processes of the rock cycle
- Deep time and change
- Earth structure and global tectonics
- Rock forming processes
- Rock deformation
- Past life and past climates
- Earth materials and natural resources

There are three themes which integrate and develop the core aspects:

- Geohazards
- Geological map applications
- Quaternary geology or Geology of the lithosphere

Students will develop knowledge and understanding of how different areas of geology relate to each other, including civil engineering, engineering geology, hydrogeology, mining geology and petroleum geology.

Students will learn to select, use and evaluate a range of quantitative and qualitative skills including observing, collecting and analyzing geo-located field data, and investigative mathematical and problem solving skills.

Students will understand how society makes decisions about geological issues and how geology contributes to the success of the economy and society.

Experience of a number of laboratory and field based geological practical methods

This will be based on residential field work and laboratory work. The field work consists of a day visit to Ingleton in February or March of year 12 and a four day residential trip, usually based in Northumberland and held in July of Year 12.

Please note: these field trips are an integral part of the course and are not to be viewed as optional.

How is the course assessed?

Component 1: Geological Investigations, Two stimulus response questions and a practical investigation

Written examination: 2¼ hour - 35% of the qualification

Component 2: Geological Principles and Processes, Short, structured and extended questions on fundamentals of geology and Interpreting the Geological Record

Written examination: 1¾ hour - 30% of the qualification

Component 3: Geological Applications, Geohazards and Geological map applications

Written examination: 2 hour - 35% of the qualification

What can I do with this course?

Geology complements a wide range of subjects but links particularly well with Geography and the Sciences. It provides an opening to a wide range of careers, for example Surveying, Civil Engineering, Water Engineering, Mining, Mineral Extraction and Waste Management. Many Geologists have the opportunity to travel widely with their career.

Additional information

Please note that the final specifications for this course, confirming details of content and assessment, are due to be approved during the Autumn Term 2016. Any significant alterations or additions to the course outlined above will be available at the Information Evening in February 2017.

German

Entry Requirements

GCSE German at grade B or above.



What will I do on the course?

The study of German and the cultures of German speaking countries such as Austria and Switzerland gives students an insight into the lifestyles of some of our most important partners in Europe. Students develop not only higher speaking, listening, reading and writing skills but also a chance to develop translation techniques and understand the reasons behind, as well as the rules of, German grammar.

Students will find the topics similar to those studied at GCSE but looked at in a more mature fashion. In addition, students will acquire knowledge about the contemporary culture and society of Germany, such as environmental issues and problems arising from re-unification. In studying leisure we will look at the 'Club 18-30' culture (towels on sunloungers?!). When looking at the family we discuss how hard it is for young Germans to buy their first independent accommodation away from home, we look at the school system from Kindergarten to Oberstufe and judge how job prospects have been affected by the re-unification of the East and West.

Course topics include 'Die digitale Welt' (the digital world), 'Das Berliner Kulturleben damals und heute' (Cultural life in Berlin, past and present), 'Feste und Traditionen' (festivals and traditions) and 'Die Wiedervereinigung und ihre Folgen' (German reunification and its consequences).

Students will study one German book in depth and one German film. In addition an independent research project is undertaken and forms the main part of the speaking test.

"I love our weekly conversation class and my spoken German has really improved. I enjoyed the study trip to Germany and putting my German into practice..."

How is the course assessed?

2½ hour listening, reading and translation paper - 50% of A Level

2 hour writing paper. One essay on the chosen book and one on the chosen film - 20% of A Level

15 minute speaking test based on a stimulus card and a cultural topic chosen and researched by students themselves - 30% of A Level

What can I do with this course?

German as an A Level subject is highly regarded by employers and university admissions tutors.

Completion of A Level means students are fully prepared for a degree in German. The department has an excellent record of success in examinations with many students going on to Higher Education at top universities.

Additional information

In February of Year 12 we offer an exciting week's visit to Cologne to study at a renowned language school and sample the cultural delights of this vibrant town. Students explore the town, climb the cathedral tower, walk the famous Rhine bridge, visit the chocolate museum, travel by tram to the 'Haus der Geschichte' in Bonn and get to see a show (in German) at the Dom theatre as well as studying for 4 hours every day with lively native speakers.

Government & Politics

Entry Requirements

Grade 5 or above in English Language and grade B in History.

The majority of students come to this subject with no previous academic experience of studying Politics. The course is designed to cater for students who know little about the subject as well as those who already have an awareness of politics. We stress the importance of students following current affairs as they develop during the course: enthusiasm is key.



What will I do on the course?

The course involves the study of Politics today in the UK: how the UK is governed and what powers politicians have over our lives. We focus on the role of the media and on how citizens respond to Politics, either through involvement in Political Parties or Pressure Groups, by voting or even being alienated from society. There is some comparative work with the USA system of Government and the impact the EU has had on the UK.

The course will cover the following areas:

Government in the UK

Students will explore the workings of some of the key political institutions in the UK including the judiciary, Parliament, the Civil Service, the Prime Minister and Cabinet, developing understanding of the issue of accountability. There is also study of the Constitution, its history and how it might be reformed. Another important concept is that of sovereignty, which looks at where political power in the UK is located and includes the topical issue of devolution.

Students also develop knowledge and understanding of political ideas through study of the key thinkers and concepts behind Liberalism, Conservatism and Socialism.

Political Participation in the UK

How people take part in politics is a theme that runs through the course. Students explore how effectively democracy functions, how well different election systems work, the ideas and policies of the main political parties, and the ways in which pressure groups provide an outlet for political activity.

The European Union

Students explore the aims of the EU and the extent to which they have been achieved, the role of the EU in policy making and the impact of it on UK political systems and policy making. Brexit and pro-EU viewpoints are examined, leading to consideration of the relationship between the EU and the wider world.

Government and politics of the USA

The course will investigate key similarities and differences between the UK and USA political systems, covering the roles of the US Congress, Senate, President, Supreme Court, as well as the parties and systems involved in US elections and the influence of pressure groups and the issue of civil rights.

Alongside the study of politics, we organise a visit to the Houses of Parliament and other London attractions at the end of Year 12. Debates and Public Speaking are held on a weekly basis and we enter several competitions including the English Speaking Union.

How is the course assessed?

All units will be assessed through written examinations at the end of Year 13.

What can I do with this course?

This is an invaluable course for improving your ability to analyse, argue and make judgements. In the 21st century employers and Higher Education institutes are looking to attract people with thinking and communication skills: Government and Politics enables you to broaden these skills.

Government and Politics is an excellent foundation to any future degree course in related subjects such as International Politics or Comparative Studies. It is also an excellent subject to support any Humanities or Arts subject, or it can give breadth to a Science application. Students considering careers in the Legal System, Public Sector or Armed Services are recommended to study Politics.

Additional information

Please note that the final specifications for this course, confirming details of content and assessment, are due to be approved during the Autumn Term 2016. Any significant alterations or additions to the course outlined above will be available at the Information Evening in February 2017.

Health & Social Care

Entry Requirements

At least a grade C in Science and a grade 4 in English are required to study this course. The study of GCSE Health and Social Care is desirable but not essential.



What will I do on the course?

Unit 1: Building Positive Relationships in Health and Social Care (portfolio)

This unit aims to introduce learners to the many different relationships that they will encounter within the Health and Social Care sector, whether with colleagues, senior members of staff, other professionals within the sector and individuals who require care and support.

Unit 2: Equality, Diversity and Rights in Health and Social Care (examination)

This unit will help you to understand the implications of diversity on practice and also the effects of discriminatory practice on individuals who require care or support. You will also gain an appreciation of how legislation and national initiatives can support anti-discriminatory practice.

Unit 3: Health, Safety and Security in Health and Social Care (examination)

You will acquire the necessary knowledge and skills to equip you in maintaining a safe working environment for yourself, your colleagues and individuals who require care and support. You will learn how legislation, policies and procedures work to reduce risks in Health and Social Care and the consequences of not following them. You will also learn how to respond to different incidents and emergencies within Health and Social Care settings.

Unit 4: Anatomy and Physiology for Health and Social Care (examination)

This unit aims to introduce you to the basic structure and functions of the body systems involved in everyday activities and maintenance of health, including cardiovascular, respiratory and digestive systems. You will also understand the part played by organs such as the pancreas, liver and kidney. You will investigate the systems and organs involved in detecting and responding to change such as the nervous system as well as the eyes and ears.

Unit 5: Infection Control (portfolio)

In this unit you will learn about the importance of infection control, be introduced to methods to prevent the spread of infection and be able to apply this in the workplace.

Unit 6: Nutrition for Health (portfolio)

This unit introduces nutritional health and the components of good nutrition. You will have the opportunity to scrutinise different foods, consider their health benefits and investigate how to support other people to follow dietary advice to impact their health and wellbeing.

How is the course assessed?

Students will be required to produce a portfolio of work for assessment for Units 1, 5 and 6 of the course. Units 2, 3 and 4 will be assessed through a written examination at the end of Year 13.

A minimum of a Pass must be achieved in every unit for any qualification to be awarded at the end of the Health and Social Care course.

What can I do with this course?

The applied approach of course content prepares students well for Higher Education. Students gain the understanding and skills needed to become a successful professional on a related career pathway including Midwifery, Primary school Teaching, Occupational Therapy, Social Work, Childcare, Paramedics, Counselling and Mental Health Nursing amongst many others. Skills are transferable and some candidates successfully choose alternative career pathways, away from the subject area.

"Get more out of life - help someone get more out of theirs..."

History

Entry Requirements

Grade B in History at GCSE. A grade 5 or above in English Language is also preferred.



What will I do on the course?

Component 1: Tsarist and Communist Russia, 1855-1964

This course traces the development of modern Russia. The powers of the great Tsars of Russia like Alexander II and Nicholas II, the challenges to their authority and the rise of revolutionary groups culminating in the Bolshevik Revolution of 1917 is the focus of the course in Year 12 and the end of year examination. In Year 13, the development of the Soviet Union after 1917 under Lenin, Stalin and Khrushchev is traced. The way a relatively backward state in 1917 is propelled to being a global superpower is explored through the impact of two world wars as well as social, economic and political upheaval.

Component 2: The Making of Modern Britain, 1951-2007

This course helps students get a really strong historical sense of the country they live in today. In Year 12, the results of the Second World War sets the context for Britain in the years from 1951 to 1979, a period of stability and prosperity that was to give way to strife and severe economic difficulties. The reputation of Churchill, Macmillan and Harold Wilson are assessed. In Year 13, the premierships of Margaret Thatcher, John Major and Tony Blair are put under the spotlight and throughout the period everything from Britain's role on the world stage, to race riots and the development of modern social habits are examined.

Component 3: Historical Investigation

To earn a full A Level students have to complete a historical investigation (coursework) on a topic set within the context of 100 years. It is a piece of research that will be guided by your teacher. The topic is the Changing Nature of Warfare, 1798 –1918, which investigates, among other things, themes like leadership in war, including Napoleon, Helmut von Moltke and Douglas Haig.

How is the course assessed?

Component 1: Tsarist and Communist Russia, 1855-1964

Written examination: 2½ hour - 40% of A Level

Component 2: The Making of Modern Britain, 1951-2007

Written examination: 2½ hour - 40% of A Level

Component 3: Historical Investigation/Coursework - 20% of A Level

What can I do with this course?

History is very highly regarded by universities as an entry subject. Many of our students go on to study it, while it forms the basis for courses in Law, Journalism, Finance, Business, Management as well as Museum and Archive work.



Additional information

History is extremely popular at A Level, with over 200 students. The subject is enriched with a trip to the Battlefields of the First World War in Belgium and France or a visit to the Palace of Westminster, Imperial War Museum and Cabinet War Rooms in London in the summer of Year 12.

Entry Requirements

Students are expected to have a minimum of 5 A*-C passes at GCSE including English and Mathematics at grade 4 or above. Students should be able to demonstrate a keen interest in ICT although previous study of the subject is not essential.



What will I do on the course?

Unit 1 Fundamentals of IT (Compulsory unit)

A sound understanding of IT technologies and practices is essential for IT professionals. Information learnt in this unit will create a solid foundation in the fundamentals of business hardware, networks, software and the ethical use of computers and how businesses use IT.

Unit 2 Global Information (Compulsory unit)

This unit focuses on the uses of information to the public domain, globally, in the cloud and across the internet by individuals and organisations. You will discover that good management of both data and information is essential and that it can give any organisation a competitive edge. This unit also looks at legislation and the relationship between data and information and how different sources of data is stored and processed.

Unit 3 Cyber Security

The need for secure digital systems is more crucial than ever before. We rely on computerised systems and networks to collect, process, store and transfer vast amounts of data and to control critical systems such as water and power supplies. This unit has been designed to enable you to gain knowledge and understanding of the range of threats, vulnerabilities and risks that impact on both individuals and organisations. You will look at solutions that can be used to prevent or deal with cyber security incidents resulting from these challenges.

Unit 6 Application Design

The world is increasingly reliant on applications that help individuals, businesses and organisations achieve specific activities or purposes. In this unit you will explore potential ideas for a new application and develop the fundamental design for it. You will then develop the designs for an application and how users will interact with it. You will have the opportunity to present your ideas, prototype them and gain feedback before refining your design.

Besides the technical knowledge that you will gain about designing and application, you will also learn transferable skills about liaising with clients, questioning people effectively and presenting your ideas to an audience.

Unit 8 Project Management

This unit will provide you with the opportunity to understand and use project planning skills and techniques. The key to

any project being a success is the planning and management that takes place. Project management skills are essential transferable skills that can be used for all projects whether it's traditional methodologies or recently adopted agile approaches within the IT development environment.

How is the course assessed?

Unit 1 - This unit is externally assessed through a written examination paper. 1½ hours. This will be taken at the end of Year 12.

Unit 2 and Unit 3 - These units are externally assessed through written examination papers of 1½ hours at the end of Year 13

Unit 6 and Unit 8 - These units are internally assessed and will be studied throughout Year 12

What can I do with this course?

This IT qualification is a good starting point for careers in IT, Software Development, Cyber Security, National Agencies, e-Business, Computer Science, Project Management, Media and Teaching.

Additional information

IT is a 'must have' for every post sixteen student. Highly motivating, it develops the knowledge and skills students need to be competent and informed IT users and practitioners. The skills acquired will support further study in any subject area. The qualification gives students a wide choice of progression options into further study, training or relevant employment.

Year 12 2016





Mathematics

Entry Requirements

Students should have covered as much of the Higher Tier syllabus as possible and obtained a grade 7 or above at GCSE. In addition, you need to enjoy Mathematics, especially Algebra and Trigonometry.



What will I do on the course?

A Level Mathematics

The course has three major over-arching themes (mathematical argument, language and proof, mathematical problem solving and mathematical modelling). Three branches of mathematics are studied and assessed: Pure Mathematics, Statistics and Mechanics.

- Pure Mathematics: Proof, algebra and functions, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, numerical methods
- Statistics: Statistical sampling, data presentation and interpretation, probability, statistical distributions, statistical hypothesis testing
- Mechanics: Vectors, quantities and units in mechanics, kinematics, forces and Newton's laws and moments

A Level Further Mathematics

If you have selected A Level Mathematics you may also choose to study Further Mathematics A Level. Of course, this doubles your time commitment to Mathematics and so it is essential that you are willing to work hard and, more importantly, that you really do enjoy the subject. As with the A Level Mathematics course we prefer that you have achieved at least a grade 7 at GCSE.

Further Mathematics provides the opportunity to study aspects of the pure and applied strands of Mathematics to a greater depth. For example, the Pure Mathematics studied at A Level is extended to cover topics such as complex numbers, matrices, further algebra and functions, further calculus, further vectors, polar coordinates, hyperbolic functions and differential equations.

How is the course assessed?

Mathematics and Further Mathematics A Levels are linear courses and all students will sit their final examinations at the end of Year 13.

At the time of writing the examination boards offering A Levels in Mathematics and Further Mathematics are waiting to have their specifications accredited. However, it appears likely that students will be required to sit three 2 hour examinations in each subject.

What can I do with this course?

Mathematics qualifications are eagerly sought by students, and support their entry to a very wide range of careers and university courses.

Further Mathematics at A Level will put students in an excellent position if they wish to study Mathematics or a subject with a very high mathematical content at university, (e.g. Engineering, Physics, Computing, Economics, Statistics, Actuarial Science etc.). In particular, some Russell Group universities such as Oxford, Cambridge, etc., insist that students wishing to apply for these courses study Further Mathematics at A Level.

Additional information

Students who expect to obtain a grade 6 in GCSE Mathematics must be prepared to undertake a significant amount of preparatory work during the summer of Year 11 prior to starting their course in Year 12. Preparatory work will be posted out to students in the July of Year 11 and collected by staff at the start of Year 12.

Media Studies

Entry Requirements

At least a grade 5 in English Language. A GCSE in Media Studies is not essential.



What will I do on the course?

A Level students in Media Studies must recognise the fundamental relationship between theory and practice. Students will be required to apply and develop the understanding of the media through both analysing and producing media products in relation to the following theoretical frameworks:

- Media Language - how the media through their forms, codes, conventions and techniques communicate meanings
- Representation – how the media portray events, issues, individuals and social groups
- Media Industries – how the media industries' processes of production, distribution and circulation affect media forms and platforms
- Audiences - how media forms target, reach and address audiences, how audiences interpret and respond

Students will be required to study age appropriate examples of the media from all of the following media forms:

- Television
- Film
- Radio
- Newspapers
- Magazines
- Advertising and marketing
- Online, social and participatory media
- Video games
- Music video

Students will be expected to demonstrate the following skills across the two year course:

- Skills of enquiry, critical thinking, decision-making and analysis
- A critical approach to media issues
- Appreciation and critical understanding of the media and their role both historically and currently in society, culture, politics and the economy
- Develop an understanding of the dynamic and changing relationships between media forms, products, media industries and audiences
- Knowledge and understanding of the global nature of the media

- Apply theoretical knowledge and specialist subject specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues
- Engage in critical debate about academic theories used in media studies
- Appreciate how theoretical understanding supports practice and practice supports theoretical understanding
- Demonstrate sophisticated practical skills by providing opportunities for creative media production

How is the course assessed?

Students will be required to produce one independent non-exam assessed piece of practical work (expected to be 30% of A Level) and will sit at least one externally assessed exam paper (expected to be 70% of A Level).

What can I do with this course?

An A Level in Media Studies can prepare you for many different careers, both in the Media industry and outside of it. The skills learned and developed in this course (such as research, analysis of texts, interpretation, evaluation and technological, psychological and sociological thinking) means that there are a range of career pathways that are open to a Media Studies student. It is a far reaching subject and a great platform from which to develop a multitude of skills.

Additional information

Please note that the final specifications for this course, confirming details of content and assessment, are due to be approved during the Autumn Term 2016. Any significant alterations or additions to the course outlined above will be available at the Information Evening in February 2017.

Music

Entry Requirements

Grade B in GCSE Music, although students who have pursued their involvement in music through other practical and academic ways may still be suitable candidates for this course; please discuss this with the Head of Music at either school.



What will I do on the course?

This specification will provide candidates with the knowledge and experience required for all forms of Further and Higher Education. It will give them understanding, and encourage the appreciation of many music genres in many contexts. The areas of study are chosen for their interest to all candidates and with much scope to use music technology if desired.

Component 1: Appraising Music

Three areas of study will be covered, enabling students to engage with the three central activities of Listening, Analysis and Contextual Understanding.

1. Western Classical Tradition 1650 – 1910
2. Music for Media
3. Music for Theatre

Component 2: Performance

Solo and/or ensemble performing as an instrumentalist and/or vocalist and/or music production

Component 3: Composition

- Composition 1: Composition to a brief
- Composition 2: Free composition

How is the course assessed?

Component 1: Appraising Music - 40% of A Level

Examination requiring written responses to listening to excerpts of music.

Component 2: Performance - 35% of A Level

Six to eight minutes of performance

Component 3: Composition - 25% of A Level

- Composition 1: Composition to a brief
- Composition 2: Free composition

Four and a half to six minutes of music in total

What can I do with this course?

This course enables candidates to choose a path best suited to their needs. This could be within the music industry, academic study or for interest. It will give them a life-long enjoyment and understanding of music as a listener or performer, at any level.

"The Associated Sixth Form has been an absolute joy to study at; meeting like-minded performers has brought much happiness..."



Music Technology

Entry Requirements

GCSE Music or some evidence of regular, ongoing engagement with music technology, recording and composing in recent years. Some piano or keyboard skills and an ability to read music are essential.



What will I do on the course?

Music Technology, like other forms of technology, advances rapidly. The Music Technology specification provides opportunities to embrace recent developments in the field. The specification involves much practical work and encourages the cultivation of a wide range of skills. Students will have opportunities to sequence MIDI, sequence audio, record live instruments, produce CDs and compose using music technology.

Unit 1: Music Technology Portfolio

Students will learn and use a variety of music and music technology skills in order to complete this unit. MIDI sequencing and multi-track recording as well as arranging skills are all key components assessed through the practical work carried out.

Students must complete three tasks:

Task 1A: Sequenced Realised Performance

Task 1B: Multi-Track Recording

Task 1C: Creative Sequenced Arrangement

Students will produce an audio CD entitled 'Music Technology Portfolio 1', containing three tracks of work as specified in the three tasks above, and will also present a logbook.

Unit 2: Listening and Analysing

Students are required to study the development of popular music styles from 1910 through to the present day. Students will have the opportunity to demonstrate this knowledge using aural discrimination skills.

Unit 3: Music Technology Portfolio

Unit 3 builds on skills acquired in Unit 1, and extends these to include a composition task. It involves detailed study of: The Development of Technology-based Music.

Students must complete three tasks:

Task 3A: Sequenced Integrated Performance

Task 3B: Multi-track Recording

Task 3C: Composing using Music Technology

Students will produce an audio CD entitled 'Music Technology Portfolio 2', containing three tracks of work as specified in the three tasks above, and will present a logbook, detailing equipment used.

Unit 4 Analysing and Producing

Students will be expected to demonstrate their knowledge of music and the principles of music technology through a series of written commentaries, manipulations and production tasks using material provided on an examination paper and recorded on an audio CD.

How is the course assessed?

Unit 1: Music Technology Portfolio - practical assessment - 35% of A Level

Unit 2: Listening and Analysing - 1¾ hour written examination - 15% of A Level

Unit 3: Music Technology Portfolio - practical assessment - 30% of A Level

Students will produce an audio CD entitled 'Music Technology Portfolio 2', containing three tracks of work as specified in the three tasks above, and will present a logbook, detailing equipment used.

Unit 4: Analysing and Producing - 2 hour written examination - 20% of A Level

The examination will test students' musical understanding, their ability to manipulate and correct recorded music and their ability to write commentaries on technological processes. They will also be tested on their ability to produce a balanced stereo mix.

What can I do with this course?

There are many important opportunities in Higher Education, and many career possibilities for those proficient in handling Music Technology. A Level in Music Technology has been widely accepted by Higher Education providers. Music Technology careers could include work as a Sound Engineer, Record Producer or Teacher.

Additional information

Please note that the final specifications for this course, confirming details of content and assessment, are due to be approved during the Autumn Term 2016. Any significant alterations or additions to the course outlined above will be available at the Information Evening in February 2017.

Performing Arts

Entry Requirements

One or more of the following: GCSE Music, Dance, Performing Arts or Drama at grade C or above. In addition, any other qualifications in the Performing Arts such as ABRSM music qualifications, dance and drama awards can be considered.



What will I do on the course?

This is a very enjoyable and challenging course for those students who enjoy performing and sharing their skills with others. There is an expectation that you will be committed to developing skills through private practice and will be prepared to take part in school productions. Furthermore, the completion of a successful portfolio requires a good level of organisation so work can be developed throughout the course.

The course is based on the successful completion of a number of units. There are two mandatory units to be completed in Year 12:

Unit 1: Investigating Practitioners' Work

You will have the opportunity to develop your skills through practical workshops, leading some exercises and research around the work of two or more dance, drama and musical theatre practitioners. This requires a dedicated and inquisitive approach, culminating in a controlled assessment based around the work of your chosen practitioners.

Unit 2: Developing Skills and Techniques for live performance.

The Creative and Performing Arts industry is complex and multi-faceted. This unit will give you the strategies, attitudes and survival skills for sustaining a career in the Performing Arts industry. You will take part in a series of practical lessons across all areas of the Performing Arts, keeping a log of your progress. This unit will culminate in a variety of live performances.

The following mandatory unit will take place in Year 13

Unit 3: Group Performance Workshop

In this unit, you will learn how to respond to a given stimulus as part of a group, using research, discussion and practical exploration to develop performance material and later present an informal presentation of the work to an invited audience. As a member of a team, you will contribute to the creative development and rehearsal process, shaping and refining the work and applying performance and teamwork skills.

Skills you will be develop over the course include:

- Dance, from a range of practitioner influence and technique
- Acting and characterisation, again ranging in style depending on genre
- Stamina
- Working as an ensemble
- Confidence and communication skills

- The ability to undertake research and independent learning
- Singing techniques and performance skill
- Expressing yourself through a variety of means
- Literacy and written communication skills

How is the course assessed?

The following methods of assessment are considered suitable for these qualifications:

- Observation of practice, including a video or DVD recording
- Questioning the learner
- Examining written evidence, such as assignments, tasks and planning
- Examining evidence from others, such as witness statements
- Filmed performance work
- Controlled assessment

There are four award levels for this qualifications – pass, merit, distinction and distinction* (with distinction* being equivalent to an A* at A Level).

What can I do with this course?

BTEC Nationals are widely recognised vocational qualifications at Level 3 and are accepted by the vast majority of universities for further study. They are designed to provide you with practical task based of learning, but are now a lot more academic than initially perceived. They will help you develop your practical skills as well as your knowledge of the Performing Arts industry. Additionally, they will also prepare you for professional employment as well as further study and training post 18.

Many of our students go on to study professional qualifications at theatre schools such as Arts Educational School in London, Italia Conti, Bird, Mountview Academy of Theatre Arts and Guildford School of Acting.

Additional information

You will have the opportunity to attend a range of theatre visits, work with visiting professionals and have to chance to attend performing arts residential visits. Previous trips include very successful visits to New York and London. School of Acting.

Physical Education

ASSOCIATED
SIXTH FORM

Entry Requirements

Grade B and above in GCSE Physical Education. It is also important to have a strong interest in sport with the ability to perform effectively in one of the assessed roles. This means regular participating or competing in sport as a performer and/or coach.



What will I do on the course?

Theory Units

Unit 1: Physiological Factors Affecting Performance

- Applied anatomy and physiology
- Exercise physiology
- Biomechanics

Unit 2: Psychological Factors Affecting Performance

- Skill acquisition
- Sports psychology

Unit 3: Socio-Cultural Issues in Physical Activity and Sport

- Sport and society
- Contemporary issues in physical activity and sport

Practical Unit

Performance in physical education

- Performance or Coaching in one sport
- Evaluation and Analysis of Performance for Improvement (EAPI)

How is the course assessed?

Unit 1: Physiological Factors Affecting Performance - 30% of A Level

2 hour written examination

Unit 2: Psychological Factors Affecting Performance - 20% of A Level

1 hour written examination

Unit 3: Socio-Cultural Issues in Physical Activity and Sport - 20% of A Level

1 hour written examination

Practical Unit: 30% of A Level

This will be assessed as a non-examined unit

What can I do with this course?

The obvious suggestion is to say that it will lead onto one of the many sports-related degree courses available. However, the real benefit of the Physical Education A Level is that it enables you to grasp a wide range of skills – from scientific research through to debate. It also develops an organised well-rounded student that can cope with the demands of university life. This wide variety of skill sets will stand you in good stead for most university courses.

The same applies to the workplace. Sport is now such a huge industry that there are endless employment opportunities. Examples including: Coaching, Teaching, Biomechanics, Sports Rehabilitation, Officiating, Sports Technology Development, Sports Administration, Sports Management and Media.



Physics

Entry Requirements

Students should have achieved at least a grade B in GCSE Separate Science Physics or an A in Additional Science (Coordinated Science). At least a grade 5 in Mathematics is also required, preferably in the Higher Tier paper at GCSE.



What will I do on the course?

Students will study the following:

- Measurements and their errors
- Particles and Radiation
- Waves and Optics
- Mechanics
- Materials
- Electricity
- Further Mechanics
- Thermal Physics
- Fields
- Nuclear Physics
- An optional topic (usually Turning Points in Physics or Astrophysics)

Through Particles and Radiation many new ideas will be introduced including quarks, antiparticles and quantum concepts such as the photoelectric effect and wave-particle duality. We will also cover many of the fundamental aspects of Physics. Although many topics covered will be familiar from GCSE they are developed further for greater appreciation of the ideas. Concepts encountered will be Equations of Motion, Newton's Laws, Work, Power, Momentum, Hooke's Law, Longitudinal and Transverse Waves, Refraction, Diffraction and Interference, Current, Voltage, Resistance, Resistivity and much more besides.

The second year allows students to deepen their understanding of Physics and to establish links between the previously separate, yet fundamental topics. Some of the concepts to be studied are Circular Motion, Simple Harmonic Motion, Gravitational, Electric and Magnetic Fields, Capacitance and Electromagnetic Induction, Radioactivity, Probing the Nucleus, Nuclear Instability, Nuclear Energy, Heat Capacity, Ideal Gases and Kinetic Theory.

How is the course assessed?

At the end of the two year course students will sit three written examinations:

Paper 1: 2 hour written paper, 34% of A Level
Primarily assessing Year 12 subject material

Paper 2: 2 hour written paper, 34% of A Level
Primarily assessing Year 13 subject material but with assumed knowledge of all the Year 12 material

Each of these papers will consist of long and short answer questions as well as some multiple choice questions

Paper 3: 2 hour written paper, 32% of A Level
Made up of two sections, 45 marks based on practical experiments and data analysis and 35 marks based on the optional topic

What can I do with this course?

Physics is a fascinating subject to study at this level. It is very highly regarded by universities and employers who recognise that studying Physics develops practical, analytical and logical problem solving skills as well as increasing students' awareness of how the world works.

An A Level in Physics is essential, highly desirable and very useful for many different careers/professions. These are Engineering, Medicine, Veterinary Science, Dentistry, Architecture, Management, Research, Geophysics and Geology.



Psychology

ASSOCIATED
SIXTH FORM

Entry Requirements

Students should have GCSE grade 5 in Mathematics and one English course and a grade B in one Science course. Due to the anatomical nature of the bio-psychological components, it is preferred that the science is Biology.



What will I do on the course?

Psychology will be of relevance to anyone who is interested in people and who can display a good range of academic skills.

Unit 1: Social Influence, Memory, and Psychopathology

Unit 2: Approaches in Psychology, Biopsychology and Research Methods

Unit 3: Issues and Debates in Psychology

- one from Relationships, Gender, Cognition and Development
- one from Schizophrenia, Eating Behaviour, Stress
- one from Aggression, Forensic Psychology, Addiction

"Psychology is that bit different because you have to write essays, do scientific research and carry out data analysis. You also get a real insight into how people tick!" - Year 13 Student

How is the course assessed?

Students will be assessed by three, 2 hour written examinations the end of Year 13. Each paper will account for 33.3% of the total A Level.

Unit 1 and Unit 2 will have common content (material that is taught in both Year 12 and Year 13), Unit 3 is specifically Year 13 content.

What can I do with this course?

Many of our students continue their psychological studies beyond A Level, either via degree courses in Psychology or in subjects that are likely to have a psychological element e.g. Physiotherapy, Teaching, Nursing, Marketing, Human Resources, Social Work, Advertising and many others.



Religious Studies

Philosophy and Ethics

Entry Requirements

Students should have achieved at least grade B in Religious Studies, grade 5 in English Language and Literature and grade B in at least one other subject that requires extended writing.



What will I do on the course?

YEAR 12

Unit 1: Philosophy of Religion

- The influence of Greek philosophers on our own thinking
- Arguments for the existence of God based on observation and reason
- Evil and the challenges it presents for God's existence
- A study into the nature of religious experience

Unit 2: Religious Ethics

- An introduction to ethical language and thinking
- An introduction to normative ethical theories
- The application of ethical theory

Unit 3: Developments in Christian Thought

- Insight: beliefs, teachings and ideas about human life, the world and ultimate reality, including:
 - a study of Augustine's teaching on human nature
 - a study into ideas about death and the afterlife
- Foundations: the origins and development of Christianity and the sources of wisdom on which it is based, including:
 - Revelation, the human condition and a focus on the works of Calvin
 - the person of Jesus as a source of authority
- Living: The diversity of ethics and practice, including:
 - Christian moral principles
 - Christian moral action

YEAR 13

Unit 1: Philosophy of Religion - including:

- The nature and attributes of God, the concept of omnipotence, omniscience and eternity
- Religious Language: Negative, Analogical or Symbolic
- Twentieth Century perspectives on religious language with special focus on Logical Positivism

Unit 2: Religion and Ethics

- The study of meta-ethical theories such as naturalism, intuitionism and emotivism. How ethical language in the modern era has changed over time

- The nature and role of human conscience in decision making
- Application of ethical theory to issues surrounding sex and sexuality

Unit 3: Developments in Christian thought

- Development: Religious pluralism and theology/society
- Society: A study of gender and theology/society
- Challenges: The rise of secularism and secularisation

How is the course assessed?

Three, 2 hour written examinations, each worth 33.3% of the total A Level

What can I do with this course?

This course is excellent preparation for many degree courses including Politics, History, English, Computer Science, Law and Philosophy. It gives a firm grounding in many issues required for studying Medicine, Humanities and Law. People with an A Level in Religious Studies go on to a wide range of careers ranging from, Social and Welfare positions to Education and even Zoologists.

Additional information

Religious Studies is for those who enjoy learning and who are interested in exploring and challenging ideas. Lessons in Religious Studies are varied and include active learning, discussion, group work, independent work, reading and essay writing. The study of Religion, Philosophy and Ethics helps students to think logically and clearly about issues that affect the whole of life.

Science

Entry Requirements

Students will be expected to have achieved a minimum of grade C in Science, and grade 4 in English and Mathematics at GCSE or equivalent.



What will I do on the course?

This qualification allows learners to acquire technical and employability skills through the knowledge and understanding of science. It provides a range of scientific experiences, covering aspects of Chemistry, Physics and Biology, as well as laboratory and industrial science.

The course requires commitment and the ability to set targets in coursework deadlines. Students will develop a range of transferable skills in numeracy, ICT, team work, research and communication.

For students who wish their learning to be practical and active, this is a highly relevant qualification.

The first year will comprise of the following mandatory units:

- Unit 1: Key Concepts in Science
- Unit 2: Applied Experimental Techniques
- Unit 3: Science in the Modern World

The second year will cover the following units:

- Unit 4: The Human Body
- Unit 5: Investigating Science
- Unit 6: To be chosen from Unit 6a: Microbiology, 6b: Medical Physics or 6c: Organic Chemistry

How is the course assessed?

Units 1, 3 and 4 are assessed by the completion of a written examination. The remaining units are assessed by the completion of a portfolio. The units are graded Pass, Merit or Distinction. The overall qualification is graded as P, M, D and D*.

What can I do with this course?

The course is recognised by Higher Education Institutions and professional bodies.

Upon successful completion of the first year units, the student will be eligible for the award of a Level 3 Certificate. Upon successful completion of the first and second year units, the student will be eligible for the award of the Level 3 Extended Certificate, broadly equivalent to one A Level.

Additional information

This qualification provides a unique opportunity for students to continue their study of all the sciences to an advanced level, whilst leaving freedom of choice in other areas of the curriculum. The subject also both complements and enhances understanding of other subjects, whilst aiding development of a number of transferable skills.



Entry Requirements

Students will be required to have GCSE grade 4 or above in English.



What will I do on the course?

Sociology is a stimulating and relevant subject, offering the opportunity to develop a range of transferable skills and a 'sociological imagination' for the purposes of studying how human society develops and changes and people interact with one another. It provides students with an understanding of how society can shape people and how people can shape society.

The central aims of the A Level course in Sociology are to examine relationships and inequalities between individuals and the effects that social, economic and political influences may have on them and to develop within students a critical understanding of society. This is achieved by examining of two core themes:

- (1) Socialisation, Culture and Identity
- (2) Social Differentiation, Power and Stratification

Unit 1: Education with Theory and Methods

Students will explore the following areas:

Section A: Education - Students will explore what is the role and purpose of education; the differing experiences of pupils, and how this shapes and affects their educational achievement and identity; how different minority groups experience education; how educational policies in the UK affect and shape education.

Section B: Methods in Context - Students will also cover the ways in which different research methods are used by sociologists and the strengths and weaknesses of these methods in investigating education.

Section C: Research Methods - Students will explore the various research methods that sociologists use to investigate society and the strengths and weaknesses of adopting these methods.

Unit 2: Topics in Sociology

Section A: one option from: Culture and Identity, Families and Households, Health and Work and Poverty and Welfare (this will be taught in Year 12).

Section B: one option from the following topics: Beliefs in Society, The Media, Global Development, Stratification and Differentiation. The chosen topic will be: The Media.

Unit 3: Crime and Deviance with Theory and Methods

Section A: Crime and Deviance - Students will look at Crime and Deviance and will consider key topics such as: What are the theories of crime and deviance in relation to social control? Who is more likely to commit crime and why? How does the media influence the rate of crime? What are the demographic trends in the crime statistics?

Section B: Theory and Methods - Student will build on the research methods they learnt in Year 12 and will consider the methodological strengths and weaknesses of using each method to research society. Students will also explore sociological perspectives and their view of society, including Marxism, Feminism, Functionalism, Interactionism and Postmodernism.

How is the course assessed?

Students will sit a total of 3 papers. The three papers are each worth 33.3% of the total A Level qualification and are assessed through 2 hour written examinations.

What can I do with this course?

An understanding of Sociology is key for careers in Politics and the Media, such as Journalism.

As Sociology focuses on understanding how society and the key institutions in society function, this subject can be perfect for roles in public services e.g. like the police, criminal justice social workers, probation officers.

Sociology can also lead you onto civil servant and public sector roles such as Teaching, Law and Social Work.

Spanish

Entry Requirements

Grade B or above in GCSE Spanish.



What will I do on the course?

Spain and the countries of South and Central America offer an incredibly diverse and fascinating language and culture for students to learn about and enjoy. From the rhythm of flamenco in Andalucia to the Mayan temples in the jungles of Guatemala, there are endless opportunities to discover the true Hispanic culture.

The A Level course is a natural continuation from GCSE with a focus on the four skill areas of reading, speaking, writing and listening. Students will have an opportunity to work with interactive technology in their learning and to access primary source material from language assistants, visitors and internet links.

Students will study topics similar to those at GCSE but looked at from a more mature perspective. In the Leisure topic, for example, we examine how football has taken over from Catholicism as the principal activity for Spaniards on a Sunday. In our studies of Lifestyle we compare the laid-back, siesta-filled work day in Spain with the stress-filled approach in Northern Europe. When looking at Media we discover how Spanish youngsters are equally obsessed with mobiles and the internet and how these have changed attitudes in Spain.

Course topics include

- 'Los valores tradicionales y modernos' (Modern and traditional values)
- 'La igualdad de los sexos' (Equal rights)
- 'La influencias de los ídolos' (Modern day idols)
- 'Monarquías, repúblicas y dictaduras' (Monarchies, republics and dictatorships).

Students will study one Spanish book in depth and one Spanish film. In addition, an independent research project is undertaken and forms the main part of the speaking test.

How is the course assessed?

2½ hour listening, reading and translation paper - 50% of A Level

2 hour writing paper. One essay on the chosen book and one on the chosen film - 20% of A Level

15 minute speaking test based on a stimulus card and a cultural topic chosen and researched by students themselves - 30% of A Level

What can I do with this course?

The department has an excellent track record of success with many students going on to study Spanish at university as well as pursuing gap year projects in Spanish speaking countries.



Additional information

Most students take part in our week-long visit to a language school in Salamanca. Here they stay with host families and attend classes delivered by Spanish teachers on an intensive course. In the evenings and at the weekend there are cultural and social activities such as a salsa dance class, a tapas tour, a conversation exchange with Spanish high school students and a visit to the regional centre of bullfighting memorabilia.

Sport

Double Award (Equivalent to 2 GCE A Levels)

Entry Requirements

Grade 4 in Mathematics and English. A GCSE or equivalent qualification in Physical Education is also preferred but not essential if the student can evidence genuine interests and involvement in sport.



What will I do on the course?

The course builds on the student's experience from KS4 and GCSE to provide an introduction to the sport and active leisure sector for learners looking to build a career in sport, within one of its occupational areas. These areas include exercise and fitness, coaching and leadership, sports development and the outdoors.

The content of the course is made up of a variety of units and has been structured to allow learners maximum flexibility in selecting optional units, so that particular interests and career aspirations within the sport and active leisure sector can be reflected in the choice of unit combinations.

Mandatory units

- Anatomy and Physiology
- Fitness Training and Programming
- Professional Development in Sport
- Application of Fitness Testing
- Sports Psychology
- Coaching for Performance
- Technical and Tactical Demands of Sport
- The Athletes Lifestyle
- Sports Performance Analysis
- + 1 Optional Unit

How is the course assessed?

1½ hour written examination based on the Anatomy and Physiology Unit

1 x Pre-release research task based on the Fitness Training and Programming Unit

The rest is assignment based controlled assessment.

What can I do with this course?

Sport is now such a huge industry that there are endless employment opportunities. A few examples: Coaching, Teaching, Biomechanics, Sports Rehabilitation, Officiating, Sports Technology Development, Sports Administration, Sports Management and Media. The course will equip you with the skills needed to go and work in any aspect of the sports industry or go on and study sport at a higher level. Many of our BTEC students have gone on to study one of the wide range of sports courses available at universities.

"I have grown as a person due to the amazing teachers who have given me endless support, knowledge and belief. I can honestly say that without them, I wouldn't be where I am today..."



Additional information

Please note that the final specifications for this course, confirming details of content and assessment, are due to be approved during the Autumn Term 2016. Any significant alterations or additions to the course outlined above will be available at the Information Evening in February 2017.

Statistics

Entry Requirements

Students are expected to have obtained grade 5 or above in Mathematics and English Language.



What will I do on the course?

Statistics are used every day to manipulate our opinions and actions and this course equips students with the knowledge and understanding to look beyond raw data and assertion to proven analytical interpretations. For example, students can explore why the viewing figures of the entire population are based on what only 5000 people watch and whether a coin is biased if, when tossed 100 times, it lands on heads 70 times; they can even gain an understanding of the data behind sports betting which allows bookmakers to stay in business.

The course employs the statistical enquiry cycle to help make sense of data trends and to solve statistical problems in a variety of contexts such as psychology, sociology, biology, geography, sport, economics and business. As a result it is often seen as supporting A Level work in these areas: for example, students may apply statistical measures such as moving averages to explore trends in data for business forecasting or to understand how stockbrokers make predictions about whether a share is likely to rise or fall.

A Level Statistics revises and extends GCSE work on probability, averages, standard deviation and correlation, leading to the study of regression, the Binomial and Normal distributions, hypothesis testing and numerous other useful and relevant statistical measures.



How is the course assessed?

The course is assessed through written examinations at the end of Year 13.

What can I do with this course?

A Level Statistics prepares students for further study and employment in a wide range of disciplines which use statistical analysis and reasoning with data, for example in business and finance or science. Students who have moved on to degrees in other areas such as geography, economics, psychology or biology also report that their A Level Statistics work has been beneficial in their undergraduate studies.

Additional information

Please note that the final specifications for this course, confirming details of content and assessment, are due to be approved during the Autumn Term 2016. Any significant alterations or additions to the course outlined above will be available at the Information Evening in February 2017.

Travel and Tourism

Entry Requirements

Grade 4 in English and Mathematics. In addition, if you are studying Geography, Business or another related subject, a C grade or above is expected in this subject area.



What will I do on the course?

The Travel and Tourism sector continues to grow at a rapid pace, with the amount of journeys undertaken for leisure and business continuing to increase and the expansion of short breaks and new hospitality enterprises, such as health spas and boutique hotels. This expansion has led to a huge demand for a more flexible and skilled work force. Tourism is Britain's fifth largest industry; it is the third largest export earner and worth £115 billion a year. It employs 2.6 million people and supports over 200,000 small business enterprises.

The aim of the BTEC is that it is vocational; you will only be required to complete work that you would be asked to do in the real world. This gives you the opportunity to develop a range of skills and attributes essential for successful performance in working life.

The Level 3 Extended Certificate course comprises of five units of study, of which three are compulsory and two are selected optional units. The compulsory units are:

- The World of Travel and Tourism
- Global Destinations
- Managing the Customer Experience

Optional units will be chosen from among the following:

- The Airport Experience
- Specialist Tourism
- Visitor Attractions
- Events, Conferences and Exhibitions

How is the course assessed?

Two of the compulsory units are externally assessed through written examinations, comprising 50% of the qualifications. The other units involve internally assessed assignments.

What can I do with this course?

BTECs in Travel and Tourism are highly respected by employers and higher education establishments alike. BTECs provide a variety of skills needed to enter employment in the travel sector - from travel agents, to airports, airlines and more.

The course can lead to careers in Hospitality, Events Management, Hotel Management and Customer Services as well as a range of tourism-related areas.

"The Associated Sixth Form has given us what can only be described as the best preparation for our futures..."

Additional information

In addition to the assignments and work that you complete in class, there will be the opportunity to enjoy trips planned throughout the year, including a trip to York, a local visit to a hotel and guest house in Harrogate, a visit to Leeds Bradford Airport and a visit to Rudding Park Hotel, Harrogate. In addition to the trips we have a number of guest speakers who come into school including Michael Langford Travel, Welcome to Yorkshire and the Yorkshire Bank.



Core Maths

Level 3 Certificate in Mathematical Studies

Awarding body AQA

Core Maths is a qualification designed for students who have achieved a grade 5 or above in GCSE Mathematics who choose not to study A Level Mathematics but wish to take their valuable maths skills to a higher level. Core Maths enables learners to develop their mathematical knowledge and apply it to problems found in other Level 3 courses, further study, life and employment.

Core Maths is a relatively new course but already universities and employers from different sectors have expressed support for the qualification. Many roles in today's workplace require high levels of budget management and problem solving-skills: Core Maths will be a useful tool in equipping students with these skills.

Core Maths builds on GCSE level work by considering and tackling mathematics in meaningful contexts: the content of the course includes financial applications of mathematics and further statistical ideas that can support work in a wide range of other subjects such as the sciences, Geography, Psychology and Sociology.

The course is assessed through two examination papers and leads to a qualification which carries the same UCAS tariff points as an AS Level (40% of A Level).

GCSE Mathematics and English

Students who have not attained grade 4 in Year 11 are required to study Mathematics and English for a further year to improve on past performance.

The GCSE courses may be studied alongside A Levels or as part of a personalised programme where appropriate.

Extended Project Qualification (EPQ)

Students will have the opportunity towards the end of Year 12 and during Year 13 to take part in the AQA Level 3 Extended Project Qualification. The programme is designed to increase the breadth and depth of study in their selected subject area, and to gain essential skills for university or employment applications. We are aware that competition for university places is increasing, and that predicted A Level grades alone will not guarantee an offer. By offering this programme we hope to strengthen our students' applications and prospects.

The Extended Project gives students more control over their studies than ever before. Students can choose to explore a further aspect of a subject they are studying, or another subject, or simply choose a topic in which they have a personal interest. The stages of the project are:

- Choose a topic to study
- Complete a production log to document the project process
- Plan, research and carry out the project
- Prepare a presentation on the outcome.

The finished project can be a written report, a performance, a piece of art, a community project, a CD or DVD, or even computer software. This level of choice and flexibility means students are engaged and motivated, and gain valuable research and project management skills along the way. Students will have regular contact with their supervisor to support them through the project.

Students who complete the Level 3 EPQ will also have the option of seeking accreditation on the AQA Baccalaureate.

The Careers Department is instrumental in assisting students prepare for their lives after the Associated Sixth form. All students are encouraged to be responsible for their career decisions and individual guidance is provided to help them identify the most suitable direction to take when they leave school. Students can book individual career guidance appointments with our professionally qualified Career Advisers for impartial advice and guidance on their careers options during their free periods or private study.

In Year 12, all students follow a comprehensive careers education tutorial programme and explore in detail the options available after Sixth Form; university, college, employment and apprenticeships, or a gap year. The summary of student destinations in this prospectus highlights the diverse range of careers and further study which our students progress to and we are incredibly proud of all of their achievements.

The majority of students choose to go onto university after the Associated Sixth Form. They receive information, advice and guidance on how to choose the right university and course for them, how to apply and write an effective personal statement, together with information on student life and finances. Admission Tutors, Academics and Graduates regularly visit school to talk to students about courses and life at university. We offer bespoke career programmes, involving career talks from relevant professionals, work experience placements and mock university interviews for those students applying for competitive degree courses such as Medicine and Nursing, Primary Teaching, Music and Drama.

For those students planning to take a gap year prior to starting university, we can offer an extensive range of resources and knowledge to provide relevant information and we frequently invite organisations offering recognised gap year programmes into school to talk to students about opportunities both in the UK and overseas.

A significant number of students embark upon Art and Design Foundation Diplomas and other vocational courses at local colleges and they receive relevant support to ensure they make successful choices and applications. Likewise, students who decide to enter employment directly after the Sixth Form can seek help and support to secure apprenticeships and employment opportunities. Increasingly, more employers are looking to recruit students immediately after A Levels onto bespoke trainee programmes and they advertise these vacancies with the Careers Department. We also offer help to students to find relevant work experience placements and assist them with completing CV's, application forms and preparing for interviews.

We are fortunate to regularly host representatives from business and education who visit school to talk to students about their specific areas of expertise. We organise a careers evening in March each year to which all students and parents are invited to attend. Students are also actively encouraged to attend open days and conferences to help them make informed decisions about all their option choices.

Should you require further information about the Careers Department and how we can help you during your time in the Associated Sixth Form, please contact Mrs Bennett or Mrs Claydon at St. Aidan's or Mr Melville at St John Fishers. Alternatively, please visit the Careers Department section of the school website at www.staidans.co.uk



Extended Curriculum

What is there to do apart from study?

Drama

Drama is thriving in the Associated Sixth Form with energetic support from the A Level Drama & Theatre and Performing Arts groups. Recent major productions include Copacabana and West Side Story and at St. Aidan's, and Billy Elliot and Hairspray at St John Fisher. A student-led group, Bedlam Theatre Company, also produces studio performances: recent productions include The History of Tom Jones.

The Debating Society

The Debating Society meets weekly at lunchtime. A varied calendar of events is arranged including debates, contests against local schools and entry into national competitions. Students take this opportunity to develop communication skills and to gain confidence in public speaking.

Preparation for Applications to Medical or Veterinary Medicine Schools

The Association has a strong record of success among students applying to these competitive courses. Students considering a career in Medicine or Veterinary Science are encouraged to work closely with the Careers Department to explore work experience and shadowing placements which will support their applications alongside some of the other extra-curricular activities on offer.

Preparation for Applications to Oxford and Cambridge Universities

There is an Oxbridge Co-ordinator at both St. Aidan's and St John Fisher. In each case the Co-ordinator provides introductory information about Oxford and Cambridge, organises visits to Open Days and oversees the application process, including preparation for specialist examinations and interviews. The Association has a proud record of success in its applications to these and other prestigious universities.

Duke of Edinburgh Gold Award

The Duke of Edinburgh Gold Award is offered to St. Aidan's-based students in Year 12, with the opportunity to complete it by the middle of Year 13. This most prestigious award requires hard work and determination but it is well worth the effort. The award comprises 5 main sections:

- Physical Recreation
- Service to the Community
- Skill
- Residential Project
- Expedition



The three and four-day expeditions take place in the Summer Term of Year 12 with training walks earlier in the year, in order to develop the necessary expedition skills. Duke of Edinburgh Gold Award can be followed as part of the Extra Time programme in the Associated Sixth Form.

Sixth Form Committees

The Sixth Form Committees are elected by staff and students at St John Fisher and St. Aidan's. It has been a pleasure to watch the original idea develop through the enthusiasm of the participants so that they now provide an important contribution to the management of the Associated Sixth Form and both schools. This is achieved by weekly meetings, participation in assemblies and leadership of official functions. We are indeed fortunate to have such able and committed students.

Other students can also take on leadership roles in a range of contexts, with responsibilities involving leading younger students and the Sixth Form on each site and across the Association.

Sports

Teams are coached for inter-school competitions in Netball, Hockey, Soccer, Rugby, Basketball and Cricket. The level of success varies from year to year but all teams are competitive and enthusiastic. Dedicated performers are strongly encouraged to join senior clubs in the Harrogate area.

Peer Listeners

At St. Aidan's we have a Peer Listeners Scheme. At the end of Year 12 we offer training to students who wish to be involved. The role is to offer support to younger students: the scheme is very successful and creates valuable links between the Associated Sixth Form and the stem school, with about 100 students volunteering every year!

Amnesty International

The Amnesty International group meets regularly to support campaigns for human rights around the world. Students lead the group in choosing, planning and conducting campaigns and lead assemblies for the whole school to publicise these issues.





Music

There is a wealth of musical opportunity on offer at both schools, way beyond that of any other similar establishment in the North of England. Both schools have a national, if not international reputation for the quality and breadth of their musical activity. Those moving to the Associated Sixth Form from other schools are as welcome as any other student to join our musical ensembles. There may be entry requirements or auditions for some ensembles. If you would like to join a group, check the music pages of the school intranets and websites, the Music Department notice boards, or speak directly to the music staff.

The Chamber Choir of St. Aidan's and the Jazz Orchestra of St John Fisher have both reached the finals of the National Festival of Music for Youth, with both schools achieving the Outstanding Jazz Award in recent years. The St. Aidan's Symphonic Wind Band and Chamber Choir have also performed at the Royal Albert Hall and the Chamber Choir has been seen regularly in the finals of the BBC Songs of Praise Choir of the Year Competition. In November 2011, both schools were delighted to be invited to the Schools Proms in the Royal Albert Hall which saw the Chamber Choir and Jazz Orchestra performing together in a show-stopping collaboration. Both schools regularly take part in other national competitions with various ensembles competing at the highest of standards. In 2011, St John Fisher was the only school from the country that had 3 ensembles represented at the National Festival in Birmingham, and in 2015 St. Aidan's ensembles were invited to three separate categories at the Festival, the Chamber Choir being given an award for innovation. There really is an ensemble for everyone at St. Aidan's and St John Fisher with Ukulele groups, percussion ensembles, rock bands and Steel Pan ensembles to name but a few, suiting all tastes.

Choral singing is a definite strength of both schools, enabling choirs of senior students to participate at the highest level, locally, nationally and internationally. As well as these staff-organised ensembles, many students naturally form their own groupings, from string quartets to rock bands. There is a strong tradition at both schools of large-scale collaborative ventures.

Frequent overseas tours are undertaken by music groups at both schools. Musicians from St John Fisher have recently toured to New York, Toronto, Greece, and Barcelona and Paris, while highlights of St. Aidan's touring programme have been a 10 day performing tour to China, the Swing Band at Montreux Jazz Festival and visits by the Chamber Choir to Tuscany.

Extra-curricular performing arts are especially strong at St. Aidan's and St John Fisher with both schools regularly staging major musicals. St John Fisher having recently produced *The Phantom of the Opera* and *The Sound of Music*; 2016 sees a spectacular production of *Billy Elliott*. St. Aidan's has, in recent years, staged *Les Miserables*, *We Will Rock You*, *Evita* and *Copacabana*, with this year's production being *West Side Story*.

In addition to all the above, both schools have flourishing orchestras, bands, choirs and other instrumental ensembles which operate locally, nationally and internationally.

Being faith schools, both have thriving worship groups with St. Aidan's leading worship with their in-house worship band "Aidan's Flame" and St John Fisher supporting the Leeds Diocese on a regular basis with their own worship groups.

For more information please contact Mr Ratcliffe (Head of Music, St John Fisher) or Mr Pallant (Director of Music, St. Aidan's) or email us at cratcliffe@sjfchs.org.uk or music@staidans.co.uk



There's life Outside the Classroom







Year 13 Leavers' Ball 2016



A Level Subject Results 2016

Subject	Gender	A*	A	B	C	D	E	U	Total
Ancient History	M	0	3	3	5	0	1	0	12
	F	3	3	0	1	0	2	0	9
	A	3	6	3	6	0	3	0	21
Art & Design: Craft	F	0	0	0	1	3	0	0	4
	A	0	0	0	1	3	0	0	4
Art & Design: Fine Art	M	0	0	0	0	0	1	0	1
	F	0	1	6	5	2	2	1	17
	A	0	1	6	5	2	3	1	18
Art & Design: Graphics	M	2	0	2	2	1	0	0	7
	F	0	1	3	2	0	0	0	6
	A	2	1	5	4	1	0	0	13
Art & Design: Photography	M	0	1	1	2	2	3	0	9
	F	0	0	4	8	8	2	0	22
	A	0	1	5	10	10	5	0	31
Biology	M	7	7	1	8	7	1	0	31
	F	6	20	15	9	6	4	2	62
	A	13	27	16	17	13	5	2	93
Business: Single Award	M	2	1	8	10	7	2	0	30
	F	2	7	8	12	7	2	0	38
	A	4	8	16	22	14	4	0	68
Business: Double Award	M	1	4	4	2	5	0	2	18
	F	0	0	1	3	0	0	0	4
	A	1	4	5	5	5	0	2	22
Chemistry	M	11	15	6	13	8	1	0	54
	F	3	18	12	5	8	4	0	50
	A	14	33	18	18	16	5	0	104
Computing	M	0	0	1	0	2	2	3	8
	A	0	0	1	0	2	2	3	8
Dance	F	1	2	2	4	1	0	0	10
	A	1	2	2	4	1	0	0	10
Design & Technology: Product Design	M	1	0	2	1	4	0	0	8
	F	0	0	0	0	1	0	0	1
	A	1	0	2	1	5	0	0	9
Design & Technology: Textiles	M	0	0	0	0	1	0	0	1
	F	0	2	3	2	1	1	0	9
	A	0	2	3	2	2	1	0	10

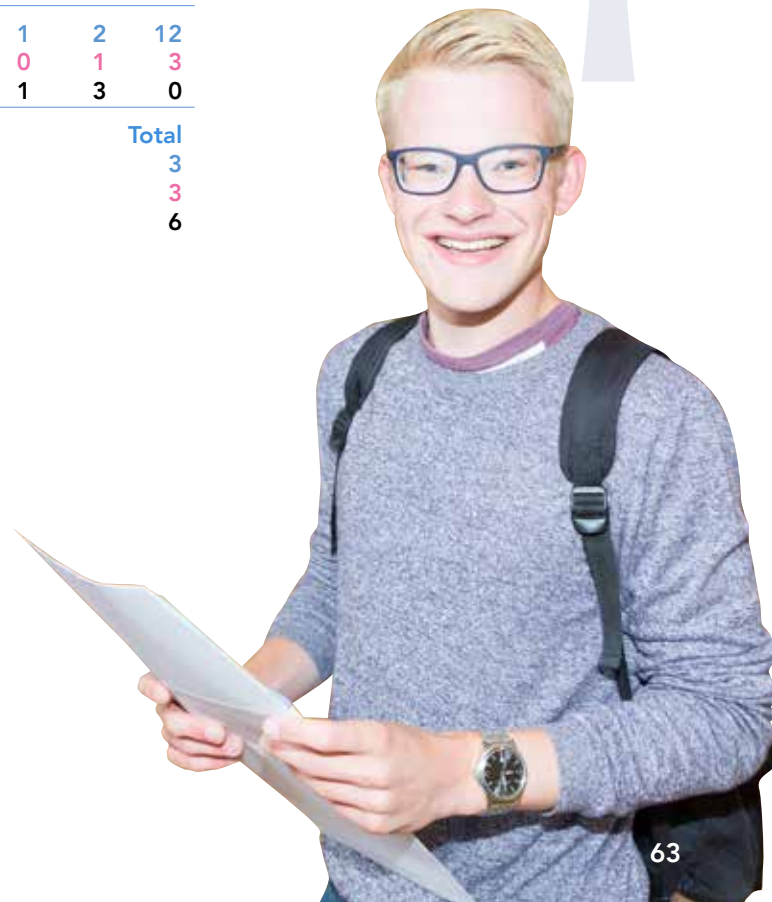
Subject	Gender	A*	A	B	C	D	E	U	Total
Drama & Theatre Studies	M	0	1	2	2	4	0	0	9
	F	1	7	18	6	1	0	0	33
	A	1	8	20	8	5	0	0	42
Economics	M	3	5	13	9	3	1	0	34
	F	0	5	4	0	0	0	0	9
	A	3	10	17	9	3	1	0	43
English Language	M	0	0	2	3	4	3	0	12
	F	0	1	5	13	5	0	0	24
	A	0	1	7	16	9	3	0	36
English Literature	M	0	3	4	3	9	1	0	20
	F	4	11	16	27	11	3	0	72
	A	4	14	20	30	20	4	0	92
English Language & Literature	M	0	0	0	1	0	0	0	1
	F	0	0	0	3	2	0	0	5
	A	0	0	0	4	2	0	0	6
Engineering	M	0	0	0	3	1	1	0	5
	F	0	1	0	0	0	0	0	1
	A	0	1	0	3	1	1	0	6
Food Technology	M	0	1	0	0	0	0	0	1
	F	0	2	6	4	0	0	0	12
	A	0	3	6	4	0	0	0	13
French	M	1	0	1	0	0	0	0	2
	F	4	8	6	1	0	1	0	20
	A	5	8	7	1	0	1	0	22
General Studies	M	1	6	1	8	5	3	0	24
	F	0	2	5	8	8	4	2	29
	A	1	8	6	16	13	7	2	53
Geography	M	1	6	11	14	8	2	0	42
	F	5	7	14	8	3	1	0	38
	A	6	13	25	22	11	3	0	80
Geology	M	0	1	3	2	3	0	0	9
	F	1	2	0	2	0	0	0	5
	A	1	3	3	4	3	0	0	14
German	M	0	1	0	1	0	0	0	2
	F	0	1	1	0	1	1	0	4
	A	0	2	1	1	1	1	0	6



Subject	Gender	A*	A	B	C	D	E	U	Total
Government & Politics	M	3	5	11	5	2	1	0	27
	F	0	6	6	5	0	0	0	17
	A	3	11	17	10	2	1	0	44
Health & Social Care: Single Award	F	0	1	5	7	12	4	2	31
	A	0	1	5	7	12	4	2	31
Health & Social Care: Double Award	M	0	0	0	2	0	0	0	2
	F	0	1	2	8	6	3	0	20
	A	0	1	2	10	6	3	0	22
History	M	9	12	19	1	3	1	0	45
	F	4	16	13	4	1	0	0	38
	A	13	28	32	5	4	1	0	83
Information Technology	M	0	0	0	0	0	2	0	2
	F	0	0	0	0	2	1	0	3
	A	0	0	0	0	2	3	0	5
Italian	F	0	0	1	1	0	0	0	2
	A	0	0	1	1	0	0	0	2
Mathematics	M	21	23	16	13	5	2	1	81
	F	2	17	11	6	4	1	1	42
	A	23	40	27	19	9	3	2	123
Further Mathematics	M	5	8	5	0	1	1	0	20
	F	2	0	0	0	1	0	0	3
	A	7	8	5	0	2	1	0	23
Media Studies	M	0	0	2	7	2	0	0	11
	F	0	1	5	6	3	1	0	16
	A	0	1	7	13	5	1	0	27
Music	M	1	2	3	0	2	0	0	8
	F	0	0	1	2	2	0	0	5
	A	1	2	4	2	4	0	0	13

Subjects	Gender	D*D*	D*D	DD	DM	MM	MP	PP	Total
BTEC Diploma in Sport	M	2	1	2	2	2	1	2	12
	F	2	0	0	0	0	0	1	3
	A	4	1	2	2	2	1	3	0
BTEC Subsidiary Diploma in Travel & Tourism	Gender	D	M	P	Total				
	M	3	0	0	3				
	F	3	0	0	3				
A	6	0	0	6					

Subject	Gender	A*	A	B	C	D	E	U	Total
Music Technology	M	0	0	2	5	0	1	1	9
	A	0	0	2	5	0	1	1	9
Performing Arts	M	0	0	1	2	2	0	0	5
	F	1	4	1	3	0	0	0	9
Physical Education	M	0	1	2	3	5	6	0	17
	F	0	0	3	2	0	2	0	7
Physics	M	8	11	10	19	4	0	0	52
	F	2	3	1	0	0	2	1	9
Polish	A	10	14	11	19	4	2	1	61
	F	0	1	0	0	0	0	0	1
Psychology	A	0	1	0	0	0	0	0	1
	M	0	2	3	9	7	2	0	23
Religious Studies	F	0	3	20	27	14	6	2	72
	A	0	5	23	36	21	8	2	95
Science	M	0	4	4	4	3	2	0	17
	F	1	11	11	13	4	2	0	42
	A	1	15	15	17	7	4	0	59
Sociology	M	0	0	1	1	2	0	1	5
	F	4	6	5	2	4	4	2	27
	A	4	6	6	3	6	4	3	32
Spanish	M	1	1	2	0	0	0	0	4
	F	1	4	7	2	0	2	0	16
	A	2	5	9	2	0	2	0	20



Summary of Student Destinations 2016

Students aged 17 at the beginning of the school year (Year 13 Students)

Abel Rebecca	Neuroscience, Keele University	Booth Chloe	Geography, University of Hull
Abusin Isobel	History, University of Liverpool	Booth-Shield Chauntelle	English Literature, Sheffield Hallam University
Adam Daniel	Geography, University of Brighton	Boulton Ellie	Forensic Science, De Montfort University
Adams Jack	Employment	Bovo Ruby	Sociology, York St John University
Agar Alicia	History, Queen Mary University of London	Bowden Emma	Gap Year
Ainsworth Samuel	Gap Year, then Filmmaking, Manchester Metropolitan University	Bowerman Oliver	Gap Year
Ajaykumar Anirudh	Physics with Astrophysics, University of Leicester	Boyes Francesca	Primary Education, Manchester Metropolitan University
Alderson Emily	Acting Foundation Course, Birmingham School of Acting	Bradbury George	History, University of Manchester
Allan Nathan	International Wildlife Biology with Conservation, University of South Wales	Bramley Leah	Aviation Management and Operations, Craven College
Allman Nicola	Drama and Theatre Practice, University of Hull	Bramma Oliver	Employment
Amann Laura	Business Management, University of Liverpool	Bray Olivia	Physics, Astrophysics and Cosmology, Lancaster University
Anderson Brody	Gap Year	Brennan Jack	Product Design, Staffordshire University
Annetts Olivia	Politics, Huddersfield University	Bridger Alexander	Gap Year
Arabo Zainab	Dental Surgery, University of Leeds	Briggs Imogen	Physiotherapy, University of East London
Asistol Melissa	Biomedical Science, University of the West of England	Brightmore Zoe	Neuroscience, Aston University
Asmat Safiyah	Employment	Britton Ellie	Employment
Atkinson Ben,	English Literature, York St John University	Brizzolara Daniella	Media Production, De Montfort University
Atkinson Harvey	Sports and Exercise Science, Liverpool John Moores University	Brizzolara Sophie	Mathematics, UCLan
Atkinson Kate	Medicine, University of Sheffield	Broadhurst Henry	Politics, University of Liverpool
Atkinson Thomas	Gap Year	Broadhurst Luke	Chemistry, UCLan
Baines Thomas	Gap Year	Broadley Rhianna	Sociology, University of Liverpool
Baker Olivia	Business Studies, Leeds Beckett University	Brockway Evie	Psychology, University of Lincoln
Baldrick Clarissa	Law, University of Edinburgh	Brogan Lydia	Foundation Year in Social Sciences, Northumbria University
Ball Molly	Gap Year	Brooks Beth	Foundation Year in Social Sciences, Northumbria University
Banks Marcus	Ancient History, University of Manchester	Brown Oliver	Business Studies and Psychology, Canterbury Christ Church University
Bardin Rosanna	Management and Aviation Operations, Aviation Academy (Craven College)	Bruce Imogen	Interior Design, Sheffield Hallam University
Bardon Alistair	Gap Year, then Marine Science and Maritime Navigation, University of Plymouth	Brunyee Sasha	Employment
Barker Elliott	Employment	Buckle Ruby	Employment
Barker Rachel	Employment	Buckle Sophie	Gap Year
Barlow Lucy	Psychology and Counselling, University of Salford	Burt Nicholas	Sound Technology, Liverpool Institute for Performing Arts
Barry Amelia	Gap Year	Byers Joshua	Law, University of York
Battersby Lewis	Mathematics, Lancaster University	Byrne Luke	Employment
Beange Deborah	Gap Year, then Biomedical Science, Newcastle University	Byrnes Amy	Employment
Beech Caitlin	Pharmacy, Durham University	Cain Ronan	Gap Year
Beecher Ed	Management and the Human Resource, University of Leeds	Callaghan Daniel	History, University of Lincoln
Beetham Bryony	Education with Psychology, Durham University	Calland-Brooke William	Gap Year
Beetles Thomas	History, University of York	Cameron Adele	Children's Nursing, University of Greenwich
Behrens Keeley	Politics, Huddersfield University	Campbell Jack	Business Management, Manchester Metropolitan University
Bell Chloe	Gap Year, then Business and Management, Oxford Brookes University	Campbell Lewie	Gap Year
Bennett Michael	Biomedical Sciences, University of Cumbria	Cann Luke	Games Development, Buckinghamshire New University
Bennett Rachel	Photography, Staffordshire University	Carr Thomas	Employment
Benny Blessy	Professional Practice in Health and Social Care, University Campus, Barnsley	Catli Eunice	Social Work, University of Northampton
Berry Ruairi	Gap Year	Cheung Chun-Yu	Electronic and Electrical Engineering, University of Birmingham
Biggar Eoin	History and Politics, University of Edinburgh	Cho Kwan-To	Business Management, Newcastle University
Bishop Jessica	Gap Year	Choudhury Abida	Law, University of Leicester
Black Sam	Employment	Clark Amy	Photography, University of Lincoln
Bloomfield Lois	Criminology, University of Lincoln	Clark Peter	Music Performance, University of Huddersfield
Bonini Sophia	Musical Theatre with Foundation, University of West London	Clark Tom	Classical and Historical Archaeology, University of Sheffield
		Clarke Hattie	Archaeology and Ancient Civilisations, Durham University
		Claughton Calum	Music, Leeds College of Music

Number of students
 Going on to a course in Higher Education
 Going on to a course in Further Education

516
 374
 24

Going into Employment
 Gap Year
 Other

ASSOCIATED
 SIXTH FORM
 50
 62
 6

Close Rachael	Photography, University of Cumbria
Coates Megan	History, University of York
Cockerham Harry	Chemistry, Keele University
Cockshutt Alice	Economics and Politics, University of Liverpool
Cole Danielle	Criminology and Sociology, Northumbria University
Collins Courteney	Art and Design Foundation Year, York College
Collins Rory	Creative Music Technology, University of Hull
Conboy Celia	Business Management, Northumbria University
Connelly Eve	Primary Teaching, Leeds Trinity University
Cook Isabella	Employment
Corcoran Rebecca	Gap Year
Coulter Katie	Chemistry, University of Liverpool
Cowley Ronan	History, University of Manchester
Cox Thomas	Film and TV Production, Northumbria University
Creek Lottie	Equine Chiropractic, McTimoney College of Chiropractic, Abingdon
Croft Harry	Gap Year
Crossland Edward	Employment
Culpin Stephen	International Relations and Politics, University of Lincoln
Cunningham Rory	Business and Management, Leeds Beckett University
Dalkowski Kuba	Ancient History, University of Manchester
Danter Kate	Biology, University of York
Davidson Lily	Modern and Medieval Languages, University of Cambridge
Davies Alexander	Economics, University of Manchester
Deane Oliver	History, University of Hull
Dennis Kiera	Geography, University of Leicester
Denson Simon	Music, University of Huddersfield
Denwood Tobias	Gap Year
Depledge Georgina	Gap Year
Dickson Ellie	Gap Year
Dobson Olivia	Broadcast Journalism, Leeds Trinity University
Doherty Isobel	Biology, Oxford Brookes University
Doran Abigail	Employment
Doyle Matthew	Mathematics, University of Liverpool
Drinkwater Amie	Medicine, University of Southampton
Driver Joseph	Chemistry, Sheffield Hallam University
Durkan Grace	English Literature, University of Brighton
Dutton Christian	Gap Year
Edmondson Christian	Employment
Ellenthorpe Holly	History, University of Warwick
Ellis Rachael	Medicine, University of Edinburgh
Emrullahu Elizabeta	Biochemistry, University of Bristol
Engel Joseph	Computing, De Montfort University
England Damien	Politics and International Relations, University of Nottingham
Erkulay Haydn	Quantity Surveying, Nottingham Trent University
Escreet John	Art and Design Foundation Year, York College
Everingham Timothy	Modern History with Economics, University of Manchester
Eyre Sandy	Gap Year, then Management, University of Bath
Fattorini Lucy	Psychology, Northumbria University
Ferguson Rowan	Mechanical Engineering, University of Bath
Fernandes Mariana	Media Production, University of Bolton
Filburn-Main Jack	Gap Year, then Accounting and Finance, Manchester Metropolitan University
Findlay Dominic	Computing, De Montfort University
Finlinson Joshua	Business Studies, Sheffield Hallam University

Finnegan Sophie	Creative Writing, York St John University
Foggitt Emma	Employment
Foster Francesca	Health and Social Care, Leeds City College
Foster Patrick	Modern Languages, University of Sheffield
Fox Tilly	Biology, University of Liverpool
Gallagher Tom	Employment
Garnett Eleanor	Drama & Theatre Practice, University of Hull
Garnett Emma	History, Northumbria University
Gasiorowska Karolina	Sports Science and Injury Rehabilitation, York St John University
Gaunt Betsy	Employment
Gilboay Ciaran	Motorsport Engineering, University of Derby
Giles Matthew	Sport and Exercise Science, Leeds Beckett University
Gillam Charys	Gap Year, then Philosophy, University of Wales Trinity Saint David
Gillespie Jonathan	Employment
Gilson Annie	Foundation Art Diploma, Leeds College of Art
Golodnitski Hannah	Film Production Technology, Nottingham Trent University
Goodson Harry	Sports Marketing Management, Manchester Metropolitan University
Gosling Lucy	Art and Design Foundation Year, Leeds College of Art
Graham Catherine	Medicine, University of Cambridge
Gray Hannah	Psychology, University of York
Green Rachel	Dance and Drama, London Studio Centre
Greenwood Chloe	Psychology, York St John University
Grogan Daniella	Year 14
Gunn Ciara	Animal Management and Science, Askham Bryan College
Hackett Jack	Gap Year
Haley Leo	Gap Year
Hall Edward	Employment
Hall Nathaniel	Natural Sciences, University of Leicester
Hall Sally	Musical Theatre, Italia Conti Stage School
Hall Samuel	Physics with Astrophysics, University of Glasgow
Hammatt Abigail	Gap Year
Hancock Alastair	General Engineering, Durham University
Hancock Ian	General Engineering, University of Warwick
Hancocks Charles	Agriculture with Land Management, Askham Bryan College
Handley Alice	Modern Languages and Business Studies, Northumbria University
Handslip Tom	Earth Science, Newcastle University
Hanlon Lucy	Gap Year
Hardy Joseph	Human Geography, Manchester Metropolitan University
Harper Eve	Early Childhood Studies, Leeds Trinity University
Hart Lucy	Gap Year
Hartley Elena	International Business Hospitality Management, Sheffield Hallam University
Hartley Joseph	Gap Year
Hawkes Joshua	Geology, University of Hull
Hawkins Daniel	Aerospace Engineering, Queen's University Belfast
Hayton Sarah	Child and Youth Studies, University of Derby
Heaton Emma	Law with Business, Northumbria University
Hebblethwaite Oliver	Sport and Exercise Sciences, University of Chester
Hemsley Bethany	Dentistry, Newcastle University
Hermes Amy	Human Biology, Sheffield Hallam University
Hester James	Business and Marketing, Leeds Trinity University
Heum Oliver	Philosophy and Politics, Durham University
Heywood Jack	Gap Year

Summary of Student Destinations cont.

Hickson Josie	Gap Year, then German and Contemporary Chinese Studies, University of Nottingham	Lax Rebecca	History, University of Nottingham
Higgins Charles	Advertising and Brand Management, Manchester Metropolitan University	Ledwaba-Chapman Nosipho	English, University of the West of England
Hillary Gus	Gap Year, then Environmental Science, Bangor University	Lee Oliver	History, University of Nottingham
Hillary Helen	Gap Year, then Environmental Conservation, Bangor University	Lewis Joseph	Economics and Politics, University of Manchester
Hill-Smith Beaumont	Marketing and Psychology, University of Stirling	Lewis Lamaria	BTEC Fast Track Business Studies, Leeds City College
Hobbs Daniel	Sports Science, Bangor University	Liddle Bethany	Modern Languages and Cultures, Durham University
Hodgson Clare	Geological Sciences, University of Leeds	Lidster Adam	Construction, University of Derby
Holberry Toby	Media, Communication, Cultures, Leeds Beckett University	Lishman Anna-Leigh	Early Childhood Studies, Sheffield Hallam University
Holey Joseph	Physics, Durham University	Lock Emma	Business Management, University of Lincoln
Holland Hannah	Fashion Buying and Merchandising, Manchester Metropolitan University	Lockwood Bethany	Environmental Science and Outdoor Education, University of Stirling
Holmes Ellie	Musical Theatre, American Musical and Dramatic Academy	Lowes Eleanor	Marketing Management, York St John University
Honey Benjamin	Mathematics, University of Edinburgh	Lowes Holly	Primary Education, Sheffield Hallam University
Hooper Rafael	Geology, University of Leicester	Lumley Freya	Gap Year, then History, Northumbria University
Horn Alistair	Law, University of Leeds	Lupton Thomas	Mechanical Engineering, Loughborough University
Horne Daniel	History, Northumbria University	Luzha Rina	Law, Newcastle University
Houldsworth Jack	Advertising and Brand Management, Manchester Metropolitan University	Lyon Rhiannon	Engineering, University of Cambridge
Howell Alexander	Philosophy, Politics and Economics, Oxford University	Maccalman Luke	Mathematics, University of Leeds
Hughes Danielle	Politics and French, University of Liverpool	Mace Roseanna	Employment
Hughes Georgia	Art and Design Foundation Year, Leeds College of Art	Macfarlane Claire	Gap Year, then Journalism Nottingham Trent University
Hull Elizabeth	Employment	Mackenzie Laughlan	Business Management, Northumbria University
Hunt George	Medicine, Hull York Medical School	Maclennan Matthew	Physiotherapy, Leeds Beckett University
Husband Harry	Gap Year	Macleod John	Employment
Ingham Xavier	Politics, University of Hull	Maclusky Connor	Acting Foundation Year, Italia Conti Stage School
Ives Douglas	Physics and Music, Cardiff University	Macpherson Ellie	Gap Year
Ives Gregory	Computing, University of Sheffield	Mahovo Blessed	Employment
Jackson Laurence	Gap Year, then Marine Biology, Bangor University	Mallinson Francesca	Employment
Jackson Madeleine	Gap Year, then Environmental Science, University of Liverpool	Mann Marie-Anne	Liberal Arts, Durham University
Jessop Jasmine	Gap Year, then Biomedical Science, Northumbria University	Mann Yael	Marketing, Nottingham Trent University
Johnson Amy	French and Philosophy, University of Edinburgh	Mansfield Luke	Ancient History, University of Leeds
Johnson Bethany	Employment	Marfiewicz-Dickinson Daniel	Chemistry, University of Manchester
Johnson Kaitlin	Gap Year	Marks James	Gap Year
Jones Claire	Biology, University of York	Marriott Rebecca	History, University of Edinburgh
Jones Matthew	Biochemistry, University of York	Marshall Emma	Physics, Astrophysics and Cosmology, Lancaster University
Jones Melissa	Pharmacy, University of Lincoln	Matthews Sophie	Employment
Jones-Gerrard Megan	Sports Therapy, University of Gloucestershire	Maturi-Bailey William	Chemistry, Durham University
Jordens-Harris Laura	Spanish, University of St Andrews	Maxwell Rebecca	Theology and Religion, University of Exeter
Kadic Salko	Philosophy, Politics and Economics, University of Warwick	McClune William	Natural Sciences, University of Cambridge
Kappalumakkel Christina	Web Design and Development, UCLan	McCombie Isabel	Gap Year
Kay Sam	Gap Year	McCorry Hannah	Adult Nursing, University of York
Keegan Bryony	Year 14, Harrogate Ladies College, Harrogate Ladies College	McCready Jack	Medicine, University of Birmingham
Kennell Ethan	Economics, University of Nottingham	McCudden Lydia	Acting, University of Central Lancashire
Kilby Amy	Applied Sports Science for Performance, University of Hull	McDermott Eleanor	Scandinavian Studies and Spanish, University of Edinburgh
Kilmartin Rebecca	Philosophy and Religion, University of Sheffield	McDermott Heather	Performance, Leeds Beckett University
King Davies Annie	Classical Studies, University of Bristol	McDonnell Elizabeth	History and Politics, University of Liverpool
Kinsley Hope	Mathematics, University of York	McDonough Hannah	Contemporary Media Cultures, University of the Arts, London
Knowles Thomas	Music, Trinity Laban Conservatoire	McFarlane Salvo Eve	English Literature and Spanish, Newcastle University
Kontominas Anna	Criminology, Sheffield Hallam University	McGonagle Mark	Marketing and Management, Northumbria University
Koome Daisy	Nursing Studies, Teesside University	McGuire Eleanor	Employment
Kruger Bradley	Sports, Physical Activity & Health, Leeds Beckett University	McKeown Elise	Business, York College
Kvam Alexander	Employment	McMaster Adam	Economics and Political Science, University of Birmingham
Kwallah Elsie	Psychology with Criminology, Birmingham City University	McNulty Jake	Accounting and Finance, Manchester Metropolitan University
Lascelles Imogen	Art and Design Foundation Year, Leeds College of Art	McPartland Alexandra	Philosophy and Politics, University of Liverpool
		Meek Cameron	Music Performance, The Academy of Contemporary Music

Megarry James	History, Durham University	Pickard Annabel	Employment
Mellor Ruth	Gap Year	Picton Lena	Gap Year
Metcalfe Alicia	Gap Year	Pierce Sara	Gap Year
Meyer Georgia	Philosophy, Queens University Belfast	Pili Francesco	Gap Year
Meynell Elizabeth	Art and Design Foundation Year, Leeds College of Art	Plant Daniel	History, University of Manchester
Mikeljevic Lara	History, University of Edinburgh	Platt Lydia	History and Politics, Newcastle University
Millar Ellen	French Studies, University of London Institute in Paris	Pollock Cameron	Economics, University of Bristol
Milnes Tilly	Gap Year, then Chemistry, Queens University Belfast	Powis Jack	Geography, Durham University
Milsom Matthew	Economics, University of Leicester	Powis Oliver	Mechanical Engineering, University of Birmingham
Mitchell Abigail	Employment	Pratley Dominic	Employment
Mooney Rebecca	American Studies and History, University of Sussex	Preene Megan	Gap Year, then Community & Social Care, University of Central Lancashire
Moore Mia	Medicine, University of Leeds	Price Charlotte	Psychology, Newcastle University
Morgan Julia	Music, University of Huddersfield	Price Jake	Employment
Morrow Hannah	Economics, University of Birmingham	Pritchard-Jenkins Kathryn	Outdoor Adventure and Environment, University of Cumbria
Mudd Thomas	Gap Year	Proudlar James	Automotive Engineering, Coventry University
Mukungurutse Martha	Psychology, University of West of England	Prudames Charles	Creative Writing and English Language, York St John University
Mumby Thomas	Physics, Lancaster University	Quinn Alice	Geological Sciences, University of Leeds
Mummery Caitlin	Art and Design Foundation Year, Leeds College of Art	Quinn Austin	Geography, University of Manchester
Murphy James	International Business Management, Manchester Metropolitan University	Quinn Oliver	Employment
Murray Luke	Employment	Rainey Samuel	Geography, University of Hull
Nathan Joshua	Aerospace Engineering, Swansea University	Ramsey Jack	Gap Year
Ngoma Joseph	Art and Design Foundation Year, Leeds College of Art	Randall Georgina	English Literature, Oxford Brookes University
Nicholas Louise	Gap Year	Read Kara	Employment
Niles Olivia	Gap Year	Reece-Farren Louis	Business Management, Anglia Ruskin University
Nixon Lucy	Psychology, University of Manchester	Reed Jamie	Architecture, University of Liverpool
Nugent Luke	Foundation Year in Law, Northumbria University	Reed William	Civil Engineering, University of Birmingham
Oates Philippa	Gap Year	Reilly Alexandra	Gap Year
O'Brien Eleanor	Gap Year	Reynard Euan	Sports Journalism, University of the Arts London
O'Connor Liam	Materials Engineering, Sheffield Hallam University	Richards Megan	Religion, Philosophy and Ethics, York St John University
O'Donnell Grace	Law, University of Sheffield	Richardson Ella	Biological Sciences, University of Liverpool
O'Farrell Timothy	Year 14	Riley Emma	Psychology in Education, University of York
Ogbonson Brinkley	International Business Management, Manchester Metropolitan University	Robbins Madalaine	Biological and Medical Sciences, University of Liverpool
Ogbonson Truly	Business Management, Manchester Metropolitan University	Roberts Alexander	Employment
Ogedengbe Eunice	Pharmacy, University of Huddersfield	Roberts Oliver	Youth Justice, Nottingham Trent University
Ogieva Osauyimwen	Biochemistry, Nottingham Trent University	Robinson Devon	Employment
Oldham-Davison Sophie	Psychology, University of Liverpool	Robinson Emma	Spanish, Portugese and Latin American Studies, Newcastle University
O'Neill Georgia	Medicine, University of Leeds	Robinson Jake	Employment
Ostler Henry	Chemical Engineering, Newcastle University	Rogers Katie	Gap Year, then Fashion Buying Management, University of Westminster
Outhwaite Benjamin	Journalism, Leeds Beckett University	Rogers Sally-Ann	Food Marketing Management, Sheffield Hallam University
Owen Thomas	International Relations, University of Leicester	Rowe Marianne	Mechanical Engineering, University of Central Lancashire
Owens Andrew	Chemical Engineering, University of Sheffield	Rowley Caolan	History, Northumbria University
Paine Jack	Geography and Planning, University of Liverpool	Ruston Sophie	Business Management with Finance, Leeds Beckett University
Painter Brian	Psychology, Colorado State University	Rutter Jennifer	History, University of Liverpool
Parker Nathan	Natural Sciences, University of Cambridge	Sadiq Adam	Gap Year
Paying India	Psychology (integrated Masters), University of York	Saleh Hass	Gap Year
Pearson Eva	Marketing Management, Northumbria University	Sales Martha	History, University of Sheffield
Pearson Madeleine	Gap Year	Sanders Esme	French and Spanish, Oxford University
Peatman Judith	Biochemistry, University of York	Sanderson Thomas	Physics, University of Nottingham
Pells Ciara	Employment	Scott-Spivey Emma	Gap Year, then Paramedic Science, University Campus Suffolk
Pennock Alice	Public Relations and Media, Sheffield Hallam University	Senior Joseph	Policing and Criminal Investigation, University of Central Lancashire
Perez-Llabata Alejandro	Aerospace Systems Engineering, University of Coventry	Shaftoe Jack	Mathematics, University of Leicester
Permain James	Aeronautical Engineering, Imperial College, London	Sharkey Megan	Biology and Psychology, University of Chester
Philip Rachel	Geography, University of Cambridge		

Sharp Rosie	Acting, Italia Conti Stage School	Thompson Zoe	Gap Year
Sharpe Jonathan	Mechanical Engineering, Heriot-Watt University, Edinburgh	Thorpe Benjamin	Year 14
Shaw Alexander	Biochemistry, Newcastle University	Timperley Alice	History of Art and French, University of Bristol
Shaw Mathew	Gap Year	Timperley Lucy	Midwifery, Sheffield Hallam University
Shaw William	Year 14, Queen Ethelburga's, QE	Tinker Robert	Law and History, University of Liverpool
Sheerin Rebecca	Art and Design Foundation Year, Leeds College of Art	Tolan Marie	Medicine, University of Birmingham
Sheerins Scott	Employment	Tomlinson Ned	Art and Design Foundation Year, Leeds College of Art
Sheppard Katie	International Business Management, Northumbria University	Tsang Kerry	Pharmacy, University of Manchester
Shervington Thomas	Employment	Turner Isobel	Film and English Literature, Lancaster University
Shires Felicity	Interior Architecture, Northumbria University	Urbanczyk Anna	Early Childhood Development and Learning, Coventry University
Sicat Sean	Biochemistry, University of Hull	Van Zelst Charlotte	Mathematics, Imperial College London
Simpkin Alexandra	Employment	Varley Esme	Dance, Northern School of Contemporary Dance
Singh Tobias	Electronic and Electrical Engineering, Swansea of University	Waldron Roisin	Employment
Skahan Michael	Aerospace Engineering, University of Massachusetts	Walker Jessica	Gap Year
Skinner Oliver	Employment	Wall-Jones Megan	Gap Year
Slater Elizabeth	Landscape Architecture, University of Edinburgh	Walsh Cormac	Zoology, University of Derby
Smith Anna	English and Philosophy, University of Liverpool	Walton Edward	Mathematics, Durham University
Smith Hannah	Culinary Arts Management University College Birmingham	Warner Sophie	Natural Sciences, University of Nottingham
Smith Lola	Art and Design Foundation Year, Leeds College of Art	Waterfield Dominic	Gap Year
Smith Marion	History of Art, University of Manchester	Watson Kitty	Gap Year
Smith Thomas	Gap Year, then Medicine, University of Nottingham	Watson Naomi	Gap Year
Smithson Jonathan	Business and Management, Durham University	Way Henry	Gap Year
Southwell Jessica	Gap Year, then Food Science and Nutrition, Northumbria University	Webb Phoebe	Gap Year
Sowerby Chelli	Business Studies, University of Huddersfield	Wells Georgina	Textile Design, De Montfort University
Spencer Oswald	Employment	Welsh William	Gap Year
Spooner Cameron	Physics and Astrophysics, University of Sheffield	Wharton Ben	Engineering, University of Cambridge
Stanford Harry	Gap Year	Whitaker Jonathan	Gap Year, then International History and Politics, University of Leeds
Stanforth Harry	Sports Coaching, Leeds Beckett University	Whitaker Thomas	Business Studies, Sheffield Hallam University
Stasiuk Andriy	Law, Anglia Ruskin University	White Amy	Gap year, then Journalism, Liverpool John Moores University
Stead Poppy	Veterinary Nursing, Askham Bryan College	White Jonathon	Marketing, University of Northumbria
Steel Molly	Nutrition and Exercise for Health, York St John University	White Rosalie	Biomedical Science, University of Sheffield
Stevens Bethany	Gap Year	Whiting Eleanor	Law with Business Management, Teesside University
Stevenson Bekki	International Events Management, University of Surrey	Wicks Anna	Theatre and Dance, London Studio Centre
Stitt Kirsten	Occupational Therapy, University of Derby	Widdows Megan	Microbiology, University of Sheffield
Streeton Ben	Employment	Wilkinson Gabriella	Gap Year
Surtees Ella	Marketing Management, Northumbria University	Williams Richard	Liberal Arts and Sciences, University of Birmingham
Sutton Matthew	Food and Nutrition, Sheffield Hallam University	Williams Timothy	Business Economics, Sheffield Hallam University
Sweeney Shannon	Criminology, Manchester Metropolitan University	Wilson Sky	Foundation Degree, Harrogate College
Taylor Abigail	Employment	Wimbush Claire	Modern European Studies, University of Nottingham
Taylor Alice	Biology and Psychology, Newcastle University	Winn Jamie	Politics and International Relations, University of Sussex
Taylor Andrew	Accounting and Finance, De Montfort University	Witham Andrew	Aviation Management and Operations with Pilot Studies, Aviation Academy (Craven College)
Taylor Chloe	Gap Year	Wolstenholme Sophie	Fashion Business and Promotion, Birmingham City University
Taylor Edward	Chemistry, University of Nottingham	Wood Chloe-Ruth	Furniture and Product Design, Nottingham Trent University
Taylor Elizabeth	Psychology, Leeds Beckett University	Woodford Kate	Psychology, Leeds Beckett University
Taylor Hannah	Politics with International Relations, University of York	Wray Georgina	Sports Development with Coaching, Northumbria University
Taylor Nicole	Business Management, Manchester Metropolitan University	Wright Eddie	Medicine, University of Liverpool
Templeton Kayleigh	Fashion Management and Communication, Sheffield Hallam University	Wright Imogen	Business with Supply Chain Management, University of Huddersfield
Tennant Andrew	Geography, Plymouth University	Wright Jack	War and Security Studies, University of Hull
Tennant, Max	Gap Year	Wright Jenny	Archaeology and Ancient Civilisations, Durham University
Thirlaway William	Year 14	Yau Callum	Medicine, University of Sheffield
Thomas Abraham	Law, Northumbria University		
Thomas Samuel	Geography, Loughborough University		
Thompson Jason	Psychology, Newcastle University		

Keeping in Touch

Student	Award	Course	University
Alexander Beer	MBChB with Hons, BMedSc	Medicine	University of Sheffield
Laura Blackett	1st	Psychology	Durham University
Rosie Bloxham	1st	Business with Languages	Manchester Metropolitan University
George Bushell	2.1	Engineering	Durham University
Michael Bones	2.1	MA Politics and International Relations	University of Aberdeen
Adam Bratkowski	2.1	Music	Leeds College of Music
Jemima Clark	MBChB	Medicine	University of Leicester
Sarah Creighton	2.1	Environmental Science	Lancaster University
James Devall	2.1	Primary Teaching with QTS	Bishop Grosseteste University
Jamie Emmett	1st	Modern Languages	Durham University
Max Fairhurst	2.1	Geography	Durham University
Matthew Goodson	1st	Business Management	Manchester Metropolitan University
Tom Hailwood	1st	History	University of Sheffield
Chris Hooper	MBChB BMedSc	Medicine	University of Sheffield
Heather Jackson	1st	Biology	University of Manchester
Caroline Lambert	1st	Biology	Loughborough University
Andrew Lightbody	1st	Engineering	University of Bath
Ali MacArthur	2.1	Theological Studies in Philosophy and Ethics	University of Manchester
Sarah MacArthur	2.1	Graphic Design	Nottingham Trent University
James MacCallum	1st	Acting	Royal Welsh College of Music and Drama
Alistair McMaster	2.1	Astrophysics	Homerton College, Cambridge
Ross MacDonald	1st	Business with International Management	Northumbria University
Zoe Meek	1st	Dance	University of Roehampton
James Neale	MBChB BMedSc	Medicine	University of Sheffield
Naomi Pallant	2.1	Economics with Spanish	University of Birmingham
Chad Pardoe	MBChB BSc	Medicine	University of Bristol
Cleone Pardoe	MBChB	Medicine	University of Birmingham
Ben Pollard	1st	History	University of Lincoln
Daniel Raymond	1st	Journalism	University of Sheffield
Abigail Roberts	2.1	Geography	University of Manchester
Vicky Sanderson	PGCE	Secondary History Teaching with QTS	University of York
Miriam Smith	1st	Economics and Business Management	Northumbria University
Ellie Stead	2.1	Bio-Medical Science	Leeds Beckett University
Michael Turnbull	2.1	Business with Finance	Northumbria University
Matthew Wood	2.1	Business with Economics	Northumbria University

Students in Year 11 at St. Aidan's and St John Fisher will be given application forms at school.

Students from other schools should ring the Associated Sixth Form Administrator, Mrs Hendry, on (01423) 818516 to ask for an application form.

There will be a Sixth Form Information Meeting on Thursday 16th February 2017 at 7.30pm, to be held in Constance Green Hall at St. Aidan's. Subject specialists will be available from

6.15 – 7.30pm for parents and students who wish to discuss their applications.

Application Forms should be returned by Friday 3rd March 2017; those received after this date will be dealt with as they arrive, but pressure for places makes it advisable to apply early and only if you are convinced that we have the recipe for your success.

Further details of the Admissions Policy and application process are available via the school's website

Send your application to:

St. Aidan's & St John Fisher Associated Sixth Form
Oatlands Drive
Harrogate
North Yorkshire
HG2 8JR

Fax: 01423 818526
Email: sasjf6th@staidans.co.uk

Transport

Details of bus services and routes are available on the schools' websites:

www.staidans.co.uk/transport

www.sjfchs.org.uk/information/transport

Students wishing to apply for school transport should contact the individual bus route operators; they will process your application and supply the necessary bus passes for travel on their coaches. All queries regarding bus services and routes should be directed to the individual companies

A&A Coaches

Email: info@a-atravel.co.uk

Telephone: 01423 325300

Abbotts

Email: passes@abbottiscoaches.co.uk

Telephone: 01677 422858 (Option 3)

Atkinsons

Email: admin@atkinsonsofripon.co.uk

Telephone: 01765 650043.

Connexions

Email: harrogatecoach@aol.com

Telephone: 01423 339600

J&B Travel

Email: gill@jandbtravel.co.uk

Telephone: 0113 2586872

Stephensons

Email Route 7H Boroughbridge:

7h@stephensonsofeasingwold.co.uk

Email Route 8H Pateley Bridge:

8h@stephensonsofeasingwold.co.uk

Telephone: 01347 838990

Tetley Coaches

Email: sales@tetleyscoaches.co.uk

Telephone: 0113 2762276

Tower Travel

Email: Schools@tower-travel.co.uk

Telephone: 01904 829682

For students with a statement of special educational needs or an Education Health and Care Plan who are staying on at school for Post 16 provision, eligibility for their on-going home to school transport assistance will be assessed by their local authority Assessment and Review Officer from the Special Educational Needs and Disability Service. This should be confirmed at the time you apply to the Associated Sixth Form.

* Please be advised that school transport arrangements are regularly subject to change. All details are correct at time of going to press.

ST. AIDAN'S STAFF



Mr C I Kidman BA PGCE
Head of Sixth Form



Mrs K Orton BA PGCE
Assistant Head of Sixth Form



Mrs R Barron BA PGCE
Senior Tutor



Mr A P Christy BA PGCE
Senior Tutor



Mr M Harper BA MA PGCE
Senior Tutor



Mr R Illingworth BA PGCE
Senior Tutor



Miss A Lyons BA QTS
Senior Tutor



Mr B Paynton BA PGCE
Senior Tutor



Miss S Porritt MA PGCE
Senior Tutor



Mr A Rosser BSc PGCE
Senior Tutor



Miss H Strickland BA PGCE
Senior Tutor



Mr P Taylor BA PGCE
Senior Tutor

ST JOHN FISHER STAFF



Mrs Andrea Joy BA PGCE
Head of Sixth Form



Mr M Melville BA PGCE
Assistant Head of Sixth Form



Miss N Berry BA PGCE
Senior Tutor



Mrs C Hughes BSc PGCE
Senior Tutor



Mrs R Myers BA GTP
Senior Tutor



Mrs S Nightingale BA QTS
Senior Tutor



Mr P Smith MA BA Cert Ed
Senior Tutor

ADMINISTRATIVE STAFF



Mrs H Hendry
Associated Sixth Form
Administrator



Mrs W Humphrey
Examinations Officer



Mrs K Cassells
Administrative Assistant
St. Aidan's



Mrs H Gumbley
Administrative Assistant
St. Aidan's



Mrs A Stead
Administrative Assistant
St. Aidan's



Josi Mackinnon
Administrative Assistant
St John Fisher

St. Aidan's & St John Fisher Associated Sixth Form, Oatlands Drive, Harrogate, North Yorkshire HG2 8JR
Tel: 01423 818516 | Fax: 01423 818526 | Email: sasjf6th@staidans.co.uk | www.staidans.co.uk/sixth-form

