



ASSOCIATED SIXTH FORM

ST AIDAN'S & ST JOHN FISHER, HARROGATE



PROSPECTUS 2019



Courses

GCE A Level Courses

Ancient History	10
Art & Design: Fine Art.....	11
Art & Design: Graphic Communication.....	12
Art & Design: 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: Philosophy, Ethics and Theology	46
Sociology.....	48
Spanish	49

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.....	51

Other Courses

Core Maths.....	52
GCSE Mathematics and English Language.....	52
Extended Project Qualification	52

Welcome

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.



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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 323 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, dining areas, 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 areas for the brief periods of leisure time..

Representative...

Staff and students at each site elect representatives from whom the Head Boy, Head Girl and student leaders 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:

"...It's been incredible to be part of St Aidan's and the Associated Sixth Form family for 7 years, because this is a family that supports, encourages, cares for one another and is so accepting, so thank you!..."

"...Thank you for all the wonderful teaching that James has been given in the Associated Sixth Form. We really appreciate all the hard work and commitment the school gives..."

"... Thank you to all Chloe's teachers for their continued support and teaching. We are very grateful to the Sixth Form and it has been a very happy time for Chloe..."

"... A wonderful report. We are so grateful to the Associated Sixth Form for all the opportunities and support it has offered..."

"... The Associated Sixth Form is a superb platform from which Catherine can learn, grow and achieve her potential. Thank you for all you do..."

"...Thanks so much for all the effort all the staff put into the Associated Sixth Form, it has been an incredible 2 years..."

"...We just wished to take this opportunity to thank you for George's experience in your Sixth Form. His teachers have been exceptional, motivating him to reach his potential. Socially he has grown and gained a lovely new peer group. He has really enjoyed his time at Sixth Form..."



Guidance and Support

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 the 410 A*/A grades or equivalent awarded to our students last year. 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



Planning the Future

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, apprenticeships 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 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 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.

Our Applied courses favour a more practical or project-based approach to study overall, although the revised courses do include more examination assessment. 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.

Course Choice

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 particularly strong GCSE profile may wish to pursue a fourth subject, especially if this is Further Mathematics. 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. The EPQ in particular is increasingly popular with Admissions Tutors and employers because of the opportunities it provides for students to develop skills in research, organisation and initiative.

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. Whichever courses are being considered, flexibility is an important aspect of our approach to the curriculum: by offering the widest possible range of courses and not fixing option blocks until after choices are made 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. Our general entry criteria are laid out below. Students will also be expected to study Mathematics and English Language 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	
A Level courses	A minimum of five GCSE subjects at grade 5 including Mathematics and English Language depending on individual course requirements.
Combination of A Level courses and Applied courses	From two GCSE subjects at grade 5 plus three subjects at grade 4, to five subjects at grade 4 including Mathematics and English Language depending on individual course requirements.
Applied courses	Four GCSE subjects at grade 4 including Mathematics and English Language.

The subject pages which follow indicate specific requirements for each course. It is essential that students meet these requirements to access courses as they are seen as the best indicator of potential success on each course.



Practical Considerations

- Employers and tutors see GCSE English Language 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
- 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
- Students choosing Further Mathematics will be expected to study 4 A Level courses in order to meet the requirement of some universities for breadth of study.
- Core Maths offers the opportunity to develop mathematical skills to support subjects with a statistical element such as Geography and Psychology. AS Level Maths develops mathematical skills which are particularly important in subjects such as Chemistry and Physics for students who do not wish to study Mathematics to A Level.

Practical Issues

- All students are required 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, St Aidan's and St John Fisher, moving between the two schools

Extra Time

With the core Sixth Form curriculum focused on three courses, the school week provides ample opportunity for students to develop a range of other skills which will strengthen future applications. To this end, students are expected to use at least one period a week engaged in the pursuit of an extra commitment, which will 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, sports leaders or reading leaders. This is encouraged and may take place either in Private Study time or at another time by arrangement with individual teachers.



Ancient History

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Entry Requirements

A background in Latin or Classics is an advantage but not essential. For those students who studied History at GCSE, we would recommend a minimum attainment of a grade 5, and/or a grade 5 in English literature, in order to cope with the demands of this subject.



What will I do on the course?

YEAR 12

Greek Breadth Study

In this unit you will study the relations between Greek states and between Greek and non-Greek states, 492–404 BC, in which you will focus particularly on the challenge of the Persian Empire, Greece in conflict, the Archidamian War and the end of the Peloponnesian War and its aftermath.

Roman Breadth Study

In this unit students will study the Julio-Claudian Emperors, the first dynasty of Roman emperors, from 31 BC–AD 68, focusing on the reigns of Augustus, Tiberius, Gaius, Claudius and Nero.

YEAR 13

Greek Depth Study: The Society and Politics of Sparta, 478–404 BC

In this unit, students will study the complexity of Spartan society and the interplay of educational, social, political and military forces in Sparta. Students will develop an understanding of the lives, contributions and experiences of the different groups and individuals in Spartan society during this period, as well as how other states viewed Sparta.

Roman Depth Study: Ruling Roman Britain, AD43 - 128

This unit examines the Roman conquest and expansion in to Britain, the shifting frontier including Hadrian's Wall, resistance to Roman rule including the Boudiccan revolt, and the effects of Roman rule of the people, culture and economy of Britain.

How is the course assessed?

Pupils will undertake two examinations at the end of the course. One will focus on the Greek side of the course, and the second will focus on the Roman side of the course. Both examinations will be broken down to section A, which will assess the period study, and section B will assess the depth study. Both written examinations will be 2½ hours long.

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..."

Art & Design (Fine Art)

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Entry Requirements

Grade 5 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)

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Entry Requirements

GCSE Grade 5 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.



Art & Design

(Photography)

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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 your 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, 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 former students have received prestigious offers beyond their university degrees and subsequently gained employment at the highest level in the world of work.

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

Biology



Entry Requirements

Students should have achieved at least a grade 6 in GCSE Separate Science Biology or a grade 7 in Combined Science. At least a grade 5 in Mathematics is also required, preferably in the Higher Tier paper at GCSE 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 4 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..."

Business



Entry Requirements

Grade 5 or above in English, Mathematics and grade 5 in another essay based subject. GCSE Business is not essential but if taken at GCSE, at least a grade 4 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.

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



Entry Requirements

Students should have achieved at least a grade 6 in GCSE Separate Science Chemistry or a grade 7 in Combined 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?

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.

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

Computer Science



Entry Requirements

A minimum of 5 grade 9 - 4 passes at GCSE including grade 5 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 software
- 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 A Level is a highly regarded qualification by universities and employers; it 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 demonstrate the ability to think critically and apply problem solving techniques to create solutions 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.

The course 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 (Rooster, Bruce) and one optional set work (Singin' in the Rain, Kelly) and its location within a corresponding area of study (Rambert and American Jazz Dance).

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

ASSOCIATED
SIXTH FORM

Entry Requirements

Students should usually have achieved a 5 or above in a Food based GCSE such as Food Preparation and Nutrition. Grade 5 or above in science subjects would be an advantage.



What will I do on the course?

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.

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 (equivalent to an A Level qualification).

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. They will 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 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 a 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

Studying this course for a period of one year and completing Unit 1 will give candidates a certificate qualification (equivalent to half an A level). Completing the two year course and ensuring all three units are finished will give candidates a Diploma and the same UCAS weighting as an A level. It is possible to re-take the external assessment (exam) of Unit 1 at the end of Year 13 should candidates wish to do so.

Design & Technology

Product Design - Fashion and Textiles

ASSOCIATED
SIXTH FORM

Entry Requirements

A GCSE Design Technology or Tech Award Fashion & Textiles are the ideal foundation for this course. However, Art & Design or Art Textiles would be beneficial as would any additional experience of design, 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, 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: Written examination, 2½ hours - 30% of A Level

This paper will test you the core technical principles of fashion and textiles, for example, fibre and yarn properties and technical textiles.

Unit 2: Written examination, 1½ hours - 20% of A Level

This paper will test you on designing and making principles, for example, product analysis and commercial manufacture.

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

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

In Unit 3 you will design, develop 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 fashion design-based university degrees or Art Foundation courses. It is also suitable for progression onto BTEC higher nationals, HNC, HND or modern apprenticeships.



Design & Technology

Product Design - 3D Design

ASSOCIATED
SIXTH FORM

Entry Requirements

Students should have achieved a grade B in a GCSE Design and Technology subject 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 appropriate computer aided manufacture equipment as appropriate. A substantial proportion of all learning will be done through hands-on practical work.

Subject content:

1. Technical principles

- Materials and their applications
- Performance characteristics of materials
- Enhancement of materials
- Forming, addition and redistribution processes
- The use of finishes
- Modern industrial and commercial practice
- Digital design and manufacture
- The requirements for product design and development
- Health and safety
- Protecting designs and intellectual property
- Design for manufacturing, maintenance, repair and disposal
- Feasibility studies
- Enterprise and marketing in the development of products
- Design communication
- Modern manufacturing systems

2. Design and making principles

- Design methods and processes
- Design theory
- How technology and cultural changes can impact on the work of designers
- Design processes
- Critical analysis and evaluation
- Selecting appropriate tools, equipment and processes

- Accuracy in design and manufacture
- Responsible design
- Design for manufacture and project management
- National and international standards in design

How is the course assessed?

This qualification is linear which means that all students will sit both written examinations and submit their non-examination assessment (NEA) at the end of the course.

Paper 1: Written examination, 2½ hours - 30% of A Level

This paper will test you on technical principles and will use a mixture of short answer and extended response questions.

Paper 2: Written examination, 1½ hours - 20% of A Level

This paper will test you on designing and making principles:

Section A – Product Analysis (30 marks). This section will contain up to six short answer questions on visual stimulus of product(s).

Section B – Commercial manufacture (50 marks). This section will contain a mixture of short and extended response questions.

Non-examination assessment: 50% of A Level

Evidence will consist of a written or digital design portfolio and photographic evidence, detailing the development of a final prototype.

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.

Drama & Theatre

ASSOCIATED
SIXTH FORM

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 exciting and fulfilling 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 from directorial, acting and design perspectives; 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:

- 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

"Theatre is simply what cannot be expressed by any other means; a complexity of words, movements, gestures that convey a vision of the world, inexpressible in any other way." Eugene Ionesco

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.

Economics

Entry Requirements

Grade 5 or above is required in both English Language and Mathematics plus at least a grade 5 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

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

Entry Requirements

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

This fascinating and challenging course takes a scientific approach to English Language. Being able to read independently a range of linguistic research, non-fiction texts, broadsheet newspapers and spoken transcripts is essential.



It is very different to GCSE English Language and more like the content/skills students will need if they pursue a linguistic degree later at university, for example some evaluative questions on the exam paper are not text based and require extensive knowledge and independent research throughout the course.

What will I do on the course?

A Level English Language offers opportunities for students to develop their subject expertise by engaging analytically and critically with a wide range of texts and discourses. Students will produce 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. It equips students with skills that are transferable and relevant in the rapidly changing world. Typically students move on to work in a diverse range of roles. English graduates are reflective, independent and excellent communicators. Common goals for students are Higher Education courses in English, Linguistics, Drama, Arts, Social Sciences, Media and Education. English is a good subject for those interested in Law, Politics, HR, Journalism. In addition, students also gain the opportunity to go on trips, including a creative writing week with professional writers in Wales and this year a trip to Lancaster University.

English Literature

ASSOCIATED
SIXTH FORM

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, e.g. *The Handmaid's Tale*. One of these texts must have been written pre-1900.

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, *The Rime of The Ancient Mariner*, *Atonement*, *Brighton Rock*, the poetry of Harrison and Blake, *The Handmaid's Tale*, *A Doll's House*, *Hamlet* 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 1500 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, Leeds 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.

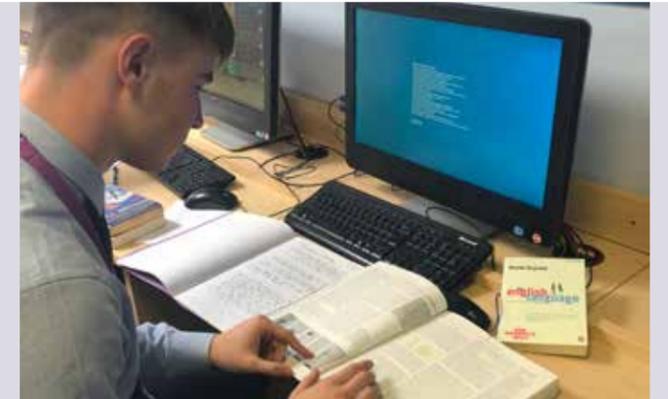
English Language & Literature

ASSOCIATED
SIXTH FORM

Entry Requirements

Grade 5 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*, *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 5 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 10 day European Work Experience programme, which combines an exchange visit with a work placement in France. This is based in the Alps and provides lots of opportunities for winter sport activities.

Entry Requirements

Grade 5 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 impact 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 field trip 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.

Geology

ASSOCIATED
SIXTH FORM

Entry Requirements

Students need to have achieved a grade 5 or above in GCSE English Language and Mathematics and grade 5 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 analysing 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

Practical Endorsement: Assessment of practical competency throughout the course. Reported separately on the final certificate

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.

German

ASSOCIATED
SIXTH FORM

Entry Requirements

GCSE German at grade 5 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 reunification. 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 reunification 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 weeks 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

ASSOCIATED
SIXTH FORM

Entry Requirements

Grade 5 in English Language and a Humanities subject.

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. The best starting point is to have an interest in current affairs.



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. We look at some of the main ideas that inform political action, and we undertake a comparative topic with politics in the USA.

The course will cover the following areas:

UK Politics

This component will cover two main areas: Political Participation and Core Political Ideas.

In the first part, you will explore how people and politics interact. This will cover the development of democracy in the UK and its different forms, whether direct or indirect. You will also look at the role and scope of political parties that are so central to contemporary politics. You will examine the different electoral systems in operation and how individuals and groups are influenced in their voting behaviour. You will further examine the role of the media in contemporary politics. In the second part you will explore the three traditional political ideas of conservatism, liberalism and socialism.

UK Government

This component introduces students to the set of rules governing politics in the UK, the Constitution, which is different in nature from the rest of the world. You will be introduced to the specific roles and powers of the different major branches of the government – including the Judiciary, Parliament, Civil Service, Prime Minister and Cabinet – as well as the relationships and balance of power between them. You will also consider where sovereignty is now located within the system. In the second part of this component you will explore a non-core political ideology: Feminism.

Comparative Politics

The USA has been considered by some to be a 'beacon of democracy'. As a world power, understanding the nature of US democracy, and the debates surrounding it, is crucial given the considerable impact that the USA has on UK, European and global politics. We will explore the US Constitution and the arguments surrounding this guiding document of US democracy. We will also explore the key institutions of government in the USA including the roles of the 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. The course will investigate key similarities and differences between the UK and US political systems.

Alongside the study of politics, we offer a choice of visits at the end of Year 12. Either you may go to the Houses of Parliament and other London attractions, which link to the UK Politics aspects of the course. Or you may visit New York, Philadelphia and Washington, which link to the US aspects of the course. In addition, the Debating Club meets on a weekly basis. We enter several competitions, including the English Speaking Union's Mace, where we became North East Regional Champions 2017-18. You are also welcome to join the PPE Society, a student-led group that aims to promote wider political awareness. Past speakers have included Hillary Benn MP, Professor Kate Pickett and Nicky Morgan MP.

How is the course assessed?

All components will be assessed through written three equally-weighted 2 hour 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 institutions 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.

Health & Social Care

ASSOCIATED
SIXTH FORM

Entry Requirements

At least a grade 4 in Science and a grade 4 in English are required to study this course.



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: 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 impact their health and well-being.

Unit 6: Supporting people with mental health conditions (portfolio)

The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation. It will teach you about the main types of mental health conditions, how these may affect the life of the individual, and different ways that the person may be supported to promote their mental well-being, develop coping strategies to manage their illness, and different forms of treatment that they may be offered.

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 modular external examinations in both Year 12 and 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. All units are graded as a Pass, Merit or Distinction and contribute to an overall grade between Distinction* and Pass. This is a Level 3 qualification so awarded grades are equivalent to A Level UCAS points.

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

ASSOCIATED
SIXTH FORM

Entry Requirements

Grade 5 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.



IT

ASSOCIATED
SIXTH FORM

Entry Requirements

Students are expected to have a minimum of 5 GCSE's at grade 9 - 4 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 are stored and processed.

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.

Unit 21: Web design and prototyping

In this unit you will research, design and produce an interactive, responsive website that is specific to a client's needs, culminating in presenting the concept of the website using the prototype to the client. You will learn about the security risks in website design and how to minimise these threats. This unit will also allow you to incorporate existing interactive elements, as well as prototyping your own website.

How is the course assessed?

Unit 1 & Unit 2 : These units are externally assessed through a written examination paper lasting 1½ hours. These will be taken at the end of Year 12.

Unit 6, Unit 8 and Unit 21: These units are internally assessed and will be studied throughout Year 13.

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

A knowledge and understanding of IT is a 'must have' for every post sixteen student. Employers and universities require students to be highly competent and informed IT users and practitioners. Highly motivating, it develops the knowledge and skills students need to be leaders in the modern digital linked economy. The skills acquired will support further study in any subject area including Engineering, Media, Computing, Sciences and Business. This qualification gives students a wide choice of progression options into further study, training or relevant employment.



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 A Level Further Mathematics. 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.

In A Level Mathematics students will sit 3 2 hour examinations as follows:

- Paper 1:** Pure Mathematics
- Paper 2:** Pure Mathematics/Mechanics
- Paper 3:** Pure Mathematics/Statistics

In Further Mathematics students will sit 3 further 2 hour examinations:

- Paper 1:** Further Pure Mathematics
- Paper 2:** Further Pure Mathematics
- Paper 3:** Further Mechanics/Further Statistics

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?

You will be required to sit two examination components and one non-examination assessment that cover the key theoretical frameworks and a variety of media forms.

Learners study a range of media forms – advertising and marketing, film, magazines, music video, newspapers, online media, radio, television and video games.

Collectively, the products studied possess social, cultural and historical significance illustrate a range of products in terms of genre/style, form and audience represent different historical periods and global settings illustrate different industry contexts, including those outside the commercial mainstream include those aimed at, or produced by, minority groups reflect contemporary and emerging developments in the media provide rich opportunities for analysis and application of the theoretical framework

This A Level Media Studies specification is based on the theoretical framework for analysing and creating media, which provides learners with the tools to develop a critical understanding and appreciation of the media. The framework consists of four inter-related areas:

- 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
- Audience: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves

How is the course assessed?

Students will be required to sit two externally assessed examination papers (each worth 35% of the total A Level) and produce one independent non-examination assessed piece of practical work (worth 30% of the total A Level).

Component 1: Media Products, Industries and Audiences

Written examination: 2¼ hours, 35% of qualification

Section A: Analysing Media Language and Representation. You will study at least 3 print advertisements, 2 music videos and coverage of the US and UK elections in a variety of newspapers.

Section B: Understanding Media Industries and Audiences. You will study two films alongside a set radio programme and video game.

Component 2: Media Forms and Products in Depth

Written examination: 2½ hours, 35% of qualification

Section A: Television in the Global Age

Through an in-depth study of two contrasting programmes produced in different social and cultural contexts, learners will explore the dynamics that shape contemporary television production, distribution and circulation.

Section B: Magazines – Mainstream and Alternative Media

Here, you will study two magazines in depth, developing an understanding of the contextual factors that shape their production, distribution, circulation and consumption, as well as considering the historical, social, and cultural significance of the representations they offer.

Section C: Media in the Online Age

Through an in-depth study of two contrasting online products, you will look at the role played by blogs and websites in the media today, exploring the way in which these convergent media platforms increasingly overlap, as well as investigating the potential that they offer for self-representation.

Component 3: Cross-Media Production

Non-examination assessment 30% of qualification, 60 marks. Internally assessed (by the school) and externally moderated by WJEC.

The set production briefs will change every year. The precise requirements of the set briefs will differ each year and learners will be required to create a production for a different intended audience and industry context. The following media forms will always be set: Television, Advertising and Marketing: Music, Advertising and Marketing: Film (print not moving image), Magazines, Website production.

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 a range of career pathways 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.

Music



Entry Requirements

Grade 5 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.

Component 1: Recording

Production tools and techniques to capture, edit, process and mix an audio recording.

Component 2: Technology-Based Composition

Creating, editing, manipulating and structuring sounds to produce a technology-based composition.

Component 3: Listening and Analysing

- Knowledge and understanding of recording and production techniques and principles in the context of a series of unfamiliar commercial recordings supplied by the examination board
- Application of knowledge related to all three areas of study
- Recording and production techniques for both corrective and creative purposes
- Principles of sound and audio technology
- The development of recording and production technology

Component 4: Producing and Analysing

- Knowledge and understanding of editing, mixing and production techniques, to be applied to unfamiliar materials provided by the examination board
- Application of knowledge related to two of the areas of study:
 - recording and production techniques for both corrective and creative purposes
 - principles of sound and audio technology

How is the course assessed?

Component 1: Recording

Externally assessed, 20% of the qualification

- One recording, chosen from a list of 10 songs provided by the exam board, consisting of a minimum of five compulsory instruments and two additional instruments
- Total time must be between 3 minutes and 3½ minutes

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.

Component 2: Technology-Based Composition

Externally assessed, 20% of the qualification

- One technology-based composition chosen from three briefs set by the examination board. Total time must be 3 minutes
- Synthesis and sampling/audio manipulation and creative effects use must be included

Component 3: Listening and Analysing

Written examination, 1½ hours, 25% of the qualification. One audio CD with the unfamiliar commercial recordings to accompany questions on the paper will be provided per student.

Section A: Listening and analysing – four questions, each based on unfamiliar commercial recordings supplied by the examination board (10 marks each).

Section B: Extended written responses – two essay questions. One comparison question, which uses two unfamiliar commercial recordings from the CD. The second essay uses the final unfamiliar commercial recording on the CD.

Component 4: Producing and Analysing

Written/practical examination, 2¼ hours, 35% of the qualification

Section A: Producing and analysing – five questions related to the audio and MIDI materials provided that include both written responses and practical tasks.

Section B: Extended written response – one essay focusing on a specific mixing scenario, signal path, effect or music technology hardware unit.

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.

Performing Arts

ASSOCIATED
SIXTH FORM

Entry Requirements

One or more of the following: GCSE Music, Dance, Performing Arts or Drama at grade 4 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 and theoretical workshops, leading some exercises and research around the work of two or more dance, drama and musical theatre practitioners and the context of their repertoire. This requires a dedicated and inquisitive approach, culminating in a written 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 two units 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.

Unit 27: Musical Theatre Skills

In this unit you will develop the skills required to be a musical theatre performer by participating in technique classes, rehearsals and final performance. By learning about the key features of musical theatre performance you will develop an understanding of the skills and techniques required to create a successful performance. You will reflect on your progress as you develop skills and techniques in acting, singing and dance, setting targets and reviewing your progress.

Skills you will be develop over the course include:

- Dance, from a range of practitioner influence and technique
- Acting and characterisation 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 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, Urdang Academy, Laine Theatre Arts, London Studio Centre 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 successful visits to New York and the London School of Acting.

Physical Education

ASSOCIATED
SIXTH FORM

Entry Requirements

Grade 5 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 a qualification in Physical Education 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 6 in GCSE Separate Science Physics or a grade 7 in Combined 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



Entry Requirements

Students should have GCSE grade 5 in Mathematics and one English course and a grade 5 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

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.

"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



Religious Studies

Philosophy, Ethics and Theology

ASSOCIATED
SIXTH FORM

Entry Requirements

Students should have achieved at least grade 5 in Religious Studies and grade 5 in English Language and Literature; or if Religious Studies has not been taken, grade 5 in English Language and Literature and a grade 5 in 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 (Plato and Aristotle)
- 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 such as Kantian Ethics, Natural Law and Utilitarianism
- The application of ethical theory to Business Practice and Euthanasia

Unit 3: Developments in Christian Thought (Theology)

- 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 and Christian moral action: the life and theology of Dietrich Bonhoeffer

YEAR 13

Unit 1: Philosophy of Religion

- 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 Theology, Religious Studies, Politics, Philosophy, History, English, Computer Science, and Law. 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.

Applied Science

ASSOCIATED
SIXTH FORM

Entry Requirements

Students will be expected to have achieved a minimum of grade 4 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.

Sociology

ASSOCIATED
SIXTH FORM

Entry Requirements

Students will be required to have GCSE grade 5 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: Theory and Methods - Students will explore the different research methods, which sociologists use to investigate society; as well as explore key debates in sociology such as the influence of sociology on social policy, whether sociology is a science, and whether sociology should be value-free.

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). The chosen topic is: Families & Households

Section B: one option from the following topics: Beliefs in Society, The Media, Global Development, Stratification and Differentiation (this will be taught in Year 13). The chosen topic is: 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 written examinations. Each paper will be 2 hours and worth 33.3% of the total A Level qualification.

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

ASSOCIATED
SIXTH FORM

Entry Requirements

Grade 5 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 disco night, a micro-theatre experience and a debate with the president of the Salamanca bullfighting association.

Sport

Double Award (Equivalent to 2 GCE A Levels)

ASSOCIATED
SIXTH FORM

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.

Units:

- Anatomy and Physiology
- Fitness Training and Programming
- Sports Coaching
- Application of Fitness Testing
- Sports Psychology
- Assessing Risk in Sport
- Sports Performance Analysis
- Sports Nutrition
- Athletes Lifestyle
- Outdoor Adventurous Activities

How is the course assessed?

The course is assessed using assignment based coursework. There are no externally assessed written examinations for this course.

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..."

Travel and Tourism

ASSOCIATED
SIXTH FORM

Entry Requirements

Grade 4 in English and Mathematics. In addition, if you are studying Geography, Business or another related subject, a 4 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

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 Ridding 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.

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..."





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 and 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 GCSE English Language

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 alongside their core Sixth Form curriculum 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 through the development of skills such as research, critical thinking, referencing and academic writing.

This is an opportunity for students to flourish as independent, motivated and enterprising learners. The Extended Project affords them more flexibility and control over their studies than ever before. Students can choose to further explore an aspect of their existing studies which isn't on their A Level specification or they can select something completely different in which they have a personal interest.

The end product will be based on rigorous academic research and can take the form of an investigative report of around 5,000 words or an artefact and accompanying report. Throughout the process students also complete a Product Log Book in which they plan, manage and reflect upon their project. The highlight of the year is a market place presentation evening where students present their projects to supervisors, teachers, family and friends before the final submission. All of these aspects are assessed in the final grade.

Students will have regular timetabled contact with their supervisor and are expected to spend time each week researching and developing their project, meeting interim deadlines to ensure that the work is progressing.



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 during their private study periods for impartial advice and guidance on their careers options.

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 on 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, the UCAS application process and how to 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 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 the appropriate 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 assistance to secure apprenticeships and employment opportunities. Increasingly, more employers are looking to recruit students immediately after A Levels onto tailored 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 and assessment centres.

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 day and conferences and organise work experience placements 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, Mrs. Richmond or Miss Horton 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

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 School of Rock and West Side Story at St. Aidan's, and Billy Elliot and Grease at St John Fisher.

The Politics, Philosophy and Economics Society

This student-led society invites well-known writers and politicians into school to give presentations and explore questions about their books or to discuss topical issues. Meetings are well attended and students value the opportunity to consider ideas beyond A Level specifications with visitors who are experts in their field. Recent speakers include Hilary Benn MP, Professor Kate Pickett and former Education Secretary Nicky Morgan MP.

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. The Society became the ESU Schools' Mace North-East Regional Champions 2017-18 and, as a result, our team enjoyed a trip to the National Finals in London.

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 all students in Year 12 in the Association, 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 and Student Ambassadors

We encourage students to apply to become Student Ambassadors in Year 12 and to stand for election by staff and students onto Sixth Form Committees. These roles develop leadership skills within our school community. We are indeed fortunate to have such able and committed students.

Sports

Teams are coached for inter-school competitions in Netball, Hockey, Football, 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.

CAREERS STAFF



Mrs D Bennett
Head of Careers



Mrs S Richmond
Careers Adviser



Miss J Horton
Careers Adviser



Mrs M Farrar
Work Experience
Coordinator



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, visits by the Chamber Choir to Tuscany, and the Symphonic Wind Band and Swing Band touring to Lake Konstanz.

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, The Sound of Music, Billy Elliott, Grease; this year sees a spectacular production of Legally Blonde. St. Aidan's has, in recent years, staged Les Miserables, We Will Rock You, Evita, Copacabana, West Side Story, School of Rock and in 2018, Sister Act. 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







A Level Subject Results 2018

Subject	Entries	A*	A	B	C	D	E	U
Ancient History	16	0	2	6	5	2	1	0
Art & Design	7	1	3	1	2	0	0	0
Art & Design: Fine Art	7	1	2	2	1	1	0	0
Art & Design: Graphics	16	1	4	5	6	0	0	0
Art & Design: Photography	29	0	0	5	10	9	3	2
Biology	109	6	29	14	29	15	11	5
Business: Single Award	25	1	2	6	7	5	3	1
Business: Double Award	24	1	2	9	4	3	5	0
Chemistry	109	7	19	19	19	18	19	8
Computer Science	12	0	2	2	1	1	0	5
Dance	16	0	1	6	9	0	0	0
Design & Technology: Food Technology	14	0	5	6	0	3	0	0
Design & Technology: Product Design	12	0	0	1	4	3	3	1
Design & Technology: Textiles	8	0	0	2	3	2	1	0
Drama & Theatre Studies	32	3	13	10	5	1	0	0
Economics	28	1	8	10	7	1	1	0
English Language	30	0	6	9	8	6	1	0
English Literature	64	6	16	17	16	7	1	1
English Language & Literature	11	0	0	5	4	2	0	0
French	21	2	5	7	2	4	1	0
General Studies	31	1	6	9	9	2	4	0
Geography	72	2	20	24	18	8	0	0
Geology	6	0	0	1	2	2	1	0
German	4	1	3	0	0	0	0	0
Government & Politics	48	6	10	14	12	5	1	0
Health & Social Care: Single Award	16	0	0	3	2	8	1	2
Health & Social Care: Double Award	13	0	2	6	6	7	5	0
History	72	8	16	24	10	12	1	1
Italian	1	0	1	0	0	0	0	0
Japanese	1	0	1	0	0	0	0	0
Mathematics	110	19	33	27	7	14	8	2
Further Mathematics	16	5	5	2	2	1	1	0
Media Studies	32	0	5	9	10	6	2	0
Music	10	1	3	4	2	0	0	0
Music Technology	4	0	0	0	1	2	1	0
Physical Education	23	0	1	3	7	7	5	0
Physics	57	5	13	11	9	9	8	2
Polish	1	0	0	0	0	1	0	0
Psychology	81	4	15	18	23	16	4	1
Religious Studies	34	0	11	11	7	3	2	0
Sociology	37	2	6	8	15	3	1	2
Spanish	25	7	2	8	5	3	0	0

Subject	Entries	A*	A	B	C	D	E	U
Statistics	13	0	2	1	2	3	1	4
EPOQ - Extended Project Qualification	33	12	9	5	7	0	0	0

Subject	Entries	D*	D	M	P	U
Applied Business Extended Certificate	29	1	1	13	14	0
Applied Science Extended Certificate	12	0	0	5	6	1
Camb Tech IT Introductory Diploma	15	1	1	11	2	0
BTEC Performing Arts (Extended Certificate)	11	3	4	4	0	0
BTEC Travel & Tourism Subsidiary Diploma	13	3	5	4	1	0

Subject	Entries	D*D*	D*D	DD	DM	MM	MP	PP
BTEC Sport (Development, Coaching & Fitness) Diploma	8	4	1	2	0	1	0	0



Summary of Student Destinations 2018

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

465
 316
 21

Going into Employment
 Gap Year
 Other

ASSOCIATED
 SIXTH FORM
 47
 79
 2

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

Abbie Turner	Music, York St John University
Abigail Davis	Foundation Year in Health, Sport and Social Care Sheffield Hallam University
Abigail Pollard	Employment
Adam Odell	Environmental Science, Lancaster University
Adam Potter	Gap Year
Adriana Garcia- Martin	Chemical Engineering, Western University, Illinois, USA
Aidan Allan	Government and European Union Studies, Newcastle University
Ailis Lydon	History, Lancaster University
Aimee Smalley	Employment
Alex Gartland	Biology, University of Derby
Alex Parker	Employment
Alexa Thomas	Gap Year
Alexander Birch	Physics, Durham University
Alexander Diggle	Psychology, University of Leicester
Alexander Downie	Gap Year
Alexander Hewitt	Mathematics and Economics Newcastle University
Alexandra Mcrobbie	Foundation Diploma in Musical Theatre Midlands Academy of Dance and Drama
Alexandra Raper-Rumoroso	Architecture, University of Manchester
Alfie Davies-Varnier	Electrical and Electronic Engineering, Newcastle University
Ali Ghazal Ramzan	Mathematics, Newcastle University
Alice Harwood	Business and Geography, University of Edinburgh
Alice Mccorry	Foundation Diploma in Art and Design, York College
Alina Mitchell	Chemistry, Newcastle University
Amelia Andrews	Musical Theatre, Millenium Performing Arts
Amelia Gibson	Modern European Languages and History, Durham University
Amelia Parvin-Graham	Marine Biology, Newcastle University
Amelia Simpson	Musical Theatre, Italia Conti Academy of Theatre Arts
Amy Romanec	Pharmacy, University of Bath
Amy Sedgman	French Studies, University of Hull
Anastazja Sobiewska	Business Management & Human Resource Management York St John University
Andrew Cartwright	Paramedic Science, Anglia Ruskin University
Andrew Harwood	Employment
Anish Petit	Music Technology and Audio Systems, University of Huddersfield
Ann Scholes	Childhood Studies, Sheffield Hallam University
Anna Budrewicz	Paramedic Science, Anglia Ruskin University
Anna De Martino	French and Italian, University of Edinburgh
Anna Martin	Foundation Diploma in Art and Design, Leeds Arts University
Anna Roberts	Gap Year then Creative Writing and English, University of Hull
Anna Sowray	Primary Teacher Education, Oxford Brookes University
Annabel Magaji	Social Sciences Foundation Year, Northumbria University
Anne-Dora Adjei-Kyem	Earth Sciences with a Foundation Year, University of Plymouth
Annie Hall	Gap Year
Anya Clemitson	Art and Design Foundation Diploma, York College
Arthur Sands	Gap Year
Ashar Bhogal	Chemistry, University of Nottingham
Ashnee Thopte	Biological Sciences, University of Leicester
Bea Grasperil	Architectural Engineering, University of Salford
Becca Hancock	Gap Year
Beki Wharton	Sport and Exercise Science, Loughborough University

Ben Dunbar	Gap Year
Ben Whittaker	Physics, University of Sheffield
Benjamin Messenger	Philosophy, Durham University
Benjamin Nurse	History, University of Edinburgh
Bethan Melling	Politics, Newcastle University
Bryony Kaye	Dance, Leeds Beckett University
Caitlin Whitelaw	Year 14
Callum Unsworth	Mathematics and Statistics, University of Sheffield
Cameron Jackson	Employment
Cameron Kelly	Employment
Carina Font	Marketing and Management, Durham University
Catherine Oxley	History and Politics, University of Nottingham
Celia Atherton	History, University of Edinburgh
Chara Munt	Employment
Charlie Hynes	Sports Journalism, University of Gloucestershire
Charlotte Bowe	Media and Communication, Liverpool Hope University
Charlotte Burton	Early Years Development and Learning, Norland College
Charlotte Fox	Geography, Newcastle University
Charlotte Jameson	Gap Year
Charlotte Lewis	Foundation Diploma in Art and Design, York College
Charlotte Mcgurk	Business and Management, Leeds Beckett University
Chelsea Nyamhunga	Extended BioPharmaceutical Sciences with a Foundation Year University of Sunderland
Chiara Goldthorpe	Gap Year
Chloe Bailey	Counselling Pyschology, Leeds Trinity University
Chloe Million	Marketing (Consumer Psychology), Birmingham City University
Chloe Swales	Health and Social Care, University of Central Lancashire
Chloe Turner	Chemistry with International Placement, University of Warwick
Chris Flanagan	Geophysical Sciences, University of Leeds
Christian Bendall	Biology with Industrial Placement, University of Manchester
Christian Dumouchel	Gap Year
Christian Hall	International Management, University of Manchester
Christian Mcdermott	Theology, Religion and Philosophy of Religion University of Cambridge
Christopher Hill	Nutrition, Leeds Beckett University
Ciera Melody	Criminology and Sociology, Manchester Metropolitan University
Claire Wilson	Sociology, University of Liverpool
Connie Harpham	Gap Year
Conor Charman	Employment
Conor Miller	Gap Year
Crystal Botha	Human Nutrition, University of Chester
Daisy Sutcliffe	Medicine, University of Liverpool
Dale Joyce	Games Design, Leeds Beckett University
Dan Davies	Business Management with Foundation Year, York St John University
Dan Law	Employment
Daniel Dobson	Gap Year
Daniel Joseph Wray	Biomedical Science, University of Sheffield
Daniel Lee	Science, York College
Daniel Macleod	Employment
Daniel Titman	Art and Design Foundation Diploma, York College
Daniela Summersall	Gap Year
Danielle Atkinson	Criminology, Northumbria University

Danielle O'Connor	Gap Year
David Flower	Foundation Year in Business, Northumbria University
Deanna Asistol	Gap Year
Deklan Clay	Gap Year
Diana Ames	Marketing, Anglia Ruskin University
Diogo Silva	Employment
Dominic Jones-Williams	Physics with Nuclear Science, University of Liverpool
Eadie Slight	Biomedical Science, Newcastle University
Ed Barrow	Automotive Engineering, Loughborough University
Ed Shires	Accountancy and Finance, University of Nottingham
Edward Robinson	Gap Year
Eleanor Barclay	Childhood and Early Years Studies, Northumbria University
Eleanor Berney	Gap Year
Eleanor Bygrave	Medicine, University of Nottingham
Eleanor Fox	Law, Newcastle University
Eleanor Hemingway	Musical Theatre, Italia Conti Academy of Theatre Arts
Eleanor Horner	Law, Manchester Metropolitan University
Eleanor Howes	Biological Sciences, University of Oxford
Eleanor Maxwell	Biomedical Sciences, University of Manchester
Eleanor Murphy	Gap Year then Business Management, Newcastle University
Eliane Thoma-Stemmet	History, University of Cambridge
Eliza Bailey-Hague	Primary Education, Nottingham Trent University
Elizabeth Allinson	Gap Year
Elizabeth Rogers	Politics and Sociology, Newcastle University
Ella Witty	Psychology, University of Warwick
Ellen Armstrong	Criminal Investigations with Policing Studies De Montfort University
Ellie Micklethwait	Psychology, Birmingham City University
Ellie Thornhill	Foundation Diploma in Art and Design Leeds Arts University
Elliot Brooksbank	Physical Geography, Northumbria University
Elliott Machin	Employment
Elliott Hughes	International Foundation Business and Technology Oxford Brookes University
Eloka Philip	Economics, Durham University
Elspeth Jackson	Clinical Sciences/Medicine Foundation, Bradford University
Emelia Bradbury	Adult Nursing, University of Nottingham
Emily Clegg	Criminal Justice and Criminology, University of Leeds
Emily Crook	Gap Year
Emily Dudley	Biomedical Science, York St John University
Emily Gosling	Foundation Diploma in Art and Design, Leeds Arts University
Emily Hunter	Gap Year
Emily Jayne Barkham	Journalism, University of Huddersfield
Emily Lowry	Food Marketing Management, Sheffield Hallam University
Emily Pollard	Psychology, Leeds Beckett University
Emily Young	Art and Design Foundation Diploma, Leeds Arts University
Emma Milnes	Gap Year
Emma Smith	Medicine, Anglia Ruskin University
Estela Green	English Literature and English Language, York St John University
Ethan Pryce	Gap Year
Ethan Winn	Employment
Etleva Luzha	Chemistry, University of York
Eva Bryant	Mathematics, University of Kent
Eve Wild	Criminology, Sheffield Hallam University
Feargal Gunn	Gap Year

Fionnuala Heywood	Gap Year
Fleur Whitworth	Gap Year then French and Spanish, University of Oxford
Frances Grindrod	Mathematical Economics and Statistics, University of Birmingham
Frankie Fattorini	Natural Sciences, Durham University
Frazer Fullwood	Gap Year
Freya Worley	Geography, University of Nottingham
Gabrielle Waite	Business Management & Human Resource Management York St John University
Gemma Finan	Food Marketing Management, Sheffield Hallam University
George Fiddes	Gap Year
George Hryszko	Mechatronic and Robotic Engineering, University of Sheffield
George Smith	Aerospace Engineering, University of Sheffield
George Widdows	Finance, Lancaster University
Georgia Brown	Food Science, University of Nottingham
Georgia Collins	Media, Leeds Trinity University
Georgia Hall	Gap Year
Georgia Hirst	Geography, University of Liverpool
Georgia Owen	Psychology with Clinical Psychology, University of Lincoln
Grace Allinson	Gap Year
Grace Burns	Theology and Religion, Durham University
Grace Fernyhough	Costume Design and Practice, Birmingham City University
Greg Moodie	Coaching and Sport Science, Nottingham Trent University
Greg Webber	Gap Year then Chemical and Process Engineering London South Bank University
Grzegorz Zawadzki	Computing, Leeds Beckett University
Hannah Clarke	Psychology, University of Manchester
Hannah Forster	Employment
Hannah Liddle	Gap Year
Hannah Taylor	Business Management and Human Resources Nottingham Trent University
Hannah Whitaker	Gap Year then Media Production:Journalism York St John University
Hannah Willcock	Philosophy, University of York
Haroon Khalid	Gap Year
Harry Beaton	Employment
Harry Howard	Sport and Exercise Science, Nottingham Trent University
Harry Kinnear	Biology, University of East Anglia
Harry Shaftoe	Geology, University of Derby
Harry Soper	Mechanical Engineering, University of Sheffield
Harry Tribe	Gap Year
Harry Walker	Employment
Hector Stuart-Mills	Chemistry with a Foundation Year Manchester Metropolitan University
Helen Mather	Gap Year
Helena Baker	Natural Sciences, Durham University
Helena Zbogor-Ward	Biological Sciences, University of Liverpool
Henry Calvert	International Foundation Arts, Humanities and Law Oxford Brookes University
Henry Culloden	Gap Year then Applied Sports Science with Coaching Northumbria University
Hollie Brady	Employment
Hope Avery	Gap Year
Hugo Hayes	Real Estate, Sheffield Hallam University
Ibraaheem Hussain	Social Sciences and Management with Foundation Year University of Bradford
Imogen Godkin-Helm	Gap Year
Imogen Martin	Adult Nursing, Manchester Metropolitan University

Summary of Student Destinations cont.

Imogene Higham	Gap Year	Jordan-Lee Nugent	Social and Political Sciences, University of York	Lucy Holgate	Geography, Northumbria University	Niamh Proctor	History and Politics, University of Central Lancashire
Inbal Port	Performance, Mountview Academy of Theatre Arts	Joseph Campagna	Employment	Lucy Wilson	Gap Year then Psychology, Nottingham Trent University	Niamh Snowdon	Law, University of Nottingham
Isaac Boocock	Physics, University of Nottingham	Joseph Fletcher	Aviation Management and Operations, Craven College	Luke Morland	Employment	Nicholas Bennett	Foundation Diploma in Art and Design, Leeds Arts University
Isaac Edwards	Gap Year then Computer Networks, Sheffield Hallam University	Joseph Harrington	Law with Criminology, Sheffield Hallam University	Luke Parker	Physics, Durham University	Nicholas Brennan	Product Design, Sheffield Hallam University
Isabel Cole	Gap Year	Joseph Robinson	Economic History, University of Edinburgh	Luke Reilly	History and Politics, University of Warwick	Nicole McGrogan	Employment
Isabel Forbes	Employment	Josh Sylvester	Gap Year	Lydia Hanahoe	Spanish and Chinese, University of Manchester	Nikita Noble	Employment
Isabella l'Anson	Dance, Lynton Academy of Dance	Joshua Moye	Year 14	Madeleine Brennan	Primary Education, Liverpool Hope University	Oliver Brook	Gap Year then Genetics, Swansea University
Izzie Perry	Employment	Joshua Quinn	Employment	Madeleine Hipkin	Employment	Oliver Cooper	Gap Year
Jack Bloodgood	Gap Year then Computer Science, Newcastle University	Joshua Raine	Employment	Madeleine Kelly	Gap Year then Criminology and Sociology Manchester Metropolitan University	Oliver Dawes	Aircraft Engineering, Newcastle College Aviation Academy
Jack Pettitt	Business Management with Foundation Year Manchester Metropolitan University	Joshua Rowe	Mathematics, University of Sheffield	Madeline Ellis	Food and Human Nutrition, Newcastle University	Oliver Raper-Rumoso	Employment
Jack Plummer	Employment	Joshua Suttill	Biological Sciences (Microbiology), University of Leicester	Magnus Davies	Politics and History, Newcastle University	Oliver Tinker	Politics and History, Newcastle University
Jack Roberts	Gap Year then Zoology, University of Nottingham	Junjie Liang	Employment	Marcus Brook	Computer Science, University of Sheffield	Olivia Black	Hispanic Studies, University of Bristol
Jack Wadsworth	Employment	Kai Sunley	Biology, Sheffield Hallam University	Marcus Nunn	Employment	Olivia Firth	Sport and Exercise Science, Leeds Beckett University
Jacob Handslip	Music, Liverpool Institute of Performing Arts	Kane Brown	Gap Year	Maria Cockshutt	Political Science and Philosophy, University of Birmingham	Olivia Holmes	Gap Year
Jacob Sonmez	Employment	Kate Wicken	Advertising and Marketing Communications De Montfort University	Marlenka Staker	Foundation Diploma in Art and Design, Leeds Arts University	Olivia Jessuk	English Literature, Northumbria University
Jacob Wilson	Chemistry, University of Bradford	Katie Angstmann	Criminology and Sociology, Leeds Beckett University	Martyna Holica	Animal Management, Askham Bryan College	Olivia Quinn	Entry 3 Foundation Learning Course, Harrogate College
Jade Elliott	Gap Year	Katie Holroyd	Foundation Course, Italia Conti Academy of Theatre Arts	Matthew Astley	Accounting and Management with Placement University of Reading	Olivia Roseninge	Food and Human Nutrition, Newcastle University
Jak Parker	Gap Year	Katie Liddle	French and Spanish, University of Chester	Matthew Davis	Employment	Olivia Sharpley	Modern Languages and Cultures, Durham University
Jake Abbott	Gap Year	Katie Manley	Employment	Matthew Mulchinock	Gap Year	Orla McDonnell	Geography, University of Manchester
Jakub Rafinski	Employment	Katie Sills	Gap Year	Max Kitching	Gap Year	Orla Nally	Gap Year
James Dewhurst	Gap Year	Katie Spencer	Gap Year	Max Withyman	War and Society, University of Hull	Orla O'Connor	Politics and International Relations, University of Manchester
James Marshall	Gap Year	Katie Thornton	Medical Sciences, University of Leeds	Maya Thethy	Gap Year then Early Years and Childhood Studies Manchester Metropolitan University	Ottillie Hill-Smith	English Literature and History, University of Edinburgh
James O'Sullivan	Sport Management, Northumbria University	Katy Metheringham	Certificate of Higher Education Italia Conti Academy of Theatre Arts	McKenzie Collins	Computer Science with Artificial Intelligence, University of York	Patrick Toulson	Politics and Communication Studies, University of Liverpool
James Reeves	English Language and Linguistics, University of Leeds	Katy Poulter	Physics, University of St Andrews	Meg Knott	Anatomy and Human Biology, University of Liverpool	Phoebe Cho	Primary Education, Manchester Metropolitan University
James Richardson	Medicine, Queen Mary, University of London	Kerry Luu	Foundation Year in Business, Northumbria University	Megan Ainsworth	Gap Year	Phoebe Corrigan	French with Spanish, York St John University
James Stocks	Gap Year	Kerry Watkins	International Business, Sheffield Hallam University	Megan Bowler	Psychology, University of Hull	Phoebe Harris Moore	Film and Media, Newcastle University
James Whitehead	Gap Year then Psychology, University of Chester	Kitty Grenham	Politics and Modern History, University of Manchester	Megan Cope	Psychology, Lancaster University	Phoebe Van Zelst	Gap Year
James Whiteley	Sport and Exercise Science, Nottingham Trent University	Kitty Milnes	Physics, University of St Andrews	Megan Day	Biomedical Sciences, Newcastle University	Pierce Clarkson	Sport and Exercise Science, Liverpool John Moores University
James Wilson	Politics, Lancaster University	Kyle Mackinnon	Employment	Megan Hey	Midwifery Studies, University of Bradford	Pola Grabska	Gap Year
James Windle	Aerospace Engineering, University of Bristol	Laila Talic	Pharmaceutical Science with Foundation Year, Teesside University	Megan James	Food and Nutrition, Sheffield Hallam University	Rachel Cohen	Veterinary Medicine, University of Nottingham
James Young	History, University of Sheffield	Laura Barlow	Foundation Diploma in Art and Design, Leeds Arts University	Megan Labonte	Classical Studies and Drama Royal Holloway, University of London	Rachel Lupton	Business Management, Manchester Metropolitan University
Jan Oledzki	Chemical Engineering, University of Edinburgh	Laura Mackintosh	Politics and Sociology, University of Leicester	Megan Walker	English Language and Literature, University of Oxford	Rachel Miller	Employment
Jasmin Lawrance	Biomedical Sciences, Nottingham Trent University	Laura Silaja	Computer Science, University of York	Megan Watts	Law, Lancaster University	Rebecca Black	Business Economics, University of Liverpool
Jasmin Read	Philosophy and Religion, Bangor University	Lauren Hurlbatt	Gap Year then Marketing, Teesside University	Megane Siakeu-Malieugo	Biomedical Sciences with Foundation Year Sheffield Hallam University	Rebekah Bernard	Gap Year
Jay Higate	Social Sciences Foundation Year, Northumbria University	Laurie Boyle	War and Security Studies, University of Hull	Melissa Thomson	Biomedical Science, Manchester Metropolitan University	Rebekah Gallagher	Business Management and Psychology St Mary's University, Twickenham
Jay Shah	Gap Year then Law and Criminal Justice with a Foundation Year Liverpool John Moores University	Leah Marson	Gap Year	Melvyn Tutesigensi	Employment	Rebekah Seelig	Gap Year then Forensic Science, University of Central Lancashire
Jeffin Parambath	Mechanical Engineering with a Foundation Year University of Central Lancashire	Lewis Ikpeme	Chemical Engineering, University of Nottingham	Mia Casper	Theatre Dance, London Studio Centre	Richard Flannery	Law, University of Hull
Jessica Clark	Natural Sciences, Durham University	Liam Daly	Film and Television Production, University of York	Mia Dodds	Nursing, Sheffield Hallam University	Robert Maxwell	General Engineering, Durham University
Jessica Dodsworth	Employment	Liam O'Neill	Filmmaking, Leeds Beckett University	Mia Feasey	Art & Design History and Practice, Kingston University	Robyn Megaw	Foundation Year in Business, Northumbria University
Jessica Hogan	Gap Year then Business with Management Northumbria University	Lily Myers	Dual Languages, University of Hull	Michaylo Karpynec	Employment	Rory Kilcoin	Gap Year
Joanna Mather University of Salford	Gap Year then Aircraft Engineering with Pilot Studies	Lily Sheehy	English Language and Literature, University of Oxford	Miles Lowson	Sport, Exercise and Physical Activity, Durham University	Rory Science	Employment
Joe Sharpe	Physics with a Foundation Year, Sheffield Hallam University	Lisa Clarke	Mathematics, Manchester Metropolitan University	Milissa Cawkill	Art and Design Foundation Diploma, Leeds Arts University	Rose Fraser	French and Chinese, University of Manchester
Joey Starr	Gap Year	Lizzie Churchill	Natural Sciences, Durham University	Molly Carter	Marine Biology, University of Hull	Rose Lavelle	Criminology, University of Liverpool
John Dalrymple	Politics, Philosophy and Economics, University of Exeter	Lottie Wilkinson	Education Studies, York St John University	Molly Pridmore	Environmental Geoscience, University of Edinburgh	Rosie Day	Theatre: Writing, Directing and Performance, University of York
John Denton	Gap Year	Louis Remington	Physics, University of Bath	Molly Wass	Gap Year	Rosie Mckibbin	Liberal Arts and Sciences, University of Birmingham
Jonty Shearstone	Master of Chiropractic, University of South Wales	Louisa Barlow	Gap Year	Naomi Kitcher	Psychology, Newcastle University	Rosie Powley	Gap Year
Jordan Briggs-De Beere	Sport and Exercise Science with Foundation Year University of Derby	Louisa Pennock	Biomedical Sciences, Nottingham Trent University	Natasha Parekh	Photography, Manchester Metropolitan University	Rosie Walwyn	Gap Year
Jordan Payler	Employment	Lucienne Hill-Smith	Mathematics, University of Edinburgh	Nathan Fulcher	Gap Year	Ross Moore	Law, University of Oxford
Jordan Saphir	Mechanical Engineering, University of Sheffield	Lucy Brennan	Medicine and Surgery, Newcastle University	Ned Jones	Gap Year	Sabryna Scornaienchi	Law, University of Liverpool
Jordan Teodori-Faith	Gap Year	Lucy Dean	Medicine, University of Sheffield	Nelly Fenton	Primary Education, Nottingham Trent University	Sam Colson	Marketing with Digital Communications, Edge Hill University
		Lucy Deyermund	Criminology with Foundation Year Liverpool John Moores University	Niall Brotheridge	Physics, University of Sheffield	Sam Duke	Computer Science, De Montfort University
		Lucy Fenwick	Food Marketing Management, Sheffield Hallam University			Sam Goldring	Gap Year
						Sam Gumbley	Gap Year

Keeping in Touch

Sam Hardy	Data Science, Nottingham Trent University
Sam Hopkinson	Economics, Newcastle University
Sam Nield	Mechanical Engineering, University of Sheffield
Sam Spence	Foundation Diploma in Art and Design, Leeds Arts University
Sam Sweet	Gap Year
Samuel Barker	Gap Year
Samuel Blackley	Build and Natural Environment, Northumbria University
Samuel Dickinson	Employment
Samuel Drinkwater	Gap Year
Samuel Moore	Civil and Structural Engineering, University of Sheffield
Samuel Riley	Employment
Samuel Saxby	Film and TV (Production), University of Hertfordshire
Samuel Tiffany	Business Management, University of Hull
Sana Bhamani	Business Accounting with Finance, Leeds Beckett University
Saul Ellis-Robertson	Gap Year then Physical Geography, University of Hull
Saville Gorebooth	Gap Year
Sean Fernando	Employment
Shannon Kelly	Applied Sciences Foundation Year Northumbria University
Sofia Crabtree	Public Relations and Brand Communications Leeds Beckett University
Sonam Rooprai	Employment
Sophia Cressey	Geography, University of Hull
Sophia Di Capua	Gap Year
Sophie English	Human, Social and Political Sciences, University of Cambridge
Sophie Hawkes	Mathematics, University of Warwick
Sophie Newsome	International Relations, Nottingham Trent University
Sophie Rizos	Biomedical Sciences, Nottingham Trent University
Sophie Ward	Dance and Musical Theatre, Renaissance Arts Dance College
Stephen Kirk	Gap Year then Photography, Falmouth University
Stuart Brooks	Avionic Engineering, University of Liverpool
Talia Shires	Foundation Diploma in Art and Design, Leeds Arts University
Tasha Khatker	Psychology, Sheffield Hallam University
Thea Goslin	Criminology, University of Liverpool
Theo Pedley	Music, University of Oxford
Thomas Knibbs	Employment
Thomas Oldham-Davison	Business Studies with Foundation Year, Sheffield Hallam University
Thomas Pearson	Gap Year
Thomas Wild	Physics with a Foundation Year, Swansea University
Tia Morrell	Animation Production, Arts University Bournemouth
Tiana Rawlins	Foundation Diploma in Art and Design, York College
Tinashe Maeresera	Gap Year
Toby Harper	Accountancy and Finance, Heriot-Watt University
Toby Warren	Foundation Diploma in Art and Design, York College
Tom Bracewell	Modern Languages and Cultures, Durham University
Tom Goring	Common Law, University of Glasgow
Tom Megginson	Sport Management, Northumbria University
Tom Sharp	Gap Year then Real Estate, Northumbria University
Una Foy	History and Politics, University of Cambridge
Will Davies	Psychology, York St John University
Willem Everstead	History and Politics, University of Nottingham
William Davies	Psychology, York St John University
William Freeman	History, University of Cambridge
William Macey	Media Production: Film & Television, York St John University
Yasmin Law	Gap Year

Yasmin Yau	Microbiology, University of Nottingham
Yvonne Pearce	Medicine, University of Sheffield
Zac Berrill	Politics, Philosophy and Economics, University of Exeter
Zak Armour	Landscape Architecture and Design, Leeds Beckett University
Zak Hussain	Sports and Exercise Therapy, Leeds Beckett University
Zoe Andrews	Fashion Buying and Merchandising University of the Arts, London

Keeping in touch with our former students means that we can report on some of their degree successes.

Student	Award	University	Course
Camilla Baldrick	2:1	University of Dundee	History
Kiera Beech	1st Class Hons	University of Cambridge	Geography
William Bell	2:1	Newcastle University	Agriculture with Farm Business Management
Matthew Berrill	1st Class Hons	University of Manchester	Physics
Bethany Bozson	1st Class Hons	Newcastle University	Business Management
Finlay Brown	MEng with Distinction	University of Cambridge	Engineering
Zoe Burt	2:1	University of Bristol	Modern Languages
Stephen Cage	1st Class Hons	Manchester Metropolitan University	English Literature
Rachel Carr-Whitworth	1st Class Hons	University of Bristol	Philosophy and Politics
India Copley	2:1	Newcastle University	Combined Honours
Gregor Dales	2:1	Newcastle University	Surveying & Mapping Science
Adnan D'Cunha	MB ChB	University of Bristol	Medicine
Rosalind Duxbury	2:1	Newcastle University	Marine Biology
Sara Edwards	1st Class Hons	King's College, London	Music
Oliver Eves	2:1	Newcastle University	Geography
Henry Foster	2:1	University of Sheffield	Mathematics
Lucy George	1st Class Hons	Newcastle University	Master of Planning
Georgina Harmer	2:1	Newcastle University	History
Thomas Hibbard	1st Class Hons	University of East Anglia	Pharmacy
Liam Hill	2:1	University of Westminster	Commercial Music
Ben Hillhouse	2:1	Newcastle University	Law
Jack Hopton	1st Class Hons	Newcastle University	Mechanical Engineering
Charlotte Hughes	2:1	Newcastle University	Politics and Economics
Caroline Jacobs	BDS	University of Bristol	Dental Surgery
Robert Kirk	1st	Somerville College, Oxford	Mathematics and Computer Science
Matthew Lax	2:1	Northumbria University	Business with Economics
Lesedi Ledwaba	1st Class Hons	Newcastle University	Mathematics and Statistics
Alasdair Love	MPhil	University of Cambridge	Modern British History
Nicola Lumley	2:1	University of Bradford	Peace Studies and International Development
Katie MacCallum	1st Class Hons	University of East Anglia	Spanish
Jordan MacDonald	2:1	Newcastle University	Geography
Bethany McGoldrick	2:1	Newcastle University	Sociology
Hannah Morris	2:1	Newcastle University	Geography
Georgina Noland	2:1	Edge Hill University	Geography
Mary Ellen O'Brien	2:1	Newcastle University	English Literature
Tom Pallant	2:1	Liverpool Institute for Performing Arts	Sound Technology
Mia Pattison	2:1	Newcastle University	Modern Languages
Jacob Proffitt	2:1	University of Aberdeen	Geology: Petroleum Geology
Callum Rainey	MB CHB	University of Glasgow	Medicine
Eleanor Rainey	2:1	Newcastle University	Geography
Edward Sanderson	2:1	Newcastle University	Law
Amalia Shaw		University of Glasgow	Veterinary Medicine
Sarah Shaw	MB BS	Newcastle University	Medicine and Surgery
Chloe Smith	2:1	Newcastle University	Psychology
Olivia Smithson	2:1	Sheffield Hallam University	Marketing
Kirsty Spalding	1st Class Hons	Newcastle University	Speech & Language Sciences
Liam Stonebanks	1st Class Hons	Lancaster University	Mathematics
Matthew Tennon	1st Class Hons	Newcastle University	Computer Science
Elizabeth Timperley	1st Class Hons	Durham University	Natural Sciences
Ieuan Treharne	BDS Hons	Newcastle University	Dental Surgery
Patrick Viles	2:1	University College London	Maths and Mathematical Physics
Lauren Westerman	2:1	Newcastle University	Physiological Sciences
William Wright	2:2	Newcastle University	Biology

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 21st February 2019 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 8th March 2019; 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

Email: associatedsixthform@staidans.co.uk

Follow us on social media for updates, news, events and information:

- @sasjfsixthform
- @SASJFSixthform
- @staidansandstjohnfisherassociatedsixthform

Transport

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

www.staidans.co.uk/transport

www.sjfchs.org.uk/information/transport

Further information about school transport is also available on the North Yorkshire and Leeds City Council websites:

www.northyorks.gov.uk/article/23550/School-transport

www.wymetro.com/BusTravel/SchoolTransport/

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@abbottscoaches.co.uk

Telephone: 01677 422858 (Option 3)

Connexions

Email: craig@connexionsbuses.com

Telephone: 01423 339600

Tetley's Coaches

Email: sales@tetleyscoaches.co.uk

Telephone: 0113 276 2276

Transdev

Email: hello@harrogatebus.co.uk

Telephone: 01423 566061

Vamooz

Email: hello@govamooz.co.uk

Telephone: 01423 788902

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. You will also find some useful information about transport for vulnerable pupils on the North Yorkshire and Leeds City Council websites.

*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 Kidman BA PGCE
Head of Sixth Form



Mrs K Orton BA PGCE
Deputy Head of Sixth Form



Miss H Strickland BA PGCE
Assistant Head of Sixth Form



Mr A Christy BA PGCE
Senior Tutor



Mr J Cleminson BA PGCE
Senior Tutor



Mr M Harper BA MA PGCE
Senior Tutor



Miss A Lyons BA QTS
Senior Tutor



Mr J Maullin BA PGCE
Senior Tutor



Mr B Paynton BA PGCE
Senior Tutor



Mr A Rosser BSc PGCE
Senior Tutor



Miss S Porritt MA PGCE
Senior Tutor



Mr P Taylor BA PGCE
Senior Tutor



Miss L Wrigglesworth BSc PGCE
Senior Tutor

ST JOHN FISHER STAFF



Mrs A Joy BA PGCE
Head of Sixth Form



Mr M Melville BA PGCE
Assistant Head of Sixth Form



Mrs C Hughes BSc PGCE
Senior Tutor



Mrs R Myers BA QTS
Senior Tutor



Mr M Walsh BSc PGCE
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



Mrs J Mackinnon
Administrative Assistant St. John Fisher



Mrs N Muir
Administrative Assistant St. John Fisher





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