



# PROSPECTUS 2021



ASSOCIATED SIXTH FORM  
ST AIDAN'S & ST JOHN FISHER, HARROGATE





# 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 358 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 30 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.

## 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.

## 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 to student committees, known as the Senate and Congress. 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.



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 in the Sixth Form..."



# Guidance and Support

## Aims and values

The Associated Sixth Form provides an excellent all-round education which allows students to pursue their individual aspirations within a community with shared goals and Christian values. All students, regardless of background, are supported to develop the skills and confidence needed to enrich their own lives and the society in which they live.

Within the context of a large scale organisation we provide individual, personalised support: each student is attached to a Senior Tutor, who oversees all aspects of academic progress and personal development. Expert guidance is therefore available on all facets of Sixth Form life and the Senior Tutor is instrumental in developing 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 prospective Sixth Form students select their courses 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 current members of the Sixth Form 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 all students who wish to enter the Associated Sixth Form is 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?

The decisions you make now will probably influence the whole course of your career.

You have the opportunity to enter the Associated Sixth Form which offers the widest possible range of courses, has a proven record of academic success and will allow you to meet and work alongside other students from all around the local area and beyond. Most students will go on to obtain degrees, higher qualifications, apprenticeships or management training. Ahead of you lies an exciting challenge which involves the discovery of academic individuality, freedom and responsibility and the development of fresh new friendships. You will have to work hard, while being encouraged to lead a full and varied life and to be involved in your local community.



## 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 years before you apply for a career
- 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; we look for the best possible mix of subjects to advance the education and career prospects of each individual.

Our entry procedure allows for discussion between students and subject teachers to agree their best and most appropriate programme of study. 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 at least grade 5 at GCSE, 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 they do include examination assessment. In most cases, Applied courses include some formal assessment in Year 12 which can lead to a certificated qualification halfway 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, Performing Arts, Veterinary Science, Medicine or other healthcare professions. There is significant additional support available for such areas from our expert Careers Department throughout students' time with us. Whichever courses are being considered, flexibility is an important aspect of our approach to the curriculum: by offering the widest possible range of courses 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 covering 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 subjects which might leave a range of degree options open: 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.
- Mathematical skills are particularly important in subjects such as Physics, Chemistry, Economics, Computer Science and Product Design: students choosing these courses but not wishing to study Mathematics at A Level are advised to follow the AS Level Maths course in Year 12 if possible.
- Core Maths offers the opportunity to develop mathematical skills to support subjects with a statistical element such as Business, 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.
- If you are not sure what to study in the Sixth Form, start with the subjects you enjoy and are good at. To make sure you are not ruling out a subject which may prove to be important later, you will need to research possible future options: the Russell Group's website, Informed Choices, is a good place to start ([www.informedchoices.ac.uk](http://www.informedchoices.ac.uk)).

## 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 schools for some lessons.

## 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 them 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 or leadership, including help with the teaching of younger pupils, sports leaders or reading leaders in school. This is encouraged and may take place either in Private Study time or at another time by arrangement with individual teachers. Many students choose to set up a regular volunteering placement offsite, for example in a school, hospital or care home, through which they gain valuable skills and experiences.

# Ancient History

## Entry Requirements

A background in Latin or Classics can be 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. This module will involve studying aspects of political, social, economic and military policy, as well as discovering how the emperors have been regarded by ancient and more modern authors.

### 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, which 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)

ASSOCIATED  
SIXTH FORM

### 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 theme to be used as starting points. The theme is broad and will cover a range of interests. The question papers will be provided on 1st February or as soon as possible after this date. Following a preparatory period students will undertake 15 hours of unaided supervised time in which they will develop an outcome or a series of outcomes.

### What can I do with this course?

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

# Art & Design

## (Graphic Communication)

### Entry Requirements

GCSE Grade 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.

### 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 which consists of a theme to be used as starting points. The theme is broad and will cover a range of interests. 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.



# Art & Design

## (Photography)

### Entry Requirements

Grade 5 in GCSE art is preferred. It is possible to take Photography 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.

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



### What will I do on the course?

Photography will enable students to be creative and explore the world in their own way. It will provide the knowledge, skills and attributes needed to think creatively and explore the many ways in which a photograph can represent reality. You will look with new eyes. You must be ready to develop intellectually, imaginatively and creatively and be capable of organising yourself and value working individually and as part of a team.

### Aims of the course

#### 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, presentation and layout.

#### You will show knowledge and understanding of:

- Relevant materials, processes, technologies and resources
- How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in your chosen area(s) of photography
- Historical and contemporary developments and different styles and genres
- How images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which it was taken
- Continuity and change in different styles, genres and traditions relevant to photography
- A working vocabulary and specialist terminology that is relevant to your chosen area(s) of photography.

### 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 1,000-3,000 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).

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 practices such as computer manipulated photography and photographic projections.

### 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.

# 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 in the Higher Tier paper at GCSE and a grade 5 in English Language, due to the extended writing aspects, is 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 these, practical and analytical skills are assessed as part of the end of year written examinations and within the course to pass the practical skills assessments.

### 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. These are assessed as part of the end of year written examinations and within the course to pass the practical skills assessment.

## 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 120 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..."*

## 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 then a Grade 5 is required to embark on the A-Level.



## 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 - THEME 1 AND THEME 2 (KEY TOPICS)

- Meeting customer needs
- Market
- Marketing Mix and strategy
- Managing people
- Entrepreneurs and leaders
- Raising finance
- Financial planning
- Managing finance
- Resource management
- External influences

### YEAR 13 - THEME 3 AND THEME 4 (KEY TOPICS)

- Business objectives and strategy
- Business growth
- Decision-making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change
- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies (multinational corporations)

## 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.

## How is the course assessed?

### Paper 1:

Marketing, people and global businesses: 35% of A Level

Overview of assessment

- Written examination.
- The paper comprises two sections.
- Students answer all questions from both sections.
- Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.
- Duration: 2 hours.
- 100 marks available.

### Paper 2:

Business activities, decisions and strategy: 35% of A Level

Overview of assessment

- Written examination.
- The paper comprises two sections.
- Students answer all questions from both sections.
- Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.
- Duration: 2 hours.
- 100 marks available.

### Paper 3:

Investigating business in a competitive environment: 30% of A Level

Overview of assessment

- Written examination.
- The paper comprises two sections.
- Students answer all questions from both sections.
- Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.
- Duration: 2 hours.
- 100 marks available.

# 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 six teaching units. These are:

- Module 1 - Development of practical skills in chemistry – consideration of practical skills to be assessed in the written examinations; embedded throughout the course
- Module 2 - Foundations in chemistry – fundamental aspects of chemistry, including; atomic structure, acid-base and redox reactions, amount of substance, electrons, bonding and structure
- Module 3 - Periodic table and energy – periodicity, qualitative analysis, enthalpy changes, equilibria and rates
- Module 4 - Core organic chemistry – functional group chemistry and analytical techniques
- Module 5 - Physical chemistry and transition elements – rates, pH, enthalpy, entropy, redox, electrode potentials and transition elements
- Module 6 - Organic chemistry and analysis – functional group chemistry, organic synthesis, chromatography and spectroscopy.

## How is the course assessed?

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

- Periodictable, elements and physical chemistry (modules 1, 2, 3 and 5) - 37% of A Level – 2hr15mins
- Synthesis and analytical techniques (modules 1, 2, 4 and 6) - 37% of A Level – 2hr15mins
- Unified chemistry (modules 1 to 6) - 26% of A Level – 1hr30mins.

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.

*"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..."*

# Computer Science

## Entry Requirements

Grade 5 or above in Chemistry or Physics at GCSE. At least a grade 5 in GCSE Mathematics is also required, preferably in the Higher Tier paper. Ideally, students will also study either A Level or AS Level Mathematics. Students should have an interest in computing; previous study of Computer Science would be an advantage but 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. In the past our former students have gone on to study a full range of subjects including Medicine, English Literature, Geography, Spanish and Fashion and Textiles.

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

## Fashion and Textiles

### Entry Requirements

The GCSE Design Technology qualification is the ideal foundation for this course. GCSE Art & Design or Art Textiles are also acceptable and any experience of working with fabrics, sewing and pattern cutting would be beneficial.



### 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, designers and design styles.

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-based university degrees or Art Foundation courses. It is also suitable for progression onto BTEC higher nationals or modern apprenticeships.



# Design & Technology

## Product Design

ASSOCIATED  
SIXTH FORM

### Entry Requirements

Students should have achieved a minimum of grade 5 in GCSE Design and Technology. Due to the mathematics content of the course it is also advisable to have achieved a grade 5 or above in GCSE Mathematics. Ideally, students will also study either A-Level Mathematics, AS Mathematics or Core Mathematics.



### 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 computer aided manufacture equipment. A substantial proportion of all learning will be done through hands-on practical work.

Subject content:

#### Section 1: Technical principles

What you will learn:

- Performance characteristics of materials and their applications
- The 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
- Enterprise and marketing in the development of products
- Design communication
- Modern manufacturing systems

#### Section 2: Design and making principles

What you will learn

- Theory, methods and processes of design
- How technology and cultural changes can impact on the work of designers
- Critical analysis and evaluation of products
- Selecting appropriate tools, equipment and processes
- Accuracy in design and manufacture
- Responsible and inclusive design
- Project management
- National and international standards in design

### How is the course assessed?

The 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. This exam is 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:

**Paper 2: Section A – Product Analysis (30 marks).** This section will contain up to six short answer questions on visual stimulus of product(s).

#### Paper 2: 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

In the second year of the course, you will design and make a product of your choosing. Your work will consist of a design portfolio and photographic evidence, detailing the development of the 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

## 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 both English 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 different to GCSE English Language and includes the content and skills students may well take forward into higher level language and linguistic study.



## 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 giving an insight into how languages evolve all the time. On top of this, students also study how children acquire language and track their developments in spoken and written forms.

### Paper 1: Language, the Individual and Society

#### Section A - Textual Variations and Representations

Students answer three questions based on two linked texts (one of which is pre-20th century). Students analyse and compare how grammar, lexis, phonology, semantics, discourse structure and pragmatics shape the purpose of a text, make representations and position the intended audience.

#### Section B - Children's Language Development

Students complete a discursive essay on children's spoken and written language development, with a choice of two questions which require the application and evaluation of a wide range of academic theories which will be read both in and out of class.

### 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, technology and occupation on language choice. 'Language Change' will require students to study texts from 1600 to the present day. This question will not include a text to analyse but an evaluative statement to debate. It therefore requires extensive independent reading and excellent note taking and research.

## 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. For this, the course equips students with the knowledge of how writers in broadsheet newspapers and articles use grammar, lexis, phonology and discourse structure to put forward opinions and attitudes to language.

### Non-examination Assessment: Language in Action

Students choose one aspect of language to investigate independently through wider academic reading and data collection. They submit a 2000 word investigation on their findings. They also produce a piece of original writing to emulate a style model of their choice. The original writing is accompanied by a 750 word commentary exploring the language and grammatical choices students have made in their own writing.

## 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 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 the creative writing week with professional writers in Wales.

# English Literature

## Entry Requirements

Grade 5 or above in both English 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 : Tragedy

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, West Yorkshire Playhouse or York and to partake in creative writing events such as writing days in historical places and the creative writing week with professional writers in Wales.

# English Language & Literature

## Entry Requirements

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

Widerreading 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.

# Food Science & Nutrition

## 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.

# French

## 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. An additional half hour per week is spent with the French assistant working on speaking skills and wider aspects of the course.

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.

*"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..."*

## 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.

## 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 9-day Work Experience programme, which combines a stay in a host family with a work placement in France. This provides lots of opportunities for employment in a wide range of French businesses.

# Geography

## 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 coastal 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 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, dependent on government guidelines for travel.

In June of Year 12 we usually offer an optional visit to Iceland to see some awe-inspiring Geography. If possible, we will still offer this trip - if not it will be replaced with another exciting field visit within the UK.

## 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. An additional half hour per week is spent with the German assistant working on speaking skills and wider aspects of the course.

*"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.

# Health & Social Care

## Entry Requirements

At least a grade 4 in Science and a grade 4 in English Language 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 the coursework units 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, Paramedic science, Counselling and Mental Health Nursing amongst many others. Skills are transferable and some candidates successfully choose alternative career pathways, away from the subject area.

*“Get more out of life - help someone get more out of theirs...”*

# History

## Entry Requirements

Grade 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 Levels. The subject is enriched with a trip to the Battlefields of the First World War in Belgium and France or a visit to the Palace of Westminster, Imperial War Museum and Cabinet War Rooms in London in the summer of Year 12.

## Entry Requirements

Students are expected to have a minimum of four GCSE subjects at grade 4 or above including English and Mathematics. 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 moments and Newton's laws of motion.

### 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. All transition work will be available on the school website. This will be collected by staff in September at the start of Year 12.



# Year 12, 2020





# Media Studies

## Entry Requirements

At least a grade 5 in English or English Literature.  
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.

A range of media products are examined, all of which contain social, cultural and historical significance and illustrate a range of genres, styles and forms. Students will explore ideas about audience categorisation and reflect critically on different industry contexts, including those outside the commercial mainstream aimed at, or produced by, minority groups reflecting contemporary and emerging developments in the media. This provides 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 communicate meanings through their forms, codes, conventions and techniques
- **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 current political events 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/audiomanipulation 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

## 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 techniques focused on particular practitioner's style.
- 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, Trinity Laban, 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

## 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. Ideally, students will also study either A-Level Mathematics, AS Mathematics or Core Mathematics.



## 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 and Radioactivity
- Turning Points in Physics (St Aidan's) or Astrophysics (St John Fishers).

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: Turning Points in Physics (St Aidan's) or Astrophysics (St John Fishers).

## 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 and professions. These include, but are not limited to Engineering, Medicine, Veterinary Science, Dentistry, Architecture, Management, Research, Geophysics and Geology.

## 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.

### US Government

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.

## 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; Politics enables you to broaden these skills.

Politics is an excellent foundation to any future degree course in related subjects such as International Politics or Comparative Studies. It is also an excellent subject to support any Humanities or Arts subject, or it can give breadth to a Science application. Students considering careers in the legal system, public sector or armed services are recommended to study Politics.

## Additional information

Alongside the study of politics, at the end of Year 12 we offer trips either to London (to visit Parliament and other London attraction) or to the USA (to visit political and historical sites in New York, Philadelphia and Washington). Debates and Public Speaking are held on a weekly basis and we enter several competitions including the English Speaking Union. 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, Kate Pickett and Nicky Morgan MP

# 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

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

Year 13 Student

## How is the course assessed?

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

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

## What can I do with this course?

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



# Religious Studies

## Philosophy, Ethics and Theology

### Entry Requirements

Students should have achieved at least grade 5 in Religious Studies and grade 5 in English and English Literature; or if Religious Studies has not been taken, grade 5 in English and English 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 Practise 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

## 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.



## What will I do on the course?

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

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

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

The first year will comprise of the following mandatory units:

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

The second year will cover the following units:

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

## How is the course assessed?

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

## What can I do with this course?

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

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



## Additional information

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

## Entry Requirements

Students will be required to have GCSE grade 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

## 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 influencia 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. An additional half hour per week is spent with the Spanish assistant working on speaking skills and wider aspects of the course.

## 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)

### 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 that are assessed in different ways.

#### Mandatory Units:

- Anatomy and Physiology - 90 min Written exam
- Fitness Training and Programming – Pre-release research task
- Business in Sport - Pre-release research task
- Professional Development in Sport
- Sports Leadership
- Acquiring Skill in Sport.

#### 3 from the following Optional Units:

- Application of Fitness Testing
- Sports Psychology
- Practical Sports Performance
- Coaching for Performance
- Sports Event Organisation
- Sports Injury Management
- Sports Performance Analysis
- Rules, Regulations and Officiating in Sport
- Technical and Tactical Demands of Sport.

### How is the course assessed?

**1 x 90 min written exam** – externally assessed.

**2 x Pre-release research tasks** – externally assessed.

The other units are assignment based controlled assessment which you can present any way you want and are internally assessed.

### 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

## 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 one of the UK's largest industries with 39.2 million overseas visits made to the UK in 2017, contributing £24.5 billion to the UK economy.

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

Whilst studying the course, you will be required to carry out independent research and complete group based activities to explore a wide range of industry-based content. You will identify the different types of tourists and tourism, explore the scope and scale of the industry and create travel itineraries to meet the needs and requirements of customers visiting important tourist destinations.

## How is the course assessed?

In Year 12, you will study for a National Certificate in Travel and Tourism. This is the equivalent of 0.5 of an A-level subject. The qualification will consist of two units of study:

- The World of Travel and Tourism (Externally assessed through a written exam)
- The Principles of Marketing in Travel and Tourism (Internally assessed through assignments including a written report and promotional campaign).

In Year 13, you will convert your 'National Certificate in Travel and Tourism' into an 'Extended Certificate in Travel and Tourism'. This will be the equivalent of completing a full A-level subject. The units of study will consist of:

- Global Destinations (Externally assessed through set tasks which will be taken in two parts over a two-week period. Students will be given information before the supervised assessment period to carry out research)
- Visitor Attractions (Internally assessed through a presentation and written article).

In total, the full Extended Certificate in Travel and Tourism qualification will consist of 58% external assessment and 42% internal assessment.

## 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..."*

## AS Mathematics

### Entry Requirements

Students should have covered as much of the Higher Tier syllabus as possible and obtained a grade 6 (ideally a 7) or above at GCSE. In addition, you need to enjoy Mathematics, especially Algebra and Trigonometry.

### What will I do on the course?

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 of motion.

### How is the course assessed?

The course is linear and all students will sit their final examinations at the end of Year 12.

In A Level Mathematics students will sit two 1.5 hour examinations as follows:

**Paper 1:** Pure Mathematics and Mechanics

**Paper 2:** Pure Mathematics and Statistics

### What can I do with this course?

Mathematics qualifications support the study of a wide range of other A level subjects. Physics, Chemistry and Biology rely on good algebraic and graphical skills, statistical techniques and the use of a range of functions including logarithms and trigonometry. In addition, Economics, Psychology, Business, Computing and Geography all benefit from students having fluent and confident numerical, algebraic, graphical and statistical skills.

## 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.

## 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).

## 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 for impartial advice and guidance on their careers options with our professionally qualified Career Advisers during their private study periods.

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, Dance 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 Mrs Dukes 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](http://www.staidans.co.uk)

## CAREERS STAFF



Mrs D Bennett  
Head of Careers



Mrs S Richmond  
Careers Adviser



Mrs J Dukes  
Careers Adviser



Mrs M Farrar  
Work Experience  
Coordinator

# Extended Curriculum

## What is there to do apart from study?

### Drama

Drama is thriving in the Associated Sixth Form with energetic support from the A Level Drama & Theatre and Performing Arts groups. Recent major productions include West Side Story, School of Rock and Sister Act at St. Aidan's, and Billy Elliot, Grease and Legally Blonde at St John Fisher. Sixth form students can help to run lower school Drama clubs at both sites and often assist backstage and with the directing and stage management of school productions, which is a great way to gain valuable experience for university applications. There are many exciting ways to get involved.

### 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, Nicky Morgan MP and Professor Kate Pickett.

### 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. In 2018 the Associated 6th Form Debating Team became North-East Regional Champions in the ESU Mace Competition, a title they successfully defended in 2019 and 2020. In all three years they took part in the national finals of the Mace at the ESU headquarters in Dartmouth House, 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 available to all students in Year 12 of the Association. The Award gives you the chance to do something completely new and to improve on things you're already doing. It takes you out of your comfort zone and into a place where you'll push yourself and have amazing new experiences. You'll build confidence, resilience, skills for work and friendship groups. We aim for participants to complete all sections of the award by the middle of Year 13 and to attend the Awards Ceremony at one of the UK Palaces as a group. This most prestigious award requires hard work and determination but it is well worth the effort. The award comprises 5 main sectors: Physical Recreation, Service to the Community, Skill, Residential Project, Expedition. The three and four-day expeditions take place in the spring and summer term of Year 12 with training walks and student-run lunchtime sessions earlier in the year to develop the necessary expedition skills.

### 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, Golf and Cricket. All teams enter local or national competitions and the level of success varies from year to year but are always competitive and enthusiastic. Dedicated performers are strongly encouraged to join senior clubs in the Harrogate area.

### Peer Listeners and Peer Readers

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! The Reading Leaders scheme at St John Fisher is an opportunity to be trained to work one-to-one with Year 7 pupils to improve their reading. A full day of training is provided by 'Beanstalk' and there is the option of having certification at the end of the year. The skills developed are transferable to a range of future study and employment opportunities and this programme is a real way to give back to the school community.

### Amnesty International

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

## Music

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

Students first commitment should be to ensembles and productions at their 'home' school where they are registered. In exceptional circumstances, a student may apply to participate in such activities at the other school, usually on the basis of there not being suitable provision at their 'home' school.

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 July 2019 an ensemble from each school was invited to perform on main stages at the National Festival of Music for Youth in Birmingham. 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 Belgium, 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* and *Legally Blonde*. St. Aidan's has, in recent years, staged *Les Miserables*, *Evita*, *West Side Story*, *School of Rock*, *Sister Act* and, in 2019, *We Will Rock You*.

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](mailto:cratcliffe@sjfchs.org.uk) or [music@staidans.co.uk](mailto:music@staidans.co.uk)

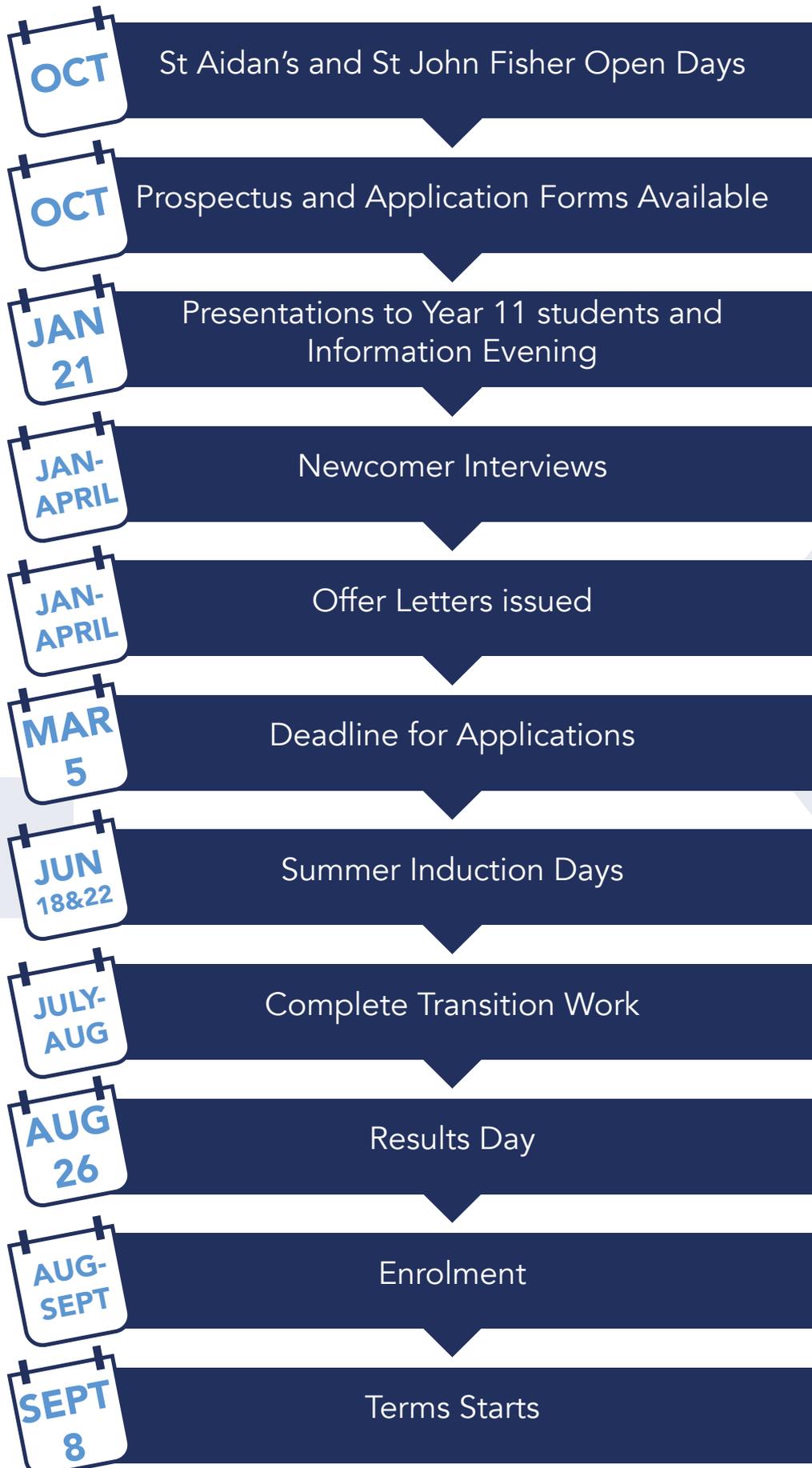


# There's Life Outside the Classroom





# Application process



# Year 13 Leavers' Ball 2019





# A Level Subject Results 2020

Subject	Entries	A*	A	B	C	D	E	U
Ancient History	16	1	3	5	6	0	1	0
Art & Design: Fine Art	28	7	7	10	4	0	0	0
Art & Design: Graphics	12	1	5	4	2	0	0	0
Art & Design: Photography	24	3	2	8	10	1	0	0
Biology	105	10	25	24	19	20	6	1
Business	36	2	6	11	12	3	2	0
Chemistry	104	11	23	26	21	12	10	1
Computer Science	14	2	3	2	4	2	1	0
Dance	13	3	4	2	4	0	0	0
Design & Technology: Product Design	21	3	2	2	7	5	2	0
Design & Technology: Fashion & Textiles	14	2	5	5	2	0	0	0
Drama & Theatre Studies	27	4	13	6	4	0	0	0
Economics	54	4	17	8	20	3	2	0
English Language	14	0	2	5	6	1	0	0
English Language & Literature	18	0	3	6	6	3	0	0
English Literature	70	8	17	23	15	5	2	0
French	24	4	7	8	4	1	0	0
Geography	63	7	17	19	15	5	0	0
Geology	7	0	2	2	1	2	0	0
German	5	1	3	1	0	0	0	0
History	71	8	22	21	13	5	2	0
Mathematics	112	21	37	20	22	8	4	0
Further Mathematics	19	8	3	3	4	1	0	0
Media Studies	39	2	8	12	15	2	0	0
Music	7	2	2	2	0	1	0	0

Subject	Entries	A*	A	B	C	D	E	U
Music Technology	6	0	1	4	1	0	0	0
Physical Education	19	2	5	3	4	4	1	0
Physics	64	9	13	15	16	5	5	1
Politics	46	6	12	11	11	4	1	1
Psychology	111	9	19	29	36	12	6	0
Religious Studies	43	3	11	12	13	3	1	0
Sociology	44	3	9	12	15	2	3	0
Spanish	14	2	6	3	1	2	0	0
EPQ - Extended Project Qualification	64	18	21	16	6	2	0	0

Subject	Entries	D*	D	M	P	U
Applied Business Extended Certificate	34	1	7	18	8	0
Applied Science Extended Certificate	16	0	0	6	10	0
Camb Tech Health & Social Care Extended Certificate	23	3	8	7	5	0
Camb Tech IT Introductory Diploma	11	1	3	7	0	0
Food, Science & Nutrition Level 3 Diploma	9	0	4	5	0	0
BTEC Performing Arts (Extended Certificate)	14	4	7	3	0	0
BTEC Travel & Tourism Subsidiary Diploma	14	12	2	0	0	0

Subject	Entries	D*D*	D*D	DD	DM	MM	MP	PP
BTEC Sport (Development, Coaching & Fitness) Diploma	16	4	5	4	1	1	0	1



# Summary of Student Destinations 2020

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

### Aberystwyth University

Physical Geography with Year in Industry

### Anglia Ruskin University

Musical Theatre

Midwifery

### Askham Bryan College

Arboriculture and Forestry

Floristry

### Bangor University

Zoology with Marine Zoology

### Bath Spa University

Acting

### Birmingham City University

Design for Future Living

### Bristol Old Vic Theatre School

Production Arts (Stage and Screen)

### Bristol, University of the West of England

Photography

Quantity Surveying and Commercial Management Foundation

### Cardiff University

Adult Nursing

### Coventry University

Politics

Public Health

### De Montfort University

Adult Nursing

Business and Innovation

Digital Forensics

Law and Criminal Justice LL

### Durham University

Chemistry

Chemistry

Geology

Law

Modern Languages and Cultures

Natural Sciences

Physics

Physics

### Harper Adams University

Applied Zoology

### Harrogate College

Foundation Diploma in Art and Design

### Keele University

Geology

Law

Law with Professional Legal Practice

### Lancaster University

Biology

Biomedicine

Environmental Science

Psychology

Mechatronic Engineering

### Leeds Arts University

Foundation Diploma in Art and Design

Visual Communication

### Leeds Beckett University

Adult Nursing

Adult Nursing

Business and Management

Finance and Accounting

International Tourism Management

Primary Education with QTS

Product Design

Quantity Surveying

Robotics and Animation

Science of Sports Performance

Sport and Exercise Science

Sport Development

Sports Business Management

Sports Coaching

Sports Coaching

### Leeds Conservatoire

Music (Performance)

Music (Songwriting)

### Leeds Trinity University

Media

Primary Education (3-7) with QTS

Secondary Education, Physical Education and Sport

Sport and Exercise Science

Sport Psychology

Working with Children, Young People and Families

### Liverpool Hope University

Primary Education with QTS

Psychology

Psychology

### Liverpool John Moores University

Business with Marketing

Construction Management

Early Childhood Studies

Law

Psychology

### Loughborough University

Economics

Mathematics

**Number of students** 477  
 Going on to a course in Higher Education 333  
 Going on to a course in Further Education 10

**Going into Employment** 52  
**Gap Year** 82

Mechanical Engineering  
 Sport Management  
 Finance and management

## Manchester Metropolitan University

Accounting and Finance (Foundation Year)  
 Animal Behaviour with a Foundation Year  
 Biology  
 Biomedical Science  
 Business and Marketing  
 Business and Marketing  
 Business Management  
 Business Management  
 Business Management  
 Business Management  
 Business Technology  
 Computer Games Technology  
 Economics  
 Education Studies  
 Fashion Art Direction  
 Fashion Buying and Merchandising  
 Primary Education with QTS  
 Product Design Engineering- Foundation Year  
 Psychology  
 Psychology with Counselling and Psychotherapy  
 Sports Business Management (Foundation Year)  
 Sports Marketing Management

## Newcastle University

Biomedical Sciences  
 Business Management  
 Chemistry  
 Economics and Business Management  
 English Language  
 Law  
 Mathematics  
 Media, Communication and Cultural Studies  
 Medicine and Surgery  
 Medicine and Surgery  
 Politics and History  
 Politics and History  
 Psychology  
 Psychology  
 Sociology

## Northumbria University, Newcastle

American Studies  
 Architecture and Built Environment (Foundation Year)  
 Biomedical Sciences  
 Business and Management Foundation Year  
 Business with Economics  
 Business with Entrepreneurship  
 Business with Management  
 Business with Management  
 Criminology  
 Engineering (Foundation Year)  
 Finance and Investment Management  
 Foundation Year in Law  
 Foundation Year in Law  
 Graphic Design  
 History and Politics

Interior Architecture  
 International Relations and Politics  
 Media and Journalism  
 Primary Education  
 Psychology Foundation year  
 Psychology Foundation Year  
 Psychology Foundation year  
 Sport Foundation Year  
 Sport Management

## Nottingham Trent University

Broadcast Journalism  
 Fashion Marketing and Branding  
 Geography (Physical)  
 History  
 Law  
 Politics and International Relations  
 Wildlife Conservation  
 Communication & Society and Global Issues  
 Physics

## Performers College Essex

Musical Theatre

## Queen Mary University of London

English

## Queen's University Belfast

Liberal Arts

## Renaissance Dance College

Dance

## Royal Holloway, University of London

Ancient History  
 Astrophysics

## Sheffield Hallam University

Accounting and Finance  
 Architecture  
 Biomedical Science  
 Biomedical Sciences  
 Biomedical Sciences Foundation Year  
 Criminology  
 Film Studies  
 Human Geography  
 Mechanical Engineering  
 Primary Education (5-11) with QTS

## St George's, University of London

Physiotherapy

## Swansea University

American Studies and History

## Teesside University, Middlesbrough

Adult Nursing  
 Civil Engineering with a foundation year

# Summary of Student Destinations cont.

## The University of Law

Law

## Trinity Laban Conservatoire of Music and Dance

Music (Vocal Performance)

## UCL, University College London

European Social and Political Studies

## University Centre, Leeds City College

Software Development

## University of Bath

Chemistry for Drug Development

## University of Birmingham

Biomedical Science

Chemistry with Industrial Experience

Geography

Human Neuroscience

Nursing (Adult)

## University of Bournemouth

Anthropology

## University of Bradford

Chemistry

Civil and Structural Engineering

Health Foundation Year

Physiotherapy

## University of Bristol

French and Spanish

History

Mathematics

Physics

Religions and Theology

## University of Cambridge

English

History

History

Natural Sciences

Natural Sciences

Veterinary Medicine

## University of Central Lancashire

Health and Social Care Foundation

## University of Chester

Biology and Psychology

Psychology

## University of Chichester

Physical Education (Secondary QTS)

## University of Derby

Marketing (PR and Advertising)

Performance Analysis and Coaching Science

Performance Analysis and Coaching Science

Professional Policing

## University of Durham

Chemistry

Physics

## University of East Anglia

Drama and Creative Writing

## University of East London

Certificate of Higher Ed- Introduction to Acting

## University of Edinburgh

Economics

Economics and Finance

Electrical and Mechanical Engineering

Fashion Design

Geography

History

History and Politics

Law

Mechanical Engineering

Politics, Philosophy and Economics

Sustainable Development

Sustainable Development

## University of Essex

Law with Criminology

## University of Exeter

Geography

Marine Biology

Medical Sciences

## University of Glasgow

Accountancy and Finance

Classics

English Literature/History

Mathematics

## University of Huddersfield

Business and Human Resource Management

Business and Marketing

Journalism

## University of Hull

Drama and Theatre Practice

University Certificate in Health and Social Care

## University of Leeds

Chemistry with Study Abroad

Childhood Studies

Civil Engineering

Criminal Justice and Criminology

Economics

Languages, Cultures and Business

Law

Law

Theatre and Performance

## University of Leicester

Biological Sciences- Neuroscience

Chemistry

## University of Lincoln

Economics

Economics

## University of Liverpool

Biological and Medical Sciences

Bioveterinary Science

Business Economics with a Year in Industry

Chemical Sciences (Foundation)

Economics

Economics

Economics and Mathematics

Evolutionary Anthropology

French and Hispanic Studies

Geography

History and Politics

Law

Law

Marketing

Mathematics

Medicine

Psychology

Psychology

Veterinary Science

## University of Manchester

Adult Nursing

Chemistry

Chemistry

Criminology

Criminology with International Study

English Literature

Film Studies and French

Geography

Law with International Study

Mental Health Nursing

Politics and Modern History

Politics, Philosophy and Economics

## University of Newcastle

Psychology

Sport and Exercise Science

Zoology

Zoology

## University of Northampton

Adult Nursing

## University of Nottingham

American Studies and History

Ancient History

International Management

Law

Microbiology

Modern Language Studies

Veterinary Medicine

## University of Nottingham (Lincoln Pathway)

Medicine

Medicine

## University of Oxford

Biomedical Sciences

English and French

History

Law with French Law

## University of Plymouth

Criminology and Criminal Justice Studies with Psychology

## University of Portsmouth

Physics, Astrophysics and Cosmology

## University of Reading

Food Science

## University of Salford

Fine Art

Sport Rehabilitation

## University of Sheffield

Bioengineering

Bioengineering with foundation year

Biomedical Science

Business Management

Civil Engineering (Foundation Year)

Ecology and Conservation Biology

Economics and Politics

English and Philosophy

Medicine

Medicine

Politics

Sociology

## University of Southampton

Fashion Design

## University of St Andrews

Art History

French and German

Mathematics

## University of Sunderland

Paramedic Science and Out of Hospital Care

## University of Sussex

Sociology with Media Studies

## University of the Arts, London

Fashion Marketing  
Fine Art

## University of Warwick

Computer Science  
Computer Science  
Cyber Security  
Economics

## University of Westminster, London

Fashion Business Management  
Fashion Business Management  
Film

## University of Winchester

Politics with International Relations

## University of York

Economics, Econometrics and Finance  
Psychology  
Psychology in Education  
Psychology with Integrated Masters  
Theoretical Physics

## Wilkes Academy of Performing Arts

Musical Theatre

## York College

Foundation Diploma in Art and Design  
Media Make-up, Special Effects and Hair Design

## York St John University

Creative Writing and English Literature  
Creative Writing and English Literature  
Digital Marketing and Data Analytics  
English Literature  
Fine Art  
Gap Year then Economics and Finance  
Primary Education (5-11)  
Psychology



# Keeping in Touch

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



Madeleine Jackson received a First Class Honours in BSc Environmental Science from University of Liverpool (with a semester abroad at RMIT University, Melbourne).



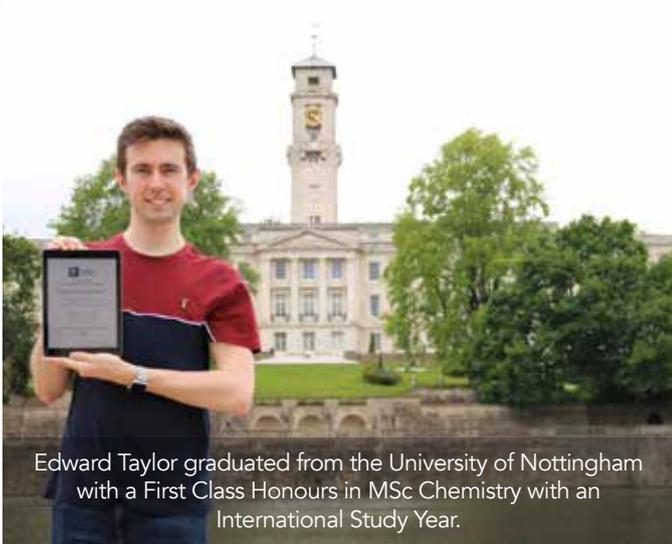
Jess Southwell graduated from Northumbria University with a First Class Honours in BSc Food Science and Nutrition.



Olivia Bray received a First class Honours in MSc Astrophysics from Lancaster University.



Tom Knowles obtained a Bachelor of Music in Classical Piano Performance with First Class Honours from the Trinity Laban Conservatoire of Music and Dance.



Edward Taylor graduated from the University of Nottingham with a First Class Honours in MSc Chemistry with an International Study Year.



Gregory Ives received a First Class Honours MComp from the University of Sheffield, in Computer Science.

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

Students from other schools should complete our online application form, which can be accessed from the Sixth Form area of the schools' websites, or ring the Associated Sixth Form Administrator, Mrs Hendry, on (01423) 818516 to request an application form.

There will be a Sixth Form Information Meeting on Thursday 21 January 2021 at 6.15 pm, to be held in Constance Green Hall at St. Aidan's. Subject specialists will be available from 5.45–6.00 pm for parents and students who wish to discuss their applications.

Application Forms should be returned by Friday 5 March 2021; 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 schools' websites.

### Send your application to:

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

Email: [associatedsixthform@staidans.co.uk](mailto: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/parents-info/transport](http://www.staidans.co.uk/parents-info/transport)

[www.sjfchs.org.uk/information/transport](http://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](http://www.northyorks.gov.uk/article/23550/School-transport)

[www.wymetro.com/BusTravel/SchoolTransport/](http://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](mailto:info@a-atravel.co.uk)

Telephone: 01423 325300

### Abbotts

Email: [passes@abbottiscoaches.co.uk](mailto:passes@abbottiscoaches.co.uk)

Telephone: 01677 422858 (Option 3)

### Connexions

Email: [craig@connexionsbuses.com](mailto:craig@connexionsbuses.com)

Telephone: 01423 339600

### Tetley's Coaches

Email: [sales@tetleyscoaches.co.uk](mailto:sales@tetleyscoaches.co.uk)

Telephone: 0113 276 2276

### Transdev

Email: [hello@harrogatebus.co.uk](mailto:hello@harrogatebus.co.uk)

Telephone: 01423 566061

### Vamooz

Email: [hello@govamooz.co.uk](mailto: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



**Mrs A Dawson** 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

## 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 Annear** BSc PGCE  
Senior Tutor



**Miss G O'Rourke** BA QTS  
Senior Tutor



**Mr S Howgate** BA 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 H Gumbley**  
Administrative Assistant  
St. Aidan's



**Mrs C Knipe**  
Administrative Assistant  
St. Aidan's



**Mrs J Bishop**  
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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