Sherburn
High School

6TH FORM

ACHIEVE YOUR
POTENTIAL

SUBJECT BOOKLET 2023 2025

Contents

Courses at Sherburn High School

Courses offered at Tadcaster Grammar School

Introduction

This booklet sets out details of the **potential** suite of subjects available and advice on taking them as option choices for September 2023.

A wide range of subjects is offered at Level 3. This gives you an opportunity to specialise in certain subjects according to your aptitude, interests and future career aspirations. Equally, you can keep breadth in your studies should you wish to. You should consider your choices carefully and decide on your plans before the **deadline of Friday 6th January 2023.**

We also offer an Improvers course to provide students, who need to spend more time working at Level 2, an extra year in which to build on their GCSE achievements.

Why Choose Now?

Choices must be made now to allow school sufficient time to prepare option pools and the timetable for September 2023. Once choices have been made we will create option pools based on the best fit for the majority of students who have submitted their forms by Friday 6th January 2023.

Can I apply or change my mind later?

Students who apply after that date, or who wish to change their choices will have to do so within the confines of the option pools already established. Students can change their mind on their choices at any time up to the start of their course.

What is a "non -viable" option?

If the number of students choosing a particular option is not sufficient to make an appropriate size of group, that option becomes non-viable and it may be withdrawn. If you have been unfortunate enough to choose one of these, you will be asked at a later stage to re-choose.

How many subjects should I choose?

The majority of students choose three subjects through to completion at the end of Year 13. Those academically capable can choose four subjects.

What do I do if I need help choosing options?

Student are welcome to discuss their choices with their subject teachers, form tutor and also seek help from Mr. Kirby should they need further advice.

Applied Science

Curriculum Leader: Mr C Hampton
Introduction

The Level 3 extended certificate BTEC in Applied Science is a well-rounded qualification covering aspects of Biology, Chemistry and Physics. It is designed to develop transferable skills such as communication and analytical skills, practical skills and develop understanding of scientific principles. This course will appeal to learners that have an overall interest in Science and is equivalent to
1 A level.

Progression Opportunities

This level 3 qualification works well as a complementary subject to many other disciplines. It can lead to employment or if taken alongside other level 3 qualifications it can lead to higher education opportunities in biomedical, forensic and sports science, as well as nursing and many more.

Programme of Study

The course comprises of 3 compulsory modules and 1 optional module that will be chosen by the teacher.

Module 1: Principles and applications of science – This topic covers key concepts in Biology, Chemistry and Physics such as cells, bonding and waves. This module is externally assessed.

Module 2: Practical Scientific Procedures and Techniques – This topic is internally assessed, it is composed of 4 pieces of coursed work, covering quantitative laboratory techniques, calibration, chromatography, calorimetry and laboratory safety, which are relevant to the chemical and life science industries.

Module 3: Science investigation skills – Learners will cover the stages involved and the skills needed in planning a scientific investigation: how to record, interpret, draw scientific conclusions and evaluate. This Unit is externally assessed.

Optional Module:
This will vary each year depending on the cohort and staff specialism. Exemplar modules are; Genetics and Genetic Engineering, Applications of Organic Chemistry, Astronomy and Space Science, Physiology of Human Body Systems

Study methods

The course is supported with a textbook. There is practical work incorporated throughout the course.

Method of Assessment

Applied Science is assessed both internally and externally.

60% of the course is assessed externally and 40% assessed internally in the form of examinations and portfolio work.

Entry Recommendations

We would recommend that you achieve 2 level 4s or above in GCSE Combined science. You also need at least a level 4 in both Maths and English.

Qualification
Pearson BTEC Level 3 National Extended Certificate in Applied Science
Awarding Body
Pearson

Art and Design

Curriculum Leader: Mrs Jamieson
Subject Teacher: Ms Reeder

Introduction
Art, Craft and Design gives you the skills and knowledge to create personal and imaginative work. You can choose to focus on a specialist area of study from a variety of exciting processes and media to suit your individual interests and abilities. This can result in degree opportunities and careers ranging from painting portraits to producing exotic fashion costumes or designing futuristic architecture. If you have an adventurous, creative and enquiring mind and are excited by shaping and determining the visual world around us, there is a career opportunity waiting for you.

Progression Opportunities
A career in the creative industry sector is one of the most lucrative and competitive employment opportunities you can take. Many of our students move on to study a Foundation Diploma in Art and Design or go straight on to a degree course at university. The creative opportunities for employment include: animation; architecture; art therapy; exhibition designer; fashion design; furnishings; graphic design; illustration; interior design; landscaping; make-up; packaging design; photographer; set design; teacher; advertising; web-design; sign writing; special effects or in film and television work. Some will go on to work as an artist.

This is a 2 year linear course which is examined at the end of year 13.

Programme of Study

Year 1 – The Portfolio
You will produce a portfolio of work for component 1 which is 100% practical work exploring a range of different media, processes and techniques. Thematic projects enable students to develop individual responses and strengthen skills in preparation for Year 13. The A-level is a practical course in which you learn by doing, so you will be able to create imaginative personal work. You will develop your creativity and independent thought, learn to express yourself visually and let your imagination flourish.

Second Year Units – A2 Qualifications

Personal Investigation
This unit provides you with an opportunity to explore an independent theme of your choice. Alongside your sustained practical investigation and responses, you must produce a written, illustrated essay (1000-3000 words). This is a critical and contextual study that will support your practical work.

The Externally Set Assignment (exam)
This is the culmination of the course. The exam board release a number of themes you will select and respond from the theme of your choice. You are given a preparatory period to produce a sketchbook full of practical investigations and developments supported by influences from other artists/designers. You will have 15 hours supervised time to produce an ambitious creative response to your theme, connecting to your development work from your sketchbook.

Study methods
Where timetabling allows we try to group the Year 12 and 13 art students together to create a collaborative studio environment reflecting an art college atmosphere. Students are allocated individual pods to work in the sixth form studio. All students can share ideas and support each other throughout the course. This has a truly beneficial effect on stimulating new ideas and approaches. We want you to develop into independent learners who use their creative skills and are willing to take risks with their work.

Method of Assessment

Year 1
Component 1 - Portfolio
100% practical assessment

Year 2 – A2 Qualification
Personal Investigation 60%
Externally Set Assignment (15 hours) 40%

Entry Recommendations

The most important requirement is enthusiasm for Art & Design. A minimum grade 4 in a creative subject at GCSE level is desirable, including Art, Photography, Textiles, Graphics, or Design Technology. We would however, also consider students who have not taken a Creative Arts GCSE. In this case, they should submit a practical portfolio of Art & Design work which will be reviewed by the Creative team to assess your abilities and enthusiasm towards the subject, prior to the course start date.

Qualification GCE Art and Design

Awarding Body AQA

Biology

Curriculum Leader: Mr C Hampton

Introduction

Biology is an innovative and inspiring subject working from context to content. Whilst challenging, it is thought provoking and it tells us about the world around us and how we fit in to it. Have you ever wondered how we replace the 40,000 skin cells we lose every minute? How we discovered the function of each brain region? How can DNA be used in forensic science? These are just a few examples of the kind of questions that as biologists we attempt to answer.

Progression Opportunities

Biology is an A level which works well both as a science and a complementary subject to many other disciplines. It can lead to employment or higher education opportunities in biological sciences, biochemistry, pharmacology, genetics, agriculture, dentistry, medicine, research, ecology and the environment, food industries and many more.

Programme of Study

Year 1

There are 4 topics in Year 1:

Topic 1- Lifestyle, Health and Risk. This topic focusses on how lifestyle and health is linked with cardiovascular diseases and the risks associated.

Topic 2 – Genes and Health. Develops understanding of the role of genes in the context of cystic fibrosis.

Topic 3 - The Voice of the Genome. This topic concentrates on the cell cycle and how development is controlled.

Topic 4 – Biodiversity and Natural Resources. The focus of this topic is how organisms become well adapted and reasons why organisms are on the brink of extinction.

Year 2

There are 4 topics in the A Level course.

Topic 5 – On the Wild Side. This topic investigates the effect of climate change on the environment.

Topic 6 – Immunity, Infection and Forensics. This topic concentrates on analytical techniques used in forensics and the immune response in the body.

Topic 7 – Run for your Life. This topic is centred around the biochemical requirements for respiration.

Topic 8 – Grey Matter. Brain imaging and regions of the brain are explored in this topic alongside the structure and function of the nervous system.

Study methods

The course is supported with a textbook and a website which has animations, tutorials, interactive test and end of topic tests, plus links to useful websites. There is practical work incorporated throughout the course.

Method of Assessment

A Level Qualification

Paper 1, 2 and 3 are assessed by written examinations of 2hrs (100 marks). They each contribute 33.3% towards the final mark. These papers consist of questions from all 8 topics covered over the 2 years. The examinations will also include questions that target mathematics and conceptual and theoretical understanding of experimental methods.

Additionally, an internally assessed practical endorsement is completed throughout the 2 year course. This assesses the competency of practical skills.

Entry Recommendations

We would recommend that you achieve a level 6 or above in GCSE Combined science or a level 6 in Biology and one other Science. You also need at least a level 6 in both Maths and English.

Qualification

GCE A level Biology

Awarding Body

Edexcel

Business Studies

Curriculum Leader: Ms. V Taylor

What is Business Studies?
It is difficult to escape the effects on the world of business as every aspect of our lives is touched by the work of profit and non-profit making organisations. Business Studies provides the opportunity to gain a deeper understanding of how organisations function and manage their resources in order to meet a range of tactical and strategic objectives.

Why should I study Business?
An understanding of Business Studies is becoming increasingly important in a world where advances in technology and communication have taken centre stage. This course is designed to give you the chance to explore real business situations and to be practical in the application of business concepts that affect the world in which we live.

A-Level Business
With a focus on helping you to become a good decision maker, you'll learn essential managerial skills, alongside techniques to help you become an analytical problem solver. You will become more aware of the world in which you live and the strong influence that Business can have on all of us. The course has a strong quantitative content designed to develop your mathematical skills in a Business context. These skills are all highly sought after and valued in a wide range of careers.

Progression Routes
Many students go on to take Business related courses at university, or go into careers in Marketing, Human Resources, Finance, Fashion, Sports marketing, Customer Service as well as Administration and Law. This course can enhance whatever further study or employment you choose.

Programme of Study
The AQA A-Level Business Studies programme will be assessed externally and focusses on 10 units.

Year 1 – 6 units
Unit 1- What is business?
Unit 2- Managers, leadership and decision making
Unit 3- Decision making to improve marketing performance
Unit 4- Decision making to improve operational performance
Unit 5- Decision making to improve financial performance
Unit 6- Decision making to improve human resource performance

Year 2 – 4 units
Unit 7 – Analysing the strategic position of a business
Unit 8 – Choosing the strategic direction
Unit 9 – Strategic methods
Unit 10 – Managing strategic change

Study methods
A Level Business Studies is an academic subject. You must be prepared to put a lot of time into working on practical case studies, improving your knowledge of current affairs, as well as essay technique, quantitative skills and lots of revision to ensure success.

How will I be assessed?
100% examination - 3 examinations at the end of Year 13
Paper 1: **2 hour exam (33.3%)**
Includes 15 Multiple choice questions, short answer questions and two essay questions
Paper 2: **2 hour exam (33.3%)**
3 data response questions worth around 33 marks each consisting of 3 or 4 part questions.
Paper 3: **2 hour exam (33.3%)**
One case study followed by approximately 6 long answer questions.

Entry Recommendations
You need to have met the standard school entry requirements including a level 4, or above in English and Maths. It is preferable that you have taken Business at GCSE but not essential.

Qualification
A Level Business Studies
Awarding Body
AQA

Chemistry

Curriculum Leader: Mr C Hampton

Introduction
Chemistry is the science of the material world. It is concerned with the structure and interactions of all matter in the universe. Chemists use their knowledge and skills to benefit and protect the human race. Our life would be very different without the developments that have been made to fuels, smart materials and medicines!

Progression Opportunities
Chemistry is a subject which can be studied further at degree level or as an excellent foundation for a wide variety of higher education courses or careers. These include Medicine, Pharmacy, Finance, Forensic Science, Law, Physiotherapy, Sports Science and many more. Students often do not realise they need A level Chemistry to study for many Biology related degrees.

Programme of Study
Year 1
Modules include: Inorganic Chemistry (Transition metals, Group 2 metals and Periodicity), Physical Chemistry (Atomic structure Bonding, Acids and Bases) and Practical skills.

Year 2
Modules include: Organic Chemistry (Alcohols, Esters and Alkanes/alkenes), Physical Chemistry (Bonding, Energetics and Kinetics) and Practical skills.

These modules and the practical skills that you have developed will be assessed through three examinations. There will be a teacher assessment of your competence in 12 practical activities although this will not contribute to your final grade.

Study methods
The AQA course has been designed to incorporate modern developments in Chemistry and also the impact of Chemistry on modern society and resources. There is an increased emphasis on understanding and application rather than recall.

The course and activities within it have been designed with an emphasis on developing transferable problem solving and literacy skills. Typical activities include practical work, group work, modelling, presentations and research exercises.

Method of Assessment

A -Level	Inorganic and Physical Chemistry	2x 2 hour written exam with short and long answer questions.
A- Level	Practical skills in Chemistry	2 hour written exam with practical based questions, data analysis and multiple choice questions.

Entry Requirements
A minimum of level 6 in GCSE Chemistry or level 6 in GCSE Combined Science. Also a level 6 in Mathematics.

Qualification
A Level Chemistry

Awarding Body
AQA

Drama and Theatre Studies

Subject leader: Mrs. N Caldwell

Introduction

A level Drama and Theatre Studies is a practical course that emphasises hands-on creativity alongside research and theoretical understanding. Students learn through experience, seeing theatre and making theatre for themselves. Students are introduced to a wide range of theatrical styles and contexts as they explore plays practically through devising and working on performances. Students of Drama and Theatre Studies develop skills that are applicable to a wide range of higher education subjects and in the workplace. The course refines students' collaborative skills, their analytical thinking and their approach to research. Students grow in confidence and maturity as they successfully realise their own ideas. They learn to evaluate objectively and develop a sound appreciation of the influences that cultural and social contexts can have on decision making. Whatever the future holds, students of A-level Drama and Theatre emerge with a toolkit of transferable skills preparing them for their next steps.

Progression Opportunities

The A Level Drama and Theatre Studies qualification provides a strong basis for further study in Higher Education, both at University and Drama School or can be a complementary qualification to access other academic areas of study. It complements a range of subjects e.g. English, Psychology, Art, Music, History, Sociology and can also broaden the portfolio of students studying Science/ Maths/ Business/ Language courses. Many Higher Education establishments are impressed when a student has continued with a subject they are passionate about and find that confidence gained from studying Drama and Theatre Studies is attractive to potential employers. The course helps prepare students for careers in a wide range of fields e.g. PR, Law, Teaching, Media, Advertising but it is ideal for those interested in working in theatre, film, television, the music industry and the arts.

Programme of Study

Component 1: Drama and Theatre – written examination (40% of qualification).

This is an externally assessed open book 3-hour written examination in three sections. Section A asks you to answer one extended question on a set text. Section B asks you to answer a three-part question on an unseen text extract from a second set text. Section C is an extended question on a live theatre production. For this examination you will study two set texts and see a third text in performance.

Component 2: Creating Original Drama – practical unit (30% of qualification). You will devise an original piece of theatre from a stimulus for performance to an audience which considers the ideas of a recognised drama practitioner. You can be assessed as a performer or designer or director. Assessment is by portfolio (written and/or recorded evidence) and the devised piece itself (either your performance, directing or design realisation).

Component 3: Making Theatre – practical unit (30% of qualification). You will take on a role in a performance of a text extract, either as an actor, director or designer. In preparation for this component you will study and explore three play texts. For the examination (assessed externally) you will perform/present one extract from one of the texts influenced by the methodology of a key theatre practitioner and submit ideas for the performance of extracts from the other two texts in a reflective report.

Study methods

A wide range of learning and study methods will be employed ranging from direct teaching, practical exploration, student let workshops, independent group rehearsal and independent research and preparation.

Method of Assessment

One component (devising) is teacher assessed and moderated externally. The other two components (one practical examination and one written examination) are externally examined.

Entry Recommendations

You should have a sound range of Grade 4 GCSE's or above. It is not necessary to have studied Drama at GCSE as long as you can demonstrate your interest in Theatre and performance.

Qualification

AQA Qualification code 7262

DT – Product design

Curriculum Leader: Mrs L Jamieson

Introduction

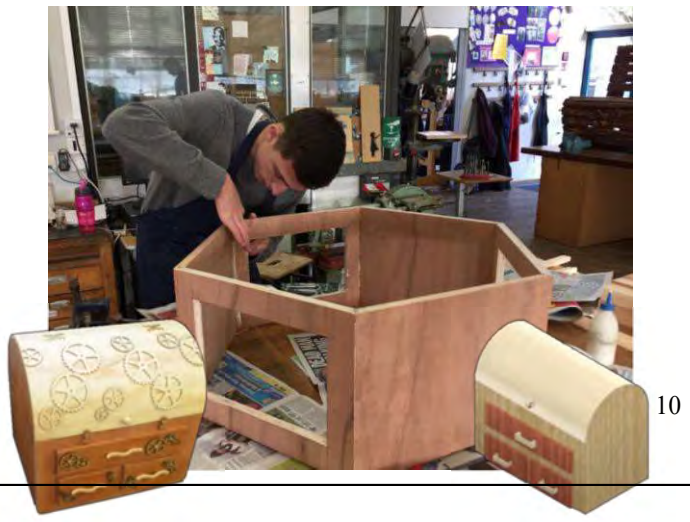
If you have enjoyed the challenge and innovation of GCSE Design Technology and would like to develop and sustain these skills, then this is the course for you. Product Design is a subject that provides the opportunity to study, propose and bring to life prototype solutions closely linked to the real world of product manufacture in a range of material areas. Some students lean towards particular areas such as resistant materials, textiles, graphics, or a combination of materials.

This course will encourage you to initiate design solutions and to develop, test and trial working models and prototypes. Using your imagination, innovation and flair, you will work with concepts and materials, developing an understanding of contemporary design and technological practices and consider the uses and effects of new technologies and modern materials.

Progression Opportunities

There are many different routes available after studying A Level Product Design. Product design could take you into a variety of exciting career paths. Students have the opportunity to go onto studying degree courses in a wide range of design areas. The course will also provide students with valuable skills for practical apprenticeships.

All of the following careers can be accessed through taking Product Design as an A Level: Product Designer, Furniture Designer, Engineering, Automotive Design, Graphic Designer, Set Designer, Interior Designer, Architect, Marketing Consultant, Advertising, Jewellery Designer, Exhibition and Retail Designer, Image Consultant, Animator, Web and Media Designer, Illustrator and Model Maker. All products are designed by someone – why not you?



Method of Assessment

A-level: Specification at a glance

Written Paper 1: Technical Principles 30% 2 h 30

- 120 marks
- Mixture of short and extended response
- Maths questions in a D&T context

Written Paper 2: Designing and Making Principles 20% 1h 30

- 80 marks
- Mixture of short and extended response
- Product analysis questions
- Commercial manufacture questions

Non-Examination Assessment (NEA) 50%

Practical application of technical principles, designing and making principles.

- 100 marks
- Single substantial design and make task
- Written or electronic portfolio. Must include photographic evidence of practical outcome.

	Section	Criteria	Maximum marks
AO1 (30 marks) **Identify, investigate & outline design possibilities**	A	Identifying and investigating design possibilities	20
	B	Producing a design brief and specification	10
A02 (50 marks) **Design & make prototypes that are fit for purpose**	C	Development of design proposal(s)	25
	D	Development of design prototype(s)	25
A03 (20 marks) **Analyse & evaluate**	E	Analysing and evaluating	20

Entry Recommendations

You should have at least a grade 5 in both Design & Technology and Maths. However, we would also consider students who have not taken Design and Technology at GCSE. In this case, they would be required to provide a portfolio of design work which will be reviewed by teachers to assess your abilities and enthusiasm towards the subject, prior to the course start date.

Qualification

GCE A-Level Design and Technology: Product Design

Awarding Body

AQA

English Language

Curriculum Leader: Mr C McAshton

Introduction
The English Language A Level course is designed to enable you to develop and apply your understanding of the concepts and methods appropriate for the analysis and study of the English language. You will develop your own skills as producers and interpreters of language.

You will have the opportunity for independent investigation work related to language in use from a range of contexts. You will study the changes in English Language from the past to the present day; children's acquisition of language; the use of language in different regions and groups and the way language might be used to assert power and shape social groups. You will look at both written and spoken language and some multi-modal language.

Progression Opportunities
English Language A level provides a basis for further specific study in higher education or provides a qualification that can be used to support other qualifications for access to other areas of study. Many of our students use English Language A-Level as a qualification for entry into higher education. Career routes that may follow from the study of English Language include: journalism and the media; childcare and teaching; publishing; advertising; legal work and any job where there is an emphasis on communication.

Programme of Study
First Year Units
Language Diversity: this unit studies the way different groups in society use language in different ways. These groups might be regional, social, occupational, or gender groups.
Language and the Individual: this unit studies the way that language can be used to represent different people or groups and the ways that individuals use language to express themselves.
Both units teach you terminology and concepts about language use that you can apply to texts.

Second Year Units
Units in the second year are the same topics as those in the first year but with additional concepts and content built on. For example, language change over time, child language acquisition and your own journalistic writing are studied in year 13 as well as undertaking a language investigation into a topic of your choice.

Study methods
A wide range of learning and study methods will be employed ranging from direct teaching; group work; discussion and independent investigative work. Teaching is shared between two members of the department.

Method of Assessment
The course is 80% exam and 20% coursework.

Entry Recommendations
You should have achieved a sound GCSE in English Language – grade 5 minimum. Students achieving grade 4 will be considered on a case by case basis by the Curriculum Leader/ Head of Sixth Form.

Qualification
GCE A Level English Language

Awarding Body
AQA

French

Curriculum Leader: Ms R Warlow

At A level we build on the basic skills acquired at GCSE to use language in more complex situations whether it is enjoying a film, talking about politics or winning an argument.

We base the course on an up-to-date course book with listening material which is written for the AQA specification. Lessons are also supplemented with a huge variety of other materials.

See the world: travel abroad is far more interesting when you can speak the language of the country you are visiting. In French and German lessons, you will learn more about the countries where the language is spoken. There will be opportunities to visit France and Germany during your studies.

Languages mix well: languages go really well with a wide range of topics/ courses that you also choose at A level.

Why do Languages?

Languages can help you get a good job: "the need for people with language skills in UK businesses has never been higher"/ "one in five UK companies is losing business because it lacks language or cultural skills" – Independent unemployment rates are low among those who study a language at university.

Average unemployment rate amongst graduates at the end of their graduation year is 7% - for French graduates the figure drops to 4% - Bangor University

Assessment

Year 12	Weighting	Examination
Unit 1 Listening, reading and translation into English	45% of AS	1hr 45 mins
Unit 2 Translation into target language and writing	25% of AS	1hr 30mins
Unit 3 Speaking test	30% of AS	12-14mins
Y13		
Unit 1 Listening, reading, translation into English and into target language	50% of A level	2hr 30 mins
Unit 2 Written paper; 1 question on the film and 1 question on the book	20% of A level	2hrs
Unit 3 Speaking test	30% of A level	21-23 mins

Entry requirements
Level 5 in your respective language at GCSE

Qualification
GCE A Level Language

Awarding Body
AQA

Further Mathematics

Curriculum Leader: Miss L Beardsworth

Introduction
Further Mathematics is a stimulating, challenging extension to the Mathematics course. As such, it is only available to students who have opted to take A level Mathematics. It is strongly advised for students who wish to study Mathematics or Mathematics related subjects beyond the Sixth Form.

If you are a natural mathematician with a desire to be absorbed into the subject, and study Mathematics or a directly Mathematics related degree course at university, then Further Mathematics is for you.

Progression Opportunities
In recent years, students followed Further Mathematics at A Level with degree courses in Mathematics at highly prestigious universities.

Further Mathematics is particularly useful for anyone intending to go on to study Computing, Physics and Engineering.

Programme of Study
The Further Mathematics programme of study is designed to take place over two years, leading to a full A level qualification

The Further Mathematics course consists of three equally weighted modules; two pure mathematics modules and one applied module.

The pure module covered in year 1 includes the study of complex numbers, further algebra and functions, further calculus, further vectors, polar coordinates and hyperbolic functions.

This is supplemented in year 2 with proof, matrices, differential equations, trigonometry and coordinate geometry.

The applied module will include the study of two of the following: statistics, mechanics and decision mathematics.

- Statistics provides a toolkit to analyse trends in data and probability; it links closely to subjects such as Biology, Geography and Psychology.

- Mechanics is the study of forces and motion. It links closely to Physics.

- Decision Mathematics looks for optimal solutions to real world problems. It has become increasingly popular in recent years due to its applications in Computer Science.

Study methods
Teacher led tutorials, including presentations, group and paired work and investigations, form the basis of the methods of study. Individual work, where you take the techniques that you have learned and apply them to a variety of problems, is essential to ensure that you are fully familiar with their applications and uses.

Method of Assessment
100% examination.
There are three exams each lasting 2 hours.

Entry Recommendations
You must have a grade 8 or 9 at GCSE and a love of the subject if you are to enjoy and cope with the demands of Further Mathematics.
In addition, you must take A level Mathematics.

Qualification
GCE A Level Further Mathematics

Awarding Body
AQA

Geography

Curriculum Leader: Mrs J Goulding

Is this the course for me?

If you are interested in social, economic or political events that are currently shaping our world or if you want to know more about the planet we live on and consider how we can carefully manage our use of it then this course is for you. In addition, the course will provide you with valuable skills of data analysis and synthesis which are skills employers highly value.

Opportunities with Geography

Did you know, Geography is in the top 5 for most employable subjects (92.6% employment rate)? Studying Geography leads to an understanding of people, society and the environment. It allows us to understand the complexities of how human activities and environments impact on each other, and the challenges this creates for 'stakeholders'. Geographers have always been "marketable" because of their ability to gather a wide range of information, analysis, synthesise it and then make appropriate suggestions as to the way forward. People who study Geography at A level or beyond can be found across all fields of employment and professions. In short, Geography opens doors to many careers and closes very few.

Qualification Structure

This qualification is linear and will be assessed at the end of the two year course.

<u>Component 1: Physical Geography</u>

- Water and Carbon Cycles
- Coastal Systems and Landscapes
- Hazards

<u>Component 2: Human Geography</u>

- Global Systems/Global Governance
- Changing Places
- Population and the Environment

<u>Component 3: Geographical Investigation</u>

- 3000-4000 word investigation

Component 1 – Physical Geography

This unit investigates the processes leading to several current geographical issues and how we can manage them. You will study: major stores of water and carbon cycles at or near the earth's surface and the dynamic cyclical relationships associated with them and investigate impacts and human responses to natural hazards including seismic and storms in contrasting areas across the world.

You will also study coastal systems and landscapes with detailed study into the origin and development of landforms and landscapes of coastal erosion and deposition and explore coastal management strategies in place in contrasting locations.

Component 2 – Human Geography

This section explores the relationships between population numbers, population health and wellbeing, levels of economic development and the role and impact of the natural environment. You will also have the opportunity to investigate the dynamics of changing places with consideration to the topography, physical geography, history, land use, built environment and infrastructure, demographic and economic characteristics. You will also study trends in the volume and pattern of international trade and investment associated with globalisation as well as the development of technologies, systems and arrangements supporting international trade.

Component 3 – Geographical Investigation

You will be given the opportunity to conduct a minimum of four days of fieldwork which relate to both human and physical elements of the course. This will enable the opportunity to explore a range of data collection techniques as well as analyse and interpret findings before concluding and critically evaluating in relation to a hypothesis/key question.

Assessment in Geography

There will be two exams based on the Human and Physical elements of the course lasting 2 hours 30 mins each with each exam worth 40% of the final grade. The Geographical Investigation will be internally assessed and contributes to 20% of the final A Level grade.

Entry requirements:

5 GCSEs at level 4+ (including English & Maths) with a Level 4 in Geography

Qualification

GCE A Level Geography

Awarding Body

AQA

Health and Social Care

Subject Leader: Miss C Dodd

Introduction
Most people will gain employment where they are working with people. Over 40% of the working population are employed by caring organisations either in the statutory sector i.e. The NHS and Social Services including schools or the independent sector through private and voluntary organisations. BTEC Level 3 National Extended Certificate in Health & Social Care will provide you with some of the skills you will need for a career in the caring professions

Progression Opportunities
The course will provide a good foundation for students who are considering a career in the Health Service, Social Services, the Police Service, Teaching or any career in which there is an element of working with people.

Programme of Study

First Year Units
Unit 1 - Human Lifespan Development
This unit will develop your knowledge and understanding of patterns of human growth and development, and the experience of health and well-being. You will learn about factors that can influence human growth, development and human health. Some of these are inherited and some are acquired through environmental, social or financial factors during our lifespan.

Unit 5 – Meeting Individual Needs
In this unit, you will learn about the values and principles of meeting care and support needs and look at some of the ethical issues that arise when personalising care. You will examine factors that can impact the professionals who provide the care and support, and the challenges that must be overcome to allow access to good quality care and health services.

Second Year Units
Working in Health and Social Care
This unit will help you to understand what it is like to work in the health and social care sector. You will begin by looking at the range of roles and general responsibilities of people who work in health and social care settings. You will learn about the organisations that provide services in this sector, and the different settings in which these services are delivered according to the needs of the service user.

Unit 14 – Physiological Disorders
In this unit, you will learn about the signs and symptoms of physiological disorders and how they are investigated and diagnosed. You will also learn about the different types of treatment and support available for individual service users, including surgery, rehabilitation and complementary therapies.

Study methods
Students will sit one examination in each year. They will also be assessed in two portfolio/coursework units.

Method of Assessment
Year 1
Unit 1 – Human Lifespan Development - Examined
Unit 5 – Meeting Individual Needs – Coursework Based

Year 2
Unit 2 – Working in Health and Social Care – Examined unit
Unit 14 – Physiological Disorders – Coursework Based

Entry Recommendations
A minimum of 5 GCSE's at level 4, or above including English. Students should have achieved, if studied, at least a Merit at Level 2 in Health and Social Care although intervention will be put in place for those without this requirement.
It would be useful but not essential if students studied Biology or Psychology alongside Health & Social Care.

Qualification
BTEC Level 3 National Extended Certificate in Health and Social Care – 1 A Level Equivalent.

Awarding Body
Pearson Edexcel

History

Introduction

Russia, China and the United States have been the dominant forces of the twentieth century, and disputes between all three continue to shape our present-day world. Meanwhile, closer to home, the conflicts of the so-called 'Wars of the Roses' have been crucial in forging a local identity and the Battle of Towton, fought 4 miles to the north of the school site, was a key turning point in this long-running dynastic struggle and also the single-bloodiest battle ever fought on English soil. Together, our A-level offer will help you understand key events that have had a huge influence on the local and global contexts in which you live.

Career Progression

As a traditional academic subject, History opens doors into wide range of career sectors, including Law, Politics, the Civil Service, Education, Journalism, Social Work, Accounting and Finance. It is a highly respected subject in its' own right, but also, as a third subject, complements students aiming for a STEM-based degree such as Medicine, Pharmacy or Engineering as it will develop other skillsets required for those courses that might not come through a pure Science or Maths route.

Course content

The course consists of three exams and one piece of coursework. For the Year 12 content we follow Edexcel Route E, exploring Communist States in the Twentieth Century. All of the content is assessed at the end of Year 13. The topics are as follows:

Year 12 content	Paper 1E: Russia 1917-1991 – From Lenin to Yeltsin (2hr 15 minute exam) • Communist Government in the USSR 1917-1985 • Industrial and Agricultural Change 1917-1985 • Control of the People 1917-1985 • Social Developments 1917-1985 • INTERPRETATIONS: What explains the fall of the USSR 1985-1991	Paper 2G: The rise and fall of fascism in Italy c1911-1946 (1hr 30 minute exam) • Establishing Communist Rule • Industry and Agriculture 1949-1965 • The Cultural Revolution and its' aftermath 1966-1976 • Social and Cultural Change 1949-1976
Year 13 content	Coursework: The Twentieth Century in the USA 1954-1968 • Students complete a 3,500-4,000 word essay focusing on historians' interpretations of the civil rights movement. • We cover a range of relevant content in the short taught course, before then developing student skills in preparation for researching and writing the assignment, which must be completed by the Easter Holidays of Year 13.	Paper 3: Lancastrians, Yorkists and Henry VII 1399-1509 <u>Aspects in Breadth</u> • Changing Relationships between the crown and nobility 1399-1509: 'over-mighty subjects' • Changes in the 'sinews' of power 1399-1509 <u>Aspects in Depth</u> • The Crises of 1399-1405 • Henry V and the Conquest of France 1413-1422 • Renewed Crises and Challenges c1449-1461 • The Yorkists Divided 1478-1485 • Henry VII: Seizing the throne and trying to keep it 1485-1499

Entry Requirements

5 GCSEs at level 4+ (including English & Maths) with a Level 4 in History

Awarding body

Edexcel

Information Technology

Subject Leader: Ms V Taylor

Introduction

In today's world, where ICT is constantly changing, individuals will increasingly need technological and information literacy skills that include the ability to gather, process and manipulate data and digital media technologies. These skills are now as essential as the traditional skills of numeracy and literacy. The impact of ICT on society is enormous and as the percentage of businesses and households connected to communication networks such as the internet grows, so does the need for individuals who can master and manipulate these new technologies. As well as the rapid development of new technologies that gather, organise and share information, familiar technologies like television, multimedia, telephone and computers are evolving and being expanded by digitised information, causing a convergence of technologies.

Progression Opportunities

Information Technology at this level is a popular choice. The skills gained in this qualification allow students to enter further or higher education, or the workplace with a rigorous IT skill set. Students obtaining this qualification have gone on to study graphic design, computing and game design, Media and Communications and Digital Marketing at University.

Programme of Study

The course consists of five units completed over two years. The first units are;

Fundamentals of IT (Exam): A sound understanding of IT technologies and practices is essential for IT professionals. Information learnt in this unit will provide a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how business uses IT.

Global Information (Exam): The purpose of this unit is to demonstrate the uses of information in 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.

Virtual and Augmented Reality (Coursework): Virtual reality is a simulated environment that is intended to replicate the physical experience of being in places in the real or imagined worlds by giving the user sensory experiences that match those which would be experienced were the user actually in that environment.

Augmented reality is the process of changing the user's view of the real world in order to give them an improved, or more detailed, view of what they are seeing.

You will learn about both technologies and how they are used. You will research both technologies and design both a virtual and an augmented reality resource. Finally, you will use your research and skills learnt whilst designing and creating resources to suggest future applications for virtual and augmented reality.

Social Media and Digital Marketing (Coursework): The use of social media has increased massively over recent years and is now a world-wide phenomenon. Users of social media are able to share ideas and files, compare opinions and pass comment on the activities of their friends and contacts. In doing so, they are not only generating huge amounts of data about themselves, but also allowing others the opportunity to contact them and monitor some of their online activities. Social media also allows users to collaborate with others across the globe.

Digital marketing is part of the overall process of marketing and is the use of digital media to increase awareness of a product or service. As social media offers such a wealth of data and the ability to contact potential customers in their own homes across a range of media channels, it is only natural that digital marketing seeks to use social media as part of the marketing mix for goods and services.

This unit looks at digital marketing as a concept and then offers you the opportunity to explore the possible impacts, both positive and negative, that may be generated by the use of social media as a digital marketing tool.

The Internet of Everything (Coursework)

This unit is about the use of the internet and how it is impacting people and society. You will learn about the Internet of Everything (IoE) and how it is used. Using your knowledge, you will carry out a feasibility study for a potential idea.

You will pitch your idea to potential stakeholders and use their feedback to revise your proposal.

Method of Assessment

There are 2 written exams and 3 units of coursework.

Entry Recommendations

You need to have met the standard school entry requirements including a level 4, or above in English and Maths. It is preferable that you have taken an IT course at level 2 but not essential

Qualification

OCR Cambridge Technical Introductory Diploma

Mathematics

Curriculum Leader: Miss L Beardsworth

Introduction
A level Mathematics builds on and extends the skills and knowledge that you have developed during the study of GCSE Mathematics. As such, some of the topics for example trigonometry and algebra will already be familiar to you, whilst others, such as calculus, will present you with a fresh perspective on mathematics.

By studying mathematics, you will not only learn about mathematical concepts and techniques, but will develop your problem solving and logical thinking skills. As such, mathematics is an A-level highly prized by universities and employers (according to the London School of Economics people who studied A level mathematics earn an average of 11% more than people who did not).

Progression Opportunities
A level Mathematics is helpful for many careers and university courses, particularly those relating to science and engineering as well as financial services including banking and accounting. Possible future routes following A level mathematics include Medicine, Accountancy, Computer Science, Economics and Business Studies, Psychology, Sports Science, Geography and, of course, further Mathematical study.

Programme of Study
The Mathematics programme of study spans two years and is examined purely through exams at the end of these two years.

A level Mathematics combines the study of Pure Mathematics with its applications in both Statistics and Mechanics.

The Pure Mathematics is what most people think of when they hear maths. It includes proof, algebra and functions, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration and vectors.

In A level you then learn how to apply this to both Statistics and Mechanics.

- Statistics provides a toolkit to analyse trends in data and probability; it links closely to subjects such as Biology, Geography and Psychology.

- Mechanics is the study of forces and motion. It links closely to Physics.

Study methods
Teacher led tutorials, including presentations, group and paired work and investigations, form the basis of the methods of study. Individual work where you take the techniques that you have learned and apply them to a variety of problems is essential to ensure that you are fully familiar with their applications and uses.

Method of Assessment
100% examination.
This consists of three exams sat at the end of year 13, each lasting 2 hours.
One exam is solely on Pure Mathematics. Another combines Pure Mathematics with Statistics.
The final combines Pure Mathematics with Mechanics.

Entry Recommendations
A-level Mathematics builds on GCSE mathematics. As such, it is essential that you have a grade 6 or higher in GCSE Mathematics.

Qualification
GCE A Level Mathematics

Awarding Body
AQA

Media

Leader of Sixth Form Media: Mr C McAshton

Introduction

Most of the information we receive from the world is mediated – it is selected and organised in particular ways before it is re-presented to us. A large proportion of this information comes from the mass media: television, radio, the internet, the press and many other forms, many of which have developed rapidly over the last few years due to the boom in digital technology. In Media Studies you learn to read media texts across this broad range, and understand the real messages behind these varied products, and the reasons why they have been produced this way.

The Media Studies course does help to develop creative and practical skills; students produce media texts using video, photography and desktop publishing technology. However, it is mainly an academic subject with written analytical essay answers and independently researched theory and debates. It is a theoretical and analytical subject covering political, social and current affairs so this will aid a range of other subjects and careers where insight, critical analysis and hypothesising, as well as reading and extended written communication are involved.

Progression Opportunities

As well as providing a grounding for students who wish to enter a career in media areas such as television, radio, film or web production, Media Studies is excellent for developing critical, analytical and creative skills. It is therefore a good choice for students who wish to study Drama, Art or English Literature courses at university, as well as courses directly linked to the media such as journalism or film studies. Moreover, as the course requires students to look in depth at the factors influencing how media texts precisely target their audiences, it is a useful choice for students who wish to enter a career in business or marketing.

Programme of Study

First Year Units

Component 1: Exam based unit in which you watch or read an unseen media text analysing the way it has been constructed and the underlying messages it sends. Compare this with a range of media texts studied for the exam covering advertising, film, videogame, music video, radio and newspapers

Component 2: Exam based unit in which you study several texts in more depth in relation to various theoretical frameworks, studying institutions audiences, media language and representations within the text as well as theoretical views such as feminism, postmodernism and Marxism. The form studied are TV drama, magazines and their online presence and online journalism or blogging.

NEA: Practical coursework unit in which you have to produce two or three media products using your own technical and creative skills. You must also write an analysis of the practical work, evaluating its strengths and weaknesses.

The course is a 2 year linear course. 70% is exam based and 30% coursework.

Study methods

A range of study methods are used from independent research and presentations, to discussion, group work and written responses. Practical skills are built by presenting learning in practical ways as well as traditional essays.

Method of Assessment

70% is exam based and 30% coursework. Exams are essay based.

Entry Recommendations

A minimum of level 4 in GCSE English Language but ideally a 5.

Qualification

GCE A Level Media Studies

Awarding Body

Eduqas

Physical Education

Curriculum Leader: Mr L Stubbins

Introduction
This A-Level is a challenging and rewarding course. Students will look at a range of issues from movement and motion to psychology, sociology and physiology. It gives a fantastic insight into depth and breadth of the world of sports science, demonstrating just how much detail athletes at the top level go into in order to be the best.

Progression Opportunities
This course will allow you to study at university. If you are interested in physiotherapy, sports massage, coaching, teaching, sports development, being a physical training instructor or working in sport then this course is the right one for you.

Programme of Study
This course is made up of three sections. The first section has an exam on factors affecting participation in physical activity and sport, which includes: applied anatomy and physiology, skill acquisition, sport and society.

The second section has an exam on factors affecting optimal performance in physical activity and sport, which includes the following topics: exercise physiology and biomechanics, sport psychology, sport and society, technology in sport.

The 'non-exam assessment' (NEA) element of the course requires students to be assessed as a performer or coach in the full sided version of one activity. There will also be a written/verbal analysis of performance.

Study Methods
There are three main areas of study; anatomy and physiology, sports psychology and sociology of sport. You will have different teachers specialising in different topics. One half of the course being 70% of the theory content including psychology, anatomy and physiology, as well as coursework. The other half of the course contains the remaining 30% of the theory element focusing on the sociology of sport.
The practical work will be done outside of school and you will be required to video a number of your performances and then submit them to school along with a written commentary of what you did during the performances and why. The coursework element requires you to use all of the theory work you have covered, to analyse and evaluate performance.

Methods of Assessment
The exams for both sections are two hours long and will include multiple choice, short answer and extended writing tasks for all the different topics covered in the course.

The assessment takes place as follows:
Two written exams:
- 2 hours
- 105 marks
- 35 % of A-level

Non-exam assessment (NEA):
- Internal assessment, external moderation
- 90 marks
- 30 % of A-level

Entry Recommendations
For this course you will need 5 Level 4+ grades, with at least a 4+ in English. Students need to be organised, hardworking, independent and have a love of sport.

Qualification
A-Level Physical Education

Awarding Body
AQA Exam Board

Photography

Curriculum Leader: Miss L Jamieson
Subject teacher: Ms S Silver

Introduction
Photography is about looking, learning, thinking and communicating ideas. It inspires creative thinkers. Photography means 'drawing with light' and that is what photographers do when they take a picture. Many photographers have explored various techniques to create images that make a personal statement about things that have interested or concerned them. The most exciting aspect of photography is that you are capturing the world as you see it.

Progression Opportunities
Many of our students move on to photography degrees at university, or to study a Foundation Diploma in Art and Design. Photography students can consider a career in any of the following areas: fashion; graphic design; architectural; illustration; forensic; journalism; studio based photography; wedding photographer, teacher; advertising; web-design; Photoshop specialist in special effects or in film and television work. Many photographers become self-employed and establish their own business.

This is a 2 year linear course which is examined at the end of year 13

Programme of Study
Year 1 - The Portfolio
You will be encouraged to develop your knowledge of how your camera works and apply this knowledge to your own photographs. You will research different photographic techniques together with learning about photographers that have influenced each process. Projects are thematic and will include: Traces, Places and Spaces – composition, a sense of place and a sustained project 'Covert and Obscure'. There will be opportunities to shoot on location and in the studio learning about lighting techniques. Photoshop skills will also be developed and experimentation encouraged.

Second Year Units – A2 Qualifications
Personal Investigation
This unit provides you with an opportunity to explore an independent theme of your choice. Alongside your sustained practical investigation and responses you must produce a written, illustrated essay (1000-3000) words.

This critical and contextual study that will support your practical work.

The Externally set Assignment

This is the culmination of the course. The exam board release several themes and then you select and respond to a theme of your choice. You are given a preparatory period to produce a sketchbook full of practical investigations and developments supported by influences from other artists/designers. You will have 15 hours supervised time to produce an ambitious creative response to your theme connecting to your development work from your sketchbook.

Study methods
We want you to develop into independent learners who use their creative skills and are willing to take risks in their work. We encourage a collaborative studio environment reflecting an art college atmosphere. You will want to develop your technical skills and be able to apply new techniques and follow your own ideas. Do you need your own camera? – Yes, it helps, but we have some you can experiment with. There may be a need to make a voluntary contribution to material costs e.g. printing/photographic paper.

Method of Assessment
AS Qualification
Component 1 100% internally assessed
A2 Qualification
Personal Investigation 60%
Externally Set Assignment (15 hours) 40%

Entry Recommendations
The most important requirement is enthusiasm for Photography. A minimum grade 4 in a creative subjects at GCSE level is desirable, including Art, Photography, Textiles, Graphics, or Design Technology. We would however, also consider students who have not taken a Creative Arts GCSE, provided they submit a practical portfolio of Photography work which will be reviewed by teachers to assess your abilities and enthusiasm towards the subject, prior to the course start date.

Qualification
GCE A level Photography

Awarding Body
AQA

Physics

Curriculum Leader: Mr C Hampton

Introduction
Physics is everywhere in our modern world. From improving our performance in sporting events and enhancing our experience of music, to developing food production and refining our health care. Life would be very different without our understanding of Physics!

Progression Opportunities
Physics qualifications develop many sought after skills which are transferable in the work place. These include problem - solving, numeracy and the ability to analyse and evaluate information. Physics is a highly regarded qualification for other degree courses and also in the jobs market. This course will help you to access Physics at degree level along with many other Science and Engineering courses. There are a massive range of career opportunities which can be accessed through Physics including Medicine, Engineering, Architecture, Forensics, Computing, Meteorology, Law, Finance and Journalism.

Programme of Study
Year 1
The modules included are:

- Working as a Physicist.
- Good enough to eat.
- Higher, faster, stronger.
- Technology in space.
- The Sound of music.
- Digging up the past.
- Spare – part surgery.

Year 2
In addition to the AS modules, the following modules are included:

- Transport on track.
- The medium is the message.
- Probing the heart of the matter.
- Build or bust?
- Reach for the stars.

Study methods
The Edexcel A Level Physics course is a context driven course that explores the Physics in everyday life. Through these contexts students learn about the underlying laws, theories and models of Physics.

The context of the course is often modelled through experimentation, and these facilitate a teaching approach which is based on problem solving. In addition to practical work, typical activities include group work, presentations and research exercises.

Method of Assessment
The examination papers will include a variety of question styles from: structured; extended response; calculation based; multiple- choice and problem- solving.

Qualification
GCE A-level Physics

Awarding Body
Edexcel

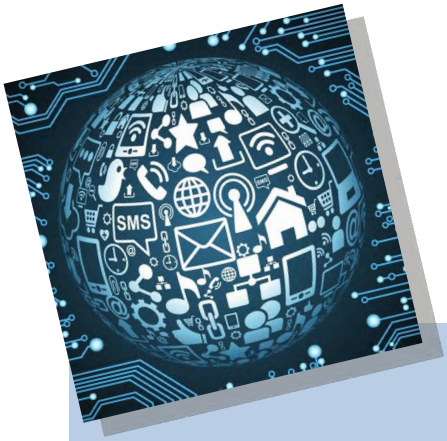
1557

Tadcaster Grammar School

The following additional subjects are on offer at Tadcaster Grammar School as part of our collaborative Sixth form.

The STAR
MULTI ACADEMY TRUST

Sherburn High School
6TH FORM
ACHIEVE YOUR POTENTIAL



A Level Computer Science

About the Course

Computer Science has computational thinking at its core; thinking that provides solutions to problems, designs systems and recognises the nature of human and machine intelligence. Students embarking on this course should have previous programming experience and an interest in how computers actually work and how they are used to solve problems.

Progression Opportunities

Whether you choose to go into employment or university education, the opportunities available to you are vast. Game development, web design, app development, network security and network engineering are just some of the possibilities associated with having studied Computer Science.

Awarding Body:

OCR
Qualification code H446

Course Content

Component 01 - Computer Systems

This component will introduce learners to a range of topics including:

- The internal workings of the CPU (central processing unit)
- How software is developed
- How data is exchanged between computers and software
- Networks and web technologies
- Data structures used in programming
- Boolean algebra and floating point numbers
- A range of legal, moral and ethical issues involved in this rapidly changing field

Component 02 - Algorithms and Programming

This unit will build on the knowledge and skills developed in component 01. Students will develop their understanding of:

- Computational thinking - this includes the range of techniques used to break down and solve problems
- Programming techniques - where you will learn about the various tools and techniques programmers use
- Algorithms - which will introduce you to a range of algorithms used by developers, and how to program them. You will learn about algorithms that could help you program a solution to a maze, and ones that will help you sort lists efficiently, as well as others.

Component 03 - Programming project

Learners will be expected to analyse, design, develop, test and evaluate a program written in any one of the approved languages. The actual problem is one that each student gets to choose (with guidance from their teacher), allowing them to focus on an area of interest. Students will apply the principles of agile development to their project.

Study Methods

For components 01 and 02 students will receive a mixture of taught theory lessons which will be delivered in various formats, including lectures, research tasks, practical experiments and studying existing products. These lessons will build upon the core knowledge developed at GCSE.

For the programming project, students will work on their chosen project for an extended period of time, applying knowledge and skills gained in the other parts of the course along with skills gained due to their own research and experimentation.

Method of Assessment

Computer Systems - Written Paper (40%)
Algorithms and Programming - Written Paper (40%)
Programming Project - Non Examination Assessment (20%)

Level 3 Diploma in Criminology

About the Course

Criminology is the study of the law enforcement and criminal justice system. You will develop an understanding of the theoretical explanations of why people commit crime. You will learn about the sociological, psychological and biological theories of crime and be able to use these explanations to analyse criminal situations. You will also gain an understanding of the criminal justice system. The way society defines crime and deviance is also explored during the course in conjunction with ways of finding out about crimes, including crimes that tend to be under-reported. In addition, you will also examine the reporting of crime in the media to see the impact this has on public perceptions of crime. The WJEC Applied Diploma in Criminology is equivalent to one A Level.

Progression Opportunities

Criminology leads to the following undergraduate degree programmes: Criminology, Criminology and Criminal Justice, Psychology, Law, Sociology, Politics. Alternatively, the qualification allows learners to gain the required understanding and skills to be able to consider employment within some aspects of the criminal justice system, e.g. the National Probation Service, the Courts and Tribunals service or the National Offender Management service. The diploma will help develop the analytical, evaluative & research skills needed for a range of University subjects.

Awarding Body:

Eduqas
Qualification code: 601/6248/X

Course Content

Year 12

Changing Awareness of Crime

Knowing about the wide range of different crimes and the reasons people have for not reporting such crimes will provide an understanding of the complexity of behaviours and the social implications of such crimes and criminality. At the end of this unit, you will have gained skills to differentiate between myth and reality when it comes to crime and to recognise that common representations may be misleading and inaccurate. You will be able to use and assess a variety of methods used to raise awareness of crime so that it can be tackled effectively.

Criminological Theories

Knowing about the different types of crime and the criminological approaches to theory will give you a sharper insight into the kind of thinking used by experts and politicians to explain crime and criminality. Public law makers are informed by theory and apply these theories to their own solutions to the problem of crime. By undertaking this unit, you will learn to support, challenge and evaluate expert opinion and be able to support your ideas with reliable and factual evidence.

Year 13

Crime Scene to Courtroom

The criminal trial process involves many different people and agencies. Learning about the roles of these will give you a clearer insight into what happens once a crime is detected and the process that leads to either a guilty or non-guilty verdict. There are strict rules as to how evidence is collected from a crime scene and also strict rules governing the giving of evidence in court; learning about these rules will allow you to review the trial process and assess whether the aims of the criminal justice system have been met.

Crime and Punishment

Through this unit, you will learn about the criminal justice system in England and Wales and how it operates to achieve social control. You will have gained an understanding of the organisations which are part of our system of social control and their effectiveness in achieving their objectives. As such, you will be able to evaluate the effectiveness of the process of social control in delivering policy in different contexts.

Study Methods

Study methods will be varied, offering you the chance to explore crime in depth. You will develop research skills, critical analysis and judgement along with discussion and presentation skills. Due to the vocational nature of this course there will be regular application to the real word through external speakers, educational visits and carrying out practical investigations.

Method of Assessment

1 Changing Awareness of Crime- Internal
2 Criminological Theories -External
3 Crime Scene to Courtroom- Internal
4 Crime and Punishment- External

A Level Economics

About the Course

If you study Economics you will find out how economists view the world. Something as seemingly uninteresting as drinking a Cappuccino in a shop would be interesting to an economist. An economist would see players in an intriguing game of signals and negotiations. The game is for high stakes; some of the people who worked to get that coffee in front of you made a lot of money, some made very little. The economist knows the Cappuccino is the product of an incredible team effort.

While economists are constantly thinking about the things going on around them, they are not limited to discussing local matters. If you talked to an economist you might point to the gap between the world's rich countries and the world's poor ones and say it's appalling. An economist would share this injustice but also tell you why rich countries are rich and poor countries are poor and ways the gaps could be bridged.

Progression Opportunities

Economics graduates are highly sought after. Economists develop skills of data handling and analysis which are vital in today's workplace.

Awarding Body

AQA
Qualification code 7136

Course Content

Year 12

Module 1

You will study the generation of markets and market failure. This will cover the economic problem and price determination as well as looking at how goods and services are produced. You will study competitive and concentrated markets, you will also look at the market mechanism, market failure and government failure.

Module 2

This module looks at the national economy in a global context. To this end, you will study the macroeconomic performance indicators of inflation, unemployment, economic growth and the balance of payments. You will analyse how the economy works and the macroeconomic policy instruments available to a government under monetary, fiscal and supply side policy.

Year 13

Module 3

Covers the Year 12 context of Module 1 expanding upon competitive and non-competitive markets looking at competition, imperfect competition and monopolies in greater detail. You will also study the labour market and the distribution of income and wealth in the UK and poverty and inequality.

Module 4

Covers the Year 12 context of Module 2 expanding upon the areas covered; in particular going into greater detail with regard to macroeconomic performance and the role of UK financial markets.

Study Methods

In Economics you will learn largely by doing. You will take part in the Bank of England's Target 2.0 competitions and a student investment competition. These learning experiences help to generate a great deal of economic understanding. In addition you will be encouraged to contribute your views and ideas in class. Most importantly, you will be given the examination practice to ensure top grades.

Method of Assessment

Paper 1: Market and Market failure - 2 hour paper (33.3%)
Paper 2: National and International Economy - 2 hour paper (33.3%)
Paper 3: Economic Principles - 2 hour paper assessing the whole course (33.3%)

A Level English Literature

About the Course

In our study of Literature we travel across time and across the globe, from Sixteenth century Venice to Victorian England; from medieval forests to the nightmarish dystopia of Gilead. We encounter jealous passion and breath-taking villainy, acts of heroism and tragic loss; waves of nostalgia and monumental sacrifice. As always, the study of literature comes back to those crucial questions of what it means to be human and our place in the universe. If you have enjoyed your GCSE English Literature course and you have a love of books, then this is the course for you. By studying English Literature at A Level you will gain an awareness of our rich literary and cultural heritage, exploring your own literary tastes through a flexible coursework component. You will have the opportunity to discuss ideas in a sympathetic and supportive environment and you will be encouraged to develop your own writing and interpretation skills.

Progression Opportunities

English Literature complements all other A Level subjects and is a highly regarded subject to offer at higher education level. The subject may lead to degree courses in English Literature/Language, Law, Media Communications, Journalism, Creative Writing, Philosophy and Arts subjects in general. A qualification in English is also an asset if you wish to progress directly to employment after your time in the Sixth Form.

Awarding Body

AQA Specification B
Qualification code 7717

Course Content

Year 12

Literacy Genres - Aspects of Tragedy. Paper 1

Three texts are studied as examples of the genre—Shakespeare's *Othello*; Thomas Hardy's *Tess of the D'Urbervilles* and the modern American play, *Death of a Salesman* by Arthur Miller. The paper has three questions—a passage based question and an essay response to *Othello* and an essay response about tragedy in both of the other two texts. You will also begin work on a coursework submission:

Independence and Theory (internal assessment)

You will choose independently one prose and one poetry text which are explored alongside a critical anthology. This gives you the freedom to look at authors and genres that really appeal to you. Two responses are produced, each of 1250-1500 words, of which one may be re-creative, accompanied by a commentary.

Year 13

Texts and Genres - Elements of Political Writing. Paper 2

Three texts are studied: Margaret Atwood's *The Handmaid's Tale,* William Blake's poetry *Songs of Innocence and Experience,* and Hosseini's *The Kite Runner.* There are three questions: a response to an unseen passage of the genre, an essay response on one of the texts and a further essay in which the other two texts are discussed.

Study Methods

Each group will be taught by two members of the English Faculty. There will be a variety of teaching methods, including direct teaching, small group work and class discussion. You will often lead part of the lessons. We visit theatre productions and attend external lectures and conferences to support classroom teaching. To support you with your coursework, teachers will meet with you in tutorial sessions, discussing your individual requirements. You will be expected to be very self motivated, organised and willing to develop your independent study skills.

Method of Assessment

Paper 1—Examination: 2½ hours, closed book (40%)
Paper 2—Examination: 3 hours, open book (40%)
Internal assessment, on-going in Year 12 and Year 13 (20%)

A Level Law

About the Course

You probably have your own view of lawyers, perhaps received from a family member, friend, or even from your favourite television programme. You may wish to be a successful lawyer in order to enter into politics, business, international finance and banking or simply practice law in your home town or city. Studying law can often be considered a smart career move as it commands status, prestige, employment, and promotion prospects.

The course is aimed at helping you to develop an understanding of legal methods and reasoning. To develop the techniques of logical thinking and the skills necessary to analyse and solve problems, by applying legal rule. You will also develop the ability to communicate legal arguments and conclusions, with reference to appropriate legal authority. Finally it is aimed at creating a critical awareness of the changing nature of Law in society.

Progression Opportunities

A large proportion of students who have studied A-level Law at TGS have continued onto study Law and other degrees at a range of Universities including Cambridge, Durham, Manchester and Hull. The study of Law also opens opportunities to work in the police service, courts or any job requiring logical and reasoning skills.

Awarding Body

AQA
Qualification code 7162

Course Content

Year 12

The Nature of Law and the English Legal System

In this unit you will examine the distinction between enforceable legal rules and principles and other rules and norms of behaviour. You will also gain an understanding of the criminal and civil court system, together with the people who work within the legal systems including judges, barristers and juries.

Criminal Law

Your study will include; rules and principles concerning general elements of criminal liability and liability for non-fatal offences against the person, for example, assault and battery.

Tort Law

This is the study of negligence for physical injury to people and damage to property and occupier's liability.

Year 13

This builds on all three topics studied in Year 12 and includes; law and morality, murder and manslaughter, economic loss and psychiatric injury together with a module on the law of contract.

Study Methods

The results of the faculty pay testament to the effectiveness of the teaching. Results in Law are well above similar schools and national averages. You are encouraged to be independent and are taught how to be effective learners.

Method of Assessment

Paper 1: English Legal System, Nature of Law and Criminal Law
- 2 hours (33.3%)

Paper 2: English Legal System, Nature of Law and Tort Law
- 2 hours (33.3%)

Paper 3: English Legal System, Nature of Law and Contract Law
- 2 hours (33.3%)

A Level Politics

About the Course

This course aims to allow students to develop an understanding of contemporary politics in both the United Kingdom (UK) and the USA. They will develop a critical awareness of the changing nature of politics and the influences and interests which have an impact on decisions in government and politics. As part of this, students will develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements.

Progression Opportunities

A Level Politics combines well with others through its skills and content. The wide range of skills taught has long been recognised by employers in a wide variety of fields including Law, Journalism, Accountancy and the Civil Service. It is also a popular course at degree level.

Awarding Body:

Edexcel

Qualification code 9PL0

Course Content

Paper 1 - UK Politics

Democracy and participation, Political parties, Electoral systems, Voting Behaviour and the Media, Core Ideologies: Liberalism, Conservatism and Socialism

Paper 2 - UK Government

The Constitution, Parliament, Prime Minister and Executive, Relationships between the branches and non-core ideology: Anarchism.

Paper 3 - Comparative politics - The Government and Politics of the USA

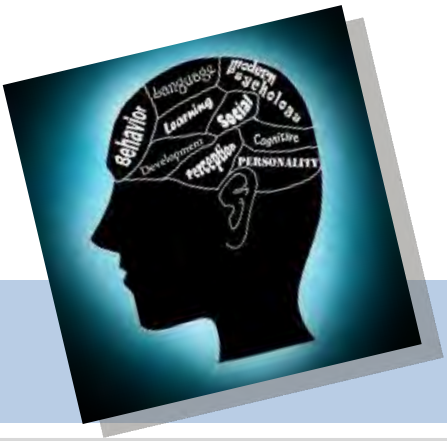
The US Constitution and Federalism, US Congress, US Presidency, US Supreme Court, Democracy and Participation and Civil Rights.

Study Methods

The nature of the course allows for a full range of learning styles to be used in lessons. Lessons are designed to provide a variety of interactive activities as well as focused individual work. Students are encouraged to develop independent learning skills which can be applied across all subjects.

Method of Assessment

Unit 1: Written examination, lasting 2 hours. Students answer 3 questions.
Unit 2: Written examination, lasting 2 hours. Students answer 3 questions.
Unit 3: Written examination, lasting 2 hours. Students answer 4 questions.



A Level Psychology

About the Course

Psychology is the scientific study of behaviour. It encompasses a variety of approaches to try to fully explain the causes of human (and animal) behaviour. Topics can range from the social causes of aggression to the biochemical basis of depression. Psychology involves finding out what psychologists have discovered about behaviour. It is therefore necessary to support any theory with evidence and the examination will require you to quote named studies to support your answers. There is rarely a single view in Psychology, so as well as a sound knowledge base, you will need the ability to formulate a rational argument and use critical thinking to justify a point of view.

Progression Opportunities

Leading to specific careers such as a Clinical or Forensic Psychologist and supporting many other career routes through Medicine, Nursing, Business, Industry and Public Services, Psychology is rarely an essential A Level for University entrance but is always an excellent subject to have in your portfolio. Psychology is classified as a Science A Level for most degree courses. The A Level will tell you what to expect in a Psychology degree and help develop analytical and evaluative skills needed for a range of University subjects.

Study Methods

You will develop a number of skills over the course including analysis, evaluation and application. You will also be expected to use research findings to good effect in constructing and developing coherent arguments. Lessons are a mix of teacher input, discussion of prepared topics, use of video clips and small scale investigations. Students are expected to participate… this is not a passive subject!
Homework tasks will include reading and note taking as well as practice questions.

Awarding Body

Edexcel
Qualification code 9PSO

Course Content

Year 12

Social Psychology and Cognitive Psychology

Different groups of Psychologists have different ways of explaining behaviour. In this topic we focus on two areas of Psychology - Social and Cognitive. You will learn how different behaviour can be explained by looking at specific theories; for example Milgram's study on obedience or Baddeley's model of working memory. You will also consider how each approach has been applied to a form of therapy as well as discussing how psychology can explain and apply theories to current events, such as why militants are conforming in the Middle East alongside the methods it uses to investigate behaviour.

Biological Psychology and Learning Theories

In this topic we focus on the biological and learning theories of behaviour- is behaviour genetic or developed? For Example, Raine's famous brain scanning research reveals that murderers have different levels of brain activity compared to a control group; in contrast Bandura's Social Learning Theory would argue that aggression is learnt through role models. Again you will look at specific theories and therapies that can be used to treat abnormal behaviour. You will learn to apply what you know to current issues, such as analysing whether media and celebrity influence are the cause of anorexia.

Year 13

Clinical Psychology and Criminal Psychology

This topic develops the knowledge, application and evaluation of Psychological theory. You will look at the theories, causes and treatment options for abnormal psychological illnesses and behaviours. For example, what is the best way to treat schizophrenia - are criminals born or made? You will develop a broad knowledge of both of these topic areas covering a range of abnormal behaviour as part of the Clinical topic, and explaining a variety of issues that occur in Criminal psychology, such as can we trust eyewitness testimony?

Psychological Skills

In the Psychological Skills section you will consolidate knowledge drawn from earlier study and apply it to wider controversies and issues such as gender and culture bias and the scientific nature of Psychology. This topic area also has a more practical emphasis as you demonstrate your ability to make good design decisions as they suggest methods to investigate psychological phenomena. We will also consider in more detail the scientific and ethical issues in the design and implementation of an investigation into behaviour, such as the ethics of using non human animals in psychological experiments.

Method of Assessment

Paper 1: Foundations of Psychology Social, Cognitive, Biological and Learning Theories 2 Hours (35%)

Paper 2: Application of Psychology Clinical and Criminal Psychology - 2 Hours (35%)

Paper 3: Psychological Skills Methodology and review of studies- 2 Hours (30%)

A Level Sociology

About the Course

Why should you study Sociology? Sociology is the study of human societies in all sorts of contexts. You will investigate and discuss political, economic and social dimensions of society, and will regularly consider the way in which contemporary governments respond to the demands of things like the provision of education to the population and problems created by crime. Sociology will help to stimulate your interest in a broad range of issues which affect our lives, and in so doing will provide a link between theoretical type perspectives and practical responses to current social problems.

Progression Opportunities

The study of Sociology requires you to think objectively about a broad range of issues and problems highly relevant to our lives today. Such a contemporary awareness will be seen as important in many types of occupations and careers, ranging from employment in local government and the civil service, to work in finance or the social services sector. Universities too, highly value students with a mature awareness of contemporary issues, and who can offer considered viewpoints on subject matter such as education and welfare spending, or responses to problems created by poverty.

Awarding Body:

AQA
Qualification code 7192

Course Content

Year 12

Families and Households

In this area we focus on the relationship of the family to the social structure and changes in society. You will learn about changing patterns in marriage, cohabitation and separation alongside the diversity of contemporary family and household structures. You will look at specific theories behind these changes as well as justifying why the family has changed with reference to gender roles, domestic labour and power relationships.

Education and Sociological Research Methods

This topic explores the role and purpose of education in contemporary society. You will compare how educational achievement varies depending on social class, gender and ethnicity. Alongside this, theories will examine the specific role of education and who benefits from it. For example, Marxists claim that education is a way of providing capitalism with an obedient workforce. You will gain an insight into how sociologists gather their research and develop a thorough understanding of the practical, ethical and theoretical factors influencing choice of methods and topic.

Year 13

Crime and Deviance with Theory and Methods

This topic develops the knowledge and application of sociology. You will look at theories for the causes of crime and deviance alongside issues such as social control and order. You will explore the social distribution of crime and deviance by ethnicity, gender and social class. You will gain an in depth understanding of the effect of the media, the criminal justice system and punishment systems on crime and deviance rates both within the UK and globally. You will revisit sociological theories & apply them to crime & deviance.

Media

This topic enables you to explore and discuss the impact that new media has had on society. You will question whether the media is responsible for reinforcing stereotypes and only reporting on select topics in order to control society. Or whether new media allows the many to have a voice and create social change.

Study Methods

Study approaches are varied and will often depend upon the nature of the topics being covered. A general theme which will run throughout the course is the encouragement of classroom discussion, and objective decision making processes, with the aim of helping you to formulate judgements which can be supported by empirical evidence and sound theoretical arguments. On a general level, the objective of reading more widely will be promoted, as will the need to be aware of current news items, particularly those linked to domestic United Kingdom based issues.

Method of Assessment

There are three examination papers:

Paper 1: 2 hours Education/Theory and Methods (33%)
Paper 2: 2 hours Families and Households/The Media (33%)
Paper 3: 2 hours Crime and Deviance/Theory and Methods (33%)

Notes:

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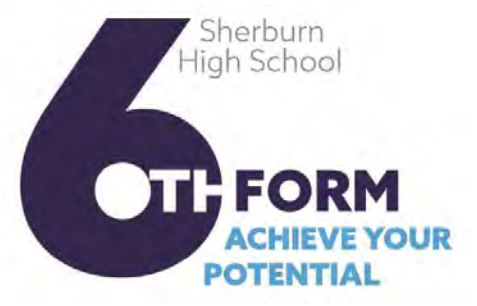

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