



SIXTH FORM CURRICULUM 2022-2024



Be Brave not Perfect

THE SIXTH FORM CURRICULUM

We are proud to offer a wide range of challenging and highly accredited subjects at Sixth Form.

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**Page 31 SUPER CURRICULAR OPPORTUNITY:
Core Mathematics**

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(The availability of courses will depend on student demand, staffing and timetabling constraints)

Curriculum Entry Requirements - A Levels 2022

Minimum academic entry requirements to study A Levels are to have achieved at least 40 GCSE points, calculated as follows, from a student's best 8 GCSE results:

Grade 9 = 9 points,

Grade 8 = 8 points,

Grade 7 = 7 points,

Grade 6 = 6 points.



STAGS Sixth Form



A LEVEL ART & DESIGN

COURSE: ART & DESIGN
AQA
ENTRY REQUIREMENTS: GCSE Art Grade 6.
LIKELY AREA OF STUDY: This Art and Design course includes painting and related media, with some printmaking, textile and three dimensional work. Students are able to specialise in the areas in which they are particularly interested through individual project work. Guidance is given in the use of materials and working methods, development of visual ideas and contextual studies.
EXPECTATIONS OF STUDENTS: Students are expected to take part in personal and group visits to galleries and exhibitions in order to experience art work at first hand. Students must commit to five hours of Art preparation per week. Some better quality materials and equipment, such as brushes and a portfolio are recommended beyond the basics provided by the school. These may be bought, at cost price, from our Art shop.
LEARNING METHODS: At the start of the course, most lessons are directed towards broadening experience and the practice of more advanced methods and materials. Gradually during the course the emphasis changes towards self-directed projects where a more individual response can be achieved within the chosen project brief. Students are provided with a handbook which contains more guidance with specific targets and dates and room for tutorial notes.
CAREERS IMPLICATIONS: Most Art & Design courses require a portfolio for entrance from which they can judge the students' ability, commitment and potential for themselves. Completion of the A Level course will help the students to develop a portfolio of the required standard. Many students will also go on to do a one year Art Foundation course prior to degree level application, although direct entry level to degree courses from school is possible for the most able and committed.
FOR MORE INFORMATION, CONTACT: Miss Bowman – ADT Curriculum Leader

A LEVEL ART TEXTILES

COURSE: ART TEXTILES**AQA****ENTRY REQUIREMENTS:**

GCSE Art Grade 6, GCSE Design and Technology (with Textile focus) Grade 6.

LIKELY AREA OF STUDY:

This Art Textiles course includes the development of creativity around the medium of textiles as a means for communicating Art. Students are able to specialise in an array of textiles techniques including batik, free machine embroidery, felt making, appliqué, reverse appliqué and the application of hot textiles such as Angelina Fibres and use of bondaweb to create sculptures and pieces of art work. Students are able to specialise in the area in which they are particularly interested through individual project work. Guidance is given in the use of materials and working methods, development of visual ideas and contextual studies.

EXPECTATIONS OF STUDENTS:

Students are expected to take part in personal and group visits to galleries and exhibitions in order to experience art work at first hand. Students must commit to five hours of Art Textiles preparation per week. Some specialist materials will be needed for use in this course.

LEARNING METHODS:

At the start of the course, most lessons are directed towards broadening experience and the practice of specific Art Textiles methods and materials. Gradually during the course the emphasis changes towards self-directed projects where a more individual response can be achieved within the chosen project brief. Students are provided with a handbook which contains more guidance with specific targets and dates and room for tutorial notes.

CAREERS IMPLICATIONS:

Most Art & Design/Art Textiles courses require a portfolio for entrance from which they can judge the student's ability, commitment and potential for themselves. Completion of the A Level course will help the students to develop a portfolio of the required standard. Many students will also go onto doing a one year Art Foundation course prior to degree level application, although direct entry level to degree courses from school is possible for the most able and committed.

FOR MORE INFORMATION, CONTACT:

Miss Bowman – ADT Curriculum Leader

A LEVEL BIOLOGY

COURSE: BIOLOGY
OCR
ENTRY REQUIREMENTS: GCSE Combined Science (Trilogy) high Grade 6 or all separate Sciences high Grade 6, GCSE Mathematics high Grade 6.
LIKELY AREA OF STUDY: Biology is split into 6 modules. These plus the practical endorsement constitute the full A Level. Module 1 - Development of practical skills Module 2 - Foundations in Biology Module 3 - Exchange and transport Module 4 - Biodiversity, evolution and disease Module 5 - Communications, homeostasis and energy Module 6 - Genetics, evolution and ecosystems
EXPECTATIONS OF STUDENTS: Students must be prepared to work independently and meet deadlines. Students need to develop the skills of reading for understanding and writing with precision. Students do not have to study A Level Chemistry or Mathematics to succeed in A Level Biology as appropriate Chemistry and Mathematics concepts are taught within the course.
LEARNING METHODS: Theory lessons and student-centred activities are used to explore biological topics. Students are required to carry out review and planning tasks between lessons. This involves reading, note-making, researching topics or answering examination questions. Practical lessons and student presentations develop skills and enhance the learning of syllabus content. Internal Assessment: Students take regular end of topic tests to assess their knowledge and progress, and to develop exam technique. External Assessment: A Level students will complete three exam papers at the end of the course. Papers 1 and 2 covering topics from a range of modules and paper 3 'Unified Biology' covering content from all 6 modules. A Level students will also submit a 'Practical Endorsement' result following internal, teacher assessment of a range of practical tasks completed during lessons.
CAREERS IMPLICATIONS: A Level Biology is required, or is desirable, for HE courses in many different disciplines. These include: Agricultural Science, Anthropology, Biochemistry, Biophysics, Dentistry, Food Science, Forensic Science, Genetics, Horticulture, Medical Physics, Medicine, Midwifery, Nature Conservation, Nursing, Ophthalmology, Osteopathy, Pharmacy, Physiotherapy, Radiography, Speech Therapy and Veterinary Science. Students wishing to study Biology beyond A Level, may require an A Level in Chemistry or Physics/Mathematics. For some courses this is advisable, for others it is essential.
FOR MORE INFORMATION, CONTACT: Miss Fotheringham – Science Curriculum Leader

A LEVEL BUSINESS

COURSE: BUSINESS
EDEXCEL
<p>ENTRY REQUIREMENTS:</p> <p>GCSE Business is not a requirement for entry onto this course. If Business taken at GCSE – GCSE Business Grade 5, GCSE English Literature or English Language Grade 5, GCSE Mathematics Grade 5. If Business not taken at GCSE – GCSE English Literature or English Language Grade 5, GCSE Mathematics Grade 5.</p>
<p>LIKELY AREA OF STUDY:</p> <p>This Business course covers a wide variety of topic areas from developing a new business idea, testing product or service ideas through to considering the competition and economic climate. It also introduces students to some basic management tools and decision making models which will be developed throughout the qualification. In year 2 the course has an international focus looking at globalisation and global marketing.</p>
<p>EXPECTATIONS OF STUDENTS:</p> <ul style="list-style-type: none"> • Be prepared to take an interest in current business issues • Want to learn how to analyse information effectively and be able to suggest solutions to real problems affecting businesses and the economy • Want to gain a background in business to enable future entry to a management position in any organisation, be it business related or not.
<p>LEARNING METHODS:</p> <p>This course is both active and enjoyable. Students need to enjoy communicating and explaining their ideas and working towards solving business problems. Students learn about the world of business through research and investigation, as well as through practical tasks. A Level assessment: Data response questions and essays.</p>
<p>CAREERS IMPLICATIONS:</p> <p>A Level Business provides a solid base for studies at a higher level in the following subject areas: Business Management, Business Administration, Accountancy and Finance, Human Resource Management, Marketing, Retail Management, Tourism Management or International Business. It may also lead on to a career in the commercial world e.g. in banking, sales, product management or general management. Business and management skills are also considered desirable in public sector organisations or charities.</p>
<p>FOR MORE INFORMATION, CONTACT: Mrs Glanvill – Business & Economics Curriculum Leader</p>

A LEVEL CHEMISTRY

COURSE: CHEMISTRY**EDEXCEL****ENTRY REQUIREMENTS:**

GCSE Combined Science (Trilogy) Grade 7-6 or all separate Sciences **high** Grade 6, GCSE Mathematics **high** Grade 6.

LIKELY AREA OF STUDY:

Areas of study in Year 12 include Chemical Formulae and Equations, Moles calculations, Bonding and Structure, Redox, Inorganic Chemistry and the Periodic Table, Organic chemistry, Analytical Techniques, Energetics, Kinetics & Equilibria and Organic Mechanisms.

All assessments will take place at the end of Year 13 when students will take three examinations. Practical work consists of several core practical activities, the content of which may be examined in the examinations. Practical skills will be assessed for competency and certificated separately.

EXPECTATIONS OF STUDENTS:

Students are expected to read around the subject, supporting the skills and knowledge being delivered in lessons. Questions are set regularly for preparation, and practical reports must be kept up to date and submitted for marking. Much of the support material for students is available online. This is a very interesting, but also demanding course.

LEARNING METHODS:

Students are expected to be motivated and show great independent study skills. A variety of teaching methods will be used. These include practical sessions, which supports the theory papers, teacher led discussions, guided note making and working sessions on calculations and questions. Key skills are incorporated in lessons where appropriate.

CAREERS IMPLICATIONS:

Chemistry is likely to be required in the following career areas; Biochemistry, Pharmacy, Medicine, Veterinary Science, Chemical Engineering, Material Science, Dentistry and many others. Chemistry can even be useful in applying for law and accounting degrees due to the problem solving nature of the subject.

FOR MORE INFORMATION, CONTACT:

Mr Bowyer – Second in Science

A LEVEL CLASSICAL CIVILISATION

COURSE: CLASSICAL CIVILISATION
OCR
<p>ENTRY REQUIREMENTS: GCSE English Literature or English Language Grade 6 or above. If GCSE History or Religion, Ethics & Philosophy taken at GCSE, Grade 5.</p>
<p>LIKELY AREA OF STUDY: The course involves the simultaneous study of Classical Poetry, History, Literature and Philosophy. Students will only be judged on their performance in written examinations at the end of the two years.</p> <p>The topics will include the epic poems of Homer and Virgil where storytelling began, the propaganda of Ancient Rome under Augustus and the study of the Ancient Greek and Roman philosophers and poets regarding love and relationships in the Classical World.</p>
<p>EXPECTATIONS OF STUDENTS: As with every A Level, the intensity of study is a step up from GCSE and Classical Civilisation is no exception. A passion for literature and myths, an intrigue about past cultures and civilisations and a desire to explore the roots of philosophical thought and architectural majesty are essential qualities for a Classics student.</p> <p>Practically, students are required to fully prepare for lessons, for instance carefully reading their key texts as well as wider literature, constructing organised notes and submitting essays/work on time with 100% effort.</p> <p>The language of Classical epics and poetry can be complicated and thus students taking this course need to be resilient in their learning and prepared to put in the time to grapple with both the nuanced descriptions and basic story of the texts.</p> <p>Classical Civilisation A Level teaches the skills of analysis, attention to detail and the ability to put forward a balanced and critical argument. Students are encouraged to vocalise and challenge ideas in class, both in debate and when constructing formal presentations.</p>
<p>LEARNING METHODS: Classical Civilisation is taught in a variety of learning styles; from creative team work activities, to one on one feedback, from dramatic projects to exam style practice and preparation. Throughout the course students will get to engage with a wide range of resources and inspirational stimuli. There is much opportunity for debate and the sharing of expositional insight with peers.</p>
<p>CAREERS IMPLICATIONS: Classical Civilisation A Level is recognised by all universities as an eye opening, multi-disciplinary course enabling students to formulate a range of key vocational skills. Opportunities for future study and employment cover both academic and artistic fields including Politics, Journalism, Architecture, Law, Education, the Civil Service and Archaeology.</p>
<p>FOR MORE INFORMATION, CONTACT: Mr Kershaw – Deputy Head</p>

A LEVEL COMPUTER SCIENCE

COURSE: COMPUTER SCIENCE
OCR – H446
ENTRY REQUIREMENTS: GCSE Computer Science Grade 6 and GCSE Mathematics Grade 7.
LIKELY AREA OF STUDY: Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It's an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism.
Component 01 – Computer Systems (2.5 hours written test - 40%) <ul style="list-style-type: none"> • The characteristics of contemporary processors, input, output and storage devices • Software and software development • Exchanging data • Data types, data structures and algorithms • Legal, moral, cultural and ethical issues
Component 02 – Algorithms and Programming (2.5 hours written test - 40%) <ul style="list-style-type: none"> • Computational thinking (thinking: abstractly, ahead, procedurally, logically and concurrently) • Problem solving and programming (Python, C#, etc) • Algorithms to solve problems and standard algorithms (Efficiency of algorithms and sorting and searching algorithms).
Component 03 – Programming Project (20%) The learner will choose a computing problem to work through according to the guidance in the specification. <ul style="list-style-type: none"> • Analysis of the problem • Design of the solution • Developing the solution • Evaluation
LEARNING METHODS: Teacher led learning, independent work and group discussions.
EXPECTATIONS OF STUDENTS: The ability to work independently; the ability to keep up with current trends in computer architecture and software; the ability to work to deadlines; a technical interest in Computer Science and programming.
CAREERS IMPLICATIONS: This qualification is suitable for students intending to pursue any career in which an understanding of technology is needed. The qualification is also suitable for any further study as part of a course of general education. It will provide students with a range of transferable skills which will facilitate personal growth and foster cross curriculum links in areas such as maths, science and design and technology. Computer Science is a very creative subject and skills such as problem solving and analytical thinking will all be refined and explored as learners progress through the learning and assessment programme.
FOR MORE INFORMATION, CONTACT: Miss Soler – Computing Curriculum Leader / Second in Mathematics

A LEVEL DANCE

<p>COURSE: DANCE</p>
<p>AQA</p>
<p>ENTRY REQUIREMENTS: GCSE Dance Grade 6 or equivalent dance experience including contemporary and choreographic experience. GCSE English Literature or English Language Grade 6.</p>
<p>LIKELY AREA OF STUDY: Performance and Choreography: Students will continue the work started in GCSE with similar concepts such as Safe Dance Practice, Physical, Technical and Expressive performance skills that are developed and assessed through the performance of a Solo and a Duo/Trio and also through the exploration of their own choreography of a group dance in response to a given stimulus. Critical Engagement: Students will develop the analytical skills that were started in GCSE, this will involve studying 2 works in depth, one of which is Christopher Bruce's "Rooster" along with one other work which can be chosen from a prescribed list that includes Sidi Larbi Cherkaoui's "Sutra" and Gene Kelly's "Singing in the Rain"</p>
<p>LEARNING METHODS: Much of the learning will be through practical dance classes underpinned with written work either as home learning to consolidate or as preparation for a forthcoming task.</p>
<p>EXPECTATIONS OF STUDENTS: Students will be expected to come to class in full Dance uniform for every lesson and be warmed up and ready to dance at the beginning of the lesson. Students will also be expected to rehearse and choreograph outside of lesson time in order to meet deadlines. A Level students will also be invited to be a company member of Advance Dance, our senior dance company which will also involve extra curricular rehearsals.</p>
<p>CAREERS IMPLICATIONS: A Level Dance can open up a range of career opportunities including: Dance Performer, Teacher, Choreographer, Community Dance Leader, Dance Production, Dance Journalism, Dance Scientist, Costume/Set Designer and many more. A Level Dance is also recognised by Universities as an academic qualification and has the same number of UCAS points as every other A Level so can lead to courses unrelated to Dance. A Level Dance, above all, will make you stand out from the crowd. It is an excellent base for a University degree in Dance Performance, Dance Science, Musical Theatre, Arts Management, Teaching, Dance Therapy, Community Dance but can also lead onto further professional training in Dance Conservatoires.</p>
<p>FOR MORE INFORMATION, CONTACT: Mrs Wheatley – Performing Arts Curriculum Leader</p>



STAGS Sixth Form



A LEVEL DRAMA & THEATRE STUDIES

COURSE: DRAMA & THEATRE STUDIES
AQA
ENTRY REQUIREMENTS: GCSE Drama Grade 6 or above. If Drama not taken at GCSE; GCSE English Language or English Literature, Grade 6 or above.
LIKELY AREA OF STUDY: The A Level is taught over two years and consists of three components. Component 1: Drama and Theatre (3 hour, open book, written exam) 40% of the qualification Students are examined on three areas: a live theatre evaluation, realising a performance text and interpreting a performance text. Students will answer from the perspective of a performer, director and designer and must demonstrate their understanding of theatre in practice. Students begin exploring this component in year 1 and complete the public exam at the end of year 2. Component 2: Creating original drama (assessed internally and moderated by an examiner) 40% of the qualification Students devise an original performance piece using a student led stimuli and a theatre practitioner. Students are marked on both the performance itself and the documentation of the process in the form of a portfolio. Students complete this component by the summer term of year 1. Component 3: Making theatre (assessed by a visiting examiner) 20% of the qualification Students undertake a practical exploration of 3 extracts taken from 3 different texts. Students bring one extract to realisation for a visiting examiner, applying the methodology of a prescribed practitioner. Students will be marked on both the performance itself and a reflective report analysing and evaluating theatrical interpretation of all three extracts.
EXPECTATIONS OF STUDENTS: Students are expected to have a genuine passion for Theatre and Performance. Students are expected to attend rehearsals and examination preparation sessions outside of normal lessons, so a commitment to the subject is vital. Visits to a wide variety of theatre performances are an obligatory requirement for this course. Most of these take place in the evenings to avoid missing lessons in other subjects. Each visit will cost approximately £20-£30. Support can be given to students receiving the bursary. Students can choose to take design options if this is an area they are interested in. Students are expected to complete weekly preparation tasks related to the work completed in class, and must undertake ongoing revision for their final examination.
LEARNING METHODS: Lessons will be a combination of teacher and student led practical workshops, as well as reflective writing, evaluation and revision sessions. Students will also attend theatre visits, seminars and be expected to organise independent study and ongoing revision. The course is both internally and externally assessed through practical coursework and written examination. A large amount of reading and essay writing is required of students.
CAREERS IMPLICATIONS: A Level Drama and Theatre Studies will not only allow students to pursue further studies in this subject at university or Drama School, but is also a valuable qualification for a variety of communication based subjects including Law, Media, Marketing, Design, Business, Psychology, Therapy, History and Education. Future career options include Acting, Designing, Directing, Script Writing, Arts Management, Arts Education, Law, Drama Therapy, Sales and Marketing, Teaching, Social Work, Production, Presenting and Arts Administration to name a few.
FOR MORE INFORMATION, CONTACT: Mrs Wheatley – Performing Arts Curriculum Leader

A LEVEL ECONOMICS

COURSE: ECONOMICS**EDEXCEL****ENTRY REQUIREMENTS:**

GCSE Economics or Business is not a requirement for entry onto this course.

GCSE Business Grade 6, GCSE English Literature or English Language Grade 6, GCSE Mathematics Grade 6.

If Business is not taken at GCSE; GCSE English Literature or English Language Grade 6, GCSE Mathematics Grade 6.

LIKELY AREA OF STUDY:

Why are some people rich and others poor? Why do we worry about unemployment, inflation, the balance of payments, economic growth, the rate of interest, the value of sterling? Should the government interfere with the activities of businesses? What is globalisation? Why do millions of children in less economically developed countries die of malnutrition and preventable diseases? Why are the world's rainforests disappearing at the rate of one acre per second? These questions are the focus of much national and international debate. To truly understand them a basic grounding in economics is essential. Economics is the study of the forces within human society that lead to the creation of material wealth and the problems of scarcity of resources. It explains how these forces work to benefit mankind and why sometimes it is necessary to control them.

EXPECTATIONS OF STUDENTS:

It is most important to have a lively and inquiring mind, an interest in Business and Economic affairs and a desire to explore new ideas and communicate them effectively.

LEARNING METHODS:

The ethos of this course is investigation. Students are expected to show initiative and apply the ideas and theories discussed in class to economic and business events going on in everyday life. In class, students are expected to take part in activities such as listening, note taking, researching and asking and answering questions. In addition, they will be asked to give presentations to the whole group, take part in simulations and interrogate computer databases.

A Level Assessment: Data response questions and essays.

CAREERS IMPLICATIONS:

Students who study Economics have developed transferable skills, including analysing and evaluating Business and Economic information from different sources, developing written communication skills and learning how to solve problems. Such skills are in great demand and are recognised by employers, universities and colleges. This subject leads to university courses in areas such as Law, Business, Accounting, Geography, Management, Economics or Politics. Although the A Level does not require a high level of competence in Mathematics, anyone considering taking this discipline to degree level is advised that A Level Mathematics can be required.

FOR MORE INFORMATION, CONTACT:

Mrs Glanvill – Business & Economics Curriculum Leader

A LEVEL ENGLISH LITERATURE

COURSE: ENGLISH LITERATURE**OCR****ENTRY REQUIREMENTS:**

GCSE English Language Grade 6, GCSE English Literature Grade 6.

LIKELY AREA OF STUDY:

A mixture of classic and more recent texts, and a mixture of prose, poetry and drama. Texts will be studied in their various contexts (historical/social/cultural) and there will be elements of comparison. The coursework component includes the completion of two essays. Study includes: Dystopian novels, a Shakespeare play, pre-20th century poetry and drama.

EXPECTATIONS OF STUDENTS:

Good organisation (e.g. bringing texts, producing preparation promptly); showing an active interest in the subject (e.g. reading for pleasure, watching relevant films, plays and TV programmes) and active participation in lessons which include formal presentations, informal discussions etc and an ability to work independently, e.g. background reading, extended written tasks.

LEARNING METHODS:

Lessons are varied in style from seminar-style discussions and student-prepared presentations to sessions in the library and dramatic recreations of texts. A considerable amount of private study/individual reading is also expected.

CAREERS IMPLICATIONS:

A Level English Literature is important for entry to many language-related courses and for careers in areas such as Law, Theatre, Journalism, Teaching, Librarianship, Medicine, Broadcasting and Media. Communication skills and the ability to read with analytical understanding are also important in many other fields as well.

FOR MORE INFORMATION, CONTACT:

Mrs Hall - English Curriculum Leader
Miss Keogh - Second in English
Mrs Mathurin - English KS5 Lead Practitioner

A LEVEL FASHION & TEXTILES

COURSE: FASHION & TEXTILES**AQA****ENTRY REQUIREMENTS:**

GCSE Art or Design & Technology Grade 6.

LIKELY AREA OF STUDY:

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries.

They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing a prototype of their choice.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

EXPECTATIONS OF STUDENTS:

Students are expected to have an interest in Fashion and Textiles and the role of past and present fashion designers. A desire to explore materials, techniques and processes, new ideas and communicate them effectively.

LEARNING METHODS:

The programme of learning is structured around a series of thematic projects that enable you to experience a broad-range of disciplines that are involved in fashion design, communication, production and marketing, pattern construction and development.

CAREERS IMPLICATIONS:

Students may progress onto a Foundation Degree or Degree course in Fashion & Clothing related subject.

Alternatively, students may seek a junior position or apprenticeship in the Fashion & Clothing industry. They will be supported in their progression decisions by their teacher in liaison with the Careers department within school.

FOR MORE INFORMATION, CONTACT:

Mrs Draper – ADT Associate Curriculum Leader

A LEVEL FILM

COURSE: FILM STUDIES

EDUQAS

ENTRY REQUIREMENTS:

GCSE Media Studies Grade 5. If Media Studies is not taken at GCSE; GCSE English Literature and English Language Grade 5.

LIKELY AREA OF STUDY:

There are three core areas of study which students will consider in relation to eleven feature length productions. These are:

1. The key elements of film form: cinematography, mise-en-scène, editing, sound and performance
2. Meaning and response: how film functions as both a medium of representation and as an aesthetic medium
3. The contexts of film: social, cultural, political, historical and institutional, including production.

The case studies analysed include: *'Under the Skin'*, *'Fish Tank'*, *'Amy'*, *'Blade Runner'*, *'Carol'*, *'House of Flying Daggers'*, *'Beasts of the Southern Wild'*, *'Vertigo'*, *'Sunrise'*, *'The Diving Bell and the Butterfly'* and comparison of two experimental films: *'Daisies'* and *'Saute ma ville'*.

In addition to the study of these 11 case study films which culminate in students being assessed in the form of 3 comparative essays on 1 exam paper and 1 comparative essay and 3 individual single case study essays on a 2nd exam paper, students are required to complete an NEA production portfolio worth 30% of the overall grade.

EXPECTATIONS OF STUDENTS:

Students are expected to contribute fully to all lessons, completing all preparation work, develop independent research, reading and evaluating skills and have a keen interest in the Film industry.

LEARNING METHODS:

Studying a wide range of texts; British, American and foreign language, mainstream and niche, historic and contemporary; response writing and exam practice; group and individual presentations; independent reading; research; teacher, students and group led discussions. Enrichment opportunities have historically included visits to film sets and studios e.g Warner Bros Studios in Watford, Cinema screenings (e.g. *'Blade Runner 2049'*, *'Mustang'*, and *'Parasite'*) and visiting speakers and industry representatives.

CAREERS IMPLICATIONS:

Film studies can lead to a plethora of different jobs and courses at university; Advertising and marketing, Film/TV production, Media Studies, Journalism and PR. Many previous students have gone on to study these at university or now work in the industry. Previous Film and Media students have worked for *Objective Productions* (Peep Show, The Real Hustle), *Bwark Productions* (The Inbetweeners) and NBC Sports and London Fashion Week.

FOR MORE INFORMATION, CONTACT:

Mrs Sharp – Film & Media Curriculum Leader

A LEVEL FRENCH

COURSES: FRENCH

EDEXCEL

ENTRY REQUIREMENTS:

GCSE French Grade 6.
Minimum of Grade 6 in Speaking and Writing papers.

LIKELY AREA OF STUDY:

In Year 12 you will study the film 'Au revoir les enfants' (*Louis Malle*). In addition, you will study the society, politics and culture of France and francophone countries.

In Year 13 you will study the novel 'No et moi' (*Delphine de Vigan*). In addition, you will study immigration and the multi-cultural society in France, and the Occupation and Resistance.

EXPECTATIONS OF STUDENTS:

Students should be enthusiastic and enjoy sharing their opinions with others. They should be able to work independently improving listening and reading skills and attend weekly conversation sessions, besides completing assignments set on time.

LEARNING METHODS:

Lessons are conducted predominantly in the target language and grammar is taught both in context and as a discrete item. Students learn to work independently, developing research and dictionary skills, as well as in pairs or groups. They are encouraged in oral work to use the language of persuasion and argument and to be confident in giving presentations. Listening skills are developed working with authentic materials.

Weekly conversation sessions are a compulsory element in KS5 Language study and students will be set tasks to prepare for these sessions.

CAREERS IMPLICATIONS:

Languages are a useful adjunct to almost any career whether in Business, Science and Technology or the Arts. With globalisation the need for people who can communicate well and adapt readily to other cultures means that language graduates or those who have studied languages beyond GCSE are very much in demand.

Students with a language degree have a better chance of employment than in many other subjects.

We still do 60% of our trade with Europe and currently in the EU there is a shortage of translators/interpreters.

FOR MORE INFORMATION, CONTACT:

Mrs Buckley – Languages Curriculum Leader



STAGS Sixth Form



A LEVEL GEOGRAPHY

COURSE: GEOGRAPHY
EDEXCEL
ENTRY REQUIREMENTS: GCSE Geography Grade 6, GCSE English Literature or English Language Grade 6. If Geography not taken at GCSE; GCSE English Literature or English Language Grade 6, GCSE Mathematics Grade 6.
LIKELY AREA OF STUDY: The course is designed to develop a sound understanding and knowledge of geographical issues and to develop and use geographical skills. There is a balance between physical and human geography, covering some topics already studied at GCSE. Topical issues such as the challenges surrounding key resources e.g. water and the changing dynamics global geo-politics are also investigated. The use and management of resources form part of the course, as will an independent fieldwork investigation.
EXPECTATIONS OF STUDENTS: Students in Geography are expected to prepare thoroughly for lessons, and participate in class discussions, presentations and group activities. They should also have a general interest in the world around them and be prepared to carry out independent background reading and keep up to date with current issues. The nature of Geography requires students to have a thorough grasp of scientific and literary skill sets.
LEARNING METHODS: The course is taught by physical and human geography specialists and involves a variety of approaches to learning. Students are encouraged to discuss their ideas and those of others and to think critically about their views. Students will be expected to do wider reading and research in order to develop their knowledge and understanding of geographical concepts and processes discussed in class and to write geographical essays. Guidance in the preparation, structuring and presentation of essays and data response exercises will be given. Students will be given the opportunity to develop a range of skills and techniques, including the use of maps, and images at different scales necessary for geographical study. The use of statistical methods and the collection and analysis of data is an integral part of the course and a fieldwork residential is organised for Year 12 students. In addition, the department runs a bi-annual international visit. A variety of extra-curricular opportunities are available for students including public lectures and lunch time discussion groups.
CAREERS IMPLICATIONS: The subject enables students to develop a whole range of skills making them highly employable. Throughout the course students have an opportunity to develop their numerical, communication, ICT and problem solving skills. They are encouraged to work with others, particularly when doing fieldwork.
FOR MORE INFORMATION, CONTACT: Mr Stirling – Acting Geography Curriculum Leader

BTEC LEVEL 3 EXTENDED CERTIFICATE HEALTH AND SOCIAL CARE

COURSE: BTEC LEVEL 3 EXTENDED CERTIFICATE IN HEALTH & SOCIAL CARE
PEARSON EDEXCEL
ENTRY REQUIREMENTS: GCSE English Literature or English Language Grade 5.
LIKELY AREA OF STUDY: This course is a vocational qualification designed for learners who are interested in learning about the Health & Social Care sector as part of a balanced study programme. It combines relevant theories that underpin the work of professionals as well as the practical knowledge required within the industry. It is equivalent in size to one A Level.
EXPECTATIONS OF STUDENTS: Health & Social Care students are required to take a proactive approach to lessons and their wider study, completing all homework and coursework to meet the deadlines. Students should read and research extensively around the topics and gain a vocational understanding of a variety of settings and confidently apply knowledge to case studies within the Health & Social Care sector. Students are also encouraged to seek and undertake a work placement within a Health & Social Care setting. BTEC Nationals have always required applied learning that brings together knowledge and understanding with practical and technical skills. This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are valued in both higher education and the workplace.
LEARNING METHODS: Lessons will contain a variety of teaching and learning methods, concept mapping, paired talk and group discussions. Learners will be encouraged to research and apply their learning to a wide range of case studies and investigate different Health & Social Care settings. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills This course comprises four units of study with two externally assessed exams and two pieces of internally assessed coursework. Year 1 <ul style="list-style-type: none"> ● Unit 1: Human Lifespan Development (exam taken in January of Year 12) ● Unit 5: Meeting Individual Care and Support Needs (coursework) Year 2 <ul style="list-style-type: none"> ● Unit 2: Working in Health and Social Care (exam taken in January of Year 13) ● Unit 12: Supporting Individuals with Additional Needs (coursework)
CAREERS IMPLICATIONS: The qualification carries UCAS points and is recognised by higher education institutions in meeting admission requirements to many relevant courses. It can be taken alongside, for example: <ul style="list-style-type: none"> ● A Levels in Biology and Psychology, which could lead to a BSc (Hons) in Nursing ● A Levels in English and History, which could lead to a BA (Hons) in Primary Education Previous learners have gone onto careers such as Nursing, Midwifery, Dietetics, Physiotherapy, Occupational Therapy, Pharmacy, Social Work and Primary Education.
FOR MORE INFORMATION, CONTACT: Miss Hare – Health & Social Care Lead Practitioner

A LEVEL HISTORY

COURSE: HISTORY
AQA
ENTRY REQUIREMENTS: GCSE History Grade 6 and GCSE English Literature or English Language Grade 6. If History not taken at GCSE; GCSE English Literature or English Language Grade 6.
LIKELY AREA OF STUDY: The course covers world history from medieval to modern and follows the AQA specification. Over the two year course, you will undertake a breadth study, focusing on Tsarist and Communist Russia between the years 1855 to 1964 and an investigation into the Wars of the Roses, 1450-1499. You will also carry out the Non-Examined Unit (coursework), which focuses on Civil Rights in America from 1865-2013.
EXPECTATIONS OF STUDENTS: History students are required to take a proactive approach to lessons, completing all homework on time and taking a 'professional' approach to their studies. Students should read extensively around the topics, in order to help them develop arguments, contribute well to class discussions in lessons and to enhance understanding. Their teacher will recommend key literature on each of the topics to students, much of which they can borrow from the departmental library, or find using online search engines and journals; students will also need to be proactive in seeking out further reading opportunities. This is a linear course, with all exams and coursework completed in Year 13. Both papers (Russia and the Wars of the Roses) require you to compose extended essays focusing on significant historical developments, whilst the former also focuses on analysing different historical interpretations and the latter on evaluating contemporary evidence.
LEARNING METHODS: Lessons will contain a variety of teaching and learning methods, such as exploring contemporary evidence, concept mapping, paired talk and group discussions, although you will largely be expected to take responsibility for the organisation and presentation of your own classwork. You will be encouraged to investigate the past independently and formulate judgements on significance, cause and consequence and change and continuity. You will analyse the ways that the past has been interpreted differently and develop source analysis and evaluation skills. The History department also offers opportunities for you to develop your historical interest outside of the classroom, wherever possible. In recent years, students have had the opportunity to visit the British Library to experience a workshop and tour of the excellent 'Russia in Revolution' exhibition, hear from a prominent Civil Rights activist, Mark Levy, who was present when Martin Luther King delivered his famous 'I Have a Dream' speech, as well as attend conference days to help students with their examination preparation.
CAREERS IMPLICATIONS: You do not have to want to be a Historian, History teacher or museum curator to study History! In fact, History A Level will open many doors for you and can launch you into a career in the business world, law, journalism, the civil service, education and archaeology to name but a few possibilities. History will equip you not only with a sound, research based understanding of the past, but also with the crucial skills of analysis, argument and extended writing.
FOR MORE INFORMATION, CONTACT: Miss Cardani – History Curriculum Leader

A LEVEL MATHEMATICS

COURSE: MATHEMATICS**EDEXCEL****ENTRY REQUIREMENTS:**

GCSE Mathematics **high** Grade 6.

LIKELY AREA OF STUDY:

All students will study a mixture of Core Mathematical knowledge which includes algebraic and geometrical topics, Statistics which looks at analysing data including a prescribed large data set, and Mechanics in which students work with mathematical models involving forces and motion. All three areas will be taught together and students will learn how to apply Core Mathematical ideas to applied problem solving questions.

EXPECTATIONS OF STUDENTS:

The students are expected to spend at least five hours per week in private study. Students will be expected to take a great deal of responsibility for their own learning and to ask questions and participate in class discussions.

LEARNING METHODS:

Usually two members of staff teach each class. Students are often asked to research new topics and come to lessons prepared to discuss a new mathematical concept. In lessons the class will work together with the teacher to develop the understanding of topics and the applications of the new knowledge. A variety of textbooks and online resources provide students with further reading, worked examples and practice exercises. Students are given many problems to solve in private study outside the classroom situation. The students are given opportunities to practise past papers under examination conditions. The course is linear with no coursework component and all exams are in the summer of Year 13. There are two Maths clubs a week available for additional support.

CAREERS IMPLICATIONS:

A Level Mathematics is a valuable and recommended qualification for many degree courses. Success in the course demonstrates an ability to work logically and concisely and provides an essential qualification for many areas in Science and Business. Well qualified Mathematicians are in great demand in almost every branch of modern life, including actuarial work, accountancy, Civil Service, Computing, Education and Industry.

FOR MORE INFORMATION, CONTACT:

Mr Hughes – Mathematics Curriculum Leader
Miss Soler - Second in Department (Mathematics)

A LEVEL FURTHER MATHEMATICS

COURSE: FURTHER MATHEMATICS
EDEXCEL
ENTRY REQUIREMENTS: GCSE Mathematics Grade 8/9.
LIKELY AREA OF STUDY: Further Mathematics will immediately introduce students to new mathematical concepts such as complex numbers and matrices. Algebra features heavily and students will develop their understanding of new core ideas of mathematics and extend techniques learned in A Level Mathematics. The applied content of the Further Mathematics course includes Further Mechanics and Decision Maths; modules highly relevant to Physics and Computer Science.
EXPECTATIONS OF STUDENTS: The students are expected to spend at least five hours per week in private study. Students will be expected to take a great deal of responsibility for their own learning and to ask questions and participate in class discussions. As students taking Further Maths are taking on a fourth A Level they are expected to manage their time and workload appropriately.
LEARNING METHODS: The course is linear and there are no coursework components.
CAREERS IMPLICATIONS: Further Mathematics is most desirable if you intend to study Mathematics, Engineering or Physics at University.
FOR MORE INFORMATION, CONTACT: Mr Hughes – Mathematics Curriculum Leader Miss Soler - Second in Department (Mathematics)

A LEVEL MUSIC

COURSE: MUSIC
EDUQAS
<p>ENTRY REQUIREMENTS: GCSE Music Grade 6.</p> <p>Students will need to perform a recital on their chosen instrument in March of the second year. This must be at least a Grade VI standard. Therefore, students should be at a Grade V standard at the start of the course, with the view to being able to perform to the minimum standard of Grade VI by March of the second year.</p> <p>Under some circumstances, students who have not followed a GCSE course will be accepted dependent on a demonstration of proficiency in music theory (e.g. Grade V Theory or higher).</p>
<p>LIKELY AREA OF STUDY:</p> <p>Unit 1: Performance</p> <ul style="list-style-type: none"> • A recital of two (25% of final grade) or three (35% of final grade) pieces on their chosen instruments. One of the pieces in the 25% option, and two of the pieces in the 35% option must link to an area of study. The recital should be of between 6 and 8 minutes for the 25% option, and 10 and 12 minutes for the 35% option at a minimum standard of Grade VI. <p>Unit 2: Composition</p> <ul style="list-style-type: none"> • A choice of two (25% of final mark) or three compositions (35% of final mark). Depending on the option, one or two of these will be in relation to a brief set by the board, and the second or third will be a free choice • Total time for the 25% option would be 4-6 minutes, and for the 35% option, 8-10 minutes. <p>Unit 3: Students sit a 2 hour written paper 'Appraising'</p> <ul style="list-style-type: none"> • Knowledge and understanding of musical elements, contexts and language will be explored through the study of set works that fall into the following categories; the western classical tradition, one of rock & pop, musical theatre or jazz and one of twentieth century music, or music into the twenty-first century • Students will also be required to apply this knowledge to unfamiliar works.
<p>EXPECTATIONS OF STUDENTS:</p> <p>To regularly attend peripatetic Music lessons and to participate in at least one extra-curricular Music club, home learning set preparation to be completed as well as background reading and listening around the historical context of set works. Regular instrumental practice must be undertaken.</p>
<p>LEARNING METHODS:</p> <p>A combination of learning methods will be employed – ranging from research lessons, teacher and student-led score analysis, practical performance, individual composition time as well as listening and harmonic exercises.</p>
<p>CAREERS IMPLICATIONS:</p> <p>As Music combines well with both Arts and Sciences, a range of careers are possible. However, direct musical careers may be in Performance, Composition, Workshop Leading, Education, Publishing, Arts Administration and Management, Computer Technology, Theatre and Music Therapy.</p>
<p>FOR MORE INFORMATION, CONTACT:</p> <p>Mrs Wheatley – Performing Arts Curriculum Leader</p>

A LEVEL PE

COURSE: PE
AQA
ENTRY REQUIREMENTS: GCSE English Literature or English Language Grade 6. Grade 6 in Additional Science or Further Additional Science or GCSE Biology or Grade 6 in GCSE PE.
LIKELY AREA OF STUDY: Studying A Level Physical Education will give you an insight into the world of sports performance. Not only will you have the chance to perform or coach a sport through the non-exam assessment component, you will also develop a wide ranging knowledge into the how and why of physical activity and sport. The combination of physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through academic study improve your performance or coaching through application of the theory. Physical Education is studied through a range of different contexts and the impact it has on both our own and others' everyday lives. You will learn the reasons why we do things, why some people outperform others, mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also the influence that modern technology is having in and on physical activity and sport.
EXPECTATIONS OF STUDENTS: A high degree of competency in one practical area as either participant or coach is essential. The aims of this specification is to encourage students to acquire: <ul style="list-style-type: none"> • An understanding of the factors influencing performance and the ability to apply these to a range of physical activities • Knowledge and skills of selected physical activities • The skills necessary to analyse, evaluate and improve performance • An appreciation of social, moral and cultural issues which affect participation and performance in physical activity • The capacity to think critically about the relationships between the different factors influencing performance • A capacity to explain current provision for participation in physical activity in the context of social issues and global trends.
LEARNING METHODS: As well as promoting their involvement in sport, students are given responsibility for their own learning and assessment. The course is delivered through a variety of activities giving students the opportunity to apply knowledge to practical examples, as well as case studies and teacher led lessons.
How will you be assessed? Non-Exam Assessment (NEA). One practical performance, as either a coach or a performer in an activity, and a written analysis and evaluation task (30%). A total of four hours assessment split over two examination papers taken at the end of the two year course (70%).
CAREERS IMPLICATIONS: PE provides an excellent foundation for students who wish to pursue careers in Teaching and Coaching, Sports Development, the Leisure Industry, Recreational Management, the Health and Fitness Industry including Physiotherapy, Medicine and Professional Sport. It supports a wide range of university courses including Sports Science, Physiotherapy, Recreation, Psychology and Leisure Studies.
FOR MORE INFORMATION, CONTACT: Mrs Poole – PE Curriculum Leader



STAGS Sixth Form



A LEVEL PHOTOGRAPHY

COURSE: PHOTOGRAPHY
AQA
ENTRY REQUIREMENTS: GCSE Art Grade 6 and/or Media Grade 6.
LIKELY AREA OF STUDY: This Photography course includes landscape, fashion, portrait and studio documentary photography. Students are able to specialise in the areas in which they are particularly interested through individual project work. Guidance is given in the use of materials and working methods, development of visual ideas and contextual studies.
EXPECTATIONS OF STUDENTS: Students are expected to take part in personal and group visits to galleries and exhibitions in order to experience photographic work at first hand. Students must commit to five hours of photography preparation per week. Some students buy their own digital SLR camera, but others borrow the school equipment as and when needed.
LEARNING METHODS: At the start of the course, most lessons are directed towards broadening experience and the practice of more advanced methods and techniques in Photography. Gradually during the course the emphasis changes towards self-directed projects where a more individual response can be achieved within the chosen project brief. Students are provided with a handbook which contains more guidance with specific targets and dates and room for tutorial notes.
CAREERS IMPLICATIONS: Most Photography courses require a portfolio for entrance from which they can judge the students' ability, commitment and potential for themselves. Completion of the A Level course will help the students to develop a portfolio of the required standard. Many students will also go on to do a one year Art/Photography foundation course prior to degree level application, although direct entry level to degree courses from school is possible for the most able and committed.
FOR MORE INFORMATION, CONTACT: Miss Bowman – ADT Curriculum Leader

A LEVEL PHYSICS

COURSE: PHYSICS
AQA
ENTRY REQUIREMENTS: GCSE Combined Science (Trilogy) high Grade 6 or all separate Sciences high Grade 6, GCSE Mathematics high Grade 6.
LIKELY AREA OF STUDY: Physics is split into 9 units. These plus the practical endorsement constitute the full A Level. Unit 1 - Measurements and their errors Unit 2 - Particles and radiation Unit 3 - Waves Unit 4 - Mechanics and materials Unit 5 - Electricity Unit 6 - Further mechanics and thermal physics Unit 7 - Fields and their consequences Unit 8 - Nuclear Physics Unit 9 - Astrophysics
EXPECTATIONS OF STUDENTS: Students are expected to work both in a group and independently and read around the subject, supporting the skills of reading for understanding and applying their knowledge.
LEARNING METHODS: The aim is to enable students to gain enjoyment and satisfaction from their study of Physics. A variety of teaching methods are used including research, discussions, formal notes, worked examples, practice questions and use of video and computers, giving students the opportunity to apply knowledge to practical examples. Experimental work is an important part of the course, providing back-up to theoretical ideas and developing necessary scientific skills. There is always the opportunity to seek help at the weekly Physics club. The course is externally assessed through written examinations.
CAREERS IMPLICATIONS: There are many opportunities for qualified Physicists, of whom there is a national shortage, in a range of fields including: Engineering, Medicine, Education, Communication, Research, the Civil Service and more.
FOR MORE INFORMATION, CONTACT: Mr Zarrouq – Physics Curriculum Leader

A LEVEL POLITICS

COURSE: POLITICS
EDEXCEL
<p>ENTRY REQUIREMENTS: GCSE English Literature or English Language Grade 6. Grade 5 and above in a humanities subject such as History or Geography would be helpful.</p>
<p>LIKELY AREA OF STUDY: The Politics A Level course will focus upon the following:</p> <p><u>UK Politics & Government</u> Democracy and Participation, Political Parties, Electoral systems, Voting behaviour and the media. The Constitution, Parliament, Prime Minister and Executive and the relationships between the branches.</p> <p><u>Political Ideas</u> Liberalism, Conservatism, Socialism and Feminism</p> <p><u>Comparative Politics</u> Students will focus upon the American political system; The US Constitution and Federalism, US Congress, US Presidency, US Supreme Court and US civil rights, US democracy and participation and comparative theories.</p> <p>Assessment method - Subject is examined by a written paper for each unit. Students must complete three exams during the summer term of their second year. Each exam is worth 33.3% of the course.</p>
<p>EXPECTATIONS OF STUDENTS: The aim of this course is to explore political concepts central to an understanding of the modern world. You will develop an in-depth knowledge of the UK and US political system. You will develop your capacity for critical thinking, and your ability to analyse relationships between different aspects of government and politics.</p> <p>Students will be expected to read quality newspapers and watch TV programmes with current affairs content. Reading around the subject is crucial. Students will be expected to develop their discussion skills, their listening skills and their writing skills.</p>
<p>LEARNING METHODS: Studying this subject will inevitably involve lots of discussion in class and students are expected to be informed about current political developments (see above). Essay-writing and note-taking are key learning methods. Debates and group-work will figure largely in the course.</p>
<p>CAREERS IMPLICATIONS: Studying Politics provides you with skills recognised and valued by employers and universities. This course will prepare students for university courses in a range of social sciences, for example Politics, Sociology and Economics. Politics also provides an excellent basis for a range of different jobs including Politics, Law, Journalism and Business amongst others.</p>
<p>FOR MORE INFORMATION, CONTACT: Miss Taylor – Politics Curriculum Leader</p>

A LEVEL PSYCHOLOGY

COURSE: PSYCHOLOGY**AQA: A Level (7182)****ENTRY REQUIREMENTS:**

GCSE English Literature or English Language Level 6, GCSE Maths Level 6, GCSE Science or Additional Science Level 6.

LIKELY AREA OF STUDY:

Psychology is an interesting, stimulating and challenging subject that complements a wide range of traditional subjects. Psychology is “the Science of the mind”; its subject matter is primarily people, their experiences and their behaviour although it does include some study of non-human animals.

The specification has been designed to provide a broad introduction to the scope and nature of psychology as a science. The emphasis is on applying knowledge (rather than just acquiring it), thereby developing students’ transferable skills of analysis, evaluation and critical thinking.

In Year 1 the topics include Social Influence, Memory, Early Social Development and Psychopathology examined in paper 1 and the fundamental Approaches to Psychology and Biopsychology examined in paper 2. Research methods are studied within the context of these areas.

In Year 2 there are the additional aspects of Issues and Debates encompassed within Psychology, such as nature/nurture and ethics and there are also a range of topic-based options, and possibilities for study including Gender, Schizophrenia and Forensic Psychology.

Psychological research and scientific method also feature throughout the A Level with a practical and investigative emphasis requiring some understanding of statistical analysis.

The A Level is examined across three separate papers each 2 hours in length and comprising 96 marks.

EXPECTATIONS OF STUDENTS:

As Psychology is a new subject only studied at A Level, all students need to be aware of the need for strong analytical and evaluative skills. They must be persuasive writers as there is rarely a single, correct answer to any question. The aim is to use psychological knowledge and evidence in order to support an argument or opinion. Fluency (both written and verbal) is essential as is a secure understanding of certain scientific principles particularly in Human Biology. Competency in Maths and the ability to interpret numerical data is also beneficial.

LEARNING METHODS:

Learning methods include discussions, debates, videos, individual and group presentations, classroom exercises and activities. Students are expected to make an active contribution to whatever method is being used. There is a very wide syllabus to cover and students are required to carry out substantial research on their own. Extended writing is an important skill to be regularly practised. Students must be prepared to spend time reading around the subject or researching specific topics – in this way the vital skills of independent learning will be acquired and developed.

A first degree in Psychology can lead to a further degree in a wide range of related fields (e.g. clinical, educational, occupational psychology etc.) However, it is also highly regarded and a useful entry point for virtually any career that involves interacting with people. N.B. Psychology is a science and as such continues to be regarded as one of the sciences for entry to universities and medical schools.

FOR MORE INFORMATION, CONTACT:

Mrs Birkett – Psychology Curriculum Leader

A LEVEL RELIGION, ETHICS & PHILOSOPHY (REP)

COURSE: RELIGION, ETHICS & PHILOSOPHY (REP)
OCR
ENTRY REQUIREMENTS: GCSE English Literature and English Language Grade 6.
LIKELY AREA OF STUDY: There are 3 units studied, these are: <ul style="list-style-type: none"> • Philosophy of Religion H573/01 (including Ancient Greek Philosophers, Arguments for the existence of the universe, The Problem of Evil and more) • Religion and Ethics H573/02 (including Situation Ethics, Natural Moral Law, Euthanasia, Business Ethics and more) • Development in Christian Thought H573/03 (including the person of Jesus Christ, Death and Afterlife, Gender and Society, Marxism and liberation theology and more)
EXPECTATIONS OF STUDENTS: To succeed in the study of Religious Studies students must enjoy asking complex questions. An inquisitive mind and an interest in challenging concepts is expected of our students at Sixth Form level. Students must attend all lessons fully prepared to engage in class discussions and to contribute to the learning of others. Students will be given reading/ independent learning tasks every week and will be expected to complete these in their own time.
LEARNING METHODS: Debates play an integral role in the learning of REP at A Level. Skills of analysis and evaluation, as well as speaking and listening, are developed through the examination of arguments in group discussion. Essay writing skills are developed in class, self-study and through rigorous teacher and peer assessment. Extensive reading is promoted throughout the course and students are encouraged to link their learning with other subjects such as Science, History, Literature or Psychology. Additional learning methods offered to students are: opportunities to prepare lessons for others, group work, use of ICT and other media sources and investigations of the extensive books, journals and resources in the department and the school library. The A Level Course will comprise of 3 x 2 hour exams on each module at the end of Year 13. Each exam is worth 33.3% of the A-Level and is worth 120 marks each.
CAREERS IMPLICATIONS: Religious Studies provides an excellent grounding for further study in Philosophy, Politics, Economics, Law, Medicine, Education, History, Journalism, Sociology, Cultural Studies, Theology, Business and Management. The subject enables students to develop skills of evaluation, analysis and critical thinking while encouraging independent thought. REP also provides a good opportunity for students to improve speaking and listening skills which will benefit any further study.
FOR MORE INFORMATION, CONTACT: Mrs Bradbury – REP Curriculum Leader

A LEVEL SOCIOLOGY

COURSE: SOCIOLOGY
AQA
<p>ENTRY REQUIREMENTS: GCSE Sociology is not a requirement for entry into this course. If Sociology is taken at GCSE – GCSE Sociology Grade 6, GCSE English Literature or English Language Grade 6. If Sociology is not taken at GCSE – GCSE English Literature or English Language Grade 6.</p>
<p>LIKELY AREA OF STUDY: In Year 12 the following topics are studied: Education with Theory and Methods In this unit we study the institution of Education and how it shapes the lives of young people in the UK. Students discover the reasons behind gender differences in achievement and explore this from a variety of perspectives. Culture and identity We study different cultures and explore Identity in great detail, where we look at ethnicity, gender and how the media impacts who we are and how we behave. We also look at the socialisation process and how important nature and nurture is in impacting our behaviour in society.</p> <p>In Year 13 the following topics are studied: Crime and Deviance with Theory and Methods Students will study this compulsory unit which will look at how crimes are defined, why and who commits them. This Unit allows students to debate the criminal justice system in the UK and how crime is dealt with in comparison to other countries. Deviance and cultural notions of what makes people deviant will also be explored. Media This module focuses upon exploring the role of the media and news construction. We examine the media and question media content, how much media is reality and how does this influence our day to day lives. We explore this using a variety of sociological views and theorists, where students are expected to apply contemporary examples.</p>
<p>EXPECTATIONS OF STUDENTS: Students should have good reasoning skills, a willingness to consider a range of views objectively, and the ability to think clearly about different kinds of information and how to interpret this information. Students need to have a genuine interest in controversial social issues and be willing to read widely. It is vital to keep up to date with current affairs and apply contemporary examples to their work.</p>
<p>LEARNING METHODS: An awareness of current social issues, independent research and reading skills are necessary for optimum learning. Lessons include discussions, debates, flipped learning, group work and formal teaching. Students are encouraged to spend time outside of lesson completing additional reading and dedicating time to extending writing. This will be beneficial for the final exams, where you will be expected to complete 3 x 2 hour exams. All three exams are essay based.</p>
<p>CAREERS IMPLICATIONS: A Level Sociology develops social awareness and critical thinking, it will combine well with most other related A Level courses. A Level Sociology is universally accepted as an entry qualification for higher education courses and is an asset in a large number of employment areas where social understanding and analytical skills are important.</p>
<p>FOR MORE INFORMATION, CONTACT: Miss Taylor – Sociology Curriculum Leader</p>

A LEVEL SPANISH

<p>COURSES: SPANISH</p>
<p>EDEXCEL</p>
<p>ENTRY REQUIREMENTS: GCSE Spanish Grade 6. Minimum of Grade 6 in Speaking and Writing papers.</p>
<p>LIKELY AREA OF STUDY:</p> <p>In Year 12 you will study the film ‘La lengua de la mariposa’ (<i>José Luis Cuerda</i>). In addition you will study Spanish society, music and cultural traditions, the world of work and the tourism industry.</p> <p>In Year 13 you will study the play ‘La Casa de Bernarda Alba’ (<i>Federico García Lorca</i>). In addition you will study immigration and integration, the Civil War, Franco’s dictatorship and the transition to democracy.</p>
<p>EXPECTATIONS OF STUDENTS:</p> <p>Students should be enthusiastic and enjoy sharing their opinions with others. They should be able to work independently improving listening and reading skills and attend weekly conversation sessions, besides completing assignments set on time.</p>
<p>LEARNING METHODS:</p> <p>Lessons are conducted predominantly in the target language and grammar is taught both in context and as a discrete item. Students learn to work independently, developing research and dictionary skills, as well as in pairs or groups. They are encouraged in oral work to use the language of persuasion and argument and to be confident in giving presentations. Listening skills are developed working with authentic materials.</p> <p>Weekly conversation sessions are a compulsory element in KS5 Language study and students will be set tasks to prepare for these sessions.</p>
<p>CAREERS IMPLICATIONS:</p> <p>Languages are a useful adjunct to almost any career whether in Business, Science and Technology or the Arts. With globalisation the need for people who can communicate well and adapt readily to other cultures means that language graduates or those who have studied languages beyond GCSE are very much in demand.</p> <p>Students with a language degree have a better chance of employment than in many other subjects.</p> <p>We still do 60% of our trade with Europe and currently in the EU there is a shortage of translators/interpreters.</p>
<p>FOR MORE INFORMATION, CONTACT: Mrs Antona – Spanish KS3 & KS5 Curriculum Leader</p>



STAGS Sixth Form



SUPER CURRICULAR OPPORTUNITY CORE MATHEMATICS

COURSE: CORE MATHEMATICS - Level 3 Certificate in Mathematical Studies
AQA
ENTRY REQUIREMENTS: GCSE Mathematics Grade 4. Cannot be taken alongside A Level Maths.
LIKELY AREA OF STUDY: Students will look at some of the ways that GCSE Level Maths and beyond can be applied directly in complex and realistic situations. These include: <ul style="list-style-type: none">● Analysis of Data● Maths for Personal Finance● Making estimations● Critical Analysis of data● Either Statistical Techniques or Critical Path and Risk analysis Along with the application of GCSE skills, students will learn some new skills, concepts and techniques. They will also learn how to make effective use of technology in applying skills.
EXPECTATIONS OF STUDENTS: The students are expected to spend around two hours per week in private study. Students will be expected to ensure that their GCSE Maths skills are sufficient to access the lesson content and work independently to achieve this.
LEARNING METHODS: One member of staff will teach the group and the teaching will combine skills acquisition with application in realistic contexts. Some lessons will involve multi-lesson projects which consolidate various areas of the syllabus and others will be stand-alone lessons developing an understanding of a single idea.
CAREERS IMPLICATIONS: Core Mathematics is a valuable qualification for a number of degree courses and qualifies for the same number of UCAS points as an AS Level. The qualification supports understanding of key concepts applicable in Science, Medicine, Engineering, Media and Social Science. Success in the course demonstrates an ability to work logically and analytically and communicate numerical concepts. Crucially, the course also equips the students to critically analyse numerical reasoning in a variety of forms including claims made in the media and online.
FOR MORE INFORMATION, CONTACT: Mr Hughes – Mathematics Curriculum Leader

SUMMARY OF COURSE ENTRANCE REQUIREMENTS

Subject	Course Entrance Requirements
Art & Design	GCSE Art Grade 6.
Art Textiles	GCSE Art Grade 6, GCSE Design and Technology (with Textile focus) Grade 6.
Biology	GCSE Combined Science (Trilogy) high Grade 6 or all separate Sciences high Grade 6, GCSE Mathematics high Grade 6.
Business	GCSE Business is not a requirement for entry onto this course. If Business taken at GCSE – GCSE Business Grade 5, GCSE English Literature or English Language Grade 5, GCSE Mathematics Grade 5. If Business not taken at GCSE – GCSE English Literature or English Language Grade 5, GCSE Mathematics Grade 5.
Chemistry	GCSE Combined Science (Trilogy) Grade 7-6 or all separate Sciences high Grade 6, GCSE Mathematics high Grade 6.
Classical Civilisation	GCSE English Literature or English Language Grade 6 or above. If GCSE History or Religion, Ethics & Philosophy taken at GCSE, Grade 5.
Computer Science	GCSE Computer Science Grade 6 and GCSE Mathematics Grade 7.
Dance	GCSE Dance Grade 6 or equivalent dance experience including contemporary and choreographic experience. GCSE English Literature or English Language Grade 6.
Drama & Theatre Studies	GCSE Drama Grade 6 or above. If Drama not taken at GCSE; GCSE English Language or English Literature, Grade 6 or above.
Economics	GCSE Economics or Business is not a requirement for entry onto this course. GCSE Business Grade 6, GCSE English Literature or English Language Grade 6, GCSE Mathematics Grade 6. If Business is not taken at GCSE; GCSE English Literature or English Language Grade 6, GCSE Mathematics Grade 6.
English Literature	GCSE English Language Grade 6, GCSE English Literature Grade 6.
Fashion & Textiles	GCSE Art or Design & Technology Grade 6.
Film	GCSE Media Studies Grade 5. If Media Studies is not taken at GCSE; GCSE English Literature and English Language Grade 5.
French	GCSE French Grade 6. Minimum of Grade 6 in Speaking and Writing papers.
Further Mathematics	GCSE Mathematics Grade 8/9.
Geography	GCSE Geography Grade 6, GCSE English Literature or English Language Grade 6. If Geography not taken at GCSE; GCSE English Literature or English Language Grade 6, GCSE Mathematics Grade 6.
Health & Social Care	GCSE English Literature or English Language Grade 5.
History	GCSE History Grade 6 and GCSE English Literature or English Language Grade 6. If History not taken at GCSE; GCSE English Literature or English Language Grade 6.
Mathematics	GCSE Mathematics high Grade 6.
Music	GCSE Music Grade 6. Students will need to perform a recital on their chosen instrument in March of the second year. This must be at least a Grade VI standard. Therefore, students should be at a Grade V standard at the start of the course, with the view to being able to perform to the minimum standard of Grade VI by March of the second year. Under some circumstances, students who have not followed a GCSE course will be accepted dependent on a demonstration of proficiency in music theory (e.g. Grade V Theory or higher).
PE	GCSE English Literature or English Language Grade 6. Grade 6 in Additional Science or Further Additional Science or GCSE Biology or Grade 6 in GCSE PE.
Photography	GCSE Art Grade 6 and/or Media Grade 6.
Physics	GCSE Combined Science (Trilogy) high Grade 6 or all separate Sciences high Grade 6, GCSE Mathematics high Grade 6.
Politics	GCSE English Literature or English Language Grade 6. Grade 5 and above in a humanities subject such as History or Geography would be helpful.
Psychology	GCSE English Literature or English Language Level 6, GCSE Maths Level 6, GCSE Science or Additional Science Level 6.
REP	GCSE English Literature and English Language Grade 6.
Sociology	GCSE Sociology is not a requirement for entry into this course. If Sociology is taken at GCSE – GCSE Sociology Grade 6, GCSE English Literature or English Language Grade 6. If Sociology is not taken at GCSE – GCSE English Literature or English Language Grade 6.
Spanish	GCSE Spanish Grade 6. Minimum of Grade 6 in Speaking and Writing papers.
SUPER CURRICULAR OPPORTUNITY: Core Mathematics	GCSE Mathematics Grade 4. Cannot be taken alongside A Level Maths.