

ASSOCIATED  
SIXTH FORM

2025

# SIXTH FORM PROSPECTUS



# Welcome

“

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

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**Mrs Siân Dover**  
Headteacher - St. Aidan's



**Mr S Mort**  
Headteacher - St John Fisher

# Introduction



## Unique...

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

## Varied...

Courses are offered at GCE Advanced, Level 3 Applied and BTEC Diploma and GCSE Levels. Last year over 380 students advanced to Higher Education. The unique link between St. Aidan's and St John Fisher means the Associated Sixth Form can offer a rich diversity of choice unmatched in a school-based Sixth Form. The Association can also offer opportunities for students to work on extended projects and to be involved in a wide range of enrichment activities.

Students enter not only from St. Aidan's and St John Fisher, but also from more than 30 other schools in any one year. We believe that such a wide and varied intake helps to enrich the life of all students. It certainly provides all entrants with a challenge and the impetus of a fresh start. The evidence suggests that this experience is of great benefit when students make the transition from school to university.

## Successful and popular...

Ofsted have reported that the Sixth Form provides an outstanding all-round education for students who are valued role models for younger pupils and who demonstrate a love of learning.

## Associated...

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

## Representative...

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

## Creative...

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



Parental and student feedback has included the following comments:

"We would like to take this opportunity to say how much we appreciate everything you have done for our son, we cannot sing St. Aidan's Sixth Form praises high enough!"

"You are such a nurturing & caring school, you have completely embraced him, made him feel safe & welcome. Thank you so much. His confidence has grown & he truly loves school life."

"We are so grateful for our son's overall experience in the Associated Sixth Form. The leadership, teaching and support he received during his time there have enabled him to thrive and grown into a confident young man. He exceeded his predicted grades at A Level and is now studying at his first choice university and loving life! Sixth Form was the making of him."

"The extra curricular opportunities at the Associated Sixth Form were incredible. My daughter went on trips she will never forget and was able to get involved with various music opportunities that have led to her being accepted to study Music at one of the country's leading conservatoires. We can't thank you enough."

"To get a student with special needs into university is nothing short of amazing, thank you for helping him so much, he is now off to university with a spring in his step knowing he can write and perform!"

"You developed a passion that will remain with me for ever!"

"My daughter has had the most wonderful time in the Sixth Form. Her teachers have been exceptional and motivated her to reach her potential and she's gained a lovely new peer group."

"My son is now studying at his first-choice university and is loving it! He was helped so much by the staff at the Associated Sixth Form including the outstanding Careers team. Thank you for all you have done for him."

"The opportunities you gave me shaped me into both the musician and person I am today."

"Thank you for your inspiration and kindness."



# Guidance and Support

## Aims and values

The Associated Sixth Form provides an excellent all-round education which allows students to pursue their individual aspirations within a community with shared goals and Christian values. Our Vision Statements – 'Life in all its Fullness' and 'Educating for Life' – demonstrate our commitment to learning which encourages academic ambition but goes beyond this. All students, regardless of background, are supported to develop the skills and confidence needed to enrich their own lives and the society in which they live.

Within the context of a large scale organisation we provide individual, personalised support: each student is attached to a Tutor, who oversees all aspects of academic progress and personal development. Expert guidance is therefore available on all facets of Sixth Form life and the Tutor is instrumental in developing the values and self-discipline that will be important to students as they proceed into the less-structured environment of Higher Education or employment.

## Informed choices

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

- Help with course selection begins in Year 11 with careers lessons, interviews with Careers Advisors and discussions with subject teachers and Sixth Form Tutors.
- Students from schools other than St. Aidan's and St John Fisher are most welcome to visit the Associated Sixth Form.
- Our confidence in the wisdom of our students is expressed in the annual 'Forum' when current members of the Sixth Form provide a detailed explanation of what the individual requirements for success are in each of the subjects we offer.
- During the application process there are meetings for prospective students and parents prior to provisional choices of courses being made and each student is interviewed individually.
- An induction event for all students who wish to enter the Associated Sixth Form is held in the latter part of the summer term, after GCSE examinations are over, so that all students can see the facilities available and learn about the expectations of the Associated Sixth Form.

- Each subject sets Transition Work to be completed before the start of term, which provides an insight into each course and helps students to prepare for the step up to Level 3 study.
- After the examination results are published, we ask all students to confirm their courses or to come to school to arrange individual timetables to suit their particular needs.



# Planning the Future

## Where am I?

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

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

## Where am I going?

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

- Your proven success in previous subjects.
- Your realistic wish to qualify for a specific career or degree course.
- Your need to make the best use of years before you apply for a career.
- Your need to improve personal or social skills in preparation for job applications.
- Your confidence in the advice of your teachers or parents that you have the ability to improve with further studies.
- The fact that something like illness may have disrupted your studies in the past so that you need more time to prove yourself.

## How can I get there?

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

Our entry procedure allows for discussion between students and subject teachers to agree their best and most appropriate programme of study. We have found that there is not always a natural progression from GCSE to A Level, therefore each course carries a specified entry requirement. Experience suggests that success at A Level normally requires at least grade 5 at GCSE, though some courses will require evidence of a wider range of skills and attainment. There is the opportunity for students to resit their English and Maths GCSEs if appropriate.







# The Curriculum

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

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

## Course Choice

From September, students will choose three A Level or Level 3 Applied courses for their core programme in the Associated Sixth Form, although students with a particularly strong GCSE profile may wish to commit to a fourth subject, especially if this is Further Mathematics. This core programme can be supplemented by another option, for example an Extended Project Qualification or other supporting Level 3 courses such as Core Mathematics or AS Maths which will be endorsed by universities but will carry fewer UCAS tariff points than an A Level. The EPQ in particular is increasingly popular with Admissions Tutors and employers because of the opportunities it provides for students to develop skills in research, organisation and initiative.

In selecting their courses, it is possible for students to specialise in preparation for routes in to careers in Business, Law, Education, Veterinary Science, Medicine or other healthcare professions. There is significant additional support available for such areas from our expert Careers Department throughout the students' time with us.

Our non-qualification curriculum provision includes regular sessions covering topics such as religion and society, politics and current issues of scientific progress. These sessions are supported by visiting speakers from leading organisations and encourage students to prepare for life beyond school.

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

## Qualifications for Entry

The Associated Sixth Form offers a broad range of courses to suit students of different abilities and aspirations. Our general entry criteria are laid out below. Students will also be expected to study Mathematics and English Language for GCSE re-sits in Year 12 if they have not attained at grade 4 or higher in Year 11. These issues could be explored at interview following applications and again at enrolment after the issue of GCSE results.

*Please note at the time of print, the Government has announced a pause and review of planned reforms to post-16 vocational qualifications. Should there be any changes to the Applied courses published, amendments will be made on the online version which can be found on the website of both schools.*



## Overall requirements for sixth form entry

<b>A Level courses</b>	A minimum of 5 GCSE subjects at grade 5
<b>Applied courses</b>	A minimum of 5 GCSE subjects at grade 4
<b>Resit GCSE courses</b>	Depending on the overall profile of a student it may be possible to resit GCSE English and Mathematics as students who do not achieve grade 4 in GCSE English and Mathematics must include re-sit GCSE or equivalent courses as part of their programme

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



# Additional Information

## Practical Considerations

- Employers and tutors see GCSE English Language and Mathematics qualifications as a benchmark: students who do not achieve grade 4 in these subjects must include re-sit GCSE or equivalent courses as part of their Associated Sixth Form programme.
- Some courses involve a balance of coursework and examination units: students should consider which option presents their best chance of success.
- Selective universities require qualifications in subjects that would support study at degree level, (e.g. Mathematics for Economics or Psychology), and may discourage the study of two courses with potential overlaps in content, (e.g. Business and Economics).
- Students with a high academic profile but who are unsure of their future direction should consider choosing at least two 'facilitating' subjects: English, Mathematics, History, Physics, Biology, Chemistry, Geography and Modern Languages.
- Students choosing Further Mathematics will be expected to study 4 A Level courses in order to meet the requirement of some universities for breadth of study.
- Students who wish to commit to 4 A Levels must have a particularly strong academic record.
- Mathematical skills are particularly important in subjects such as the sciences, Economics, Computer Science and Product Design: students choosing these courses but not wishing to study Mathematics at A Level are advised to follow the AS Level Maths course in Year 12 if possible.
- Core Maths offers the opportunity to develop mathematical skills to support subjects with a statistical element such as Business, Geography and Psychology. AS Level Maths develops mathematical skills which are particularly important in subjects such as Chemistry and Physics for students who do not wish to study Mathematics to A Level.
- If you are not sure what to study in the Sixth Form, start with the subjects you enjoy and are good at. To make sure you are not ruling out a subject which may prove to be important later, you will need to research possible future options: the Russell Group's website, Informed Choices, is a good place to start ([www.informedchoices.ac.uk](http://www.informedchoices.ac.uk)).



## Practical Issues

- All students are required to register on site at the start of the school day.
- Students may leave the school site at lunch time.
- Students meet regularly with their Tutors to ensure that the best possible pastoral and academic support is provided.
- Students will be required to remain in school to work during Core Learning and Free periods.
- In addition to set homework, students are expected to complete Core Learning programmes for each subject to consolidate and deepen their understanding and to prepare them for independent learning in the future.
- Most students are taught at their 'home' site but may move between sites depending on their subject choices.
- Students must wear their school lanyard at all times and wear smart business dress uniform.

## Extra Time

With the core Sixth Form curriculum focused on three courses, the school week provides ample opportunity for students to develop a range of other skills which will strengthen future applications. To this end, students are expected to use at least one period a week engaged in the pursuit of an extra commitment, which will enable them to undertake physical or practical activities, to develop a healthy attitude towards the use of leisure as a life skill, to stimulate and develop interests and to provide an opportunity for social integration between students and staff.

It is possible for students to undertake some form of community service, including help with the teaching of younger pupils, sports leaders or reading leaders in school. This is encouraged and may take place either in Free periods or at another time by arrangement with individual teachers. Many students choose to set up a regular volunteering placement off site, for example in a school, hospital or care home, through which they gain valuable skills and experiences.

# Ancient History

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5 Subject specific

## Subject Specific Entry Requirements

- Grade 5 in GCSE History if taken
- Grade 5 in GCSE English



## What will I do on the course?

### YEAR 12

#### Greek Breadth Study

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

#### Roman Breadth Study

In this unit students will study the Julio-Claudian Emperors, the first dynasty of Roman emperors, from 31 BC–AD 68, focusing on the reigns of Augustus, Tiberius, Gaius, Claudius and Nero. This module will involve studying aspects of political, social, economic and military policy, as well as discovering how the emperors have been regarded by ancient and more modern authors.

### YEAR 13

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

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

#### Roman Depth Study: Ruling Roman Britain, AD43 - 128

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

## How is the course assessed?

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

## What can I do with this course?

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

“

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

”

# Art & Design

(Fine Art)

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 5 in a GCSE Art and Design subject or a portfolio on application



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## What will I do on the course?

Fine Art at A Level is a diverse course which requires students to think for themselves and show initiative and enthusiasm. Students are encouraged to explore and develop ideas and approaches showing a breadth of understanding and skills. Students will have opportunities to access a range of materials including many types of Painting, Printmaking, Sculpture, Installation art, and Photography, creating a broad and extensive portfolio. A range of artists and craftspeople, both contemporary and from the past, will be introduced in order to further support the development of work.

As far as possible, the course can be tailored to the interests of the student although certain criteria are common to all projects. These are:

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

## How is the course assessed?

### Component 1: Personal Investigation - 60% of A Level

Students undertake a practical investigation into an idea, theme, issue or concept. This is supported by written material, a piece of continuous between 1000 and 3000 words. The focus of the investigation will be identified independently by the student and will lead to a finished outcome or outcomes (a final piece or pieces of work). The investigation will demonstrate the student's ability to develop a cohesive line of investigation whilst evidencing their practical skills. A wide range of techniques will be explored and then developed using materials appropriate to the student.

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

Students will be provided with an externally set question paper with a given starting point to use as the focus of their investigations. The theme is broad and will cover a range of interests. The question papers will be provided on 1st February or as soon as possible after this date. Following a preparatory period of investigation, observation and exploration, students will undertake 15 hours of unaided supervised time in which they will develop an outcome or a series of outcomes.

## What can I do with this course?

Most students move on to do a Foundation Course (one year pre-degree) at either Leeds or York. However, some apply for Architecture, Art History or a Fine Art Degree Course or for teacher training with an Art specialism.

Students then proceed from a foundation course onto a degree course in one of the following areas, to name but a few: Fine Art, Graphic Design, Games Design, Interior Design, Fashion, Animation, Furniture Design, Textiles or Visual Communication.

# Art & Design

(Graphic Communication)

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 5 in a GCSE Art and Design subject or a portfolio on application



## What will I do on the course?

Graphic Design teaches the necessary skills to communicate with purpose. Students will gain the practical and thinking skills to problem solve, refining and developing a range of creative solutions. Students will have opportunities to access a range of materials from traditional methods and Photography, to Digital skills such as those offered through the latest Adobe Design suite. A range of artists and designers, both contemporary and from the past, will be introduced in order to further support the development of work.

## How is the course assessed?

### Component 1: Personal Investigation – 60% of A Level

Students undertake a practical investigation into an idea, theme, issue or concept. This is supported by written material, a piece of continuous prose between 1000 and 3000 words. The focus of the investigation will be identified independently by the student and will lead to a finished outcome or outcomes (a final piece or pieces of work). The investigation will demonstrate the student's ability to develop a cohesive line of investigation whilst evidencing their practical skills. A wide range of techniques will be explored and then developed using materials appropriate to the student.

### Component 2: Externally set assignment – 40% of A Level

Students will be provided with an externally set question paper with a given starting point to use as the focus of their investigations. The question papers will be provided on 1st February or as soon as possible after this date. Following a preparatory period of investigation, observation and exploration, students will undertake 15 hours of unaided supervised time in which they will develop an outcome or a series of outcomes.

## What can I do with this course?

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

# Art & Design

## (Photography)

### Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

### Subject Specific Entry Requirements

- Grade 5 in a GCSE Art and Design subject or a portfolio on application



## What will I do on the course?

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

## Aims of the course

### On this course you will develop:

- The ability to explore formal elements of visual language; line, form, colour, tone, pattern, texture, in the context of lens-based and light-based media.
- Awareness of different ways of working as appropriate to your chosen area(s) of study.
- The ability to respond to an issue, theme, concept or idea, or working to a brief or answer a need in photography.
- Appreciation of viewpoint, composition, aperture, depth of field, shutter speed and movement.
- Appropriate use of the camera, lenses, lighting and filters in your chosen area(s) of photography.
- Understanding of techniques relating to the production of photographic images and presentation and layout.
- Exploring techniques and processes used within digital and film photography
- Exploring physical and digital manipulation You will show knowledge and understanding of:
  - Relevant materials, processes, technologies and resources.
- How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in your chosen area(s) of photography.
- Historical and contemporary developments and different styles and genres.

- How images and artefacts relate to social, environmental, cultural and or ethical contexts, and to the time and place in which it was taken.
- Continuity and change in different styles, genres and traditions relevant to photography.
- A working vocabulary and specialist terminology that is relevant to your chosen areas) of photography.

## How is the course assessed?

### Component 1:

Personal Investigation – 60% of A Level

Students will undertake a practical investigation into an idea, concept, issue or theme. This practical work will be supported by a written element of 1,000-3,000 words and can be in the form of an essay or a journal. The focus of the investigation will be identified independently by the student and research, development of ideas, experiments and the journey of the idea to a final outcome(s) will be recorded in a physical or digital sketchbook.

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

### Component 2:

Externally set assignment – 40% of A Level

Supervised time 15 hours

Students will be provided with an externally set question paper with a given starting point to use as the focus of their investigations. The question paper will be provided on 1st February or as soon as possible after this date. Following the preparatory period students will undertake 15 hours of unaided supervised time in which they will develop a personal outcome(s).

## What can I do with this course?

Some students move on to do a Foundation Course (one year pre-degree) at either Leeds or York. Many students have gone on to study a wide range of courses at Art College and university, including Fashion, Graphic Design, Marketing and Advertising.

# Biology

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 6 in GCSE Biology or grade 7 in GCSE Combined Science
- Grade 5 in GCSE English
- Grade 5 in GCSE Mathematics



## What will I do on the course?

### YEAR 12

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

### YEAR 13

- **Energy Transfers:** Biochemistry of photosynthesis and respiration; energy flow through ecosystems and nutrient cycles.
- **Response and Control:** How plants and animals respond to stimuli, including the nervous system and control of heart rate in mammals. Muscles and homeostasis in mammals, including the control of blood glucose and kidney function.
- **Genetics and Populations:** Genetic crosses and population genetics as well as natural selection and evolution. Factors affecting distribution of organisms, succession and conservation.
- **Control of Gene Expression:** How gene expression is controlled; cancer genetics and causes; and DNA technology.

- **Practical Skills:** As with the Year 12 course, students will do further practical activities to include 6 compulsory tasks. These are assessed as part of the end of year written examinations and within the course to pass the practical skills assessment.

## How is the course assessed?

Three 2 hour written examinations at the end of Year 13. Paper 1: assesses the four Year 12 topics and practical skills - 35% of A Level Paper 2: assesses the further four A Level topics and practical skills - 35% of A Level Paper 3: assesses all eight topics and practical skills - 30% of A Level.

## What can I do with this course?

The A Level Biology course provides a balanced and thorough understanding of Biology and its relevance to areas like modern medicine and gene technology. The course is very popular, with around 120 students taking the subject in Year 12.

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



# Business

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 5 in GCSE Business Studies if taken
- Grade 5 in GCSE English and Mathematics



## What will I do on the course?

This qualification introduces students to the world of business through building knowledge of core concepts and applying them to business contexts to develop a broad understanding of how businesses work.

The content is designed to engage students through topics and issues that are relevant in today's society – students will study key contemporary developments such as digital technology, impact of business on the environment, business ethics, modern workplace practices and globalisation.

Students will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions – all skills that are needed for further study and employment.

### YEAR 12

#### 3.1 Focus: Managing operations and people

- 3.1.1 Business and objectives
- 3.1.2 Forms of business and stakeholders
- 3.1.3 Marketing management
- 3.1.4 Financial management

#### 3.2 Focus: Managing operations and people

- 3.2.1 Operations management
- 3.2.2 People management
- 3.2.3 Managing business culture

### YEAR 13

#### 3.3 Focus: Business and society, business and the external environment and business strategy

- 3.3.1 Business and society
- 3.3.2 Business and the external environment
- 3.3.3 Strategy
- 3.3.4 Change

## How is the course assessed?

All three assessments take place at the end of Year 13.

**Paper 1:** Written examination: 2 hours, 90 marks and 33.3% of A-Level

What's assessed? Focus 3.1

#### Questions

Two case studies. Each case study will be followed by five compulsory questions worth 45 marks

**Paper 2:** Written examination: 2 hours, 90 marks and 33.3% of A-Level

What's assessed? Focus 3.2 (The subject content in Focus 3.1 and 3.2 will underpin the context for Focus 3.2)

#### Questions

Two case studies. Each case study will be followed by five compulsory questions worth 45 marks

**Paper 3:** Written examination: 2 hours, 90 marks and 33.3% of A Level

What's assessed? Focus 3.3 (The subject content in Focus 3.1 and 3.2 will underpin the context for Focus 3.3)

#### Questions

Two case studies. Each case study will be followed by five compulsory questions worth 45 marks

## What can I do with this course?

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

# Chemistry

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 6 in GCSE Chemistry or grade 7 in GCSE Combined Science
- Grade 5 in GCSE Mathematics



## What will I do on the course?

The course is built around six teaching units. These are:

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

## How is the course assessed?

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

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

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

## What can I do with this course?

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

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

“

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

”

# Computer Science

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 6 in GCSE Computer Science if taken
- Grade 6 in GCSE Mathematics



## What will I do on the course?

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

### The Computer Science course offered is designed to:

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

### THE STRUCTURE OF THE COURSE

The course is made up of 2 externally assessed examinations and a non-exam assessment.

#### Paper 1 – This paper assesses a student's theoretical knowledge and their ability to program.

Students will study the following units in preparation for undertaking this paper 1:

- Fundamentals of Programming.
- Fundamentals of data structures.
- Fundamentals of algorithms.
- Theory of computation.

#### Paper 2 – This paper assesses a student's wider knowledge of Computer Science topics.

Students will study the following units in preparation for undertaking this paper 2:

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

- Fundamentals of communication and networking.
- Fundamentals of databases
- Big Data.
- Fundamentals of functional programming.
- Systematic approach to problem solving.

## Non-examination Assessment

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

## How is the course assessed?

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

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

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

**Non-examination assessment (NEA):** 20% of A Level

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

## What can I do with this course?

Computer Science A Level is a highly regarded qualification by universities and employers; it is a good starting point for careers in Engineering, Computing, Software Engineering, Business and Sciences. It is also a perfect complement for a wider variety of careers such as Media, Visual Arts, Accountancy, Banking and Teaching. An understanding of Computer Science enables students to demonstrate the ability to think critically and apply problem solving techniques to create solutions which can improve the quality of life for others.

# Dance

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 5 in GCSE Dance if taken
- Grade 5 in English GCSE



## What will I do on the course?

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

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

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

### The course aims:

- To create imaginative dances with an understanding of current practice, whilst drawing on the conventions and traditions of the past.
- To perform and interpret dance ideas through solo performance and with other dancers, demonstrating an understanding of appropriate technical and expressive skills, of sensitivity and awareness within group performance, and of safe practice.
- To communicate clearly through writing, the knowledge, understanding and insight appropriate to Dance study.
- To show detailed knowledge and understanding of choreographic and performance processes, analyse specific dance works, and compare professional dance works within their wider context.

## How is the course assessed?

### Component 1: Performance and Choreography – 50% of A Level

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

### Component 2: Critical Engagement – 50% of A Level

Short answer and structured written essay questions focusing upon knowledge, understanding and critical appreciation of one compulsory (Rooster, Bruce) and one optional set work (Singin' in the Rain, Kelly) and its location within a corresponding area of study (Rambert and American Jazz Dance).

## What can I do with this course?

Dance complements any Arts degree and is an ideal subject for anyone considering a career in Performing Arts, Primary or Secondary Teaching, Community Dance Leadership and Physiotherapy. In the past our former students have gone on to study a full range of subjects including Medicine, English Literature, Geography, Spanish and Fashion and Textiles. Many of our A Level students have gone on to study Dance and Performing Arts in Higher Education. We have a strong reputation for preparing students to gain places and go on to study at conservatoires and prestigious institutions such as Laine Theatre Arts, Arts Ed, Urdang Academy, Bird College, Mountview, Trinity Laban, Northern School of Contemporary dance, Rambert, LIPA, GSA and Italia Conti.

# Design & Technology

(Fashion and Textiles)

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 5 in GCSE Design Technology or GCSE Art & Design (Textiles, Fine Art or Graphics) or a portfolio on application



## What will I do on the course?

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

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

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

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

## How is the course assessed?

**Paper 1:** Written examination, 2½ hours - 30% of A Level  
This paper will test you on the core technical principles of fashion and textiles, for example, fibre and yarn properties and technical textiles.

**Paper 2:** Written examination, 1½ hours - 20% of A Level  
This paper will test you on designing and making principles, for example, product analysis, designers and design styles. Unit 1 and 2 examinations use a mixture of short answer, multiple choice and extended response questions.

**NEA:** Practical design and make project - 50% of A Level  
In Unit 3 you will design, develop and manufacture a creative and sophisticated product. This coursework unit comprises of a design portfolio and final outcome for which you will devise your own brief.

## What can I do with this course?

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

# Design & Technology

(Product Design)

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 5 in GCSE Design and Technology
- Grade 5 in GCSE Mathematics
- Grade 5 in GCSE English



## What will I do on the course?

In this exciting and challenging subject, you will learn a broad range of practical skills, as well as acquiring knowledge and understanding of materials and processes that will engage you with the principles and practices of Product Design. Throughout the course you will develop your designing and modelling skills including sketching, rendering and virtual modelling (CAD). You will have the opportunity to use state-of-the-art 2D and 3D computer design software, as well as computer-aided manufacturing equipment. A substantial proportion of all learning will be done through hands-on practical work.

### Subject content:

**Section 1:** Technical principles

#### What you will learn:

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

**Section 2:** Design and making principles

#### What you will learn:

- Theory, methods and processes of design.
- How technology and cultural changes can impact on the work of designers.

- Critical analysis and evaluation of products.
- Selecting appropriate tools, equipment and processes.
- Accuracy in design and manufacture.
- Responsible and inclusive design.
- Project management.
- National and international standards in design.

## How is the course assessed?

The students will sit both written examinations and submit their non-examination assessment (NEA) at the end of the course.

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

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

**Paper 2: Written examination, 1½ hours - 20% of A Level** This paper will test you on designing and making principles:

#### Paper 2: Section A – Product Analysis (30 marks).

This section will contain up to six short answer questions on visual stimulus of product(s).

#### Paper 2: Section B – Commercial manufacture

**(50 marks).** This section will contain a mixture of short and extended response questions.

#### Non-examination assessment: 50% of A Level

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

## What can I do with this course?

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

# Drama & Theatre

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 5 in GCSE English



## What will I do on the course?

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

We follow the AQA specification for A Level Drama and Theatre. The course offers opportunities for close textual study of set plays from directorial, acting and design perspectives; analysis and evaluation of live theatre productions and theatre makers; and practical skill development through performance exams.

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

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

- Workshops with visiting theatre companies such as Frantic Assembly and Folding Space.
- Main school production – on stage or behind the scenes. Last year this was 'Elf' and 'The Little Mermaid' and this year we look forward to staging 'Annie' and 'Sister Act'
- Assisting with the running of the lower school drama clubs.
- In-class support within lower school drama lessons.
- An extensive range of theatre visits.

## How is the course assessed?

### Component One: Drama and Theatre (3 hour written examination), 40% of A Level

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

### Component Two: Creating Original Drama (Practical), 30% of A Level

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

### Component Three: Making Theatre (Practical), 30% of A Level

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

## What can I do with this course?

A Level Drama and Theatre complements numerous degree pathways and is an ideal subject for anyone considering a career in Law, Teaching, the Media and Public Relations, the Performing Arts industry or any field of work requiring people skills. Past students have gone on to become Doctors, Bankers, Barristers, Teachers, Journalists, Hotel Managers, PR Consultants, Retail Managers, Radio Presenters, TV Directors, Film Technicians, Screen-Writers, Actors, Events Managers, Set Designers, Costume Designers, Lighting and Sound Technicians to name a few. There is an impressive range of universities that offer courses either specific to, or related to Drama and the Theatre.

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

Eugene Ionesco

”

# Economics

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 5 in GCSE Economics if taken
- Grade 5 in GCSE English
- Grade 5 in GCSE Mathematics



## What will I do on the course?

What is Economics? Will I be a good economist? If economists know what they are talking about then why are there so many problems out there? Economics is a social science that looks to answer three questions – What should we produce? How should we produce it? And who gets it?

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

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

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

### YEAR 12

#### Microeconomics

- The reasons for individuals, organisations and societies having to make choices.
- Competitive markets and how they work.
- Market failure and government intervention. Macroeconomics
- Aggregate Demand and Aggregate Supply and their interaction.
- Government economic policy objectives and indicators of national economic performance covering topics such as Economic Growth, Unemployment, Inflation, Exchange Rates, Balance of Payments, Fiscal and Monetary policy.

### YEAR 13

#### Microeconomics

- Labour markets
- Competition and power

#### Macroeconomics

- The global context
- The financial sector

#### Themes in Economics

This unit draws on the components of the Microeconomics and Macroeconomics units in a real-world context.

## How is the course assessed?

#### Microeconomics assessment - 33.3% of A Level

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

#### Macroeconomics assessment - 33.3% of A Level

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

#### Themes in Economics assessment - 33.3% of A Level

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

## What can I do with this course?

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

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

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



# English Language

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 5 in GCSE English Language
- Grade 5 in GCSE English Literature



## What will I do on the course?

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

The topics and titles of the subject content include 'Language, the Individual and Society' focusing on individual and immediate social contexts for language, and 'Language Diversity and Change' working outwards to consider largescale public discourses about change and variety, drawing on regional, ethnic, national and global varieties of English giving an insight into how languages evolve all the time. On top of this, students also study how children acquire language and track their developments in spoken and written forms.

### Paper 1: Language, the Individual and Society Section A – Textual Variations and Representations

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

### Section B – Children's Language Development Students

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

### Paper 2: Language Diversity and Change Section A – Diversity and Change

Students choose one question from a choice of two: either an evaluative essay on language diversity or an evaluative essay on language change. 'Language Diversities' include accent, dialect and also the effect of gender, age, social class, ethnicity, sexuality, technology and occupation on language choice. 'Language Change' will require students to study texts from 1600 to the present day. This question will not include a text to analyse but an evaluative statement to debate. It therefore requires extensive independent reading and excellent note taking and research.

### Section B – Language Discourses

Students analyse two texts about a topic linked to the study of diversity and change. They analyse how the texts use language to present ideas, attitudes and opinions. They also complete a directed writing task linked to the same topic and the ideas in the texts. For this, the course equips students with the knowledge of how writers in broadsheet newspapers and articles use grammar, lexis, phonology and discourse structure to put forward opinions and attitudes to language.

### Non-examination Assessment: Language in Action

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

## How is the course assessed?

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

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

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

## What can I do with this course?

English Language is viewed as a versatile and valuable course by universities and employers. It equips students with skills that are transferable and relevant in the rapidly changing world. Typically students move on to work in a diverse range of roles. English graduates are reflective, independent and excellent communicators. Common goals for students are Higher Education courses in Linguistics, Drama, Arts, Social Sciences, Media and Education. English is a good subject for those interested in Law, Politics, HR, Journalism.

## Additional information

English Language students also have the opportunity to go on the creative writing week with professional writers in Wales.

# English Literature

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 5 in GCSE English Language
- Grade 5 in GCSE English Literature



## What will I do on the course?

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

### Paper 1: Literary Genres: Tragedy

**Section A – One passage-based question on Othello**

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

**Section C – One essay question linking two texts such as:** Death of a Salesman, Tess of the D'Urbervilles and Keats' poetry

### Paper 2: Texts and Genres

Answer 3 questions based on the social and political protest Genre. Students study three texts: one post-2000 prose text like *The Kite Runner*, one poetry, e.g. Blake and one further text, e.g. *The Handmaid's Tale* or *A Doll's House*.

**Section A –** Answer one question on an unseen passage from any time or place within the social and political protest genre.

**Section B –** Answer one question on one set text such as those mentioned above.

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

## Non-examination assessment: Theory and Independence

### 20% OF A LEVEL

Complete 2 essays of around 1500 words to be assessed by your class teacher. One should respond to a poetry text and one to a prose text of the student's choice guided by their teacher. One submission can be a re-creative response. The essays will each apply one of the following critical lenses: feminism, Marxism, post-colonialism, eco-criticism or literary value and the canon.

## How is the course assessed?

**Paper 1:** Literary Genres 2½ hour written examination - 40% of A Level (closed book)

**Paper 2:** Texts and Genres 3 hour written examination - 40% of A Level (open book)

**Non-exam assessment:** Theory and Independence 20% of A Level

## What can I do with this course?

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

## Additional information

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

# English Language & Literature

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 5 in GCSE English Language
- Grade 5 in GCSE English Literature



## What will I do on the course?

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

### Paper 1: Telling Stories

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

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

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

### Paper 2: Exploring Conflict

**Writing about Society:** one piece of re-creative writing using set text and a commentary (open book), e.g. The Great Gatsby.

**Dramatic Encounters:** One question from a choice of two on drama set text (open book), e.g. A Streetcar Named Desire.

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

## How is the course assessed?

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

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

**Non-examination Assessment:** 20% of A Level Making Connections

## What can I do with this course?

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

“English Language and Literature has combined well with my other subjects. I've really enjoyed the chance to be creative with literary texts as well as studying a huge range of nonfiction and spoken/moving image texts.”

## Additional information

Students who study A Level Language and Literature often get the opportunity to go on theatre trips. They may also attend the creative writing week with professional writers in Wales.

Students may visit Paris to complement their study of how the city is represented in non-fiction texts.

# Food & Nutrition

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 4

## Subject Specific Entry Requirements

- Grade 5 in a GCSE Food and Nutrition
- Grade 5 in GCSE Science



## What will I do on the course?

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

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

### YEAR 12

#### Unit 1: Meeting Nutritional Needs of Specific Groups

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

### YEAR 13

#### Unit 2: Ensuring Food is Safe to Eat

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

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

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

Experimenting to solve Food Production Problems focuses on the understanding of the properties of food in order to plan and carry out experiments. Why does ice cream freeze? How do I stop cream curdling? How do I make cakes rise? Why do salad dressings separate? These are all examples of problems that can be addressed through this optional unit.

## How is the course assessed?

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

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

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

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

## What can I do with this course?

Together with other Level 3 qualifications, such as A Level Biology, Chemistry and Mathematics students will be able to use this qualification to support entry into higher education courses such as Food Science and with any relevant A Level equivalents onto courses such as Food and Nutrition, Human Nutrition, Nutrition, Diet & Wellbeing, Nutrition and Business to name just a few. Students can also use the qualification to access apprenticeship schemes and direct entry to the jobs market.

## Additional information

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

# French

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 5 in GCSE French at Higher Tier of entry



## What will I do on the course?

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

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

Students will study one French book in depth and one French film. In addition, an independent research project is undertaken and forms the main part of the speaking test. An additional half hour per week is spent with the French assistant working on speaking skills and wider aspects of the course.

Lessons offer a variety of activities including individual and group work, video and audio recordings, and using internet resources – all with the aim of getting students to use French as much as possible. Opportunities exist to access videos, DVDs, CD ROMs, books and magazines for personal study and students are expected to take an interest in all aspects of French language and culture.

## How is the course assessed?

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

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

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

## What can I do with this course?

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

## Additional information

The department actively encourages the use of ICT to provide students with a "door" to French speaking cultures. A lunchtime club for all Francophiles is a great opportunity to discover French art, film, fashion, poetry and much more. This is mostly a student led activity.

# Geography

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 5 in GCSE Geography
- Grade 5 in GCSE English
- Grade 5 in GCSE Mathematics



## What will I do on the course?

### YEAR 12

During the year you will study two Physical Geography topics: Processes and Change (Coasts). This includes learning about the processes that create a coastal landscape, and how they may be managed. The second topic is Water, which includes studying the Water Cycle and Water Insecurity.

You will also study two Human Geography topics: Globalisation and Regenerating Places. This looks at the causes and consequences of globalisation and its impact on culture and development. In the Places topic, we study how and why places vary and how they can be managed or regenerated.

### YEAR 13

Topics studied include: Tectonic Processes and Hazards and Landscape Systems, The Carbon Cycle and Energy Insecurity and Climate Change Futures.

These topics include questions about where energy comes from and issues surrounding sustainable use, inequality and management are tackled, as well as the causes of tectonic hazards, and how people predict and manage disasters.

You will also study two further Human Geography topics: Superpowers, and Health, Human Rights and Intervention. Superpowers involves the study of some of the world's most influential countries and a look at how these have changed over time, and the role they play today. The final topic is current issues linked to human rights and how this links to health.

## How is the course assessed?

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

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

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

**Coursework:** 20% of A Level. Students will be given guidance in selecting an individual, unique question that relates to an area of the course outlined above. They will then carry out a geographical investigation, which includes fieldwork, to help answer that question.

**They can study any area of geography in the specification that is of interest to them.** Students must carry out a minimum of four days of fieldwork over the two years.

## What can I do with this course?

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

## Additional information

You will have the opportunity to develop your interest further through various field trip opportunities. In previous years we have visited both the East and West coasts of England, and the cities of Leeds and Liverpool and York. It is compulsory that all students attend the four days of fieldwork during the course.

# German

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 5 in GCSE German at Higher Tier of entry



## What will I do on the course?

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

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

Course topics include 'Die digitale Welt' (the digital world), 'Das Berliner Kulturleben damals und heute' (Cultural life in Berlin, past and present), 'Feste und Traditionen' (festivals and traditions) and 'Die Wiedervereinigung und ihre Folgen' (German reunification and its consequences). Students will study one German book in depth and one German film. In addition, an independent research project is undertaken and forms the main part of the speaking test. An additional half hour per week is spent with the German assistant working on speaking skills and wider aspects of the course.

## How is the course assessed?

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

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

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

## What can I do with this course?

German as an A Level subject is highly regarded by employers and university admissions tutors. Completion of A Level means students are fully prepared for a degree in German. The department has an excellent record of success in examinations with many students going on to Higher Education at top universities.

## Additional information

The department actively encourages the use of ICT to provide students with a "door" to German speaking cultures. A lunchtime club for all Germanophiles is a great opportunity to discover French art, film, fashion, poetry and much more. This is mostly a student led activity.

# Health & Social Care

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 4

## Subject Specific Entry Requirements

- Grade 4 in GCSE English
- Grade 4 in GCSE Science



## What will I do on the course?

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

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

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

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

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

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

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

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

### Unit 5: Nutrition for health (portfolio)

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

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

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

## How is the course assessed?

Students will be required to produce a portfolio of work for assessment for Units 1, 5 and 6 of the course. Units 2, 3 and 4 will be assessed through modular external examinations in both Year 12 and Year 13.

A minimum of a Pass must be achieved in the coursework units for any qualification to be awarded at the end of the Health and Social Care course. All units are graded as a Pass, Merit or Distinction and contribute to an overall grade between Distinction\* and Pass. This is a Level 3 qualification so awarded grades are equivalent to A Level UCAS points.

## What can I do with this course?

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

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



# History

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 5 in GCSE History
- Grade 5 in GCSE English



## What will I do on the course?

### Component 1: Tsarist and Communist Russia, 1855-1964

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

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

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

### Component 3: Historical Investigation

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

**Component 1:** Tsarist and Communist Russia, 1855-1964  
Written examination: 2½ hours - 40% of A Level

**Component 2:** The Making of Modern Britain, 1951-2007  
Written examination: 2½ hours - 40% of A Level

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

## What can I do with this course?

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

## Additional information

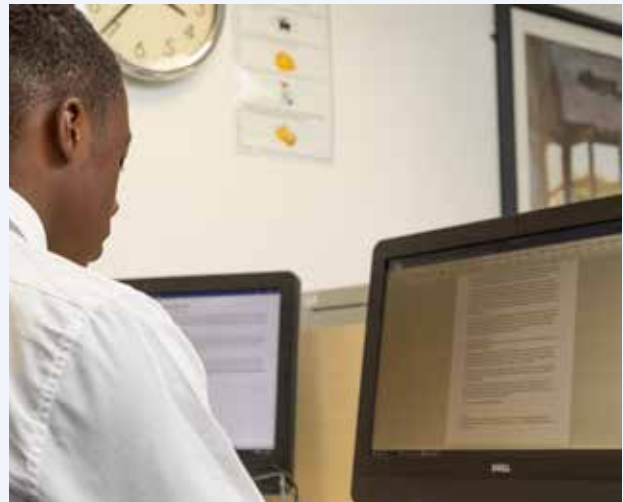
History is extremely popular at A Level, with around 150 students. The subject is enriched by a visit to the Palace of Westminster, Imperial War Museum and Cabinet War Rooms in London in the summer of Year 12.

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 4

## Subject Specific Entry Requirements

- Grade 4 in GCSE English
- Grade 4 in GCSE Mathematics



## What will I do on the course?

### F160: Fundamentals of application development (Mandatory unit)

A sound understanding of Application Development and practices is essential for Software engineers. Information learnt in this unit will create a solid foundation in the fundamentals of application development including types of software and applications, how to produce plans for applications and designing effective User Interfaces for an application.

### F161: Developing application software (Mandatory unit)

There are a range of different platforms to choose from to access content on and offline. This unit focusses on implementation process for designing applications for different platforms, how data is accessed and stored securely, deploying finished applications to user and allowing for maintainability in the future.

### F162: Designing and communicating UX/UI solutions (Mandatory unit)

This unit focuses specifically on User experience (UX) and User Interfaces (UI) and what makes an interface easy to use. The unit explores the learn tools and techniques to plan UX/UI solutions and how to design high-fidelity prototypes of UX/UI solutions.

### F163: Game development

This unit explores the different types and genres of digital games and their characteristics. The assessment involves following the software development lifecycle to plan design create a game.

### F164: Website development

The World Wide Web continues to be an essential part of daily life and accessed through a variety of devices. This unit focuses on the fundamentals of websites and evaluating what good design including UX/UI. The assessment involves following the software life cycle to plan, design, create an test a prototype for a website.

## How is the course assessed?

**F160 & F161:** These units are externally assessed through a written examination paper lasting 75 minutes. These will be taken at the end of Year 12.

**F162, F163 and F164:** These units are internally assessed and will be studied throughout Year 13.

## What can I do with this course?

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

## Additional information

A knowledge and understanding of IT is a 'must have' for every post-16 student. Employers and universities require students to be highly competent and informed IT users and practitioners. Highly motivating, it develops the knowledge and skills students need to be leaders in the modern digital linked economy. The skills acquired will support further study in any subject area including Engineering, Media, Computing, Sciences and Business. This qualification gives students a wide choice of progression options into further study, training or relevant employment.

# Mathematics

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 7 in GCSE Mathematics



## What will I do on the course?

### A Level Mathematics

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

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

### A Level Further Mathematics

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

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

## How is the course assessed?

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

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

**Paper 1:** Pure Mathematics

**Paper 2:** Pure Mathematics/Mechanics

**Paper 3:** Pure Mathematics/Statistics.

### In Further Mathematics students will sit three further 2 hour examinations:

**Paper 1:** Further Pure Mathematics

**Paper 2:** Further Pure Mathematics Paper 3: Further Mechanics/Further Statistics.

## What can I do with this course?

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

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





# Media Studies

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5 Subject

## Subject Specific Entry Requirements

- Grade 5 in GCSE English



## What will I do on the course?

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

A range of media products are examined, all of which contain social, cultural and historical significance and illustrate a range of genres, styles and forms. Students will explore ideas about audience categorisation and reflect critically on different industry contexts, including those outside the commercial mainstream aimed at, or produced by, minority groups reflecting contemporary and emerging developments in the media. This provides rich opportunities for analysis and application of the theoretical framework.

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

- **Media Language:** how the media communicate meanings through their forms, codes, conventions and techniques
- **Representation:** how the media portray events, issues, individuals and social groups
- **Media Industries:** how the media industries' processes of production, distribution and circulation affect media forms and platforms
- **Audience:** how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves.

## How is the course assessed?

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

### Component 1: Media Products, Industries and Audiences

**Written examination:** 2¼ hours, 35% of qualification

**Section A:** Analysing Media Language and Representation. You will study at least three print advertisements, two music videos and coverage of current political events in a variety of newspapers.

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

### Component 2: Media Forms and Products in Depth

**Written examination:** 2½ hours, 35% of qualification

#### Section A: Television in the Global Age

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

#### Section B: Magazines – Mainstream and Alternative Media

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

#### Section C: Media in the Online Age

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

### Component 3: Cross-Media Production

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

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

## What can I do with this course?

An A Level in Media Studies can prepare you for many different careers. The Media Industry is a fast-growing field with employment opportunities in areas as diverse as marketing, gaming, or digital streaming services. The skills you will develop on this course, such as research, analytical reading, and interpretation, and evaluating contexts of production and reception, open up a wide range of possible pathways at degree level and are valued by employers. There are many potential applications of this subject; the practical and academic balance offered means that it is suitable for most students. Media Studies offers a great platform from which you can confidently take your next step.

# Music

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 5 in GCSE Music or grade 5 theory and/or grade 5 in chosen instrument /voice



## What will I do on the course?

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

### Component 1: Appraising Music

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

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

### Component 2: Performance

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

### Component 3: Composition

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

## How is the course assessed?

### Component 1: Appraising Music - 40% of A Level

Examination requiring written responses to listening to excerpts of music.

### Component 2: Performance - 35% of A Level

Ten minutes of performance.

### Component 3: Composition - 25% of A Level

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

Four and a half to six minutes of music in total.

## What can I do with this course?

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

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

# Music Technology

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 5 in GCSE Music/BTEC equivalent or evidence, on application, of regular engagement with music technology (production, recording, composition)



## What will I do on the course?

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

### Component 1: Recording

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

### Component 2: Technology-Based Composition

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

### Component 3: Listening and Analysing

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

### Component 4: Producing and Analysing

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

## How is the course assessed?

### Component 1: Recording

Externally assessed, 20% of the qualification

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

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

### Component 2: Technology-Based Composition

Externally assessed, 20% of the qualification

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

### Component 3: Listening and Analysing

Written examination, 1½ hours, 25% of the qualification.

One audio CD with the unfamiliar commercial recordings to accompany questions on the paper will be provided per student.

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

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

### Component 4: Producing and Analysing

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

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

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

## What can I do with this course?

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



# Performing Arts

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 4

## Subject Specific Entry Requirements

- Grade 4 (or equivalent) in GCSE Music, Dance, Performing Arts or Drama if taken.
- Grade 5 in GCSE English



## What will I do on the course?

This is a very creative and challenging course for those students who enjoy performing and sharing their skills with others. There is an expectation that you will be committed to developing skills through private practice and will be prepared to take part in school productions. Students will explore performance work from a wide range of practitioners through subject specific lessons across all strands of the performing arts. This will be supported through written work across a variety of units, which requires a good level of organisation and dedication to complete.

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

### Unit 1: Investigating Practitioners' Work

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

### Unit 2: Developing Skills and Techniques for Live Performance

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

### The following two units will take place in Year 13:

#### Unit 3: Group Performance Workshop

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

#### Unit 27: Musical Theatre Skills

In this unit you will develop the skills required to be a musical theatre performer by participating in technique classes, rehearsals and final performance. By learning about the key features of musical theatre performance you will develop an

understanding of the skills and techniques required to create a successful performance. You will reflect on your progress as you develop skills and techniques in acting, singing and dance, setting targets and reviewing your progress.

### Skills you will be develop over the course include:

- Dance techniques focused on a particular practitioner's style.
- Acting and characterisation ranging in style depending on genre
- Singing techniques and performance skill
- Stamina
- Working as an ensemble
- Confidence and communication skills
- The ability to undertake research and independent learning
- Expressing yourself through a variety of means
- Literacy and written communication skills

## How is the course assessed?

- (90 GLH) - written exam
- Unit 2 (90 GLH) - coursework
- Unit 3 (120 GLH) devised work
- Unit 27 (60 GLH) - coursework

There are four award levels for this qualification – Pass, Merit, Distinction and Distinction\* (with Distinction\* being equivalent to an A\* at A Level).

## What can I do with this course?

BTEC Nationals are widely recognised vocational qualifications at Level 3 and are accepted by the vast majority of universities for further study. They will help you develop your practical skills as well as your knowledge of the Performing Arts industry. Additionally, they will also prepare you for professional employment as well as further study and training post-18.

Many of our students go on to study professional qualifications at theatre schools such as Arts Educational School in London, Italia Conti, Bird, Mountview Academy of Theatre Arts, Urdang Academy, Laine Theatre Arts, Trinity Laban, London Studio Centre and Guildford School of Acting. Students also go on to pursue a wide variety of other careers such a law, medicine, journalism, psychology and teaching.

# Physical Education

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 5 in GCSE Physical Education
- Grade 5 in GCSE Science



## What will I do on the course?

### Theory Units

#### Unit 1: Physiological Factors Affecting Performance

- Applied Anatomy and Physiology.
- Exercise Physiology.
- Biomechanics.

#### Unit 2: Psychological Factors Affecting Performance

- Skill Acquisition.
- Sports Psychology.

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

- Sport and Society.
- Contemporary Issues in Physical Activity and Sport
- Practical Unit Performance in Physical Education.
- Performance or Coaching in one sport.
- Evaluation and Analysis of Performance for Improvement (EAPI).

## How is the course assessed?

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

2 hour written examination

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

1 hour written examination

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

1 hour written examination

**Practical Unit:** 30% of A Level

This will be assessed as a non-examined unit

## What can I do with this course?

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

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

# Physics

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 6 in GCSE Physics or grade 7 in GCSE Combined Science
- Grade 6 in GCSE Mathematics



## What will I do on the course?

### Students will study the following:

- Measurements and their errors
- Particles and Radiation
- Waves and Optics
- Mechanics
- Materials
- Electricity
- Further Mechanics
- Thermal Physics
- Fields
- Nuclear Physics and Radioactivity
- Turning Points in Physics (St. Aidan's) or Astrophysics (St John Fishers)

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

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

## How is the course assessed?

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

**Paper 1:** 2 hour written paper, 34% of A Level

Primarily assessing Year 12 subject material.

**Paper 2:** 2 hour written paper, 34% of A Level

Primarily assessing Year 13 subject material but with assumed knowledge of all the Year 12 material.

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

**Paper 3:** 2 hour written paper, 32% of A Level

Made up of two sections, 45 marks based on practical experiments and data analysis and 35 marks based on the optional topic: Turning Points in Physics (St. Aidan's) or Astrophysics (St John Fisher).

## What can I do with this course?

Physics is a fascinating subject to study at this level. It is very highly regarded by universities and employers who recognise that studying Physics develops practical, analytical and logical problem-solving skills as well as increasing students' awareness of how the world works. An A Level in Physics is essential, highly desirable and very useful for many different careers and professions. These include, but are not limited to Engineering, Medicine, Veterinary Science, Dentistry, Architecture, Management, Research, Geophysics and Geology.

# Politics

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 5 in GCSE English



## What will I do on the course?

The course involves the study of Politics today in the UK and US. It explores all aspects of political life, including (to name but a few) participation, rights, the media, state, government and voting. We also explore the role ideas play in Politics, and compare the US and UK political systems.

### The course will cover the following areas:

#### UK Politics

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

#### UK Government

In the first part of this component you will look at how the UK is run. This will explore the constitution, the role of parliament, the prime minister and executive, and the relationships between different branches of government including the judiciary. In the second part you will study Feminism, exploring the core ideas, divisions and key thinkers in this ideology.

#### US Government

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

of the Congress, Senate, President, Supreme Court, as well as the parties and systems involved in US elections and the influence of pressure groups and the issue of civil rights. This is a comparative topic and the course will investigate key similarities and differences between the UK and US political systems.

## How is the course assessed?

All components will be assessed through three equally weighted 2 hour examinations at the end of Year 13.

## What can I do with this course?

This is an invaluable course for improving your ability to analyse, argue and make judgements. In the 21st century employers and Higher Education institutions are looking to attract people with thinking and communication skills; Politics enables you to broaden these skills. Politics is an excellent foundation to any future degree course in related subjects such as International Politics or Comparative Studies. It is also an excellent subject to support any Humanities or Arts subject, or it can give breadth to a Science application. Students considering careers in the legal system, public sector or armed services are recommended to study Politics.

## Additional information

Alongside the study of politics, at the end of Year 12 we offer trips either to London (to visit Parliament and other London attractions) or to the USA (to visit political and historical sites in New York, Philadelphia and Washington). Debates and Public Speaking are held on a weekly basis and we enter several competitions including the English Speaking Union. You are also welcome to join the PPE Society, a student-led group that aims to promote wider political awareness. Past speakers have included Hillary Benn MP, Kate Pickett, Nicky Morgan MP and Alistair Campbell.

# Psychology

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 5 in GCSE English
- Grade 5 in GCSE Mathematics
- Grade 5 in GCSE Science



## What will I do on the course?

**Paper 1:** Introductory Topics in Psychology (Social Influence, Memory, Attachment and Psychopathology).

**Paper 2:** Psychology in Context (Approaches, Biopsychology and Research methods).

**Paper 3:** Issues and Options in Psychology (Issues and Debates, Relationships, Stress and Forensics/Addiction).

### GCE A Level | Awarding body: AQA Psychology

We start Year 12 with the Approaches and Research Methods modules, since these are the toolkit of all Psychologists. Then we complete the Paper 1 content. In Year 13, we return to Research Methods, as this section is double-weighted in the exam, and then complete content from Paper 2 and 3.

## How is the course assessed?

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

## What can I do with this course?

Many of our students continue their Psychology studies beyond A Level, either via degree courses in Psychology or in subjects with a Psychology element such as Physiotherapy, Speech and Language Therapy, Nursing, Marketing, Social Work, Criminology, Sports Science. Careers stemming from Psychology include Educational Psychology, Forensic Psychology, Counselling, Occupational Psychology and Health Psychology.

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

“

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

**Year 13 Student**

”

# Religious Education

(Philosophy, Ethics & Theology)

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5 Subject

## Subject Specific Entry Requirements

- Grade 5 in GCSE Religious Studies if taken
- Grade 5 in GCSE English



## What will I do on the course?

### YEAR 12

#### Unit 1: Philosophy of Religion

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

#### Unit 2: Religious Ethics

- An introduction to ethical language and thinking.
- An introduction to normative ethical theories such as Kantian Ethics, Natural Law, Utilitarianism and Situation Ethics.
- The application of ethical theory to Business Practice and Euthanasia.

#### Unit 3: Developments in Christian Thought (Theology)

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

### YEAR 13

#### Unit 1: Philosophy of Religion

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

#### Unit 2: Religious Ethics

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

- The nature and role of human conscience in decision making.
- Application of ethical theory to issues surrounding sex and sexuality.
- Development: Religious pluralism and theology/society.
- Society: A study of gender and theology/society.
- Challenges: The rise of secularism and secularisation.

#### Unit 2: Religion and Ethics

- The study of meta-ethical theories such as naturalism, intuitionism and emotivism. How ethical language in the modern era has changed over time.
- The nature and role of human conscience in decision making.
- Application of ethical theory to issues surrounding sex and sexuality.

#### Unit 3: Developments in Christian thought

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

## How is the course assessed?

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

## What can I do with this course?

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

## Additional information

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

# Sociology

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 5 in GCSE English



## What will I do on the course?

Sociology is a thought provoking and relevant subject, offering the opportunity to develop a range of transferable skills used within employment and higher education. It also allows our students to develop a 'sociological imagination' for the purpose of studying how human society has evolved from the 19th Century to the present day. It provides students with an understanding of how society can shape people, and how people can shape society.

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

1. Socialisation, Culture and Identity
2. Social Differentiation, Power and Stratification

### Unit 1: Education with Theory and Methods

Students will explore the following areas:

**Section A:** Education - Students will explore the role and purpose of education; examine the differing experiences of pupils and how these affect their educational achievement and identity; investigate how different groups (focused on class, gender and ethnicity), experience education; and how educational policies in the UK shape education.

**Section B:** Methods in Context - Students will investigate how different research methods are used by sociologists and explore their strengths and weaknesses in studying education.

**Section C:** Theory and Methods - Students will learn about the different research methods, which sociologists use to investigate society. In addition, they will explore sociological perspectives and their view of society, including Marxism, Feminism, Functionalism, Interactionism and Postmodernism.

### Unit 2: Topics in Sociology

**Section A:** Families and Households – Students will explore different sociological theories to explain the family; relationships between policy & family; the role & experiences of couples & children within the family. They will also look at demographic trends in fertility, life

expectancy & migration; the impact of these trends on family; changing patterns in family life & theories of family diversity in a postmodern world.

**Section B:** The Media – Students will have the opportunity to examine the New Media including virtual, hypertextual & global networking; ownership and control of the media; globalisation & popular culture. They will then explore how age, social class, ethnicity, gender, sexuality & disability are represented in the media and the effect this has on audiences.

### Unit 3: Crime and Deviance with Theory and Methods

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

**Section B:** Theory and Methods - Students will evaluate sociological perspectives and their view of society, including Marxism, Feminism, Functionalism, Interactionism and Postmodernism. Students will also discuss key debates in sociology such as the influence of sociology on social policy, whether sociology is a science, and whether sociological research should be value-free.

## How is the course assessed?

Students will sit a total of 3 written examinations. Each paper will be 2 hours and worth 33.3% of the total A Level qualification. The question types range from shorter knowledge based 4- and 6-mark questions, to longer answers/essays requiring analysis and evaluation, these range from 10-30 marks.

## What can I do with this course?

A study of Sociology links well with employability. At both A level and degree level Sociology scores highly as it focuses on the transferable skills of problem solving, teamwork, communication, adaptability and data analysis.

Many of our students go onto university degrees in criminology, sociology, law, psychology, education and politics.

Because Sociology focuses on understanding how the key institutions in society function, this subject can be perfect for roles in public services, e.g. the police force, criminal justice, law, social workers, and probation work. Sociology can also lead you onto civil servant and public sector roles such as teaching, politics and the Media.

# Spanish

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 5

## Subject Specific Entry Requirements

- Grade 5 in GCSE Spanish at Higher Tier of entry



## What will I do on the course?

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

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

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

### Course topics include:

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

Students will study one Spanish book in depth and one Spanish film. In addition, an independent research project is undertaken and forms the main part of the speaking test. An additional half hour per week is spent with the Spanish assistant working on speaking skills and wider aspects of the course.

## How is the course assessed?

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

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

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

## What can I do with this course?

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

## Additional information

The department actively encourages the use of ICT to provide students with a "door" to Spanish speaking cultures. A lunchtime club for all Hispanophiles is a great opportunity to discover Spanish art, film, fashion, poetry and much more. This is mostly a student led activity.



# Sport Single Award

(Equivalent to 1 GCE A Levels)

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 4

## Subject Specific Entry Requirements

- Grade 4 in GCSE Physical Education if taken
- Grade 4 in GCSE English
- Grade 4 in GCSE Mathematics



## What will I do on the course?

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

### Year 1:

- Unit 1 Anatomy and Physiology – 90 min Written exam.
- Unit 3 Professional Development in Sports Industry – internally assessed written work.

### Year 2:

- Unit 2 Fitness Training and Programming – Pre-release research task with a written exam.
- Unit 4 Sports Leadership.

Lessons will involve a mixture of classroom based theory work, computer based coursework and practical sport.

## How is the course assessed?

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

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

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

## What can I do with this course?

Sport is now such a huge industry that there are endless employment opportunities. A few examples: Coaching, Teaching, Biomechanics, Sports Rehabilitation, Officiating, Sports Technology Development, Sports Administration, Sports Management and Media.

The course will equip you with the skills needed to go and work in any aspect of the sports industry or go on and study sport at a higher level. Many of our BTEC students have gone on to study one of the wide range of sports courses available at universities.

“

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

”

## Additional information

Please come and see Mr Strover in the PE office at St. Aidan's or Mr Pass at St John Fisher.

**Alternatively visit:** [qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html](https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html)



# Sport Double Award

(Equivalent to 2 GCE A Levels)

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 4

## Subject Specific Entry Requirements

- Grade 4 in GCSE Physical Education if taken
- Grade 4 in GCSE English
- Grade 4 in GCSE Mathematics



## What will I do on the course?

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

The content of the course is made up of a variety of units that are assessed in different ways.

### Mandatory Units:

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

### 3 from the following Optional Units:

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

The course is based at both sites and you study several units at a time. The lessons will involve a mixture of classroom based theory work, computer based coursework and practical sport.

## How is the course assessed?

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

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

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

## What can I do with this course?

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

## Additional information

Please come and see Mr Stover in the PE office at St. Aidan's or Mr Pass at St John Fisher.

**Alternatively visit:** [qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html](https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html)



# Travel & Tourism

## Sixth Form Minimum Entry Requirements

- A minimum of 5 GCSE subjects at grade 4

## Subject Specific Entry Requirements

- Grade 4 in GCSE English
- Grade 4 in GCSE Mathematics



## What will I do on the course?

The Travel and Tourism sector is vital for the success of economies around the world. Tourism creates a wide range of global job opportunities and plants a sense of cultural exchange between communities. In the UK, the travel and tourism sector is one of the UK's largest employers, accounting for 9.5% of total employment in 2019 and contributed £213.8 billion to the UK's GDP in 2018. Through studying this course, you will explore the key sectors of the tourism industry and develop and enrich your knowledge of the features and appeal of global destinations.

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

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

## How is the course assessed?

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

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

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

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

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

## What can I do with this course?

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

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

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

# Year 12 – Other Courses

## AS Mathematics

### Entry Requirements

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

### What will I do on the course?

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

**Pure Mathematics:** Proof, algebra and functions, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, numerical methods.

**Statistics:** Statistical sampling, data presentation and interpretation, probability, statistical distributions, statistical hypothesis testing.

**Mechanics:** Vectors, quantities and units in mechanics, kinematics, forces and Newton's laws of motion.

### How is the course assessed?

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

**In AS Level Mathematics students will sit two 90 minute examinations as follows:**

**Paper 1:** Pure Mathematics and Mechanics

**Paper 2:** Pure Mathematics and Statistics.

### What can I do with this course?

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

## GCSE Mathematics and GCSE English Language

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

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

## Core Maths

Level 3 Certificate in Mathematical Studies Awarding body AQA

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

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

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

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

## Extended Project Qualification (EPQ)

Students will have the opportunity alongside their core Sixth Form curriculum to take part in the AQA Level 3 Extended Project Qualification. The programme is designed to increase the breadth and depth of study in their selected subject area and to gain essential skills for university or employment applications. We are aware that competition for university places is increasing, and that predicted A Level grades alone will not guarantee an offer. By offering this programme we hope to strengthen our students' applications and prospects through the development of skills such as research, critical thinking, referencing and academic writing.

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

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

Students will begin their EPQ research in the Summer Term of Year 12 and complete their EPQ by the end of the Spring Term in Year 13. In Year 13, students will have regular timetabled contact with their supervisor and are expected to spend time each week independently researching and developing their project, meeting interim deadlines to ensure that the work is progressing.





# Careers

Our Careers Department is instrumental in assisting students to prepare for their next steps after the Associated Sixth Form. All students are encouraged to be responsible for their own career decisions and individual guidance is provided to help them explore the most suitable direction to take when they leave school. Students can book individual career guidance appointments for impartial advice and guidance on their options with our professionally qualified Career Advisers during their non-contact periods.

In Year 12, all students follow a comprehensive careers education programme and explore in detail the range of post 18 options available after Sixth Form. The summary of student destinations in this prospectus highlights the diverse range of careers and further study which our students progress on to and we are incredibly proud of all their achievements.

During their time in Sixth Form, we support students to make informed decisions and applications for post 18 choices, whether that is university, college, apprenticeships and employment or a gap year. We do this by working collaboratively with a range of external employers and training providers to produce and coordinate bespoke in-person and digital activities and resources, including lunchtime industry talks, work experience support, student and parent/carer presentations and study/application/industry-specific resources.

## **We offer bespoke programmes to support students to make successful applications for their preferred pathways:**

- Higher Education – students choosing to apply to university receive information, advice and guidance on how to choose the right university and course for them, the UCAS application process and how to write an effective personal statement, together with information on student life and finances. Admission tutors, academics and graduates regularly visit school to talk to students about courses and life at university.
- Further Education – a significant number of students embark upon Foundation Diplomas in Art and Design and other vocational courses at local colleges, and they receive the appropriate support to ensure they make successful choices and applications.

- Employment – Students choosing to enter full time employment/apprenticeships after the Sixth Form are supported to both search for appropriate vacancies, and then make competitive applications. This includes CV writing, letters of application, completing digital application forms and interview and assessment centre preparation.
- Gap Year – Those students planning to take a gap year after Sixth Form study can access an extensive range of resources and knowledge to support their plans and we invite organisations offering recognised gap year programmes into school to talk to students about opportunities both in the UK and overseas.

## **Should you require further information about the Careers Department, please email:**

**St. Aidan's:** [careersstaff@staidans.co.uk](mailto:careersstaff@staidans.co.uk)

**St John Fisher:** [careersstaff@sjfchs.org.uk](mailto:careersstaff@sjfchs.org.uk)

Further information can be found on the relevant pages of each school's website.

# Extended Curriculum

## Dance and Drama

Dance and Drama is thriving in the Associated Sixth Form with energetic support from the A Level Drama & Theatre, A Level Dance and Performing Arts groups. Recent major productions include School of Rock, Legally Blonde and Disney's The Little Mermaid at St. Aidan's, and Billy Elliot, Grease, Beauty and the Beast and Elf the Musical at St John Fisher. In the coming academic year St. Aidan's will be performing Annie, and St John Fisher, Sister Act. Sixth Form students can help to run lower school Drama and Dance clubs at both sites and often assist backstage and with the directing and stage management of school productions, which is a great way to gain valuable experience for university applications. There are many exciting ways to get involved.

## The Politics, Philosophy and Economics Society

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

## The Debating Society

The Debating Society meets weekly at lunchtime. A varied calendar of events is arranged including debates, contests against local schools and entry into national competitions. Students take this opportunity to develop communication skills and to gain confidence in public speaking. In 2018 the Associated 6th Form Debating Team became North-East Regional Champions in the ESU Mace Competition, a title they successfully defended in 2019 and 2020. We then took part in the national finals of the Mace at the ESU headquarters in Dartmouth House, London.

## Preparation for Applications to Competitive Course and Institutions

The Association has a strong record of success among students applying to competitive courses, including those at Oxford and Cambridge and Medicine, Dentistry and Veterinary Science. Students are encouraged to work closely with the Careers Department to explore wider reading and super-curricular engagement, work experience and shadowing placements which will support their applications alongside some of the other extra-curricular activities on offer.

## Sports

Sports teams are accessible for all students in the Associated Sixth Form. Our training sessions are inclusive and the teams are coached for inter-school competitions. The main sports we offer are Netball, Hockey, Football, Rugby, Basketball and Cricket. Teams enter local or national competitions, and while the level of success may vary from year to year, they are always competitive and enthusiastic. Dedicated performers are strongly encouraged to join senior clubs in the Harrogate area.

## Duke of Edinburgh Gold Award

The Duke of Edinburgh Gold Award is available to all students in Year 12 of the Association. The Award gives you the chance to do something completely new and to improve on things you're already doing. It takes you out of your comfort zone and into a place where you'll push yourself and have amazing new experiences. You'll build confidence, resilience, skills for work and friendship groups. We aim for participants to complete all sections of the award by the middle of Year 13 and to attend the Awards Ceremony at one of the UK Palaces as a group. This most prestigious award requires hard work and determination, but it is well worth the effort.

### The award comprises 5 main sections:

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

The three and four-day expeditions take place in the spring and summer term of Year 12 with a training weekend earlier in the year to develop the necessary expedition skills.

## Trips

Sixth form students have a wide range of opportunities offered to them. Some of these opportunities are course related; others are open to all Sixth Form students. The Associated Sixth Form run trips to different countries to enhance students' learning and are pleased to offer an extensive range of visits.

These include; Geography trip to Iceland, Physics trip to CERN or the Goonhilly Earth Station, Technology students' visit to London, Annual European Music tour and an Annual Ski trip to a European destination. There are also a number of day trips to enhance the subjects taught at A-Level. There are language trips to Spain and Germany, work experience in France, creative writing residential week in Wales, Politics/Economics/History/ Psychology trip to New York, Philadelphia and Washington and/or London and Art and Textiles trips to London.



## Sixth Form Committees and Student Ambassadors

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

## Peer Readers

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



## Music

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

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

The Chamber Choir and Swing Band of St. Aidan's, and the Jazz Orchestra of St John Fisher have both reached the finals of the National Festival of Music for Youth, with both schools achieving the Outstanding Award in recent years. The St. Aidan's Symphonic Wind Band, Swing Band and Chamber Choir have also performed at the Royal Albert Hall and the Chamber Choir has been seen in the finals of the BBC Songs of Praise Choir of the Year Competition. Both schools regularly take part in other national competitions with various ensembles competing at the highest of standards. In July 2019 an ensemble from each school was invited to perform on main stages at the National Festival of Music for Youth in Birmingham. There really is an ensemble for everyone at St. Aidan's and St John Fisher with Ukulele groups, percussion ensembles, rock bands and Steel Pan ensembles to name but a few, suiting all tastes.

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

Frequent overseas tours are undertaken by music groups at both schools. Musicians from St John Fisher have recently toured New York, Toronto, Greece, Barcelona and Paris, while highlights of St. Aidan's touring programme have been a ten-day performing tour to China, the Swing Band at Montreux Jazz Festival and Belgium, visits by the Chamber Choir to Tuscany and Belgium and the Symphonic Wind Band and Swing Band touring to Lake Konstanz. Most recently the Chamber Choir has toured Italy including performing at St Mark's Basilica in Venice. Extra-curricular performing arts are especially strong at St. Aidan's and St John Fisher with both schools regularly staging major musicals, St John Fisher having recently produced *The Phantom of the Opera*, *The Sound of Music*, *Billy Elliott*, *Grease*, *Legally Blonde*, *Beauty and the Beast* and *Elf*. St. Aidan's has, in recent years, staged *Les Miserables*, *Evita*, *West Side Story*, *School of Rock*, *Sister Act*, *We Will Rock You*, *Legally Blonde* and *The Little Mermaid*. Upcoming Musical for 2024/25 are *Annie* at St. Aidan's and *Sister Act* at St John Fisher.

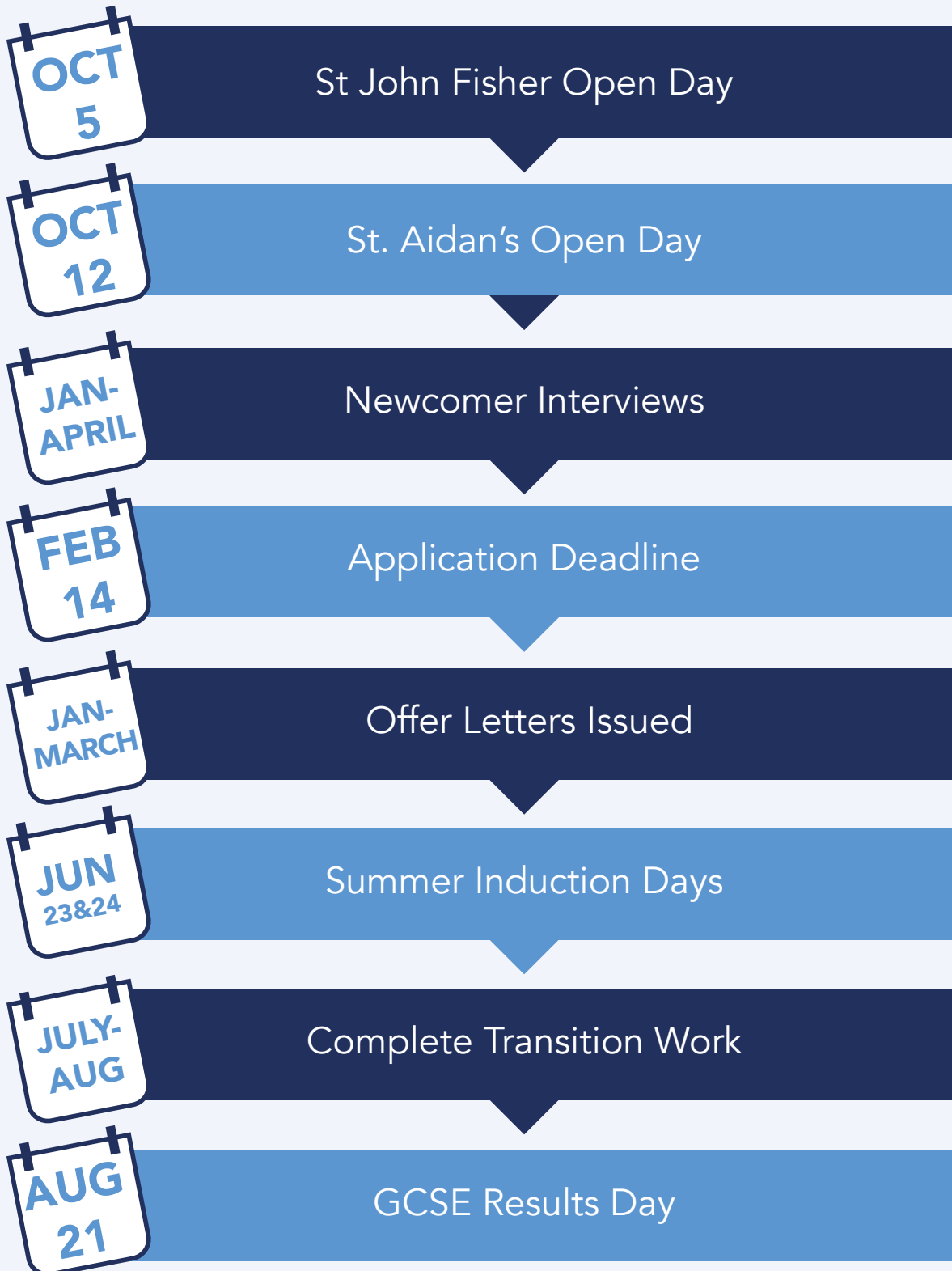
In addition to all the above, both schools have flourishing orchestras, bands, choirs and other instrumental ensembles which operate locally, nationally and internationally. Being faith schools, both have thriving worship groups with St. Aidan's leading worship with their in-house worship band 'Aidan's Flame' and St John Fisher supporting the Leeds Diocese on a regular basis with their own worship groups. For more information, please contact Mr Ratcliffe (Head of Music, St John Fisher) or Mrs Elliott (Director of Learning: Performing Arts, at St. Aidan's) or email us at [cratcliffe@sjfchs.org.uk](mailto:cratcliffe@sjfchs.org.uk) or [music@staidans.co.uk](mailto:music@staidans.co.uk)

# There's Life Outside the Classroom





# Application Process



**RULES OF STUDY CENTRES**

- Phones must be on silent mode at ALL times but can be used for research and health/physical needs can be used to listen to music as long as this is not audible
- Only water to be consumed
- No eating is allowed
- No sitting on the desks
- Silent work at all times
- Use of personal laptops permitted
- All students must access one of the study areas for at least 1 hour a day unless they have an approved periodic study period

...going through a difficult time?  
...and the divine reward.

[www.mind.org.uk/youngpeople](http://www.mind.org.uk/youngpeople)

Hand: 0000000000



Apply your heart to instruction and your ears to words of knowledge.

Proverbs 23:12

# Year 13 Leavers' Ball





# A Level Subject Results 2024

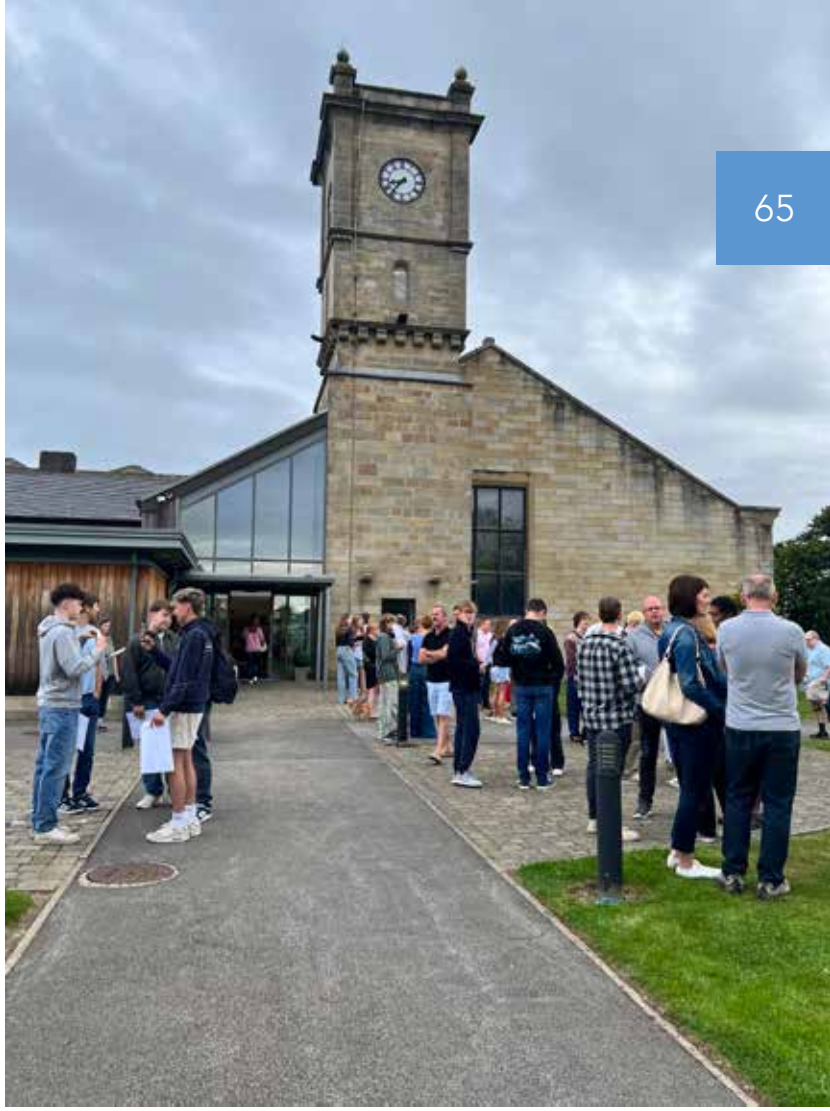
Subject	Entries	A*	A	B	C	D	E	U
Ancient History	13	0	3	4	3	1	1	0
Art & Design: Fine Art	24	1	5	8	5	4	1	0
Art & Design: Graphics	7	0	3	3	0	1	0	0
Art & Design: Photography	14	0	1	7	4	2	0	0
Biology	120	16	24	24	27	14	11	4
Business	58	3	8	23	13	11	0	0
Chemistry	109	18	30	25	19	9	7	1
Computer Science	19	1	6	3	3	5	1	0
Dance	8	0	5	3	0	0	0	0
Design & Technology: Product Design	18	1	5	4	3	1	2	2
Design & Technology: Fashion & Textiles	16	0	6	2	7	1	0	0
Drama & Theatre Studies	18	0	4	5	7	2	0	0
Economics	65	9	11	25	12	4	4	0
English Language	32	1	3	13	8	5	1	0
English Language & Literature	23	1	2	6	7	5	2	0
English Literature	35	6	4	13	4	6	2	0
French	17	3	3	8	2	1	0	0
Geography	109	9	29	27	32	10	2	0
German	5	1	1	0	2	1	0	0
History	78	7	17	24	16	11	3	0
Mathematics	147	35	38	35	19	11	7	2
Further Mathematics	40	12	15	5	5	3	0	0
Media Studies	37	0	4	14	16	2	1	0
Music	3	1	2	0	0	0	0	0
Music Technology	7	0	1	1	3	2	0	0
Physical Education	23	0	1	9	10	3	0	0

Subject	Entries	A*	A	B	C	D	E	U
Physics	81	10	18	13	17	13	8	2
Polish	1	0	1	0	0	0	0	0
Politics	54	4	11	12	17	7	2	1
Psychology	130	9	14	34	31	28	11	3
Religious Studies	44	5	8	16	7	6	1	1
Sociology	66	2	9	24	17	11	3	0
Spanish	15	2	4	4	3	2	0	0
EPQ - Extended Project Qualification	68	10	17	19	6	9	5	2

Subject	Entries	D*	D	M	P	U
Applied Business Extended Certificate	27	2	13	11	1	0
Applied Science Extended Certificate	12	0	0	3	4	4
Camb Tech Health & Social Care Extended Certificate	31	2	10	14	5	0
Camb Tech IT Introductory Diploma	5	2	1	1	1	0
Food, Science & Nutrition Level 3 Diploma	18	2	6	9	0	0
BTEC Performing Arts (Extended Certificate)	9	1	6	2	0	0
BTEC Travel & Tourism (Extended Certificate)	13	0	4	7	2	0

Subject	Entries	D*D*	D*D	DD	DM	MM	MP	PP
BTEC Sport (Development, Coaching & Fitness) Diploma	22	4	4	7	5	1	1	0







# Summary of Student Destinations

Zoology .....	Anglia Ruskin University
Economics and Management.....	Aston University, Birmingham
Film, Television and Digital Production .....	Bath Spa University
History .....	Bath Spa University
Music Marketing, Media and Communication .....	BIMM University
Musical Theatre .....	BIMM University
Popular Music Performance & Music Production .....	BIMM University
Medicine.....	Brighton and Sussex Medical School
Optometry.....	Bristol, University of the West of England
Primary Education (QTS).....	Bristol, University of the West of England
Geography .....	Cardiff University
Ancient History and Archaeology.....	Durham University
Archaeology and Ancient Civilisations .....	Durham University
Biological Sciences.....	Durham University
Biological Sciences.....	Durham University
Classics .....	Durham University
English Literature.....	Durham University
Environmental Geoscience.....	Durham University
Gap Year then Theology and Religion .....	Durham University
General Engineering .....	Durham University
Geography .....	Durham University
History .....	Durham University
Liberal Arts .....	Durham University
Maths and Statistics.....	Durham University
Modern European Languages and History.....	Durham University
Natural Sciences.....	Durham University
Natural Sciences.....	Durham University
Natural Sciences.....	Durham University
Politics and International Relations .....	Durham University
Business and Management with Accounting and Finance.....	Edge Hill University
Drama and Theatre.....	Edge Hill University
Nursing (Mental Health) .....	Edge Hill University
Gap Year then Journalism .....	Edinburgh Napier University
Agricultural Engineering (with placement) .....	Harper Adams University
Animal Behaviour and Welfare (Clinical).....	Harper Adams University
Medicine.....	Hull York Medical School
Performing Arts .....	Institute for Contemporary Theatre
Geography .....	Keele University
Business Management (Industry).....	Lancaster University
Gap Year then Marketing .....	Lancaster University
History and Politics.....	Lancaster University
Mathematics .....	Lancaster University
Mechanical Engineering .....	Lancaster University
Medicine and Surgery .....	Lancaster University
Natural Sciences .....	Lancaster University
Comic and Concept Art.....	Leeds Arts University
Business Management with Marketing.....	Leeds Beckett University
Business Studies .....	Leeds Beckett University
Childhood Studies.....	Leeds Beckett University

Criminology with Psychology .....	Leeds Beckett University
Gap Year then Music Production .....	Leeds Beckett University
Gap Year then Sport and Exercise Nutrition.....	Leeds Beckett University
Music Production .....	Leeds Beckett University
Physiotherapy .....	Leeds Beckett University
Primary Education (5-11) with QTS.....	Leeds Beckett University
Primary Education with QTS.....	Leeds Beckett University
Sport and Exercise Science .....	Leeds Beckett University
Sport and Exercise Science .....	Leeds Beckett University
Sport and Exercise Science .....	Liverpool Hope University
Dance .....	Liverpool Institute for Performing Arts
Business Management .....	Liverpool John Moores University
Child Nursing .....	Liverpool John Moores University
Gap Year then Marketing .....	Liverpool John Moores University
Mathematics .....	Liverpool John Moores University
Pharmacy .....	Liverpool John Moores University
Sports Journalism .....	Liverpool John Moores University
Dance Performance .....	LMA: Liverpool Media Academy
Gap Year then Product Design Engineering.....	Loughborough University
Gap Year then Psychology.....	Loughborough University
International Business .....	Loughborough University
Mechanical Engineering.....	Loughborough University
Natural Sciences.....	Loughborough University
Product Design Engineering .....	Loughborough University
Accounting and Finance.....	Manchester Metropolitan University
Advertising and Brand Communications.....	Manchester Metropolitan University
Business Management .....	Manchester Metropolitan University
Economics .....	Manchester Metropolitan University
Economics .....	Manchester Metropolitan University
Economics .....	Manchester Metropolitan University
Fashion Communication.....	Manchester Metropolitan University
Gap Year then Economics .....	Manchester Metropolitan University
Human Geography.....	Manchester Metropolitan University
Law (Foundation Year) .....	Manchester Metropolitan University
Marketing .....	Manchester Metropolitan University
Marketing .....	Manchester Metropolitan University
Psychology .....	Manchester Metropolitan University
Sociology.....	Manchester Metropolitan University
Sport and Exercise Science .....	Manchester Metropolitan University
Gap Year then Acting for Screen .....	MetFilm
Accounting and Finance.....	Newcastle University
Biomedical Sciences.....	Newcastle University
Business Management .....	Newcastle University
Business Management .....	Newcastle University
Civil Engineering .....	Newcastle University
Combined Honours.....	Newcastle University
Computer Science .....	Newcastle University
Economics .....	Newcastle University
Economics .....	Newcastle University
English Language and Literature.....	Newcastle University
English Literature and History .....	Newcastle University
Gap Year then Economics .....	Newcastle University
Geography .....	Newcastle University
Geography .....	Newcastle University
Journalism, Media and Culture .....	Newcastle University
Law .....	Newcastle University
Law .....	Newcastle University
Law .....	Newcastle University
Law .....	Newcastle University
Marine Zoology .....	Newcastle University
Marketing and Management.....	Newcastle University
Marketing and Management.....	Newcastle University
Mathematics with Finance .....	Newcastle University
Mechanical Engineering .....	Newcastle University
Mechanical Engineering .....	Newcastle University

Medicine and Surgery .....	Newcastle University
Modern Languages and Linguistics.....	Newcastle University
Pharmacy .....	Newcastle University
Psychology .....	Newcastle University
Psychology .....	Newcastle University
Psychology .....	Newcastle University
Sociology.....	Newcastle University
Speech and Language Sciences.....	Newcastle University
Gap Year then Early Childhood Education and Care .....	Norland
Architecture .....	Northumbria University, Newcastle
Business and Management Foundation Year .....	Northumbria University, Newcastle
Business and Management Foundation Year .....	Northumbria University, Newcastle
Business Management .....	Northumbria University, Newcastle
Business Management .....	Northumbria University, Newcastle
Chemistry .....	Northumbria University, Newcastle
Computer and Information Technology with Foundation Year .....	Northumbria University, Newcastle
Construction Management.....	Northumbria University, Newcastle
Criminology.....	Northumbria University, Newcastle
Economics .....	Northumbria University, Newcastle
Economics and Finance.....	Northumbria University, Newcastle
Fashion .....	Northumbria University, Newcastle
Fashion Design and Marketing.....	Northumbria University, Newcastle
Film.....	Northumbria University, Newcastle
Film.....	Northumbria University, Newcastle
Gap Year then Architecture .....	Northumbria University, Newcastle
Gap Year then Business and Entrepreneurship .....	Northumbria University, Newcastle
Gap Year then Business and Marketing.....	Northumbria University, Newcastle
Gap Year then Business and Marketing.....	Northumbria University, Newcastle
Gap Year then Business and Marketing.....	Northumbria University, Newcastle
Gap Year then Business Management.....	Northumbria University, Newcastle
Gap Year then Business Management.....	Northumbria University, Newcastle
Gap Year then Foundation Year in Law .....	Northumbria University, Newcastle
Gap Year then Psychology.....	Northumbria University, Newcastle
Gap Year then Sport Coaching.....	Northumbria University, Newcastle
Gap Year then Sport, Exercise and Nutrition.....	Northumbria University, Newcastle
Geography .....	Northumbria University, Newcastle
Geography .....	Northumbria University, Newcastle
Geography and Environmental Sciences Foundation Year .....	Northumbria University, Newcastle
Geography and Environmental Sciences Foundation Year .....	Northumbria University, Newcastle
Geography and Environmental Sciences Foundation Year .....	Northumbria University, Newcastle
Humanities Foundation Year .....	Northumbria University, Newcastle
Humanities Foundation Year .....	Northumbria University, Newcastle
Humanities Foundation Year .....	Northumbria University, Newcastle
Humanities Foundation Year .....	Northumbria University, Newcastle
Law/MLaw .....	Northumbria University, Newcastle
Law/Mlaw .....	Northumbria University, Newcastle
Mechanical and Civil Engineering Foundation Year.....	Northumbria University, Newcastle
Media and Communication.....	Northumbria University, Newcastle
Networks and Cyber Security .....	Northumbria University, Newcastle
Nursing Science, Registered Nurse (Child).....	Northumbria University, Newcastle
Psychology .....	Northumbria University, Newcastle
Psychology .....	Northumbria University, Newcastle
Psychology .....	Northumbria University, Newcastle
Psychology .....	Northumbria University, Newcastle
Psychology .....	Northumbria University, Newcastle
Psychology Foundation Year .....	Northumbria University, Newcastle
Real Estate.....	Northumbria University, Newcastle
Real Estate.....	Northumbria University, Newcastle
Real Estate.....	Northumbria University, Newcastle
Social Sciences Foundation Year .....	Northumbria University, Newcastle
Social Sciences Foundation Year .....	Northumbria University, Newcastle
Sport and Exercise Science .....	Northumbria University, Newcastle
Sport and Exercise Science .....	Northumbria University, Newcastle
Sport Coaching .....	Northumbria University, Newcastle
Sport Foundation Year.....	Northumbria University, Newcastle

Illustration .....	Norwich University of the Arts
Business .....	Nottingham Trent University
Business Management and Marketing .....	Nottingham Trent University
Gap Year then Law with Criminology .....	Nottingham Trent University
Graphic Design.....	Nottingham Trent University
Graphic Design.....	Nottingham Trent University
History with Politics .....	Nottingham Trent University
Interior Architecture and Design .....	Nottingham Trent University
International Business and Finance .....	Nottingham Trent University
International Business with Spanish.....	Nottingham Trent University
Pharmacology with Foundation Year.....	Nottingham Trent University
Business and Management .....	Oxford Brookes University
History/Politics.....	Oxford Brookes University
Midwifery.....	Oxford Brookes University
Jazz.....	Royal Birmingham Conservatoire
Architecture .....	Sheffield Hallam University
Business Management .....	Sheffield Hallam University
Interior Architecture and Design with a Foundation Year.....	Sheffield Hallam University
Marketing Communications and Advertising with a Foundation Year .....	Sheffield Hallam University
Occupational Therapy.....	Sheffield Hallam University
Psychology .....	Sheffield Hallam University
Japanese and History.....	SOAS University of London
Liberal Arts .....	St Mary's University, Twickenham
Finance .....	St. Thomas University, Miami, USA
Gap Year then Computer Games Programming .....	Staffordshire University
Law with Criminology .....	Swansea University
Law with Criminology .....	The University of Law (Manchester)
Football Business with Foundation Year.....	UCFB
Biomedical Science .....	University of Aberdeen
Celtic and Anglo Saxon Studies & Philosophy .....	University of Aberdeen
Marine Biology .....	University of Aberdeen
Medicine.....	University of Aberdeen
Psychology .....	University of Bath
History .....	University of Birmingham
Medicine.....	University of Birmingham
Physics.....	University of Birmingham
Physiotherapy.....	University of Birmingham
Physiotherapy.....	University of Birmingham
Politics and International Relations .....	University of Birmingham
Gap Year then Film.....	University of Brighton
Biology .....	University of Bristol
Economics .....	University of Bristol
Engineering Mathematics.....	University of Bristol
Engineering Mathematics.....	University of Bristol
Modern Languages .....	University of Bristol
Physics with Astrophysics .....	University of Bristol
Chemical Engineering and Biotechnology.....	University of Cambridge
Engineering .....	University of Cambridge
Engineering .....	University of Cambridge
Geography .....	University of Cambridge
Human, Social and Political Sciences .....	University of Cambridge
Natural Sciences.....	University of Cambridge
Natural Sciences.....	University of Cambridge
Natural Sciences.....	University of Cambridge
Natural Sciences.....	University of Cambridge
Gap Year then Archaeology and Anthropology .....	University of Central Lancashire
Economics .....	University of Edinburgh
French.....	University of Edinburgh
Medicine.....	University of Edinburgh
Business and Management .....	University of Exeter
Psychology/Theatre Studies.....	University of Glasgow
Veterinary Biosciences.....	University of Glasgow
Veterinary Medicine.....	University of Glasgow
Electronic and Electrical Engineering with Foundation Year.....	University of Hull
Politics, Philosophy and Economics .....	University of Hull



Sport and Exercise Science .....	University of Hull
Ancient History .....	University of Leeds
Arabic, Islamic, Middle Eastern and North African Studies.....	University of Leeds
Computer Science.....	University of Leeds
Gap Year then Mechanical Engineering .....	University of Leeds
Geography .....	University of Leeds
Medicine.....	University of Leeds
Nursing (Adult) .....	University of Leeds
Nursing (Child).....	University of Leeds
Nursing (Child).....	University of Leeds
Marketing and Advertising .....	University of Lincoln
Psychology .....	University of Lincoln
Psychology .....	University of Lincoln
Psychology .....	University of Lincoln
Anatomy and Human Biology .....	University of Liverpool
Business Management .....	University of Liverpool
Chemistry with a Year in Industry .....	University of Liverpool
Economics .....	University of Liverpool
Film Studies and English .....	University of Liverpool
Finance and Data Analytics .....	University of Liverpool
Gap Year then Biological Sciences.....	University of Liverpool
Gap Year then Mechanical Engineering .....	University of Liverpool
Geography .....	University of Liverpool
Geography and Planning .....	University of Liverpool
International Relations with Portuguese.....	University of Liverpool
Law .....	University of Liverpool
Law .....	University of Liverpool
Law with Business.....	University of Liverpool
Occupational Therapy.....	University of Liverpool
Physics and Mathematics .....	University of Liverpool
Adult Nursing .....	University of Manchester
Chemical Engineering .....	University of Manchester
Computer Science.....	University of Manchester
Computer Science.....	University of Manchester
Environmental Science .....	University of Manchester
Gap Year then Music .....	University of Manchester
Gap Year then Spanish, Portuguese and Latin American Studies .....	University of Manchester
Mechanical Engineering with Industrial Experience.....	University of Manchester
Medicine.....	University of Manchester
Mental Health Nursing .....	University of Manchester
Modern History with Economics.....	University of Manchester
Philosophy .....	University of Manchester
Physics.....	University of Manchester
Politics, Philosophy and Economics .....	University of Manchester
Biology .....	University of Nottingham
Biotechnology .....	University of Nottingham
Chemical Engineering .....	University of Nottingham
Chemistry .....	University of Nottingham
Chemistry with a Year in Industry .....	University of Nottingham
Computer Science and Artificial Intelligence .....	University of Nottingham
Criminology.....	University of Nottingham
English.....	University of Nottingham
Gap Year then Economics and International Economics.....	University of Nottingham
History .....	University of Nottingham
History .....	University of Nottingham
Law .....	University of Nottingham
Natural Sciences.....	University of Nottingham
Philosophy, Politics, and Economics.....	University of Nottingham
Politics and Economics.....	University of Nottingham
Biology .....	University of Oxford
Biomedical Sciences.....	University of Oxford
Chemistry .....	University of Oxford
Economics and Management.....	University of Oxford
Engineering .....	University of Oxford



French.....	University of Oxford
Philosophy, Politics and Economics.....	University of Oxford
Philosophy, Politics and Economics.....	University of Oxford
Physics.....	University of Oxford
Dental Hygiene and Dental Therapy.....	University of Portsmouth
Pharmacy.....	University of Portsmouth
Film Production.....	University of Salford
Film Production.....	University of Salford
Journalism: Broadcast.....	University of Salford
Civil and Structural Engineering.....	University of Sheffield
Civil and Structural Engineering.....	University of Sheffield
Civil and Structural Engineering with a Foundation Year.....	University of Sheffield
Computer Science.....	University of Sheffield
Economics.....	University of Sheffield
Economics.....	University of Sheffield
General Engineering.....	University of Sheffield
General Engineering with a Foundation Year.....	University of Sheffield
International Relations and Politics.....	University of Sheffield
Mathematics.....	University of Sheffield
Mathematics.....	University of Sheffield
Mechanical Engineering.....	University of Sheffield
Software Engineering with a Foundation Year.....	University of Sheffield
Structural Engineering and Architecture.....	University of Sheffield
Aeronautics and Astronautics.....	University of Southampton
Sustainable Development.....	University of St Andrews
Mathematics.....	University of Stirling
Psychology.....	University of Stirling
Naval Architecture with Ocean Engineering.....	University of Strathclyde
Cosmetic Science.....	University of the Arts London
Fashion Design and Development.....	University of the Arts London
Ancient History and Classical Archaeology.....	University of Warwick
Biochemistry.....	University of Warwick
English Literature.....	University of Warwick
Gap Year then Media and Creative Industries.....	University of Warwick
Philosophy.....	University of Warwick
Physics.....	University of Warwick
Law with French Law.....	University of Westminster, London
Real Estate.....	University of Westminster, London
Paramedic Science with Foundation Year.....	University of Worcester
Accounting, Business Finance and Management.....	University of York
Biology.....	University of York
Gap Year then Nursing (Adult).....	University of York
Languages and Cultures (French and Italian).....	University of York
Mathematics.....	University of York
Politics.....	University of York
Philosophy.....	University of Nottingham
Songwriting and Performance.....	WaterBear College of Music
Children's Nursing.....	Wrexham University
Health and Social Care.....	York College
Early Years Education and Care with a Foundation Year.....	York St John University
English Language and Linguistics.....	York St John University
Film and Television Production.....	York St John University
Gap Year then Business and Management.....	York St John University
Gap Year then Physiotherapy.....	York St John University
Law.....	York St John University
Photography.....	York St John University
Politics and International Relations.....	York St John University
Primary Education (5-11).....	York St John University
Primary Education (5-11).....	York St John University
Professional Policing.....	York St John University
Religion, Philosophy and Ethics.....	York St John University
Sport and Exercise Science.....	York St John University
Sport and Exercise Science.....	York St John University
Sport and Exercise Science.....	York St John University

# Keeping in Touch

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



**George Mills** won silver at this year's European Athletics Championships 5000m in Rome and went on to take part in the 2024 Olympics in Paris for both 1500m and 5000m.



**Eve Whitaker** (second from the left) won silver individually and team bronze at this year's European Fell Running championships in the Under 20 age group.

“

**Alice Dagget** recently graduated from Winchester School of Art in Fashion Design.

Thank you for helping me start my journey in fashion and design. I was fortunate enough to win London graduate Fashion week this year. A special thank you to Miss Walker my teacher and all of the Sixth Form Team.

**Alice Dagget**



”



**Lawrence Richmond**, MEng in Mechanical Engineering, University of Durham

“

The outstanding subject teaching which I received in the Associated Sixth Form enabled me to follow my chosen pathway after Year 13 and the higher education course of my choice. However, the school is about so much more than academic qualifications. The pastoral support and opportunities offered beyond the classroom enabled me to form friendships and make memories which will remain with me for a long time.

**Lawrence Richmond**

”



**Marcus Gatenby** is in the RAF Regiment band, based at RAF Northolt Marcus did A level Music in the Sixth Form and played in the Swing Band. Following Marcus taking part in the DD Memorial Services in Normandy, Marcus' mother contacted us:

“ It is only 3 years since he was in the same seats as your current Year 13s. I hope his ability to achieve his dream inspires some of your other music students to work hard and strive to achieve their goals. ”

“ The Science department is a big reason I chose to, and was able to pursue aerospace engineering. I wanted to say thank you for the support over the years, I wouldn't be where I am today without it. ”

**Matthew Lynch**

Matthew Lynch who is studying Aerospace Engineering at the University of Sheffield. Matthew recently launched a liquid fuelled rocket in the Mojave Desert, California; the first liquid fueled rocket launch by students in the UK, setting a European altitude record in the category.



**Georgina Brayshaw** won gold at the 2024 Paris Olympics in the women's Quadruple Sculls, 15 years after a serious horse riding accident left her in a coma.



**Jacob Fincham Dukes** finished 5th in the Men's long jump at the Paris Olympics with a distance of 8.14m

“ I became interested in technical production in Year 9 when I was involved with the school show 'Evita' when I pressed the button on the smoke machine! I then worked on many school productions including West Side Story, School of Rock and Sister Act. After Sixth Form I studied Theatre Production at the University of Surrey (Guildford School of Acting) and achieved a first-class degree. ”

This led me into a career in the live music industry. I now work in lighting and video for some of the biggest festivals in the country such as Glastonbury, Wireless, Reading and Radio 1s Big Weekend and tour with bands in some of the largest arenas in the UK and Europe.

**Noah Gray**





“

I joined St. Aidan's as a newcomer in 2022, and was immediately welcomed by an incredibly friendly community of staff and students. Outside of A Level studies, I was also able to get involved with the amazing music department, which has provided the students with unforgettable opportunities, from playing in the pit band of the school production, to singing with chamber choir in St Mark's Basilica, Venice. As I am leaving sixth form to study music, I will always be grateful for these experiences and the memories I have made.

**Alannah**

”

# Joining us as a newcomer



“ When I was moving to St. Aidan’s I was very nervous, but all the staff and pupils were so welcoming and friendly that it made the change almost seem seamless and made me feel like I was a part of their community from the first day.

Everyone in my subject classes were so friendly - even the teachers couldn’t tell who an existing student was and who was a newcomer!

**Mari**

”

“

The team at the Associated Sixth Form were incredibly welcoming and supportive. They made the transition easy and I found attending a larger Sixth Form incredibly beneficial. The careers team has provided amazing support with post-18 options and given me the opportunity to further my ambitions of veterinary medicine.

**Jack**

”



“

At first, I came to this school with expectations of it being unlikely that I would make any new friends, however I was wrong. In just a few days I made new connections and after the first month, had made friends and adjusted to my role as a sixth former. There is no need to worry, just be yourself and get to know your peers!

**Ashlyn**

”



“

St. Aidan’s have allowed me to thrive in a fantastic school setting and have given me the absolute best opportunities possible to make friends/ have careers support/ go on trips as well as become a member of the 2024/25 Senate. The association has allowed me to excel in such a vibrant environment whilst being able to stay intrinsically motivated to achieve the best out of myself.

**Chase**

”



# Applications

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

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

Students from other schools should complete our online application form, accessible from the Sixth Form area of the schools' websites.

All applications should be returned by Friday 7 February 2025.

Further details of the Admissions Policy and application process are available via the schools' websites.

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

Email: [associatedsixthform@staidans.co.uk](mailto:associatedsixthform@staidans.co.uk)

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



@sasjfsixthform



@SASJFSixthform



@staidansandstjohnfisherassociatedsixthform

## Transport

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

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

[www.sjfchs.org.uk/information/transport](http://www.sjfchs.org.uk/information/transport)

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

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

[www.wymetro.com/BusTravel/SchoolTransport/](http://www.wymetro.com/BusTravel/SchoolTransport/)

When you have applied for the Sixth Form as a prospective student, please contact the relevant bus company to find out more about the bus routes and register your interest with them. As soon as you have enrolled in the Sixth Form, you must contact the bus company to confirm that you will require transport.

### A&A Coaches

Email: [info@a-atravel.co.uk](mailto:info@a-atravel.co.uk)

Telephone: 01423 325300

### Connexions

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

Telephone: 01423 339600

### Tetley's Coaches

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

Telephone: 0113 276 2276

### Transdev

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

Telephone: 01423 566061

### Vamooz

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

Telephone: 01423 788902

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

## ST. AIDAN'S



**Mrs S Dover**  
Headteacher



**Dr L Holt**  
Deputy Director of  
Sixth Form



**Mrs K Orton**  
Deputy Director of  
Sixth Form



**Mr L Margerison**  
Head of Year 12



**Mr N Dinsdale**  
Head of Year 13



**Mrs A Dinsdale**  
Assistant Head of Year 12



**Mrs L Dodds**  
Assistant Head of Year 13



**Mrs Stephanie King**  
Safeguarding &  
Wellbeing Officer  
(Post 16)

## ST JOHN FISHER



**Mr S Mort**  
Headteacher



**Mr R Tanner-Smith**  
Director of Sixth Form



**Mr M Melville**  
Assistant Director of  
Sixth Form



**Mrs S Nightingale**  
Assistant Director of  
Sixth Form



**Mr O Davies**  
Academic and  
Pastoral Tutor



**Miss J Keeping**  
Academic and  
Pastoral Tutor

# ASSOCIATED SIXTH FORM



St. Aidan's & St John Fisher Associated Sixth Form, Oatlands Drive,  
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