

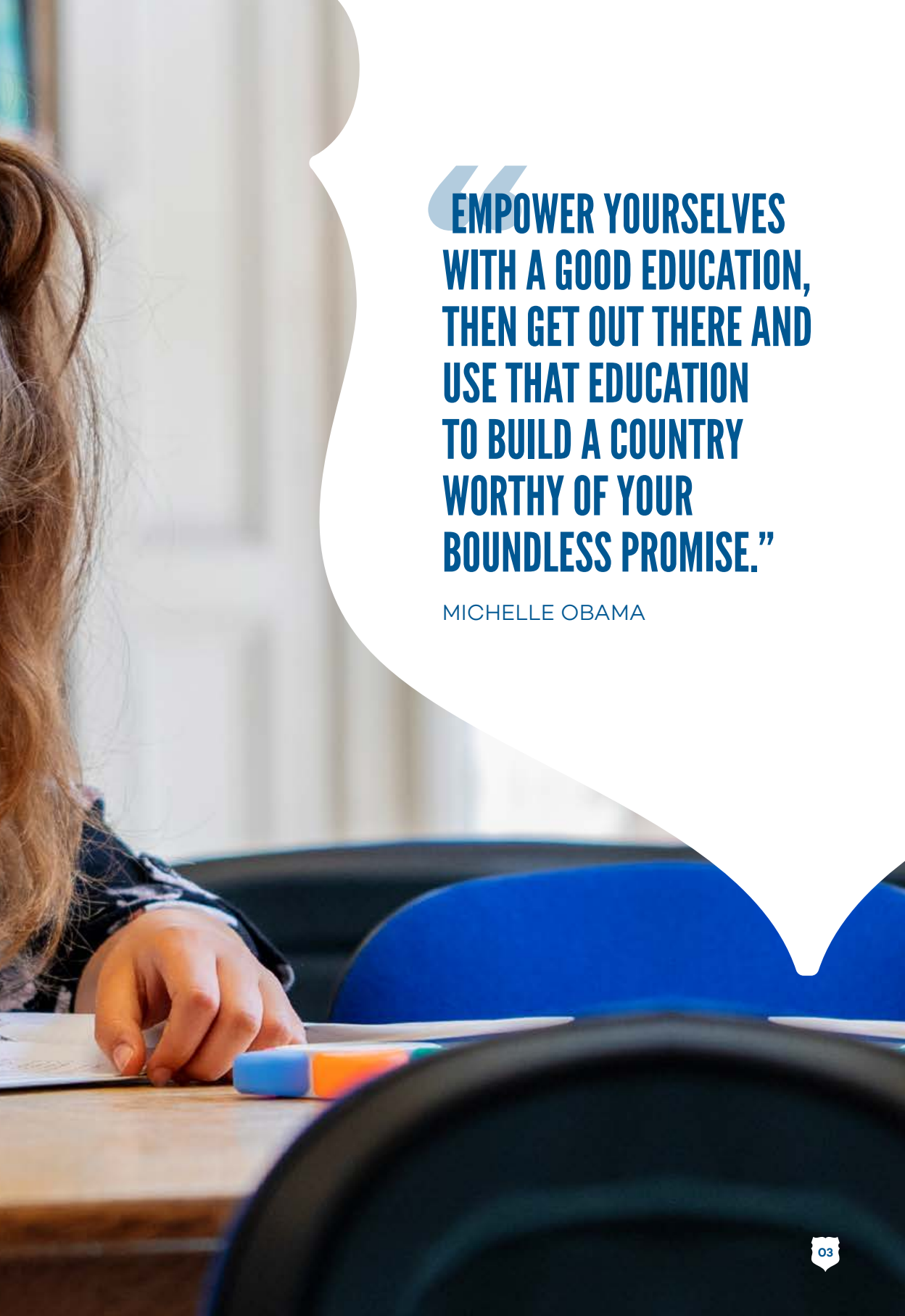


# ALL WELCOME ALL TOGETHER ALL SAINTS

## *Sixth Form Prospectus*

*All Saints Roman Catholic  
School & Sixth Form*





**“EMPOWER YOURSELVES  
WITH A GOOD EDUCATION,  
THEN GET OUT THERE AND  
USE THAT EDUCATION  
TO BUILD A COUNTRY  
WORTHY OF YOUR  
BOUNDLESS PROMISE.”**

MICHELLE OBAMA



# CONTENTS

.....

A WARM WELCOME	05
GREAT RESULTS	06
THE DEFINITION OF OUTSTANDING	08
CATHOLIC LIFE OF ALL SAINTS	10
SOCIAL LIFE	12
TRIPS & VISITS	14
EXCELLENT PASTORAL SUPPORT	17
OUTSTANDING TEACHING & SUPPORT	18
LIFE AFTER ALL SAINTS	19
OXBRIDGE & BEYOND	20
EMPLOYABILITY & APPRENTICESHIPS	22
10 REASONS TO CHOOSE ALL SAINTS	24
ENRICHMENT	26

ENRICHMENT RE	28
THE STELLA MARIS LEADERSHIP AWARD	29
ART & DESIGN	30
BIOLOGY	31
BUSINESS STUDIES (BTEC)	32
BUSINESS STUDIES	33
CHEMISTRY	34
COMPUTER SCIENCE	35
COMPUTING (BTEC)	36
D&T PRODUCT DESIGN	37
DANCE	38
DRAMA & THEATRE STUDIES	39
ENGLISH LANGUAGE & SOCIOLINGUISTICS	40
ENGLISH LITERATURE	41
ETHICS, PHILOSOPHY & THEOLOGY	42
FASHION & TEXTILES	43
FRENCH	44
GEOGRAPHY	45

GERMAN	46
GOVERNMENT & POLITICS	47
HEALTH & SOCIAL CARE	48
HISTORY	49
LATIN	50
MATHS	51
MEDIA	52
MUSIC TECHNOLOGY	53
MUSIC	54
PHYSICAL EDUCATION (BTEC)	55
PHYSICAL EDUCATION	56
PHILOSOPHY	57
PHOTOGRAPHY	58
PHYSICS	59
PSYCHOLOGY	60
SOCIOLOGY	61
SPANISH	62
HOW TO APPLY	63

# A WARM WELCOME

Many words describe All Saints RC Sixth Form. Ofsted use “outstanding” but the most used adjective is, without question, “friendly”. These words combined begin to give you a flavour of what makes All Saints so special. Our unique history, excellent quality of teaching and devoted focus on the individuals in our community, all contribute to our on-going success as a thriving, happy, academic establishment.

We pride ourselves on the excellent results our students achieve – we are in the top 10% of sixth forms nationally, following successive years of consistently strong A Level results. Each year we excel at securing places at Oxbridge and Russell Group universities, as well as positions on highly competitive apprenticeship schemes with top employers. We work hard to ensure life after All Saints is promising and fulfilling for all of our alumni and we'll be there to support them long after they leave us.



However, we're so much more than results. Our Catholic ethos means that people are at the heart of all that we do and we strongly believe every student deserves to be happy in their learning, strive for their personal best and enjoy the highest quality of academic and pastoral support every step of the way. Principles of community spirit, compassion and kindness are fundamental to our unique sixth form.

If you're looking to achieve personal success, benefit from excellent care and enjoy a memorable sixth form experience – you've come to the right place!

***“Besides the passion and benevolence that All Saints shows it's students, the tailored teaching and support is something that creates well rounded individuals who are wholly prepared to fulfil all aspects of their future”***

Verity Burbidge-Ring, Head Student



# GREAT RESULTS

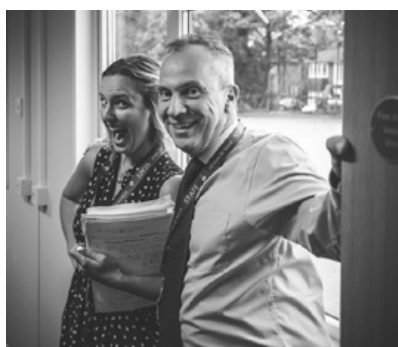
**All Saints RC Sixth Form proudly takes its place in the top 10% of sixth forms nationwide owing to successive years of exceptional results and the great progress made by our students.**

Each success story is personal and we believe that great results come from a multifaceted approach to education. Outstanding teaching from subject specialists combines with nurturing relationships and strong pastoral support to ensure that each of our students can achieve their personal best. In 2023 our results surpassed national averages in all categories and were all the more exceptional given the challenging circumstances facing this year's cohort. The vast majority of our students secured their next steps, which for most this was university but for others this included degree and school leaver apprenticeships.

Strong results that represent the best of each student's capabilities mean that All Saints alumni enjoy huge success in securing places at top universities and sought after employment training schemes.

Great results are just that – great! However, look beyond them and they tell so much more. Great results are indicative of happy, well-supported students in a thriving community. They come from positive relationships between young people, their families and staff. They happen because our staff and students are diligent, determined and resilient in equal measure.





# THE DEFINITION OF OUTSTANDING

**“ALONE WE CAN DO SO LITTLE;  
TOGETHER WE CAN DO SO MUCH.”**

**HELEN KELLER**

.....

We were thrilled to be recognised as ‘outstanding’ by Ofsted in 2016. The report concluded that the leadership of the school is “principled and exceptional” with a vision built around high achievement and scholastic excellence. The report praised the high quality of the teaching staff, who were described as being “passionate, enthusiastic, demonstrating exceptional subject knowledge”, facilitating outstanding student progress.

Outcomes in the Sixth Form were considered outstanding, with sustained and strong progress linked directly to our excellence in teaching. A Level lessons were described as both challenging and engaging. Perhaps most significant are the relationships that exist between staff and students in the Sixth Form with one student stating “We trust our teachers and they trust us”.

However, there is something unquantifiable, indefinable about All Saints that is hard to pin-down in a report. It’s a feeling. An atmosphere. Many refer to it as ‘The All Saints way’ and we believe this is a big part of what makes us genuinely outstanding. It is the personal focus, the care and attention that all staff show to all students. It is the fact that our community is built around Catholic principles of mutual respect, kindness and compassion. It doesn’t always show in statistics and assessments but it is real and fundamental to what we do and a significant part of our success lies in the happiness and wellbeing of our students.







# CATHOLIC LIFE OF ALL SAINTS

**“EVERY STUDENT MUST FEEL WELCOMED AND LOVED FOR WHO THEY ARE, WITH ALL OF THEIR LIMITATIONS AND POTENTIAL”**

**POPE FRANCIS**

.....

**All Saints Sixth Form is a Catholic community.**

However, this doesn't mean that you need to be Catholic to join our community. Students from many different faith backgrounds attend our Sixth Form and share our values, as indeed do those with no faith background.

We are guided by Gospel values and, as it says in our Mission Statement, we aim to be a loving, caring and serving community.

We offer a caring Christian environment where every student is valued and encouraged to develop academically, personally and spiritually. We foster mutual trust between staff and students and recognise all students as individuals, with their own unique skills, talents, beliefs and personalities. We aim to do all that we can to help students fulfil their potential, academically and personally.

As a Catholic community, we follow the example of Christ, who taught us to “love our neighbour” and welcomed all with love and compassion regardless of their beliefs, background or situation. This example of compassion and inclusivity is central to all we do as a school.

The overall purpose of the school is to prepare young people for their life as citizens in the local, wider and world community and to enable them to serve as examples of the best moral and spiritual values.



# SOCIAL LIFE

**“EDUCATION IS NOT FILLING A  
BUCKET, BUT LIGHTING A FIRE”**

**WILLIAM BUTLER YEATS**

.....  
Our city centre location means that our students have easy access to all that the wonderful city of York has to offer – from lunch on the famous ‘Bishy Road’ to a game of football on the Knavesmire.

The train station and town centre are just a short walk from our school. Furthermore, we’re committed to providing diverse experiences for our students and have been pleased to welcome guest speakers such as paralympian and member of the House of Lords Baroness Tanni Grey-Thompson, Panorama’s Richard Bilton and the Daily Mirror’s Political Editor Jason Beattie, all of whom have faced rigorous questioning from our students!

Our Student Leadership Team organise a range of social events from BBQs with bouncy castles and live music to our Christmas Ball and Prom. All Saints sixth formers have taken part in charity work in Romania as part of the Cry in the Dark program, dressed windows at Browns for York Fashion Week and compete at regional, national and even international level in sports ranging from cycling to trampolining, squash to taekwondo! We’re proud to say that All Saints is a fun place to study.



# TRIPS & VISITS



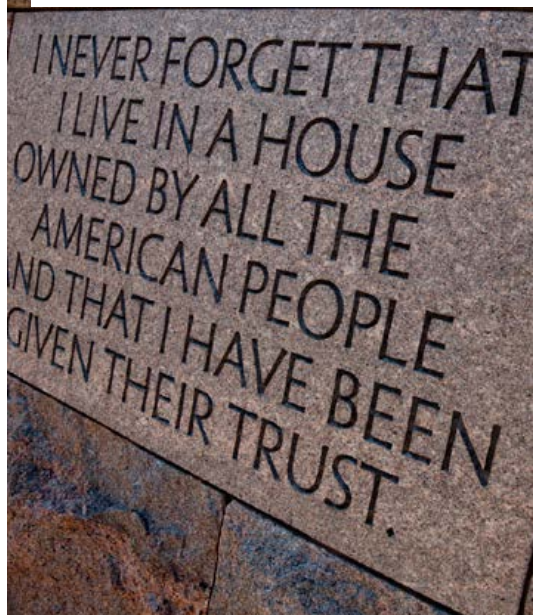
## NEW YORK



## WASHINGTON



## ROME





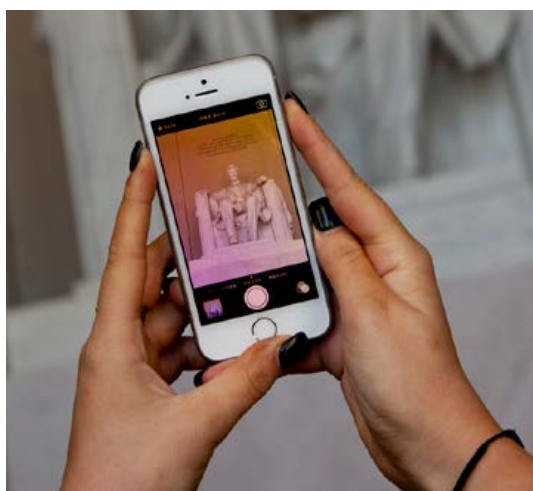
SKIING



ICELAND



DISNEY





# EXCELLENT PASTORAL SUPPORT

**“WHEN EDUCATING THE MINDS OF OUR YOUTH, WE MUST NOT FORGET TO EDUCATE THEIR HEARTS.”**

**DALAI LAMA**

**At All Saints we pride ourselves on excellent pastoral care.**

We strongly believe in supporting and nurturing the individual. We want our young people to thrive and to realise their considerable potential. To achieve this we believe they need to know that, whatever challenges they face, someone will be there to support them as they find a way to move forward.

As Pastoral Leader at All Saints, I ensure all of our students receive the quality care they deserve. Our pastoral care is something that is interwoven into sixth form life from many angles - teachers, form tutors, the sixth form team and of course myself. We offer one to one support, can signpost young people towards suitable external agencies and also deliver small group interventions to provide our students with an awareness of issues such as stress and anxiety, equipping them with a variety of strategies that they can call upon when needed.

As a non-teaching member of staff my role is very much centred around the needs of our students and I endeavour to ensure that I can spend as much time as is needed to support young people through difficult times. My door is always open and there will always be a warm welcome.



## **ACTION MINDS - STUDENT LED, AWARD WINNING MENTAL HEALTH AWARENESS GROUP**

Action Minds was established in 2014 by a group of students who wanted to destigmatise the conversation about mental health in All Saints and to raise awareness of positive wellbeing. In 2016, with the help of a psychologist Dr. Brendon Harvey, the students created a website, [www.allsaints.york.sch.uk/actionminds](http://www.allsaints.york.sch.uk/actionminds) which signposts students and parents towards sources of help. Action Minds is still fighting, alongside charities such as Young Mind UK and Heads Together, to keep mental health and wellbeing a core part of school life through projects and campaigns. We encourage any students who want to help with this to join us in our weekly meetings. All welcome!

**“Our pastoral care is something that is interwoven into sixth form life from many angles - teachers, form tutors, the sixth form team and of course myself.”**

*Elizabeth Garner, Pastoral Leader*

# OUTSTANDING TEACHING AND SUPPORT

**"EDUCATION IS AN ACT OF LOVE,  
IT IS LIKE GIVING LIFE."**

**POPE FRANCIS**

**All Saints teachers are some of the best in the business.**

Specialist teachers offer the highest quality teaching & learning experiences to our students through their excellent subject knowledge, creative and challenging lessons and additional learning opportunities. The excellence in teaching was recognised by Ofsted in 2016 who said "Teachers are passionate, enthusiastic, demonstrate exceptional subject knowledge, provide valuable feedback to pupils and make effective checks on pupils' learning. This leads to pupils making outstanding progress".

We're proud to say our staff regularly go above and beyond for those in their care and understand that guiding students through their post-16 studies is a real team effort. As Ofsted pointed out "Time and again pupils cited examples of how their teachers 'go the extra mile' to help them succeed and achieve. Other adults work well with teachers to ensure pupils who need additional help are well supported. Other adults also have equally high expectations of pupils and expect them to think for themselves". We aim to enable students to perform well in standardised assessments, but beyond that we strive to help them become independent thinkers, rigorous and resilient with all of the skills needed for life after All Saints.

Quality teaching is visible in our successive years of superb results, but beyond that it can be seen in the happiness of our students, their confidence and ambition. As a Catholic school, our teachers work daily to create a supportive, nurturing and caring community in which young people can thrive. We believe that this combination of academic excellence along with embedded attitudes of care, kindness and support help to deliver the best outcomes for the students in our community.



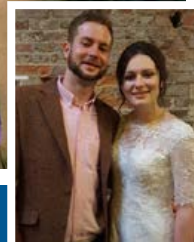


# LIFE AFTER ALL SAINTS

**If you aspire to undergraduate study after your time at All Saints, you can expect exceptional support in achieving a place on your chosen course, at your chosen university.**

Our preparation for UCAS applications begins in Year 12 when you will be given time to research the many courses available while becoming familiar with different universities – in time you'll find the ones that feel right for you. We welcome guest speakers from a range of universities including the universities of York, Newcastle and Northumberland as well as Oxford and Cambridge. Where possible we'll organise UCAS visits to local universities and students are encouraged to participate in a range of university open days in order to test the water. We want our students to make well-researched and informed decisions about the direction of life after All Saints.

Each student will be given a personal referee. This member of staff will help to guide you through the application process, support you in writing your personal statement and write an academic reference for you. In form time with your tutor and on collapsed curriculum days, you will be given the time and support to go through the university application process and help in understanding the student finance options available to you. Each year around 180 of our students apply to university and we are proud to say that in 2022 the vast majority secured their first choice place for undergraduate study at a university of their choice. In 2022 63% of our students progressing to university secured a place at one of the Russell Group, including 7 at Oxford or Cambridge. Every year a significant number also follow our Medicine/ Vet Science programme and successfully apply for the highly selective courses at Medical and Veterinary Schools around the country.



## TOM ROCHFORD

**As a sixth form and a secondary school, All Saints' was absolutely crucial to me being where I am now on the first step in my career to becoming a doctor.**

Be it through the outstanding teaching I received in my chosen A level subjects or through the extra support I received in writing my personal statement and indeed preparing me for my medical school interviews, the sixth form department made what should have been a stressful time a great deal easier. From the point that I decided to apply for medicine, I received extensive input from teachers experienced in the application process regarding the relevant work experience, extra-curricular activities and interview technique that makes a successful medical candidate.

I am now going into my 4th year of medical school and I feel as though the high quality of teaching received during my time at All Saints' undoubtedly prepared me for such a fast-paced and challenging degree. I have already achieved hands-on experience in the operating theatre and ward settings at the medical school I had always wanted to get in to, with the aim of entering into a surgical specialty. For anybody considering a medical degree, or academic degree of any kind for that matter, I would wholeheartedly encourage starting with A levels at All Saints'.



# OXBRIDGE & BEYOND

**Students applying to Oxford or Cambridge, or to Medicine, Dentistry and Veterinary Science have to go through a rigorous selection process including interviews and aptitude tests.**

Our programme of support has been developed with this process in mind to ensure you are well prepared to successfully pass through each stage. We have a strong proven record of success with 1 in 3 of our Oxbridge students successfully receiving offers and 4 out of 5 of our medics making it through to interview have received at least one offer from a Medical School.

All Year 12 students are invited to an introductory meeting early in the autumn term. This meeting is followed up with a workshop with our link college at Oxford University where you will learn about life as an Oxford student and how to make a successful application. Year 12 is a good opportunity for you to immerse yourself in your chosen subject, whether that is through wider reading, attending lectures or getting involved in a project outside of the set curriculum.

You are also encouraged to attend external events such as talks at St. Peter's and the Oxbridge Student Conference in the North East. In the summer term you will learn more about the UCAS process and how to write an effective personal statement. It is in the summer term that you get an opportunity to meet the admissions officer from Cambridge who will further reinforce the message about personal statements. In Year 13, we will support you in refining your personal

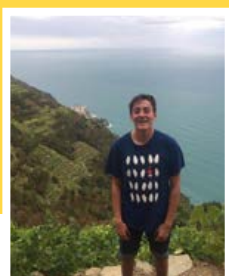
statement and help you to register for the aptitude tests.

On average about 3% of our Oxbridge applicants are invited to interview. In preparation for this you will be given a mock interview in school, which will look to replicate the real thing as much as possible. There is also a lot you can do to help prepare for this interview such as meeting with friends and family to discuss and debate articles you have read, a podcast you may have listened to or items you have seen on TV.

## MEDICINE

Over recent years approximately 60% of our medics have made it through to the interview stage. With increasing numbers of Medical and Veterinary schools moving towards an MMI format (multiple mini interviews). We have considerable experience in this area, interviewing with Hull & York Medical School and we are able to use this when preparing you for your own interviews. We routinely welcome back All Saints alumni who have made successful applications to both Oxbridge and Medicine to share their experiences and inspire our latest hopeful applicants.

# ALL SAINTS ALUMNI



## JOE TULLOCH

.....

All Saints was enormously helpful throughout my university application process. The main reason for this was the quality of the teachers, who were amazing, and crucial in getting me the grades I needed.

I was applying to Oxford, and they were really helpful with that too – the school arranged workshops and events with university representatives, covering everything from the ins and outs of the application process to interview technique, and some teachers even did mock interviews with me. During the process, my teachers read multiple versions of my personal statement and gave valuable and detailed feedback until we felt it was just right. Because the deadline for Oxbridge applications is mid-October this all had to be done very quickly, and it was a massive bonus having teachers who were organised and understood the process.

Before I went to university I wanted to get a job in journalism or foreign affairs after graduation. Since arriving, however, I've really started to enjoy my subject – Philosophy – and my current plan is to stay on at Oxford and eventually go into research.



## ROSS ALLEN

.....

There's no doubt that All Saints is one of the warmest - and most eccentric - sixth forms around, but it also has a great academic record, which is one of the reasons why I chose to take my A Levels there.

For anyone that wants to go on to study at university, and in particular if you aspire to study at Oxbridge, All Saints is a great choice from my experience. Not only were all the staff diligent, there is a dedicated Oxbridge officer who gave me one-to-one advice on my personal statement.

Throughout the drafting process, I had several mock interviews with knowledgeable members of staff prior to admissions. The sixth form's history of sending students to Oxbridge meant that the school had ties with several retired academics and current students who were invaluable during the nery applications period.

I genuinely believe I wouldn't be where I am without the support I was given. Currently, I'm in my second year studying Human Social and Political Sciences (basically Politics for me) at Cambridge which has been an intense but rewarding experience. I don't know exactly what I want to do in the future yet but, I suppose I'll find out soon enough!

# EMPLOYABILITY & APPRENTICESHIPS

**“CHOOSE A JOB YOU LOVE AND YOU WILL NEVER HAVE TO WORK A DAY IN YOUR LIFE.”**

**CONFUCIUS**

.....

All Saints Sixth Form is committed to providing Careers Education, Information, Advice and Guidance (CEIAG) to all students through assemblies, alternative curriculum days, as well as through a dedicated programme of independent careers advice. Our careers programme aims to raise aspirations, challenge stereotyping and promote equality and diversity.

We offer a range of guidance to help you plan for your future – whether that is university or the world of work. You will be encouraged to explore all the options available and whilst many will progress into Higher Education increasingly students are moving on to apprenticeships. As part of our careers programme, you will participate in both university and apprenticeship workshops to ensure you have all of the information to make the best decision for you in your next steps.

We aim for all of our sixth form students to understand the importance of having good employability skills, as we know that along with good subject knowledge and understanding, employers often outline a set of skills that they want from an employee. Employability depends on your knowledge, skills and attitudes, how you use those assets, and how you present them to employers. In addition leadership skills, having the ability to work in a team is essential for future employability, therefore we actively seek to create opportunities for our students to lead, be creative and collaborate with others.



# ALL SAINTS ALUMNI



## GEORGIA LYON

Upon leaving All Saints, I got a job as a full time banking associate at Virgin Money.

All Saints has helped shape me into the young women I am today. I was fortunate to have received a great education with extremely supportive staff who made me feel I can do more than I ever thought I would be capable of. They helped me to realise that there are a range of routes available after A levels and not all involve going to university.

My teachers believed in me which made me driven, I tried even harder in my day-to-day work and exams. I would have never thought it could have been possible to leave school, apply for a position, deal with a telephone interview, to be short listed out of 200 candidates, invited to take part in a role play interview, then to be contacted and offered the role of banking associate. I'm proud of what I have achieved and grateful to All Saints for helping me to get here.



## BETH TAYLOR

I thoroughly enjoyed my time in the Sixth Form at All Saints. It gave me the foundations and opportunities to develop my independence, organisational skills and my decision making abilities. After successfully gaining my A levels, I knew that I didn't want to go to university, yet I wanted to continue to study and gain qualifications which would assist me in a business administration career.

I applied for an apprenticeship at Carr Junior School which offered me many different learning opportunities. Three years on I'm so pleased that I took this route to further study while learning on the job. No two days are the same, it is busy, fast paced and exciting working with over 300 children, 50 staff and their families.

I love my job and I felt well prepared for the world of work after my time at All Saints. No two days are the same and I love the challenges that this brings.



## MEG ELVIDGE

During my time at All Saints Sixth Form I not only loved studying for my A levels but it has now led me to work for the world's biggest food and drink manufacturer – Nestlé. I have now completed their sponsored degree apprenticeship and graduated with a First Class Honours in

Professional Business Practise. The opportunities that come with studying for A levels and applying for a scheme like this are huge. I now work in the confectionery business on the Tesco Sales Account and I am about to start a new role within the Online and Digital Team.

I wouldn't have known about this opportunity if it wasn't for All Saints and the encouragement and support from my A level tutors. As well as all of the experiences I enjoyed during my time at All Saints, by completing the A level subjects that I did and achieving good grades, I was able to progress into such an exciting field of work with Nestlé having had my degree funded by the company.

# 10 REASONS TO CHOOSE ALL SAINTS



01

An 'outstanding' school and sixth form, Ofsted 2016

02

In the top 10% of sixth forms nationally based on exam results  
(Source: ALPS)

03

A diverse and friendly sixth form – approximately 50% of our students come from schools other than All Saints. Our international reputation means students join All Saints from as far afield as Italy, Spain, Austria, Belgium and South America

04

Exceptional success in supporting students to their next destination. Whether that is Oxbridge, a university place or employment, we support our students every step of the way

05

Amazing extra-curricular opportunities including trips to New York, Iceland, Rome, skiing in the Alps, Paris and Disneyland as well as more local visits

06

Dedicated pastoral care – our Pastoral Leader is available to all students, all day, every day

07

Expert teachers offer rigorous and enjoyable learning opportunities

08

City centre location – whether travelling by bike, car, train or bus, All Saints is easy to reach

09

Core values of compassion, tolerance, empathy and kindness are central to our school community. We aim to help all of our students become the very best version of themselves

10

Great student leadership opportunities such as projects in Romania and with the Archbishop of York Leadership scheme, sports and foreign language leadership. Student-led clubs such as The Max Edwards Debating Society and Action Minds are lively and proactive



# ENRICHMENT

---

**At All Saints, we believe that every student is entitled to a full, fun and enriching post 16 experience that goes beyond the confines of curriculum and can take them out of the classroom, maybe even out of their comfort zone!**

This is why we are committed to offering our students a comprehensive range of enrichment options from the academic; Extended Project Qualification and Critical Thinking, to sports; Dance, Duke of Edinburgh, Sports Leaders and Sixth Form Games. For aspiring entrepreneurs we have Young Enterprise and our Cicero Society helps develop skills of research and oracy. We also offer something for linguists including Ancient Greek and Language Leaders. If music is your passion, you can get involved in chamber choir, senior choir or senior orchestra. For those looking to develop key skills, get out of the classroom, experience a challenge and give something back to their community we also offer the Archbishop's Youth Trust Leadership Award and Lord Mayor of York Volunteering Award.

Whatever your personal interests or strengths, our range of enrichment options is bound to offer something that will enhance your post 16 experience, challenge you in ways you may not expect and develop you as both a student and person.





# ENRICHMENT RE

**Enrichment RE is a compulsory course taken by all students, to fulfil the national requirements for Religious Education at Key Stage 5.**

The course is delivered by specialist RE teachers in a seminar style which provides clear opportunities for students to discuss and debate issues on a wide range of topics with their peers and staff.

We follow a broad course, based on the requirements of the Catholic Religious Education Directory.

## >> Topics in Year 12 include:

- Ethical and religious responses to environmental issues
- Philosophical responses to questions about the existence (or non-existence) of God
- Beliefs about the person of Jesus in Christianity, Islam and other world traditions
- The place of religion in the modern world

## >> Topics in Year 13 include:

- Ethical and religious responses to the place of science in our world
- Philosophical responses to different types of religious experience and their significance to believers
- Beliefs about suffering and how it affects religious belief
- Beliefs about life after death

For each of these topics we focus on both Christianity and other worldviews. We ask students to look beyond the classroom and school environment, at their place in the world, and to take the opportunity to celebrate their wider contribution to society.

# THE STELLA MARIS LEADERSHIP AWARD

The Stella Maris Leadership Award is an award based on the wider ethos of our Sixth Form. It is run as an integral part of our Enrichment RE lessons.

It is based upon the virtues that reflect a Catholic Character Education:

- Intellectual - discernment, right action and the pursuit of knowledge, truth and understanding
- Moral - acting well in situations that require an ethical response
- Civic - engaged responsible citizenship, standing in solidarity with others, contributing to the common good
- Performance - instrumental values that enable the intellectual, moral and civic virtues

Students work through bespoke booklets that include reference to these virtues which are supplemented by teacher commendations from across all aspects of their life in Sixth Form. Students can progress towards three levels of award; Bronze, Silver and Gold, which are accredited by Leeds Trinity University.



# A-LEVEL ART & DESIGN



## >> A quick overview.

- You will be trained in the use of professional equipment and technical processes.
- Your project work can be based on your own ideas, interests and strengths.
- You will be supported by a strong team of Art specialist teachers, each with their own specialism.

## Is this course for me?

**We have designed this course to challenge and stretch creative students.** It will enable you to make meaningful outcomes exploring drawing, painting, printmaking, photography, digital media and sculpture. We have a spacious art studio with a professional printing press, ceramic kiln and resource area. You will also have access to a photography studio and computer suite.

This course successfully prepares you for direct entry onto an Art Foundation course and a range of Art related degree courses.

## What will I learn?

**We will tailor our delivery to your needs using one-to-one tutorials, enabling us to stretch and develop your understanding and technical ability.** You will also learn from other like-minded students on the course, and share ideas through regular group discussions and presentations.

Projects can be personalised and can be linked to your interests and strengths. At the start of Year 12 you will be given choices regarding media and artistic influences. Titles such as Anatomy and The Natural World lead into specific themes to study and use in order to generate a personal response. These initial studies develop and expand into mature, personal investigations, culminating in accomplished outcomes.

In the first year of the course you will complete two projects, one of which is run as a rehearsal exam to prepare you for the second year of the course. Guidance is always available and we enjoy discussing creative possibilities. Either of the first year projects can form the start of the main coursework unit, submitted at the end of the second year. An essay, based on your personal investigation, will accompany the coursework unit and demonstrate a broader understanding of the concepts involved. The exam unit is externally set and offers several starting points to choose from and develop creatively.

## Future opportunities?

**Illustration, architecture, graphic design, fashion, media, events, costume design, set design, signwriting, model making, film props, gaming, jewellery design, teaching, animation, interior design and many more.**

## Anything else?

**Creativity comes in many forms and we welcome students who want to develop their skills and learn more about this subject.**

We are very keen on personalisation, and can help you work to your strengths and incorporate your interests. Art can be challenging, engaging and hugely rewarding, as well as opening the door to many careers.

# A-LEVEL BIOLOGY



## >> A quick overview.

- Learn about how the living world interacts and functions.
- Develop analytical, mathematical and evaluation skills.
- Enhance practical skills using a range of scientific equipment.

## Is this course for me?

**Biology as a subject covers how everything in the natural world functions, from plant to human life, thus having the utmost relevance to the world.** It is regarded as a rigorous A level and is an essential requirement for many university courses.

## What will I learn?

The course gives a broad coverage of key biological concepts, focusing on eight strands.

### Biological molecules

Considers the common chemistry that all life on Earth shares.

### Cells

Examines the building blocks of all life, focussing on the similarities and differences between organisms.

### Exchanges with environments

Looks at how organisms exchange substances between their internal and external environments and how this is vital for survival.

### Genetic information, variation and relationships between organisms

Considers the mechanisms behind biodiversity.

### Energy transfers within and between organisms

Focuses on the role of energy transfer in respiration and photosynthesis and how life is dependent on continuous changes such as these.

### Organisms responding to change

How organisms use hormones and nerves to respond to stimuli in their environment.

### Genetics, populations, evolution and ecosystems

Discusses how the theory of evolution underpins modern Biology, how new species have arisen and how they now interact together.

### Control of gene expression

A new, exciting branch of Biology that uses cutting edge scientific research to explain how organisms can control their activities through gene expression.

## Future opportunities?

A level Biology is particularly useful for those wishing to pursue a scientific career. However, Biology is a well-regarded course and is often a facilitating subject for many Russell group universities, thus leaving open a wide range of university options.

## Anything else?

As well as developing a solid understanding of key biological principles, you will also be given lots of opportunities to enhance your practical skills. Students who are able to confidently plan and carry out experiments, record data and rigorously evaluate their work will be awarded a practical endorsement, something which is highly regarded by all universities.

# BTEC BUSINESS STUDIES



## >> A quick overview.

- Learning key Business theory and applying it in a practical, real world assignment.
- More coursework than exams.
- No prior knowledge of Business Studies is needed – just a healthy interest in the world around you, an ability to be organised and a willingness to work hard!

## Is this course for me?

**This course allows you to develop a practical understanding of Business through applied learning.** You will work on a series of assignments set in real-life scenarios to develop the knowledge and skills that employers and universities are looking for. This hands-on qualification is equivalent in size to two A levels and will give you the knowledge, understanding and skills that underpin the business sector.

## What will I learn?

**BTECs are all about learning by doing which means that you will put what you learn into practice straight away.** The National Diploma is made up of six mandatory units that reflect the key topics in Business:

### Marketing

Where you will plan a marketing campaign;

### Business Environments

Is an introductory unit that looks

at the structure and purpose of different businesses and how they adapt to their environment to survive;

### International Business

In this unit you will investigate the strategic and operational aspects of business on a global basis;

### Finance

This unit shows you the importance and purpose of personal and business finance;

### Management

In this unit you will learn about the role of management and leadership in the workplace and finally

### Events Management

Where you will work in groups to plan and run a real event. In addition to this you will complete one assignment on Recruitment, and a Dragon's Den style unit called Pitching for a New Business. The majority of the units are assessed internally and will be marked by your subject tutor, three of the units are externally assessed and are marked by Pearson examiners.

## Future opportunities?

### Exciting and challenging career opportunities exist in the business sector.

Most BTEC National Business students go on to study a Degree at University in one of the following: Business, Economics, Marketing, Accounting, Management, Sports Management and Human Resources. Others will begin a Degree Apprenticeship course at a range of businesses including: PWC, Nestle, KPMG and BDO.

## Anything else?

### More employers and universities are choosing BTEC-qualified candidates for their academic and practical knowledge and skills.

Students will see businesses in action, as well as participating in Young Enterprise. We also plan a Sixth Form Business students two-day visit every year, with the opportunity to learn more about different businesses.



# A-LEVEL BUSINESS STUDIES

## >> A quick overview.

- Contemporary subject that relates Business theory to real-life case studies.
- Growing business sector and popular choice at HE.
- No prior knowledge of Business Studies is needed – just a healthy interest in the world around you and the willingness to work hard!

## Is this course for me?

**This course allows you to develop a broad understanding of how businesses work by learning key Business theory and applying it to real-life case studies.** You will have opportunities to learn through planned lessons, visits, talks and practical projects that help you develop a business mindset. You will learn about the current issues facing businesses today making it a relevant, dynamic and exciting subject to study.

## What will I learn?

**In Year 12 you are introduced to Business in themes one and two.** You will develop the knowledge of core business concepts and apply it to real life business contexts to broadly understand how businesses work. Topics in these 2 themes include the four main functional areas of Marketing, Finance, Production and Human Resource Management. In theme two you

will also learn about the pressures businesses face from the external environment such as interest rates, inflation and of course Brexit. More complex business models are introduced in Year 13 through themes three and four. Topics in these themes include decision making models, globalisation and transnational corporations, taking a more strategic view of business opportunities and issues.

You are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of different perspectives with many different stakeholder interests. During this two year course you will acquire a range of skills including decision-making, thinking and problem solving through analysis and evaluation as well as the initial business awareness and people skills that employers and universities value.

## Future opportunities?

**Exciting and challenging career opportunities exist in the business sector.** Most A level Business students go on to study a Degree at University in one of the following: Business, Economics, Marketing, Accounting, Management, Sports Management and Human Resources. Others will begin a Degree Apprenticeship course at a range of businesses including: PWC, Nestle, KPMG and BDO..

## Anything else?

**Students will have the chance to see businesses in action as well as the opportunity to participate in competitions such as Young Enterprise.** We also plan a Sixth Form Business students two-day visit every year, with the opportunity to learn more about different businesses.



# A-LEVEL CHEMISTRY

## >> A quick overview.

- Discover why chemistry is the 'central science'.
- Engaging and practical.
- Extensive development of transferable soft skills.

## Is this course for me?

**Building from an atomic level, this two-year course helps you to better understand and improve the world in which we live while developing a multitude of transferable soft skills suitable for any workplace.** As an incredibly valued qualification, you will require enthusiasm, self-motivation, organisation and perseverance to succeed; thus, problem solvers with an inquisitive nature and an aptitude for practical work will enjoy this course.

## What will I learn?

**Via creative, dedicated teaching and plenty of investigative practical work, we will study three main areas of chemistry.**

### Physical Chemistry

Examines how the structure of an atom affects not only its bonding but also the shapes of different molecules it composes and the reactions those molecules undergo. Both qualitatively and

quantitatively we'll also discuss how energy, rates of reactions and chemical equilibria are interconnected. In the second year we'll further investigate and quantify reactions between both acids and bases, and electrochemical cells (i.e. batteries).

### Inorganic Chemistry

Helps us to uncover hidden gems of the Periodic Table by focusing on 'case studies' of both Period 3 and Groups 2 and 7. We'll also explore traits of transition metals and the reactivity of some transition metal ions in solution, including the link between electrochemical cells and colour changes.

### Organic Chemistry

Extends what was begun in GCSE by examining both the properties and reactions of various reagents used in organic synthesis – the building blocks of both the pharmaceutical and petrochemical industries. As such, our studies will incorporate a closer look at drug development and DNA, as well as alternative fuels. Of course, no study of organic chemistry is

complete without the challenge of navigating various organic pathways and analysing the results via NMR and IR spectroscopy as well as chromatography.

## Future opportunities?

**Medicine, nursing, dentistry, forensic science, conservation, engineering, law, and accounting, amongst others.**

## Anything else?

**Practical skills are developed over the full two-year course which leads to a separate 'CPAC' endorsement that, if passed upon assessment, is awarded in addition to the A-level certificate.** Several extra-curricular opportunities are available as well.



# A-LEVEL COMPUTER SCIENCE

## >> A quick overview.

- Strong foundations learnt for jobs that might not yet have been created.
- Clear paths to higher education courses and careers in industry.
- Practical learning experience with wide range of topics.

## Is this course for me?

**If you choose Computer Science you will be signing up to one of the fastest growing subjects in the UK.** The course is designed to encourage students to problem solve using logic and apply computational thinking into creating computer programs.

## What will I learn?

**The course is assessed over two written papers; one pure theory and the other based on computational thinking.** However, there is also a practical element where you create a program as part of a project that contributes to 20% of the overall A-Level grade. Topics covered on the course include:

Algorithms, Binary, Hardware/ Software, Programming, Legal and Ethical aspects of Computing, Databases, Operating Systems, Data structures, Encryption.

The course has a wide variety of topics and skills. For example, those students who are strong at Maths often excel on the units that include logic such as programming, logic gates and binary. Students who enjoy the practical problem-solving elements relish working through algorithms and adapting them into programs.

Even students without the strong maths backgrounds can achieve by learning and explaining concepts such as how a computer processor works to how the Google search engine works. Many students enjoy the opportunities to research the rise of artificial intelligence and driverless cars as Computer Science is a subject that moves with the times.

## Future opportunities?

**Computing industry** (cyber security, computer games/app design, programmer)

**IT industry** (hardware repair, systems analyst, web designer)

## Apprenticeships

## Anything else?

**The programming project is determined by students** and in the past, this has seen students create programs such as one that allocates student lockers to a mountain rescue program that works out co-ordinates based on specific tweets sent.



# BTEC COMPUTING

## >> A quick overview.

- A varied course that covers both the fundamental principles of Computing as well as more creative topics like Computer Games Design.
- Clear paths to higher education courses and careers in industry.
- Equivalent to one A-Level and equivalent UCAS points.

## Is this course for me?

**Technology is all around us and by signing up to this course you will learn skills and knowledge that are valued in an ever changing world.** The course can build solid foundations for studying Computing at a higher level or provide a varied skills set that will be sought after in industry. The course also has interaction with employers, making it more relevant as the work produced is tailored towards being prepared for future employment. Computer Science remains one of the biggest growth subjects in the UK and in a time where industries are under pressure, technology continues to thrive as does the job market.

## What will I learn?

**The course content includes mandatory units that include the study of understanding computer systems, processors and how to plan and manage an IT project.** It also has a mixture of optional units where students can learn

about more creative topics such as learning about cyber security techniques, Web Design and Computer Games Design.

Computer Science can often be thought of as just programming but the subject is much more broader than that. This course will cover a number of different aspects of the subject making it interesting for students but ultimately the ability to problem solve is what makes a Computer Scientist sought after. This course will develop students with resilience as well as interpersonal skills, both of which are transferable to other subjects and walks of life.

The assessment model for the course includes a mixture of exams and internal assessments (i.e. course work) giving learners a good opportunity to demonstrate their skills and knowledge in class without the pressure of everything being on a final exam.

## Future opportunities?

**Computing industry** (Cyber security, computer games design, app design)

**IT industry** (Hardware specialist, systems analyst, network technician)

**Computing related Apprenticeships**

**Higher education**

## Anything else?

**We will look to make the course as practical as possible.** We have close links with a regional cyber crime unit and hope to extend our external partners in preparation of delivering this course.



# A-LEVEL D&T PRODUCT DESIGN

## >> A quick overview.

- Very engaging, combining and developing the theory alongside the practical.
- Combines well with a range of subjects to provide a foundation and pathway to a wide range of creative careers.
- A very demanding, challenging but enjoyable and relevant creative course.

## Is this course for me?

**You will need an aptitude for designing solutions to practical problems, good independent learning skills and an ability to make a contribution to class/group work;** good practical and communication skills in a range of media with an appreciation of materials and how they can be formed/deformed along with the perseverance to see a long term project through from start to finish.

new qualification places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make, in a range of materials prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

## Anything else?

The content of the course will be delivered through a range of practical problem-solving activities with all the relevant theory being delivered alongside the practical.

## What will I learn?

**This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers.** Especially those in the creative industries. They will investigate historical, social, cultural, environmental and economic influences on design and technology as well as learning about contemporary technologies, materials and processes. The

## Future opportunities?

**D & T Product Design can lead to a wide range of careers from the traditional manufacturing careers such as engineering and architecture to the more hi-tech - product/graphic design, engineering design, sports equipment design, interior design, furniture design and manufacture.** These have entrance at both undergraduate and postgraduate levels.

# A-LEVEL DANCE



## >> A quick overview.

- A love for Dance and everything practical.
- An interest in the history of Dance.
- An ability to think creatively and work independently.

## Is this course for me?

**A level Dance requires highly energetic and self-motivated students with a passion for performance, choreography and dance history.** The course is aimed at developing your skills in choreography and performance to a standard required for higher level professional dance training, whilst the theoretical side offers you a wide base of historical practitioners who will also inform your dance practice. The course is predominantly contemporary focused.

## What will I learn?

**The course is split into two main elements, the practical units require physical skills such as flexibility, spatial awareness and strength which are developed throughout the course.** We also look at developing choreography skills such as improvisation, motif development and structuring ideas in order to create original, new choreography. The practical unit

culminates in a live performance to a visiting examiner who will assess your work, this is in the form of a solo as well as quartet and trio pieces.

The A Level specification also requires a piece of choreography that you have created from scratch from a given stimulus. This is your opportunity to step into the role of choreographer and director. The second half of the course focuses on the historical development of both Rambert Dance Company from the period 1966-2002 and the British contemporary dance scene.

Within these areas, we study key practitioners who have heavily contributed such as Christopher Bruce, Glenn Tetley, Akram Khan and Matthew Bourne as well as their wide ranging repertoire such as Ghost Dance 1981, Swansong, 1987, The Car Man 2005 and Zero Degrees 2005. Students are then required to write analytically drawing both content and context together to inform the reader. The written paper is 2-2.5hrs in length.

## Future opportunities?

**Professional dancer/performer, professional choreographer, movement director, arts administrator, teacher (primary, secondary or owner of own dance school), physiotherapist, dance medicine specialist, personal trainer, fitness instructor, costume designer, yoga teacher, journalist, lecturer.**

## Anything else?

**The department also aims to run two theatre trips a year to see works that inspire and support the course, these have included Matthew Bourne's Swan Lake and Cinderella.** Professional workshops are also bought in to develop your experience and knowledge of repertoire these have included New Adventures and Rambert.



# A-LEVEL DRAMA & THEATRE

## >> A quick overview.

- Drama is an exciting, dynamic course with a practical focus, giving you a more varied school diet.
- You will learn the academic theory behind different methods of acting, technical theatre terms and ideas as well as exploring a variety of classic and modern texts.
- You will be challenged to experiment with new practitioners and theatre style.

## Is this course for me?

**If you enjoy watching and performing in plays, engaging in lively discussion about characters and themes or want to write and perform your own piece of theatre, then Drama and Theatre Studies is for you.** Practical exploration is at the heart of the course and most lessons you will be on your feet with a play text and pencil in hand. However, this is also a respected, academic course and therefore, you must enjoy learning about the theories, practitioners and history of Drama.

## What will I learn?

**Drama is an exhilarating and varied course, covering all aspects of academic theatre and practical performance.** Over the course of two years, you have the opportunity to study, act in and direct a range of plays from Brecht, Miller and Berkoff to works by modern theatre practitioners such as Frantic Assembly and Kneehigh. As well as learning about practitioners and

technical theatre, you have the chance to review live performances and to write, rehearse and direct your own original work.

The practical elements of the course are paramount and over the two years of study, you will perform three scripted works (one filmed and one performed for an examiner) and devise your own group performance from scratch. As well as sharing ideas through rehearsal, you are credited for your hard work by creating 'working notebooks' to evidence your journey.

In preparation for the written exam, you will practically explore 'Hedda Gabler' and 'Our Country's Good' and experiment with the principals of Stanislavski and Brecht in performance. You will learn to think and write as a performer and director, considering how characters, themes and ideas can be communicated to an audience. Although many lessons are practical, this is an academic course and therefore, regular theory lessons and essay assessments will support your learning.

## Future opportunities?

**Drama has so many applications in the real world in terms of skills including confidence, creativity and team work.** It is also the perfect platform for a career in TV, radio, directing, acting, advertising, media journalism, lecturing, drama therapy, teaching, politics, publicity, stage management and many more.

## Anything else?

**Drama will provide you with some of your most thrilling experiences of school life** but it requires enormous dedication within lessons and commitment to rehearsals and theatre trips in your own time. In return for your hard work, you will be part of the Drama community and have a new home in the studio.



- Learn how we build meaning and construct ideas in both spoken and written language, then put those skills to use in your own writing.
- Learn how language varies according to its context: do we use language differently depending on our gender, age, ethnicity, social group and occupation? How has language varied over time?
- Learn about the miracle of human language development: how do babies go from cooing, to babbling, from words to full sentences?

**If you have ever wanted to know whether women really do talk more than men, whether emojis count as 'language' or how babies learn complex grammar in just four years, then this course is for you.** You will learn to analyse and evaluate how we communicate with each other in written and spoken forms as well as exploring new linguistic terms, theorists and concepts that will challenge everything you think you know about the language you use every day.

**English Language offers you the opportunity to investigate the use of language for different contexts and purposes and also includes independent original writing.** In Year 12 you will explore the different types of texts that you see every day from advertising to articles and consider their audience, purpose, genre, mode and how people and places are represented. You will also examine the language of the

individual and what shapes our unique use of words including gender, geography, class and status. As well as learning key theories and ideas, you will be encouraged to research and debate ideas in order to develop your own opinions.

At A Level, these ideas are developed further through the study of social attitudes to, and debates about, language diversity and change. You will consider questions such as why do we speak differently from our grandparents and what factors affect how language evolves? On a smaller scale you will learn the principals of how a baby transitions from imitating the sounds of speech to acquiring up to 35,000 words, how we each learn to use language to our advantage according to context, purpose and audience and the subtle pragmatics of communication.

In Year 13, you will also have the exciting opportunity to conduct your own investigation into an area of language which intrigues you. This could be anything from examining the language used

in Trump's political speeches, to analysing the types of communication which take place during football commentary.

English Language is a highly respected course and has so many useful applications for your future career in numerous fields including journalism, writing, speech therapy, lecturing, advertising, marketing, teaching, editing, digital media, TV and film, lexicography, research, forensic linguistics and many more.

To really succeed you must be prepared to embrace a whole new range of language terms, theorists and ideas about how we use language within society and the development of English over time. Independent study and consolidation of ideas will enable you to effectively express your ideas both in your written work and as part of class discussion.

# A-LEVEL ENGLISH LITERATURE



## >> A quick overview.

- Be prepared to engage in a wide variety of independent reading.
- You have the fantastic opportunity to choose your own texts for coursework in Year 13.
- Experience some of the world's greatest literature and immerse yourself in different characters.

## Is this course for me?

**If you enjoy exploring characters, themes, authorial method and debating your views then English Literature is for you.** Throughout the course you will explore a range of poetry, plays and novels from different contexts and consider how key ideas about tragedy, love, social struggle and power are communicated. You must enjoy reading independently and be inspired to explore and discuss a variety of approaches and theories surrounding key texts.

## What will I learn?

**Through this course, you will be introduced to some of the most exciting, controversial and iconic texts in English Literature.** You will learn to analyse and evaluate texts effectively, using a range of critical vocabulary and ideas as well as express your ideas through debate. You will uncover the unique social and political contexts for texts and consider how this may influence our understanding of the writer's message. Most importantly,

you will be encouraged to debate and discuss your views, helping to shape your expression and critical response.

In Year 12, we explore the genre of tragedy and how ideas about the human experience have shifted and changed with time. Through the exploration of 'Tess of the d'Urbervilles' and Keats' poetry, the key elements of tragedy will be identified and debated, considering the possible impact on a modern reader. The study of dramatic texts plays a key role in Year 12 including Shakespeare's 'Othello' and Miller's 'Death of a Salesman'. Through these iconic works you will consider the use of dramatic methods, the audience response and representation of characters and relationships on stage.

In Year 13, your ideas about society, power and rebellion will be tested through the exploration of 'Social and Political Protest' texts. You will be asked to consider the nature of power, the strength of the human spirit and the need for rebellion through texts such as 'The Handmaid's Tale', 'The Kite Runner'

and Blake's 'Songs of Innocence and Experience'. From your studies, you will not only understand the writer's motivation for challenging power but will consider how such ideas resonate within the modern world.

## Future opportunities?

**English Literature is a respected, versatile subject and can be a springboard to a variety of careers including journalism, editing, advertising, copywriting, working in TV and radio, lecturing, teaching and many more.**

## Anything else?

**To succeed you must be motivated to read around the subject and research the contexts and writers studied.** This course is about furthering your love of great literature and providing you with the tools and confidence to explore a range of texts independently, further developing your own unique voice.

# A-LEVEL ETHICS, PHILOSOPHY & THEOLOGY



## >> A quick overview.

- EPT will prepare you well for future studies in various different fields by developing your evaluative skills and your ability to write clearly, critically and informatively in essay form.
- It will challenge your perceptions and personal beliefs – but leave you better informed, whatever your personal views are.

## Is this course for me?

**EPT (Ethics, Philosophy and Theology) offers students the chance to study three exciting and challenging strands of modern Religious Studies.** Whilst there are some similarities with the content and focus of GCSE RE, EPT provides you with a broader outlook on Religion in modern society – where it came from, how it works (and sometimes doesn't work) and the influence it has on people today. The subject will challenge you academically and will provide you with the skills to argue and debate effectively – and plenty of things to argue about!

## What will I learn?

**In both years the course is split into three distinct strands – Ethics, Philosophy and Theology – which have equal weighting.**

### Ethics

Four very distinct and different Ethical Theories – some religious, some secular – and the application of these theories to two modern issues – Euthanasia and Business Ethics

### Philosophy

Ancient Greek foundations of Philosophy; concepts of Body and Soul; different arguments for the existence of God; the Problem of Evil

### Theology

Christian teachings on human nature, death and the afterlife; knowledge of God and the person of Jesus; Christian moral principles and practice

arguments would benefit greatly from the skills they can gain from EPT. Over the years former students have gone on to successful careers in law, medicine, journalism, psychology, charity administration, teaching, police and politics.

## Anything else?

**This is the subject for you if you have:**

- An enquiring mind and an interest in trying to find answers to the big questions in life.
- A genuine interest in religion and the affect it has on modern society (whatever your personal views are!)
- A willingness to read widely around the subject.
- The ability to argue a point based on evidence.
- Logical and analytical skills.
- The ability to express yourself clearly in writing.

## Future opportunities?

**EPT offers opportunities in many different areas and provides you with a variety of transferable skills.** It is most often taken in combination with subjects such as History, Politics, Sociology, Psychology and English Language; and it shares both skills and some broad areas of study with each of these subjects. It is also sometimes taken by Science students as a fourth subject, particularly those that are hoping for a career in medicine – the Ethics strand is particularly relevant for future medics, and the Philosophy strand is helpful for physicists. Any students wanting to pursue a degree – and subsequent career – that requires them to research, analyse and construct written



# A-LEVEL FASHION & TEXTILES

## >> A quick overview.

- Learn about artists and fashion designers while exploring textiles techniques.
- Work with a range of different materials and produce original and experimental work.
- Develop and broaden your technical skills and visual understanding.

## Is this course for me?

**Have you got a keen interest in the Fashion & Textiles industry? Do you want to learn more about Art and Design with a specialism in Textile Design? Can you think creatively, imaginatively and originally? Are you an independent and motivated learner?** If you have the perseverance and dedication to see through the design and making process and want to develop your research and practical skills, this hands-on, creative course is the one for you.

## What will I learn?

- To work safely and skilfully to produce original, high-quality textiles products.
- To think creatively, innovatively and critically through focused research and the exploration of design opportunities taking inspiration from artists and textile designers.
- To be able to create and analyse a design concept and use a range of skills to inform decisions in design, potentially through costume, digitally or traditionally printed and/or dyed fabrics, garments and materials, interior design, constructed textiles, textile installation and accessories.

## Component 1: Personal Investigation

This component consists of a major, in-depth, practical, critical and theoretical investigative project/theme-based portfolio and outcome/s. You will acquire knowledge and understanding of:

- relevant materials, processes, technologies and resources
- how ideas, feelings and meanings can be conveyed and interpreted in images and artifacts
- how they relate to the time and place in which they were made and to their social and cultural contexts
- continuity and change in different genres, styles and traditions.

## Component 2: Externally Set Assignment

Learners must bring together the best of their understanding, knowledge and skills built up over their course of study. The Externally Set Assignment consists of a series of visual and written stimuli set. Learners are required to select one of the stimuli and develop it in the form a personal response or

- an issue to be addressed or
- a problem to be considered or
- a specific design brief or
- another suitable starting point.

## Future opportunities?

**Fashion designer, textiles designer, artist, tailor, fashion illustrator, retail buyer, costume designer, milliner, fashion journalist, surface pattern designer, interior designer, fashion PR & marketing, fashion photography, sportswear designer, footwear designer, teacher/lecturer, pattern cutter, garment technologist, textiles scientist, medical textiles designer, military textiles designer.**

## Anything else?

**You will put your skills into practice to create ambitious and challenging final pieces. You will be supported to develop portfolios for use in seeking university places.** The Textiles department holds an annual Fashion Show where your projects will be presented.



# A-LEVEL FRENCH

## >> A quick overview.

- Develop the ability to communicate in four skill areas in a foreign language and work towards a qualification in a highly respected A-Level.
- Gain an insight into different cultures, lifestyles, current affairs, politics and history in the French-speaking world.
- Read and analyse literature and film in French.

## Is this course for me?

**This course is designed for students who:**

- Have an interest in learning more about the language and culture of the French speaking world.
- Have a desire to develop their French language skills to a high level.
- Are able to work with commitment and can work well independently.
- Are interested in current affairs and contemporary issues.
- Have an enthusiasm for participating in conversations, discussions and working with our French Language Assistant.

## What will I learn?

**You will learn about the culture and civilization of France and the wider French speaking world.**

You will develop not only your higher speaking, listening, reading and writing skills but also your translation techniques and further understand the rules of French grammar.

Some topics are similar to those studied on the GCSE course but are examined in more depth. In addition, you will develop your knowledge about, for example, immigration and multicultural societies along with youth culture in French speaking countries; the history, customs, traditions and gastronomy of France; Francophone music and cinema; French politics and social issues such as the work of charities like the Restos du Coeur. You will also study one French film and one short French novel over the two years. In addition, an independent research project is undertaken and forms the main part of the speaking test at the end of the two-year course.

## Future opportunities?

**Foreign language skills are much sought after in the work place and an A Level in French is good preparation for any student entering employment in the 21st century.** At university French can be studied either in combination with another language or with many other subjects (English, Politics, Business Studies among some) and can lead to careers in sales, marketing, business, journalism, broadcast journalism, design, interpreting, translating,

international relations, the diplomatic service, banking, engineering, the civil service and teaching. Many Russell Group universities recognize a languages A level as a useful facilitating subject for non-languages university degrees.

## Anything else?

**You should have an interest in current affairs and events in France and the wider French speaking world, and a curiosity about French culture and civilization.** You should try to visit any French-speaking country, if the opportunity arises.

# A-LEVEL GEOGRAPHY

## >> A quick overview.

- Dynamic and relevant.
- Diverse; from wildfires to trading agreements.
- Develops transferable and employable skills.



## Is this course for me?

**Do you have an appreciation of the natural world?** Have you been shocked by the impact of wildfires around the planet? Do you wonder what impact Covid-19 has had on global trade? Do you like being outside? Maybe you are a geographer!

## What will I learn?

**Physical Geography units:** Water and carbon cycles analyses key themes in these systems and their relationship to environmental change and human activity. Coastal environments focuses on how these dynamic environments and their distinctive landscapes develop. Hazards looks at tectonic hazards, tropical storms and wildfires. Events which have had massive impacts on communities in recent years.

**Human Geography units:** Changing places is a relatively new area exploring how people interact with places and how they make us feel, investigating ideas such as 'a sense of place'. Contemporary urban environments addresses issues facing the development

of sustainable cities. Global governance covers a range of topical issues from global trading agreements to protection of the global commons such as Antarctica.

**Geographical Skills:** You will develop the use and application of a variety of geographical skills. A range of graphical, cartographical and statistical skills will be covered.

**Fieldwork:** It is a requirement of the A level course to complete a minimum of four days fieldwork. Through day trips we will explore hydrological processes on the North York Moors and the impact of the river, railway and former chocolate factory on the character of our local area. During a residential trip to the Cranedale Centre there will be an even wider range of fieldwork opportunities, from sand dune ecosystems to Scarborough's sense of place.

Students use these experiences to help plan an individual fieldwork investigation of their choice, which is submitted to the exam board (20%)

## Future opportunities?

**Geography's wide range of topics allows progression into both science and humanities degrees as well as into specialist Geography courses.** It equips you well for a wide variety of career opportunities in fields as diverse as town and transport planning, nature conservation, development, tourism, Geographic Information Systems (GIS) and Environmental Agencies. Geography students develop good transferable skills (analytical and research skills), which also attract employers from a range of other sectors (technology, admin and management, the financial sector, marketing, research).

## Anything else?

**In our ever-changing world, an understanding of it's dynamic systems and processes is now needed more than ever.** It is vital in helping us to adapt to change and manage the future of our planet and our own livelihoods. Having an inquiring mind and an interest in the wider world will be really important. Keeping up-to-date with news, current affairs and environmental issues will help you become a great Geographer.



# A-LEVEL GERMAN

## >> A quick overview.

- Develop the ability to communicate in four skill areas in a foreign language and work towards a qualification in a highly respected, facilitating A level.
- Gain an insight into different cultures, lifestyles, current affairs, politics and history of Germany, Austria and Switzerland.
- Read and analyse literature in German.

## Is this course for me?

**The course is for you if you have an interest in both the language and culture of German-speaking countries and a strong desire to develop language skills to a high level.** You also need an ability to work with commitment and to work well independently. You should have an active interest in current affairs and contemporary issues and an enthusiasm for participating in conversation, discussion and role-play situations and working with our German Assistant.

## What will I learn?

**You will learn about Germany and the German-speaking countries of Austria and Switzerland** which will give you an insight into the lifestyles, cultures, history and views of some of our close neighbours in Europe. You will develop not only your higher speaking, listening, reading and writing skills but also

your translation techniques and further understand the reasons behind, as well as the rules of, German grammar.

Some topics are similar to those studied on the GCSE course but are examined in more depth. In addition, you will develop your knowledge about, for example, immigration and multicultural societies along with youth culture in German-speaking countries, the history and culture of Berlin, German politics and the re-unification of Germany.

You will also study one German play and one German novel in depth over the two years. In addition, an independent research project is undertaken and forms the main part of the speaking test at the end of the two-year course.

## Future opportunities?

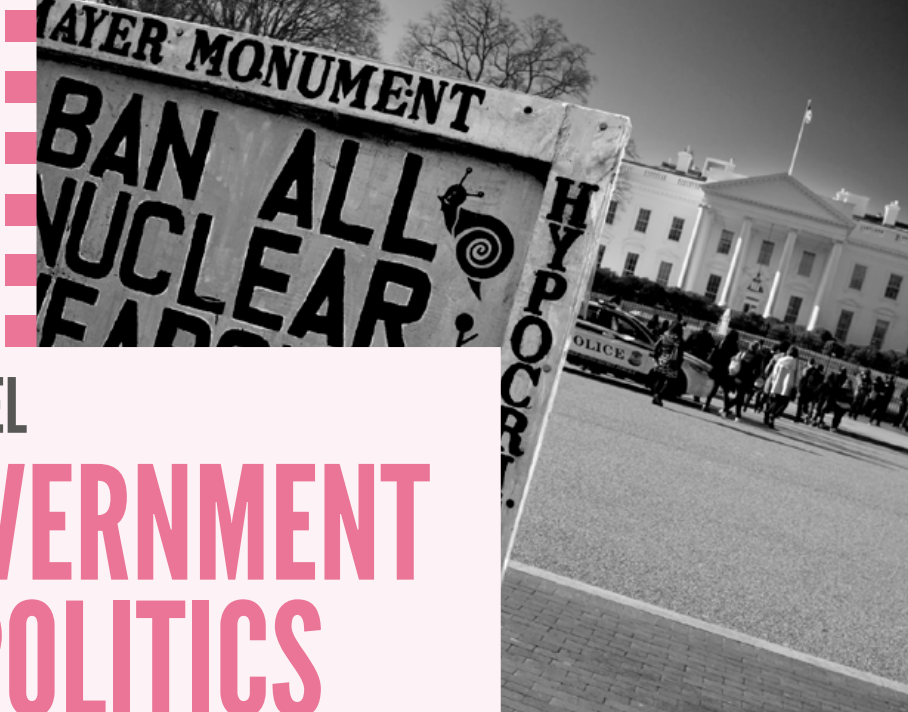
**Foreign language skills are much sought after in the work place**

**and an A Level in German is good preparation for any student entering employment in the 21st century.** At university German can be studied either in combination with another language or with many other subjects (for example Business Studies, Politics, English) and can lead to careers in sales, marketing, business, journalism, broadcast journalism, interpreting, translating, the diplomatic service, banking, engineering, the civil service and teaching.

## Anything else?

**You should have an interest in current affairs and events in Germany, Austria and Switzerland and watch or read news items regularly online.** You should try to visit Germany, Austria or Switzerland, if the opportunity arises.

# A-LEVEL GOVERNMENT & POLITICS



## >> A quick overview.

- A level Government and Politics will provide you with a sharp and highly developed understanding of developments in both UK and US politics, together with an appreciation of the political theory that underpins both.
- Since the course is very reliant on essay writing, students will develop the skill to write well in both timed and extended pieces of work, as well as learning the importance of higher order research skills and the ability to debate.
- An increasingly popular academic qualification which is highly valued by universities and employers.

## Is this course for me?

**Lively, relevant, controversial... there are many ways to describe A level Government and Politics.**

There's no denying that it's one of the most interesting and engaging qualifications you can choose.

Covering news and current affairs from the UK and US, it helps you understand how they are run along with developing research, written communication and debate skills.

## What will I learn?

### **Government and Politics of the UK.**

This comprises a study of the nature of the UK constitution and the issues and debates around it. You will examine the structure and role of parliament and how accountable it is. The topic on the Prime Minister and the cabinet looks at such ideas as collective responsibility and the relationship between the PM and Parliament. The role of the Judiciary and its increased role in politics are examined as is the UK's relationship with the EU. Other topics include voting behaviour and democracy,

**The Government and Politics of the USA and Comparative Politics.** This unit comprises similar topics to the UK unit and include the USA

constitution, the president and civil rights. A comparative unit is included based on UK and USA politics.

**Political Ideas.** This unit looks at four distinct ideologies, three of which are compulsory; Liberalism, Conservatism and Socialism. Optional ideologies include Nationalism and Feminism. Students are given the opportunity to examine each ideology, the various 'thinkers' associated with each ideology and relate this to thinking on human nature, the state, society and the economy.

## Future opportunities?

**It's ideal if you're considering studying Politics, Sociology, Ethics, Advertising or Journalism at university and is highly regarded by employers in various industries and services including politics, law, international organisations, the media, government and the civil service.**

## Anything else?

**Experience enrichment opportunities** such as inviting guest speakers, mock elections, visits to hear prominent speakers and an annual trip to Westminster.

# BTEC

# HEALTH & SOCIAL CARE



## >> A quick overview.

- Gain an insight into careers within Health and Social Care.
- Understand the caring skills that are required with work within Health and Social Care settings.
- In 2016, nearly 1 in 4 students who got into university did so with a BTEC.

## Is this course for me?

**This is a two year course which is designed to prepare you for work within the Health and Social Care sector.** You will develop knowledge of the different roles within Health and Social Care and understand the skills required to support the service users.

You must have a genuine interest in caring for people and be prepared to have a volunteering placement to support your assignments.

## What will I learn?

**Unit 1:** Human lifespan development. This is assessed externally in an examination and you will learn about the life stages, factors affecting development and the effects of ageing.

**Unit 2:** Working in Health and Social Care. This is assessed externally in an examination and you will learn about the roles and responsibilities of people and the roles of organisations in Health and Social Care. Then you will learn how both of these help people with specific needs.

**Unit 5:** Meeting individual care and support needs. This is an

internally assessed coursework unit where you will use case studies to show your understanding of how people with specific needs can be supported.

**Unit 14:** Physiological disorders and their care. This is an internally assessed coursework unit where you will research two different physiological disorders and discuss the causes, symptoms, diagnosis and treatments of each.

**In Year 13** you will complete three coursework modules and one externally assessed task. The coursework modules will develop your understanding of nutritional health, public health and also safe practice in Health and Social Care. The externally assessed task is a controlled assessment where you will look at the use of research within Health and Social Care, the different types of research and how they are used to support new developments.

## Future opportunities?

**The qualification does carry UCAS points and is recognised by higher education institutions as contributing to meeting admission requirements to many relevant courses. It can be taken alongside, for example:**

- An A Level in Biology, which could lead to a BSc (Hons) in Nursing or Midwifery (there are also options to get into Nursing without taking Biology).
- An A Level in Sociology, which could lead to a BA (Hons) in Social Work
- An A Level in Psychology, which could lead to a BSc (Hons) in Psychology.

## Anything else?

**This is a vocational course with units that are designed to make you think about how Health and Social Care is working in the real world.** You must be motivated to study this course as it does rely on you being organised and being able to carry out independent study.

# A-LEVEL HISTORY



## >> A quick overview.

- Acquire a deeper understanding of the past and the world today.
- Develop key skills of research, analysis and communication.
- A rigorous, academic qualification which is highly respected by universities and employers.

## Is this course for me?

**Winston Churchill said, 'History will be kind to me for I intend to write it.'**

If you choose History you will have the opportunity to explore various engaging and pivotal stories of British and world history along with how people and events have shaped the world we live in today.

Through your historical studies you will also investigate primary evidence and learn to critically analyse how and why various historical interpretations have been constructed.

## What will I learn?

**In search of the American Dream: the USA c.1917-96.** This comprises a study of the dramatic political, economic and social transformation of the USA during the twentieth century. You will consider many significant developments such as; the 'Roaring 20s' the Wall Street Crash, the impact of war and the

struggle for rights by women and minority groups.

**South Africa, 1948-94:** from apartheid to 'rainbow nation'. This course offers a study of South Africa during its transition from white minority rule to the free elections of 1994. You will look at the apartheid regime and the response of opponents such as the ANC and Mandela.

**Ireland and the Union, c1774-1923.** This option gives you the opportunity to explore the troubled relationship between Ireland and Britain. It was a period of great turbulence where political 'solutions' were tried, tested and found wanting in the context of a constantly changing and developing Irish society.

• **Independent Enquiry:** Stalin. You will research and investigate an aspect of Stalin's Russia and evaluate various conflicting historical interpretations on the topic. This culminates in a 4000 word essay.

Our aim is to develop your interest and engage you in the historical conversation. With this in mind, History is taught in a variety of ways such as; group work, presentations, debate, film, flipped learning and more traditional seminar lessons.

## Future opportunities?

**History teaches you vital transferable skills that can be applied to most university choices and a range of careers: Degree courses in Humanities, Business Studies, Law, diverse aspects of media, journalism, the civil service, local and central government and teaching.**

## Anything else?

**The department offers various enrichment opportunities to support your studies such as; School trip to New York, Historical Association Great Debate Competition and the Holocaust Educational Trust visit to Auschwitz.**



# A-LEVEL LATIN

## >> A quick overview.

- Gain skills in linguistics, analysis, literary and historical interpretation.
- Explore the world of ancient Rome and its continuing influence.
- Extend your vocabulary and learn how to communicate ideas with clarity and style.

## Is this course for me?

**If you are fascinated by words and their origins, enjoy decoding complex grammar and want to explore the language, literature and history of Ancient Rome, then Latin A Level is for you.** The combination of linguistic and literary study gives a profound insight into the social, political, moral, artistic and scientific life of a people whose influence can still be seen in all these areas in the world today.

## What will I learn?

**Latin language:** You will learn how to translate passages of unseen Latin into English, with an option also to translate from English into Latin. You will learn a wide range of vocabulary, from which many words in English and in the Romance languages are derived, and will acquire a high level of linguistic understanding through the analysis of grammatical form and structure.

**Latin literature:** You will study various prose and verse texts, such as Cicero's political speeches, delivered during the turbulent final years of the Roman Republic, Tacitus' histories of the chaos and corruption surrounding the Emperors, the searing love poetry of the Elegists, and Virgil's glorious epic of Rome's foundation, the Aeneid. Reading these texts will involve some translation into English, but the main focus is on your ability to demonstrate knowledge, understanding and appreciation of Latin literature within its cultural and historical context, and to discuss your own response to the variety of genres and literary styles.

You will need a desire to read independently a wide variety of literature in translation, to visit ancient sites giving an insight into the Roman world, to pursue independent learning and consolidation of grammar and vocabulary, and to be excited by the range and quality of responses to the ancient world in the modern media.

## Future opportunities?

**The content of the Latin course combines very well with many other subjects at A Level, including Modern Languages, English and History,** whilst the analytical skills and vocabulary knowledge give an excellent background for Maths and Medicine. Latin is highly regarded by universities and employers, who appreciate the high level of academic study it demands and the excellent analytical and linguistic skills it bestows.

## Anything else?

**The study of an inflected language requires a detailed knowledge of grammar and vocabulary, the application of which demands great analytical skill.** Engaging with this complex and beautiful language through the writings of the Romans who spoke it will give you an engrossing insight into their extraordinary history and society.



# A-LEVEL MATHS

## >> A quick overview.

- Study 3 different strands: Pure Mathematics, Statistics and Mechanics.
- A rewarding and respected course, providing challenge and leading to a variety of careers.
- Opportunity for GCSE grade 8 or 9 students to study 'Further Maths'.

## Is this course for me?

**Mathematics and Further Mathematics are very rewarding courses, building on a variety of skills developed at GCSE, including algebra, trigonometry, probability, problem solving and mathematical modelling.** They link with many subjects, in particular the sciences, and are well-respected courses when applying for university and future careers. If you enjoy maths and have strong algebra skills, then these could be the courses for you.

## What will I learn?

**One of the most exciting topics at A-level is Differential and Integral Calculus, exploring the rates of change of variables (e.g. population, velocity, investment, etc.).** This branch of Mathematics was developed independently by Newton and Leibnitz in the 17th Century and has many wide-ranging applications.

All A-level students study Pure Mathematics in Year 12 and in Year 13, making up over half of the course, and students will additionally study Statistics as well as Mechanics, both in Year 12 and in Year 13.

**Pure Mathematics** includes trigonometry, indices and surds, quadratics, sequences and series, co-ordinate geometry, differentiation, integration, vectors and functions.

**Mechanics** includes displacement, velocity, acceleration, moments, friction and modelling with vectors. Many topics are similar to parts of the Physics syllabus, so its combination with Physics is advantageous.

**Statistics** includes the analysis and processing of data, the binomial distribution and the normal distribution. These techniques are applied to the testing of hypotheses. It is useful when combined with Biology, Geography or Psychology and is an asset for Accountancy and Business Studies.

## Future opportunities?

**Mathematics qualifications indicate the ability to analyse and solve problems,** making them a great asset to those hoping to enter careers in business, computing, banking, accountancy, insurance, local government, teaching or the civil service. Engineering and Science based courses (including Medicine) also rely on Mathematics. Mathematics can also be combined with Arts subjects. Mathematical skills are highly valuable and highly respected.

## Anything else?

**Further Mathematics includes double the content of the Maths A-level, at an accelerated pace.** Students study Pure Mathematics and Mechanics in more depth. Topics unique to the Further Maths course include complex numbers, matrices, hyperbolic functions, polar form, conic sections and collisions.



# A-LEVEL MEDIA

## >> A quick overview.

- Examine meanings and representations in the media to help you study with a refined perspective.
- Study media forms and products in considerable detail.
- Complete a cross-media project to as part of your overall grade.

## Is this course for me?

**Media Studies will be challenging and fulfilling if you are interested in; how the media works to shape attitudes, values and beliefs in society; creating your own media products, the development of media industries and new media technologies.** Whether you see yourself as the next big YouTuber, reality TV buff, aspiring journalist, the new Tarantino, an avid gamer, or anything else: you could do really well at Media Studies.

## What will I learn?

**A level Media Studies is a course that is real and relevant for young people today.** The media has real relevance and importance in our lives today, providing us with ways to communicate, ways to express ourselves and the ability to participate in key aspects of society. Media industries employ large numbers of people worldwide and generate significant global profit. The global nature of the modern media, ongoing

technological developments and more opportunities to interact with the media suggest its importance in modern life can only increase.

Studying A level Media Studies will give you an understanding of these key issues, using a variety of theoretical approaches to support critical exploration and reflection, analysis and debate of a wide range of rich and stimulating media products. You will also have the opportunity to make your own media product in the coursework module.

You will study everything from marketing of films like Black Panther to what makes YouTubers such a big deal. How do charity ads use techniques to get you to part with your cash? Why does The Guardian report the same news story in a different way to The Mail? What is the impact of Boris Johnson's representation in the media? If these types of questions and topics interest you, then Media Studies might be for you.

## Future opportunities?

**Media Studies students typically enter careers in the media, cultural and creative industries.** Areas of work include television and radio, film and video, digital media, computer games, journalism, writing and publishing, PR and media practice. The skills developed in logical analysis, attention to detail and communication are very highly valued by both employers and universities.

## Anything else?

**Media Studies is an academic discipline just like any other A level.** The academic study of the media dates back nearly 100 years encompassing; Sociology, Psychology, Business Studies and Cultural Studies.



# A-LEVEL MUSIC TECHNOLOGY

## >> A quick overview.

- Music Technology is a very practical subject.
- Your coursework is the production of a CD.
- You will learn the art of 'synthesis', editing of sound files and sampling, recording and production.

## Is this course for me?

**Would you like to learn how to record and produce high quality music?** Do you think you would like to learn how to write music using audio and MIDI sequencing software? Are you interested in investigating the impact of music production and understanding the development of popular music? If the answer is yes to some or all of these questions then Music Technology is the course for you.

## What will I learn?

**Component 1 (coursework):  
Recording (60 marks / 20% of the qualification)**

You will carry out one multitrack 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.

**Component 2 (coursework):  
Technology-based composition (60 marks / 20% of the qualification)**

You will compose a piece of music chosen from three briefs. The piece will involve sound design, synthesis, sampling, and creative use of effects.

**Component 3 (exam): Listening and analysing (75 marks / 25% of the qualification)**

A 1 hour 30 minute exam listening to extracts from unfamiliar commercial recordings and answering questions on music technology production techniques and how they have changed over the years.

**Component 4 (exam): Producing and analysing (105 marks / 35% of the qualification)**

A 2 hour 15 minute exam involving questions on editing, mixing and production techniques.

You will complete practical mixing and editing activities and produce a final high quality mix as part of the exam. An extended question on an aspect of music technology is included.

## Future opportunities?

The music industry is one of the largest and fastest growing industries in the world and possible future careers include music performance and promotion, composing for digital media, song writing, audio production, music video production, sound design, music industry management, event management and music publishing.

## Anything else?

You will be involved in a variety of learning activities during lessons, including individual composition and recording work, class discussion and listening to, identifying and writing about the musical and production characteristics of a range of recorded music. The department also runs trips to professional recording studios where students will have the opportunity to perform and assist in mixing a track.

# A-LEVEL MUSIC



## >> A quick overview.

- 2 Compositions to be produced – one 'Free', one to a 'Set Brief'.
- One Recital to be prepared and performed – any style/genre and for any instrument/voice.
- One listening exam, assessing skills of musical analysis, listening and contextual understanding.

## Is this course for me?

**Students must be at least at Grade 5 level on either an instrument or singing and also be working at Grade 5 Theory standard.** The Music A level course develops the key skills of Performance, Composition, Listening, Appraising and Analysis. Pupils must show a keen interest/willingness to study music from a wide range of genres and musical periods.

## What will I learn?

**Students will develop their compositional skills through the course and produce two compositions-** One 'Free' composition and one to an exam board set 'brief'.

Students will develop their performing skills, culminating in a recital on their instrument/voice.

Students will develop their listening and musical analysis skills through the study of various musical genres,

composers and artists/bands. At the end of the course, students sit an exam with listening and written questions excerpts of music provided on the exam CD. It is split in to three sections:

### Section A: Listening

### Section B: Analysis

### Section C: Essay

**There are seven areas of study, as follows:**

1. Western classical tradition 1650–1910 (compulsory) 2. Pop music 3. Music for media 4. Music for theatre 5. Jazz 6. Contemporary traditional music 7. Art music since 1910. Students must study area of study 1: Western classical tradition 1650–1910 and a choice of two from Areas of Study 2–7.

This component is worth 40% of A Level marks.

## Future opportunities?

**One of the largest and fastest growing industries in the world and possible future careers include:** Professional musician/performer, music teacher/lecturer, sound engineer, record producer, sound technician, composer, arranger, recording artist manager, event manager, community arts manager, music therapist, radio broadcaster/producer, music researcher, arts administrator, festival co-ordinator/manager, PPC specialist, session musician, A&R co-ordinator, computer game composer.

## Anything else?

**Your recital can be on more than one instrument if you play several instruments and can be solo or ensemble pieces or a combination of both and in any style/genre.** You can perform your recital as many times as you wish and we use the best take/recording to send to the exam board. Your 'Free' composition can be in any style and should really focus in on your musical interests/experiences/areas of expertise.



# BTEC

# PHYSICAL EDUCATION

## >> A quick overview.

- Learn new and interesting theoretical knowledge in Sport and apply it practically in assignments.
- Mixture of exam, coursework and practical assignments.
- No prior knowledge needed, just a genuine interest into Sport.

## Is this course for me?

**This course is aimed at students aspiring for a professional career in the sports industry.**

The content provides the knowledge understanding and skills that underpin job roles within the sports industry.

## What will I learn?

**BTEC Sport is a mixture of internally and externally assessed units. There are four units to complete over two years.**

You will learn all about the skeletal, muscular, cardiovascular and respiratory system and an overview into how different energy systems work. This is then practiced and applied in an exam at the end of year 1. You will also gain an insight into different factors that may impact someone's health and wellbeing and strategies to improve this. You will then apply your knowledge to a case study in an externally marked written piece of work at the end of year 2.

Internally assessed assignments will involve a range of assessment methods designed to maximise your attainment and engagement and develop employability skills. You will actively participate in and learn about the skills, technique and tactics in a chosen individual and team sport. You will also gain an understanding into the professional developments within the sports industry that can help inform your career prospects.

## Future opportunities?

**Over this course, you will acquire the skills and knowledge you need to go into a sports related career.**

It also gives you the opportunity to go on to further education at university to study sport-related degrees. This can lead onto numerous careers within the sports industry, for example a physiotherapist, a teacher or a career in sports performance.

## Anything else?

**This course offers you an alternative route to A levels to gain a recognised qualification.**

It is the equivalent to 1 A level and offers a practical approach that fully supports your future ambitions. As well as all of this, we work really hard to develop your employability, time-management and organisational skills that will help you become successful in your next steps.



# A-LEVEL PHYSICAL EDUCATION

## >> A quick overview.

- A keen interest in the science behind how the body works.
- Be involved in a competitive sport as a player or a coach.
- Willing to engage in topical discussions, willing to take part in practical/active classroom lessons.

## Is this course for me?

This course looks at Physical Education from both a theoretical and practical perspective. There is a strong academic focus to the course and opportunities for practical performance within lessons are limited. It is expected that you will be actively involved in a competitive sport and you will have the chance to develop your practical skills outside of lessons.

## What will I learn?

This A Level provides you with an informed scientific and human understanding of the key issues in Physical Education today. There are three main theory units:

- **Physiological Factors Affecting Performance.**
- **Psychological Factors Affecting Performance.**
- **Socio-Cultural Issues.**

The Physiology unit has the heaviest weighting and therefore this course includes a substantial science element.

The course has a strong academic focus. You will have four lessons each week and be expected to supplement your classroom learning with independent study. This study is a compulsory part of the programme and is structured into regular directed study tasks. The specification in Physical Education will equip students with a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education. Students will develop their ability to analyse and evaluate how to improve performance and understand the contribution which physical activity makes to health and fitness. It is essential that you are a competent practical performer. The practical assessment contains performance within a competitive environment and a written evaluation and analysis of performance. Both hold equal weighting and provide 30% of the final grade.

## Future opportunities?

**Sports and Science related courses at university such as Medicine, Physiotherapy, Sports Science, Teaching.** For those who do not wish to attend higher education, a career in coaching, personal training or the leisure industry would be possible after studying this subject.

## Anything else?

**You will be required to provide unedited video evidence of yourself playing or coaching a competitive sport that is accepted by the exam board (AQA).** Year 12 students that play summer sports would need to gather this evidence BEFORE you start the course.

# A-LEVEL PHILOSOPHY



## >> A quick overview.

- Philosophy will prepare you well for future studies by developing your analytical and thinking skills.
- Is totally different from anything you have done before.
- There are no straight forward answers.

## Is this course for me?

**Philosophy is highly regarded in academic circles and widely recognised by universities as good preparation for studying any subject at degree level.** Studying philosophy is an opportunity to think about and discuss concepts and ideas that you may not have even considered before! It will challenge you in an academic way and will lead to good 'dinner table debate' at home.

## What will I learn?

**In Year 12 pupils study 2 main units:**

**Epistemology:** What is knowledge? This challenges us to consider the nature of the world around us, how we gain knowledge and what types of knowledge are best. It will even make you consider whether we are living an illusion!

**Moral Philosophy:** What we mean by the terms 'good' or 'bad'. How do people make moral decisions? Should we apply strict rules, or

consider the circumstances? Should the number of people involved make a difference in what we say is good? Applying these ideas to moral issues in the 21st century.

**In Year 13 pupils study a further 2 units in addition to those taken in Y12.**

**Metaphysics of God:** Does God exist? What evidence is there to support His existence? What are the major barriers to belief in God? How can our 'human language' be applied to God?

**Metaphysics of mind:** What is the mind? Are mind and body separate? Can mental properties be reduced to physical causes? What is consciousness?

## Future opportunities?

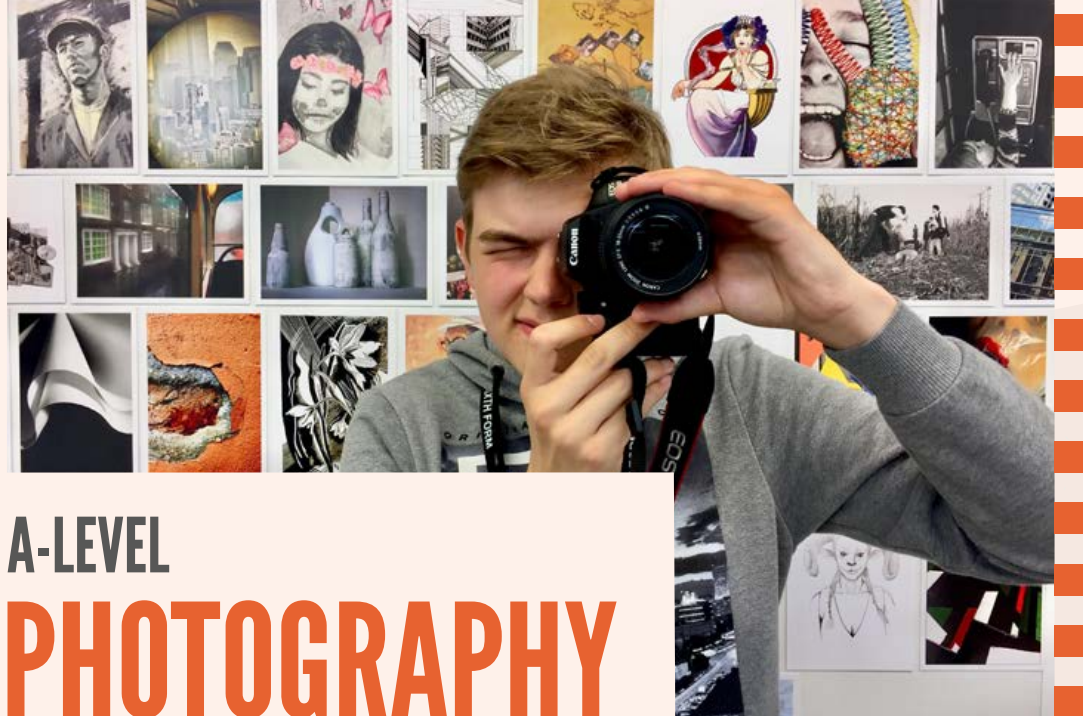
**Philosophy is almost unique as a subject in that its skills are transferable to all areas.** Any career that requires logical thinking, clear communication skills, and a quick and lively mind will be well suited to

a student of Philosophy. Some of the more traditional routes include: the legal profession, medicine, journalism, forensic science, psychology, teaching, police and politics. Who would have guessed that companies such as Google and Microsoft have so many philosophy graduates in their employment as a result of their expertise in 'thinking outside of the box'?

## Anything else?

**This is the subject for you if you have:**

- An enquiring mind, genuine interest in trying to find answers to difficult questions.
- A willingness to read widely around the subject.
- The determination to stick with challenging concepts.
- The ability to argue a point based on evidence.
- Logical and analytical skills.



# A-LEVEL PHOTOGRAPHY

## >> A quick overview.

- You will become confident and competent in the art of photographic image making.
- You will exhibit in at least two significant exhibitions over the two year course.
- This course can lead to many exciting photographic jobs including working freelance.

## Is this course for me?

**We are bombarded by images on social media and TV - our course trains you in the art of digital image making so your images are the ones people remember.** We will achieve this goal together, using our studio, professional backdrops, digital editing techniques, digital cameras, a range of lenses and a traditional darkroom. You will have a diverse and hands-on experience.

This course successfully prepares you for direct entry onto an Art Foundation course and a range of lens based degree courses.

## What will I learn?

**You will create an exciting, personalised sketchbook documenting your creative use of digital cameras, lenses and related equipment used in the production of successful photographs.** A range of short assignments covering topics such as street photography, portraiture, landscape, collections

and surreal editing, run alongside technical workshops looking at aperture/shutter speed and image manipulation. This approach will help you take full control of the camera and capture the images you strive for - we won't be using the 'Auto' setting! All assignments involve a critical studies element to enrich outcomes and develop your understanding of how photographers use this medium to express opinions, create narrative and engage the viewer.

After exhibiting your most successful series of images in TALENT, our end of year show, you will devise and develop a personal investigation and have full ownership of both the theme and direction of this coursework unit. Initial research and photo shoots are completed over summer and the investigation is developed and refined during Year 13, accompanied by an essay. The essay is based on your personal investigation and allows you demonstrate a broader understanding of the concepts involved in your work.

## Future opportunities?

**Studio work, fashion, media, events, film and animation, documentary photography, travel, forensics, photojournalism, sports photography, military photography, teaching, photo editing and many more.**

## Anything else?

**You'll need good time management skills and be willing to find and visit interesting locations for photo shoots, based on your personal interests.** Attention to detail and refinement should lead to images with impact, so you'll need patience, determination and resilience.



# A-LEVEL PHYSICS

## >> A quick overview.

- Study a vast range of topics ranging from sub-atomic particles to Astrophysics.
- Develop practical skills, and use a wide range of scientific equipment.
- Gain experience using a variety of mathematical and analytical skills.

## Is this course for me?

**Studying Physics challenges our imaginations and leads to a greater understanding of the world around us.** If you choose to study A level Physics then you will study a wide range of topics, ranging from the minute scale of subatomic particles, to the vast scale of the Universe. If you are inquisitive, hard-working and enjoy learning about how things work then A level Physics could be for you.

## What will I learn?

**At All Saints, we follow the AQA Specification, which covers the following topics:**

### Measurements and their errors:

Throughout the course there are numerous opportunities to develop skills in gathering and analysing experimental data. Experience is also gained using a wide range of scientific instruments.

**Particles and Radiation:** This topic introduces many different particles, including pions, neutrinos, kaons and quarks. The photoelectric effect, atomic line spectra and wave particle duality are also studied.

**Waves:** The behaviour of waves, such as superposition, refraction and diffraction is covered in this topic. Applications include optical fibres, diffraction gratings and how musical instruments produce sound waves.

**Mechanics:** The Physics of moving objects, including velocity, acceleration, moments, energy and power. Applications include projectiles (e.g. javelins) and crumple zones in cars.

**Electricity:** This topic builds on work covered at GCSE and includes a detailed study of current, potential difference and resistance in a variety of electrical circuits. Superconductivity, resistivity and potential dividers are also covered.

**Materials:** This topic covers the basics of materials, including density, stress, strain and the Young Modulus.

Further topics studied in Year 13 include nuclear physics and radioactivity, thermal physics, further mechanics, gravitational, electric and magnetic fields, and turning points (landmark discoveries and famous experiments in the history of Physics).

## Future opportunities?

**Physics is essential or useful in a vast range of careers, including:** acoustic engineer, medical physicist, mechanical engineer, oceanographer, optician, radiographer, forensic scientist, technical translator, geo-physicist, scientific publisher.

## Anything else?

**Physics A level is a varied, interesting and very challenging course. Mathematical skills underpin much of the course content, so confidence using GCSE Maths is essential.** You don't need to take A level Maths to study A level Physics, however, if you intend to continue your study of Physics at university, then it will usually be expected that you will have studied A level Maths alongside Physics. Pursuing an A-level in Mathematics is not a requirement for A-level physics, however we do highly recommend it as a supporting subject.



# A-LEVEL PSYCHOLOGY

## >> A quick overview.

- Learn about a wide range of theories and studies investigating many aspects of human behaviour.
- Develop an understanding of research methods used by psychologists.
- Develop the ability to apply research to real world situations.

## Is this course for me?

**This is a scientific approach to understanding the human mind and behaviour, using a wide range of explanations.** We develop knowledge of psychological research and learn how to analyse and discuss this work. You will also develop skills in applying the research to real world situations, for example using minority influence research to explain the civil rights movement.

## What will I learn?

**The course covers social influence, memory, attachment, psychopathology (OCD, phobias and depression), research methods, approaches, biopsychology, issues and debates, gender, schizophrenia and forensic psychology.**

Some topics are covered in either the first or second year of the course, some topics are covered in both years. Approaches and issues/debates are topics that overlap

with most of the rest of the course content, by the end of the course students should have a good understanding of how all the topics are related to each other.

Most topics involve looking at theories and research studies, students need to learn a wide range of studies in varying levels of detail. We look at the work of specific psychologists including Skinner, Milgram, Baddeley, Freud, Ainsworth and many others. Students will be given guidance so that they understand how much detail is required in each topic.

The research methods topic overlaps with all other topics and contributes about 33% of the marks in assessment, this includes many technical aspects of conducting qualitative and quantitative research.

The course is all assessed through exams and there isn't any coursework.

## Future opportunities?

**With further study there are a range of specific careers available in clinical, educational, occupational, and other areas of psychology.** It's also a very useful qualification for any career that involves dealing with people, either directly or indirectly.

## Anything else?

**You should be willing to read around the subject to develop knowledge, evaluation and application skills.** The course is 10% Maths and there is a lot of Biology in it, this is a demanding subject which requires you to be motivated and hard working.



# A-LEVEL SOCIOLOGY

## >> A quick overview.

- You will develop the ability to craft logical arguments and question the assumptions behind ideas.
- You will keep up to date with current local and global affairs, and apply these to your studies.
- Sociology makes the familiar unfamiliar – seek answers to some of the most interesting and important questions affecting the world around you.

## Is this course for me?

**Sociology is the study of human social relationships and institutions.** The purpose of sociological study is understanding how human action and consciousness both shape and are shaped by surrounding cultural, political, economic and social forces.

A central aim is for students to understand social issues and policies, critically analysing and raising questions about the way that services do or do not meet the needs of specific groups, such as children, women, older people and members of ethnic minority groups.

## What will I learn?

**Through interactive lessons, students develop an understanding of social context, power, opportunity and inequality. You become a critical thinker, developing the skills and tools to answer your questions.**

**Family and Households:** Investigate family diversity, and analyse whether it has a positive or negative effect on society; study childhood as something created by society; explore patterns in migration,

divorce, life expectancy and many more demographic trends.

### **Education with Methods in Context:**

Consider whether educational achievement is determined by forces inside or outside school; critically analyse the impact of government policies designed to tackle educational inequalities.

**Theory and methods:** Explore classic perspectives for studying society – including Marxism, feminism and functionalism. Learn how to conduct sociology research and the strategies used by researchers including covert under cover measures

**Beliefs in Society:** Raise questions about how beliefs contribute to society; explore the view that science is a religion; analyse the impact of secularisation and fundamentalism in today's society

**Crime and Deviance:** Explain trends in crime in relation to gender, ethnicity, class and age; consider how surveillance has grown in postmodern society; study crimes committed by the most powerful in society as well as those most marginalised

## Future opportunities?

**Many prospective employers recognise that Sociology combines the development of skills in reasoning and critical assessment with knowledge about society and its workings.** Some students continue their study of Sociology to degree level, or enrol in related degrees such as Criminology or Psychology. Sociologists are involved in shaping policies by examining and exposing areas of inequality in society. Sociology at A level frequently leads students to careers involving law enforcement, government policy, social work, charity work, politics, humanitarian work, teaching and academic research

## Anything else?

**Sociology is assessed through examinations at the end of the second year.** The exams consist of both short and essay-style questions.

# A-LEVEL SPANISH



## >> A quick overview.

- Develop the ability to communicate in four skill areas in a foreign language and work towards a qualification in a highly respected, facilitating A level.
- Gain an insight into different cultures, lifestyles, current affairs, politics and history in the Hispanic world.
- Read and analyse literature and film in Spanish.

## Is this course for me?

The course is for you if you have an interest in both the language and culture of Spanish-speaking countries and a strong desire to develop language skills to a high level. You also need an ability to work with commitment and to work well independently. You should have an active interest in current affairs and contemporary issues and an enthusiasm for participating in conversation, discussion and role-play situations and working with our Spanish Assistant.

## What will I learn?

You will learn about the cultures of Spain and the Spanish-speaking countries of Central and South America, as well as the USA, which will give you an insight into the lifestyles of the wider Hispanic-speaking community. You will develop not only your higher speaking, listening, reading

and writing skills but also your translation techniques and further understand the reasons behind, as well as the rules of, Spanish grammar.

Some topics are similar to those studied on the GCSE course but are examined in more depth. In addition, you will develop your knowledge about, for example, immigration and multicultural societies and youth culture in Spanish-speaking countries; the history, customs, traditions and gastronomy of Spain; Hispanic music and dance; Spanish politics and social issues such as the Mothers of Plaza de Mayo in Argentina. You will also study one Spanish film and one Spanish play in depth over the two years. In addition, an independent research project is undertaken and forms the main part of the speaking test at the end of the two year course.

## Future opportunities?

Foreign language skills are

much sought after in the work place and an A level in Spanish is good preparation for any student entering employment in the 21st century. At university Spanish can be studied either in combination with another language or with many other subjects (for example Business Studies, Politics, English) and can lead to careers in sales, marketing, business, journalism, broadcast journalism, design, interpreting, translating, international relations, the diplomatic service, banking, engineering, the civil service and teaching.

## Anything else?

You should have an interest in current affairs and events in Spain, Central and South America, and the USA and watch or read news items regularly online. You should try to visit any Spanish-speaking country, if the opportunity arises.

# HOW TO APPLY TO ALL SAINTS

---



## ATTEND ONE OF OUR EVENTS!

We offer an Open Evening in November (see our website for full details) and a Taster Day later in the academic year when students get to experience a day as a sixth former – attending real A level lessons, meeting the teachers and seeing what a school day at All Saints is like.



## VISIT OUR WEBSITE

Go to [www.allsaints.york.sch.uk](http://www.allsaints.york.sch.uk) for up to date information on our events, entry criteria and application form



## BE OUR GUEST

We are happy to show you around our school, just give us a call to arrange a time. You can contact us by phone or email at any time with questions. We're here to help.



**ALL WELCOME  
ALL TOGETHER  
ALL SAINTS**





**FAITH  
LOVE  
UNITY**



**All Saints RC School**

**Mill Mount, York YO24 1BJ  
01904 545206**

**[www.allsaints.york.sch.uk](http://www.allsaints.york.sch.uk)  
[6fadmin@allsaints.york.sch.uk](mailto:6fadmin@allsaints.york.sch.uk)**