



NETHERTHORPE SCHOOL

6TH FORM

Learn • Enjoy • Succeed

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1. The Sixth Form Centre

The Sixth Form Centre at Netherthorpe School offers the opportunity for successful study over two years, in a vibrant, purposeful and welcoming community. The school has a long tradition of successful teaching and learning and continues to develop in response to the needs of our changing society.

Netherthorpe has a Sixth Form of approximately 270 students. Our staff and students are friendly and welcome new students to the school. The atmosphere at Netherthorpe is a very positive, supportive one and we provide many opportunities for Sixth Form students. As a Sixth Former at Netherthorpe you will have a Director of Post 16, Pastoral Support Manager, Form Tutor, focus on Destinations (Post 18) in personal development, Careers advisor, Subject specialist teachers, 'Post 18 mentor', Subject student ambassadors and peer mentors, that are here to help you. You will be offered a choice of mentor for UCAS and apprenticeship applications beyond Year 13.

We set high standards of dress, work ethic and conduct and we expect our Sixth Formers to be role models for the rest of the school.



We hope prospective Sixth Formers and their parents will find this prospectus helpful in planning for the future and we look forward to welcoming you to Netherthorpe.

1.1 We have a lot to offer

We have courses suitable for a wide range of interests and abilities. Information about all the subjects offered is included in this prospectus.

Students considering Post 16 study need to make careful and informed choices. There are many good reasons for progressing into the Sixth Form at Netherthorpe.

- The staff have considerable experience of the approach required for study at this level and we are proud of the results achieved by former students. In addition, students have easy access to staff if they need extra help.
- Our website, newsletter and social media support you and people at home in ensuring you are up-to-date with events, opportunities and support in Sixth Form.

- A team of tutors guide Sixth Form students throughout their time at the Sixth Form. This includes both personal and academic support; it begins with the original choice of courses and continues as their progress is monitored throughout the Sixth Form and beyond.
- The Sixth Form Centre is a friendly, lively community based in one part of the school. Sixth Form students have exclusive use of a common room with kitchen and two computer suite/study rooms. In addition to this and the canteen, Sixth Formers can use their dedicated cafe all day as a study area with refreshments available to purchase from 8:15-1:15. Some practical subjects have Sixth Form specific facilities to support independent work in these subjects.
- There are many opportunities to become involved in the wider life of the school. Examples are
 - organising charity events,
 - working with younger students as Subject and Student Ambassadors
 - the role of Senior Prefect as part of Student Leadership opportunities
 - House Captains as part of Student Leadership opportunities. Every student who joins the school is placed into one of three houses, which compete throughout the year to win the Rose Bowl. House events range from sports through to quizzes.
 - Societies and clubs including the over a century old– debating society, other clubs are drama and musical productions, sports competitions, subject specific clubs and the list varies each year
- Volunteering is strongly encouraged and designed to support each student
- Work experience is strongly encouraged and is adapted to suit the individuals needs/aspirations, a wide range of activities are put on across the Sixth Form some focus on work related learning.
- The Sixth Form student panels allows students to express their views and discuss issues of concern. This collaborative approach with a strong focus on excellence, has enabled improvement across the Sixth Form year on year.
- Each year the opportunities for leadership, team work and enrichment grow, we are confident you will find an opportunity for you.

1.2 Support

If difficulties do arise we have a strong pastoral system to support students and a very clear behaviour management structure to enable students to succeed. In addition to our SEND team, trained counsellors and multiagency links, direct support is offered as follows;

- Parents receive regular information about effort and attainment, and we strongly encourage attendance at parents' evenings. If problems are apparent we work closely with parents to resolve them. In this way we keep to a minimum the number of students who are unable to continue in the Sixth Form.
- Some Sixth Form students will be eligible for the government Sixth Form bursary; this includes payments at various intervals throughout the course. This is paid externally but students must fulfil certain conditions to gain the money.



1.3 Progression to your future

The Sixth Form is a stepping stone to further opportunities. Wherever possible it is strongly advised to have a goal or goals in mind from the outset, enabling us to advise you about your choice of subjects and entry requirements for particular occupations or courses. It is also possible for students to enquire directly about these requirements.

Each year many of our students move into Higher Education, and a large number of students are now studying at the most competitive universities including Oxford and Cambridge. We also have students who are successful in securing apprenticeships with top employers such as Rolls Royce,

NatWest Bank, Bowmer and Kirkland and National Logistics at Morrisons, who move onto foundation courses or into employment.

Whichever route students may wish to follow, a Higher Education and Careers Programme is organised to offer guidance and support when making these crucial decisions. All students who apply to university are asked to nominate a mentor (from the teaching staff). This mentor provides one-to-one support through the application process. Senior staff are available to offer additional support and guidance. Students not wishing to progress to university will also be mentored by staff to ensure that they find the most appropriate next step for them, and a dedicated careers team are on hand to help with CV's and job/apprenticeship applications.

Student destinations 2019

All University	: 75%
Apprenticeship/Training/Employment	: 24%
Top 30/Top third Uni	: 37% (3rd consecutive increase)
Russel Group University	: 24% (3rd consecutive increase)
Foundation Deg. College	: 7%
1st Choice University	: 86%
2nd/Insurance University	: 7%
Clearing/Adjustment	: 7% *

* adjustment is when grades are STRONGER than expected and students upgrade.

2.0 Entry Requirements

At Netherthorpe there are several routes to study at the Sixth Form. A levels are the standard level 3 qualification. With recent curriculum changes a range of high quality alternative vocational and applied qualifications are also available. It is an exciting time to become a Sixth Form student, there is a range of different options available to you. If you are in doubt over the information below, do not hesitate to contact us and we will endeavour to provide clarification.

Our routes at a glance

Academic Route	4 A Levels over 2 Years*
Standard Route	3 A levels over 2 Years**
Hybrid Route	3 Qualifications over 2 Years**
Vocational Route	3 Level 3 Equivalents over 2 years**

* Students undertaking the 4 A level route will need to present justification at application meetings if not undertaking Further Maths as the 4th Subject.

** Students may have the opportunity to undertake a Duke of Edinburgh and Sports Leadership awards which also carry UCAS points.

All students who complete an application form and attend an application meeting (if required), will receive a conditional offer for a place at Netherthorpe Sixth Form.

All offers will be considered on results day.

Our students follow two year advanced courses with most students studying three subjects, although some students do study four. Careful thought is needed when choosing subjects as you are expected to commit to the full 2 year course. Students will find A Level and Level 3 qualifications far more demanding than GCSE and unless a good grade is gained at GCSE, students will find the demands too hard to meet.

The basic requirements for entry to Year 12 to study a Level 3 qualifications is;

5 higher grade passes (4-9) in traditional GCSE subjects including either English Language or Maths.

These are the **minimum requirements** if a student is to have a reasonable chance of gaining pass grades at Sixth Form study. We **strongly recommend** that students have;

- at least five 8 grades before beginning a full course of four A Levels.

All decisions regarding entry to Sixth Form are at the Headteachers discretion.

2.1 Subject Specific Recommendations

Due to the nature of some subjects there are additional requirements for entry. Students need to aim to achieve the following grades at GCSE in order to study these subjects at A level. Any students who do not achieve at least a grade 4 in GCSE English Language or Maths will have to re-sit that GCSE during Y12.

Students will not be allowed to study an A level in any subject that they get lower than grade 5 for at GCSE. In the event students achieve a '4' then we will advise the alternative route.



Subject

GCSE Recommended Grade

Mathematics	Grade 6 or better at GCSE.
Further Mathematics	At least a grade 7 in Maths and must study it alongside 3 A-levels, one of which has to be Maths
Biology, Chemistry and Physics	2 Science GCSEs at Grade 5 or better
History	If students have not studied History GCSE they must have achieved a 5 in English
PE (A Level)	Students must achieve a grade 4 in the examined module of PE to access this course.
Psychology/Sociology	English Language grade should be at least grade 5. Science and Literature grades at 5 would strengthen an application
All A Levels	Students must achieve a grade 5 or better to be accepted on an A level course

3.0 Entry Recommendations

Which route is best for me?

If you want to study A levels you need to get 5's in those subjects. Its that simple. However your average GCSE Point score over your best 8 qualifications indicates an ability to cope with A Levels.

You will need to look at the grades you are likely to have at the end of Year 11. The Sixth Form team will select your best 8 qualifications (at level 2–GCSEs are level 2 and all qualifications will state their level) and calculate an average grade using the table below;

GCSE Grade	Vocational Level 2
9	
8	
7	Distinction*
6	Distinction
5	Merit
4	
3	

Using the average grade over your **best 8 GCSE grades (including English and Maths and you can include one Level 2 Vocational Qualification)** you are strongly advised to consider the following routes in Sixth Form;

If working this out before results day and you are below an average of 4, you would be advised to consider how you could raise your GCSE grades and you would be encouraged to discuss your circumstances with us at your application meeting and again on results day if required.

Average Grade over Best 8	Route in Sixth Form recommended
6.0	Up to 4 A levels*
5.0	3 A Levels 5+ or Merit+ in that subject essential
4.5	Hybrid Route (A levels & Vocational courses)
4.0	Vocational Route only

**Further Maths can only be taken as a 4th A Level and as such the best 8 average must be 6.0 +. Students taking 4 A Levels will have a meeting at various times throughout the year with the Director of Post 16 to ensure that workload is not becoming a problem.*

3.1 Examples of the entry recommendations

These are some examples on how to establish the best pathway for you to follow;

Anna has 8 GCSEs. 4,4,4,4, 5,5,5,5 / 8 GCSE subjects
 Anna has an average of grade 4.5–Anna would take the Hybrid route. English and Maths were both 5 grade, so no resitting required. Anna can only take **A levels in the subjects with Grade 5 in**. Anna would look at the other Level 3 qualifications.

Richard has studied the GCSEs, with an OCR National level 2.
 The GCSEs of 6,5,5,5,5,5, & 4
 The OCR National of Distinction (equivalent to grade 6)

Richard's average grade is 6,5,5,5,5,5, 4 & 6 / 8 qualifications
 = 41/8 qualifications = 5.125 average grade

Richard would be advised to take the 3 A level standard route. English and Maths were both 5 and above. Note the subject at grade 4 **could not** be studied at A Level.

John has taken 9 subjects, with his English Language getting grade 3. He is worried he may not qualify for Netherthorpe Sixth Form. English Language grade 3 will need to be resat. Resits are only considered in English and Maths.

John received 5,5,3 (English), 5,5,5,7 and one PASS at BTEC (Level 2) and one Distinction* at OCR National (Level 2). Firstly, only one of the BTEC or OCR qualifications can be used, given the BTEC is a PASS, this would be zero points for entry to the Sixth Form. John now has 8 qualifications counting, how would it work out?

GCSE = 5 x Grade 5 = 25
 GCSE English grade 3 = 3
 GCSE = 7 = 7
 OCR National Distinction* = 7

The total is = 42/ 8 subjects = 5.25 Average Grade

We would advise the 3 A Level route in the first instance. However the grade 3 in English would prevent access to English, Psychology and Sociology, History (if not studied before) and we would consider reflecting on an choices of essay based subjects.

4.0 What Happens Now

We hope that you will want to join us this September. The first step is to complete the application form **ONLINE** accessed via the school website (www.netherthorpe.academy : Sixth Form Section: Application Process) before the deadline of **22nd January 2021**. All applications are acknowledged.

After the application deadline students may be invited to attend a short informal application meeting, where candidates will be offered a conditional place. This is an opportunity to discuss option choices and to confirm that Netherthorpe is indeed the best place for you to study. You will be asked to **bring a copy of your most recent school report** to the meeting so that we can look at your effort grades, attendance record and predicted GCSE results. **The only results that count are the ones on results day** therefore please be aware we have adapted the application process to indicate best direction. As well as an opportunity for us to find out about you, it is your chance to ask questions about us. After we have met all applicants we write to all students offering conditional places.

Students are invited to the Y12 Induction day where their subject choices run a lessons that they are likely to experience in the Sixth Form. This allows many students to check their preference, experience the Sixth Form first hand and option changes can be addressed.



All students who are offered a place will be invited to attend an induction day on **Friday 2nd July** where they will have some taster lessons in their chosen qualifications, and take part in a range of activities. This is an excellent opportunity for applicants to find out more about the subjects they are thinking of studying, to get to know some of the staff and other students and to familiarise themselves with the school. A Level subject choices can be changed on this day, and at interview following results day if required.

We obviously wish you every success in your GCSE's and Year 11 qualifications. You will have a further interview on results day in August to confirm your results and subject choices. We then look forward to welcoming you to the Sixth Form in September .

A FEW DIARY DATES

Friday 22nd January 2021

Deadline for applications.

February–March 2021

Application Meeting

Some students will be invited to meet a member of staff to discuss their application. This is intended to be after school. Dates to be confirmed after the application deadline subject to numbers of applicants.

Friday 2nd July 2021

Y12 Induction Day

Friday 27th August 2021

GCSE Results followed by decision meeting
Netherthorpe Students 8:00-11:00
Other School Students 12:00-15:00

You will be required to bring a copy of your certificates/awards on the results day as proof of your grades for the short meeting where a final decision on your application is made.

A copy of your results will be taken during this meeting.

All decisions regarding entry to Sixth Form are at the Head teachers discretion.

5.0 Art & Design

WHAT QUALIFICATIONS DO I NEED TO BE ON THIS COURSE?

Students should have a GCSE grade 5-9 in Art, and should possess good drawing skills. A good standard of English is also essential in order to undertake the written study and critical Art History and analysis section. The subject is very time consuming and students must be prepared to work outside lessons and at home on a regular basis.

WHAT IS THE COURSE CONTENT?

The department offers a number of pathways within the Art and Design endorsement. Students are able to choose to study Fine Art, Art, Craft and Design, Three Dimensional Design and Textiles or a combination of these. All students are encouraged to work in a variety of media and styles in practical work - drawing from observation, drawing for communication, photography, collage, painting, printmaking, ceramics and sculpture form the main areas. Art History will take the form of group tutorials, theory and analysis lessons and personal discussions with staff.

HOW IS THE COURSE ASSESSED?

Coursework counts for 60% of the marks at A level with 40% for the final examination.

All assessed units, both coursework and examinations, are marked by the centre and moderated by the exam board.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

This course includes practical work in a variety of media and styles as well as investigating equipment and materials thoroughly. Students will be expected to read and research widely and aim to gain a wide general knowledge of art and design. Essays will be expected on Art History and topics related to the chosen personal study. Individual visits to local art galleries will be expected as well as group fieldwork, which usually involves visits to London or sketching locally.

WHERE DOES THIS COURSE LEAD?

Your A-Level qualification can lead to the following:

- Wide acceptance to University and Higher Education courses.
- Essential for entry to Foundation Art and Design course at Chesterfield College i.e. pre Degree one year course.
- Many careers in the Art and Design area are possible-architecture, animation, photography, graphic art, interior design, jewellery, furniture, fashion etc.
- Art is useful for teaching at primary level.

6.0 Biology

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

Students are advised to have two grade 5 passes in GCSE Combined Science or GCSE Biology and either GCSE Chemistry or Physics. The course involves calculations, so a strong grade in Mathematics is also strongly recommended. An ability to write clearly is also required. An interest in the subject is also essential and students will be expected to support classwork with background reading.

WHAT IS THE COURSE CONTENT?

The AQA Biology course will be taught. The Y12 course covers biological molecules, cells, how organisms exchange substances with their environment, genetic information, variation and relationships between organisms. The Y13 course covers energy transfers in and between organisms, how organisms respond to changes in their internal and external environments, genetics, populations, evolution and ecosystems, the control of gene expression.

HOW IS THE COURSE ASSESSED?

The course will be assessed with 3 two hour exams at the end of Y13, each exam covering material from both years of the course. In addition the course has assessed practical work throughout the year to accredit pupils for practical work. This is a desired requirement for university application.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

Students must be able to assimilate information and then apply their knowledge and understanding to interpret and explain biological data in a variety of contexts. Teaching includes a variety of styles and includes practical work. Students will need to work independently during the course and develop their learning skills.

7.0 Business Studies

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

Strong English and Maths grades are advantageous to this subject. Students who have studied GCSE Business Studies should have a grade 5 or above. Those who have not studied the subject can also take up A level. It is important that you have a lively and enquiring mind and an interest in current affairs and the business world.

WHAT IS THE COURSE CONTENT?

We follow the Edexcel syllabus. The units are organised into 4 themes and are designed to cover the key areas of business activities and include;

- Theme 1 - Marketing and People
- Theme 2 - Managing business activities
- Theme 3- Business decisions and strategy
- Theme 4 - Global business

HOW IS THE COURSE ASSESSED?

There will be 3 exams; there is no coursework.

Paper 1–marketing, people and global business–this will cover content from themes 1 and 4. this will be a 2 hour exam and will be worth 35% of the total qualification.

Paper 2–Business activities, decision and strategy–this will cover content from themes 2 and 3. this will be a 2 hour exam and will be worth 35% of the total qualification

Paper 3–investigating business in a competitive environment–papers 3 will assess content across all 4 themes. This will be a 2 hour exam and will be worth 30% of the total qualification.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

Students will learn about the business world through the application of business theories and concepts to a range of real-world contexts; this will be achieved through case studies, this approach will be widely used. Students will investigate, analyse and evaluate business opportunities and issues and make supported decisions and recommendations, using both qualitative and quantitative methods. Students will be involved in a lot of independent research and need to keep up-to-date with developments in the business world. We expect our students to be willing to work hard outside lessons. In lessons there is a good mixture of individual and group work and students will be expected to contribute ideas in class discussions.

WHERE DOES THIS COURSE LEAD?

Students can progress from this qualification to higher education courses such as business management, business administration, accountancy and finance, human resource management, marketing, retail management, tourism management and international business. They can enter a wide range of careers ranging from banking, sales, product management and general management to working in public sector organisations or charities

8.0 English Language & English Literature

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

All students are advised to have a GCSE grade 5 or above in English Language. If you want to study English Literature, you should also have at least grade 5 in this subject. You should have an open mind to all sorts of literature and be prepared to debate, discuss and think independently. You need to have a good standard of English to be able to write clear and coherent essays. If you are taking Literature you need to be prepared to read...a lot!

WHAT IS THE COURSE CONTENT?

English Language There are four modules

Component 1: Language variation (exam)

Component 2: Child language (exam)

Component 3: Investigating language (exam)

Component 4: Crafting language (coursework)

English Literature There are three modules

1. Love Through The Ages (exam)

2. Texts in Shared Contexts (The Literature of Modern Times) (exam)

3. Independent Critical Study (coursework)

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

You should enjoy reading widely, be prepared to undertake independent research, make notes, join in group discussions and be able to write essays that demonstrate your understanding of texts, as well as your personal response to them. We encourage students to visit the theatre, attend workshops and study days to develop their subject knowledge.

WHERE DOES THIS COURSE LEAD?

Many students go on to further study at university and English is a widely respected academic subject which will provide you with many of the skills you need in Higher Education. There is also a wide variety of careers open to students of English, including journalism, television, radio, advertising, the legal profession and teaching.

9.0 Chemistry

WHAT ARE THE AIMS OF THIS COURSE

The aims of the A Level Chemistry course are to develop:

- Interest and enthusiasm for Chemistry including developing an interest in further study and careers in Chemistry.
- Independent learning
- Practical and Analytical skills
- An understanding of the contributions science makes to society and the economy
- An essential knowledge and understanding of different areas of Chemistry and how different areas relate to each other.

By the end of the course students will have an advanced understanding of the core concepts of A-level Chemistry including atomic structure, bonding, periodicity and organic chemistry. As this is a 2 year course, only the exams taken in Year 13 contribute to their A level grade.

The 2 year course is assessed at the end of Year 13 as follows

PAPER	CONTENTS
Paper 1	Physical and Inorganic Chemistry
Paper 2	Physical and Organic Chemistry
Paper 3	All branches of Chemistry, practical skills

In addition the course has assessed practical work throughout the year to accredit pupils for practical work. This is a desired requirement for university application.

WHAT QUALIFICATIONS DO I NEED?

The most important attributes are an interest and enthusiasm for Chemistry. In addition, it is advised that students have at least two grade 5 passes in GCSE Combined Science or GCSE Chemistry and either GCSE Biology or Physics. Due to the mathematical nature of the subject, a strong grade in Mathematics is an advantage.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

The course will include extensive practical work and will be centred on a flexible learning approach, which will allow students to progress at their own pace. Students will be expected to work independently and meet all homework and course deadlines.

WHERE DOES THIS COURSE LEAD?

This course provides excellent opportunities for further degree study and a wide range of careers in areas where there is a national shortage of skilled personnel, e.g. Medical Physics, Electrical and Mechanical Engineering and many, many, more!

10.0 Computer Science

WHAT QUALIFICATIONS DO I NEED TO BE ON THIS COURSE?

Students are expected to have a commitment and interest in the way computers work. An interest in problem solving and logical thinking are necessary for this 2 year course. We recommend students have a strong grade in GCSE Mathematics to take this course. Computing / Computer science GCSE qualifications of grade 6 or above are not mandatory but recommended. science GCSE qualifications of grade 6 or above are not mandatory but recommended.

Unit 1 (H446/01) Computer Systems

40% of the total A-Level marks

Course Content

- Characteristics of contemporary processors
- Software and development
- Exchanging data
- Data types structures and algorithms
- Legal, moral and ethical issues

Assessment

- External assessment
- 2.5 hour written paper

Unit 2 (H446/02) Algorithms and Programming

40% of the total A-Level marks

Course Content

- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms

Assessment

- External assessment
- 2.5 hour written paper

Unit 3 (H446/03 or 04) Programming Project

20% of the total A-Level marks

Course Content

- Analysis of the problem
- Design of the solution
- Developing the solution
- Evaluation

Assessment

- Coursework is internally assessed and externally moderated

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

The course consists of both the theory and practice of computing and computer systems. Lessons will consist of a mixture of written work and practical computing work including programming.

Students are required to put in a considerable amount of work in their own time. It will be an advantage if they have a personal computer at home, ideally with the Microsoft Office package and internet access.

Computer Systems (01)

This component will introduce learners to the internal workings of the Central Processing Unit (CPU), the exchanging of data and also looks at software development, data types and legal and ethical issues. It is expected that learners will draw on this underpinning content when studying computational thinking, developing programming techniques and devising their own programming approach in the Programming project component (03 or 04). Learners will be expected to apply the criteria below in different contexts including current and future uses of the technologies.

Algorithms and programming (02)

This component will incorporate and build on the knowledge and understanding gained in the Computer systems component (01). In addition, learners should: understand what is meant by computational thinking, understand the benefits of applying computational thinking to solving a wide variety of problems and understand the principles of solving problems by computational methods

Programming project (03/04)

Learners will be expected to analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The underlying approach to the project is to apply the principles of computational thinking to a practical coding problem. Learners are expected to apply appropriate principles from an agile development approach to the project development. While the project assessment criteria are organised into specific categories, it is anticipated the final report will document the agile development process and elements for each of the assessment categories will appear throughout the report.

WHERE DOES THIS COURSE LEAD?

This course will enable learners to progress to higher study or to progress directly to employment. If learners wish to progress to higher education many universities now recognise the value of an A level qualification in Computer Science. Learners could then go on to a career in Computing, Law, Business, Engineering or any of the Sciences.

It will provide learners with a range of transferable skills which will facilitate personal growth and foster cross curriculum links in areas such as maths, science and design and technology. Computer Science is a very creative subject and skills such as problem solving and analytical thinking will all be refined and explored as learners progress through the learning and assessment programme.

11.0 OCR A Level Design & Technology

Design and Technology

Design Engineering and Product Design

Design and Technology is an inspiring, rigorous and practical subject that strengthens student's critical thinking and problem solving skills within a creative environment. This enables students to develop and make prototypes/products that solve real world problems, considering their own and other's needs, wants, aspirations and values. This qualification will encourage students to identify market needs and opportunities for new products, initiate and develop design solutions and testing prototypes/products will excite and engage students with contemporary topics covering the breadth of this dynamic and evolving subject.

Design and Technology offers two endorsed titles - Design Engineering and Product Design.

Design Engineering is focused towards engineered and electronic products and systems; including the analysis of these in respect of function, operation, components and materials, in order to understand their application and uses in engineering.

Product Design is focused towards consumer products and applications; including their analysis in respect of materials, components, and marketability to understand their selection and uses in industrial and commercial practices of product development.

WHAT QUALIFICATIONS DO I NEED TO BE ON THIS COURSE?

Ideally students should have a good pass in Design and Technology (Resistant Materials, Engineering, Electronics, Food, Textiles) or Art. Students should also have the ability to express themselves fluently, on paper, using both graphics and text. Use of good CAM/CAD skills and ICT skills are required. There will be a particular focus on science and mathematics.

WHAT IS THE COURSE CONTENT?

Design Engineering and Product Design focus towards consumer products and applications;

Their analysis in respect of materials, components and marketability to understand their selection and uses in industrial and commercial practices of product development.

Taking design risks, showing innovation while working collaboratively and responding to user, peer and expert feedback

Think creatively, innovatively and critically through focused research while developing a strong core knowledge and understanding of principles in design and technology while looking at the wider influences including cultural, economic, environmental, historical and social factors

Being able to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including mathematics and science, to inform decisions in design.

Central to the content of this qualification is the requirement for students to understand and apply the processes of iterative designing in their design and technology practice. They will need to demonstrate their knowledge, understanding and skills through interrelated iterative processes that 'explore' needs, 'create' solutions and 'evaluate' how well the needs have been met.

The course aims to:

Enable students to develop their design skills, technical ability, their own creativity, capability and entrepreneurial skills

Apply knowledge and understanding to a range of technical activities and problems

Apply critical thinking and collaborative skills across a range of issues prevalent to the modern world

DESIGN ENGINEERING

Design Engineering focused towards electronics and engineered products and systems and their analysis in respect of:

- materials and components, and their selection and uses in products/systems
- wider issues affecting design decisions. It is essential that materials, components and systems are studied from the perspective of analysing modern engineered products.

Learners should gain practical experience of using materials, components and systems and, where possible, the content which follows should be learned through applied practical activities, set within realistic design scenarios. The aim of the component is to give learners a framework for analysing existing products/systems that enables them to make considered selections of appropriate materials, components, systems and manufacturing processes when designing. The component brings together the knowledge, understanding and skills acquired in the NEA.

11.0 OCR A Level Design & Technology

PRODUCT DESIGN

The content of this component is focused towards products and applications and their analysis in respect of:

- materials, components and their selection and uses in products/systems
- industrial and commercial practices
- wider issues affecting design decisions.

It is essential that materials and components are studied from the perspective of analysing modern consumer products that are designed to meet identified consumer needs, their design and manufacture, and taught within the context of product development and industrial and commercial practices.

Learners should be familiar with a range of materials and components used in the manufacture of commonly available products, and they should be able to make critical comparisons between them. The aim of the component is to give learners a framework for analysing existing products that enables them to make considered selections of appropriate materials and manufacturing processes when designing. The component brings together the knowledge, understanding and skills acquired in the NEA.

ASSESSMENT

In Product Design you will complete two written exam papers and complete the Iterative Design Project based on your chosen area – Product Design/Design Engineering.

Content Overview	Assessment Overview	
<p>This paper is set out through four sets of questions that predominantly cover technical principles within each endorsed title. Learners will be required to:</p> <ul style="list-style-type: none"> • analyse existing products • demonstrate applied mathematical skills • demonstrate their technical knowledge of materials, product functionality, manufacturing processes and techniques • demonstrate their understanding of wider social, moral and environmental issues that impact on the design and manufacturing industries. 	<p>Principles of... (01)</p> <p>80 marks</p> <p>1 hour 30 minutes</p> <p>Written paper</p>	<p>26.7%</p> <p>of total</p> <p>A Level</p>
<p>This component has a series of longer answer questions that require learners to demonstrate their problem solving and critical evaluation skills. Learners will be required to:</p> <ul style="list-style-type: none"> • apply their knowledge, understanding and skills of designing and manufacturing prototypes and products • demonstrate their higher thinking skills to solve problems and evaluate situations and suitability of design solutions. 	<p>Problem Solving in...* (02)</p> <p>70 marks</p> <p>1 hour 45 minutes</p> <p>Written paper</p>	<p>23.3%</p> <p>of total</p> <p>A Level</p>
<p>The 'Iterative Design Project' requires learners to undertake a substantial design, make and evaluate project centred on the iterative processes of explore, create and evaluate. Learners identify a design opportunity or problem from a context of their own choice, and create a portfolio of evidence in real time through the project to demonstrate their competence.</p>	<p>Iterative Design Project* (03, 04)</p> <p>100 marks**</p> <p>Approx. 65 hours</p> <p>Non-exam assessment</p>	<p>50%</p> <p>of total</p> <p>A Level</p>

12.0 Drama

WHAT QUALIFICATIONS DO I NEED TO BE ON THIS COURSE?

Students should have studied GCSE Drama and achieved a minimum of a Grade 5 and be able to evidence themselves as a strong and secure performer with a sound understanding of drama theory. To reach the required standard it is expected that at A level students will take part in rehearsals outside of timetabled hours.

WHAT IS THE COURSE CONTENT?

We follow the AQA Drama and Theatre Studies A Level course. The course offers students the freedom to choose both the content and the form of their practical presentations. Candidates will have opportunities to perform extracts from plays and to demonstrate their understanding of an influential director, designer, theatre company or other practitioner. Candidates will also have the opportunity to devise drama on any topic to be performed in a theatrical style of an influential practitioner. Studying Drama and Theatre Studies at A Level allows you to be creative as the course offers both written and practical elements. It offers the chance for students to further themselves as actors, directors and designers, as well as develop a greater understanding of theatrical history. It is also a requirement of the course that students visit the theatre to watch numerous live productions of scripted and devised plays.

HOW IS THE COURSE ASSESSED?

Component 1 - Drama and Theatre

40% of A Level assessed as a 3 hour written paper.

- Students will study 2 set plays and answer questions based on their interpretation of selected scenes from the perspective of a performer, director or designer (Section A and B)
- Students will analyse and evaluate the work of a theatre company based on a live production they have been to see during the course. (Section C)

Component 2 - Creating Original Drama

30% of A Level assessed by your teacher and moderated by AQA

- You will work in groups of 2-6 to create an original piece of drama from an interesting stimulus of your choice and in the style of an influential practitioner (Brecht, Artaud etc.)
- You will produce a 'working notebook' which is worth 20% of your A level, which has two sections: Section 1: Rationale and Research and Section 2: Development and Refinement.
- You will also be assessed on the devised performance which is worth 10% of your A level.

Component 3 - Making Theatre

30% of A Level assessed by AQA examiners

You will practically explore (workshop) and interpret three key extracts from a different play and complete two assessment tasks:

- You will present Extract 3 to an audience and visiting examiner. This must be in the style of an influential practitioner, different to the one you chose for component 2. This is worth 20% of your A Level.
- You will produce a 'Reflective Report' analysing and evaluating your theatrical interpretation of all three key extracts studied. This is worth 10% of your A Level.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

The course will involve the following type of work: studying and performing the work of drama practitioners; devising and creating performances from dramatic texts; conducting independent reading and research; viewing live theatre productions; writing essays about live theatrical performances.

WHERE DOES THIS COURSE LEAD?

Students can pursue their interests and develop their skills in a range of practical drama elements including acting, directing, costume, setting, mask and technical design. However, through this course, students will also gain entry qualification for courses in higher education, whether in the area of Drama and Theatre studies or in a host of other subjects. The course lends itself well to students who want to study drama at Higher Education and then go on to a wide variety of job roles related to Theatre, TV, Film and Radio.

Studying this course at A-level enables potential employers and higher education providers to see you as a creative and inventive individual, with excellent team work skills.

13.0 Food Science and Nutrition Level 3 Diploma

WHAT WILL I LEARN ON THE COURSE?

The qualification allows students to gain a wealth of knowledge about the food and nutrition industry. Students will have the opportunity to learn about the relationship between the human body and food as well as practical skills for cooking and preparing food.

HOW IS THE COURSE DELIVERED?

The WJEC Level 3 Diploma in Food Science and Nutrition is made up of four units:

Unit 1: Meeting the Nutritional Needs of Specific Groups (mandatory) – 1.5hr Examination and a Controlled Assessment assignment in Y12 This mandatory unit will enable students to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through on-going practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals. The purpose of this unit is for students to develop an understanding of the nutritional needs of specific target groups and plan and cook complex dishes to meet their nutritional needs.

Unit 2: Ensuring Food is Safe to Eat (mandatory) – Controlled Assessment Y13 The second mandatory unit will allow students to develop their understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production or wishing to work in the food industry. Practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience. Students will develop an understanding of hazards and risks in relation to the storage, preparation and cooking of food in different environments and the control measures needed to minimise these risks. From this understanding, students will be able to recommend the control measures that need to be in place, in different environments, to ensure that food is safe to eat.

Unit 3: Experimenting to Solve Food Production (optional) – Controlled Assessment Y13 The aim of this unit is for students to use their understanding of the properties of food in order to plan and carry out experiments. The results of the experiments would be used to propose options to solve food production problems.

Unit 4: Current Issues in Food Science and Nutrition (optional) – Controlled Assessment Y13 Through this unit, you will develop the skills needed to plan, carry out and present a research project on current issues linked to issues related to food science and nutrition. This could be from the perspective of a consumer, food manufacturer, caterer and/or policy-making perspective.

All learners must take units 1 and 2 and then select either unit 3 or unit 4.

WHERE DOES THE COURSE LEAD?

Together with relevant Level 3 qualifications such as A Levels in Biology, Chemistry, Sociology and Maths, learners will gain the required knowledge to progress to higher education degree courses, such as:

BSc Food and Nutrition

BSc Human Nutrition

BSc (Hons) Public Health Nutrition

BSc (Hons) Food Science and Technology

An understanding of food and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Food and drink is the largest manufacturing sector in the UK. Many employment opportunities within the field of food and nutrition are available to graduates including: Food Technology, Food Marketing, Food Product Development, Dietetics, Nutrition, Teaching, Catering, Nursing, Hotel Management, Environmental Health, Social Health, Sports Science.

POSSIBLE CAREER PATHS

Students with A Level Food Science have access to a wide range of possible careers and higher education opportunities as well as learning vital life skills. Home Economics and Food Technologist are in a growth industry and the skills learnt in this subject will enable an insight into these roles. Nutritionists, catering and management, environmental health visitors and consumer testing are all related career possibilities.

14.0 OCR Technical Foundation Diploma in Health and Social Care

We offer the OCR Technical Foundation Diploma in Health and Social Care.

The Level 3 Foundation Diploma in Health and Social Care has been developed for learners aged 16+, who want to develop and apply their skills, knowledge and understanding in health, social care and child care. It will provide learners with the skills, knowledge and understanding that will allow them to progress onto a Health and Social Care-related Apprenticeship or Higher Education on a health and social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies.

WHAT QUALIFICATIONS DO I NEED TO BE ON THIS COURSE?

The most important attributes are an interest in and enthusiasm for Health and Social Care.

WHAT IS THE COURSE CONTENT? WHY DO THE COURSE?

Mandatory Units

Everybody will study the following mandatory units:

- Building positive relationships in health and social care
- Equality, diversity and rights in health and social care
- Health, safety and security in health and social care
- Anatomy and physiology for health and social care

These units will give learners an understanding of health and social care within the wider contexts of different environments and settings where care takes place, the different individuals that learners might meet and care for or support, the importance of effective communication in health and social care, the importance of legislation in health and social care and the principles behind the person-centred approach to care and how this is applied in the workplace. Learners will also develop transferable skills such as communication skills, research and investigative skills, planning and organisation. Learners will then complete additional units from a range of 15 optional units. These optional units will give learners an appreciation of workplace practices and an understanding of how to promote and support a healthy and active lifestyle.

Optional Units

- Infection control
- Supporting people with disabilities.
- Nutrition for Health
- Psychology for health care, sociology for health care.
- Sexual health, reproduction and early development stages.

WHY DO THE COURSE?

The Level 3 Foundation Diploma in Health and Social Care is an Applied General qualification which is the same size as 1.5 GCE A Level. It will form part of a learner's complete two year study programme. The qualification is designed to be taken as part of a study programme alongside other Vocational Qualifications or A levels, such as Cambridge Technical's in Science or engineering, A levels for example Biology, Physics or Psychology or other level 3 qualifications. This qualification isn't just about caring for babies or the elderly and the ill; it will provide learners with the skills, knowledge and understanding to progress into Higher Education on a health and social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies and Primary teaching courses. You may also seek employment in the health and social care sector or a related industry.

HOW IS THE COURSE ASSESSED?

Learners must achieve a total of 6 units, consisting of 1 mandatory unit and the remaining units from the optional units.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

This course is student centred, you will have the opportunity to work in groups and take part in discussions. You will be producing portfolio work. You will have access to IT facilities at all points to enable the portfolio work to be completed.

HOW IS THE QUALIFICATION GRADED?

You will be graded as Pass, Merit or Distinction in your units.

WHERE DOES THIS COURSE LEAD?

This qualification is the main focus of a 2-year study programme of learning and equivalent to 3 A Levels, meaning that you will be fully prepared for a range of health and social care degree programmes. The qualification carries UCAS points and is recognised by higher education providers as meeting admission requirements for many relevant courses, for example:

BSc (Hons) in Nursing, BA (Hons) in Social Work, BSc (Hons) in Physiotherapy, BSc (Hons) in Occupational Therapy, BSc (Hons) in Speech Therapy, BA (Hons) in Health and Social Care.

15.0 OCR Technical Extended Diploma Course in Health and Social Care

We offer the OCR Technical Extended Diploma Course in Health and Social Care. (Providing sufficient interest is expressed to make the course viable) The Level 3 Extended Diploma in Health and Social Care has been developed for learners aged 16+, who want to develop and apply their skills, knowledge and understanding in health, social care and child care. It will provide learners with the skills, knowledge and understanding that will allow them to progress onto a Health and Social Care-related Apprenticeship or Higher Education on a health and social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies.

WHAT IS THE COURSE CONTENT? WHY DO THE COURSE?

Mandatory Units—Everybody will study the following mandatory units:

- Building positive relationships in health and social care
- Equality, diversity and rights in health and social care
- Health, safety and security in health and social care
- Anatomy and physiology for health and social care
- Infection control
- Personalisation and a person-centred approach to care
- Safeguarding
- Promote positive behaviour
- The impact of long-term physiological conditions
- Research methods in health, social care and childcare

These units will give learners an understanding of health and social care within the wider contexts of different environments and settings where care takes place, the different individuals that learners might meet and care for or support, the importance of effective communication in health and social care, the importance of legislation in health and social care and the principles behind the person-centred approach to care and how this is applied in the workplace.

Learners will also develop transferable skills such as communication skills, research and investigative skills, planning and organisation. Learners will then select additional units from a range of 15 optional units. These optional units will give learners an appreciation of workplace practices and an understanding of how to promote and support a healthy and active lifestyle.

Optional Units

- Public Health
 - Understanding Mental Wellbeing and Psychology units
 - Complementary Therapies for Health and Social Care
 - Sociology for Health and social care and Public health
 - Sexual health, reproduction and early development stages.
- Supporting patients with dementia and caring for older clients.

WHY DO THE COURSE?

The Level 3 Extended Diploma in Health and Social Care is an Applied General qualification which is the same size as three GCE A Levels. It will form a learner's complete two year study programme. The Extended Diploma provides a broad understanding and skill set related to Health and Social Care, and the academic skills required to support progression into higher education in a range of health and social care or related qualifications such as nursing, midwifery and social work or educational courses such as Primary school teaching. You may also seek employment in the health and social care sector or a related industry.

HOW IS THE COURSE ASSESSED?

Learners must achieve a total of 17 or 18 units consisting of 10 mandatory units and the remaining units from the optional units.

Units 2, 3, 4, 6, 7 and 25 are assessed by exam. Units 12 and 14 are assessed by an assignment set by us, internally assessed. All other units are internally assessed.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

This course is student centred, you will have the opportunity to work in groups and take part in discussions. You will be producing portfolio work. You will have access to IT facilities at all points to enable the portfolio work to be completed.

HOW IS THE QUALIFICATION GRADED?

You will be graded as Pass, Merit or Distinction in your units.

Your overall grade will be shown as three grades for example MMP or DDD.

WHERE DOES THIS COURSE LEAD?

This qualification is the main focus of a 2-year study programme of learning and equivalent to 3 A Levels, meaning that you will be fully prepared for a range of health and social care degree programmes. The qualification carries UCAS points and is recognised by higher education providers as meeting admission requirements for many relevant courses, for example:

BSc (Hons) in Nursing, BA (Hons) in Social Work, BSc (Hons) in Physiotherapy, BSc (Hons) in Occupational Therapy, BSc (Hons) in Speech Therapy, BA (Hons) in Health and Social Care.

16.0 Further Maths

A-level Further Maths qualifications changed in 2017. The majority of content and assessment is now prescribed by the Government, but there is a proportion of optional content. The new A-level is significantly more challenging than it was previously.

A level Mathematics

This is a 2 year course only. All assessments will be linear, with 100% examination. A level Further Maths will contain both pure and applied mathematics; 50% of this is optional content Mechanics, and Decision Maths form part of the content for A level Maths students at Netherthorpe. Assessment includes problem solving, proof and modelling.

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

Further Mathematics is taken alongside A Level Mathematics and 2 other A Levels, for an additional three hours of contact time per week.

Students should consider Further Mathematics if they have a real interest and natural flair for Mathematics. At GCSE you are recommended to have gained a grade 7 or above in Mathematics. Algebraic manipulation, an understanding of graphs and functions, an ability to grasp concepts quickly and make connections between topics are fundamental skills needed to be successful in this subject.

It is essential that students study independently to consolidate and improve their knowledge, and supplement the 3 hours of teaching time with additional private study. Resilience and an ability to work through a task even when it is difficult is key to success. In addition to this they may need to read around the subject and check through work, seeking further explanation if necessary.

CALCULATORS

Students may use a calculator in all examinations. They are responsible for making sure that their calculator meets the guidelines. Calculators used MUST include the following feature (we use Casio Classwiz fx-991EX)

- An iterative function
- The ability to compute summary statistics and access probabilities from standard statistical distributions
- Calculate up to 3 x 3 matrices

WHAT IS THE COURSE CONTENT?

We are currently following Edexcel syllabus, but this is reviewed and is subject to change. 50% of the content is prescribed (this is for Edexcel, and is different for other examination boards) At Netherthorpe we follow a combination of Pre mathematics, mechanics and decision.

Content overview – Pure Mathematics

Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further Vectors, Polar coordinates, Hyperbolic functions, Differential equations Coordinate systems, Numerical methods, Inequalities, Groups, Numbers theory, Sequence and series.

Content overview – Applied Mathematics

Mechanics - Momentum and impulse, Collisions, Centres of mass, Work and energy, Elastic strings and springs. Further kinematics, Further dynamics, Motion in a circle, Statics of rigid bodies, Elastic collisions in two dimensions.

Decision Mathematics - Algorithms and graph theory, Algorithms on graphs, Critical path analysis, Linear programming, Transportation problems, Allocation (assignment) problems, Flows in networks, Dynamic programming, Game theory, Recurrence relations, Decisions analysis.

HOW IS THE COURSE ASSESSED?

Assessment for A Level takes place at the end of the 2nd year (summer 2022) It consists of written papers with a combined total of 6 hours.

Edexcel Exam board– three 2 hour papers.

Paper 1 assess Pure mathematics content. Further papers–assess a combination of Pure mathematics, mechanics and decision.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

Lessons involve much discussion work and the occasional use of computer software and graphic calculators.

Students are expected to make notes from worked examples and informal discussions. Practice of Mathematical skills is essential and so homework is regularly set. Alongside class-work this should make up a total of at least 10 hours of Mathematical study per week. It will be essential for students to regularly practise and consolidate what they have learned. The new A-level requires students to apply their knowledge to different situations, make links and connections between different topics and use thinking skills, problem solving and proof routinely.

WHERE DOES THIS COURSE LEAD?

Further Mathematics is not a prerequisite for any University course. However, it is beneficial to students considering a Mathematics Degree or those who intend to study Engineering or certain Sciences. For students considering Maths at Oxford or Cambridge, it would be very unwise not to study Further Mathematics.

It is particularly valued by the more prestigious Universities and is almost expected for students wishing to study a Mathematics Degree there.

17.0 Geography

WHAT QUALIFICATIONS DO I NEED TO BE ON THIS COURSE?

Students who have studied GCSE Geography should have achieved a grade 5 or above. It is possible for those who have not studied the subject to also take up A Level. We expect our students to be willing to work hard outside lessons. In lessons there is a good mixture of individual and group work and students will be expected to contribute ideas in class discussions. It is important that you have a lively and enquiring mind and an interest in current affairs and in the environment.

WHAT IS THE COURSE CONTENT?

In the first year of the course, topics include tectonic processes and hazards, coastal landscapes, globalisation and regenerating places. In the second year, topics include water insecurity, energy security, climate change, superpowers and health.

HOW IS THE COURSE ASSESSED?

In the second year of the course there are three exams (all of these are 2 hours 15 minutes long). Paper 1 is focused on physical geography, paper 2 on human geography, both are worth 30% of the final mark and paper 3 is synoptic and combines all topics around a current world issue is worth 20% of the final mark. There is also a piece of Non-examined assessment which is independent investigation worth 20% of the A level qualification. The investigation is based upon a topic of the students' own choice and is guided by the class teacher.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

Geographers are 'all-rounders' the 'Jack of all trades' and this means we need you to be competent in maths, english and science to begin with. Consequently there are essays to write based on command words such as assess and evaluate, statistical tests starting with mean, median and mode leading up to Spearman's Rank, graphing and graph analysis. Some of our topics such as carbon and the carbon cycle are very scientific based whilst other topics such as rebranding have a stronger link with sociology. The course focuses on questions, issues and problems and will involve discussions, research, debates, group work, presentations. Fieldwork is also very important and there is usually a 3 day residential fieldtrip to North Wales in late September/ early October and one day in the local area usually in March.

WHERE DOES THIS COURSE LEAD?

Students will have access to a wide range of possible career and higher education opportunities. Geography combines well with sciences to support applications for courses like engineering, psychology, environmental sciences, oceanography and geology. If taken with humanities, geography supports an equally wide range of courses such as business, law, media, politics and philosophy. For students going straight into employment, geography helps develop the key skills that employers are looking for. Geography teaching is also an option.

18.0 History

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

A-level History students are expected to have achieved a Grade 5 in GCSE History. We also welcome students who have not previously studied History as long as they have a good range of GCSE results. Good reading and writing skills are very helpful.

WHAT IS THE COURSE CONTENT?

Unit 1: The Tudors: England, 1485-1603

Students are given the chance to study the Tudor dynasty, the most significant and controversial family in British history. Students will deconstruct the myth from the reality of the Tudors' reign. This option allows students to study in breadth issues of change, continuity, cause and consequence through the following key themes; foreign policy, effectiveness of monarchy and government, economic, religious and social changes and the impact of key individuals and intellectual movements.

Unit 2: Revolution and Dictatorship Russia, 1917-1953

This course focuses on the fall of the Romanov dynasty and Russia's tumultuous transition from autocracy to communism via the Bolshevik Revolution of 1917. Students study the political, social and economic causes of revolution and the conflict between ideology and political reality. Detailed studies will be made of life under Lenin including the civil war, the red terror and the NEP before moving onto Lenin's death and the power struggle which ensued. In Y13 Pupils study the rise of Stalin and life under his rule. The cult of personality will be explored along with the role the economic five year plans and the purges played in modernising Russia to the extent it was a key player in the Potsdam negotiations post Germany's defeat in 1945. The Great Patriotic War and Stalin's dictatorship, 1941-1953 looks at the ideology behind totalitarianism as well as the transformation of the Soviet Union's international position as a 'super power'.

Unit 3: Historical Enquiry: -The African-American Civil Rights Movement 1865-1968.

The personal study is completed in Y13 and forms 20% of the A Level Mark. It is a research essay which is moderated internally and assessed by AQA

The course will provide students with a greater understanding of how the world we live in today has evolved. There are many enrichment opportunities provided by the department to support student experience of history such as lectures at Sheffield University, guest speakers and a visit to Auschwitz in Poland. The department also runs the Historical Society, giving pupils an opportunity to experience alternative histories that are not taught on the curriculum. For students wishing to study history at university we also offer the Edexcel extended project which allows pupils to complete a historical study on any time period of their own historical interest and acquire the potential to achieve additional UCAS points.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

We expect our students to have a passion for history and be pro-active in their approach to their historical studies. We have many resources in the school library as well as on the school system to support pupils with reading, note taking, discussion and debate, group work, presentations, document analysis, essay writing and individual research projects. All pupils will have access to The Historical Association subscription and to external borrowers access of the University of Sheffield Library system.

History is a two year A Level with exams taken at the end of Year 13. The A Level course consists of coursework and two written exams.

As an additional option, the history department offers the opportunity to complete an Extended Project on any area of historical controversy. This is the equivalent of an AS in UCAS points and is accepted by a wide range of universities.

WHERE DOES THIS COURSE LEAD?

The skills which the student will acquire by following a course in A-level History will equip him/her for a variety of options after leaving the Sixth Form. Higher Education will be at the forefront of many students' minds but A-level History also opens the door to a range of employment - from law to banking, from teaching to management, from the Civil Service and Police Service to journalism.

19.0 BTEC Nationals in Information Technology

(Pearson BTEC Level 3 National extended Certificate in Information Technology)

WHAT QUALIFICATIONS DO I NEED TO BE ON THIS COURSE?

You should enjoy problem solving using ICT and be able to work independently as well as with others. You will need to have an interest in developing the knowledge and skills you need to be a competent and informed ICT user and practitioner. It is an ideal qualification if IT is your main interest, but allows time in a study programme for another Level 3 qualification, which will support progression to a range of higher education courses.

WHAT DOES THIS QUALIFICATION COVER?

The objective of this qualification is to give learners the opportunity to develop their knowledge and skills in IT systems. Learners study the relationship between hardware and software, managing and communicating information and data, and the principles of designing and developing digital technologies and processes to support organisations study in the IT sector or other sectors. Learners will study six mandatory units:

Unit 1: Information Technology Systems

Unit 2: Creating Systems to Manage Information

Unit 3: Using Social Media in Business

Unit 6: Website Development

This will allow progression to a variety of degrees when combined with other suitable Level 3 qualifications.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

You will enjoy the course if you have an interest in ICT. The course will also:

- Increase your awareness of the benefits and drawbacks of ICT and its impact on the way people live their lives.
- Increase your awareness of the impact of ICT in society.
- Teach a range of decision making and analytical skills which are directly transferable to the dynamic business world we live in.

WHERE DOES THIS COURSE LEAD?

This qualification is equivalent in size to two A Levels and meets the requirements for progression to some degree programmes in IT or related study such as an HNC or HND in Computing, IT, Engineering and Business Management. For progression to a degree course, learners should study this qualification alongside other qualifications, which will give access to a range of courses such as:

- BSc (Hons) in Computer Animation
- BSc (Hons) in Digital Media
- BSc (Hons) in Web Technologies
- BSc (Hons) in Information Systems

20.0 Mathematics

A-level Maths qualifications changed in September 2017. The content and assessment is 100% prescribed by the Government and is therefore the same for all regardless of the examination board used. The new A-level will be significantly more challenging than it has been previously.

A level Mathematics

This is a 2 year course only

All assessments are linear, with 100% exam

A level Maths has 100% prescribed content, containing both pure and applied (no optional content).

Mechanics and Statistics are part of the compulsory content for A level Maths students

Assessment includes problem solving, proof and modelling, as well as pre-release of a large data set.

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

Students are advised to have a grade 6 or above in GCSE Mathematics. In order to be successful students must be willing to openly discuss ideas and problems with staff and each other. It is essential that students study independently to consolidate and improve their knowledge, and supplement the 5 hours of teaching time with additional private study. Resilience and an ability to work through a task even when it is difficult is key to success. In addition to this they may need to read around the subject and check through work, seeking further explanation if necessary.

CALCULATORS

Students may use a calculator in all examinations. They are responsible for making sure that their calculator meets guidelines. Calculators used MUST include the following features (we use Casio Classwiz fx-991EX):

- An iterative function
- The ability to compute summary statistics and access probabilities from standard statistical distributions.

WHAT IS THE COURSE CONTENT?

We currently follow the EDEXCEL syllabus, but this will be reviewed and is subject to change as the new resources and materials become available.

The content is 100% prescribed and is a combination of Pure Mathematics, Statistics and Mechanics.

A level - Assessed at the end of the 2nd year

Content overview - Pure Mathematics

Topic 1 - Proof

Topic 2 - Algebra and functions

Topic 3 - Coordinate geometry in the (x,y) plane

Topic 4 - Sequences and series

Topic 5 - Trigonometry

Topic 6 - Exponentials and logarithms

Topic 7 - Differentiation

Topic 8 - Integration

Topic 9 - Vectors

Topic 10 - Numerical methods

Content overview - Statistics and mechanics

Section A: Statistics

Topic 1 - Statistical sampling

Topic 2 - Data presentation and interpretation

Topic 3 - Probability

Topic 4 - Statistical distributions

Topic 5 - Statistical hypothesis testing

Section B: Mechanics

Topic 6 - Quantities and units in mechanics

Topic 7 - Kinematics

Topic 8 - Forces and Newton's laws

Topic 9 - Moments

HOW IS THE COURSE ASSESSED?

Assessment for A-level takes place at the end of the 2nd year (Summer 2022) It consists of 3 written papers with a combined total of 6 hours- Most exam boards appear to be three 2 hour papers. Paper 1 & 2 Assess Pure mathematics content, Paper 3 - Assesses Statistics and mechanics

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

Lessons involve much discussion work and the occasional use of computer software and graphic calculators.

Students are expected to make notes from worked examples and informal discussions. Practice of Mathematical skills is essential and so homework is regularly set. Alongside class-work this should make up a total of at least 8 hours of Mathematical study per week. It will be essential for students to regularly practise and consolidate what they have learned. The new A-level will require students to apply their knowledge to different situations, make links and connections between different topics and use thinking skills, problem solving and proof routinely.

WHERE DOES THIS COURSE LEAD?

Mathematics is a highly prestigious A Level in its own right and will be valued by admission tutors regardless of the course applied for. It is also required to proceed with the study of Engineering, Mathematics, Physics or Physical Science related subjects. Prospective employers also hold the qualification in high regard.

21.0 Media Studies

WHAT QUALIFICATIONS AND SKILLS DO I NEED ON THE COURSE?

You do NOT need to have done GCSE Media Studies to access this course. Prospective students should have a range of good passes in English, Drama, ICT and Graphic Design would be an advantage. You are expected to be able to analyse a range of media content and explain the intentions of the publishers and the effect on the audience. The course will also allow you to develop practical skills including; photography, filming, editing and design.

WHAT IS THE COURSE CONTENT?

The course consists of three components: Components 1 and 2 are exam based and Component 3 is coursework.

Component 1 - Written exam 2 hours 15 minutes

SECTION A: Media Language

Impact of new technology

Film - techniques and genre

Representations of gender

Music Videos

SECTION B: Media Industries and Audiences

Ownerships and profits

Film Industry and marketing

Gaming and future developments

Newspapers

Social media

Component 2 - Written exam 2 hours 30 minutes

TV - MAGAZINES - ONLINE MEDIA

Component 3 - Coursework - 30% of A Level

A choice of topics that focus on a theme/issue in the media. Students have a high degree of free choice over what they produce and how they produce it. This unit allows students to develop their practical skills and produce media content to a high standard.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

You will be expected to analyse and explain aspects of a range of media texts. You will need to be able to research into a topic independently and produce ideas for discussion. You will have the opportunity to plan, design and create your own practical work and learn new skills.

WHERE DOES THIS COURSE LEAD?

The skills you learn in Media Studies are directly applicable to any career in the media industry. The production of quality work helps you to demonstrate to employers, college tutors and university lecturers that you have the necessary skills to work in the media sector. The skills you learn (independent research, collaborative working, planning and project development) are also transferable to many others areas of work and study.

22.0 Modern Foreign Languages (French & Spanish)

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

A developing ability to speak the target language and exchange ideas is essential, as is an interest in Francophone or Hispanic countries and their cultures, the ability to reflect upon and improve their grammatical accuracy and to learn new vocabulary. A higher grade pass in the language at GCSE is a strong recommendation (Grade 5-9) Students have to be able to work independently and in small groups or pairs. An interest in current affairs and an enquiring mind is an asset in order to resolve problems and grapple with language patterns.

WHAT IS THE COURSE CONTENT?

Year 12 Topics: Social issues and trends
Artistic Culture
Grammar
A study of a film

Year 13 Topics: Social issues and trends
Political and artistic culture
Grammar
A study of a novel

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

Language exercises (e.g. grammar/translation/vocab learning)

Listening and reading exercises

Regular (weekly) speaking sessions, one to one, with a native speaker

Regularly review work studied in lessons

Research cultural items/relevant articles in the target language

Follow current affairs to help inform your opinions on various topics

Write essays on chosen film and novel

Watch films (the department has a large collection of DVDs in Spanish and French to lend students)

Go to a French-speaking or Spanish-speaking country if possible. Work experience placements have been organised in France in the Summer

Aspire to be a Language Ambassador and support cross-curricular events in the Modern Languages Department, such as the French breakfast, the Sheffield international market visit, the European Day of Languages event, and supporting lower school classes.

HOW IS THE COURSE ASSESSED?

Paper 1: Listening, reading and writing. Exam 2 hours 30mins (100 marks)
Paper 2: Writing exam. 2 hours (80 marks)
Paper 3: Oral exam. 21-23 minutes (60 marks)

WHERE DOES THIS COURSE LEAD?

An A level in Spanish or French enables you to access many Higher Education courses. University Language degree courses can lead to jobs with an international angle particularly in business, financial services, computing, marketing, media and journalism, law, import-export, travel and tourism, interpreting, translating and teaching. Increasingly, UK universities offer a year abroad, whatever the subject studied, and a Languages A level can give students the confidence to take up such exciting opportunities. A language can be combined with a wide range of other subjects at university such as Law with French or Spanish at Sheffield University. The communication skills you learn on this A level course are a very marketable quality and make you an ideal person to be trained in another language. As there are too few linguists in the job market, with a French or Spanish A level, you will be sought after by many employers. Statistics show how speaking a foreign language enhances your career prospects and earnings.

23.0 Music

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

We recommend a Grade 5 or above in GCSE Music, if taken. A student who does not have GCSE Music must be an able performer (Grade 5+) and a secure understanding of music theory is required in order to access the A Level Music course. To reach the required standard, it is expected that A level Music students will take instrumental lessons and take part in the extracurricular side of music whilst studying on the course. There is a large amount of independent work including personal instrumental practice in preparation for performances and recitals, as well as composition and analysis work.

WHAT IS THE COURSE CONTENT?

The course is designed to cover the following areas: Composing, Performing, Analysis and Aural work. Music combines creativity, imagination and academic study in a way that no other subject does and despite its highly creative nature the theoretical study of music history and theory is sufficiently rigorous that it is accepted as a challenging academic subject for entry to university courses, including universities in the prestigious Russell Group. Music is highly regarded because of the breadth of skills which students increase over the course, and the commitment they display in the development of their playing and compositional abilities. Studying Music at A Level allows you to be creative as much of the course is practical coursework and offers the chance for students to further themselves as musicians, as well as develop a greater understanding.

The course is delivered in accordance with the Edexcel specification and contains the following components:

Component 1: Performing (30% of the qualification)

Component 2: Composing (30% of the qualification)

Component 3: Appraising (40% of the qualification)

HOW IS THE COURSE ASSESSED?

For component 1, candidates are required to perform a recital of music on their chosen instrument(s) and can include some ensemble playing. The minimum performance time is 8 minutes and the performance is recorded and marked by an external examiner.

For component 2, candidates will create two musical compositions of their own. One will be a free composition (minimum of 4 minutes) and the other will be from a brief set by the exam board. Together these works will have a minimum of 6 minutes duration and for each, candidates will submit an appropriate score and recording. Both compositions are marked by an external examiner.

For component 3, candidates will sit a 2 hour written examination to test their knowledge and understanding of musical elements in the context of six areas of study. These are as follows: Vocal music; instrumental music; music for film; popular music and jazz; fusions; new directions. Each of these areas of study has 3 set works and the exam will also include unheard extracts of music that relate to the areas of study.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

The course will involve the following types of work: Listening to and studying pieces of music; Independent reading and research; essay writing; music theory and composition; practical instrumental work.

WHERE DOES THIS COURSE LEAD?

The course lends itself well to students who want to study music in Higher Education. Many students will go on to study Music at University or Conservatoire, eventually taking up job roles in education, entertainment and business sectors. A Level music will allow you to develop a wide range of sought after skills that are transferable to other areas of education and industry such as analytical skills and critical thinking skills, self management, creative problem solving and both oral and written communication skills.

24.0 Physics

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

Students are strongly advised to have at least two grade 5 passes in GCSE Combined Science or GCSE Physics and either GCSE Chemistry or Biology. A strong grade in Maths is recommended. An interest in the subject is also essential and students will be expected to support classwork with background reading.

WHAT IS THE COURSE CONTENT?

The Y12 course covers measurements and their errors; particles and radiation; mechanics and materials; waves and electricity. In addition to the material covered in Y12, further mechanics and thermal physics; fields and their consequences; nuclear physics and an optional topic e.g. astrophysics or medical physics are studied in Y13. A number of practical skills will also be gained throughout the course including manipulating equipment and materials, taking measurements and processing data.

HOW IS THE COURSE ASSESSED?

The A-level course will be assessed with 3 two hour exams at the end of Y13, each exam covering material from both years of the course as well as practical skills.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

Students must be able to assimilate information and then apply their knowledge and understanding to interpret and explain physics concepts in a variety of contexts. Teaching includes a variety of styles and includes practical work. Students will need to work independently during the course and develop their learning skills which will be an essential skill in any further studies.

WHERE DOES THIS COURSE LEAD?

The course provides excellent opportunities for further degree study and a wide range of careers in areas where there is national shortage of skilled personnel, e.g. Medical Physics, Electrical and Mechanical Engineering and many, many, more!

25.0 Psychology

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

No prior knowledge of Psychology is required. However, a good range of GCSE higher grades and a genuine interest in human behaviour are required. As Psychology is classed as a Science it would be helpful for students to have at least a grade 4 or above in GCSE Science. Psychology is a social science which compliments other subjects well, such as: Sociology, Philosophy and Philosophy and Biology.

WHAT IS THE COURSE CONTENT?

The course looks at various aspects of Psychology including memory, prejudice, obedience and the role of nature and nurture in defining our behaviour.

In the second year the course builds upon the units taught in Y12 and applies the knowledge taught to the aspects of criminal and clinical psychology. Topics will include accuracy of eye witness testimony, schizophrenia, eating disorders, explaining criminal behaviour and the accuracy of eye witness testimony.

HOW IS THE COURSE ASSESSED?

Students will all follow the full A level course and take all three examinations after the two year period.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

You will be expected to read textbooks and journals, undertake research, engage in discussions and complete written assignments. The department will expect you to show independence and resilience in your approach to fulfilling your potential.

WHERE DOES THIS COURSE LEAD?

Psychology is relevant to anyone whose work involves understanding and helping others e.g. teaching, nursing, law, police, social work, mental health and occupational therapy. It is highly regarded by universities who offer a wide range of courses and a number of students have been accepted by Oxford and Cambridge with Psychology as one of their A levels.

26.0 Physical Education

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

Prospective students should have a higher grade pass in Science and preferably a grade 5 or above in GCSE P.E. with at least a grade 4 on the written exam.

WHERE DOES THIS COURSE LEAD?

Physical Education is a useful qualification for many courses in Higher Education, as well as careers in tourism, leisure, education and the armed forces. The course will prepare students for the further study of P.E. or Sports Science, as well as other related subject areas such as Psychology, Sociology and Biology.

WHAT IS THE CONTENT OF EACH COURSE?

A Level Content Overview	Assessment Overview	
Applied anatomy and physiology Exercise physiology Biomechanics	Physiological factors affecting performance 90 marks 2 hour written paper	30% of total A level
Skill acquisition Sports psychology	Psychological factors affecting performance 60 marks 1 hour 15 written paper	20% of total A level
Sport and society Contemporary issues in physical activity and sport	Socio-cultural issues in physical activity and sport 60 marks 1 hour written paper	20% of total A level
Performance or Coaching Evaluation of Performance for Improvement (EPI)	Performance in physical education 60 marks Non-exam assessment (NEA)	30% of total A level

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

At least 80% of lessons will be classroom based, involving reading, essay writing, theory and discussion. Other lessons will be activity based. Students will be expected to develop some of their practical skills in activities outside of school.

27.0 Sociology

WHAT IS SOCIOLOGY?

Sociologists are interested in why society works in the way that it does and the extent to which our behaviour and opportunities can be shaped by our social class, age, gender and ethnicity. We question the society in which we live in order to understand the relationship between individuals and institutions such as the media, the education system, the criminal justice system, the political systems, belief systems such as religion, and the family. By critically studying the way that our everyday lives are affected by and related to such institutions, A level Sociology seeks to provide students with the necessary “tools” to analyse and evaluate information, understand historical social development, form coherent written arguments, make decisions and form judgements about themselves and the world around them which will be of lasting value for the successful navigation of their future.

WHAT QUALIFICATIONS AND SKILLS DO I NEED ON THE COURSE?

You do NOT need to have done GCSE Sociology to access this course. Some of the essential skills you require to be successful on the course include:

- be willing to express your views in class discussions, debates and presentations.
- be willing to listen to and respect the views of others.
- be willing to summarise evidence in essays to present a clear argument which reaches a conclusion.

WHAT IS THE COURSE CONTENT?

You will undertake the AQA qualification in Sociology and study the following components:

To gain an A level qualification you will study:

Compulsory content: Education
Methods in Context
Research methods
Crime and Deviance
Theory and Methods
Families and Households
Health

Optional content: Culture and Identity
Families and Households
Beliefs in Society
Stratification and Differentiation

HOW IS THE COURSE ASSESSED?

A2 Qualification 3 x 2 hour written examinations covering the entire content of the course.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

During the course you will complete extended writing and essay tasks, so being comfortable reading and assimilating information is essential, as well as the ability to express ideas and communicate well in writing. Students will be expected to have an interest in current issues and be willing to discuss these.

WHERE DOES THIS COURSE LEAD?

Sociology is an extremely valued subject for higher education entry. Students of Sociology are particularly in demand for “people-centred occupations” and professions that demand an analytical approach to problem solving. Hence, Sociology students have gone on to careers as wide ranging as law, police, journalism, teaching, social work, nursing, and personnel work. Sociology is a social science which compliments other subjects well, such as: Psychology, Philosophy and Philosophy and Ethics.

28.0 Politics

WHAT QUALIFICATIONS AND SKILLS DO I NEED TO BE ON THIS COURSE?

Long-form written answers are central to how A level politics is examined, so a strong grade in English will be helpful. Otherwise the main qualification is a genuine interest in current affairs and in the political systems of both this country and internationally.

WHAT IS THE COURSE CONTENT?

We follow the Edexcel syllabus. The units are organised into two themes covering the UK political system and a third comparative component where we study the political system of the United States.

- Component 1 UK Politics
- Component 2 UK Government
- Component 3 Comparative Politics USA

HOW IS THE COURSE ASSESSED?

The Edexcel A Level Politics consists of three externally-examined papers for each of the three components listed above.

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

The course is delivered through a range of active classroom tasks, supported by independent study. Students are expected to enter into a dialogue with teaching staff inside and outside the classroom. There will be many opportunities to discuss current political events in connection to what we are learning. Students will be expected to take an interest in the news and keep up with current politics in the UK and USA, in order to help their studies.

WHERE DOES THIS COURSE LEAD?

In addition to studying domestic or international politics at university level, Politics A level provides a solid grounding for many other degrees, particularly in the social sciences and humanities. It may also be desirable for a range of Law, History and Business related degrees. A student with a strong grasp of domestic and international politics is also likely to stand out from their peers in any career recruitment situation.

29.0 Philosophy and Ethics

Thinking of a career in Medicine? Want to join the Police Force? Interested in Social Work? Philosophy and Ethics is the answer.

The original meaning of the word philosophy comes from the Greek roots philo- meaning "love" and -sophos, or "wisdom." Have you always been one to question: 'why'? If so, Philosophy and Ethics (RS) is the A Level for you. Philosophy is the study of the fundamental nature of knowledge, reality, and existence and explores questions such as: 'What can we know?', 'What do concepts such as good, bad, right or wrong really mean?'. Students will also examine whether the concept of God is incoherent. Ethics focuses on what it means to be a good person, how we decide what is immoral and should we put others before ourselves.

The following is an outline of the course:

EXAMINATION BOARD: EDUQAS Course Length: 2 Years

The course is split into three components:

- Study of Religion—exploring religious figures, concepts, beliefs and practices.
- Philosophy of Religion—four themes within the component: arguments for the existence of God; challenges to religious belief; religious experience; religious language.
- Religion and Ethics—four themes within the component: ethical thought; deontological ethics; teleological ethics; determinism and free will.

HOW IS THE COURSE ASSESSED?

The A Level will be assessed by three exams—one for each component, each 2 hours in length, equating to 33.3% each.

The examination structure:

- **Paper 1**— Epistemology and Moral Philosophy.
- **Paper 2**— The metaphysics of God and the metaphysics of mind

WHAT SORT OF WORK WILL I BE EXPECTED TO DO?

During the course you will be expected to complete extended pieces of writing; assessments will be carried out in the form of essays. You will need to have a strong ability to express ideas and communicate them well in writing. Having an enthusiasm for how societies implement rules and guidelines, as well as questioning key philosophical ideas is essential. Guidance and support is provided on Independent Study to ensure your success is guaranteed.

WHERE DOES THIS COURSE LEAD?

Philosophy and Ethics opens doors to many different possibilities. This course is well regarded amongst Universities and employers across a range of different sectors. The nature of the subject enables you to develop the necessary skills which are relevant to the majority of professions. Career paths in Medicine, Public Services, Social Work, Public Relations, Law, Human Resources, Education, Advertising and Marketing as well as Journalism and Psychology hold the study of RS as beneficial. RS is a social science which compliments other subjects well, such as: Psychology, Sociology and Politics.