

SHERBURN HIGH SCHOOL



Achieve your potential

*Achievement for all...
Post 16 subjects*



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Introduction



This booklet sets out the details of subjects available and advice on taking them as option choices for September 2018.

A wider than ever range of subjects is offered at Level 3. This gives you an opportunity to specialise in certain subjects according to your aptitude, interests and future career aspirations. You can keep breadth in your studies should you wish to. You should consider your choices carefully and decide on your plans before the **deadline of Wednesday 7th February 2018**

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

Why Choose Now?

Choices must be made now to allow school sufficient time to prepare option pools and the timetable for September 2018. Once choices have been made we will create option pools based on the best fit for the majority of students who have submitted their forms by Wednesday 7th Feb 2018

Can I apply or change my mind later?

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

What is a "non-viable" option?

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particular option is not sufficient to make an appropriate size of group, that option becomes non-viable and it may be withdrawn.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

How many subjects should I choose?

The majority of students choose three subjects through to completion at the end of Year 13. Those academically capable can choose 4 subjects after discussion with Mr Ralphs, or Ms Stockton-Pitt.

What do I do if I need help choosing options?

You can seek help from Mr Ralphs, or Ms Stockton-Pitt.

(All members of Year 11 will have the opportunity of a one to one discussion later in the Spring term to discuss plans for the future).

Art, Craft & Design



Curriculum Leader: Miss L Fassnidge

Introduction

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

Progression Opportunities

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

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

Programme of Study

Year 1 – The Portfolio

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

Second Year Units – A2 Qualifications

Personal Investigation

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

The Externally Set Assignment (exam)

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

Study methods

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

Method of Assessment

Year 1

Component 1 - Portfolio
100% practical assessment

Year 2 – A2 Qualification

Personal Investigation 60%
Externally Set Assignment (15 hours) 40%

Entry Recommendations

The most important requirement is enthusiasm for Art, Craft and Design. A background in Art at GCSE level is a clear advantage at level 4, or above. We will consider students from other creative disciplines or those that can demonstrate ability in this subject area

Qualification GCE Art and Design

Awarding Body AQA



Biology

Curriculum Leader: Mr C Hampton

Introduction

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

Progression Opportunities

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

Programme of Study

Year 1

There are 4 topics in the AS course.

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

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

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

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

Year 2

There are 4 topics in the A Level course.

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

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

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

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

Study methods

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

Method of Assessment

A Level Qualification

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

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

Entry Recommendations

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

Qualification and Awarding Body

GCE A level Biology, Edexcel



Business Studies

Curriculum Leader: Miss S Oates

What is Business Studies?

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

Why should I study Business?

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

A-Level Business

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

Progression Routes

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

Programme of Study

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

Year 1 – 6 units

Unit 1- What is business?

Unit 2- Managers, leadership and decision making

Unit 3- Decision making to improve marketing performance

Unit 4- Decision making to improve operational performance

Unit 5- Decision making to improve financial performance

Unit 6- Decision making to improve human resource performance

Year 2 – 4 units

Unit 7 – Analysing the strategic position of a business

Unit 8 – Choosing the strategic direction

Unit 9 – Strategic methods

Unit 10 – Managing strategic change

Study methods

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

How will I be assessed?

100% examination - 3 examinations at the end of Year 13

Paper 1: 2 hour exam (33.3%) –

Includes 15 Multiple choice questions, short answer questions and two essay questions

Paper 2: 2 hour exam (33.3%) – 3 data response questions worth around 33 marks each consisting of 3 or 4 part questions.

Paper 3: 2 hour exam (33.3%) – One case study followed by approximately 6 long answer questions.

Entry Recommendations

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

Qualification

A Level Business Studies

Awarding Body

AQA



Chemistry

Curriculum Leader: Mr C Hampton

Introduction

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

Progression Opportunities

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

Programme of Study

Year 1

Modules include: Elements of life; Developing fuels; Elements from the sea; Ozone story and What's in a medicine?

These modules will be assessed through two examinations. These will also assess your practical skills.

Year 2

Modules include: The Chemical industry; Polymers and life; Oceans and Colour by design. These are in addition to the AS modules.

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

Study methods

The Salters course is a context driven course that is designed to help students see how Chemistry fits into contemporary life. Through these contexts students learn about the

chemical concepts. The chemical concepts are taught through a spiral model, meaning that they are revisited and developed throughout the course.

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

Method of Assessment

A Level	Fundamentals of Chemistry	135 minute written exam with multiple choice and structured questions. A level – 41%
A Level	Scientific literacy in Chemistry	135 minute written exam with structured and extended response questions. A Level – 37%
A Level	Practical skills in Chemistry	90 minute written exam assessing practical skills through structured and extended response questions. A Level – 22%

Entry Requirements

A minimum of level 6 in GCSE Chemistry or level 6 in GCSE Additional Science. Also a level 6 in Mathematics.

Qualification

A Level Chemistry

Awarding Body

OCR (Salters)



Computer Science (TGS)

About the Course

This course is suited to students who have studied GCSE Computing or Computer Science. The units studied provide an opportunity for you to develop your skills in creating complex algorithms, problem solving and technical understanding of computer systems and their various components.

Progression Opportunities

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

Course Content

Computer Systems

This component will introduce you to the internal workings of the Central Processing Unit (CPU), the exchange of data and will also look at software development, data types and legal and ethical issues. It is expected that you will draw on this underpinning content when studying computational thinking, developing programming techniques and devising your own programming approach in the programming project.

Algorithms and Programming

This component will build on the knowledge and understanding gained in the computer systems component. In addition, you should:

- understand what is meant by computational thinking
- understand the benefits of applying computational thinking to solving a wide variety of problems
- understand the principles of solving problems by computational methods
- be able to use algorithms to describe problems
- be able to analyse a problem by identifying its component parts.

Programming project

You 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. You are expected to apply appropriate principles from an agile development approach to the project development.

Study Methods

You will receive a mixture of taught theory lessons which will be delivered in various formats including research tasks, practical experiments, lectures and existing product analysis being just some of those techniques. These lessons will aim to build on the knowledge and skills from GCSE studies. For the programming project you will be working independently to apply your skills and knowledge to a given problem.

Method of Assessment

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

Entry Requirements:

Students will be required to have level 5+ in Maths and English and will be interviewed as to their suitability for this course

Awarding Body:

OCR
Qualification code H446



Core Mathematics (TGS)

This qualification is equivalent to approximately half an A level.

About the Course

Core Mathematics is a course for those who want to keep up their valuable maths skills but who are not planning on taking AS or A-level mathematics. Core Mathematics has been designed to maintain and develop real-life skills. What you study is not purely theoretical or abstract; it can be applied on a day-to-day basis in work, study or life and will include practically important topics such as financial mathematics. It will also help with other A-level subjects – in particular with sciences, geography, business studies, psychology and economics.

The skills developed in the study of mathematics are increasingly important in the workplace and in higher education; studying Core Maths will help you keep up these essential skills. Students who study maths after GCSE improve their career choices and increase their earning potential.

Progression Opportunities

Core Mathematics is a new course but already several universities support it. Even subjects like History now recognise the importance of statistics and so a Core Mathematics qualification will help you hit the ground running at university. Employers from all different sectors are also firmly behind the Core Maths qualification. Many roles in today's workplace require high levels of budget management and problem-solving skills. Core Mathematics will be a useful tool in equipping you with these skills.

Course Content

Over the course of two years, you will study the following compulsory topics:

- Personal Finance
- Estimation
- Statistical modelling and analysis (including the use of spreadsheets)

Further topics will be chosen from the following, allowing a degree of flexibility in the content:

- Cost benefit analysis
- Graphical techniques
- Rates of change
- Exponential growth and decay
- The Normal distribution
- Probability
- Correlation and regression
- Critical Path analysis
- Expectation

Study Methods

A series of teacher-led tutorials, investigations, presentations and ICT

Method of Assessment

There will be two one and a half hour examinations at the end of the course. There is no coursework.

This qualification is equivalent to approximately half an A level.

Entry Requirements

Sixth Form entry requirements
Level 4+ in Maths

Awarding Body

AQA—Level 3 Certificate in Mathematical Studies.
Qualification code 1350



ICT – Cyber Security

Subject Leader: Ms P. Ma

Introduction

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

Progression Opportunities

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

Programme of Study

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

Media products and audiences (Exam)

The aim of this unit is for you to develop your understanding of how different media institutions operate in order to create products that will appeal to specific target audiences. You will therefore learn about the different ownership models within media industries, and you will learn how to analyse different media products within the sector in order to understand the fundamentals of how meaning is created for audiences.

Pre-production and planning

By completing this unit, you will understand the pre-production process the creative media industry follows when creating a product. You will learn how to carry out research in the planning stage of a media production and about the various acts of legislation that need to be considered.

Create a media product

This aim of this unit is for you to develop knowledge and understanding of the production processes of producing a media product from one of the following:

Print-based product
Audio-visual product
Audio product

Interactive media product

By completing this unit you will understand how interactive multimedia products are used for a range of purposes and across a range of platforms. You will learn how to design and create an interactive media product and test it using both technical and user tests.

Other units include:

Create a digital animation
Graphic design for digital media products
Social media and globalisation

Method of Assessment

There are 2 written exams, 1 controlled assessment and 3 units of coursework

Entry Recommendations

A grade 4 at GCSE in ICT and the standard requirements for entry into Sixth form.

Qualification

Cambridge Technical Introductory Diploma

Awarding Body

OCR



DT- Product Design

Curriculum Leader: Mrs L Jamieson

Introduction

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

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

Progression Opportunities

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

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



Method of Assessment

A-level: Specification at a glance

Written Paper 1: Technical Principles 30% 2 h 30

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

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

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

Non Examination Assessment (NEA) 50% 45 hrs

- Single substantial design and make task
- Written or electronic portfolio. Must include photographic evidence of practical outcome.
- The context of the possible task will be set by AQA and allow students to select from a list issued to schools. The contexts will change every year and will be released on 1 June in the year prior to the assessment being submitted.

Section	Criteria	Marks
Section A	Exploration	25
Section B	Designing	30
Section C	Making	30
Section D	Analysis and Evaluation	15

Entry Recommendations

You should have at least a level 4 in the following subjects: Resistant Materials or Product Design and Maths. Students who have not taken these subjects at GCSE are also able to apply and a decision will be taken as to suitability from their GCSE levels

Qualification

GCE A-Level Design and Technology: Product Design

Awarding Body - AQA



DT- Food Science and Nutrition



Curriculum Leader: Mrs L Jamieson

Subject Teacher: Miss K Howe

Introduction

The WJEC Level 3 Diploma in Food Science and Nutrition has been designed to provide learners with underpinning knowledge, understanding and skills to progress to further study and training. It offers exciting and interesting experiences that focus learning for 16-19 year-old learners through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the food production industry.

Progression Opportunities

Together with relevant Level 3 qualifications such as AS and A Levels in Biology, Chemistry, Sociology and Maths and/or Level 3 qualifications in Hospitality or Science, 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

Many employment opportunities within the field of food science and nutrition are available to graduates. An understanding of food science 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.

This is a 2 year vocational applied course

Programme of Study

First Year Units

Unit 1 – Meeting Nutritional Needs of specific groups (Mandatory)
Internal and external assessment

Unit 2 – Ensuring Food is safe to Eat (Mandatory)
External assessment

Second Year Units

Students will select one of the units below:

Unit 3– Experimenting to solve Food Production Problems

Unit 4 - Current Issues in Food Science and Nutrition

Internal Assessment

Study methods

Method of Assessment

The WJEC Level 3 Diploma in Food Science and Nutrition is assessed through a combination of a written exam and an internal centre marked assignments.

Skills

The WJEC Level 3 Diploma in Food Science and Nutrition is an Applied Qualification. This means that each unit within the qualification has an applied purpose which acts as a focus for the learning in the unit. The applied purpose demands learning related to authentic case studies. It also requires learners to consider how the use and application of their learning impacts on themselves, other individuals, employers, society and the environment. The applied purpose will also allow learners to learn in such a way that they develop:

- skills required for independent learning and development
- a range of generic and transferable skills
- the ability to solve problems
- the skills of project based research, development and presentation
- the fundamental ability to work alongside other professionals, in a professional environment
- the ability to apply learning in vocational contexts

Entry Recommendations

Although there are no formal entry requirements, the qualification supports progression from Level 2 particularly GCSEs in Hospitality and Catering, Home Economics: Food and Nutrition, Design and Technology: Food Technology, Biology and Physical Education

Qualification

The WJEC Level 3 Diploma in Food Science and Nutrition

Awarding Body WJEC



Economics (TGS)



About the Course

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

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

Progression Opportunities

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

Year 12

Module 1

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

Module 2

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

Year 13

Module 3

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

Module 4

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

Study Methods

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

Method of Assessment

Paper 1: Market and Market failure - 2 hour paper (33.33%)

Paper 2: National & International Economy -2 hour paper (33.33%)

Paper 3: Economic Principles - 2 hour paper assessing the whole course (33.33%)

Entry Requirements

Any student gaining a grade 5 or better in GCSE Mathematics and English would be automatically accepted onto the course. Students gaining a grade 4 would only be accepted subject to an interview with the Sixth Form team. Students do not need to have studied the subject at GCSE.

Awarding Body

AQA

Qualification code 713



English Language

Leader of Sixth Form English: Mr D Hale

Introduction

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

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

Progression Opportunities

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

Programme of Study First Year Units

Language Diversity: this unit studies the way different groups in society use language in different ways. These groups might be regional, social, occupational, or gender groups.

Language and the Individual: this unit studies the way that language can be used to represent different people or groups and the ways that individuals use language to express themselves. Both units teach you terminology and concepts about language use that you can apply to texts.

Second Year Units

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

Study methods

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

Method of Assessment

The course is 80% exam and 20% coursework.

Entry Recommendations

You should have achieved a sound GCSE in English Language: 4 minimum but ideally at grade 5 or Higher.

Qualification

GCE A Level English Language

Awarding Body

AQA



English Literature



Leader of Sixth Form English: Mr D Hale

Introduction

The English Literature A Level course is designed to enable you to develop awareness and appreciation of a range of literary forms, genres and texts. If you have enjoyed the study and analysis of English Literature in the past and enjoy reading widely then this subject is likely to be for you. You will have the opportunity for independent investigation work on novels, poetry and drama. You will extend your ideas through reading in breadth and depth and through writing, presentations and discussion. You will develop your own skills in analysing and comparing texts and their contexts. You will investigate texts of different genres or periods.

Progression Opportunities

English Literature A-level is a facilitating subject and provides a basis for further specific study in higher education or provides a qualification that can be used to support other qualifications for access to other areas of study. Many of our students use English Literature A-Level as a qualification for entry into higher education. Career routes that may follow from the study of English Literature include: journalism and the media; teaching; publishing; advertising; legal work and any job where there is an emphasis on reading background materials and interpreting them. It is highly respected as a subject by many academic institutions.

Programme of Study

First Year Units –

Literary genres: this unit studies several texts from the genre of tragedy, looking at what the common features of this genre are and how writers from different periods and in different contexts have interpreted and created works in this genre. You will study one of Shakespeare's famous and often considered greatest tragedies: *Othello*; the modern masterpiece by American playwright Arthur Miller: *Death of a Salesman* and the selected poetic works of the Romantic poet *John Keats*.

You will analyse the techniques used by writers and the effects they create as well as their intended themes and ideas as well as the ways that the contexts they write in have shaped their work. You will develop the skills to confidently interpret literary works and the technical knowledge of how they are constructed.

Second Year Units

The second year units build on the ones studied in year 12 by adding additional content to them and introducing a coursework element.

Elements of political and social protest writing: you will explore the ways writers have shaped the genre and used literature for political means. Texts will include: the ultimate dystopian work of fiction of the modern era: *The Handmaid's Tale* by Margaret Atwood; *The Kite Runner* by Afghan-American author Khaled Hosseini and *Songs of Innocence and of Experience*, an illustrated collection of poems by the wonderful William Blake.

Coursework: wider reading about critical theory is used here to interpret chosen texts through the lens of feminist, Marxist or other literary criticism.

Study methods

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

Method of Assessment

80% exam and 20% coursework

Entry Recommendations

You should have achieved a sound GCSE in English Literature. A minimum of a 5 but ideally a grade 6 or higher and also have your GCSE in English Language.

Qualification

GCE A Level English Literature

Awarding Body

AQA



French / German



Curriculum Leader: Mrs S Sismondi

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

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

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

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

Why do Languages?

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

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

Assessment

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

Entry requirements

Level 5 in your respective language at GCSE

Qualification

GCE A Level Language

Awarding Body

AQA



Further Mathematics

Curriculum Leader: Ms L Stockton-Pitt

Introduction

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

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

Progression Opportunities

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

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

Programme of Study

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

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

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

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

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

- Statistics provides a toolkit to analyse trends in data and probability; it links closely to subjects such as Biology, Geography and Psychology.
- Mechanics is the study of forces and motion. It links closely to Physics.
- Decision Mathematics looks for optimal solutions to real world problems. It has become increasingly popular in recent years due to its applications in Computer Science.

Study methods

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

Method of Assessment

100% examination.

There are three exams each lasting 2 hours.

Entry Recommendations

You must have a grade 8 or 9 at GCSE and a love of the subject if you are to enjoy and cope with the demands of Further Mathematics.

In addition, you must take A level Mathematics.

Qualification

GCE A Level Further Mathematics

Awarding Body

AQA



Geography



Curriculum Leader: Mr D Sladen

Introduction:

Are you interested in the physical world around you and how it has been shaped? Do you want to know more about the challenges that we face in the 21st Century? Are you interested in how these challenges affect people around the world differently? Would you like to investigate ways in which we can manage these challenges? Geography is a diverse and engaging subject which covers issues relevant to today's world.

Progression Opportunities

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

In each area of study students are encouraged to consider their own values and attitudes to the issues being studied and support their learning of ideas through the study of specific case studies. Students will develop a variety of geographical skills which will broaden and deepen existing knowledge.

Programme of Study

A2 Geography

A2 Geography develops and extends on the range and breadth of study from GCSE.

The course is divided into three sections

– **Physical Geography and Environment, Human Geography and an Independent Geographical Investigation** – which build on and develop candidates' subject knowledge and understanding of key environments, human processes and contemporary issues.

The Physical and Human components allow students to study a range of relevant core contemporary geographical issues. Additional areas of study focus on the interaction between the human and physical dimensions, and the challenges and issues this presents. **The investigation component requires students to complete at least 4 days of fieldwork (currently a UK weekend residential, and a collaborative Barcelona trip with Tadcaster Grammar School), devise and conduct their own geographical investigation.**

Study methods

Students are assessed entirely through 3 assessed units in Yr13. Assessment is done through a mixture of 2 examinations and 1 piece of coursework. To gather a diverse and up-to-date working knowledge of the subject, students are expected to be adept at independent study and wider reading and research.

Method of Assessment

A2 Qualification

Component 1: Physical geography (Water and Carbon Cycles/Coastal Systems and Landscapes/Hazards). Written paper, 2.5 hours. 40% of total A2 marks.

Component 2: Human geography (Global Systems and Global Governance/Changing Places/Contemporary Urban Environments). Written paper, 2.5 hours. 40% of total A2 marks.

Component 3 Geographical Investigation 3,000-4,000 word geographical fieldwork investigation defined and developed by students. 20% of total A2 marks.

Entry Recommendations

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

Qualification

GCE A Level Geography

Awarding Body

AQA



Health & Social Care

Subject Leader: Miss C Dodd

Introduction

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

Progression Opportunities

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

Programme of Study First Year Units –

Unit 1 - Human Lifespan Development

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

Unit 5 – Meeting Individual Needs

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

Second Year Units -

Working in Health and Social Care

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

Unit 14 – Physiological Disorders

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

Study methods

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

Method of Assessment

Year 1

Unit 1 – Human Lifespan Development - Examined
Unit 5 – Meeting Individual Needs – Coursework Based

Year 2

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

Entry Recommendations

A minimum of 5 GCSE's at level 4, or above including English. Students should have achieved, if studied, at least a Merit at Level 2 in Health and Social Care although intervention will be put in place for those without this requirement.

It would be useful but not essential if students studied Biology or Psychology alongside Health & Social Care.

Qualification

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

Awarding Body

Pearson Edexcel



Curriculum Leader: Mr J Dunnill

We follow the EDEXCEL A level in History. In common with all the revised specifications, AS and A levels have been merged, so now all exams will be at the end of the 2 year course.



WHAT WILL I LEARN?

Year 12 will involve a 'Breadth' study, looking at one country over a period of around 80 years (Paper 1) and then a 'Depth' study, looking at the History of another country over a shorter period, but in more detail.

The option for the Breadth study we have gone for is 'Germany, 1918-1989', with 'Fascist Italy' as the Depth study.

Year 13 introduces a 'themed' study, such as 'The British experience of Warfare, 1790-1918' (Paper 3). There will finally be a Coursework element, where students complete an independently researched enquiry on historical interpretations, such as 'To what extent does General Sir Douglas Haig deserve to be known as 'The Butcher of the Somme'?

HOW WILL I BE EXAMINED?

Year 13 – 3 exam papers on each topic, plus Coursework.

WHY SHOULD I TAKE HISTORY?

The new course covers some of the key areas of Modern History and will be an enjoyable and interesting course in its own right. However, it will also develop useful skills in critical thinking, evaluation, analysis and interpretation. These are skills which are valued in higher education and/or employment and so will help you whatever your future career plans and ambitions.

Entry Requirements

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

Awarding Body

EDEXCEL



Information Technology- Creative Digital Media

Cambridge Technicals Diploma



Subject Leader: Ms P Ma

Introduction

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

Progression Opportunities

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

Programme of Study

The course consists of six units completed over two years. The first units are:

Media products and audiences (Exam)

The aim of this unit is for you to develop your understanding of how different media institutions operate in order to create products that will appeal to specific target audiences. You will therefore learn about the different ownership models within media industries, and you will learn how to analyse different media products within the sector in order to understand the fundamentals of how meaning is created for audiences.

Pre-production and planning

By completing this unit, you will understand the pre-production process the creative media industry follows when creating a product. You will learn how to carry out research in the planning stage of a media production and about the various acts of legislation that need to be considered.

Create a media product

This aim of this unit is for you to develop knowledge and understanding of the production processes of producing a media product from one of the following:

Print-based product
Audio-visual product
Audio product.

Interactive media product

By completing this unit, you will understand how interactive multimedia products are used for a range of purposes and across a range of platforms. You will learn how to design and create an interactive media product and test it using both technical and user tests.

Other units include:

Create a digital animation

Graphic design for digital media products

Social media and globalisation

Method of Assessment

There are 2 written exams, 1 controlled assessment and 3 units of coursework

Entry Recommendations

A level 4+ at GCSE in ICT and the standard requirement for entry into Sixth form.

Qualification

Cambridge Technical Introductory Diploma

Awarding Body

OCR



About the Course

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

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

Progression Opportunities

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

Course Content

Year 12

The Nature of Law and the English Legal System

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

Criminal Law

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

Tort Law

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

Year 13

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

Study Methods

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

Method of Assessment

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

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

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

Entry Requirements

Any student gaining a grade 5, or better in GCSE English Language would be automatically accepted onto the course. Students gaining a grade 4 would only be accepted after a discussion with the Sixth Form team.

Awarding Body

AQA

Qualification code 7162



Mathematics

Curriculum Leader: Ms L Stockton-Pitt

Introduction

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

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

Progression Opportunities

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

Programme of Study

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

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

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

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

- Statistics provides a toolkit to analyse trends in data and probability; it links closely to subjects such as Biology, Geography and Psychology.
- Mechanics is the study of forces and motion. It links closely to Physics.

Study methods

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

Method of Assessment

100% examination.

This consists of three exams sat at the end of year 13, each lasting 2 hours.

One exam is solely on Pure Mathematics.

Another combines Pure Mathematics with Statistics.

The final combines Pure Mathematics with Mechanics.

Entry Recommendations

A level Mathematics builds on GCSE mathematics. As such, it is essential that you have a grade 6 or higher in GCSE Mathematics. Students who have achieved a grade 4 or 5 and wish to continue to study mathematics in post-16 should consider the Core Maths course.

Qualification

GCE A Level Mathematics

Awarding Body

AQA



Leader of Sixth Form Media: Mrs L Jackson

Introduction

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

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

Progression Opportunities

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

Programme of Study

First Year Units

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

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

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

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

Study methods

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

Method of Assessment

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

Entry Recommendations

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

Qualification

GCE A Level Media Studies

Awarding Body Eduqa



Performing Arts



**Teacher of Performing Arts:
Miss N Dennis**

Introduction

The Extended Certificate in Performing Arts is designed for learners who are passionate about drama and interested in learning about the Performing Arts sector alongside other fields of study. This course will enable students to gain a practical experience of Performing Arts, developing a range of skills and techniques in various disciplines and further explore Theatre Practitioners work. The course aims to equip learners with transferable knowledge and skills for progression to Higher Education and Drama Schools.

Progression Opportunities

Performing Arts is a facilitating subject that provides a strong basis for further study in Higher Education, both at University and Drama School or can be a complementary qualification to access other academic areas of study. Many Higher Education establishments are impressed when a student has continued with a subject they are passionate about and find that confidence gained from studying a Performing Arts course is attractive to potential employers. There are a wide range of potential vocations in the Performing Arts sector aside from Professional Acting, such as; a Theatre Management, Directing, Television and Radio Production, Media, Journalism, Marketing and Communications.

Programme of Study

Investigating Practitioners' Work - Externally Assessed.

Students will carry out an investigation and critical analysis of a set task based on a Theatre Practitioner. They will complete a piece of extended writing that demonstrates their understanding of contextual factors that influence practitioners' work. Students will produce the writing based on critical analysis, knowledge and understanding of performance, production and repertoire needed for the sector.

Developing Skills and Techniques for Live Performance – Internally Assessed.

Learners explore technical performance skills with a focus on developing skills and techniques in at least two performance styles. For actors, dancers and singers, the 'tools' are the body, the voice and the creative and intellectual skills needed to interpret the performance material to communicate with and entertain an audience. Employment opportunities in performing arts often require the performer to demonstrate skills in more than one style, for example the ability to perform in classical texts or repertoire as well as contemporary works. This unit will allow student to develop skills and knowledge in a range of styles and techniques for Live Performance.

Other Units of the course include: Performing Arts in the Community, Writing for Performance, Screen Acting, Theatre Directing, Acting Styles, Improvisation and Physical Theatre Techniques.

Study methods

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

Method of Assessment

There are 4 assessed units; 2 of which are mandatory and 2 are chosen by staff based on student's strengths and abilities.

Mandatory content (83%).

External assessment (58%).

Entry Recommendations

You should have achieved a sound GCSE or Level 2 BTEC qualification in a Performing Arts subject.

Qualification

BTEC Level 3 National Extended Certificate in Performing Arts (*Equivalent in size to one A Level*)

Physical Education



Curriculum Leader: Mr D Grannon

Introduction

This A-Level is a challenging and rewarding course. Students will look at a range of issues from movement and motion to psychology, sociology and physiology.

Progression Opportunities

This course will allow you to study at university. If you are interested in physiotherapy, sports massage, coaching, teaching or working in sport then this course is the right one for you.

Programme of Study

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

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

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

Study Methods

You will have different teachers who specialise in different topics and you will study each topic alongside each other. The practical work will be done in school but if you specialise in a sport outside of school (skiing for example) then you can use that sport. The coursework element requires you to use all of the theory

work you have covered, to analyse and evaluate performance.

Methods of Assessment

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

How it's assessed:

Two written exams:

- 2 hours
- 105 marks
- 35 % of A-level

Non-exam assessment (NEA):

- Internal assessment, external moderation
- 90 marks
- 30 % of A-level

Entry Recommendations

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

Qualification

A-Level Physical Education

Awarding Body

AQA Exam Board



Philosophy and Ethics (TGS)

About the Course

What is Philosophy and Ethics? Philosophy and Ethics is the study of all aspects of religious belief, practice and ideology. It considers the fundamental question of human existence, attempts to provide answers to ethical issues such as Euthanasia and Animal Rights as well as exploring ethical responses to such issues. This course is designed to stimulate, engage and challenge you on various issues and can be taken by all students regardless of your own beliefs. It will particularly appeal to you if you are interested in a wide range of ideas; consider that it is important to think about philosophical questions; are interested in contemporary moral issues such as the right to life and animal rights and are able to think outside the box. If you are someone who likes to challenge and debate, criticise and evaluate different views, opinions and perspectives then this could be the A level for you.

Progression Opportunities

Philosophy and Ethics is an academic A level which can lead to degree courses such as Law, Literature, Journalism, Politics, Philosophy, Sociology, Theology, History and Psychology. By studying Philosophy and Ethics, you will have acquired a great range of skills such as analysis, interpretation, critical thinking, the ability to listen and reason with people of different opinions and the ability to produce extended pieces of writing. All these skills are valuable for careers such as medicine, nursing, human resources, administration, retail, teaching, counselling, police and armed forces as well as community and social work.

Course Content

This course focuses on three key areas:

Philosophy of Religion—In this course you will cover the arguments for the existence of God, the problem of evil and suffering, religious language, religious experience, miracles, life after death and the nature and function of religion.

Religious Ethics— In this course you will cover key ethical theories, issues of human life and death, issues of animal life and death, an introduction to meta ethics, free will and moral responsibility, conscience and the theories of Bentham and Kant.

The study of a chosen religion (Christianity)

In this course you will cover the role of philosophy within Christianity by considering the nature of God, life after death, the challenge from science, the nature and role of religion and sources of wisdom and philosophy. You will also study the role of ethics within Christianity by looking at the key moral principles of the faith, religious identity, the relationship between religion and sexual identity and the issue of secularisation and religious pluralism. You will be considering throughout these studies how religion influences, and is influenced by, philosophy and ethics in relation to the issues studied.

Study Methods

This is a hands-on course that requires you to take an active role in your learning. Study methods include group presentations, mind map activities, class debates, research skills, independent activities and so much more. You are also expected to use your initiative and read around the topic and consider the wider implications of your research in relation to each topic. Lessons are a mix of teacher input, discussion of prepared topics, student presentations, use of video clips and individual research and investigation. Homework tasks will include reading and note taking as well as practice questions and activities from the VLE.

Method of Assessment

The course is based on examination only at the end of the two years of study.

Component 1—Philosophy of religion and ethics.
Section A: Philosophy of Religion

Section B: Ethics

Component 2 - study of religion and dialogues:

Section A: Study of religion

Section B –Dialogues with philosophy

Section C—Dialogues with ethics

Entry Requirements

Students will need to achieve a grade 5 in GCSE Mathematics and English Language.

Awarding Body

AQA Religious studies (7062)



Photography



Curriculum Leader: Miss L Fassnidge

Introduction

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

Progression Opportunities

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

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

Programme of Study

Year 1 - The Portfolio

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

Second Year Units – A2 Qualifications

Personal Investigation

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

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

The Externally set Assignment

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

Study methods

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

Method of Assessment

AS Qualification

Component 1 100% internally assessed

A2 Qualification

Personal Investigation 60%

Externally Set Assignment (15 hours) 40%

Entry Recommendations

The most important requirement is enthusiasm for Photography. A background in Art at GCSE level is a clear advantage and if you have followed Art to GCSE level you should have at least a level 4. We do consider students who have not taken Art but show the right aptitude and attitude towards the subject.

Qualification GCE Photography

Awarding Body AQA



Physics

Curriculum Leader: Mr C Hampton

Introduction

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

Progression Opportunities

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

Programme of Study

Year 1

The modules included are:

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

Year 2

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

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

Study methods

The Salters Horner's course is a context driven course that explores the Physics in everyday life. Through these contexts students learn about the underlying laws, theories and models of Physics.

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

Method of Assessment

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

A2	Advanced Physics I	135 minute written exam. A level – 30%
A2	Advanced Physics II	105 minute written exam. A Level – 30%
A2	General and Practical Principals in Physics	150 minute written exam. A Level – 40%

Entry Requirements

You will need a level 5 in GCSE Physics or a 6 in Additional Science. You will also need level 6 in GCSE Maths.

Qualification

A Level Physics

Awarding Body

Edexcel (Salters Horners)



Psychology (TGS)



About the Course

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

Progression Opportunities

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

Year 12

Social Psychology and Cognitive Psychology

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

Biological Psychology and Learning Theories

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

Year 13

Clinical Psychology and Criminal Psychology

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

Psychological Skills

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

Method of Assessment

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

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

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

Study Methods

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

Entry Requirements

Students will need to achieve a level 5 in GCSE Mathematics and English Language.

Awarding Body
Edexcel





About the Course

Why should you study Sociology? Sociology looks to involve you in an objective and analytical study of advanced industrial societies like the United Kingdom. You will investigate and discuss political, economic and social dimensions of society, and will regularly consider the way in which contemporary governments respond to the demands of things like the provision of welfare to the population and problems created by crime. Sociology will help to stimulate your interest in a broad range of issues which affect our lives, and in so doing will provide a link between theoretical type perspectives and practical responses to current social problems.

Progression Opportunities

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

Families and Households

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

Education and Sociological Research Methods

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

Year 13

Crime and Deviance with Theory and Methods

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

Study Methods

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

Method of Assessment

There are three examination papers:

Paper 1: 2 hours Education/Theory and Methods* (33%)

Paper 2: 2 hours Work, Poverty and Welfare/The Media (33%)

Paper 3: 2 hours Crime and Deviance/Theory and Methods* (33%)

* The questions relating to this topic (Theory and Methods) will be linked to the subject context of the examination paper; linked to Education on paper one; and Crime and Deviance on paper three.

Entry Requirements

Students will need to achieve the standard Sixth Form entry requirements as detailed on the Admission Information sheet.

Awarding Body:

AQA



About the Course

With the input of over 5,000 teachers, employers and higher education institutions, the new BTEC National in Travel and Tourism combines up to date industry knowledge with the right balance of the practical, research and behavioural skills you need to succeed in higher education and your careers.

Progression Opportunities

The new BTEC qualifications have been endorsed by a number of employers and BTECs are an accepted industry standard. As well as this the percentage of students holding a BTEC qualification at University has grown to 26% (UCAS Progression Pathways). Four out of five students when questioned consider BTEC as an important step towards their desired job.

Study Methods

Students will work on project based tasks since 75% of this qualification is assessed in this way. The study will be very practical with opportunities for students to work with local businesses as well as the opportunity for work experience.

Course Content

Three Mandatory Units:

- The World of Travel and Tourism (Assessed by Examination)
- Global Destinations (Controlled Assessed Externally)
- Managing Customer Experience (Assessed internally)

Two Optional Units:

- Events, Conferences and Exhibitions
- Work Experience in Travel and Tourism

Method of Assessment

The BTEC National in Travel and Tourism uses a combination of assessment styles to give students the confidence to apply their knowledge and succeed in the workplace – and have the study skills to continue learning on higher education courses and throughout their careers.

The assessment is a mixture of internally assessed assignment, externally assessed controlled assessment prepared in school and external examinations.

25% Examination

75% Coursework and Controlled Assessment

Entry Requirements

Students will need to achieve the standard Sixth Form entry requirements as detailed on the Admission Information sheet.

Awarding Body

Pearson

BTEC Level 3 National Extended Certificate



LEEDS UNITED FOUNDATION FEMALE FOOTBALL ACADEMY

Based at Sherburn High School, The Leeds United Foundation offers both football training and academic qualifications specifically for females aged between 16-19 years old. At the Leeds United Foundation Girls Football Academy, students can combine full-time study with a football training schedule and the chance to represent the Leeds United Foundation within a scheduled fixture programme. Each player is given the opportunity to achieve their ambitions both in the classroom and on the pitch, and experience training on a brand new 3G pitch.

The two-year programme is made up of twelve hours of football and performance related units, and nine hours of practical/training sessions per week plus game time.

Entry requirements:

4 GCSEs at Grade 4+ (or above), including English and Maths, or BTEC Level 2 equivalents and a very keen interest in Football

Course Content

- Anatomy & Physiology
- Fitness Training and Programming for Health, Sport and Well-being
- Professional Development in the Sports Industry
- Application of Fitness Testing
- Sports Psychology
- Research Methods in Sport
- Development and Provision of Sport and Physical Activity
- Sports Leadership
- Sports Massage
- The Athlete's Lifestyle
- Work Experience in Active Leisure
- Sports Injury Management
- Coaching for Performance
- Practical Sports Performance
- Sports Performance Analysis

Assessment:

The course is continuously assessed internally with an additional exam and 2 externally assessed units. The BTEC qualification is graded Distinction, Merit or Pass. The assessments can take many different forms including assignments, case studies, project work, presentations, time constrained assessments and observations.

Equipment provided (worth £150.00)














Student will receive a Leeds United Foundation specialised training kit. (Approx £150)

- 2 x Training Tops
- 2 x Training Shorts
- 1 x Sweat-Shirt
- 1 x Rain Jacket
- 1 x Track-suit
- 2 x Polos
- 1 x Bag

Higher Education Progression:

This course enhances progress onto sport related HE courses, e.g. Coaching, PE teaching, Physiotherapy, Sports development, Fitness Instructor, Sport Business etc.

Typical weekly Time-Table:

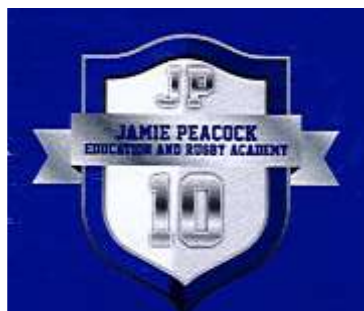
Time	Monday	Tuesday	Wednesd ay	Thursday	Friday	
8.00 – 8.30	Arrival					
8.30 – 9.00	Warm Up	Warm up	Game Day 	Warm Up	Warm Up	
9.00 – 9.30	Tactical Development 	Ball Work 		Light Training Session 	Technical Development 	
9.30 – 10.00		Tactical Development 		Video Analysis Session 	Physical Conditioning 	
10.00 – 10.30					Football Specific Training 	
10.30 – 11.00	Physical Conditioning 	Football Specific Training 		Independent Study 	Recovery 	
11.00 – 11.30						
11.00 – 12.00						
12.00 - 13.00	Lunch			Lunch		
13.00 – 13.30	BTEC	BTEC		BTEC	BTEC	
14.00 – 14.30						
14.30 – 15.00						

Applying for this course is easy.

Simply Contact:

Gary Waddington – Gary.Waddington@leedsunited.com

John Ralphs – john.ralphs@sherburnhigh.co.uk



EDUCATION AND RUGBY ACADEMY EXPERIENCE

The JP academy understands the value of an elite performance environment on player and personal development in **Rugby League**. This unique programme of Rugby League development and education helps the student achieve both academically and on the field. Perfect for young players between the ages of sixteen to nineteen, with aspirations of playing in the Super League, or those just motivated by personal development.

Each player is given the opportunity to achieve their ambitions both in the classroom and on the pitch, and experience training on a brand new 3G pitch, or playing field.

The two-year programme is made up of twelve hours of sport and performance related units, and nine hours of practical/training sessions per week plus game time.

Entry requirements

4 GCSEs at Grade 4+ (or above) including Maths and English, or BTEC Level 2 equivalents and a very keen interest in Rugby.

Course Content

- Anatomy & Physiology
- Fitness Training and Programming for Health, Sport and Well-being
- Professional Development in the Sports Industry
- Application of Fitness Testing
- Sports Psychology
- Research Methods in Sport
- Development and Provision of Sport and Physical Activity
- Sports Leadership
- Sports Massage
- The Athlete's Lifestyle
- Work Experience in Active Leisure
- Sports Injury Management
- Coaching for Performance
- Practical Sports Performance
- Sports Performance Analysis

Equipment provided

Student will receive an X-Blades specialised training kit

- 2 x Training Tops
- 2 x Training Shorts
- 1 x Tracksuit
- 1 x Hoodie
- 1 x Kit bag

Assessment:

The course is continuously assessed internally with an additional exam and 2 externally assessed units. The BTEC qualification is graded Distinction, Merit or Pass. The assessments can take many different forms including assignments, case studies, project work, presentations, time constrained assessments and observations.

Higher Education Progression:

This course enhances progress onto sport related HE courses, e.g. Coaching, PE teaching, Physiotherapy, Sports development, Fitness Instructor, Sport Business etc.

A TYPICAL TRAINING WEEK

Lead by a JP academy high performance development rugby league coach a typical training week will look like:

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.00 – 8.30	🚌 Arrival				
8.30 – 9.00	⬆️ Activation	⬆️ Activation ↔️ Group 1 Weights ↔️ Group 2 Weights 🛖 Recovery	🏉 <		

Applications to: Jamie Peacock - info@jamiepeacock.co.uk or John Ralphs – john.ralphs@sherburnhigh.co.uk