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We are very proud of the Sixth Form at Harrogate Grammar School and the outstanding achievements of our students. Students and the school have achieved record-breaking results with an average of 61% of grades being A*-B over five consecutive years. In this prospectus you will read all about the broad range of high quality courses and all the unrivalled, additional opportunities available to our Sixth Form students.

With our impressive Sixth Form facilities, outstanding teaching and excellent results we are confident that we can offer you a successful route to university or employment.

Young people who join our Sixth Form benefit from all the opportunities that come from being part of a very large and successful Sixth Form. There are many additional opportunities to develop leadership, to volunteer and to enhance your employability within one of the highest performing comprehensive schools in the country.

It is a recipe of academic excellence, strong community and provision of enriching activities that makes our Sixth Form such an outstanding place to work and learn. We are committed to supporting the success of every student whether you join us from Harrogate Grammar School or from another school in the region or beyond.

We would be delighted to see you at our annual Open Evening or Open Afternoon. Alternatively you may contact us at any time to arrange a visit.

Neil Renton

Head of Sixth Form
Associate Headteacher

“'The Sixth Form at Harrogate Grammar School provides a truly outstanding environment in which to learn and achieve’"
Having studied at Harrogate Grammar School since Year 7, I always knew that I would continue my academic career into the Sixth Form due to hearing so many positive things about it. I recognised the Sixth Form would nurture me, challenge me and inspire me within my chosen subjects enabling me to make decisions about my future career.

When I joined the Sixth Form I immediately knew that, for me, it was the best place to be studying. The teaching is excellent, treating us as young adults. There are many opportunities available to us to enhance our learning outside of the class room, these range from foreign exchanges and book clubs to concerts and sports fixtures. We are also encouraged to take things into our own hands with a wide range of leadership roles within the school community.

The pastoral support that is offered to the students in the Sixth Form is outstanding and the information regarding our plans after Sixth Form has been clear and helpful, with the school organising trips to universities and discussing alternative options such as apprenticeships.

After attending Harrogate Grammar School from the age of 11, continuing through to the Sixth Form seemed a natural yet exciting prospect. Throughout my time at the school, I have felt encouraged to do my best and have been supported in my academic endeavour. This has continued in every way during my time at the Sixth Form.

The teaching staff are excellent and inspire students to become genuinely interested in their subjects. This contributes towards an extremely positive atmosphere in the Sixth Form which encourages students to try their hardest and achieve the best possible outcome. From managing the considerable step-up from GCSEs to assisting with university applications, it is clear to see that the teachers here are dedicated to providing the very best for their students.

There is a fantastic feeling of inclusivity in the Sixth Form where the needs of every student are catered for. Whether you are interested in sport, music, drama or the academic side to school life, there will always be something that you can become involved in. Equally, there is always somebody to talk to thanks to the outstanding pastoral team who understand the stresses that are often faced by young people.

Reflecting upon my time at the school, I feel privileged to have been offered so many life changing and enriching opportunities. From travelling to the most amazing places on school trips, to being involved in incredible performances with the drama department, I really do feel as though I have the school to thank for so many lifelong memories.

Issy Murray
Deputy Head Student

The Sixth Form has allowed me to greatly improve not only in my academic productivity, but also in my social and leadership skills. It has increased my passion for my subjects and the brilliant working environment has pushed me to reach my full potential. I am sure that all these skills will assist me with whatever my next step is, and I know the Sixth Form will be there to support me.

Pete Rouse
Head Student
The Sixth Form community

The Sixth Form is a friendly, thriving community within a large and pioneering school.

The Head of Sixth Form, Assistant Director of Sixth Form, Student Support Manager and Student Adviser operate in close consultation with a team of 12 tutors to support your progress.

Each year, large numbers of students join us from other schools in the area and even from abroad. We find that all students quickly settle into the Sixth Form and become part of the very diverse student body that makes our Sixth Form so special.

Programmes of study

There are a wide-ranging number of subjects to choose from and these may be combined in a number of ways to provide you with individual programmes of study. Courses offered are outlined in this prospectus. You will be advised about the right choice of courses through a very supportive process of application including an open evening, taster sessions and an individual consultation.

In the Sixth Form you will specialise and focus on the subjects of your choice. One of our aims is to help you cope with the higher level of study required. You are given supportive ‘bridging materials’ before you start in our Sixth Form so you can effectively make this transition.

Successful Sixth Form students undertake a considerable amount of work in addition to the taught lessons. Some of this work you will be able to do in supervised study periods during the school day. The remainder will be done at home.

Sixth Form facilities

The completion of a £2 million building programme in September 2010 and a further building project in 2013 has provided a Sixth Form learning environment that is simply outstanding. Our modern Sixth Form facilities are conveniently placed on one site, housed together in a purpose built facility that contains teaching rooms, labs, social space and study rooms.

A 300-seat learning theatre called ‘The Forum’ provides a focal point for a wide range of public events in the Sixth Form, including talks from leading professionals and also complements the well equipped teaching classrooms. The Sixth Form also benefits from having purpose built supervised areas for independent study and spaces for students to work collaboratively. To support the needs of 21st Century learners, a state-of-the-art wireless system covers the whole Sixth Form. Teaching rooms are also fitted with Apple TV to support interaction with our focus on using technology to support learning.

‘G2’, the Sixth Form Bistro, is a purpose built area serving a variety of meals, drinks and snacks from our award winning executive chef. G2 has been extended over the Summer to provide more space and even more food choices. The Sixth Form has truly world class facilities, enhancing your learning and allowing you to enjoy your time in school. In 2017, the Learning Resource Centre was fully refurbished with seating for 160 Sixth Form students.

All students benefit from using an iPad; both within lessons and at home. The iPads give students exciting opportunities to create digital content, share work with each other, receive personalised feedback from teachers and benefit from access to the internet and a whole host of subject-specific Apps wherever you are learning.
**Advanced Level Subjects**

A Level, BTEC and OCR Nationals are Level 3 qualifications that take you beyond the Level 2 qualifications studied at GCSE. With nearly 35 courses on offer, the Sixth Form provides a great deal of choice for students to construct a programme of study that suits your needs.

**A Level**

Under the new A Level your final grade will be based on examinations taken at the end of a two year course.

**BTEC and OCR National**

The BTEC and OCR National Qualifications are equivalent to one A Level. Two years of study must be completed to obtain accreditation.

**Course selections**

<table>
<thead>
<tr>
<th>A Level/BTEC</th>
<th>Plus one from the below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice 1</td>
<td>EPQ</td>
</tr>
<tr>
<td>Choice 2</td>
<td>Mathematical Studies (Core Maths)</td>
</tr>
<tr>
<td>Choice 3</td>
<td>AS Maths</td>
</tr>
<tr>
<td></td>
<td>Further Maths/Fourth A Level/BTEC for students with high average GCSE point score.</td>
</tr>
</tbody>
</table>

**Your course**

You will be advised about taking particular combinations of subjects, and those with particular career aspirations, such as Medicine, will be given guidance as to which subjects will be essential for further study.

You will select three subjects at the start of year 12 along with one subject from the ‘Plus’ column below.
Extended Project Qualification

The Extended Project Qualification (EPQ) provides an opportunity for you to pursue your own academic interests in a chosen topic. You will undertake independent research, developing a range of independent research skills and gaining additional UCAS points for your university application.

The project can be either a specific essay-based study or the production of an ‘artefact’ (play, video, book, sculpture, photographic journal). Although this is an independent study project, you will receive support through access to a supervisor and weekly taught sessions which cover a range of study skills such as referencing, research methods and writing techniques. The taught element is supplemented with support from the University of Leeds to provide a real experience of university style learning.

The EPQ is offered as a stand-alone qualification and attracts useful additional points for university applications. This valuable qualification allows you to develop a wide range of useful skills for either employment or higher level study.

Mathematical Studies (Core Maths)

This is a really exciting new qualification for students in the Sixth Form who welcome the opportunity to develop their problem solving and everyday Maths skills in a variety of contexts. It is designed to develop a real understanding of data handling, mathematical decision making and personal finance, mastering the key skill of estimating and dealing with data to address relevant issues. It builds on the techniques studied in GCSE Maths together with new topics, weaving them together to enhance the links between them. It is also designed to support the mathematical understanding of other subjects such as Business Studies, Sciences, Psychology, Sociology and Economics.

This is a Level 3 course and carries with it UCAS points. It can be studied as a one year course or as a two year qualification. The course is assessed by two written exams at the end of the course.
The Packages are a broader aspect of our provision which give you a detailed insight into career specialisms, including keynote lectures from experts along with work experience opportunities. The Packages are supported by leading organisations and Harrogate Grammar School Alumni who are bringing forward their expertise to make the Packages relevant to the professional world.

Packages are intended to improve career awareness and employability. Being involved in the Packages indicates to Higher Education Admissions’ staff or employers a commitment to a particular field and provides a wider understanding of the practical applications of subjects.

The following packages are on offer:

**Medical Sciences**

This Package is aimed principally at students of Science, PE and Psychology who intend to follow careers of any type in the medical or sports-science professions. Students also participate in MedSoc; a student led medical society.

**Business & Enterprise**

This Package is aimed principally at students of Business, Economics or Computer Science who intend to follow any of a wide range of business-related careers.

**Education, Training & Public Services**

This Package is for those with a specific interest in a career in the area of education and broader public services. Most students involved will wish to follow careers as Primary or Secondary Teachers, but the Package will also cater for students interested in training or support roles in education such as Teaching Assistants or Pastoral Support Workers.

**Science, Technology, Engineering & Maths (STEM)**

This Package is for those with a specific interest in a career related to Science, Technology, Engineering or Maths. This Package encompasses all areas including civil, building, mechanical and chemical engineering. Students are likely to study Maths, Sciences and Design based subjects.

**Law**

This Package is aimed at students who intend to follow a law related career path. The Package will encompass a range of fields such as criminal, civil and family law in preparation for careers as paralegals, solicitors, barristers, legal technicians and legal secretaries.

**Art & Creative Industries**

This package covers a wide range of areas including Art based subjects such as graphics, textiles, photography, fine art and aspects of design. It is also designed for students that are interested in music, performing arts, dance and drama or other related fields such as journalism, advertising and digital media.
Whatever path you choose you will be offered advice and guidance to help you plan for your future. Whilst the majority of our students progress into Higher Education, increasingly more students are taking alternative routes into employment. You will be encouraged to explore all options and take responsibility for your decisions.

You will be supported throughout by a team of experienced staff. These include:

- Sixth Form Tutors – fully up to date with subject and curriculum options and all aspects of UCAS
- A full time Student Support Manager offering on-going support on all aspects of Sixth Form life
- A highly qualified and experienced Student Adviser who can advise on all aspects of progression and careers
- An independent external careers advisor
- Access to UNIFROG website. This is an award winning platform which helps students to make intelligent choices about their future while allowing teachers to track their progress

Any member of our team is available to meet with students and parents/carers to discuss options at any stage.

The expertise available ensures students receive a full support package. Students can request individual appointments at any time and benefit from a range of activities to support progression. These include:

- Progression Events – a comprehensive programme of activities, designed to prepare students for higher education, employment or apprenticeships
- Sixth Form Work Experience – all Year 12 students will be offered a placement during the Summer term
- Guest Speakers from a variety of employment sectors and HE institutions
- Visits to Universities
- Volunteering opportunities
- Package talks from leading professionals
- A Higher Education and Finance Information Evening
- Scholars’ Programme
Progression Map

Year 12
Term 1 – Autumn
Introduction to the Packages
Group guidance sessions
Employer talks by package
University visits
Introduction to Oxbridge
Volunteering and Enrichment activities
Careers Evening

Term 2 – Spring
Higher Education Information Evening
Introduction to HE research materials
Individual appointments exploring HE and Employment
Package talks and Enrichment activities continue

Term 3 – Summer
Attend university open days
Further University visits with school
Progression Days
IBM Big Interview Day
Work Experience

Year 13
Term 1 – Autumn
UCAS applications and support with personal statements
Individual appointments exploring HE and Employment
Oxbridge and Medicine interview conference
Oxbridge and Medicine interview weekend
Careers Evening

Term 2 – Spring
Apprenticeship and alternatives to university support programme
CV Workshop
Student Finance Evening

Term 3 – Summer
Post results day support including clearing and employment advice

Scholars’ Programme
A great education is about curiosity: having the confidence and originality to ask intelligent questions, not simply give the right answers. Students hoping to attain well at University need to be ready to think out loud and have their ideas challenged and tested. We offer a programme of support to prepare students for the most competitive applications to Higher Education and provide a bridge between school and university. Our Programme is ‘super-curricular’; students discover connections across and beyond their curriculum subjects and develop their own interests through independent projects in preparation for the breadth and depth of study at degree level. The Scholars’ Programme aims to produce motivated and engaged independent thinkers; students who are successful at gaining places at top universities and who are ready to embrace all the challenges and opportunities this next step offers.

The Scholars’ Programme encourages students to take a philosophical approach to learning and to investigate the ‘why’ as well as the ‘what’ of the subjects they study. We foster this through regular discussion and reading groups in which the students are given short, provocative stimulus material and supported in exploring its possible meanings by relating it to what they already know. In Year 13, students are offered additional support to prepare them for aptitude tests and interviews at Russell Group and Oxbridge Universities. The in-school programme is supported by visits to galleries, museums, theatre, concerts and universities. We also hold half-termly ‘Scholars’ Challenge’ competitions which are open to the whole school. Students must pit their wits against each other to come up with the most creative and original solution to the task they have been given, not simply provide a correct answer.

The Scholars’ Programme is open to everyone who has the motivation and aspiration to pursue further academic study.
Entry Requirements

HOW TO APPLY FOR A PLACE IN THE SIXTH FORM

If you decide that you are interested in entering the Sixth Form at Harrogate Grammar School, your first step, if you are new to the school, should be to come along for a visit. If you are not able to attend the Open Evening/Open Afternoon, then contact the school to make arrangements to visit on an alternative date.

Which course and combination of courses will be right for me?

We offer a wide variety of courses, some of which you will have studied up to Year 11, and others which are brand new and only available in the Sixth Form. In addition, we offer a number of advanced vocational courses.

There are some subjects that have a traditional exam focus and there are others where the assessment is project-based and continuous throughout the course. It is important to make the choices that are right for you.

Spreading assessment throughout the course by studying project-based qualifications provides a much higher chance of success for some students. For students who are mainly achieving 5 or 4 grades at GCSE, we recommend a certain number of project-based courses to help balance workload.

One of the most important factors in achieving success at Sixth Form is selecting the most appropriate courses at the start of Year 12. We want all students to leave our Sixth Form having been successful in their subjects and being able to follow the university or employment path of their choice.

How to apply

Please complete the online application so that we can arrange an individual consultation. It is important to note that a personal statement is required and, for applicants new to the school, a copy of your latest progress report. When you submit your online application you will receive a confirmation email before an invitation to meet with us.
Academic requirements

For entry on to A Level and BTEC courses, we require a minimum of:

- 24 points in the 6 best full GCSE/BTEC courses, including English Language and Mathematics at grade 4 or higher. In 2019, students will have taken reformed GCSEs and will be awarded a numerical grade 1-9.
- BTEC qualifications will only count as 1 GCSE. If more than 1 is studied, only the best will count towards the overall points score. GCSE short courses will not be included.
- Only grades at 4 or above will be included.
- GCSE points 4 – 9 will be used to calculate the overall point requirement.

In addition, our courses have subject-specific entry requirements outlined in this prospectus.

To maximise both performance and progression, the following total points will be used to guide core selection:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>36 points</td>
<td>Students have full choice of any course, subject to course requirements.</td>
</tr>
<tr>
<td>30-35 points</td>
<td>Students select 1 project-based element qualification.</td>
</tr>
<tr>
<td>24-29 points</td>
<td>Students select 1-2 project-based element qualifications.</td>
</tr>
<tr>
<td>Special consideration 20-23</td>
<td>We will discuss individual students' situations, based on exceptional evidenced circumstances outside the control of the student or institution.</td>
</tr>
</tbody>
</table>

Please note, that all courses offered are subject to there being enough students opting for the course to make it viable.
Application Process

November
- Open Evening

November
- Prospectus & Course Information Online

January/February
- Taster Day Year 11
- Open Afternoon: Taster Session

February
- Online Application Closes

Ongoing
- Consultation & Offer Letter

July
- Summer Welcome Afternoon
  New students to Harrogate Grammar School

July
- Summer Induction Day & BBQ

August
- Complete Bridging Materials

August
- Results Day Meeting to Confirm Course

September
- Administration Day & Induction
Opportunities for Leadership & Enrichment

ENRICHMENT ACTIVITIES

School Charity
Sixth Form students make up a large proportion of the Charities’ Committee and their input is vital in helping to plan, organise and to run various Charities’ events throughout the year in support of the school’s annual charity. A number of Sixth Form students have undertaken voluntary work in Matugga, Uganda.

Drama
Sixth Form Students have the opportunity to lead Stage Crew, co-direct and stage manage productions, co-lead Drama clubs and team teach KS3. Students also have the opportunity to be involved in school productions at a technical level.

Duke of Edinburgh’s Award Scheme
Students in the Sixth Form can pursue the Gold Award. The Scheme includes expeditions in the Yorkshire Dales, Service and Skills’ components and helps to develop teamwork and leadership skills.

Modern Foreign Languages
Students have the opportunity to study Mandarin Chinese from beginners level or join a more advanced group working towards GCSE. We also run a Languages Society who discuss and debate a wide range of matters. Linked to our core language subjects, we run biennial exchange programmes to France, Germany, Italy, Spain and China. Additionally, students can volunteer as mentors to help out in lower school language lessons.

Music
Students have the opportunity to take part in a variety of musical ensembles including Orchestra, Jazz Ensemble, Show Band and Choir. A music tour and 3 day residential are also open to Sixth Form instrumentalists. Students can also access individual instrumental tuition during or after school.

Sport
Students can be involved in sports’ activities through coaching, leading, assisting and also playing sport. There are Sixth Form teams in netball, rugby, football, basketball, hockey and table tennis.

Debating
There is a thriving debating club, which meets weekly for a topical debate, the subject of which is chosen by the participating students. It provides great preparation for university interviews as well as being fun. We enter a full range of national and local competitions including the ESU MACE and Debating Matters where we have reached the regional finals twice in the past couple of years.

Rugby
The school has a particularly strong tradition in Rugby and offers the opportunity for students to play at a high standard in one of our two senior teams. With numerous coaching and officiating opportunities, students can actively benefit from this specialist training whilst following a rigorous course of academic study.
By Students For Students Societies

Students can set up their own society such as a food society or feminist society with the support of a Senior Prefect. Extra activities this year include ‘This Girl Can’ Society, tea drinking, a cappella, Amnesty International and ‘Colouring In’ Societies.

Transition Leaders

Transition leaders support Year 7 tutors in helping students integrate into secondary school life.

Paired Reading

Many Sixth Form students support KS3 students with their reading. Volunteers are paired up with a Year 7 or 8 student and help them throughout the year.

Peer Mentors

All Peer Mentors receive training in counselling techniques for helping younger students. The Peer Mentors also run a Quiet Room every lunchtime for Year 7 and Year 8 students, and a drop-in service for other year groups. There is also the opportunity for Sixth Form students to act as Academic Peer Mentors, supporting Sixth Form students with examination techniques and understanding.

Senior House Captains

Students are expected to organise and enthuse students in a wide range of sporting, artistic, community and charity events. Senior House Captains support House Leaders in the promotion of the house system throughout the school.

Prefects

There is a large Prefect team comprising of Year 12 students. Prefects are allocated weekly duties which help to support members of Staff at break and lunchtime.

Senior Prefects

Senior Prefects have additional Leadership roles, for example, representing the School at Open Evenings and helping to organise other school and community events.

Student Leadership Team: Head Students & Deputies

This team is chosen from the student body and takes on a number of leadership roles, including public speaking and representing the views of students from the Senate to the Senior Leadership team.
Red Kite Alliance

Harrogate Grammar School is one of the first Teaching Schools schools in England, a designation entitling us to take a lead role in school-centred training and professional development of staff.

We are at the centre of an Alliance of schools, working with other partners including primary, secondary and special schools and higher education institutions, to deliver high quality support for teachers and further improve standards. Inspired by the stunning Red Kite birds of prey that soar the skies above our region, our partnership is known as the Red Kite Teaching School Alliance.

To be awarded Teaching School status is a tremendous accolade for our school and our partners and demonstrates our already high standards in teaching and learning. We are committed to further enhancing the professional development of our staff and becoming a hub of excellence in training new teachers to the profession and providing school to school support, continuous professional and leadership development. Being at the forefront of these exciting initiatives supports our vision to be a world class school; a dynamic and supportive learning community that inspires a love of learning for our students, enabling them to achieve their full potential.

Red Kite Learning Trust

Multi-Academy Trusts (MATs) are a relatively new form of school partnership that allow individual academies to work together more formally at a leadership and governance level. This offers a variety of advantages such as the ability to be able to share administrative functions and gain from economies of scale in purchasing. More importantly it provides lots of opportunities for the school to work together on areas that add value to the experience of the young people in the Trust’s academies. This can include such things as enhanced pastoral support through the joint provision of specialist staff and work to improve the transition from primary to secondary education. The current partners in the Trust are, Harrogate Grammar School, Oatlands Junior School, Western Primary School, Rossett Acre Primary School, Crawshaw Academy, Coppice Valley Primary School, Temple Learning Academy and Austhorpe Primary School.

Yorkshire Ridings Maths Hub

The Maths Hubs programme is an exciting new initiative that brings Teaching School-style methods to a single subject area. An enterprising project, it gathers all maths education professionals in a national network of 34 hubs, each led by an outstanding school or college, working in partnership with neighbouring schools, colleges, universities, maths experts and employers.

The Yorkshire Ridings Maths Hub, covering North and West Yorkshire, Humberside and the East Riding is led by Harrogate Grammar School. We are working on a number of innovative national projects including teacher exchanges with Chinese schools and primary school trials of Singapore-style textbooks. Other projects include a drive to increase the recruitment of maths teachers and a pioneering problem solving approach to address the new curriculum.

Maths Hub status makes our school a regional leader in harnessing all maths teaching expertise within the area in order to spread excellent practice for the benefit of all pupils and students. It is a great privilege to be recognised in such a way; and the responsibility we have taken for this is already leading to significant developments taking place in a range of partner schools.

Quality in Careers Standard

The Quality in Careers Standard is the national quality award for careers education, information, advice and guidance (CEIAG) in schools. It is fully aligned with the eight Gatsby Benchmarks for “Good Career Guidance” and fully complies with the Department for Education’s ‘statutory guidance’.

Harrogate Grammar School achieved the award through demonstrating sufficient evidence to meet the criteria through the delivery of a wide range of curriculum and progression activities, links and opportunities with employers, provision of individual support and guidance, developing research skills for access to reliable resources and providing a personalised programme to meet the individual needs of the Sixth Form students.
Students also benefit enormously from the opportunity of taking part in week-long exchange programmes. We have long-standing partnerships with schools in Armentières (France), Tübingen (Germany) and Toledo (Spain) and run exchanges to these destinations every two years. These immersion visits supplement both the students’ cultural understanding and their language learning to a degree that cannot be replicated in any classroom.

Students also have the opportunity to learn Mandarin Chinese, either at a beginner’s level or to study for GCSE. Through our new partnership with the Business Confucius Institute at the University of Leeds we now offer a fantastic range of Chinese cultural events within school, as well as language lessons. Those who learn Chinese also have the opportunity to take part in a biennial exchange trip to a school in Hangzhou Province.

Our core provision includes French, German, Spanish and Italian A Level. For each language students are taught by a team of subject specialists, allowing teachers to concentrate on particular areas to help focus students on different parts of the exam. For the four main languages studied, the teaching team is supplemented by a native-speaking foreign language assistant. This provides weekly, personalised conversation classes to individual students or small groups and hones speaking skills and develops confidence. As a result students make rapid progress in their ability to converse in their language of study, meaning that they leave not just with superb qualifications, but also with a lifetime skill of being able to properly speak a foreign language.

Harrogate Grammar School’s Sixth Form language provision sets itself above that of other schools by the breadth of languages available. At a time when numbers of students opting for A Levels in foreign languages is falling nationally, Harrogate Grammar School’s numbers are increasing and these students are enjoying their studies, thriving in the learning environment and achieving fantastic outcomes in exams.

A Centre of Excellence for Language Provision
16 – 19 Bursary Fund

The 16 – 19 Bursary Fund is intended for students who are in most need of financial support. The funds are intended to assist with expenditure that is directly related to school life.

The 16-19 Bursary Fund will be targeted at three qualifying groups:

• Students with a household income below £20,000.

• Students that are in care; care leavers; on income support or receiving both Employment Support Allowance and Disability Living Allowance. These students will receive a bursary of £1,200 a year.

• Students who qualify for Free School Meals (application forms are administered by North Yorkshire County Council and are available on their website).

Sixth Form Transport

A range of school organised and run bespoke bus routes are available to transport students to the Sixth Form. Annual costs range from £535 to £755 dependent on which service is required.
“With every step I took towards choosing the degree that best suited me, I received excellent guidance and support.”
Courses & Further Information
Course Content

Our Art & Design course offers students a wealth of opportunities and access to outstanding resources within a truly creative environment that is incredibly supportive.

Subject staff are experienced within a wide variety of disciplines, which enables students to work across a number of specialisms as they develop their creative practice.

You will work within well-lit teaching studios with your own personal studio space so that you can develop and work independently.

In the first year you will be introduced to a wide range of materials and techniques. You will develop skills in observation, research, media and independent thinking, which will eventually be central to your practice. The first year progresses from teacher led projects towards self-directed study.

We place a strong emphasis on drawing, this is crucial to innovation across all creative disciplines regardless of your specialism. We are also able to offer our own in-house life drawing sessions during creative practice.

Regular feedback sessions offer a platform for discussion and development to ensure your creative practice and acquisition of skills are constantly progressing and moving forward.

Assessment

Component 1: Coursework

This component incorporates two linked elements, each with separate final outcomes: Practical work and Personal study. The investigation and development for both the Practical work and Personal study will be shown through supporting studies.

- 60% of the total A Level
- Internally assessed

Component 2: Externally Set Assignment

The Externally Set Assignment represents the culmination of the A Level course. The paper consists of one broad-based thematic starting point. During the preparatory period, you are encouraged to be independent in the development of your ideas, intentions and response.

- 40% of the total A Level
- Internally assessed

Career Opportunities

As well as all the kinds of Art degree courses in areas like Painting, Sculpture, Graphic Design, Photography, Fashion and Textiles there are many others which are less well known such as Arts and Events Administration, Art in a Community Context, Biovisual Studies, Communication Design, Computer Graphics, Conservation and Restoration, Costume Design and Wardrobe, Design Futures, Eco Design, Fashion Promotion, Film and Video, Footwear Design, Illustration and Media Design, Telemedia and Typography.

FURTHER INFORMATION

You will have an opportunity to extend your experiences of work first hand by taking part in visits to galleries and events. These visits abroad have included New York, Paris and Berlin in the past few years. These trips involve visits to the Empire State Building, Museum of modern art NYC, the Eiffel Tower, The Louvre, Musée d’Orsay and the Bauhaus. You will also have your own studio space, use of a broad range of technologies to help develop your work including professional standard software, access to computer suites and a lighting studio.

ENTRY REQUIREMENTS

Grade 4 in GCSE Art or Graphics or Textiles.

Students will pay a studio fee of £25 to support their work.

A bursary is available in school for students who need financial support.
Art & Design: Fine Art

ENTRY REQUIREMENTS

Grade 4 in GCSE Art or Graphics.

Students will pay a studio fee of £25 to support their work.

A bursary is available in school for students who need financial support.

Course Content

The skills you develop throughout Fine Art will be varied and expressive. You will establish a working knowledge of materials and practices and be encouraged to interpret your thoughts, observations, ideas and feelings in a very personal way. You will be encouraged to develop your creativity, imagination, experimentation and recording skills alongside your broader understanding of Fine Art. You will develop an understanding of the impact that Fine Art has had throughout History as well as within contemporary society.

Throughout the faculty subject staff are experienced within a wide variety of disciplines, which will enable you to work across a number of specialisms as you develop your creative practice.

You will work within well-lit teaching studios with your own personal studio space so that you can develop and work independently.

The first year progresses from teacher led projects towards self-directed study. We place a strong emphasis on drawing as drawing is crucial to innovation across all creative disciplines regardless of your specialism. We are also very fortunate to be able to offer our own in-house life drawing sessions in the studio during evening classes.

Regular feedback sessions offer a platform for discussion and development to ensure your creative practice and acquisition of skills are constantly progressing and moving forward.

Assessment

Component 1: Coursework

This component incorporates two linked elements, each with separate final outcomes: Practical work and Personal study. The investigation and development for both the Practical work and Personal study will be shown through supporting studies.

- 60% of the total A Level
- Internally assessed

Component 2: Externally Set Assignment

The Externally Set Assignment represents the culmination of the A Level course. The paper consists of one broad-based thematic starting point. During the preparatory period, you are encouraged to be independent in the development of your ideas, intentions and response.

- 40% of the total A Level
- Internally assessed

Career Opportunities

Fine art students develop a range of practical and creative skills as well as gaining valuable experience of entering exhibitions, competitions and building up a portfolio of work. Possible career routes are Commercial art Gallery Manager, Community Arts Worker, Exhibition Designer, Fine Artist, Higher Education Lecturer, Illustrator, Printmaker, Art Therapist, Arts Administrator, Museum/Gallery Curator, Museum/Gallery Exhibitions Officer, Stylist.

Further Information

You will have an opportunity to extend your experiences of work first hand by taking part in visits to galleries and events. These visits abroad have included New York, Paris and Berlin in the past few years. These trips have involved visits to the Empire State Building, Museum of modern art NYC, the Eiffel Tower, The Louvre, Musée d’Orsay and the Bauhaus. You will also have your own studio space, use of a broad range of technologies to help develop your work including professional standard software, access to computer suites and a lighting studio.
EXAM BOARD: AQA

A LEVEL

Art & Design: Textiles

Course Content
Throughout textiles students will encounter a broad range of techniques, materials and processes. They will develop skills, explore ideas and observations that will support the creation of high-quality textile outcomes. You will be introduced to a variety of areas within textile design including fashion, fashion textiles, costume, printed textiles, dyeing, surface pattern, constructed textiles, fine art textiles, embroidery, weaving and heat transfer. You will develop your visual skills and explore different ways of using materials and tools to develop your own ideas.

You will explore a variety of mark making techniques, experiment with collage and discover the properties of materials whilst exploring your visual language through drawing.

We place a strong emphasis on drawing as drawing is crucial to innovation across all creative disciplines regardless of your specialism and the ability to explore the qualities of line is particularly important throughout textiles. As a faculty we support student progress through regular feedback sessions offering a platform for discussion and development to ensure your creative practice and acquisition of skills are constantly progressing and moving forward.

You will work within well-lit teaching studios with your own personal studio space so that you can develop and work independently and you will be supported throughout the 2-year course by staff that are experienced within a wide variety of disciplines, enabling you to develop your creative practice.

Assessment
Component 1: Coursework
This component incorporates two linked elements, each with separate final outcomes: Practical work and Personal study. The investigation and development for both the Practical work and Personal study will be shown through supporting studies.

- 60% of the total A Level
- Internally assessed

Component 2: Externally Set Assignment
The Externally Set Assignment represents the culmination of the A Level course. The paper consists of one broad-based thematic starting point. During the preparatory period, you are encouraged to be independent in the development of your ideas, intentions and response.

- 40% of the total A Level
- Internally assessed

Career Opportunities
As a textile design graduate, you can use your creative flair and ability to generate ideas and concepts to match a brief to find work in the textile industry or to set up your own business. Some of the careers which stem from Textile Design are Clothing/Textile Technologist, Colour Technologist, Interior and Spatial Designer, Fashion Designer, Textile Designer, Printmaker, Product Designer, Retail Buyer, Stylist, Visual Merchandiser.

ENTRY REQUIREMENTS
Grade 4 in GCSE Art or Graphics.

Students will pay a studio fee of £25 to support their work.

A bursary is available in school for students who need financial support.

FURTHER INFORMATION
You will have an opportunity to extend your experiences of work first hand by taking part in visits to galleries and events. These visits abroad have included New York, Paris and Berlin in the past few years. These trips have involved visits to the Empire State Building, Museum of modern art NYC, the Eiffel Tower, The Louvre, Musée d’Orsay and the Bauhaus. You will also have your own studio space, use of a broad range of technologies to help develop your work including professional standard software, access to computer suites and a lighting studio.
Biology

ENTRY REQUIREMENTS

Grade 6 in GCSE Biology and Chemistry
or Grade 6-6 in GCSE Combined Science

Please note, students are recommended to study Mathematical Studies or AS Maths/ A Level Maths.

Career Opportunities

Biology is a requirement for Medicine, Veterinary Science, Physiotherapy, Marine Biology, Dentistry, Pharmacy and Genetics courses. It is also a preferred subject for Forensic Science, Nursing, Speech Therapy, Biotechnology and Environmental Science courses and a good basis for many degree courses such as Teacher Training, Sports Management, Business and Law.

Course Content

YEAR 12
Unit 1: Biological molecules
The biochemistry of important biological molecules including carbohydrates, lipids, proteins, ATP and DNA.

Unit 2: Cells
The detailed structure of the building blocks of life in plants, animals, bacteria and viruses. The importance of the membrane for cell recognition and immunity.

Unit 3: Organisms exchange substances with their environment
Gas exchange and the use of haemoglobin to transport oxygen. The structure and function of the circulatory system and the digestion of food and its absorption. Transport mechanisms used in plants.

Unit 4: Genetic information, variation and relationships between organisms
The synthesis of proteins using DNA as an information molecule. How genetic diversity arises as a result of mutation or meiosis. Classification systems and biodiversity.

YEAR 13
Unit 5: Energy transfers in and between organisms
The biochemistry of photosynthesis and respiration. Nutrient cycles and the transfer of energy in ecosystems and its repercussions on farming practices.

Unit 6: Organisms respond to changes in their internal and external environments
The detailed structure of a reflex and simple behaviour patterns.

Unit 7: Genetics, populations, evolution and ecosystems
Inheritance of multiple alleles and sex linkage. The process of evolution and the causes of changes in population size.

Unit 8: The control of gene expression
The ways in which organisms and cells control their activities.

Assessment

A LEVEL
Paper 1: Written paper on Units 1-4, including practical skills: 2 hours
• 35% of the total A Level

Paper 2: Written paper on Units 5-8, including practical skills: 2 hours
• 35% of the total A Level

Paper 3: Written paper on Units 1-8, including practical skills: 2 hours
• 30% of the total A Level

Practical skills will be assessed by evidencing 12 practical activities over the 2 years for which you will receive separate recognition.

FURTHER INFORMATION

Throughout the course you will make connections and associations with all living things around you. You will develop observational, analytical and evaluative skills, which can be transferred to other subjects. You will have the opportunity to carry out genetic fingerprinting in a University lab and carry out Ecology fieldwork.
Course Content

This course takes you from an introduction to different business sectors to high level accounting and strategy. Along the way you will investigate the workings of the four functions of business; marketing, finance, operations and HR management.

YEAR 12 TOPICS

During Year 12 you investigate what business is, its purpose and the importance of profit and how it is measured. You also study the role of managers, leadership and decision-making and the various management and leadership styles that can be employed. Decision making is vital to any business and during this year you will study how it can be used to improve.

The course breaks down into two themes:

Theme 1: Marketing and People

This investigates how businesses act and react in different markets, and the strategies used to gain a competitive edge. In addition, the role and characteristics of the entrepreneur are examined in detail, along with the impact of leadership and appropriate motivation methods.

Theme 2: Managing Business Activities

This theme covers the operational aspects of business and therefore considers concepts such as efficiency, cost control and resource management. Financial matters are also examined, with particular emphasis on financial planning, sourcing finances and monitoring financial performance, both over time, and compared to other firms in the same or similar markets.

YEAR 13 TOPICS

Building on the knowledge from Year 12 the focus of Year 13 is to study the importance of strategy in business. This focuses upon techniques and methods utilised in the world of business to develop successful business practice.

Two additional themes are covered:

Theme 3: Business Decisions and Strategy

This builds on the work covered in Theme 2, and investigates decision-making techniques, and the strategies required to allow business to grow effectively and manage change appropriately in order to foster long-term success.

Theme 4: Globalisation

Building on the work covered in Theme 1, this theme investigates business activities in international markets. The reasons behind international trade are examined, as are the strategies used to market a business successfully beyond its home territory. The growth, role and further development of Multi-National Companies is investigated in detail.

You will also consider how businesses pursue different strategic methods and how they manage any changes they wish to make.

Assessment

Paper 1: Written exam: 2 hours
  • 35% of the total A Level

Paper 2: Written exam: 2 hours
  • 35% of the total A Level

Paper 3: Written exam: 2 hours
  • 30% of the total A Level

Career Opportunities

There are a number of high-level apprenticeships and university options an A Level in Business Studies will offer. Management, Marketing, Finance, Retail, Banking and Accountancy are all potential career areas.

FURTHER INFORMATION

You will have the opportunity to develop your interest further through a planned Social Sciences visit to New York.
Career Opportunities

Some students will go on to study chemistry based degrees. Chemistry is a requirement for Medicine, Veterinary Science and other Medical related occupations. These may lead to careers in Forensic Science, Polymer Manufacture or Environmental Control. Others will choose Biological Sciences (e.g. Biochemistry or Pharmacology) and Chemical Engineering, where chemistry is often a requirement or recommendation.

Course Content

YEAR 12 TOPICS

Unit 1: Physical Chemistry
You will study the structure of the atom, mole calculations, structure and bonding, kinetics, equilibrium, energetics and redox chemistry. This will give you a solid foundation in physical chemistry and you will develop many key practical skills.

Unit 2: Inorganic Chemistry
You will study trends in periodicity as well as trends in Group 2 and Group 7 of the periodic table.

Unit 3: Organic Chemistry
In this unit you will be introduced to organic chemistry including Alkanes, Haloalkanes, Alkenes and alcohols as well as analytical techniques.

YEAR 13 TOPICS

Unit 1: Physical Chemistry
You will study the structure of the atom, mole calculations, structure and bonding, kinetics, equilibrium, energetics and redox chemistry. This will give you a solid foundation in physical chemistry and you will develop many key practical skills.

You will then go on to study a number of these topics in greater depth including looking at rate equations and equilibrium constants. You will also study thermodynamics, acids and bases and electrochemical cells.

Unit 2: Inorganic Chemistry
You will study trends in periodicity as well as trends in Group 2 and Group 7 of the periodic table.

You will then study transition metal chemistry, reactions of ions in aqueous solution and properties of period 3 elements in greater depth.

Unit 3: Organic Chemistry
In this unit you will be introduced to organic chemistry including Alkanes, Haloalkanes, Alkenes and alcohols as well as analytical techniques.

You will further your understanding of organic chemistry including optical isomerism and reactions for a range of organic substances.

You will also be introduced to more analytical techniques including Nuclear Magnetic Resonance (NMR) and Chromatography.

Assessment

Paper 1: Written paper: Physical and Inorganic Chemistry: 2 hours
• 35% of the total A Level

Paper 2: Written paper: Organic Chemistry and Physical Chemistry: 2 hours
• 35% of the total A Level

Paper 3: Any content and Practical Skills: 2 hours
• 30% of the total A Level

Practical skills will be assessed by evidencing 12 practical activities over the 2 years for which you will receive separate recognition.

ENTRY REQUIREMENTS

Grade 6 in GCSE Chemistry and Grade 6 in GCSE Biology or Physics.

or Grade 6-6 in GCSE Combined Science.

and Grade 5 in GCSE Maths is also required.

Please note, students will be required to study Mathematical Studies or AS Maths/A Level Maths.

Further Information

You will have the chance to develop both a deeper understanding of chemical behaviour and your practical skills as a Chemist. As part of the practical component, you will be given opportunities to independently carry out multistep chemical synthesis, for example in the Aspirin synthesis project completed at the end of your first year of study in year 12.
EXAM BOARD: AQA

THE SIXTH FORM AT HARROGATE GRAMMAR SCHOOL

www.harrogategrammar.co.uk

GCSE

EXAM BOARD: AQA ART, DESIGN & IT FACULTY

THE SIXTH FORM AT HARROGATE GRAMMAR SCHOOL

Evaluation Board: AQA

www.harrogategrammar.co.uk

GCSE Chinese

Course Content

This course is an exciting opportunity for you to learn a fascinating new language or to develop your skills further having studied Mandarin Chinese as a beginner already. The course will allow you to develop your (Mandarin) Chinese language skills to your full potential, equipping you with the knowledge to communicate in a variety of contexts with confidence.

YEAR 12 TOPICS

- Relationships with family and friends
- Marriage/partnership
- Social media and mobile technology
- Music, cinema and TV
- Food and eating out
- Sport
- Customs and festivals in Chinese-speaking countries/communities
- My studies and life at school

YEAR 13 TOPICS

- Home, town, neighbourhood and region
- Charity/voluntary work
- Healthy/unhealthy living
- The environment
- Poverty/homelessness
- Travel and tourism
- Education post-16
- Jobs, career choices and ambitions

Assessment

There are four exams at the end of Year 13.

Paper 1: Listening
- Understand and respond to different types of spoken language
- Foundation Tier 35 minutes; Higher Tier 45 minutes
- 25% of GCSE

Paper 2: Speaking
- Communicate and interact effectively in speech, including a role play, a photo card discussion and general conversation
- Foundation Tier 7-9 minutes; Higher Tier 9-12 minutes
- 25% of GCSE

Paper 3: Reading
- Understand and respond to different types of written language, including translation into English
- Foundation Tier 45 minutes; Higher Tier 1 hour
- 25% of GCSE

Paper 4: Writing
- Communicate in writing, including translation into Mandarin Chinese
- Foundation Tier 1 hour; Higher Tier 1 hour 15
- 25% of GCSE

Career Opportunities

Taking GCSE Chinese is an excellent starting point towards further study of the language. Many universities offer Mandarin Chinese as a degree option, sometimes from beginner’s level. It can be studied as a single honours or as a joint honours degree, often alongside another language or combined with a vocational subject such as Business or Law. Careers in languages include Journalism, Law, Business Management, Translating, Interpreting and Teaching. Having a language is also a very marketable skill for a huge variety of other career paths.

ENTRY REQUIREMENTS

Grade 6 in any language at GCSE (if starting from complete beginner) or evidence of having studied Mandarin Chinese in a beginner’s class already.

GCSE Chinese is studied as an enrichment subject in addition to the four choices outlined on page 6.

FURTHER INFORMATION

Please see our Centre of Excellence for Language Provision on page 15.
**Computer Science**

**Course Content**

The course gives you an in depth understanding of how computers work. You will already be familiar with the use of computers from your other subjects. However, this course will give you an insight into what goes on 'behind the scenes' in Computer Science.

This qualification is designed to encourage you to:

- Develop ability to solve problems using computers
- Extend knowledge of computer programming
- Improve understanding of computer hardware and software

**Paper 1**

This paper tests your ability to program as well as your theoretical knowledge of computation and algorithms. You will answer a series of short questions and write/adapt/extend programs in an Electronic Answer Document.

**Paper 2**

This paper tests your ability to answer questions on the fundamentals of data representation; computer systems; computer organisation and architecture; communication and networking; databases; functional programming; Big Data and the consequences of uses of computing.

**Non-exam Assessment**

The non-exam assessment assesses your ability to use the knowledge and skills gained through the course to solve a practical problem.

**Assessment**

- **Paper 1:** A two and a half hour 'on-screen' practical exam
  - 40% of the total A Level
- **Paper 2:** A two and a half hour written exam
  - 40% of the total A Level
- **Non-exam Assessment**
  - 20% of the total A Level

**Career Opportunities**

The course provides excellent preparation for higher study and employment in the field of computer science. The increasing importance of computer systems and related technologies means there will be a growing demand for professionals who are qualified in this area, including Computer Programmer, Network Architect, Database Administrator, Systems and Applications Software Developers and Analysts.

**ENTRY REQUIREMENTS**

Grade 7 in GCSE Maths

or Grade 6 in GCSE Computing.

Programming experience is desirable.

Students who do not study A Level Maths are required to study Mathematical Studies.

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**ENTRY REQUIREMENTS**

Grade 7 in GCSE Maths

or Grade 6 in GCSE Computing.

Programming experience is desirable.

Students who do not study A Level Maths are required to study Mathematical Studies.
OCR Level 3 Cambridge Technical Extended Certificate

**ART, DESIGN & IT FACULTY**

**Digital Media**

**Course Content**

The media industry in the UK will soon be worth a staggering £72 billion, with the digital entertainment and media sector growing twice as fast as the rest of the country’s economy. Now is the time to take advantage and be prepared for opportunities in a range of sectors where the UK is market leader in Europe and beyond.

OCR Level 3 Cambridge Technical in Digital Media has been designed in collaboration with experts spanning the breadth of the sector. The qualification focuses on the skills, knowledge and understanding that today’s universities and employers demand.

You will apply your practical skills and knowledge in preparation for further study, Higher Education or the workplace.

**Assessment**

You will take five units. These are:

- Media products and audiences (E)
- Pre-production and planning (E)
- Create a media product (C)
- Social media and globalisation (E)
- Advertising media (C)

These units will give you an understanding of how different media institutions operate to create products that appeal to specific target audiences. You will gain knowledge and understanding of the pre-production, planning and production processes and go on to create a media product. Through this you will also develop transferable skills such as planning, communication, adaptability and leadership.

The other units provide you with the opportunity to broaden your knowledge, understanding and skills in key areas such as social media and globalisation as well as advertising media.

The units are graded Pass, Merit and Distinction.

The overall qualification is graded Pass, Merit, Distinction, Distinction*. (E) Examined unit (C) Coursework unit

**Career Opportunities**

This qualification is the same size as one A Level. You will take units which provide the breadth of knowledge, understanding and skills to prepare you to study in a Higher Education Institution either on a media-related degree course or to support an application for a range of other degree courses. Careers include: Web Designer, Blogger, Digital Media Manager, Social Media Communications Director, Engagement Coordinator, Social Media Designer and Graphic Designer.

**FURTHER INFORMATION**

You will have the opportunity to investigate how the latest blockbuster media productions become successful. By looking at marketing techniques, using social media and using your first-hand experience of games and films to see what features make them as popular as they are.

**ENTRY REQUIREMENTS**

Grade 4 in GCSE English.

Students are strongly encouraged to study Mathematical Studies.

Students need to have a general interest in the production of media in a variety of formats and be prepared to play an active role in discussing and analysing their creative work.
Course Content

You will deepen your understanding of the interrelationship between performer, designer and director. You will analyse and evaluate your work and the work of others; you will understand how performance texts can be interpreted and performed; you will develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre. This course will enable you to understand practices used in 21st-century theatre-making as well as experience a range of opportunities to create theatre, both published text-based and devised work. Theatre trips will take place to contextualise learning.

Component 1: Devising

You will practically explore a variety of differing theatrical practitioners to inform your own creativity. In groups, you will devise a piece of theatre based on a given stimulus, perform it and submit supporting notes analysing the process.

Component 2: Text in Performance

You will take a piece of text from page to stage. Being assessed as a performer or as a designer, you will create a piece of performance work taken from a published text.

Component 3: Written Examination

Having studied two set texts, you answer questions about the characters, plot, themes, relationships, performance style and so on, from the point of view of the director. You will also write a review of a piece of live theatre.

You will prepare for all of these components in Year 12 and are formally assessed or examined in Year 13.

YEAR 12 TOPICS

In order to widen and expand your theatrical knowledge of style and genre, a broad base of theatre practitioners are studied in depth through practical exploration and academic research. This knowledge and experience is then applied to devised work, to scripted work and to two set texts; ‘Hedda Gabler’ and ‘That Face’.

YEAR 13 TOPICS

Following on from the experience gained in Year 12, you create, develop and prepare two pieces of performances for coursework (this can be as an actor or as a designer), submitting a written portfolio to support the work. You will then prepare for the written examination which requires detailed response to two set texts; ‘Hedda Gabler’ and ‘That Face’ and a piece of live theatre.

Assessment

Component 1: Devising
• Coursework
• 40% of the qualification

Component 2: Text in Performance
• Coursework
• 20% of the qualification

Component 3: Theatre Makers in Practice
• Written examination: 2 hours 30 minutes
• 40% of the qualification

ENTRY REQUIREMENTS

Grade 6/5 or 5/6 in GCSE English Language
and GCSE English Literature.

GCSE Drama is useful but not essential.

Career Opportunities

Many of our Drama and Theatre Studies students progress to Drama School and university to study Drama, English, Art, History or Law.

There are many career options within the Performing Arts including Journalism, Theatre Management, Arts Administration, Theatre Design, Teaching, Acting, Directing, Events Co-ordination, Stage Management and many more.

Further Information

You will have the opportunity to apply all skills taught in the course in extra-curricular productions, which include a musical, a senior drama production and annual showcases. Theatre industry connections means that you will always be able to access the most current and relevant information when it comes to auditioning and working in the business. Regular visits to a range of theatres both locally and in London ensures that you have a rounded appreciation of a range of productions.
Course Content

Economics investigates how society organises and allocates scarce resources to provide us with the goods, services and activities we need and want. This spans a huge array of topics, from what determines the price of coffee, to why the Government spends billions on projects such as HS2. We also consider how ethical and equitable the outcomes of such activities and decisions are.

YEAR 12 TOPICS

The three key principal issues are:

- The operation of markets and market failure
- The national and international economy
- Economic principles and issues

The course is divided into Micro and Macro Economics; both are studied over the two years. Issues such as demand and supply, the operation of price mechanism and the causes of market failure are central to Micro Economics and discussed throughout the course. Macroeconomics examines the issues of Economic Growth, Inflation, Unemployment and the Current Balance, treating these as indicators of economic performance. Aggregate Demand and Supply analysis is used as a means of evaluating economic policy in these areas.

YEAR 13 TOPICS

Continuing your studies of key principles from Year 12 you will deepen your understanding of both Micro and Macro Economics.

Note that the two main areas of the course are interrelated; understanding Macroeconomics requires you to have a firm grasp of Microeconomic principles; for example, an understanding of price of elasticity of demand is essential when analysing the impact of changes in foreign currency exchange rates. You are familiarised with how to analyse unseen case studies to develop skills of ‘thinking as an Economist’ to help prepare you for your final examinations.

Assessment

Paper 1: Markets and Markets Failure: 2 hours
- 33.3% of the total A Level

Paper 2: The National and International Economy: 2 hours
- 33.3% of the total A Level

Paper 3: Economic Principles and Issues: 2 hours
- 33.3% of the total A Level

Career Opportunities

You can take Economics as a specialist course at university or with a wide range of other subjects. Possible careers include Accountancy, Finance, Civil Service and a variety of management opportunities.
English Language

Course Content

The course is the study of language and its variations within a range of diverse forms and contexts. You will explore language acquisition in childhood and how language has changed over time. Analysis will be made of the power of language and its effects in presenting attitudes and opinions.

Unit 1: Language, The Individual and Society
Textual variations and representations
• The close analysis of language and meaning in range of written and digital texts.

Children’s language development (0-11 years)
• The study of the ways children acquire speech and literacy skills, using real speech data & samples of their writing.

Unit 2: Language, Diversity and Change
• Language diversity and change includes exploration of regional speech; social trends in accent and dialect; historical language change; the impact of gender and occupation on language and world Englishes.

Career Opportunities

An A Level in English Language can lead to exciting career opportunities in the professional fields of Law and Journalism, Politics, Media, Advertising, Publishing, Teaching and Public Relations.

FURTHER INFORMATION

If you have ever thought to yourself, “Why do I love Irish accents so much?” or, “Why do boys and girls seem to speak so differently?” then studying English Language is the perfect way to find out the answers to these questions... and many more.

ENTRY REQUIREMENTS

Grade 6 in GCSE English Language and Grade 5 in GCSE English Literature.

Assessment

Assessment at A Level is via two external examinations and one piece of coursework.

Paper 1: Language, The Individual and Society: 2½ hours
• 40% of the total A Level

Paper 2: Language, Diversity and Change: 2½ hours
• 40% of the total A Level

Unit 3: Internally Assessed Coursework
• 20% of the total A Level marks

Language issues are explored through students’ own journalistic writing.

Methods of language analysis, sociolinguistics and relevant linguistic theory are integrated into the course. Society’s attitudes towards the way we choose to represent ourselves through speech and writing are evaluated throughout.

Unit 3: Coursework Assessment
• Language in action
• Language investigation
• Original writing

ENTRY REQUIREMENTS

Grade 6 in GCSE English Language and Grade 5 in GCSE English Literature.
A LEVEL

English Literature

Course Content

The course offers an opportunity to read widely and independently both set texts and others that you select for yourselves; engage creatively with these texts and respond critically to them via comparison and close analysis. You will develop a deep appreciation for literature across time, reading essays, prose and poetry.

Unit 1: Love Through the Ages

Study of three texts: one poetry AQA Anthology of Love Poetry Through the Ages (pre-1900 or post-1900) and one prose text ‘The Great Gatsby’ F Scott Fitzgerald and one Shakespeare play ‘Othello’.

• Examination will include two unseen poems

Unit 2: Texts in Shared Contexts

Option B – Modern Times: Literature from 1945 to the present day

Study of three texts: one prose ‘The Handmaid’s Tail’ Margaret Atwood, one poetry by Carol Ann Duffy and one drama ‘Streetcar Named Desire’ Tennessee Williams.

• Examination will include unseen extracts

Unit 3: Coursework Assessment

Independent Critical Study: Texts Across Time

Comparative critical study of two texts, at least one of which must have been written pre-1900.

One extended essay (2500 words) and a bibliography.

Assessment

Assessment at A Level is via two external examinations and one piece of coursework.

Paper 1: Love Through The Ages

• 3 hour exam
• 40% of the total A Level marks

Paper 2: Texts in Shared Contexts

• 2 hour 30 minutes exam
• 40% of the total A Level marks

Paper 3

• Internally Assessed
• 20% of the total A Level

Career Opportunities

An A Level in English Literature can lead to exciting career opportunities in the professional fields of Politics, Publishing, Teaching, Public Relations, Law, Journalism, Social Work, Management, Librarianship and the Health Service.

ENTRY REQUIREMENTS

Grade 6 in GCSE English Literature and Grade 5 in GCSE English Language.

FURTHER INFORMATION

You will have the opportunity to study some of the great works of literature across time from Tudor times to the 21st century. They will change and challenge your perspectives.
Extended Project Qualification (EPQ)

Course Content

The Extended Project Qualification (EPQ) provides an opportunity for you to pursue your own academic interests in a chosen topic. You will undertake independent research, gaining additional UCAS points for your university application and developing a range of independent research skills.

YEAR 12

During this one year course you will create your project which can be either a specific essay-based study or the production of an ‘artefact’ (play, video, book, sculpture, photographic journal). Although this is an independent study project, you will receive support through access to a supervisor and weekly taught sessions which cover a range of study skills such as referencing, research methods and writing techniques. The EPQ is offered as a stand-alone qualification at AS and attracts a potential A* grade. This valuable qualification allows you to develop useful skills for either employment or higher level study.

Examples of EPQ Project Titles:

As long as you do not replicate a topic you are studying in your other A Levels you are free to be creative and choose a topic that really interests and excites you. Some examples of Project titles are:

- How is architecture affected by the need to make buildings earthquake-resistant?
- To what extent is hydroelectricity the answer to meeting the European Union’s renewable energy targets?
- The Death Penalty in some American States is an infringement of Human Rights
- Is the widening income distribution gap as negative to society as it appears?

Assessment

The EPQ is assessed via the submission of a project comprising of a logbook, which indicates your planning and reflections at various stages of your journey as well as your essay (5000 words)/artefact. If you choose to create an artefact an additional written report (2000 words) needs to be submitted to accompany this. You are also required to make a short presentation of your findings and experiences studying the EPQ.
Course Content

This course is an opportunity to explore the language and culture of France and the French-speaking world. You will be aiming to gain the confidence to communicate effectively in flowing French over interesting, contemporary social topics, as well as films and literature, and will be studying the influence of the past on the French-speaking world.

YEAR 12 TOPICS

• Family life in a state of change.
• The digital world.
• The place of voluntary work.
• French culture proud of its heritage.
• Contemporary French music.
• French cinema – a deep study of French film.

YEAR 13 TOPICS

• Teenagers – the right to vote and political commitment.
• Demonstrations, strikes – who holds the power?
• Politics and immigration.
• Positive features of a diverse society.
• Life for the marginalised.
• How criminals are treated.

• A deep study of a French novel/play.
• An independent individual research projection on an aspect of French life/culture, chosen by the student.

Assessment

There are three exams at the end of Year 13.

Paper 1: Listening, Reading and Writing

• Listening and Reading comprehension tasks, as well as a translation into and out of French, based on the topics studied.
• 2½ hours
• 50% of A Level

Paper 2: Writing

• Two essay questions on set texts or one set text and one film.
• 2 hours
• 20% of A Level

Paper 3: Speaking

• A discussion on a stimulus card, followed by a presentation and a discussion of an individual research project.
• 21-23 minutes (including 5 minutes preparation time)
• 30% of A Level

Career Opportunities

Many of our A Level students continue with their languages at university, either as a single honours or as a joint honours degree, combined with a vocational subject such as Business or Law. Some choose to start a new language and are attracted to courses such as Japanese or Mandarin Chinese. Careers in languages include Journalism, Law, Business Management, Translating, Interpreting and Teaching. Having a language is also a very marketable skill for a huge variety of other career paths.

ENTRY REQUIREMENTS

Grade 7 in GCSE French.

FURTHER INFORMATION

Please see our Centre of Excellence for Language Provision on page 15.
**Career Opportunities**

Geography is highly valued by universities. Careers include Environmental Consultancy, Hazard Management, International Development, Marketing and Law.

**Course Content**

Geography is the study of the world. We seek to understand landscapes, environments, economies and societies. We explore how and why the world is changing, the role of people in these changes, and the choices involved in managing the future. You will develop key skills, from analysis to fieldwork.

**YEAR 12 TOPICS**

Across the two year A Level course, you will study six topics; three physical and three human. Through studying these topics you will gain a thorough understanding of the processes that occur within the world’s natural and human environments, and the interrelationships between them. You will put this understanding within the context of particular case studies, identifying the differences between places as well as the links between them.

**Physical Geography:**

- Water and carbon cycles
  This unit focuses on the major stores of water and carbon at or near the Earth’s surface and the dynamic cyclical relationships associated with them.

- Coastal systems and landscapes
  This unit focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves currents and terrestrial and marine sediments.

**Human Geography:**

- Contemporary urban environments
  This unit focuses on urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations.

- Changing places
  This unit focuses on people’s engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives.

**YEAR 13 TOPICS**

- Physical Geography:
  - Hazards
    This unit focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion.

- Human Geography:
  - Global systems and global governance
    This unit focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades.

**Geographical Investigation:**

You will complete an individual investigation, including data collected in the field. This must be based on a question or issue chosen by you, relating to any part of the course. This investigation will be student-led from the planning and data collection stages through to drawing conclusions and evaluation, allowing you to develop a wide range of skills. You will take part in a variety of fieldwork activities in order to decide on your focus and collect your data.

**Assessment**

- **Component 1: Physical Geography**
  Written exam: 2½ hours
  - 40% of the total A Level

- **Component 2: Human Geography**
  Written exam: 2½ hours
  - 40% of the total A Level

- **Component 3: Geographical Investigation**
  - 3,000–4,000 words
  - 20% of the total A Level
A LEVEL

German

Course Content
This course is an opportunity to explore the language and culture of Germany and the German-speaking world. You will be aiming to gain the confidence to communicate effectively in flowing German over interesting, contemporary social topics, as well as films and literature, and will be studying the influence of the past on the German-speaking world.

YEAR 12 TOPICS
• Family life in a state of change.
• The digital world.
• Youth culture, music, fashion and television.
• Festivals and traditions.
• Art and architecture.
• Post Second World War German history.
• Berlin before and after German reunification.
• A deep study of German film.

YEAR 13 TOPICS
• Immigration.
• Integration.
• Racism.
• Germany and the European Union.
• Politics among young people in Germany today.
• A deep study of a German novel/play.
• An independent individual research project on an aspect of German life/culture, chosen by the student.

Assessment
There are three exams at the end of Year 13:

Paper 1: Listening, Reading and Writing
• Listening and Reading comprehension tasks, as well as a translation into and out of German, based on the topics studied.
• 2½ hours
• 50% of A Level

Paper 2: Writing
• Two essay questions on set texts or one set text and one film.
• 2 hours
• 20% of A Level

Paper 3: Speaking
• A discussion on a stimulus card, followed by a presentation and a discussion of an individual research project.
• 21-23 minutes (including 5 minutes preparation time)
• 30% of A Level

Career Opportunities
Many of our A Level students continue with their languages at university, either as a single honours or as a joint honours degree, combined with a vocational subject such as Business or Law. Some choose to start a new language and are attracted to courses such as Japanese or Mandarin Chinese. Careers in languages include Journalism, Law, Business Management, Translating, Interpreting and Teaching. Having a language is also a very marketable skill for a huge variety of other career paths.

ENTRY REQUIREMENTS
Grade 7 in GCSE German.

FURTHER INFORMATION
Please see our Centre of Excellence for Language Provision on page 15.
Course Content

We don't always like politicians and the things that governments do, but politics touches every aspect of our lives. Whether government makes you feel angry or reassured, it's worth having a knowledge of how the whole process of an elected government works, and of the ideologies that underpin them.

YEAR 12 TOPICS

During the first year of Government and Politics you'll study two main themes:

UK Politics

How do people participate in the electoral process? What values and beliefs do the current political parties stand for? What are the pros and cons of how we elect those who govern us?

UK Government

This covers issues such as, what is parliament's role in the UK political system? How does a Prime Minister choose advisors? How is a government stopped from gaining excessive power?

The summer term also provides an opportunity to explore the politics of the USA in the post-2016 election world.

YEAR 13 TOPICS

In the second year of the Government and Politics course you will study two further themes:

American Politics

Covering issues such as the US constitution, presidency and racial politics, you will compare aspects of UK and US politics as well as investigate the effectiveness of American institutions.

Political Ideologies

Consisting of an exploration of some of the ideologies which have shaped the modern world, including liberalism, socialism, conservatism and feminism. You will analyse the core themes held by each ideology as well as the tensions that exist within them.

Assessment

Unit 1: UK Politics: Written exam paper: 2 hours
- 33.3% of the total A Level

Unit 2: UK Government: Written exam paper: 2 hours
- 33.3% of the total A Level

Unit 3: Comparative Politics: Written exam paper: 2 hours
- 33.3% of the total A Level
Course Content

Graphic Communication conveys information and ideas through visual means within a set of constraints. The increase in the use of information technology has led to changes in working practices and new ways of both communicating and presenting information.

The subject is taught in a purpose-built open studio – giving ample space for large-scale production as well as fine small-scale work on the industry spec MACs and PCs using software such as Photoshop, Illustrator and CAD. Facilities for relief and screen printing, air-brushing and photography are all in-house and additional 3D needs are served by the Design Technology Department.

You will learn how to interpret a brief, taking a concept through to completion by applying your chosen design through a wide range of materials. You will need to take the initiative, progress your creative skills, develop your techniques, understand and improve your personal response. The result of which will be a refined body of work which clearly identifies the assessment objectives.

You will also have the opportunity to work with professional design agencies and graphic designers which allows you to understand their response to a commercial brief, how it’s executed and presented to the client and the time pressures involved, all invaluable experience for progression into the industry.

Assessment

Component 1: Coursework

This component incorporates two linked elements, each with separate final outcomes: Practical work and Personal study. The investigation and development for both the Practical work and Personal study will be shown through supporting studies.

- 60% of the total A Level
- Internally assessed

Component 2: Externally Set Assignment

The Externally Set Assignment represents the culmination of the A Level course. The paper consists of one broad-based thematic starting point. During the preparatory period, you are encouraged to be independent in the development of your ideas, intentions and response.

- 40% of the total A Level
- Internally assessed

Career Opportunities

Whether you work for a consultancy or set up your own studio, a degree in graphic design opens the door to a range of creative career such as Advertising Art Director, Animator, Creative Director, Graphic Designer, Illustrator, Printmaker, Production Designer, Theatre/Television/Film, Exhibition Designer, Landscape Architect, Medical Illustrator, Multimedia specialist.

 ENTRY REQUIREMENTS

Grade 4 in GCSE Art & Design, Textiles or Graphics.

Students will be expected to pay a studio fee of £25 to support their work.

Previous experience of Adobe Photoshop and Illustrator desirable.

A bursary is available in school for students who need financial support.

FURTHER INFORMATION

You will have an opportunity to extend your experiences of work first hand by taking part in visits to galleries and events. These visits abroad have included New York, Paris and Berlin in the past few years. These trips have involved visits to the Empire State Building, Museum of modern art NYC, the Eiffel Tower, The Louvre, Musée d’Orsay and the Bauhaus. You will also have your own studio space, use of a broad range of technologies to help develop your work including professional standard software, access to computer suites and a lighting studio.
History

**Course Content**

**The Tudors: England, 1485-1603**
- A study in breadth

The Tudor dynasty stabilised England and changed it forever; yet it was riddled by crises, and ended with no clear direction for the country to follow. You will study how Henry VII and Henry VIII established and developed their power, and analyse the impact that religious changes had on the country. You will explore a period of significant conflict with neighbouring countries and foreign powers during a time in which England was trying to assert its authority over land and sea. The second half of the course focuses on the reign of Elizabeth in particular, looking at how, through a mixture of good luck and careful planning, she became one of Britain’s most loved monarchs.

**France in Revolution, 1774-1815**
- A study in depth

Portrayed itself as a triumph of the forces of reason over those of superstition and privilege, the French Revolution is a story of victory of ideas, rights and freedoms over the out-dated absolute power of Kings.

These changes were accompanied by violent turmoil, including executions and repression, and warfare involving every other major European power. You will analyse both the causes and the impact of the revolution, and form your own judgements about one of the defining periods in European and world history.

**Historical Investigation:**
**Civil Rights in the USA, 1863-present day**

In this module you will learn about the complex relationship between race, politics, the police, the media, the economy, education, religion and society in the USA. You will select your own area of particular interest and develop your own essay question and undertake independent research. You’ll be assessing historical debates and analysing primary evidence in order to develop and substantiate your own judgement.

**Assessment**

**Component 1:** The Tudors: England, 1547-1603
- Examination
  - 40% of the total A Level

**Component 2:** France in Revolution, 1774-1815
- Examination
  - 40% of the total A Level

**Component 3:** Historical Investigation: Civil Rights in the USA, 1863-present day
- Coursework
  - 20% of the total A Level

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**FURTHER INFORMATION**

Our students have the opportunity to immerse themselves in the world of the Tudors and French Revolution through participating in our trip to London and Paris in which we visit the Tower of London, Hampton Court Palace, the Palace of Versailles and Napoleon’s tomb. The department also runs regular university-style seminars for those who are interested in pursuing the subject further, as well as support sessions for UCAS personal statements, university interviews, and admissions tests for universities.

**Career Opportunities**

Historians go on to careers as diverse as Law, Teaching, Politics, Journalism, in fact anything which demands critical interpretation and analysis.

**ENTRY REQUIREMENTS**

Grade 6 in GCSE History.

If GCSE History was not taken, then Grade 7 in GCSE English Literature and English Language may be used as a substitute.
**A LEVEL**

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**Italian**

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**Course Content**

This course provides a deep study into the key aspects of Italian language, society and culture. The aim is for you to become fluent speakers and writers of Italian and to be able to express complex ideas with confidence and spontaneity.

You will study Italian film and literature as well as other sources and will develop the ability to respond in detail to the various themes they address in well-structured, concise essays.

**YEAR 12 TOPICS**

Changes in Italian society
- Family
- Education
- The World of Work

Political and artistic culture in Italian speaking countries
- Music
- Media
- Cultural heritage

**YEAR 13 TOPICS**

Italy: a changing society
- The positive impact of immigration in Italy
- The problems with migration
- The North/South divide

From Fascism to today
- Rise of power to Mussolini
- Fascism during the Second World War
- From dictatorship to democracy

**Assessment**

**Paper 1:** Listening, reading and translation into English: Written examination: 2 hours
- 40% of the qualification

**Paper 2:** Written response to works (book and a film) and translation into Italian: Written examination: 2 hours and 40 minutes
- 30% of the qualification

**Paper 3:** Speaking
Internally conducted and externally assessed.

Total assessment time: between 21 and 23 minutes, which includes a single period of 5 minutes’ formal preparation time
- 30% of the qualification

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**Career Opportunities**

Many of our A Level students carry on with their languages at university, either as a single honours or as a joint honours degree, combined with a vocational subject such as Business or Law. Some choose to start a new language and are attracted to courses such as Japanese or Mandarin Chinese. Careers in languages include Journalism, Law, Business Management, Translating, Interpreting and Teaching. Having a language is also a very marketable skill for a huge variety of other career paths.

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**ENTRY REQUIREMENTS**

Grade 7 in GCSE Italian.

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**FURTHER INFORMATION**

Please see our Centre of Excellence for Language Provision on page 15.
“The learning environment created here is truly enriched and world class, with a vast range of opportunities available.”
Why Study Mathematical Studies?

Mathematical Studies (Core Maths) is a Level 3 course for students in post 16 education who have passed GCSE Mathematics at grade 4 or above but are not taking A Level Mathematics. The aim is for you to retain, deepen and extend your mathematical understanding through solving meaningful and relevant problems.

This course started in 2014 but is already proving popular with five Year 12 groups scheduled for 2018-2019.

In this new era, Maths is emerging as crucial to being successful in the new economy. It is estimated that 57% of future careers for present 16 year olds will relate to Science Technology and Maths qualifications. As technology is changing, the requirements of the workforce shift so employers need people that are confident problem solvers and numerically fluent. This course is different and sets out to use a problem solving approach to teach applied areas such as: data handling (relevant to Geography, Psychology, History, Business and Economics and Sciences); Decision Maths (relevant to many business related subjects and computing) and personal finance.

This course will give you confidence with numerical techniques required at degree level or in employment and can be studied over 1 or 2 years.

Course Content

Approximately 80% of the course is based on elements of the new challenging GCSE course with the emphasis on real life application.

The rest on new level 3 content in the following areas:

- Financial Problem Solving: designed to give young people a structure they can use when making complex financial decisions.
- Critical Analysis: involves explaining arguments logically
- Statistical Techniques: designed to develop confidence and competence in the understanding and application of statistical modelling

Assessment

Two written papers at the end of the course.

Paper 1: General Mathematical Studies: 1½ hours

- 50% of the qualification

Paper 2A: Statistical Techniques: 1½ hours

- 50% of the qualification

Career Opportunities

This is a problem solving course and hence will form the bedrock of many careers and different types of employment as a supporting subject.

If you want to go into any Maths related careers e.g. Engineering then A Level Maths and Further Maths should be considered.

ENTRY REQUIREMENTS

Grade 4 in GCSE Maths.
Mathematics

Career Opportunities

Mathematics is a requirement for many jobs and courses. Competency with maths will benefit careers in all sectors, from Creative Arts and Design, to Engineering and Manufacturing.

The UK currently has a shortage of workers capable in Mathematics and STEM subjects; studying Maths adds another level of employability to any CV.

A universal part of human culture, Mathematics is the language through which we understand the world around us. Underpinning all subjects, Mathematics plays a special role in education. AS Maths is available to take in addition to specialised subjects.

Have you seen the Maths in: Navigation - from Sat Nav to Air Traffic Control; Aerospace - from engineering to design of spacecraft and aerodynamics; Sport - from accurate measurements to performance analysis and Architecture - from designing high-tech buildings to green technology?

Course Content

PURE MATHS

Algebra
Solving almost any problem in life which involves money, time, distance and the amount or size of something.

Geometry
Fighting back against cancer – geometry is a branch of maths that can help identify cancerous growth and help with the presentation and cure.

Sequences
Counting the cost. You take out a loan or a mortgage or you are comparing credit cards – how much will it really cost you?

Differentiation
Go with the flow! Racing cars need to cut through the air at high speeds and buildings need to remain standing in very high winds.

Logarithms
Disaster prevention. Understanding earthquakes and how you calculate their magnitude.

MECHANICS AND STATISTICS

Acceleration
How do we predict the motion of objects on earth and in the solar system?

Forces
What forces keep you in the seat at many of the attractions at Lightwater Valley?

Distributions
How can we predict movements in the stock market or the size of animals?

Probability and Logic
Venn diagrams provide a ‘diagrammatic representation of proportions and reasonings’.

Assessment

AS LEVEL

2 written exams:

Unit 1: Pure Maths: 2 hours
• 66.7% of the total AS Level

Unit 2: Mechanics and Statistics: 1 hour
• 33.3% of the total AS Level

ENTRY REQUIREMENTS

Grade 6 in GCSE Maths.
The CBI predicts that the UK needs an extra 730,000 people with maths, science, technology and engineering qualifications. Those who study A Level Maths earn on average 10% more than those without. Maths opens doors and is a requirement for many jobs and courses.

Mathematics reveals hidden patterns that help us understand the world around us. Like language, religion and music, mathematics is a universal part of human culture and as such plays a special role in education.

Have you seen the Maths in: Navigation - from Sat Nav to Air Traffic Control; Aerospace - from engineering to design of spacecraft and aerodynamics; Sport - from accurate measurements to performance analysis and Architecture - from designing high-tech buildings to green technology?

The A Level Maths course content is very similar to the AS Level content, but all topics are studied in greater depth. The exam papers are longer and the questions are more demanding.

**Course Content**

**PURE MATHS**

*Algebra*

Solving almost any problem in life which involves money, time, distance and the amount or size of something.

*Geometry*

Fighting back against cancer – geometry is a branch of maths that can help identify cancerous growth and help with the presentation and cure.

*Sequences*

Counting the cost. You take out a loan or a mortgage or you are comparing credit cards – how much will it really cost you?

*Differentiation*

Go with the flow! Racing cars need to cut through the air at high speeds and buildings need to remain standing in very high winds.

*Logarithms*

Disaster prevention. Understanding earthquakes and how you calculate their magnitude.

**MECHANICS AND STATISTICS**

*Acceleration*

How do we predict the motion of objects on earth and in the solar system?

*Forces*

What forces keep you in the seat at many of the attractions at Lightwater Valley?

*Distributions*

How can we predict the movements in the stock market or the size of animals?

*Probability and Logic*

Venn diagrams provide a ‘diagrammatic representation of proportions and reasonings’.

**Career Opportunities**

The study of maths can lead to a variety of exciting professional careers: Research, Law, Commerce, Teaching, Medicine, Engineering, Finance, Business and Government.

**Entry Requirements**

Grade 7 in GCSE Maths.

**Assessment**

A LEVEL (2 YEAR COURSE)

3 written exams:

Unit 1: Pure Maths 1: 2 hours
- 33.3% of the total A Level

Unit 2: Pure Maths 2: 2 hours
- 33.3% of the total A Level

Unit 3: Mechanics and Statistics: 2 hours
- 33.3% of the total A Level
Further Mathematics A Level should be considered as an addition to Mathematics A Level.

**Pure Maths**
Differential equations, polar, intrinsic and Cartesian graphing, further calculus.

**Integration**
You are a particle Physicist. How much force do you need to separate two electrons?

**Numerical Methods**
Computer games use a huge number of mathematical equations to describe the objects in the game and how they interact. These have to be solved but only to a given degree of accuracy.

**Imaginary/Complex Numbers**
How do you describe things that rotate or oscillate (Euler 1748)?

**Mechanics**
Momentum, impacts, rocket speeds, stability and conservation of energy.

**Gravitation**
What is the speed a rocket should be given to escape the earth's gravitational pull?

**Energy**
How does energy get transferred and how does it get lost or created?

**Harmonic Motion**
How do we predict high and low tides?

### Career Opportunities
Further Mathematics is particularly useful for students moving on to degree courses with a large mathematical content.

Have you considered:

- **Mathematics in Security**
  Keeping one step ahead of the hackers, giving airport x-rays a new direction.

- **Mathematics in Telecommunication and the Internet**
  Traffic jams on the information superhighway, untangling telecoms networks.

- **Mathematics in the Environment**
  Better weather forecasting, better conservation management.

- **Mathematics of Finance and Economics**
  Buy! Sell! Maths on the stock market, how to take a better risk?

### Assessment
**A LEVEL (2 YEAR COURSE)**
4 written exams:

- **Unit 1: Further Pure Maths 1: 1½ hours**
  - 25% of the total A Level

- **Unit 2: Further Pure Maths 2: 1½ hours**
  - 25% of the total A Level

- **Unit 3: Further Mechanics 1: 1½ hours**
  - 25% of the total A Level

- **Unit 4: Further Pure Maths 3: 1½ hours or Further Mechanics 2: 1½ hours**
  - 25% of the total A Level
A LEVEL

Course Content

Through the exploration of a number of study areas, you will form a personal and meaningful relationship with the musical world. It will allow you to develop particular strengths and interests, encourage lifelong learning and provide access to higher education, university degree courses in music and to a myriad of music conservatoires across the UK and abroad. You will develop an understanding of how sounds are organised through a choice of topics including set works pieces written by famous classical composers and topic area choices which include Popular Music, Jazz, Musical Theatre and Music for the Media. In the broader context, you will also perform music and create original compositions.

YEAR 12 TOPICS

The areas of study provide an appropriate focus for you to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language. The areas of study can also provide a rich source of material for you to work with when developing performance and composition skills. Areas of study cover music as diverse as the Western classical tradition from 1650–1910 to Music for media and Art Music since 1910. In Year 12, you will offer a programme of performances as either a soloist, ensemble player, via music technology or all of these options. Some of these may be chosen to form part or all of your final programme choice in Year 13. You will also compose one piece of music which is a free choice composition.

YEAR 13 TOPICS

Continuing the experiences of work in Year 12 you will deepen your understanding of the set work pieces and your option choices and will prepare for a listening and a written examination paper. Listening skills will be honed throughout this year. A final performance programme lasting at least 10 minutes, will be recorded using vocal/acoustic instruments and/or music technology. You will also compose a further piece of music to a brief provided by the exam board.

Assessment

Component 1
– Appraising Music:
Written Examination
2½ hours
• 40% of the qualification

Component 2
– Performance
Coursework
• 35% of the qualification

Component 3
– Composition
Coursework
• 25% of the qualification

ENTRY REQUIREMENTS

Grade 6 in GCSE Music.
The ability to perform on an instrument or voice at a minimum grade 5 standard.
Grade 5 Theory could be substituted for GCSE Music.

Career Opportunities

The skills developed in the study of Music at this level are highly regarded whether applying for Music or other courses at university. Music courses can be followed at specialists Music conservatoires and universities. Other career paths include Music Administration, Media, Journalism, Law, Teaching and Performing.

FURTHER INFORMATION

There is always the opportunity to develop your musical skills through the many and varied extra-curricular activities that take place during the week both in school and in the local community. Throughout the year, there are also a multitude of concerts and gigs in school, both large and small, and the opportunity to take part in workshops given by external musical groups and individuals. Choirs and bands take part in local festivals and go to concerts and recitals given by international artists. There is a three-day music residential which occurs annually. Links with drama are strong and joint ventures occur frequently.
Music

Level 3 Subsidiary Diploma (BTEC)

Course Content

BTEC Music is a specialist qualification that focuses on the practical and employment aspects of the music world within a vocational context. You will explore a variety of practical based performance techniques including improvisation, listening skills, performance styles, music technology and production.

By the end of each unit you will understand how to apply these ideas creatively and take part in performances within the school and the wider community. There is a flexibility built into the BTEC which allows you the opportunity to focus on the areas of music you are most interested in.

There are a number of core units that you will work on including Planning a Music Project and Music Performance Techniques.

Assessment

Using a variety of written, video, oral and recorded methods, you are assessed internally, with one annual external moderation.

Unit 12: Improvising

Exploring what it means to improvise and the harmonic, rhythmic and melodic toolkit required to create music ‘on the spot’.

• 10 credits

Unit 22: Music Performance Session Styles

What does it require to be a session musician? What particular qualities are needed? You will learn how to play in different styles and contexts.

• 10 credits

Unit 23: Music Performance Techniques

How do we improve as musicians? You will explore how to practise so that progress is ensured. You will be required to perform 2 solos throughout the year and 2 ensembles in the annual BTEC Gig.

• 10 credits

Unit 24: Music Project

What does it take to put on a live music event? As a class you will organise the annual Battle of the Bands, which attracts over 350 students, taking control of all matters from marketing to sound, budgets to lighting.

• 10 credits

Unit 30: Pop Music in Practice

How has pop music developed since the 1950s? What were the key moments and why? You will explore different songs that moved popular music forward and produce an essay or radio programme that explore these major shifts.

• 10 credits

Unit 40: Working and Developing as a Musical Ensemble

What makes a successful ensemble? What attributes do musicians require to develop as an ensemble? You will work in groups towards performances in the annual BTEC Gig, all the time developing and logging your rehearsals.

• 10 credits

The total credit value to gain the BTEC qualification Level 3 Subsidiary Diploma in Music is 60 credits. All units must be passed to achieve the BTEC qualification.

The units are graded Pass, Merit and Distinction. The overall qualification is graded Pass, Merit, Distinction, Distinction*.

ENTRY REQUIREMENTS

Previous performance experience and skill on a musical instrument is essential. GCSE Music is desirable.

A passion and total commitment to music and a desire to enter the Music industry.

Career Opportunities

There are often auditions for Music conservatories and certain courses at university. There are many career options within the music industry including Performing, Production, Journalism, Arts Administration, Recording and Editing and Composition.

FURTHER INFORMATION

There is always the opportunity to develop your musical skills through the many and varied extra-curricular activities that take place during the week both in school and in the local community. Throughout the year, there are also a multitude of concerts and gigs in school, both large and small, and the opportunity to take part in workshops given by external musical groups and individuals. Choirs and bands take part in local festivals and go to concerts and recitals given by international artists.

There is a three-day music residential which occurs annually. Links with drama are strong and joint ventures occur frequently.
Course Content

This course combines a great deal of practical work with closely related written assignments. You will also gain experience of performing to others in a wide range of genres.

The first year focuses on the development of skills through a range of units which enable you to grasp the principles of acting, learn how to use your voice and body within a performance and then explore a range of theatre practitioners.

The second year is largely performance based and you will apply and develop your skills in devising theatre, performing from scripts, which culminates in a final major performance.

Unit 1: Investigating Practitioners Work
You will investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work. As a performing arts practitioner it is important to understand how influential practitioners can inform your own professional practice.

Unit 2: Developing Skills and Techniques for Live Performance
The aim of this unit is to serve as an introduction into the performing arts where you will develop the appropriate skills and techniques in acting. Through regular participation in workshops you will acquire, practise and develop the necessary technical, practical and interpretative performance skills to help you succeed when performing live to an audience.

Unit 3: Group Performance Workshop
A stimulus is given. As part of a group, using research and practical exploration you will develop performance material and then present the work to an invited audience.

Unit 19: Acting Styles
The aim of this unit is to enable you to create character, interpret lines and develop your vocal and physical skills while rehearsing and performing a text or devising original work. The skills that you develop in this unit will increase your understanding of the craft of acting across a range of theatrical styles.

Assessment
The course is assessed both through formal and informal assessment. Students will need good time management skills and be able to work to targets and deadlines.

All units must be passed to achieve the BTEC Level 3 Extended Certificate in Performing Arts. The units are graded Pass, Merit and Distinction. The overall qualification is graded Pass, Merit, Distinction, Distinction*.

Career Opportunities
Most of our Performing Arts students successfully audition for Drama or Theatre Studies courses at university; some secure places to study acting at drama school.

There are many career options within the Performing Arts including Journalism, Theatre Management, Arts Administration, Theatre Design, Teaching, Acting, Directing, Events Co-ordination and Stage Management.

FURTHER INFORMATION
You will have the opportunity to apply all skills taught in the course in extra-curricular productions, which include a musical, a senior drama production and annual showcases. Theatre industry connections means that you will always be able to access the most current and relevant information when it comes to auditioning and working in the business. Regular visits to a range of theatres both locally and in London ensures that you have a rounded appreciation of a range of productions.
Photography

Course Content

Photography includes works in film, video, digital imaging and light-sensitive materials. Work produced within photography should form a means of personal enquiry and expression involving the selection and manipulation of images. As a photographer you will employ creative approaches which go beyond mere observation and recording.

The course will introduce you to all aspects of photography which could include portraiture, landscape photography (working from the urban, rural, and/or coastal environment), still-life photography (working from objects or from the natural world), documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installations and moving image (video, film, animation). You will learn vital photographic skills as well as studying the work of other photographers and artists to inspire your work. You will learn analytical skills in studying the work of others, as well as creating meaningful collections of your own.

You will explore a variety of drawing techniques as drawing now has to be incorporated throughout both the coursework portfolio and the externally set tasks. We place a strong emphasis on drawing as drawing is crucial to innovation across all creative disciplines regardless of your specialism.

As a faculty we support student progress through regular feedback sessions and reviews, offering a platform for discussion and development to ensure your creative practice and acquisition of skills are constantly progressing and moving forward.

You will work within a well-resourced photography studio and you will be supported throughout the 2-year course by staff that are experienced within a wide variety of disciplines, enabling you to develop your creative practice.

Assessment

Component 1: Coursework

This component incorporates two linked elements, each with separate final outcomes: Practical work and Personal study. The investigation and development for both the Practical work and Personal study will be shown through supporting studies.

• 60% of the total A Level
• Internally assessed

Component 2: Externally Set Assignment

The Externally Set Assignment represents the culmination of the A Level course. The paper consists of one broad-based thematic starting point. During the preparatory period, you are encouraged to be independent in the development of their ideas, intentions and response.

• 40% of the total A Level
• Internally assessed

Career Opportunities

Studying photography enhances your creative, social and cultural understanding as well as developing your specialist technical knowledge.

Careers directly related to photography include: Graphic Designer, Magazine Features Editor, Photographer, Press Photographer, Television Camera Operator, Advertising Art Director, Film Director, Film/Video Editor, Stylist, Web Content Manager, Web Designer

Entry Requirements

Grade 4 in GCSE Art/Photography.
Students will require a digital camera.
Where students do not meet the course requirements, but have proven expertise, interest and examples of their work, they may be accepted onto the course.
A bursary is available in school for students who need financial support.

Further Information

You will have an opportunity to extend your experiences of work first hand by taking part in visits to galleries and events. These visits abroad have included New York, Paris and Berlin in the past few years. These trips have involved visits to the Empire State Building, Museum of modern art NYC, the Eiffel Tower, The Louvre, Musée d’Orsay and the Bauhaus. You will also have your own studio space, use of a broad range of technologies to help develop your work including professional standard software, access to computer suites and a lighting studio.
Physics

Course Content

Physics is the study of how our universe works, its rules and mechanics and the scientific discoveries which lie behind great discoveries. You will build upon the topics studied at GCSE, but you will learn to manipulate more advanced equipment and analyse data to work out relationships between physical quantities.

YEAR 12 TOPICS

In the first year of the course you will study key ideas that make up the familiar “classical” physics topics, such as:

- Current flows in circuits
- Properties and interaction associated with wave-like behaviour
- Applications of the laws of motion, with particular emphasis on bodies in equilibrium
- Different properties of materials

YEAR 13 TOPICS

The second year of the course introduces more demanding, but also rewarding content, that develops your skills and understanding of the universe more fully. The topics you will study include:

- Further mechanics (including simple harmonic motion) and thermodynamics
- The nature of electric, magnetic, and gravitational fields - with a particular look at capacitors.
- The decay of unstable atomic nuclei, and how the energy released can be harnessed for use in a variety of applications.
- Turning point in Physics enabling key concepts and developments in Physics to be studied in greater depth.

Assessment

Paper One – Written and multiple choice questions: 2 hours
- 34% of A-Level

Paper Two – Written and multiple choice questions: 2 hours
- 34% of A-Level

Paper Three – Written questions: 2 hours
- 32% of A-Level

Practical skills will also be continually assessed over both years of the course, with particular emphasis on 12 compulsory experiments. You will gain separate recognition for this.

ENTRY REQUIREMENTS

Grade 7 in GCSE Physics
or Grade 7-7 in GCSE Combined Science
and Grade 7 in GCSE Maths.

It is also compulsory that you study AS or A Level Mathematics.

Career Opportunities

Problem solving, data analysis, and the application of abstract ideas are increasingly important skills in the modern world. You might end up working at the cutting edge of physics research; building the latest aircraft or buildings; or using your modelling skills to predict the future of the climate or stock market. Because physicists are highly sought after in a wide variety of fields, an exciting career is likely.

You will also be introduced to the weird and wonderful world of quantum physics and sub-atomic particles. Your practical skills will improve as you study the estimation and calculation of errors, and learn how to use graphs to determine physical quantities.

FURTHER INFORMATION

As you progress through the course, you will build on your knowledge of the laws of physics, applying your understanding to areas ranging from sub-atomic particles to the entire universe. You will quickly acquire the skills to think independently and creatively in a challenging scientific environment, this will include the chance to enter the Physics Olympiad and the opportunity to attend a workshop in experimental physics.
Course Content

This qualification is both creative and thought-provoking, giving you the practical skills, theoretical knowledge and confidence to succeed in the creative industries.

You will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put your learning into practice by producing products of your choice.

Throughout the course you will work in up-to-date multi-material workshops and design studios which offer excellent CAD/CAM facilities and 2D and 3D computer design software. Here you will develop your sketching, rendering and virtual modelling skills.

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

YEAR 12 TOPICS

Core technical principles

You are expected to be able to name specific materials for a wide range of applications.

You must also be able to provide detailed and justified explanations of why specific materials and combinations of materials are suitable for given applications.

Core designing and making principles

You will design a range of products of your choice responding to given contexts, demonstrating and applying their knowledge and understanding of designing and making principles.

YEAR 13 TOPICS

Core technical/designing and making principles

You will extend and apply the theory knowledge from Y12 analysing products and your commercial manufacture.

NEA

You undertake a single substantial project demonstrating the application of technical/designing and making principles.

Assessment

Paper 1, 2:30hrs: Technical principle, designing and making principles, specialist knowledge

- 30% of the total A Level

Paper 2, 1:30hrs: Technical principle, designing and making principles, specialist knowledge

- 20% of the total A Level

Non-exam assessment (NEA): Practical application of technical principle, designing and making principles, specialist knowledge

- Project
- 50% of the total A Level

Career Opportunities

Product Design is an excellent lead into a range of degree courses: Industrial or Product Design, Furniture Design, Architecture, Production Engineering, Automotive/Mechanical Engineering, Aeronautical Engineering. For students who wish to follow an Art and Design route, Product Design complements courses in Graphic Design and Interior Design often preceded by an Art Foundation course.

FURTHER INFORMATION

In year 12, you have the opportunity to visit local design companies such as ‘Stage One’ (responsible for the 2012 Olympic flame). There is also a visit to the Vitra company and the ‘New Designers’ exhibition in London, where students can see the work of the top graduating university design students. Students have also successfully competed in the annual Harrogate Rotary club ‘Technology challenge’ and showcased their work at the Yorkshire Design Innovation Awards.
Psychology

Course Content

Psychology is the scientific study of human thought, emotion and behaviour. The topics that are studied on the course cover such areas as memory, obedience, depression, aggression, phobias, the structure and function of the brain, child development and research methods.

Lessons involve carrying out practical work where we try out psychological research and where everyone gets involved. Lectures and discussions are also used in class.

Mathematics is required for some lessons and in the exams.

Paper 1: Introductory topics in Psychology

• Social influence
• Memory
• Attachment
• Psychopathology

This topic gives you an insight into classic areas of study in psychology, from Milgram’s research into obedience to the accuracy of eyewitness testimony.

Paper 2: Psychology in Context

• Approaches in psychology
• Biopsychology
• Research methods

This topic examines different ways that psychologists investigate and explain behaviour.

Paper 3: Issues and Options in Psychology

• Issues and Debates in Psychology
• Relationships
• Schizophrenia
• Aggression

This paper examines the important debates within the field of psychology, such as nature-nurture and free-will versus determinism. The origin and processes of human aggression and relationships are also investigated.

Assessment

Written exams: 2 hours each

Multiple choice, short answers and extended writing

Paper 1: Introductory Topics in Psychology

• 33.3% of the total A Level

Paper 2: Psychology in Context

• 33.3% of the total A Level

Paper 3: Issues and Options in Psychology

• 33.3% of the total A Level

Career Opportunities

There are many career opportunities including working with people with emotional problems; working in prisons and schools; working in business and working with sports people. Psychology can also lead to careers in Marketing, Management and Advertising.

Specific psychology based careers include:
Clinical Psychologist,
Counselling Psychologist,
Educational Psychologist,
Forensic Psychologist and
Occupational Psychologist.

ENTRY REQUIREMENTS
Grade 5 in one GCSE Science from the triple award
or Grade 5 in GCSE Combined Science
or Grade 5 in GCSE Mathematics.
and Grade 5 in GCSE English.
Students are encouraged to study Core Maths.
Course Content

Religious Studies enables you to reflect upon and deepen your understanding of this important and dynamic area of human culture and thought. It is not a quest to learn facts about God but rather it is a quest for understanding of the self and the nature of what it means to be human. It is important to understand the role religion plays in everyday life, whether people believe in a higher power or not, religion influences many aspects of our daily lives.

A LEVEL

Component 1: The Study of Religion

This component offers the opportunity to study the religion of Buddhism in depth, including looking at key figures, sacred texts and how these have evolved religious concepts and practices. There is also an exploration of the development of religious thought and how this has impacted on contemporary issues.

Component 2: Philosophy of Religion

This component explores some of the classic areas of religious philosophy including looking at the classic arguments for the existence of God as well as an exploration of the various challenges to religious belief. There is also an opportunity to explore the nature of religious experience and how this has influenced the behaviour of religious people, as well as looking at the role of religious language and the various debates surrounding the question of how meaningful it can be.

Component 3: Ethics and Religion

This component focuses on a variety of ethical theory and moral philosophy, including Utilitarianism, Situation Ethics, Natural Law and Deontology, as well as an exploration of meta-ethics (ethical language). There is also an exploration of notions of free will and to what extent our futures are determined.

Assessment

• Each component has a written exam lasting 2 hours, which makes up 33.3% of the final A Level grade
• The weighting is 40% for knowledge and understanding and 60% for analysis and evaluation
• You will be expected to answer two questions from a choice of four on each paper

Career Opportunities

This subject is accepted for a wide range of further and higher education courses and is widely acknowledged by universities as offering students a wide range of desirable study skills. Philosophy and Ethics form part of the study for Medical, Law, Social Sciences and the specific but wide ranging areas of Theological Studies. Such a qualification can lead to career opportunities in the Judiciary, the Health Service, Journalism, the Civil Service, Local Government, Teaching, Social Work or Community Care.

ENTRY REQUIREMENTS

Grade 6/5 or 5/6 in GCSE English Literature or GCSE English Language.
Sociology

A Level

ENTRY REQUIREMENTS
Grade 4 in GCSE English Language.

Career Opportunities

Sociology combines the development of many transferable skills in reasoning and critical assessment, with knowledge about human society and culture. Typical careers include: Academic Research and Teaching, Journalism, Advertising and Consumer Research, Media, Law, Social Work, Probation Service, Nursing, the Police, Criminology, Civil Service, Foreign Office and NGOs, and Tourism Development.

Course Content

Sociology is the study of society – the world all around you. Sociologists study patterns of human behaviour and belief, investigating how this affects you, your identity, your opportunities and your behaviour. It investigates relationships between people, their social groups and institutions around them – in other words, it considers people like you and how social class, gender and ethnicity affect opportunities and how you are influenced by your family, school and religious beliefs. Sociologists try to understand and answer questions on the world around us; it is a subject where different perspectives on topics exist as sociologists rarely agree with each other.

YEAR 12 TOPICS

Families and Households – Discover what the role of the family is in society as well as the impact different family types could have on modern society, the reasons for the growth in the divorce rate and the roles that men and women play in the family.

Education – Discuss all the factors that influence your achievement levels; is it our IQ or our social class, gender or ethnicity that most influences how we perform? What is the role of the education system for society and how successful have attempts to make education fairer been?

Theory and Methods – Consider what makes good research and how Sociologists conduct observations, interviews and questionnaires to uncover the world around us. How do different sociologists view the way society is organised, or if it even exists at all?

YEAR 13 TOPICS

Beliefs in Society – Discover the impact religion has on modern society – is religion or declining or growing in importance? What types of religions do people join now and for what reasons do different types of people join?

Crime and Deviance – Find out the truth behind crime statistics to see who really commits crime and why they do so. Do we commit crime because we are naturally selfish or because of poverty or a need for status?

Assessment

Three 2 hour papers.

Paper 1: Education with Theory and Methods
• 33.3% of the total A Level

Paper 2: Topics in Sociology: Families and Households and Beliefs in Society
• 33.3% of the total A Level

Paper 3: Crime and Deviance with Theory and Methods
• 33.3% of the total A Level
A LEVEL

Spanish

Course Content

This course is an opportunity to explore the language and culture of Spain and the Spanish-speaking world. You will be aiming to gain the confidence to communicate effectively in flowing Spanish over interesting, contemporary social topics, as well as films and literature, and will be studying the influence of the past on the Spanish speaking world.

YEAR 12 TOPICS

• Modern and traditional family values.
• The digital world.
• Equal rights.
• Modern day idols.
• Spanish regional identity.
• Cultural heritage.
• A deep study of a Spanish film.

YEAR 13 TOPICS

• Immigration.
• Racism.
• Integration.
• Today’s youth, tomorrow’s citizens.
• Monarchies and dictatorships.
• Popular movements.
• A deep study of a Spanish novel/play.
• An independent individual research project on an aspect of Spanish life/culture, chosen by the student.

Assessment

There are three exams at the end of Year 13:

Paper 1: Listening, Reading and Writing
• Listening and Reading comprehension tasks, as well as a translation into and out of Spanish, based on the topics studied.
• 2 hours 30 minutes
• 50% of A Level

Paper 2: Writing
• Two essay questions on set texts or one set text and one film.
• 2 hours
• 20% of A Level

Paper 3: Speaking
• A discussion on a stimulus card, followed by a presentation and a discussion of an individual research project.
• 21-23 minutes (including 5 minutes preparation time)
• 30% of A Level

Career Opportunities

Many of our A Level students continue with their languages at university, either as a single honours or as a joint honours degree, combined with a vocational subject such as Business or Law. Some choose to start a new language and are attracted to courses such as Japanese or Mandarin Chinese. Careers in languages include Journalism, Law, Business Management, Translating, Interpreting and Teaching. Having a language is also a very marketable skill for a huge variety of other career paths.

ENTRY REQUIREMENTS

Grade 7 in GCSE Spanish.

FURTHER INFORMATION

Please see our Centre of Excellence for Language Provision on page 15.
ENTRY REQUIREMENTS

Students must achieve grade 5 in GCSE Maths, English and Physical Education or Merit at Level 2 BTEC Sport.

Course Content

Within this course you will cover four units, three mandatory and one selected from a list of options. There is no practical assessment in this qualification. It combines external examinations with modular assessment, in which you will study and submit assignments in distinct units throughout the course. Three of the mandatory topics you will study are:

Unit 1: Anatomy and Physiology
You will explore the structure of the skeletal, muscular, cardiovascular, respiratory and energy systems as well as additional factors which affect sport and exercise performance. The anatomy and physiology of each body system and their processes are very different but work together to produce movement. You will gain a full appreciation of how the body is able to take part in sport and exercise through understanding the interrelationships between these body systems.

Unit 2: Fitness Training and Programming for Health, Sport and Well-being
You will explore the process required for screening clients and assessing their lifestyle and nutritional intake. How to interpret this information will then be examined. From this information you will explore how to make judgements on a specific individual’s current lifestyle and then suggest modifications to help improve the individual’s fitness, health and overall well-being. Fitness training methods will be examined for each component of physical and skill-related fitness.

Unit 3: Professional Development in the Sports Industry
You will research the different possible careers and the associated job roles in the sports industry, then action plan your development towards achieving a selected career aim. You will analyse your own skills and identify how to develop them into a career through the use of a career plan. This unit will prepare you for progression to a career in the sports industry either directly or through higher education, by developing your understanding of investigation, career planning and awareness of the skills and qualities that sports employers look for in a potential employee.

Unit 5: Application of Fitness Testing
You will explore the principles of fitness testing and examine the factors affecting the selection and administration of tests, including validity, reliability and suitability of tests. You will explore a range of laboratory and field-based fitness tests and the administration process of each fitness test. You will consider the selection of appropriate tests for specific sports performers, and demonstrate your ability to conduct a range of fitness tests in accordance with the safety and ethical requirements of fitness testing. Finally, you will investigate the process of evaluating and comparing fitness test results to draw meaningful conclusions about a specific person’s fitness.

For students wishing to take the A level Physical Education examination, there is the option of pursuing this with support from the PE staff. Students are likely to have achieved Grade 7 or above in GCSE PE.

Assessment

During the course there are two externally assessed units:

- Anatomy and Physiology: 90 minute exam containing a mix of long and short answer questions.
- Fitness Training and Programming for Health, Sport and Well-being: You are given 6-8 hours to prepare for an assessment on your ability to interpret lifestyle factors and health screening data.

The other two units are internally assessed. The units are graded Pass, Merit and Distinction.

This overall qualification is accredited with Pass, Merit, Distinction and Distinction*.
Year 13
Leavers Ball
Student Destinations 2018
Student Destinations 2018

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<th>Destination</th>
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<td>Going into employment</td>
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<td>Gap year</td>
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<td>Other</td>
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**Institution**

Aberystwyth University
Bangor University
Bath University
Bath University
Bath University
Birmingham University
Birmingham University
Birmingham University
Birmingham University
Bradford University
Bradford University
Brighton University
Bristol University
Bristol University
Bristol University
Cambridge University
Cambridge University
Cardiff University
Cardiff University
Cardiff University
Central Lancashire University
Courtauld Institute of Art, London
Coventry University
Coventry University
Coventry University
Coventry University
Cumbria University
De Montfort University
De Montfort University
Derby University
Durham University
Durham University
Durham University
Durham University
Durham University
Durham University
Durham University
East London University
Edinburgh Napier University
Edinburgh University
Edinburgh University
Edinburgh University
Edinburgh University
Edinburgh University
Exeter University
Falmouth University

**Course**

Psychology
Marine Biology
Sociology
Aerospace Engineering
Chemical Engineering
Economics
Mechanical Engineering
Mathematics
Dentistry
Biological Sciences
Clinical Sciences/Medicine Foundation
Nursing
Mathematics
Aerospace Engineering
Law
Mechanical Engineering
Engineering
Psychological and Behavioural Sciences
Engineering
Social Science
Politics/Religious Studies
Computer Science
British Sign Language and Deaf Studies
History of Art
Cyber Security
Civil Engineering
Sociology and Criminology
Mechanical Engineering
Business, Accounting and Finance
Drama
Accounting and Finance
Film Production
Natural Sciences
Modern Languages and Cultures
Liberal Arts
Modern Languages and Cultures
Philosophy, Politics and Economics
Modern European Languages and History
Biological Sciences
Biological Sciences
Certificate of Higher Education in Introduction to Acting
Cyber Security and Forensics
French and Spanish
Landscape Architecture
Social Anthropology
Chemistry
Mathematics
Zoology
Creative Advertising
## Student Destinations 2018

### Institution
- Glasgow School of Art
- Glasgow University
- Guildhall School of Music and Drama, London
- Harper Adams University College, Shropshire
- Harrogate College
- Huddersfield University
- Hull University
- Hull University
- IBM Degree Apprenticeship
- Keele University
- Keele University
- Keele University
- King's College London
- Kingston University
- Lancaster University
- Lancaster University
- Lancaster University
- Lancaster University
- Leeds Arts University
- Leeds Arts University
- Leeds Arts University
- Leeds Arts University
- Leeds Arts University
- Leeds Arts University
- Leeds Metropolitan University
- Leeds Metropolitan University
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- Leeds Trinity University
- Leeds University
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- Leeds University
- Leeds University
- Liverpool John Moores University
- Liverpool John Moores University
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- Liverpool University
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- Liverpool University
- Liverpool University
- Liverpool University
- Liverpool University
- Liverpool University
- Liverpool University
- Liverpool University
- London School of Economics and Political Science

### Course
- Fine Art - Photography
- Common Law
- Rural Enterprise and Land Management
- AAT in Accounting
- Sociology
- Media Studies
- Marketing and Management
- Biomedical Sciences
- Biology with Science
- Medicine
- Physiotherapy with Health
- History
- Adult Nursing
- Drama, Theatre and Performance
- Computer Science
- Psychology
- Ecology and Conservation
- Art Foundation Diploma
- Art Foundation Diploma
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- Art Foundation Diploma
- Business Management
- Sociology and Criminology
- Primary Education
- Film-making
- Business Management with Marketing
- Psychology
- Criminology with Police Studies
- International Business and Marketing
- Mathematics
- Mathematics
- Business Studies
- Diagnostic Radiography
- Theology and Religious Studies
- History
- Media Production
- Graphic Design and Illustration
- Sport and Exercise Science
- Business Management
- Sociology
- Geography
- Architectural Engineering
- Psychology
- Mechatronics and Robotic Systems
- Engineering Foundation
- Geography
- Geography
- Business Management
- Business Economics
- Actuarial Science
## Student Destinations 2018

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